



“SPACE4US”: Toolkit of activities of blended-experiential learning

SPACE4US

A model of blended-experiential learning for the empowerment of young women





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Introduction

The SPACE4US project endeavors to address the challenge of collective wellbeing among vulnerable adolescents, particularly girls, by creating a toolkit of activities aimed at fostering engagement and empowerment. The Toolkit aims to promote collective wellbeing among vulnerable adolescents, particularly girls, across seven countries. It offers innovative and diverse activities designed to engage girls who may not typically participate in social contexts.

Sections:

1. Toolkit of Activities of Blended-Experiential Learning:

It consists of a series of experiential workshops, including a rich variety of activities, not to be understood as one-fits-all packages. Instead, activities will be suggested and sometimes designed by the same girls, together with experts in the field and youth workers. Activities could comprise experiences of "circle time", story-telling, cartoons design, theatre, photographs, flash mobs, woodcrafts workshops, etc. It consists of 3 sets of activities of blended-experiential learning, divided according to the following themes:

Head – covers psychological concepts like self-esteem and confidence, empowerment, conflict-resolution, bullying. This aspect concerns with the rational part of ourselves

Body – refers to the enablement of the affective domain in forming values and attitudes that are translated into behaviors. It concerns the emotional sphere and addresses issues such as emotions, communication, relationships, sexuality, perception, and motives

Hands – refer to the enactment of the psychomotor domain for learning practical skill development. It concerns the behaviors that the girls need to be trained to perform or skills that they need to learn

Some other issues need to be dealt with transversally, like the world of social networks, which have become omnipresent in the lives of adolescents, and whose use often degenerates in unhealthy habits and behaviours. The Toolkit foresees interventions in this sense as well, to increase awareness of young people's access to technology. Empowerment is inspired by a logic of experiences used as learning spaces, where personality development is formulated as an objective with regard to social and individual learning goals. In such context the group becomes an aid when its members can help and challenge each other in dealing with problems, so that they can positively influence individual processes. Moreover, the idea behind the toolkit is to privilege manual, practical and "physical" activities especially because of their potential to overcome language barriers, which can embarrass and make things more difficult for non-native speakers. In this element also lies the transferability potential of the Toolkit.





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2. Toolkit Guidelines Optimization:

To ensure the effectiveness and ease of implementation of the toolkit, guidelines have been optimized after the implementation of the workshops with the girls participating in the project. This involves refining the design and organization of activities, as well as providing clear instructions for facilitators. Through continuous refinement and adaptation, the toolkit aims to maximize its impact in empowering vulnerable adolescent girls and promoting their collective wellbeing.



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SPACE4US

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Breza Association

Group Activities

- Toolkit of activities of blended-experiential learning -





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1. Workshop/Activity

The most common form of activities carried out with children and young people in informal educations are workshops.

Workshop is a form of interactive group work and learning that is designed as an active, experiential, reflexive and cooperative process. Workshop also uses short theoretical presentations to explain the nature of key concepts and phenomena and connect them with existing knowledge and experiences of participants. This way of learning mimics the process of cognition that takes place in authentic life circumstances and leads to a complete experiential, usable and long-lasting experience.

Participation in workshops is often reminiscent of a game although topics and teachings that are being deal with are serious in their nature. Means of expression used in workshops are: conversation, drawing, story, acting, creative forms of expression as well as learning by doing. During this process, thing that develop include a positive climate, connection between participants, feeling of belonging and social responsibility.

The duration of the workshop is best to arranged in advance, but keep in mind that **flexibility is really important when it comes to this.**

Ideal number of participants is up to 15.

Working in workshops is a creative act. Workshops can be adapted or new ones can be made in accordance with the needs of the program, taking into account the basic principles of operation. It is important to point out that workshops are planned, guided and time-determined activities.

1.1. Stages of Process

- Participants are introduced to the topic;
- an atmosphere is created that allows everyone to actively participate and find a solution;
- through discussion, the experiences are exchanged, clarified and shaped;
- experiences are linked to existing knowledge and being generalized.

2. Types of Workshops

Workshops can be classified into two groups:

1. Creative workshops aim at developing creative expression. This includes dramatic, artistic, poetic workshops, videos etc.

2. Educational workshops aim at gaining knowledge in the broadest sense of the word, as well as life skills.

To conduct workshops, experts from different professions are educated: psychologists, pedagogues, sociologists, students, educators, teachers. It is necessary that they have a certain theoretical knowledge and basic emotional sensitivity for the population which they work with.

In workshops, strong emotions are not provoked. The work is designed so that the participant gets the initial impulse to think about the topic, and find his own solutions. When elevated emotional reactions occur, it is important to establish nonverbal and verbal contact with the person, try to empathically discover the cause of the reaction and stay with him until he calms down.

3. Rules for the Conduction of the Workshop

- All participants of the workshop sit in a circle, to be equal, including the leader. This way of sitting symbolizes communion and discretion.
- Everyone is equal in communication. Most often, the leader speaks to everyone. Everyone talks about the same topic one after the other in order in which they are sitting, or in another manner.
- Word intrusion and parallel conversations are not tolerated.
- Everyone listens to everyone.
- Everyone participates in the workshop. There are no observers, but everyone has the right to keep his opinion to himself, not to present it to the group, by saying “Next” when it is his turn.
- The agreed time is respected, there are no delays or early departures.
- Diversity in opinion and experience is taken into account.
- The needs of each participant that do not jeopardize the activity of the entire groups are taken into account.
- Specific rules – there can be specific agreed rules for a specific workshop (cell phone, food, movement...). Rules are established by the group and can introduce new or change the existing rules during the process.
The rules apply to everyone and must be followed.

4. Basics for Conducting Structured Activities/Workshops

Workshops differ depending on the age of the participants, on our target population and goals that want to be achieved.

Common to all workshops:

Drawing up a workshop plan or scenario is necessary and it is designed in advance. The essence of the plan consists of structured activities that arise as a result of a concrete request introduced by the workshop leader, and are focused on a single topic. The plan is used to guide personal engagement of the participants through specific requests. It is important that it encourages cooperation, not competition and discrimination. The plan should specify the intended shapes, i.e. group work techniques.

4.1. Workshop Planning

Planning a workshop requires leader skills. The work plan prepared by the manager, as well as the material, are very important for the success of the workshop.

Work on the preparation of the workshop involves administrative preparation, writing scenarios, working on the material and responding to the needs of the participants.

When planning a workshop, the leader should consider the following questions:

- How can appearance arrangement of furniture in the room affect the dynamics of the workshop?
- What is the purpose of the agenda of the workshop/seminar, how can the leader respond to unexpected changes in the agenda or work schedule?
- How understanding communication, verbal and nonverbal, helps the leader to represent and understand the participants?
- What type of techniques and activities can be used in the workshop so that participants can learn and participate in an interactive and interesting way?

Elements of the plan/scenario

1. Title/theme of the workshop
2. The objective/objectives of the workshop
3. The necessary material for work, precisely defined with all items
4. Introductory activity with a clearly defined timeframe. It should make up to 1/4 of the workshop time
5. Main - central activity with a clearly defined timeframe consisting of at least 1/2 of the total duration of the workshop

6. The final activity with a clearly defined timeframe within which the evaluation of the work is carried out, and it lasts up to 1/4 of the workshop time.

4.2. Group Division

Some activities can be carried out in large groups but some require division into smaller groups. The number of members of the group depends on the type of activity. The way in which the leader will divide the participants into groups depends on the creativity, time available, resources and the participants themselves.

Types of group division:

- The simplest way is **1,2,3** - The manager counts the participants depending on the number needed – if he needs 3 groups, he counts 1, 2, 3, and all participants who are number 1 make up one group, all of which are number 2 - another, etc. Participants can also draw papers with different colours, pens, candies etc.
- The leader divides the participants based on some **characteristic** (for example one group consist of those wearing jeans, or one group consist of those born in the spring, the other in the summer, the third in the fall, etc., depending on the number of groups needed).
- **Atom** – The manager instructs participants to move freely around the space (preferably with music). When he yells "Atom," they stop. When he says "Atom 3", groups of three are formed in the way that participants grab 2 persons closest to them. Holding hands, they form groups of three. Music is played and everything starts all over again. The leader changes the number of the group, and in the end he says the number of participants he needs per group.
- **Jigsaw puzzle** – The manager prepares as many pictures as small groups he plans to make, and then cuts each image with scissors into as many parts as there will be participants in the group. Each participant receives one part of a picture. The task is for everyone to walk around the room and find other participants who have part of the same picture. Then they form small groups and put together their image.

4.3. Methods

- Active method - mental and motor activity is involved during operation
- Experiential learning method – shaping a personal experience in the light of some new content
- Cooperative method – shaping personal experience is done through exchange with other participants and group leader

- Model learning – through observing other participants in different situations and roles (convenient for correcting your own behavior)
- The problem method - most often includes finding a solution to a problem (cognitive, emotional or social). It combines convergent (learning the desired solution) and divergent learning (stimulation in the search for different ways of coming to solutions)
- Mind mapping? Brainstorming, visualizing ideas and concepts

4.4. Workshop Goals

- Learn how to understand yourself and others.
- Find out something about others and about yourself.
- Discover how to solve problems.
- Socialize and learn new games.
- Learn to resolve conflicts with acquaintances and strangers.
- Learn a variety of skills.

4.5. Types of Activities

- a. whirlwind of ideas;
- b. troubleshooting in the group;
- c. role-playing;
- d. skills training;
- e. games;
- f. tasks for groups;
- g. discussion in small groups;
- h. discussions with the whole group;
- i. presentation of participants;
- j. short lectures;
- k. demonstration exercise/demonstration;
- l. mini debate...

5. The Role of the Leader

The workshop leader should have a clear goal and prepared workshop plan in order to monitor the needs of the group and maintain group dynamics during the process. The leader is not a lecturer nor a leader, he has the role of a moderator who directs work of the group and helps to achieve the goals. A good leader uses different methods during the workshop that can be fun but also presents some tricky topics in a less stressful way. His task is to involve participants and encourage them to engage and accept the topic.

When possible, the leader should be informed about the participants so that he can better prepare, especially if vulnerable groups of participants are involved.

At the beginning of the first joint workshop, the leader presents himself as well as the topic and how the workshop will be conducted.

Evaluation during and/ or after the workshops will show whether the participants learned anything, and whether the leader led well, clarified the key questions or missed something.

A welcoming environment, the trust and expertise of the leader on a particular topic will encourage the participants to participate in the discussion. Leader should connect with the participants, develop trust to make them more open to receiving information, changing attitudes or behavior. He needs to continuously work on building his capacities (communication, self-discipline, self-esteem, knowledge, organizational skills, etc.).

Sometimes the manager will give tasks to do at home in order to engage the participants but should also be careful not to overload them. He will explain the purpose of the task and how it can be performed. For example: an article about a particular story writing technique may serve as a springboard for discussion in a writing workshop.

It is especially important to pay attention to:

- the rhythm during the workshop; it is optimal to interchange discussion, conversation and visual methods
- intonation, he uses hand gestures, moves through the front of the room, keeps his presentation active
- smile and make eye contact with the participants
- show interest so he can expect the same from participants
- encourage the group to share ideas, solutions, ask questions
- share materials, use records where you can clearly summarize work on specific topics
- it is desirable that the manager arrives early in order to make final preparations and welcome the participants and to finish the workshop at the agreed time

5.1. Skills Needed for Workshop Leaders

Moderating the group process involves creating a comfortable and safe environment, as well as ensuring the visibility of each member of the group (in accordance with his or her capabilities). This is achieved by devoting time to getting to know each other, adequate personal disclosure, giving each individual equal time, adapting methods and techniques to the age of participants. Moderating also includes a high level of attention for processes in the group, recognizing feelings and following the "group process" in such a way that one does not insist on a topic or activity at the moment when something important appears that needs to be talked about or that needs to be taken into account.

Some of the more important communication skills for group leadership are personal language, active listening, and nonviolent communication, with the coherence of the verbal and nonverbal. By using personal language, the leader talks about himself using the so-called "I-sentences", shares his thoughts, ideas, feelings, and suggestions as a way to open the space for participants to talk more about themselves. He approaches them as a human being and establishes dialogue and mutual respect in a friendly way. Active listening skills (open questions, paraphrasing what he hears, reflecting the feelings that participants express, seeking deeper meaning and recognizing nonverbal communication) allow children and young people to feel seen and recognized so they would want to share more about themselves. He needs to take into account the context and relationships in the group. Using feedback and nonviolent communication skills shows an openness to disagreement and to reaching empathy and agreement in those situations where not everyone agrees or even understands.

5.2. Workshop Leader Should Not

- Show fear, or comment that he is not a good person to conduct the workshop. This confuses the participants and encourages distrust. At that moment, everything can go downhill.
- Conduct the whole workshop while reading a paper or processing printed materials that are distributed at the beginning. This is boring, the participants could do it themselves. Instead, such materials can be used to create a draft of basic information that can be shared at the end as a reminder.
- Avoid playing with jewelry, pens, etc. Participants will concentrate on this instead of what the leader is saying.
- Rely too much on technology, presentations, video materials, etc.
- Rude speech, swearing, inappropriate jokes about race, national issues, male-female relationships, etc.
- Criticize the work of the individuals in front of the group.

6. Evaluation

Evaluation is the process of assessing the carried out activity by the participants.

At the end of the workshop, it should be planned to collect feedback from participants about the activities carried out. Comments and suggestions can be made during a discussion in a large group or in a formal anonymous evaluation form that is shared after the end of the activity.

Evaluation can be carried out:

- at the end of each workshop;
- at the end of the workshop cycle;
- when the leader wants to check how much the participants have learned, or how satisfied they are with the workshop.

There are various types of evaluations:

1. Formal - with open and/or closed question types

2. Informal (fun, creative...):

- **"Peace" sign** – the leader draws a sign on a board and shares three stickers (preferably in three different colors). On one part of the sign the participants tape praises, on the other criticism and on the third suggestions. This can be done by drawing a tree: at the root are praises, trunk is for criticism and branches are suggestions.
- **Scale** - draw on the floor a scale of 1-5 and ask "How satisfied are you with the workshop?" Everyone will step on that part of the scale that indicates his/her satisfaction. This form of evaluation can be extended through various sub-questions.
- **Flowers** – ask participants to draw a flower without petals on their papers. Then tell them to rate the workshop with the number of petals (if they would give the lowest grade then they will draw one petal. After that they hand it over to the leader or tape it on the board.
- **Stars** – write the activities of the workshop on the board. Participants tape previously handed or self-made stars next to activities they liked the most.
- **EEG** – ask participants to draw a straight line, and across it an EEG record that will show how they felt during the workshop – from start to finish. If they were dissatisfied, the record goes below the straight line, if they were indifferent, it coincides with it, and if they were satisfied it goes above. If they were very satisfied, they go all the way to the top.
- **Test** – with the test you can see how much the participants learned about a particular topic.

7. Useful Tips

- If it is difficult for you to remember the plan/ scenario or theoretical basis of the topic of the workshop, you can have it by your side and periodically consult it.
- It is good to inform yourself about the members of the group before starting the workshops in order to make better preparation and develop strategies to change the plan.



- Be flexible, develop the ability to tailor your expectations and predictions of activities to the needs, expectations and learning styles of participants.
- Be prepared for a backup variant and improvisation when it is not possible to conduct the workshop according to the default plan (there could be an event that upset the whole group or one of the participants wants to share something that disturbed him/her).
- It is very important to have a sense of humour – this trait is of great importance because it helps to overcome unpleasant situations.
- Look at the bright side of the situation, encourage participants to use their sense of humour.
- Be authentic and do not forget that you are the model on the basis of which participants learn best about what appreciation of differences and respect for others looks like.
- Enjoy yourself and what you do – learn that the mistakes that happen are not a failure but the possibility to change, improve, be better and more satisfied with what you are doing.

Template 1: Workshop Preparation

| | | | |
|--------------------------------|--|----------|--|
| TITLE | | | |
| DATE AND PLACE | | DURATION | |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | | | |
| TOPIC | | | |
| OBJECTIVES | | | |
| LEARNING OUTCOMES | | | |

| |
|---------------------------------|
| MATERIALS, TOOLS AND RESOURCES: |
| METHODS: |

| DESCRIPTION OF ACTIVITIES | |
|---|--|
| INTRODUCTORY ACTIVITY (duration_____) | |
| MAIN ACTIVITY (duration_____) | |
| FINAL ACTIVITY + EVALUATION (duration_____) | |



Template 2: Leader's log

LOCATION: _____

LEADER: _____

| Date | Content/description of the activity | Number of participants M/F | Comments |
|------|-------------------------------------|----------------------------|----------|
| | | | |

Toolkit of activities

This toolkit of activities is based on activities of blended-experiential learning which aims at fostering the social inclusion of girls at risk of marginalization. It provides youth workers with quality tools and creative methodologies to design and implement 27 activities developed in partnership of SPACE4US project. This toolkit has been tested and modeled in 7 countries and it integrates attractive and edifying activities which focus on participatory processes.

It consists of 3 sets of workshops divided according to the following themes:

Head, Body (Heart) and Hands is a holistic approach to transformative learning and experiences. It relates the cognitive domain (head) to critical reflection, the affective domain (body) to relational knowing and the psychomotor domain (hands) to engagement.

Head covers psychological concepts like self-esteem and confidence, empowerment, conflict-resolution, bullying.

This aspect concerns with the rational part of ourselves.

Body (heart) refers to the enablement of the affective domain in forming values and attitudes that are translated into behaviors. It concerns the emotional sphere and addresses issues such as emotions, communication, relationships, sexuality, perception, and motives.

Hands refer to the enactment of the psychomotor domain for learning practical skill development. It concerns the behaviors that the girls need to be trained to perform or skills that they need to learn.

BODY

Contains of 9 workshops in total:

1.

| | | | |
|-----------------------------|--|----------|---------|
| TITLE | Safe place - part I / Heart | | |
| DATE AND PLACE | | DURATION | 2 hours |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | 10-15 participants Age: 13-22 | | |
| TOPIC | The proposed activities deal with anxiety and stress as well as with coping methods. The girls will also be able to paint their own safe place. | | |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Upon completion of this unit, it is expected that the learner will learn constructive coping strategies for stress, anxiety, tension. 2. Upon completion of this unit, it is expected that the learner will learn to distance oneself from one's own emotions and thoughts. 3. Upon completion of this unit, it is expected that the learner will strengthen the sense of security. 4. Upon completion of this unit, it is expected that the learner will develop calming skills, learning to relax consciously. | | |
| LEARNING OUTCOMES | Participants gain knowledge about stress, its causes and methods of constructive coping with it. | | |

MATERIALS, TOOLS AND RESOURCES:

Sheets of paper, pens.

METHODS:

- individual work
- work in pairs
- work in group

DESCRIPTION OF ACTIVITIES

| | |
|---|--|
| <p>INTRODUCTORY ACTIVITY (duration _ 10 minutes)</p> | <p>The facilitator/facilitators informs the group: Chronic stress is very dangerous. It is the cause of many diseases known as diseases of civilization, such as depression, cancer, hypertension, osteoporosis, and autoimmune diseases. On a daily basis, we do not realise how destructively stress affects our health and well-being.</p> |
| <p>MAIN ACTIVITY (duration _90 minutes)</p> | <p>Stress ladder</p> <ol style="list-style-type: none"> 1. Individual work - 30 min. We ask each girl to create her individual 'stress ladder'. Each is asked to create a list of situations that cause concern (and think of a scale of intensity of the problem from 1-10, where 1 is the least stressful situation and 10 is the most stressful one). After that each girl draws the ladder on the sheet of paper and writes on each of 10 rungs of ladder their situations that cause stress. 2. Work in pairs - 30 min. The facilitator then asks participants to pair up. He or she can also independently identify pairs of girls who will then work with each other. The girls then exchange their sheets of paper (stress ladders) and another person tries to generate ideas on how to deal with the difficulties. Participants can write down solutions next to the problems indicated on the ladder and then present them to a colleague. Girls can propose more than 1 solution (they may have to write it on the back of the paper). 3. The girls then go back to work as a group - 30 min. The facilitator asks willing girls to present their stress ladder and the solutions suggested by their pair mate. After several girls have presented their problems, the group tries to create a joint list of problems and possible ways to deal with them. |
| <p>FINAL ACTIVITY + EVALUATION (duration _15 minutes)</p> | <p>Summary:</p> <p>The facilitator can summarise what are the most common causes of stress for adolescent girls taking into consideration causes mentioned by the participants. We need to look for ways to manage stress. The ways that were most often mentioned by the girls can be listed, and other ways can be suggested according to the situations discussed during the meeting (e.g. the relaxation, physical activity and others).</p> |

| | |
|--|--|
| | <p>Evaluation (on a separate sheet of paper or on-line) Answer the questions below so that we can check which workshops you enjoyed the most and from which you learned the most. The survey is anonymous. Thank you very much for taking part in the workshop!</p> <p>How would you rate today's workshop? (on a scale from 1 to 5) How would you rate your participation in today's class? (on a scale from 1 to 5) How would you rate the person(s) leading today's class? (on a scale of 1 to 5) Can you apply what you have learned today to your life? If you can, justify your answer. If you have any suggestions, proposals, comments, remarks, write about them. We will be able to take them into account next time.</p> |
|--|--|

| | | | |
|-----------------------------|--|----------|-----------|
| TITLE | Safe place - part II / Heart | | |
| DATE AND PLACE | | DURATION | 1,5 hours |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | 10-15 participants Age: 13-22 | | |
| TOPIC | The proposed activities deal with anxiety and stress as well as with coping methods. The girls will also be able to paint their own safe place. | | |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Upon completion of this unit, it is expected that the learner will learn constructive coping strategies for stress, anxiety, tension. 2. Upon completion of this unit, it is expected that the learner will learn to distance oneself from one's own emotions and thoughts. 3. Upon completion of this unit, it is expected that the learner will strengthen the sense of security. 4. Upon completion of this unit, it is expected that the learner will develop calming skills, learning to relax consciously. | | |
| LEARNING OUTCOMES | Participants gain knowledge about stress, its causes and methods of constructive coping with it. | | |

| |
|--|
| <p>MATERIALS, TOOLS AND RESOURCES:</p> <p>Mats, blankets for lying down, may be cushions. Sheets of paper, painting utensils - crayons, paints, pens.</p> |
|--|

METHODS:

- individual work
- - work in group
- painting using various techniques
- relaxation

| DESCRIPTION OF ACTIVITIES | |
|--|--|
| <p>INTRODUCTORY ACTIVITY (duration _ 10 minutes)</p> | <p>The facilitator reminds the main causes of stress mentioned during previous activity and main ways of coping with it. After that proposed a new way of coping with stress which is relaxation.</p> |
| <p>MAIN ACTIVITY (duration _max 75 minutes)</p> | <p>Relaxation</p> <p>The facilitator invites the girls to each find any place in the room where they feel comfortable. After taking a mat or blanket, we ask each of them to lie down comfortably and relax. <i>(It is important to set the atmosphere - darken the room, limit external stimuli, play some relaxing music in the background)</i>. If possible, the girls can also close their eyes.</p> <p>Then, in a calm voice, slowly, we ask the participants:</p> <ul style="list-style-type: none"> - Imagine a place where you feel calm and safe. It could be a place you know, a place you've been to before. But it could also be a place you dream about, or a place you've only seen in a photo or film. - Focus on the colours, what kind of calm, safe place does it have, what is there? Are the colours warm or cold? Focus on the colours , like a painting you are looking at carefully. - Now listen to what sounds are there? Are there any sounds coming from close by? Maybe you hear something very far away? Or do you notice silence? Or can you hear the sounds of some conversation there? Or nature? - Think of all the smells you can smell in there. Perhaps you are able to taste? Are the smells pleasant? What do they remind you of? - Now focus on the sensation of touch - the ground beneath your feet, the movement of the air, the temperature, anything you can touch. - While you are in a peaceful, safe place, you can name it with one word or phrase that will allow you to return there, it can also be an image or a sound or a smell, anything that will be a bridge to that |

| | |
|--|--|
| | <p>place, your own anchor, a doorway to that place. So that you can return there at any time when you need to. Stay in your safe place for a while, try to enjoy the peace and pleasant emotions - try to really feel it! Feel those pleasant sensations in your body.</p> <p>- Now you can slowly open your eyes and return to the here and now.</p> <p>It is worth asking after the relaxation what their impressions were? Was it easy or difficult for them to move into a relaxed state? Would anyone like to talk about their safe place. It should also be explained that this visualised image of a safe place can be recalled at various difficult moments when it is difficult to cope with one's emotions.</p> <p>Safe space In the final part, we invite the girls to try, using any technique, to paint their safe place in order to fix their mental " anchor" even more firmly. The painting is meant to capture the image of a safe place that can be recalled in moments of stress.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration _5 minutes)</p> | <p>Summary: Visualisations are designed to develop imagination, a sense of influence over one's own thoughts and emotions. They are also meant to teach calming, relaxation, and dealing with unpleasant emotions. If anyone finds it difficult to get into this exercise, ask what was difficult about it or what they would have done differently.</p> <p>Evaluation (on a separate sheet of paper or on-line) Answer the questions below so that we can check which workshops you enjoyed the most and from which you learned the most. The survey is anonymous. Thank you very much for taking part in the workshop!</p> <p>How would you rate today's workshop? (on a scale from 1 to 5) How would you rate your participation in today's class? (on a scale from 1 to 5) How would you rate the person(s) leading today's class? (on a scale of 1 to 5) Can you apply what you have learned today to your life? If you can, justify your answer. If you have any suggestions, proposals, comments, remarks, write about them. We will be able to take them into account next time.</p> |

2.

| | | | |
|--------------------------------|---|----------|---------|
| TITLE | 6 THINKING HATS | | |
| DATE AND PLACE | | DURATION | 2 HOURS |
| LEADER | | | |
| AGE AND NUMBER OF PARTICIPANTS | 10 PARTICIPANTS BETWEEN 15 AND 20 YEARS | | |
| THEME | EMPATHY, CONFLICT RESOLUTION AND DECISION-MAKING(HEART) | | |
| OBJECTIVES | <ul style="list-style-type: none"> · Analyse an issue from different perspectives or points of view. · Reviewing the pros and cons of a given situation · Present and experience a decision-making process. · Working on conflict resolution · Train participants' empathic and decision-making skills | | |
| LEARNING OUTCOMES | <p>EXPECTED RESULTS: Participants are encouraged to develop their empathic capacity, allowing them to experience a situation from multiple perspectives, and participants are encouraged to improve their decision making and conflict resolution skills.</p> | | |

MATERIALS, TOOLS AND RESOURCES:

- Instructions for the interpretations of each role.
- Hats of 6 different colours representing each of the 6 ways of acting.
- Folios and pens

METHODS:

Participatory methodology, in which participants are active agents of their learning.

DESCRIPTION OF ACTIVITIES

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| <p>INTRODUCTORY ACTIVITY (duration 30 minutes)</p> | <p>The facilitator will begin by talking to participants about the importance of analysing a situation from multiple perspectives as an exercise prior to decision-making. He/she will explain the meaning and importance of empathic capacity and how it influences certain situations.</p> |
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| <p>MAIN ACTIVITY (duration 50 minutes)</p> | <p>Afterwards, the facilitator will explain to the group that they are going to carry out a multiperspective analysis exercise. Then he/she will tell them to form 6 teams and each team will have to choose one of the following colours: white, red, black, yellow, green and blue. Depending on the chosen colour, the facilitator will give each team a hat (white, red, blue...) and an instruction sheet according to the colour of the chosen hat. The instructions will tell you how to behave according to the hat you have been given.</p> <p>The facilitator will then present the group with a problem or situation of interest to analyse and each group will deal with the problem from its own perspective.</p> |
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3.

| TITLE | HOW I SEE MY SELF | | |
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| DATE AND PLACE | | DURATION | 2h |
| BOSS | | | |
| AGE AND NUMBER | 13-18 | | |
| OF PARTICIPANTS | 10-12 | | |
| ARGUMENT | Promote the construction of a mental image of own body | | |

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| OBJECTIVES | <ul style="list-style-type: none"> - Reflect on one's own body image and compare it with the real image - Become aware of any distortion of your body image - Creatively represent your own body image |
| LEARNING OUTCOMES | <p>The participants can reflect about their body and the standards of beauty in the society.</p> <p>For this activity, the teacher must identify a sufficiently large space with empty walls to be able to hang the posters at a distance from each other. It is advisable to carry out the activity in small groups.</p> <p>From the comparison between the pencil image and the felt tip one, a distorting mirror sometimes emerges which reflects a different image from the real one: "I see myself too fat"; "I see myself too short"; etc.</p> <p>It is interesting to reflect on the fact that the body is undergoing transformation, that many changes will still have to take place and that in a period of growth it is difficult to have a clear and definitive image.</p> <p>The last phase of the activity allows you to "lighten" your reflections on change, highlighting certain aspects of your body in a fun and creative way.</p> |

MATERIALS, TOOLS, AND RESOURCES: papers, tape, coloured paper, fabrics scraps, markers, images taken from magazines.

METHODS:

Team work

| DESCRIPTION OF ACTIVITIES | |
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| INTRODUCTORY ACTIVITY (duration 30 minutes) | <p>First phase</p> <p>The teacher gives each participant a large sheet of paper. Each girl sticks the sheet on the walls, at eye level. The teacher directs the request to draw, in pencil, the outline of one's own body, according to the mental image they have of it. But first he suggests sitting in a circle and closing your eyes. Dim the lights and play some relaxing</p> |

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| | <p>music. Guide the relaxation towards the visualization of your body, with your voice calm and relaxed:</p> <p><i>close your eyes and relax.</i></p> <p><i>Breathe deeply and let your breath carry away the tensions of your body, like the wave that carries away the sand and carries it into the sea.</i></p> <p><i>Relax aided by a light and natural breath. Good</i></p> <p><i>Now imagine you are in front of the mirror, a full mirror, in which you can see your whole body reflected. Observe it carefully: observe your feet, your ankles, your calves, your thighs; observe your belly, your chest, your shoulders; observe your neck and your face, in detail.</i></p> <p><i>Take a good look at your body once again. Keep the image of it in your mind. Now take a few deep breaths and calmly open your eyes.</i></p> <p><i>Before getting up, look around and when you have made contact with the space again, go near your sheet and draw the image of your body that you saw reflected in the mirror.</i></p> |
| <p>MAIN ACTIVITY (duration 1h)</p> | <p>Second phase</p> <p>Participants get in pairs. In turn, one of them leans back on the poster, making sure that her head rests on the one drawn in pencil and the other, starting from the neck, traces the shape of the partner's body with the marker, following its contours.</p> <p>At the end, the girls have time to compare the two silhouettes and to reflect on any discrepancy between the mental image of their body and the real outline of the same.</p> <p>To facilitate the conversation, the trainer can ask the following questions: «Was it a simple job? If not, what difficulties did you encounter? »; «Did you notice any differences between the two images? Which?»; "Which shape most closely resembles the mental image you have of your body?"</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration 30 minutes)</p> | <p>Third phase</p> <p>The teacher provides material of various kinds (markers, crayons, finger paints, colored cards, various images taken from magazines,</p> |

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| | wool, etc.) with which the participants can creatively embellish their silhouette. |
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| TITLE | HOW I WOULD LIKE TO SEE MYSELF | | |
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| DATE AND PLACE | | DURATION | 1,5h |
| BOSS | | | |
| AGE AND NUMBER OF PARTICIPANTS | 13-18 10-12 | | |
| ARGUMENT | expression of how one would like to be and understand if it is influenced by social media and mass media. | | |
| OBJECTIVES | <ul style="list-style-type: none"> - express creatively the expectations of change related to one's body image - reflect on the influence exerted by the mass media on one's image | | |
| LEARNING OUTCOMES | The participants can reflect about their body and the standards of beauty in the society. | | |

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| MATERIALS, TOOLS, AND RESOURCES: papers, tape, coloured paper, fabrics scraps, markers, images taken from magazines. |
| METHODS: In group |

| DESCRIPTION OF ACTIVITIES | |
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| INTRODUCTORY ACTIVITY (duration 15 minutes) | <p>First phase</p> <p>It is necessary to remember to select the images based on the cue provided by the trainer not only on the attraction towards a famous person.</p> |
| MAIN ACTIVITY (duration 1,15h) | <p>Second phase</p> <p>The trainer hands out a sheet with a frame and the title How I would like to see myself and asks the girls to think about how they see</p> |

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| | <p>themselves as adults. Numerous images taken from magazines and depicting adolescents and young people, females and males, are made available, with which the participants can compose a collage to show how they would like their body to be.</p> <p>A maximum of 3 images can be used.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration 30 minutes)</p> | <p>Third phase</p> <p>Summarize the characteristics of the future physiognomy using 3 keywords. The keywords are written on the sheet.</p> <p>In a circle, each participant shows their work to the group and reads the keywords, which the teacher writes on a poster in the center of the circle.</p> <p>Analogies are noted by means of a cross.</p> |

4.

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| TITLE | Anger Management | | |
| DATE AND PLACE | | DURATION | 60 min |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | | | |
| TOPIC | How to deal with anger and what to do when you are feeling angry | | |

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| OBJECTIVES | <ul style="list-style-type: none"> ● identify situations/events that cause anger ● to become aware of the ways in which we express anger ● recognize inappropriate and appropriate ways of dealing with anger ● learn and demonstrate appropriate ways of dealing with anger |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> ● participants will learn what is anger and how it is distinguished from aggression ● participants will acquire new anger management skills ● participants will learn appropriate and inappropriate ways to react to anger |

MATERIALS, TOOLS AND RESOURCES:

A4 papers, flip charts, felt-tip pens, crayons, pencils, folders for work materials, work materials

METHODS:

experiential learning method, cooperative method, active method; drawing, presentation, group discussion, associations/brain-storming, quiz, demonstration of skills, reflection, role-playing, learning by modeling

| DESCRIPTION OF ACTIVITIES | |
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| <p>INTRODUCTORY ACTIVITY (duration _15 min____)</p> | <ul style="list-style-type: none"> • Activity - What does my anger look like? • Instructions: Participants are given blank papers, crayons and felt-tip pens. Then the leaders instruct each of the girls to draw a "feeling of anger" on a sheet of paper. Girls can also name their drawing. After a few minutes, the leader asks the girls to present their drawing to the group. • The presenters summarize the activity and impressions shared by the girls. They ask the girls what anger is for them, can it be controlled, what are the situations that make them angry? The presenters connect the initial activity and briefly announce today's topic - anger control. |
| <p>MAIN ACTIVITY (duration _30 min____)</p> | <ul style="list-style-type: none"> • The presenters emphasize that the topic of this meeting is anger and appropriate handling of anger. Then, in the introduction, they ask the participants to say what the term ANGER associates them with - each participant can say one or more associations and the leaders can write them down on the flip chart. From the presented |

associations, it is possible to create a working definition of anger that is characteristic of the group (Handout 1).

- A short teaching about anger follows.
- Teaching will be conducted in the form of an interactive quiz (Handout 2). At the very beginning of the quiz, the leader will hand out green and red cards to the participants. The presenters will read statements related to the skill of giving/receiving compliments and the characteristics of that skill. After the leader reads the statement, she asks the girls to pick up a red or green card depending on whether they agree with the statement or not. A green card indicates agreement with the statement offered, and a red card indicates disagreement with the statement. After each statement, the leader will teach the participants about the skill by explaining the correct answers.
- Presenters then talk about anger and aggression (Handout 3).
- After the teaching, the leaders ask the participants to think and reflect on their typical reactions in situations of anger. The girls can be asked to name one situation where they think they reacted appropriately (keeping their dragon under control) and - at the end of each situation where they think they did not react appropriately (where their dragon controlled them).
- This is followed by teaching anger management skills. The facilitators remind the participants that dealing with anger is also one of the skills which means it can be learned (returning and connecting to the introductory workshop and the key elements of the skills) and explain the components of this skill. The presenters read the component (step) by component (step), additionally clarifying and giving examples. The best way of learning involves the active participation of the group members themselves, and the leaders should continuously encourage their reflection and presentation of their own experiences. NOTE: The material that the leaders prepare for teaching can be printed and distributed to the participants as work material (Handout 4).
- The presentation of skills is followed by an exercise in dealing with anger. The girls are divided into threes. Each trio is given one situation from the handout and presents it in an inappropriate (RED) and appropriate (GREEN) way using the skill steps (Handout 5). Also, participants in role-playing can propose a situation that is close to them. A demonstration by the presenters serves as a model. The participants are encouraged to actively role-play each of the situations and to present it to the whole group.
- At the same time, the leaders encourage the participants to comment on what they saw and connect it with their own

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| | <p>experiences. The facilitators also direct the participants to think in which situations in their daily life in the Home and in their life outside the Home they can use the learned skill, where the skill could be useful to them.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration _15 min____)</p> | <ul style="list-style-type: none"> • The presenters direct the participants to summarize what was done/processed at the workshop: what did we do? What skill did we practice? What are its components? What did you learn from this workshop? Where can you apply it? Is there anything else you're curious about about this skill? • They will encourage a conversation about what skill they learned about, what they learned, what was discussed during the workshop, etc. • After that, the activity is performed: "Cool message" • Instructions: The girls are given post-it notes and the leaders ask them to write a short positive message on the note that they would send to a person who was angered by something. After the girls have written the messages, the leaders put the messages in an envelope and give them to the participants when they leave the workshop. • We conclude that this skill focuses on the role of feelings in our daily life, the way they affect us and our behavior and how we can use this knowledge and skill to our advantage, highlighting the importance of the skill in prison conditions, but also in life in freedom for which are prepared, encouraging them not to give up when they encounter difficulties and emphasizing that learning is a process. • After that, the leaders distribute the evaluation sheets (Handout 6), thank the participants for their participation and end the meeting. |

Handout 1: Anger Definition

Anger is an intense emotion you feel when something has gone wrong or someone has wronged you. It is typically characterized by feelings of stress, frustration, and irritation. Everyone feels anger from time to time. It's a perfectly normal response to frustrating or difficult situations.

Anger only becomes a problem when it's excessively displayed and begins to affect your daily functioning and the way you relate with people. Anger can range in intensity, from a slight annoyance to

rage. It can sometimes be excessive or irrational. In these cases, it can be hard to keep the emotion in check and could cause you to behave in ways you wouldn't otherwise behave.

Handout 2: Quiz

Anger is a bad emotion. Not true

Explanation: It is neither good nor bad, like all emotions it has its function. Anger most often occurs when we feel threatened, when we find ourselves in an unpleasant situation, when we feel hurt or disappointed, or when we remember an event that upset us. Anger is not negative; it encourages changes in relationships.

Anger can be controlled by True

Explanation: sometimes when we are angry it is difficult to control what we say or do. Sometimes we can hurt people around us when we are angry. If we get to know ourselves and our anger, we can control it. There are various techniques we can use to practice anger control: counting to 10, moving away from the situation, engaging in physical activity, positive thoughts.

Anger shows us that something is important to us True

Explanation: Anger helps us get to know ourselves, it shows us that something is important to us, anger moves us and points us to something we perceive as injustice, pain or frustration.

When we are angry with a person, it is best to show it immediately and take revenge.

Not true

Explanation: Revenge is not the only way we can express anger. We can express anger towards another person in several ways: by moving away from the situation, talking... It is important to learn to adequately express anger without causing pain to the other person. Anger is not a problem; problems arise because of the way we show it.

Anger moves the whole body. True

Explanation: Anger is a powerful emotion. It gives the body the speed, agility, dexterity, energy and strength needed to react. Without it, the problems in our life would never have started and changed. In our body, reactions of redness in the face and accelerated heart rate can occur.

Sometimes we yell at a person for no particular reason. True

Reasoning: When a situation makes us angry, anger awakens in us. If we don't react to anger, we can easily flare up in the wrong situation. In a new situation, we often get angry at a small thing and yell at a person who is not the cause of our anger.

Handout 3: About anger

Anger is one of the emotions that all people experience from time to time. It is neither good nor bad, but simply like any other phenomenon, it has its function. It occurs when we feel threatened by some external stimulus, when we find ourselves in an unpleasant or frustrating situation, when we feel hurt or disappointed, or when we remember some disturbing events in the past.

It is important to know:

It's okay to be angry, but at the right person, at the right time and in the right way!

Anger is generally considered a negative emotion.

Most people feel that they should not feel anger, and do not like to be the object of others' anger.

Why is that so?

Primarily because people very often confuse the terms anger and aggressiveness, and often interchange them. However, the difference between these two concepts is very important. Anger is an experience that occurs as a reaction to imagined or real injustice, pain or frustration. Anger helps us to know ourselves. It shows us what is important to us, because only what is important to us will cause our reaction. It also shows us what we personally perceive as injustice. Anger drives us. It prepares the body for concrete action through internal processes that give the body the speed, agility, dexterity, energy and strength needed to react. Without these processes, numerous problems in our life would not be initiated and solved. Anger, precisely because it can be very strong, requires intensive and urgent dealing with the problem and thus encourages changes and communication.

So, anger itself is not negative. Problems arise because of the WAY we express our anger.

Aggression (verbal or physical) is one possible set of behaviors that we use when we are angry, and it is aimed at causing harm, revenge, or generally inflicting pain.

Some wise people also say that anger is a dragon on our shoulder. That dragon when "awakened" can belch fire and be very unpleasant towards others (hurt them), but if we get to know ourselves (and our anger) well, it can be our ally who will tell us in moments of anger "stop, think, count up to 10".

Handout 4: Basic skills and components

Carrying anger

Remember - it's okay to be angry.

But it is important to get angry at the right time and place, at the right person and in the right way.

You're angry? Stop, think and count to 10. It's important to think about situations that make us angry, because that way it's easier to deal with that feeling.

Cool list

- When you are angry, recognize it. where you feel anger (does your blood pressure rise, does steam come out of your ears, does your stomach hurt...). Don't ignore the fact that you're angry
- Always remember that you need to control your anger, not her anger. If anger overwhelms us, then it controls us and our behavior, and in such situations we usually react the way we don't want to.
- Slowly mentally or physically distance yourself from the person/situation that causes you anger. Sometimes it is good to allow yourself and others some time to calm down. Anger is usually a violent feeling, so it is good to "cool down" first.
- And count to 10, take deep breaths, walk fast or find some other way to vent your initial anger.
- Think about how you can express your anger in an appropriate way. Telling others what made us angry. It is important that it is appropriate. Remember: saying "I'm fine, I'm not mad" and slightly ignoring the person is just as inappropriate as yelling at someone.
- And then try it in real life. Don't let everything remain only in your thoughts, it is important to people let us know what makes us angry.
- Finally, praise yourself for any progress you make in dealing with anger. And remember, not everything has to work out from the first.

Handout 5: Situations to practice the skill

- My best friend ignores me all day. I want to tell her something important, but she hasn't answered a single message. Whole day!!!! I'm really angry!
- Today I will see my boyfriend after a week. I can not wait! Half an hour before leaving the home, the water ran out. Now I can't take a bath or wash my hair. What a disaster! I'm really angry!
- The professor wrongly accused me. Two girls in my class laughed the whole time, and I got a unit for that. Now they will still call the lady in the House. What a bad day. I'm really angry!
- Today, my parents were supposed to send me money for pocket money. Finally after three days I will be able to buy my pack of cigarettes. I go to the teacher and then she tells me that they forgot to pay today. I can not believe it! I'm really angry!

5.

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|-----------------------------|----------------------|----------|------------|
| TITLE | My interests | | |
| DATE AND PLACE | 2023/01/17, Kaunas | DURATION | 60 minutes |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | Groups of 3-4 people | | |

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| TOPIC | Expressing self on given interests |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To strengthen participants' self-reflection skills. 2. To strengthen participants' communication skills. 3. To foster the ability to actively listen. 4. To encourage empathy towards the interests and preferences of others. |
| LEARNING OUTCOMES | <p>After this activity the participants are ought to be able to:</p> <ol style="list-style-type: none"> 1. Identify the topics that they are interested in. 2. Talk about their interests, expanding on what additional value they bring to their lives. 3. Engage in a discussion by using active listening techniques. 4. React to others in an understanding manner. |

MATERIALS, TOOLS AND RESOURCES:

Projector, topic cards, rating cards (numbered 1-5).

METHODS:

Active / experiential method – the participants are learning to show empathy through active listening as well as learning to express themselves better verbally.

| DESCRIPTION OF ACTIVITIES | |
|---|--|
| INTRODUCTORY ACTIVITY (duration _10 minutes_) | <p>The leader begins the presentation of the activity by asking the participants if they can name some of their interests. The task is presented: participants will be divided into groups of 3-4 people. Each group will be given cards with various topics written on them (Handout 2). Also, each participant will receive cards numbered 1 to 5 (Handout 1). Within each group, one person will draw 5 topic cards and put them in a row. Then, the said person should rank the topics depending on how much do they take interest in them by placing the ranking cards face down near every topic card. The remaining participants then have to guess how did the previous person ranked the topics and place their ranking cards face down accordingly. After this, all cards are flipped to reveal how many guesses were made right. The person whom others were guessing about should explain, why does she prefers one topic to</p> |

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| | <p>the other. Other participants can ask questions to the person if they like. After this, the activity continues by moving on to the next person in the group.</p> |
| <p>MAIN ACTIVITY (duration _35 minutes)</p> | <p>After this, the participants are divided into groups of 3-4 people. Each group receives a set of topic cards as each participant receives a set of rating cards. The activity continues until every participant had the chance to rank the interests and talk about them.</p> <p>During the activity, participants are encouraged to ask questions about the preferences of the other person.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration _15 minutes_)</p> | <p>After the activity ends, the leader poses questions for reflection. Examples of such questions may include:</p> <ol style="list-style-type: none"> 1. How was the activity for you? Was it interesting, boring, intimidating etc.? 2. Was it easier to describe your own interests or trying to guess the others'? Why do you think so? 3. Why do you think it may be difficult to talk about yourself? 4. Why is it important to be able to talk about yourself? 5. What did you learn during the activity? <p>Before closing and concluding the reflection, the leader can ask if there is anything that the participants would like to add or share. After concluding the reflection, the evaluation sheets are handed out to participants to fill out.</p> |

6.

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| TITLE | Emotional thinking |
| DATE AND PLACE | |
| LEADER | |
| PARTICIPANTS AGE AND NUMBER | - Girls from 13 to 21 |
| TOPIC | Board game about emotions that a given situation may make you feel. |
| OBJECTIVES | Empathy means putting yourself in someone else's place in a situation where you are not. Instead of asking for blame, judgment, or |

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| | <p>sacrifice, we should make decisions based on how the person feels about the situation they are in, this activity will develop this asset.</p> <p>Through research, we were able to get her three types of empathy. These are cognitive, emotional, and compassionate empathies. Cognitive empathy means understanding and perceiving the other person. Emotional empathy means understanding her and feeling like her. Compassionate empathy means understanding them and taking action to support and help them.</p> <p>The purpose of our game is to develop the ability to empathize with people in difficult situations and to integrate this ability into everyday life. By doing so, we aim to tap into the scientific resources of the Empathy Module and put ourselves in the shoes of others. This is the most effective way to develop empathy and think of yourself as if you were the other person in this situation.</p> |
| LEARNING OUTCOMES | <p>After the game the participant will:</p> <ul style="list-style-type: none"> - Gain greater self-awareness of their actions and reactions to certain situations; - Become more aware of how they react instead; - Reflected on their feelings and emotions in certain situations; - Ask themselves how their actions/reactions/feelings affect other people and the people around them? - Thought about why certain things are more or less important to them. |

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| MATERIALS, TOOLS AND RESOURCES: | <ul style="list-style-type: none"> ● A game board with a spinner ● Cards with scenarios |
| METHODS: | <ul style="list-style-type: none"> ● Group work, all the participants will be reunited around the game board; ● Discussion about what they have learned. |

| DESCRIPTION OF ACTIVITIES | |
|---|---|
| INTRODUCTORY ACTIVITY (duration 10min) | 1. The introductory activity will start with the leader explaining the rules of the game, he/she will be open to any questions. |
| MAIN ACTIVITY (duration 40min) | <p>The empathy game is a game that compares us with possible events in social life. By putting yourself in scenarios, you can see your internal situations, how you might react, and how you would feel if you found yourself in those scenarios.</p> <p>It takes at least 2 people to play this game, but the more people there are, the more varied and interesting the answers are. One of the persons selects a card and reads the scenario to the other person, who is then responsible for answering any questions that arise while</p> |

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| | <p>thinking about the scenario.</p> <p>A key rule of the game is that the player feels like the person in the scenario and answers the questions. Players choose random cards and have no right to change the question from the spinner.</p> <p>An example of a situation that can be found on a card might be: <i>“You are going through a difficult period psychologically. They think you're spoiled because you don't have a problem at work or school to get their attention. You feel not understood by your family and friends. “</i></p> <p>The players will be able to pick randomly among different scenarios, then by thinking they have experienced each scenario and empathizing with it, they will be expected to answer the question wheel.</p> <p>Here are the questions that the girls will answer to that will allow them to look at the scenario card from a wide window:</p> <ul style="list-style-type: none"> ● How do you act? What do you do? ● How do you feel about it? ● How could you react? ● What do you think? ● How does this affect people around you? ● How does it make you feel? ● Explain in which terms this is important and/or unimportant for you? |
| <p>FINAL ACTIVITY + EVALUATION (duration 15 min)</p> | <p>Summary of the exercise: Reunite all the girls and ask them what they thought of the exercise, what they have learned, and if they want to ask questions and get advice about a specific scenario that happened to them or that they fear could.</p> |

7.

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| TITLE | Images of Care: Life sustainability and the act of caring / Body | | |
| DATE AND PLACE | | DURATION | 70 minutes |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | <p>- 10 to 15 girls. - 13 to 21 years.</p> | | |
| TOPIC | <p>- Care. - Life sustainability.</p> | | |

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| | - Sexual division of labour. |
| OBJECTIVES | <ul style="list-style-type: none"> - Define <i>care</i> from a broad perspective of well-being and life sustainability. - Identify situations and interactions involving care, recognizing people who care and people who receive care. |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> - Clarify the concept of care to the participants. - Provide the girls with critical resources regarding the feminization of care work and the sexual division of labour. |

MATERIALS, TOOLS AND RESOURCES:

- Magazines and newspapers with a variety of contents – at least 1 per participant.
- Sheets of A3 paper – at least 1 per participant.
- Scissors.
- Glue stick.

METHODS:

- Group discussion.
- Collage technique.

| DESCRIPTION OF ACTIVITIES | |
|---|---|
| <p>INTRODUCTORY ACTIVITY (duration <u>20 minutes</u>)</p> | <p>The first activity of the workshop consists of an informal discussion with the participants about what they understand as <i>care</i>.</p> <ol style="list-style-type: none"> 1. Gather participants in a circle and introduce them to the activity and topic under discussion. 2. Start by asking <u>what participants understand by care</u>. Use these resources to guide the conversation: <ul style="list-style-type: none"> - “Care is the activity that regenerates, daily and generationally, the physical and emotional well-being of people. (...). It encompasses direct care tasks (interaction between people), material tasks (domestic tasks), mental management tasks (organization, supervision and planning) and presence tasks (time and availability).” (Orozco, 2014b, p.62). |

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| | <p>-Care tasks can take place in the sphere of the State, the market, the home or the community.</p> <p>3. Introduce participants to the topic of the feminization of care work and the sexual division of labour. You can start the discussion with questions such as: <u>Is there any type of care protagonist, someone we identify from the outset as a caregiver? Do you learn to care or are you born to know how to care? Do men and women care the same way?</u> Use these resources to guide the conversation:</p> <ul style="list-style-type: none"> - Hiding behind paid work is another form of work: the unpaid care work. “There is a larger division between “work”, the realm of paid labour and production for markets, and “home”, the realm of unpaid labour” (Connell, 2009, p.79). - Globally, men and women share this unpaid care work unequally, with women more often taking responsibility for most of these types of tasks. The phenomenon of the sexual division of labour is what explains this unequal situation: “The sexual division of labor at its simplest is an allocation of particular types of work to particular categories of people” (Connell, 1987, p.99). - Ideas of masculinity and femininity are closely connected with this division. Care work tends to be associated with a cultural definition of women as caring, kind, and sacrificing - the figure of the good mother, for example. “In the economy, work is done for pay, labour is bought and sold, and the products of labour are placed on a market where profit prevails. In the home, work is done for love or mutual obligation, the products of labour are a gift, the logic of gift-exchange prevails. From these structural differences, Holter argues, flow characteristically different experiences for men and women – and our ideas about the different natures of men and women” (Connell, 1987, p.80). <p>4. Ask participants <u>who they think are the people who need care</u>. Use these resources to guide the conversation:</p> |
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| | <ul style="list-style-type: none"> - “In general, feminist economics tends to argue, from a broader perspective, that all people need to regenerate their well-being on a daily basis and that the fluid of care that is given and received is very broad, since well-being is a multidimensional experience” (Orozco, 2014b, p.63). - A broad perspective of who are the subjects involved in care allows questioning the "self-sufficiency/dependence cleavage, stating that this dichotomy is associated with an individualist and androcentric view of the economy according to which there are active subjects who maintain the rest with their work" (Orozco, 2014b, p.63). - <u>Thus</u>: all people always need care, even if of different types and intensities, and with different capacities for caring and for self-care. - Care has a central role in the sustainability of life, as it produces a key element for the functioning of the system in which we live - the workforce. If we are not feeling well, it will be difficult for us to work. “We speak of care to refer to the set of activities that, ultimately, ensure human life" (Orozco, 2014a, p.90). Talking about care is asking how and who takes care of life, how life is sustained. It is the act of caring, and above all caring for each other, that makes life sustainable. <p>5. Close the discussion by reinforcing how we are all agents of care - we give and receive care every day in different situations and contexts. Ask participants 2 final questions: <u>Is it good to be cared?</u> <u>Why?</u> <u>And is it good to care for?</u> <u>Why?</u></p> |
| <p>MAIN ACTIVITY (duration <u>40 minutes</u>)</p> | <p>The second activity of the workshop consists of an artistic collage exercise. The exercise aims to lead the participants to reflect, from the artistic practice, the topics addressed in the group discussion.</p> <ol style="list-style-type: none"> 1. Introduce the activity to the participants. 2. Give each participant 1 sheet of paper. Place the glue sticks, scissors and magazines and newspapers in the centre of the group. |

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| | <p>3. Each participant must create a collage from the images cut out of the available magazines and newspapers, to represent their understanding of Care.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration <u>10 minutes</u>)</p> | <p>End the activity by inviting participants to present their collages and talk about their reflections.</p> |

8.

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|-----------------------------|--|--------|
| TITLE | 1. “The Islands”-Part I: Body | |
| DATE AND PLACE | DURATION | 30 min |
| LEADER | | |
| PARTICIPANTS AGE AND NUMBER | 10-15 participants Age: 13-22 | |
| TOPIC | The girls learn to cooperate using their bodies and create a positive group climate | |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To enhance group cooperation /cohesion 2. To start feeling comfortable with each other in close proximity 3. To activate the group, by using our bodies in a funny way 4. To have fun 5. To find ways together to fulfill the aim of the exercise | |
| LEARNING OUTCOMES | Familiarization with their bodies Group cohesion Improvement of cooperation Improvement of non- verbal communication | |

MATERIALS, TOOLS AND RESOURCES:

- a. Large pieces of newspapers (1 piece for every 2-3 girls)
- b. A PC, a mobile or a Bluetooth /Wifi connection or Spotify
- c. Dance Music (relevant to the age group)

METHODS:

- group work
 - use of body
 - use of humor
- Use of meaningful music and rythm

DESCRIPTION OF ACTIVITIES

MAIN ACTIVITY

(duration : 15 minutes)

The girls:

1. Initially are all sitting in a circle. They stand up and start moving freely.

2. **Modern dance music starts** and they are all moving freely, **dancing or walking without talking to each other. Suddenly the music stops** and the aim is **for each girl to be able to touch with her leg a piece of the newspaper** lying scattered on the floor. **When the music starts again, the instructor removes one piece of the newspaper**, while the girls move freely dancing or walking in the space provided for the exercise. Then, when the music stops, each girl has to touch with her leg a piece of the newspaper, but **now there is available one piece less**. Music starts again, the girls move freely, and the instructor removes one more piece of the newspaper. In the end, **music stops and the girls have to manage to step foot on the one and only piece of newspaper finally available to them.**

This procedure makes them struggle to reach the piece of newspaper, brings them together and makes them laugh and enjoy dancing while cooperating.

3. **FINAL ACTIVITY + EVALUATION:** The girls sit in a circle with the instructor and use an inner observation: each one of them talks about their feelings of the moment, how they managed to follow the instructions, whether they developed a strategy, whether they enjoyed it, which part they enjoyed, what they learned about themselves and their way of cooperating, what they learned about moving closer to each other.

(duration : 10-15 minutes)

Tip: *This exercise can be used the second or the third day of a training program, where the girls have already got to know each other a little and feel relatively comfortable*

TITLE

“Say it with a movement” Part I: Body

| | | |
|-----------------------------|---|-----------|
| DATE AND PLACE | DURATION | 30-35 min |
| LEADER | | |
| PARTICIPANTS AGE AND NUMBER | 10-15 participants Age: 13-22 | |
| TOPIC | The girls get to know each other by making a statement about themselves(personal gesture/movement) | |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Group activation by using our bodies in a funny way 2. Getting to know each other 3. Non-verbal communication 4. Attention focus 5. Ice breaker- have fun 6. Overcome shyness and difficulty in exposing oneself in the group by using body and a sense of humor. | |
| LEARNING OUTCOMES | Familiarization with their bodies Improvement of non- verbal communication Get to know each other Develop self-presentation skills Present oneself via some personal exposure to the group Overcome shyness while presenting oneself in a group situation | |

MATERIALS, TOOLS AND RESOURCES:

None

METHODS:

- use of body
- focus on oneself
- self-presentation
- use of mnemonics

DESCRIPTION OF ACTIVITIES

MAIN ACTIVITY

(duration : 20-25 minutes)

The girls:

- 1.Initially are all sitting in a circle. They are asked to stand up and stay in the circle. Then each girl is asked to present herself to the rest of the group with a gesture/ body

movement which best describes/ characterizes her. The group leader urges them to pay close attention to the girl who presents herself with a boy movement/ gesture.

Then the girl next to the first one has to repeat the previous gesture/ movement and make one of her own which best characterizes her. The third girl has to repeat the previous two gestures and make one of her own and so on and so forth. The other girls can help the one who tries to remember the previous gestures. During this exercise there is a lot of fun while the girls move their bodies to show who they are.

4. FINAL ACTIVITY + EVALUATION: (duration : 10 minutes)

Then , they all sit down in the circle and share how they are feeling right now, what they have observed, what was the purpose of this exercise, how it was to act play roles in the group, whether they feel more comfortable with each other and with themselves, what they have learned.

Tips: 1. In order to “break the ice”, the group leader should make his/her gesture first and then the girl who is next to him/her follows, repeating the group leader’s movement and then come up with one of her own.

2. This exercise is suitable at the initial stages of the group formation, when members of the group get to know each other

3. No bad or provocative gestures are allowed.

| TITLE | “ The Walkings” Part I: Body | | |
|-----------------------------|---|----------|-----------|
| DATE AND PLACE | | DURATION | 25-30 min |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | 10-15 participants Age: 13-22 | | |
| TOPIC | | | |
| OBJECTIVES | Activation by using our bodies-enhance the lever of alertness and responsiveness 2. Getting to know each other 3. Non-verbal communication 4. Ice breaker- have fun as a group 5. Creating a positive climate in the group 6. Overcome shyness and difficulty in exposing oneself in the group by using body and a sense of humor. | | |

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| LEARNING OUTCOMES | <p>Familiarization with their bodies</p> <p>“Breaking the ice”- becoming familiar</p> <p>Get to know each other</p> <p>Have fun as a group</p> <p>Create positive climate via role playing</p> |
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| <p>MATERIALS, TOOLS AND RESOURCES:</p> <p>A paper where the different kinds of “walkings” are written for the group leader to read them and ask the girls to act accordingly.</p> |
| <p>METHODS:</p> <ul style="list-style-type: none"> - use of body -role playing -group work |

| DESCRIPTION OF ACTIVITIES | |
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| <p>MAIN ACTIVITY (duration : 15 minutes)</p> | <p>The girls and the group leader are sitting in a circle . Then the leader stands up and starts asking them to move in the room according to the following suggestions:</p> <p>Stage 1: Time: 3min</p> <p>“Let’s all stand up and let’s start walking freely in the room”</p> <p>Stage 2: Time:1 min</p> <p>“Now let’s walk as if we were very old”</p> <p>Stage 3: Time: 1 min</p> <p>“Let’s walk as if we were babies who make their first steps”</p> <p>Stage 4: Time: 1 min</p> <p>“Let’s walk as if we were wearing very high heels”</p> <p>Stage 5: Time: 1 min</p> <p>“..As if we are dragging our slippers”</p> <p>Stage 6: Time 1 min</p> <p>“..As if we were pulled and dragged by a dog”</p> <p>Stage 7: Time : 1 min</p> |

“..As if we were trying to walk on the snow”

Stage 8: Time: 1 min

“..As if we were carrying very heavy bags”

Stage 9: Time: 1 min

“..As if we were walking on a very hot sand barefoot”

Stage 10: Time: 1 min

“..As if we were slipping on ice”

Stage 11: Time: 3 min

“Now let’s walk again normally, each one in our own way”

Tips for the group leader:

*1. He/she can choose some of the “walkings” and add some of his/her own, but he/she always has to finish the **exercise with the normal way of walking.***

2. This exercise is suitable at the initial stages of the group formation, when members of the group get to know each other and need to feel comfortable.

5. FINAL ACTIVITY + EVALUATION: (duration :10 minutes)

Then , they all sit down in the circle and share how they are feeling right now, what they have observed, what was the purpose of this exercise, how it was to act play roles in the group, whether they feel more comfortable with each other and with themselves, what they have learned.

9.

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|-----------------------------|---|----------|------------|
| TITLE | Body Workshop: Picturing ways out of Violence | | |
| DATE AND PLACE | | DURATION | 90 minutes |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | | | |
| TOPIC | Violence | | |
| OBJECTIVES | <ul style="list-style-type: none"> ● To raise awareness for keys to violence ● To develop non-violent ways of conflict resolution | | |

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| | <ul style="list-style-type: none"> ● To start discussion on reasons for and behind violence |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> ● Understanding that violence comes in many different forms ● Understanding and unpacking ways of violence-prevention and anti-aggression ● Understanding that violence at any form violates human rights |

MATERIALS, TOOLS AND RESOURCES:

None

METHODS:

Creating human photos, discussion

| DESCRIPTION OF ACTIVITIES | |
|---|---|
| <p>INTRODUCTORY ACTIVITY (Duration 10 minutes)</p> | <p>Welcome the girls to today's workshop.</p> <p>Introduce an ice breaker activity that will get the girls to be active, to laugh and help them get more comfortable with the other girls in the room, such as: Apple, Orange, and Banana!</p> <p>Start by asking your group to stand in a circle with their hands on the shoulders of the person in front. Explain that when you shout either apple, orange, or banana they must perform the associated action: moving forward, backward or spinning around. When the group is comfortable, mix it up by saying two or even three words in sequence!</p> |
| <p>MAIN ACTIVITY (Duration 65 minutes)</p> | <ol style="list-style-type: none"> 1. Discuss the topic of 'violence' with the group. What is it? What forms of violence can they think of that exist? Encourage the girls to extend their understanding of violence beyond the physical to include verbal and psychological abuse and threats of abuse. 2. Divide the girls into groups of 3 – 5. Explain that each group should spend fifteen minutes discussing violent situations they have observed or experienced (e.g. in school, in the |

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| | <p>family, with friends). The group should choose one violent situation they have discussed and then they should create a 'human photo' to show this situation to the others. The 'human photo' should include all the people in the group and should be a 'still', without any sound or movement. Their pose and facial expression should express their role in the photo (e.g. as a victim, perpetrator or witness).</p> <ol style="list-style-type: none"> 3. Ask each group to present their 'human photo'. The rest of the group should comment on what they think is going on in the photo. The group presenting, however, should not comment. 4. After all the groups have presented their 'photo', explain that now they should return to their small groups and discuss how the situation or conflict in their presentation could be resolved without any violence. They should then create another human photo to show how the situation was resolved. 5. Ask each group to present their 'conflict resolution photo' to the rest of the group. This time there should be a short discussion after each presentation during which the rest of the group can first comment on what they have seen, and then the presenting group can explain what the situation was and how it was solved. Invite suggestions for other possible resolutions. Ask the girls to evaluate these resolutions in terms of their real-life experience, emphasizing that there is usually more than one way to resolve violence. |
| <p>FINAL ACTIVITY + EVALUATION (Duration 25 minutes)</p> | <ol style="list-style-type: none"> 1. Debrief the activity by asking questions such as these: <ol style="list-style-type: none"> a. Could you identify yourself with the 'human photos' of violence? Have you ever been in violent situations? b. Was it difficult to find a non-violent solution for the situation/conflict? Why? c. How did you find a solution? d. How did it feel to be part of the human photo? |

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| | <p>e. Did you feel better when presenting the photo with the resolved situation? Why or why not?</p> <p>f. What reasons could there be for situations or people to turn violent?</p> <p>g. What are some of the ways in which you can reduce or avoid violence in difficult situations?</p> <p>h. What indicators are there for violent behaviour?</p> <p>2. Relate the activity to human rights by asking questions such as:</p> <p>a. Is there a human right to non-violence? Which human rights are related to non-violence?</p> <p>b. Why are human rights related to non-violence so important?</p> <p>c. How can these human rights be protected?</p> <p>Tips for facilitators:</p> <ul style="list-style-type: none"> ● Be very sensitive towards girls who have already experienced violence. ● The girls can also choose a 'typical' situation; they do not have to talk about themselves if they do not want to. ● When you introduce the activity, you may want to demonstrate a 'human photo' with one small group. ● The girls may have difficulty developing realistic solutions to violent situations, especially those involving adults. Be prepared to offer suggestions for sources of support and protection, including local child protection agencies. |
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HEAD

1.

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| TITLE | TREE OF LIFE WORKSHOP | | |
| DATE AND PLACE | | DURATION | 1 hour and 30 minutes |
| LEADER | | | |
| AGE AND NUMBER OF PARTICIPANTS | 10 PARTICIPANTS BETWEEN 15 AND 20 YEARS | | |
| THEME | SELF-KNOWLEDGE, SELF-ESTEEM AND PERSONAL SATISFACTION (HEAD) | | |
| OBJECTIVES | <ul style="list-style-type: none"> · To carry out an exercise of personal self-knowledge on the part of minors. · Encourage the personal empowerment of children, being aware of their qualities and aptitudes. · Self-reflection on the goals they have set for themselves in their lives. · Encourage self-motivation among participants, highlighting their positive skills. · To enable children's self-esteem and confidence to improve, reflecting on their achievements. · Incorporation of techniques to obtain greater personal and professional satisfaction in the future. | | |
| LEARNING OUTCOMES | <p>EXPECTED RESULTS: It is intended that this workshop will enable participants to improve their self-concept by analysing their positive qualities and achievements. It encourages them to recognise positive aspects of their personality, thus improving their self-esteem and gaining self-confidence.</p> | | |

MATERIALS, TOOLS AND RESOURCES:

Sheets of paper and pens.

METHODS:

Active methodology, in which the children will be the protagonists of the activity and their reflections will guide the development of the activity.

DESCRIPTION OF ACTIVITIES

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| <p>INTRODUCTORY ACTIVITY (duration 45 min)</p> | <p>We begin the session by explaining the tool of the tree of life, its meaning and its usefulness for an exercise in self-knowledge.</p> <p>First, children will have to list positive qualities that define them.</p> <p>Afterwards, each participant in the activity will have to draw a tree with its branches, trunk and roots on a piece of paper, guided by an example.</p> |
| <p>MAIN ACTIVITY (duration 45 min)</p> | <p>In the centre of the tree, each child will place a photo of themselves. At the roots, they will have to place the positive qualities that they had written down on the list beforehand.</p> <p>Subsequently, in the branches they will have to write down the goals or achievements they have reached based on these positive qualities. In other words, the goals that they have set themselves and achieved thanks to having certain personal qualities. These goals could be, for example: to make good friends, to pass a subject that was difficult for me, etc.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration 40 min)</p> | <p>Participants will be able to share their personal work with their peers. Each participant will present their positive qualities and goals they have achieved. They will also add goals they intend to achieve in the future.</p> |

2.

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|--------------------------------|--|----------|---------|
| TITLE | On the other side of the mirror - part I / Head | | |
| DATE AND PLACE | | DURATION | 2 hours |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | 10-15 participants Age: 13-22 | | |

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| TOPIC | The activity focuses on our own body image and how others perceive us. |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Upon completion of this unit, it is expected that the learner will strengthen self-esteem and self-confidence. 2. Upon completion of this unit, it is expected that the learner will develop a healthy self-esteem (independent of the opinions of others). 3. Upon completion of this unit, it is expected that the learner will discover one's strengths and resources. 4. Upon completion of this unit, it is expected that the learner will develop constructive beliefs about one's own physicality and building a healthy relationship with one's own body. |
| LEARNING OUTCOMES | <p>Participants gain knowledge and better understanding of body comparison tendencies.</p> <p>Participants are able to take a critical look at the ideal of women as portrayed in the media.</p> |

MATERIALS, TOOLS AND RESOURCES:

Mirror - a large one in which you can see your whole silhouette.
 Sheets of paper, pens and/or other writing materials.
 Sticky tape.

METHODS:

- GROUP DISCUSSION
- WORKING IN PAIRS

DESCRIPTION OF ACTIVITIES

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| INTRODUCTORY ACTIVITY (duration _ up to 45 minutes) | <p>The facilitator/facilitators choose a few willing participants from the group (we can invite all participants if they wish). Their task is to stand in front of a pre-prepared mirror and answer the following questions:</p> <ul style="list-style-type: none"> - Please, describe what you can see? - What do you like about the way you look? - What you don't like about yourself/the way you look? <p>The other participants are asked the question "<i>What do you think?</i>", "<i>Do you agree with what your colleague says? If not, why not?</i>"</p> |
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| | <p>It is important that the facilitator moderates the responses so as to capture the most opinions such as: "<i>your pointy nose just adds to your charm</i>", "<i>you say you have crooked legs and I don't see that at all</i>", "<i>you may be short, but it is your wonderful sense of humour that draws my attention above all</i>".</p> |
| <p>MAIN ACTIVITY (duration _45 minutes)</p> | <p>The participants are then matched in pairs. Each gets two sheets of paper. The first part of the task is for each girl to describe her appearance.</p> <p>Then on the second sheet of paper she has to describe the appearance of her friend from the pair. Afterwards, each girl receives a description of herself from a friend, reads it and compares it with her description.</p> <p>Then they answer each other's questions:</p> <ul style="list-style-type: none"> - What are the similarities and differences between how others perceive you and how you perceive yourself? - What did you learn about yourself? - What is your attitude towards yourself? Are you critical of yourself? |
| <p>FINAL ACTIVITY + EVALUATION (duration _ 30 minutes)</p> | <p>Each girl is given a piece of paper and a piece of sticky tape. She sticks the piece of paper on her back.</p> <p>The trainer asks the participants to write something nice about each person on the paper on their backs. This can be about appearance, but not only.</p> <p>At the end, each girl takes off her card and can read the nice words about herself and take the card with her.</p> <p>Summary:</p> <ul style="list-style-type: none"> - it is worth mentioning that what we do not like about ourselves, others may find very attractive or not noticeable at all - try to focus and highlight strengths and resources at each stage of the exercise, and pay most attention to these - draw attention to the problem of self-acceptance (influence of media messages on the image of women). <p>Evaluation (on a separate sheet of paper or on-line) Answer the questions below so that we can check which workshops you enjoyed the most and from which you learned the most. The survey is anonymous. Thank you very much for taking part in the workshop!</p> |



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| | <p>How would you rate today's workshop? (on a scale from 1 to 5)</p> <p>How would you rate your participation in today's class? (on a scale from 1 to 5)</p> <p>How would you rate the person(s) leading today's class? (on a scale of 1 to 5)</p> <p>Can you apply what you have learned today to your life? If you can, justify your answer.</p> <p>If you have any suggestions, proposals, comments, remarks, write about them. We will be able to take them into account next time.</p> |
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|-----------------------------|---|----------|-------------|
| TITLE | On the other side of the mirror - part II / Head | | |
| DATE AND PLACE | | DURATION | 1,5-2 hours |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | 10-15 participants Age: 13-22 | | |
| TOPIC | Participants reflect on how the media influences our ideas about our appearance. | | |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Upon completion of this unit, it is expected that the learner will strengthen self-esteem and self-confidence. 2. Upon completion of this unit, it is expected that the learner will develop a healthy self-esteem (independent of the opinions of others). 3. Upon completion of this unit, it is expected that the learner will discover one's strengths and resources. 4. Upon completion of this unit, it is expected that the learner will develop constructive beliefs about one's own physicality and building a healthy relationship with one's own body. | | |
| LEARNING OUTCOMES | <p>Participants gain knowledge and better understanding of body comparison tendencies.</p> <p>Participants are able to take a critical look at the ideal of women as portrayed in the media.</p> | | |

MATERIALS, TOOLS AND RESOURCES:

Pictures of advertisements (10-12 different advertisements with women as actresses).
Sheets of paper, pens and/or other writing materials.
Phones to record the advertisement (if possible).

METHODS:

- GROUP DISCUSSION
- WORKING IN GROUPS
- PRACTICAL METHODS (MAKING POSTERS, MOVIES, ETC.)

DESCRIPTION OF ACTIVITIES

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| INTRODUCTORY ACTIVITY (duration _ 10 minutes) | <p>Refer to previous activities. Remind participants that what we do not like about ourselves, others may find very attractive or not noticeable at all.</p> <p>Tell the participants that the media are now an important part of people's lives. The ideas, characters and attitudes promoted in the</p> |
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| | <p>mass media modify the existing archetypes of women in society by influencing the individual and the collective consciousness. The message, promoted by the media, participates in the formation of personalities, as well as the creating ideals of behaviour. Tell the participants that during this activity they will analyse the messages hidden in the various advertisements.</p> |
| <p>MAIN ACTIVITY (duration _60-90 minutes)</p> | <p>Advertising and body image (30-45 min)</p> <p>Show 10 to 15 selected adverts featuring women (the idea is that they should be diverse, from different areas of the advertised products). We choose one of the pictures and then moderate the discussion using the following questions:</p> <ul style="list-style-type: none"> - What is the ad trying to sell? - Who is it aimed at? To which audience? - What feelings does it try to evoke in its audience? Does it do this effectively? - Is a woman's body on display in the advertisement, if so for what purpose? - What do the women portrayed in the ad look like? What emotions do they evoke? - What are the canons of female appearance depicted in advertising? - What products are most often advertised by women and why? <p>We then show another advert and ask the above questions, trying to capture the similarities and differences. Different advertisements use different images and stereotypes of women. An image of a woman advertising a perfume is different from that of a washing powder or a car.</p> <p>Commercials (30-45 min)</p> <p>The participants can then record their own short commercial, in which they use the image of women as they would like it to be presented in the media.</p> <p>If participants do not have phones, they can prepare an advert for the newspaper using only paper and writing materials.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration _ 15 minutes)</p> | <p>Summary of the exercise: Attention should be paid to countering stereotypical gender role models in the media, understanding the ways women are portrayed in advertisements.</p> <p>It is also important to show that most advertising and media messages are based on the image of artificially beautified women. In addition to products, advertising is meant to sell women the myth that they can and should achieve the ideal look, in order to gain self-esteem.</p> |

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| | <p>The images of female beauty portrayed by the media influence everyone. Media falsity has a measurable impact on the perception of femininity or the self-esteem of women and girls during adolescence. But it also influences the attitudes of men towards women.</p> <p>Evaluation (on a separate sheet of paper or on-line) Answer the questions below so that we can check which workshops you enjoyed the most and from which you learned the most. The survey is anonymous. Thank you very much for taking part in the workshop!</p> <p>How would you rate today's workshop? (on a scale from 1 to 5) How would you rate your participation in today's class? (on a scale from 1 to 5) How would you rate the person(s) leading today's class? (on a scale of 1 to 5) Can you apply what you have learned today to your life? If you can, justify your answer. If you have any suggestions, proposals, comments, remarks, write about them. We will be able to take them into account next time.</p> |
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3.

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|--------------------------------|--|----------|----|
| TITLE | "LINE-UP" | | |
| DATE AND PLACE | | DURATION | 1h |
| BOSS | | | |
| AGE AND NUMBER OF PARTICIPANTS | 13-22 10-12 | | |
| ARGUMENT | Become aware of the existence of the conflict and learn to manage it. | | |
| OBJECTIVES | <ul style="list-style-type: none"> - become aware of the existence of the conflict - discuss accepting differences of opinion - learn to listen | | |
| LEARNING OUTCOMES | You don't need to understand who is right or wrong, but you need to clarify other people's opinions for a constructive comparison. | | |

MATERIALS, TOOLS AND RESOURCES:

Paper, markers

METHODS:

Team work

| DESCRIPTION OF ACTIVITIES | |
|---|--|
| <p>INTRODUCTORY ACTIVITY (duration 15 minutes)</p> | <p>The conductor hangs sheets of paper with the words: agree - I don't agree on two opposite walls and pronounces a series of statements without any comment.</p> <p>Each individual participant moves depending on whether they agree or not.</p> <p>In this first phase of the game it is not allowed to get between the two sheets</p> |
| <p>MAIN ACTIVITY (duration 30 minutes)</p> | <p>When everyone has taken a position, the members of each side are listened to alternately: everyone must argue for their position, without criticizing who is on the other side.</p> <p>When there seem to be sufficient reasons for reflection, the trainer gives the possibility to make new moves or to assume an intermediate position</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration 15 minutes)</p> | <p>Finally, the trainer proposes a series of statements suitable for the objective and for the group to shared reflection.</p> <ul style="list-style-type: none"> - Either you win, or you lose - The best defence is offense - Between two parties, the third gains - Either by hook or by crook - If you want peace prepare for war - The truth lies in the middle |

4.

| | | | |
|------------------------------------|-------------------|-----------------|--------|
| TITLE | Self-presentation | | |
| DATE AND PLACE | | DURATION | 60 min |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | | | |

| | |
|-------------------|--|
| TOPIC | Learning adequate and inadequate ways of self-presentation |
| OBJECTIVES | <ul style="list-style-type: none"> - to be aware of the ways in which we present ourselves - to see the positive and negative sides of the current way of self-presentation - learn the steps of social self-presentation skills - demonstrate the steps of social skills of self-presentation |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> - participant will learn what is the definition of the skill of self-presentation and what are different ways of self-definition - participants will acquire the steps to adequate self-presentation - participants will distinguish inadequate and adequate ways of self-presentation |

MATERIALS, TOOLS AND RESOURCES:

- flip chart
- felt-tip pens
- Pen
- folders for working materials
- working materials
- role-playing situation cards

METHODS:

active method, experiential learning method, cooperative method; presentation, group discussion, role-playing, demonstration of skills, associations, learning by modeling

DESCRIPTION OF ACTIVITIES

| | |
|--|---|
| INTRODUCTORY ACTIVITY (duration _15 min____) | <ul style="list-style-type: none"> •Initially, the leaders ask the participants to present themselves in a way to say their name (if the group does not know each other well) and the animal that symbolizes them and to briefly explain why they chose this animal (what they like about this animal, what its characteristics are). •Then the leaders ask the participants what they know about self-presentation? Do they think it's a social skill and why? In what ways do they self-represent themselves? How successful are they in this? The leaders remind the participants of the ways in which they presented themselves in the introductory workshop and in the introductory exercise at this meeting how they chose what to say about themselves, how they chose the animal, what did it depend on? Would they have presented themselves differently if the "audience" had been different? |
|--|---|

| | |
|--|---|
| | <ul style="list-style-type: none"> • Leaders briefly teach participants about the social skill of self-presentation (Handout 1), encouraging participants to ask questions, comment and share their own experiences. |
| <p>MAIN ACTIVITY (duration _30 min____)</p> | <ul style="list-style-type: none"> • The following is the presentation of the components of the self-presentation skill. The leaders note participants that self-presentation is a skill which means that it can be learned (note: returning and connecting with the introductory workshop and key elements of skills) and explain to them the components of this skill. Leaders read BOM (step) by BOM (step) by further clarifying it and giving examples. The best way to learn involves the active participation of the group members themselves and leaders should continuously encourage their reflection and presentation of their own experiences. • NOTE: Skills components are prepared as a working material given to participants (Handout 2). • The presenters play a role-play to demonstrate to the participants the inadequate and adequate way of self-presentation. As an example, I can take the situation of presenting to an employer at a job interview or meeting two new girls on the first day of school.. In the first version, they demonstrate an inadequate way of self-presentation, after which they ask the participants the following questions: How do you feel about this situation? What is good/bad about it? What could have been done differently? Is it a good way to present yourself? Why is/isn't it? Then they show an adequate way of self-representation in the same situation by asking the same questions to the participants. Together, they summarize why the way presented in another situation is better and how much such a way follows the previously presented components of self-presentation skills. • SKILL PRACTICE – role playing (Handout 3) • The participants are divided into threes and practice the skill of self-presentation according to given situations. The situations refer to typical contexts and situations in which most girls could find themselves or will find themselves in the future: meeting a new girl in the home, meeting a new teacher, meeting a potential partner, meeting the partner's/partner's parents, meeting a social worker⁶ • The leaders encourage the participants to name some situations in which they had to present themselves, and they can serve as role-playing situations. The above situations can be written on separate cards and distributed to the participants. • NOTE: we remind you of the way to play roles in social skills training. Skills are usually practiced in threes, so we always have three different roles <ul style="list-style-type: none"> ○ A - a person practicing a skill, |

| | |
|--|---|
| | <ul style="list-style-type: none"> ○ B - the person towards whom a certain skill should be demonstrated ○ C – observer <ul style="list-style-type: none"> ● When roleplaying, skills are practiced according to the skill components mentioned earlier (so it's good to have step-by-step worksheets as a reminder). It is best to encourage the participants to practice according to the "red and green" principle, so that they first show a situation in which there is no skill, and then a situation in which the skill is present. After one such situation plays out, the person who played the role of the observer gives feedback to the person who practiced the skill. Feedback can also be given by the person who participated in the situation (B). During role-playing, which takes place in parallel in several groups, the presenters themselves visit individual groups and give their feedback. It is important to remember that all participants must try all three roles. ● After all the small groups have played their roles, the leaders offer the participants to present some of the situations in front of the whole group. At the same time, they encourage the other participants to comment on what they saw in relation to the components of the skill and connect it with their own experiences. The presenters also direct the participants to think in which situations in their daily life (in the orphanage and outside it) they can use what they have learned. |
| <p>FINAL ACTIVITY + EVALUATION (duration _15 min____)</p> | <ul style="list-style-type: none"> ● Facilitators direct the participants to summarize what was done/processed at the workshop: what did we do? What skill did we practice? What are its components? What did you learn from this workshop? Where can you apply it? Is there anything else you're curious about about this skill? <p>After that, the leaders give the participants instructions for their homework. Homework is presented as weekly challenges, and it is about certain tasks that will enable them to better integrate the skill in their daily life. Challenges are prepared as a short text that is placed in envelopes.</p> <ul style="list-style-type: none"> ● The challenge, that is, the task until the next meeting, is to observe dating situations in everyday life in such a way that they can next time present to the group a situation that they assessed as green and one that they recognized as red, and to prepare to present themselves in accordance with the learned steps of self-presentation (you will show them to the group members at the next meeting). ● The challenges will not be the same for all members, but one of three tasks is obtained by the random selection method of drawing envelopes: recognize the green situation, recognize the red situation and prepare a presentation according to the learned steps of self- |

presentation. Given that the tasks will be presented in front of the whole group at the beginning of the next workshop, the participants will have the opportunity to see and learn through all the tasks (Handout 4).

- After that, the leaders distribute the evaluation sheets (Handout 5), thank the participants for their participation and end the meeting.

Handout 1: Self-presentation definition

Self-representation is our effort to influence our public image and the way it is perceived and experienced by others. Self-presentation consists of the intended part (what the person who presents himself wants to say and what impression he wants to achieve in the people to whom he presents himself) and the secondary or created impression that the persons to whom he presents himself creates about us.

Example: if we present ourselves in a society as an only son/ daughter of units in the family (intended part), people who listen to us may get the impression that we are spoiled, selfish or very attached to our parents (secondary/ created impression).

Self-representation is one of the key but neglected social skills. Most people don't think about how they present themselves to others and what they achieve.

Different ways of self-presentation that also have different functions are possible:

Aggressive self-representation- in the function of intimidating others and displaying one's own strength

-Defensive self-presentation- in the function of evoking feelings of compassion and compassion

Assertive self-presentation - in the function of building a positive self-image and good relationships

In self-presentation as a social skill, the focus is on the pre-interaction

(WHAT I WILL SAY ABOUT MYSELF IN A CERTAIN CONTEXT) and the interaction phase (HOW Will I SAY IT).

Handout 2: Components of self-presentation skills

(the first two steps are pre-interaction and the third are the interaction phase):

1. Think and decide what you want to say about yourself in a certain situation - this step involves thinking about the situation that awaits us and deciding what you want to say about yourself in that situation and to those people. Depending on the context, we choose the information we will present ourselves with. So, for example, when we introduce ourselves to a potential employer, we will highlight our past work experience, education and work habits, while we will talk very little about ourselves in private. On the other hand, when we meet new people at a celebration or party, we will probably present ourselves more through private and personal aspects: family status, hobbies, interests. It is important that we do not fill the people to whom we introduce ourselves with a large amount of information about ourselves - it is better to say the basics and allow others to ask us additional questions if they are interested in something additional.

2. Decide in what way you want to do it - in addition to what we want to say, it is important to decide in principle how we want to say it (way). If appropriate, we can use humor. Think about the color and tone of voice you can use.
3. Look the interlocutor(s) in the eyes and speak clearly - this step/component of the skill actually implies basic, polite interpersonal communication. It is important to make eye contact, smile politely and speak clearly so that the interlocutors can hear us well.
4. Shake hands and say your name - this step also represents polite interpersonal communication. The way we shake hands affects the impression we will leave on another person. It is important to introduce yourself with your full name.
5. Ask the other person's name - What about you? What is your name? - in order to open communication with another person, it is important to ask the interlocutor to introduce himself

Handout 3: Cards for role playing situations

- After school, you return to the Dorm and the girls from the pavilion tell you that a new girl has arrived. You enter your room and realize you have a new roommate.
- It has been rumored for some time that your teacher is retiring soon. A month after her departure, the principal informs you that you have a new group teacher from Monday.
- You are out in your favorite coffee bar with your friends. A handsome boy whom you haven't seen there before catches your eye. You need to gather some courage, but you decide to approach him and meet him. Handout 3 – Challenges
- During the next week, identify and write down at least one dating-self-introduction situation that you think did not follow the steps we learned (live, on TV or Facebook)
- Over the next week, identify and write down at least one dating-self-introduction situation that you think followed the steps we learned (live, on TV or Facebook)
- Think about 3 interesting things about yourself, practice presenting according to the steps and introduce yourself to us at the beginning of the next workshop.

Handout 4: Next week challenges

- During the next week, identify and write down at least one dating-self-introduction situation that you think did not follow the steps we learned (live, on TV or Facebook)
- Over the next week, identify and write down at least one dating-self-introduction situation that you think followed the steps we learned (live, on TV or Facebook)
- Think about 3 interesting things about yourself, practice presenting according to the steps and introduce yourself to us at the beginning of the next workshop.

5.

| | | | |
|-----------------------------------|--|----------|------------|
| TITLE | #ChoosingTheEmoji: Body, Image and Self-presentation | | |
| DATE AND PLACE | | DURATION | 60 minutes |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | <ul style="list-style-type: none"> - 10 to 15 girls. - 13 to 21 years. | | |
| TOPIC | <ul style="list-style-type: none"> - Body and image. - Offline and Online self-presentation. - Hegemonic models of beauty. - Online consent. | | |
| OBJECTIVES | <ul style="list-style-type: none"> - Make participants aware of the body and the different forms of expression and self-presentation. - Identify hegemonic models of beauty, reflecting on how these models affect individual presentation - on and off the internet. - Understand the relationship between the hegemonic models of beauty, especially those related to femininity, and the broader set of patriarchal violence. - Promoting a critical attitude towards hegemonic models of beauty, debating alternative concepts of self-presentation and encouraging the construction of personal models of beauty. - Address online dangers, cyber-violence and online consent. | | |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> - Provide participants with resources for a critical attitude towards dominant and hegemonic models of beauty. - Promoting among participants alternative self-presentation concepts and encouraging the construction of their own models of beauty, based on an empowered and liberating vision of the body and sexuality. | | |

MATERIALS, TOOLS AND RESOURCES:

- 2m x 1.5m paper (or several sheets of A3/A4 paper).
- Tape
- Colored markers
- Stick Notes
- Blue-Tack or bostic
- Emoji Kit (Appendix 1) – 1 per participant + 5 for general use
- Photography kit (Appendix 2) – 5 copies
- Guião de conceitos (Appendix 3) – 1 copy

METHODS:

- Body movement exercise.
- Body mapping.

| DESCRIPTION OF ACTIVITIES | |
|--|---|
| <p>INTRODUCTORY ACTIVITY (duration <u>20 minutos</u>)</p> | <p>- The workshop begins with a body movement exercise. The exercise aims to make visible the existing connections between the body, emotions and feelings, as well as to generate body availability in the participants for the workshop.</p> <ol style="list-style-type: none"> 1. Ensure a large and comfortable space for the activity. An obstacle-free and comfortable space is important so that girls can explore exercise without fear, embarrassment or any kind of physical constraint. 2. Choose a moderator. One person from the team will be needed to guide the exercise. This person can be located in the center of the room. 3. Ask the girls to move around the space and choose a spot. To prevent girls from feeling embarrassed, it might be suggested that they turn their backs to each other or even close their eyes. Girls should be asked to rotate their arms to ensure they have enough space around them for the exercise. 4. The exercise begins by asking the girls to represent with their bodies the way they stretch in the morning. They should be encouraged to explore different ways to stretch. 5. Game Clap-Word. When you feel the girls are comfortable, you should explain the rest of the exercise – every time you clap you will say a certain word that the girls will have to represent with their bodies by choosing a standing position. In the intervals between words, the stretching exercise can be continued. Words to use in the game: <ul style="list-style-type: none"> -Strength/Power. -Weakness. -Confidence. -Suspicion. -Discomfort. |

| | |
|--|---|
| | <p style="text-align: center;">-Comfort.</p> <p>6. Remind participants how emotions and feelings are reflected in the body and its expressions. The wrap-up and closing of the exercise is intended at appealing for the girls' understanding on how the body is a canvas for feelings.</p> |
| <p>MAIN ACTIVITY (duration 30 minutos)</p> | <p>- The second activity of the workshop consists of an exercise based on body mapping methodology. Body mapping allows exploring and portraying the way one lives, through the body, emotions, sensations and other physical manifestations in relation to certain topics. In this workshop, body mapping is used as a tool for the girls to explore and make visible the relationship they have with their body - the ___—positive, negative, comfortable and uncomfortable ways they perceive it. This objective is directly related to the most cited benefits of the methodology: “in cases where the phenomenon in question is associated with stigma in the community, body-mapping facilitates participants reclaiming or creating a preferred view of the body, thus bringing into question negative assumptions inherent in dominant narratives or ways of seeing. This notion resonates with narrative therapy approaches, postcolonial and feminist thought, and the idea of centralizing bodies that are usually hidden or relegated to the margins of society” (Jager et. al., 2016).</p> <ol style="list-style-type: none"> 1. Make sure you have all the materials needed for the exercise. The paper for the silhouette must be placed on the wall before the starting the workshop. Likewise, emoji and icon kits must be prepared before the start of the workshop. 2. Ask a volunteer for a silhouette drawing. Keeping the positions of the previous exercise, ask the group what will be the “best way to represent a body” and choose a volunteer to model the silhouette drawing. 3. Draw the volunteer participant’s body silhouette on the paper placed on the wall. The group must gather around the paper. 4. Emoji Game. The activity starts with a body mapping game based on emojis. Each participant must have 1 emoji kit – equivalent to 5 emojis, already cut. Each emoji represents a different feeling about the body. Participants must place the 5 emojis from their kit on the drawn silhouette, identifying what they feel about the different parts of their body. The girls can use more emojis than those in their kit – the team must have a “stock” of emojis to give to the girls if they wish. If the girls want to add another type of feeling that they think is not represented in the emojis, |

they can do so by writing or drawing on a post-it. Graphic representation of how the silhouette could look at the end of the game:



5. Discuss and analyze with the participants the final image of the silhouette. The analysis can be divided by body parts or by types of emojis. Point out the existence of emoji patterns on certain parts of the body and ask the participants why they think this pattern exist. The discussion must be articulated with the indications present in Appendix 3 - Concept Guide. Examples of discussion topics:

- There are many negative emojis in the x area. Why do you think this pattern exists? (For example, introduce topic of fatphobia and hegemonic models of beauty).

- The embarrassed emoji is very present in x body part. What do you think is causing this shame?

6. Ask the girls about their self-presentation in internet and

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| | <p>social media. Examples of discussion topics:</p> <ul style="list-style-type: none"> - Is the way the body is presented on the internet different from off the internet? Why? - If you had to remake the drawn silhouette, would it be different if the question was asked in relation to social media? Would the positive and derogatory emojis be in the same places? Why? <p>7. Ask the girls about which parts of their body have their consent to be photographed and commented on the internet and social media. To answer the question, the young people can stick the icons in Appendix 2 on the silhouette drawing. Introduce some topics from the Concept Guide regarding consent and dangers on the internet and social networks.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration <u>10 minutos</u>)</p> | <p>The activity ends with an informal conversation about what the girls learn from the workshop.</p> <ol style="list-style-type: none"> 1. Ask the participants to bring for the next workshop a reflection on what they learn from the activities carried out. This reflection could be a drawing, a text, a tiktok, a photo or any other type of resource, and should be presented to the group. |

Appendix 1

You must cut the emojis by the circle. The description is indicative only.



I feel embarrassed about this part of my body



I like this part of my body



I feel disgusted with this part of my body



I don't like this part of my body



I really love this part of my body!

Appendix 2

You must cut
the icons by
the circle.



Appendix 3

The Youth Body, the media and the internet

The body is for many an object of care and concern. The media and the internet have been central agents for the promotion of certain hegemonic models of beauty. Notable users of technologies and social media, young people are particularly susceptible to the influence of dominant representations of presentation, which may influence the development of their self-esteem and confidence.

Aesthetic violence

Aesthetic violence is the social pressure for female bodies to always remain young, canonically beautiful and thin. Although it is psychological violence, it has effects on the physical appearance of women – that is, it impacts their subjectivity, but also their bodies. “Aesthetic violence begins with the process of arbitrary definition of models and standards of beauty, promoted by the media, the fashion industry, music and the cosmetics market, of "perfect" bodies, which are no more than fictitious, unreal bodies, conceived as ideal, as a 'should be', as a pattern to follow, and where the physical particularities of women are called 'imperfections' to be intervened and suppressed, or in the least of cases, corrected” (Bruschi, 2020, pp.24).

Fatophobia

The issue of weight is at the center of the phenomenon of aesthetic violence – it can be said that the current aesthetic canon is fatphobic. Thinness is an inevitable condition for what male-dominated society defines as female beauty. “Fatophobia is the rejection and violence suffered by fat people for the fact of being fat. It is a discrimination that is based on prejudices regarding the habits, customs and health of fat people, which are based on the belief that the fat body responds to a lack of will or self-care, of not making enough effort to being thin, which is why it deserves “punishment” or rejection. (...). Fat-phobic discrimination, like other forms of discrimination, supposes limitations in the full development of life of those who suffer it” (Bruschi, 2020, pp.20-1).

6.

| | | | |
|-----------------------------|---|----------|---------------|
| TITLE | Conflict Resolution: From Competition to Cooperation | | |
| DATE AND PLACE | 2022/01/17, Kaunas | DURATION | 45-60 minutes |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | Optimal number of participants: 8-10 | | |
| TOPIC | Resolving conflicts using cooperative strategy | | |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Identifying the signs of a conflict. 2. Identifying the 5 conflict resolution types. 3. Learning to apply cooperative conflict resolution style. | | |

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| LEARNING OUTCOMES | <p>After this activity the participants are ought to be able to:</p> <ol style="list-style-type: none"> 1. Describe the attributes of a conflict. 2. Differentiate between 5 different conflict resolution types. 3. Use the techniques of a cooperative conflict resolution style. |
|----------------------|--|

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|---|
| <p>MATERIALS, TOOLS AND RESOURCES:</p> <p>Projector, sheets of paper with conflict situations.</p> |
| <p>METHODS:</p> <p>Problem / active method – participants are trying to actively solve a conflict by using given techniques.</p> |

| DESCRIPTION OF ACTIVITIES | |
|---|--|
| INTRODUCTORY ACTIVITY (duration _15-20) | <p>The leader opens the activity by asking the participants on how do they feel when conflict arises and why do they feel that way. After that follows the presentation of the signs that can indicate a conflict. Followed by this, a short quiz on the personal conflict resolution styles is given to help the participants reflect on how they approach conflicts, which are:</p> <ol style="list-style-type: none"> 1. Competing. Those who compete are assertive and uncooperative and willing to pursue one’s own concerns at another person’s expense. This works when you don’t care about the relationship but the outcome is important. 2. Avoiding. This style aims to reduce conflict by ignoring it, removing the conflicted parties, or evading it in some manner. This works when you don’t care about the relationship and the outcomes. 3. Accommodating. This style aims to let the other party win and fulfil their needs. This works when the relationship is important, but the outcomes are not. |

| | |
|---|--|
| | <p>4. Compromising. This style seeks to find the middle ground. Both parties have to give up something in order to get something. This works when an agreement needs to be reached quickly, however, no one feels completely satisfied with it.</p> <p>5. Collaborating. This style seeks to find the solution that works for all parties. Requires creative thinking and open communication. Is used when both the relationship and the outcomes are important.</p> <p>Then, 5 styles of conflict resolution are presented as well as their advantages and shortcomings (Appendix 1).</p> |
| <p>MAIN ACTIVITY (duration _15-20_)</p> | <p>The main focus remains on the cooperative style, as the leader presents the techniques of the cooperative style. After this, the participants are divided into pairs to try out the techniques by acting out given situations. Each pair gets a situation with two different points of view, and each one of the pair has to try to apply the cooperative techniques to come to a solution to the problem.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration _15-20_)</p> | <p>After the activity, the leader presents these questions to the participants:</p> <ol style="list-style-type: none"> 1. How was the task for you? 2. What was the most difficult during the activity? 3. How was it for you to apply the techniques? 4. How likely is that you will apply these techniques in the future? <p>Participants are then welcomed to share any additional thoughts and insights after the activity.</p> <p>The leader then concludes that even though we can't control whether the conflict will arise, we can control our own approach to the conflict.</p> |

7.

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|-----------------------------|--|
| TITLE | Hello future me! / Hello my future self! |
| DATE AND PLACE | |
| LEADER | |
| PARTICIPANTS AGE AND NUMBER | Girls from 13 to 21 |
| TOPIC | Writing a letter for the “you of the future”. |
| OBJECTIVES | <ul style="list-style-type: none"> - This activity aims to develop the ability to project oneself into the future; - To succeed in talking about oneself with sincerity; - To express wishes and emotions; - To see, when they will read the letter later, if they still have the same wishes or dreams if they have managed to achieve their goals if they still have the same expectations and the same vision of themselves; - To be satisfied and proud of themselves and what they achieved. |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> - Participants will get to know themselves a little bit better; - They will understand that it is important to plan ahead and to set goals; - They will know how to use the platform “futureme”. |

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| MATERIALS, TOOLS AND RESOURCES: | <ul style="list-style-type: none"> - Computers or phones - White paper sheets (A4) - Pens or pencils - Rubbers - Envelopes |
| METHODS: | <ul style="list-style-type: none"> - Individual work to take time to write the letter; - Group work to talk about the letter, not the exact content but the main subject they wrote about (family, work, school...). |

| DESCRIPTION OF ACTIVITIES | |
|---|--|
| INTRODUCTORY ACTIVITY (duration 10min) | 1. The introductory activity will start with the leader explaining the main exercise, why it is important, and give an example of a letter from a person that did a similar activity; |
| MAIN ACTIVITY (duration 40min) | 2. Girls will choose if they prefer to write the letter digitally, with a phone or a computer, or if they prefer to compose it manually. Depending on your support the group will be divided into subgroups, digital and manual; |

| | |
|--|--|
| | <p>3. Each girl will have either a phone/computer or a sheet of paper and a pen/pencil, as they prefer. They will define when they want to read the letter, it can be a year or more. They will start by thinking about what they can write, and do a draft with the main ideas.</p> <p>4. Girls will all start writing their letters, and the instructor will be here to answer questions or to help if needed. The ones that do it digitally will use the website "https://www.futureme.org/" which is specialized in this time of activity; it allows you to program the reception of the letter by email.</p> <p>5. Once all the participants finished their work, they will either send themselves the letter by email thanks to the website, or put the letter in a sealed envelope and give it to someone whose trustworthy to keep it hidden until they decide to read it, or just keep it somewhere in there house/room and promise themselves not to touch it. It is up to them.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration 15 min)</p> | <p>Summary of the exercise: Reunite all the girls and ask the girls what they thought of the exercise, what they wrote, not the content of the letter but generally what they wanted to talk about with their future selves.</p> |

8.

| | | | |
|-----------------------------|--|----------|-----------|
| TITLE | "Dealing with conflict / Facing difficulties" Part III: Head | | |
| DATE AND PLACE | | DURATION | 80-90 min |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | 8-15 participants Age: 13-22 | | |
| TOPIC | Through experiential group exercises, girls learn how to face difficulties and obstacles in functional and socially acceptable ways(i.e. negotiation, discussion, persuasion), while avoiding dysfunctional actions and attitudes (aggression, passivity, violent outbursts). | | |
| OBJECTIVES | 1. For girls to recognize that there are different reactions when faced with conflicts or difficulties | | |

| | |
|--------------------------|--|
| | <ol style="list-style-type: none"> 2. To realize in an experiential way which ways to deal with difficulties are functional /effective (i.e. negotiation, discussion, assertiveness) and which are not and ought to be avoided (i.e. violent acts, aggression, passivity, lack of boundary setting) 3. To relate to the others via positive attributes 4. To boost self-esteem and feel empowered 5. To avoid shame and discrimination among members of the group 6. To foster creativity 7. To learn how to deal with difficulties in a “ protected” way (role playing, drawing) 8. To become more sensitive to other’s experiences and status-development of empathy 9. To foster inclusion and acceptance of diversity |
| <p>LEARNING OUTCOMES</p> | <ul style="list-style-type: none"> ● Competence in conflict resolution ● Development of self-awareness ● Development of self -control ● Acquisition of social skills ● Acquisition of negotiation and discussion skills ● Prevention of violent reactions/actions ● Sensitivity to group dynamics ● Improvement of cooperation in groups ● Ways to act appropriately and successfully when dealing with conflicts and difficulties among their peers-tangible “tool” acquisition ● Tolerance of diversity ● Dealing with hopelessness ● Fostering inclusion ● Venting-off negative emotions in a socially acceptable/effective way ● Emotional agility (flexibility) ● Improvement of presentation skills ● Overcoming shyness ● Developing assertiveness |

MATERIALS, TOOLS AND RESOURCES:

Pens, ballpoint pens and A4 papers
A paper with the scenarios available
Small pieces of white paper
Adequate physical space for the role playing

METHODS:

- group work
- role playing
- experiential learning
- use of body
- acting
- creative drawing
- story telling
- use of everyday events that create negative emotions

DESCRIPTION OF ACTIVITIES

A. Opening activity: The Welcome (10-15 min)

The girls are welcomed by the leader, sit down in their chairs in a circle and are asked what they remember /what kept in their hearts and minds since last time. They are also asked to share with the others in the group their feelings and thoughts with which they come to this meeting.

B. Activation exercise: “She gets up who....” (Duration: 10-20 min)

Girls are seated in chairs in a circle. The leader asks whoever wants, to stand up in the middle of the circle, after having removed her chair from the circle. Therefore, chairs now are one less than the girls. The girl standing says: “She gets up who.....” completing the phrase with a characteristic common to most girls, i.e. the color of the clothes, color of the eyes, same hobby, favorite film or music or influencer/youtuber, etc. The girls for whom the description fits, get up and sit on a chair different than theirs, while the girl standing in the center sits on a chair, too. As a result, another girl is left standing, and the game continues in the same way, up until all girls change position at least once. The leader makes it clear from the very beginning that nobody should refer to characteristics in a negative way, i.e. weight, skin color, nationality, etc... Nevertheless, if this occurs by any chance, the exercise stops and the group sits down and discusses what has just happened. In this discussion, time is allocated to the expression of feelings experienced in the group, and the leader reminds the group that emphasis should be given to the positive characteristics, which in turn helps to boost each girl’s positive traits.

C. MAIN ACTIVITY : “Working with scenarios regarding conflicts and difficulties”

(duration: 40 -50 minutes)

Depending on the interests and the climate of the group, the leader chooses scenarios/stories, which have to do with peer pressure, aggression, dealing with difficulties, exclusion, diversity, etc. He/ She can choose one of the following scenarios or create new ones, based on the needs of the group, using recent events from the class or the school, obviously without mentioning names or specific examples.

Examples for working scenarios:

1. *"Nobody likes me, they say I am fat and ugly and nobody comes to play with me"*
2. *"I got a low grade on the test today and the teacher got mad at me"*
3. *Whatever I do, I will never be the same as the other kids. I will always be the "foreigner", the "odd one out" and they will always treat me as "inferior"*
4. *"They are talking about me behind my back"*
5. *"They are excluding me for the group on Viber "*
6. *" They don't invite me to play games on the internet with them , they talk to me badly and I feel terrible"*
7. *" My friend told me the other day that I should change my clothes to look less vintage and more fashionable. He also told me to do something with my pimples, because they look awful. Later, I saw him and his friends looking at me and secretly laughing. I feel betrayed by my friend. I want to be accepted as I am"*

The leader may put 4-5 scenarios on the floor and ask the girls to create small groups of 4-5. Each girl can stand up and declare the scenario she wants to deal with. In case the girls all want to work on the same scenario, or the groups formed do not have equal number of members, the leader can facilitate group formation, by supporting the girls to give arguments for their choice or to accept their desire at face value (anyway).

In the groups which are formed, the girls may make and play a sketch based on the scenario they have chosen, or draw the scene, while suggesting ways to deal with the difficulty. The instructions that are given to the girls in order to create their role play/sketch or their drawing could be: to give a title, to decide who the heroes of the situation might be, to create a story around the scenarios, to state what the problem was and how it was finally addressed.

Then, each group presents their story as well as their suggestions for resolution. After each presentation, follows discussion and each group gives feedback on how the experience was for them, how they worked together as a group, how they decided to create the story and develop the "heroes", how they decided to make a drawing instead- if any-etc.

D. FINAL ACTIVITY + EVALUATION: The girls sit in a circle with the leader and use an inner observation: each one of them talks about their feelings of the moment, how they managed to follow the instructions, whether they developed a strategy, whether they enjoyed it, which part they enjoyed, what they learned about themselves and their way

to deal with difficulties/ conflicts, what they keep from this exercise. They write it on a piece of paper given to them, fold it and take it with them as a tool. (Duration: 20 min)

Tip: a. *This exercise can be used with groups who are relatively a long time together on a stable basis.*

b. *When role playing is finished, the girls shout their real names and sit down.*

9.

| | | | |
|-----------------------------|---|----------|------------|
| TITLE | Head workshop: The Battle for the Orange | | |
| DATE AND PLACE | | DURATION | 70 minutes |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | | | |
| TOPIC | Conflict Resolution: The battle for the Orange | | |
| OBJECTIVES | How to deal with Conflict Resolutions | | |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> - Learning to deal with conflict with no violence - Encouraging them to negotiate - Empower their confidence in a fun way - To discuss the need for communication in conflict situations - To reflect on strategies for conflict resolution | | |

MATERIALS, TOOLS AND RESOURCES:

One orange (the Fruit), sticky note, pens/markers

METHODS: Group Competition and discussion

| DESCRIPTION OF ACTIVITIES | |
|---|---|
| <p>INTRODUCTORY ACTIVITY (duration 15 min)</p> | <p>Welcome the girls and have a brief introduction of each person, especially if the girls do not know each other.</p> <p>Then have an active Ice breaker to get the girls excited. For example: Line Up icebreaker game where everyone has to communicate without speaking and line up in a straight line according to a pre-determined characteristic, such as youngest- to oldest.</p> |
| <p>MAIN ACTIVITY (duration 15 min)</p> | <ol style="list-style-type: none"> 1. Let the girls know that today they will play the 'Orange Game'. Then, divide the girls in two groups. Ask Group A to go outside and wait for you. Tell Group B that in this activity their goal is to get the orange because they need its juice to make orange juice. 2. Go outside and tell Group A that their goal in this activity is to get the orange because they need the peel of the orange to make an orange cake. 3. Bring both groups together inside and ask each group to sit in a line facing each other. 4. Tell the groups that they have three minutes to get what they need. Emphasise that they should not use violence to get what they want. Then place one orange between the two groups and say, "Go". <p><i>Usually someone will take the orange and one group will have it and how the groups deal with the situation will be a surprise. Sometimes groups will try to negotiate to divide the orange in half. At other times they will not negotiate at all. Sometimes the groups will communicate further and realize that they both need</i></p> |

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| | <p><i>different parts of the orange; someone from one of the groups will peel the orange, taking the part they need. Do not interfere.</i></p> <p>5. After three minutes say, “Stop” or “Time’s up”.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration 40 min)</p> | <p>1. Debrief the activity by asking question such as these:</p> <ol style="list-style-type: none"> a. Did your group get what it wanted before the three minutes were up? b. What was your group’s goal? c. What was the outcome of the conflict over the orange? d. What did you do to achieve this outcome? e. Why is it important for people to communicate in order to resolve conflicts? f. Do people always communicate with each other when they are in a conflict? Why or why not? g. Do people always want the same thing in a conflict? h. Have you ever experienced similar situations? What was the outcome? <p>2. Relate the activity to human rights by asking a question such as this:</p> <ol style="list-style-type: none"> a. What are some of the human rights that are violated in a conflict? <p>Evaluate this activity by asking the girls to draw on a sticky note either:</p> <ul style="list-style-type: none"> ● a happy face if they thought the game to be interesting and meaningful |

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| | <ul style="list-style-type: none"> • or a sad face if they did not really enjoy the game <p>They should then stick the note on the wall.</p> <p>You can give them the opportunity to briefly elaborate if they want on their opinion.</p> |
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HANDS

1.

| | | | |
|--------------------------------|---|----------|-----------|
| TITLE | AROMATIC BAGS WORKSHOP | | |
| DATE AND PLACE | | DURATION | 1H 30 MIN |
| LEADER | | | |
| AGE AND NUMBER OF PARTICIPANTS | 10 PARTICIPANTS BETWEEN 15 AND 20 YEARS | | |
| THEME | CREATIVITY, FINE MOTOR SKILLS AND PATIENCE (HANDS) | | |
| OBJECTIVES | <ul style="list-style-type: none"> · To encourage the creativity and imagination of the participants, choosing between the different smells. · To develop the olfactory sense before exposure to different smells. · Develop patience and meticulousness to make the aromatic bags in a proper way. · Training skills such as fine motor skills or sustained attention for the correct elaboration of the activity. | | |
| LEARNING OUTCOMES | <p>EXPECTED RESULTS: Participants are encouraged to develop their creativity and imagination and to work on their attention. In addition, participants will develop their olfactory sense by experimenting with different smells.</p> | | |

MATERIALS, TOOLS AND RESOURCES:

- Bags or sacks of fabrics such as cotton, linen or silk.
- For the filling of the bag: lavender, thyme, lemon essential oil, citrus peel, oregano, etc.
- Velcro or thread to close them

METHODS:

Participatory methodology, in which participants are active agents of their learning. The full involvement of the participants in the activity is encouraged, with them guiding the development of the activity.

DESCRIPTION OF ACTIVITIES

| DESCRIPTION OF ACTIVITIES | |
|---|---|
| <p>INTRODUCTORY ACTIVITY (duration 30 minutes)</p> | <p>In this session, different practical skills such as psychomotor skills or manual dexterity will be trained.</p> |
| | <p>In addition, patience, meticulousness and creativity will be worked on. On the other hand, it favours attention and stimulates the sense of smell.</p> <p>To start the workshop, it will be necessary to have bags or sacks that are neither too thin nor too thick so that the aroma can come out. It is recommended that materials such as linen, cotton, silk or hemp are used.</p> |
| <p>MAIN ACTIVITY (duration 30 minutes)</p> | <p>Lavender, thyme, lemon essential oil, citrus peel and spices such as oregano, basil and dill can be used to fill the bags. Dried flowers can also be added.</p> <p>Each participant will use the filling of their choice, according to their taste or preference.</p> <p>To make the bags or bags practical, we can add a piece of Velcro as a fastener that will allow us to fill them more easily.</p> <p>In this way, participants will be able to make their own</p> |

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| | scented bags with the scent of their choice. |
| FINAL ACTIVITY + EVALUATION (duration 30 minutes) | Finally, participants will share the process of making their bags in order to encourage communication and interaction with the rest of their peers. They will explain the reasons for the choice of the smell for their bag and will be able to listen to the reasons of the other participants. |

2.

| | | | |
|-----------------------------------|---|----------|----|
| TITLE | CARE OF THE COMMON ASSETS PRESENT IN THE TERRITORY | | |
| DATE AND PLACE | | DURATION | 3h |
| BOSS | | | |
| AGE AND NUMBER OF PARTICIPANTS | 13-22 10-12 | | |
| ARGUMENT | The proposed activities concern manual work of land planning. | | |
| OBJECTIVES | - Ability to work in a team | | |

| | |
|-------------------|---|
| | <ul style="list-style-type: none"> - Care, protection and respect for the common goods of the territory in which you live - Learning manual skills - Knowledge of the realities of the territory |
| LEARNING OUTCOMES | The participants will experience group activities in the arrangement, renovation and care of the common goods of the territory within for example libraries, parks, schools , etc. |

MATERIALS, TOOLS AND RESOURCES:

They depend on the type of work. The material can be stationery or DIY.

METHODS: teamwork, using photos

| DESCRIPTION OF ACTIVITIES | |
|---|---|
| INTRODUCTORY ACTIVITY (duration 30 minutes) | Knowledge of the referents and the history of the place. Explanation of the activities to be carried out |
| MAIN ACTIVITY (duration 2h) | Concrete performance of activities Creation of a billboard or a post with photographs of the before and after as evidence of the activity carried out. |
| FINAL ACTIVITY + EVALUATION (duration 30 minutes) | Delivery of a satisfaction questionnaire and a certificate of participation. |

3.

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|-----------------------------|---|----------|-----------|
| TITLE | Do something for others - part I / Hands | | |
| DATE AND PLACE | | DURATION | 1,5 hours |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | 10-15 participants Age: 13-22 | | |
| TOPIC | The proposed activities encourage girls to become active in their local environment and to prove that they can make a change. | | |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Upon completion of this unit, it is expected that the learner will develop social skills. 2. Upon completion of this unit, it is expected that the learner will develop sensitivity towards other people. 3. Upon completion of this unit, it is expected that the learner develops empathy. | | |
| LEARNING OUTCOMES | Participants design and test ideas for helping other people in the closest neighbourhood (small social projects). | | |

MATERIALS, TOOLS AND RESOURCES:

Pens, sheets of paper.

Board (or big sheet of paper).

METHODS:

- individual work

- group work

- brainstorming

| DESCRIPTION OF ACTIVITIES | |
|---|--|
| <p>INTRODUCTORY ACTIVITY</p> <p>(duration _ 20 minutes)</p> | <p>Brainstorming</p> <p>1. Girls brainstorm a list of things they can do for other people (community, neighbours, friends, people in need, animals). Examples:</p> <ul style="list-style-type: none"> - walking the dog - shopping for someone lonely, ill - helping a younger colleague with her lessons - cleaning up litter in the park, forest, etc. - spending time with someone alone. <p>It is important to point out that the list should include things for which money or any material goods are not necessarily needed.</p> <p>The ideas are listed on the board or big sheet of paper.</p> |
| <p>MAIN ACTIVITY</p> <p>(duration _ 60 minutes)</p> | <p>Think what you can do for others</p> <p>2. Each girl already individually creates her aid plan by choosing from a list one or two tasks she will carry out after the first session. It is important that this is a concrete plan specifying the time frame, the place, who she will help.</p> <p>3. After individual work, divide the girls in groups (3 in one group). They should share with their friends the plans they have created. Their friends can comment, suggest solutions or volunteer to help with the tasks.</p> |

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| | <p>4. Finally, we ask the girls to carry out their plans for helping in a certain period of time (for example 2 weeks or a month – depending on the girls’ projects).</p> <p>They can work individually or if it is necessary in small groups. In this case they choose one of the projects and together with friends put it into practice.</p> <p>If possible, girls should document the whole process (planning, implementation, results).</p> <p>At the next meeting, the girls will make the presentations of their action and show what they have managed to do (it is not obligatory to show the presentation, but each girl should prepare one presentation /in case the action is taken by the group of girls - the group prepares the presentation).</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration _ 5 -10 minutes)</p> | <p>Summary of the exercise:</p> <p>Ask the girls if they have any questions and try to solve possible problems with the participation of all participants.</p> <p>It is important to emphasise that everyone has resources and skills to share with others (strengthening self-esteem, discovering resources), but also to develop empathy as a social skill to see the other person's emotional and mental perspective.</p> |

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|--------------------------------|--|----------|---------|
| TITLE | Do something for others - part II / Hands | | |
| DATE AND PLACE | | DURATION | 2 hours |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | <p>10-15 participants</p> <p>Age: 13-22</p> | | |

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|-------------------|---|
| TOPIC | The proposed activities encourage girls to become active in their local environment and to prove that they can make a change. |
| OBJECTIVES | <ol style="list-style-type: none"> 1. Upon completion of this unit, it is expected that the learner will develop social skills. 2. Upon completion of this unit, it is expected that the learner will develop sensitivity towards other people. 3. Upon completion of this unit, it is expected that the learner develops empathy. |
| LEARNING OUTCOMES | Participants prepare a documentation of the activity (movies, photos, paintings, posters or comics). |

MATERIALS, TOOLS AND RESOURCES:

Materials for presentation (photos, videos, computers, phones, writing and painting materials – depending on the way of presentation).

METHODS:

- individual work
- group work
- Powerpoint presentation
- art (creating posters, comics etc.)
- screening of the films/presentations

DESCRIPTION OF ACTIVITIES

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| INTRODUCTORY ACTIVITY | Remind the girls that during this meeting they will create the presentations of their actions and show what they have managed to |
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| <p>(duration _ 5 minutes)</p> | <p>do (it is not obligatory to show the presentation, but each girl should prepare one presentation).</p> <p>In case the action is taken by the group of girls - the presentation should be prepared by the group).</p> <p>If possible, girls should present the whole process (planning, implementation, results).</p> |
| <p>MAIN ACTIVITY</p> <p>(duration _ 60 minutes)</p> | <p>Presentations</p> <p>The girls prepare a documentation of their “small social projects”.</p> <p>They can be Powerpoint presentations with pictures and/or videos, including a social message - drawing attention to a topic, trying to create a small social campaign.</p> <p>Tip: You can use cannva.com.</p> <p>If the girls can not use phones or computers they can prepare the comics or a poster to present what they have done.</p> |
| <p>FINAL ACTIVITY + EVALUATION</p> <p>(duration _ 55 minutes)</p> | <p>As a final activity we arrange a screening of the films or presentations combined with a discussion after each presentation.</p> <p>Each girl can get a diploma or a thank you note at the end of the activity.</p> <p>Summary of the exercise:</p> <p>It is important to emphasise that everyone has resources and skills to share with others (strengthening self-esteem, discovering resources), but also to develop empathy as a social skill to see the other person's emotional and mental perspective.</p> <p>Evaluation (on a separate sheet of paper or on-line)</p> |

Answer the questions below so that we can check which workshops you enjoyed the most and from which you learned the most. The survey is anonymous.

Thank you very much for taking part in the workshop!

How would you rate today's workshop? (on a scale from 1 to 5)

How would you rate your participation in today's class? (on a scale from 1 to 5)

How would you rate the person(s) leading today's class? (on a scale of 1 to 5)

Can you apply what you have learned today to your life? If you can, justify your answer.

If you have any suggestions, proposals, comments, remarks, write about them. We will be able to take them into account next time.

4.

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|------------------------------------|--|--|
| TITLE | Making candles | |
| DATE AND PLACE | | DURATION 60 minutes (if necessary, a 5-minute break can be taken halfway through the workshop) |
| LEADER | | |
| PARTICIPANTS AGE AND NUMBER | | |
| TOPIC | Making candles as a way of self-expression | |
| OBJECTIVES | <ul style="list-style-type: none"> - learn the practical skill of making candles (get to know the materials and adopt the stages and technique of making them) - practice patience - stimulating creativity/ devising shapes, combining colours - strengthening self-confidence | |
| LEARNING OUTCOMES | - participants will be able to use demonstrated techniques, tools and materials to make candles | |

- participants will develop listening, watching and understanding skills
- participants will be utilize the skills to express themselves creatively and verbally

MATERIALS, TOOLS AND RESOURCES:

- 2 cooking pots
- 5 narrow metal containers (height 20-25 cm)
- electric or induction plate
- a table with a height of 50 cm
- extension cord
- paraffin wax / chopped into cubes
- bucket of water
- cotton cloths (as many as there are people)
- pigments (crumbs) of yellow, red, green, blue colour
- a wick, cut to a length of 20 cm
- plastic or wooden base for cutting
- knives for cutting wax
- a stick for mixing paint
- leaves, beads, feathers, shells, etc.

METHODS:

active method, experiential learning method, cooperative method, presentation, group discussion, demonstration of skills, associations, learning by modelling

DESCRIPTION OF ACTIVITIES

| | |
|---|--|
| <p>INTRODUCTORY ACTIVITY (duration _15 min____)</p> | <p>People began making candles at the monasteries. The first track of candles can be found in the Alps in the ninth century, they were made of beeswax. The meaning of light in people's lives. Associations on what light represents for each of us. Everyone in the group says an association. It is emphasized to the participants that the ability to create light is a special skill. This skill has multiple values: learning a traditional craft with which one can secure income, developing and exploring personal creativity, channelling one's emotions that can be expressed through colours and shapes.</p> |
| <p>MAIN ACTIVITY (duration _30 min____)</p> | <p>Preparation process: The facilitators place a table in the middle of the room, put an induction or electric plate on the table, which they plug into the electricity with an extension cable, a pot filled with wax cubes is placed on the electric plate.</p> |

While the wax melts for 10 min at a low temperature; narrow metal containers are placed in the second pot. We put different colours in four containers, and no colour is put in the fifth because the paraffin is white. Cold water is poured into a plastic bucket and placed on the floor by the table.

When the wax melts, it is heated and carefully poured into containers, after which it is stirred until the colour is completely melted. The pot with the dishes is placed on the electric plate and hot water is poured almost to the top of the pot while being careful not to pour the water into the wax.

The water keeps the wax warm, and if it happens that the wax begins to boil, the heating power of the plate must be reduced or turned off for a short time.

Skill demonstration:

The facilitators ask the participants to arrange themselves in a circle so that they can observe the process of making candles.

The facilitators take a wick in one hand with their fingers from one end and in the other hand a cloth.

Lightly dip the wick into the container with the uncoloured wax. When it sinks, it is immediately pulled to the surface, making sure that the drops from the wick drip onto the wax, and then the wick is dipped in cold water and gently wiped. This is repeated three times, and then three times in each colour of your choice.

The colours can be alternated by choice, it is only important that we repeat the same colour at least three times and that we do not forget to dip it in wax, then in water and to dry it with a cloth. If we want the candle to be a lighter colour, after dipping it in one colour, dip the wick/candle several times in a transparent colour.

When the candle thickens up to two centimetres, it can be finished.

One facilitator places the candle on the board and the base of the candle is cut with a knife into light flat circles that can be placed on the round candle in different shapes, like flower petals or just laid down. The candle is warm, so it is easy to shape. Everything that is placed on it is slightly fixed by dipping the candle once again in transparent wax and water and laying it out to dry.

| | |
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| | <p>Another facilitator demonstrates how a flat candle can be made by pressing a warm candle against a board and how a leaf or feather of beads can be pressed onto the candle, which are then fixed by dipping the candle once again in clear wax.</p> <p>Practicing the skill:</p> <p>The participants of the workshop are divided into groups of three and start making candles. While three participants are making candles, the others are watching. Each participant makes and decorates three candles, the first to master the technique, the second for a loved one and the third to represent themselves. In this way, the creation acquires a more personal meaning.</p> <p>Participants are encouraged to decide for themselves how the candle will look.</p> <p>In parallel, while the participants are making candles, the facilitators are also making candles and continuously demonstrating different finishing techniques and decorating options.</p> <ul style="list-style-type: none"> - The candle can be cut in half lengthwise and then twisted into a spiral - It can be shaped square - It can be thicker at the bottom and thinner at the top |
| <p>FINAL ACTIVITY + EVALUATION (duration _15 min____)</p> | <p>Facilitators direct the participants to summarize what was done/processed at the workshop: What did we do? What skill did we practice? What are its components? What did you learn from this workshop? Where can you apply it? Is there anything else you're curious about this skill?</p> |

5.

| | | | |
|-----------------------------|--|----------|---------------|
| TITLE | Educational activity - modelling from clay | | |
| DATE AND PLACE | 2022/01/17, Kaunas | DURATION | 60-90 minutes |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | Optimal number 8-10 participants | | |
| TOPIC | Using crafts as a mean of self-expression | | |

| | |
|-------------------|--|
| OBJECTIVES | <ol style="list-style-type: none"> 1. To introduce crafts as means of self-expression. 2. To introduce crafts as a tool for emotional self-regulation. 3. To use crafts as a discipline building measure. |
| LEARNING OUTCOMES | After this activity the participants are ought to be able to use crafts as a measure of self-expression, emotional self-regulation and discipline building. |

MATERIALS, TOOLS AND RESOURCES:

Clay, work tools, aprons, slipware.

METHODS:

Active method – participants are using clay as a mean to express themselves, relax and improve their motor skills.

DESCRIPTION OF ACTIVITIES

| DESCRIPTION OF ACTIVITIES | |
|--|---|
| <p>INTRODUCTORY ACTIVITY (duration 10-15 minutes)</p> | <p>Ceramics specialist introducing participants with the ceramics, its secrets that helps participants to get to know the subtleties of ceramic art and fall in love with this relaxing and inspiring activity.</p> <p>Afterwards, the leader/facilitator of the workshop asks the participants to present themselves in a way to say their name (if the group does not know each other well).</p> |
| <p>MAIN ACTIVITY (duration 60 minutes)</p> | <p>The participants are asked to think of something that they feel represents them: it can be a type of plant, an animal, a feeling. Then they are welcomed to use the clay as a medium to represent that something. The leader should encourage the participants to take their time to be creative and meticulous and take time to reflect on what feelings and thoughts this activity brings to them.</p> |

| | |
|---|---|
| <p>FINAL ACTIVITY + EVALUATION</p> <p>(duration 15-20 minutes)</p> | <p>After the workshop each participants will be shortly presenting their work and describing the main idea of an object.</p> <p>Questions for the reflection:</p> <ul style="list-style-type: none"> ● How did you feel during the activity? ● What was the most hard or challenging? ● What did you like the most? ● Can you use what you learned today in your everyday life (give an example where)? |
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6.

| | | | |
|-----------------------------|---|----------|------------|
| TITLE | Intersectional Cupcakes! | | |
| DATE AND PLACE | | DURATION | 60 minutes |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | <ul style="list-style-type: none"> - 10 to 15 girls. - 13 to 21 years. | | |
| TOPIC | <ul style="list-style-type: none"> - Inequalities. - Intersectionality. | | |
| OBJECTIVES | <ul style="list-style-type: none"> - Addressing the structural dimension of social inequalities and the way it impacts the concrete lives of individuals. - To define the concept of intersectionality. | | |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> - Provide girls with resources to analyze the structural and intersectional dimensions of social inequalities. - Promote girls' artistic abilities. | | |

MATERIALS, TOOLS AND RESOURCES:

- Cupcakes without decoration – 1 per participant.

- Cupcake decorating supplies – 10 types, 1 per question.

METHODS:

- Cupcake decoration.

| DESCRIPTION OF ACTIVITIES | |
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| <p>INTRODUCTORY ACTIVITY (duration <u>5 minutes</u>)</p> | <p>- Give 1 undecorated cupcake to each of the girls and explain to them how the activity will take place.</p> |
| <p>MAIN ACTIVITY (duration <u>45 minutes</u>)</p> | <p>- The main activity of the workshop consists of a cupcake decorating exercise. The exercise aims to stimulate the girls' artistic abilities, while serving as a basis for a discussion regarding social inequalities and intersectionality.</p> <ol style="list-style-type: none"> 1. <u>Explain how the activity will work to the girls.</u> There will be 15 different types of materials that each girl can use to decorate her cupcake. However, the girls will only be able to access these materials if they identify themselves (answer affirmatively) to a set of questions. 2. <u>Start asking the girls.</u> Questions should be asked one at a time, always presenting the materials to the participants first. The girls who answered yes to the questions should collect the material and place it next to their cupcake. You can use some of the following questions (however, the questions should be adapted to the reality of the group): <ul style="list-style-type: none"> - Did you ever felt discriminated because of your gender identity? - Have you ever avoided to hold hands with your partner for fear of harassment? |

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| | <ul style="list-style-type: none"> - Have you ever felt that you could not participate in a sport's or artistic activity for lack of material resources? - Have you ever felt discriminated/made fun at at the basis of your skin colour? - Have you ever felt not safe in public transports because of your gender? - Have you ever felt that you couldn't go to a certain hairdresser because they wouldn't know how to cut your hair? <p>3. After all the questions have been asked, the girls can start decorating their cupcakes – any way they want.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration <u>10 minutes</u>)</p> | <p>The exercise ends with a moment of reflection and discussion on the diversity of cupcake results.</p> <p>1. Gather the cupcakes and encourage conversation around the following topics:</p> <ul style="list-style-type: none"> - <u>Do the cupcakes look different from each other?</u> - <u>What do you think caused this difference?</u> You should guide the conversation towards making the girls aware of how the different answers to the questions led to the girls having access to different resources for decorating their cupcake. - As in activity, the social positions we occupy give us access to different and unequal resources. Sometimes we occupy positions that block access to resources, at other times we occupy positions that allow us to access them more easily. - In part, this is what the term of intersectionality means. The term intersectionality was introduced at the end of the 1980s by feminist theorists who |

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| | <p>intended to break with the essentialist conception of what it meant to be a woman, as well as to examine how gender, race, social class and social identity systems were interrelated in generating hierarchies of power and privilege. The concept is believed to have been used for the first time by Kimberlé Crenshaw. Crenshaw (1989, p.149), uses a transit situation to explain the term: “Consider an analogy to traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be caused by cars traveling from any number of directions and, sometimes, from all of them. Similarly, if a Black woman is harmed because she is in the intersection, her injury could result from sex discrimination or race discrimination”.</p> <p>2. Time to eat!</p> |
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| TITLE | Shapeable memories (Pottery) |
| DATE AND PLACE | |
| LEADER | |
| PARTICIPANTS AGE AND NUMBER | - Girls from 13 to 21 |
| TOPIC | Making pottery as a way to express your imagination |
| OBJECTIVES | <ul style="list-style-type: none"> - This activity aims to develop the social skills of the participants; - This activity is designed to encourage participants to use their imagination; - This activity aims to allow girls to talk about their past, encourages them to remember and talk about it. |

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| <p>LEARNING OUTCOMES</p> | <ul style="list-style-type: none"> - Participants will be able to use demonstrated techniques, tools, material and assimilate know-how; - Participants will be able to practice and improve their public speaking skills; - Participants will develop qualities of listening, concentration, and patience. |
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| <p>MATERIALS, TOOLS, AND RESOURCES:</p> | <ul style="list-style-type: none"> - Clay; - Wooden boards can be used as work support; - Potter's knives will allow to cut and mark the clay with precision; - Sketchers, estèques and mirettes are easy-to-use potter's tools that will allow to shape pieces; - Rollers and cleats of different thicknesses will allow to make plates; - The sponge and clay scraper will allow to smooth the creations; - Bowls of water and cloths for wiping hands - Potter's wheels (optional); - Sheets of paper and pencils to draw sketches. |
| <p>METHODS:</p> | <ul style="list-style-type: none"> - Individual work to think about what they will create and how; - Individual creation but in groups where they can feel comfortable and speak openly; - Group work to talk about the object they created. |

| DESCRIPTION OF ACTIVITIES | |
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| <p>INTRODUCTORY ACTIVITY (duration 10min)</p> | <p>1. The introductory activity will start with the leader explaining the beginning of the history of pottery, when it was created and why then explaining its benefits. After that, the person in charge of the activity will remind the participants of the basic rules of pottery and how to make the most beautiful objects possible;</p> |
| <p>MAIN ACTIVITY (duration 60min)</p> | <p>2. Girls will be separated into small groups of 5-6 persons to facilitate discussion and social interaction;</p> <p>3. Each girl will have a certain amount of clay, a wooden board, and the necessary tools, they will start by thinking</p> |

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| | <p>about an object and the story that goes with it, then they will draw a sketch of what they want to create;</p> <p>4. Girls will all start doing what they chose, the instructor will be here to answer questions or to help if needed;</p> <p>5. Once the participants finished their work, everybody will be reunited and sit in a circle on the floor to facilitate discussion and make the atmosphere more welcoming so that the girls don't get too stressed, but if they are more comfortable sitting on chairs there is no problem, what's important is that everybody sits at the same level, not one person higher than another;</p> <p>6. Each girl will present their object and the story that goes with it. If some of them are not comfortable with sharing something too personal they can describe to us the emotions that this object evokes in them. After each passage, we can let the other participants give their positive impressions on the object and make comments, always in a benevolent way.</p> |
| <p>FINAL ACTIVITY + EVALUATION (duration 10 min)</p> | <p>Summary of the exercise: See if anyone wants to summarize what they just did. Then the person in charge of the activity will ask questions like: What did you learn about this exercise, why do you think we did this, did you like the activity and why, would you like to reiterate it (...)?</p> |

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| TITLE | 1. "The Paintings Change"-Part II: Hands | | |
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| DATE AND PLACE | DURATION | 70-80 min | |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | 10-15 participants Age: 13-22 | | |
| TOPIC | The girls have the chance to experience how they feel when their creations are "changed" by others' contributions /to what extent they can tolerate losing part of themselves to work | | |

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| | harmoniously in a group for a specific purpose/to what extent they assert themselves in a group, giving their own contribution |
| OBJECTIVES | <ol style="list-style-type: none"> 1. To get in touch with inner feelings 2. To experience group dynamics 3. To develop the ability to depict in an artistic way who we are 4. To experience feelings and thoughts when someone else from the group adds to one's "work"(drawing") 5. To investigate the specifics of cooperation, boundary making and assertiveness |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> -Ability to give personal information via a creative tool (i.e. a drawing) -Ability to present oneself in a group -Investigation of personal feelings when a personal product does not remain intact due to others' additions -Improvement of self-awareness -Development of boundary making and assertiveness skills -Experiencing the dynamics of cooperation -Dealing with narcissistic "wounds" (i.e. own drawing is altered by somebody else) -Dealing with perfectionism (so important when you have to work in groups) |

MATERIALS, TOOLS AND RESOURCES:

- a. A4 papers
- b. Colored pencils, ballpoint markers and crayons
- c. A bell

METHODS:

- individual artistic expression
- group work
- use of hands and mind to develop creativity

DESCRIPTION OF ACTIVITIES

MAIN ACTIVITY
(duration: 40-45 minutes)

The girls:

1. Initially are all sitting in a circle with a desk in front of them, which has ballpoint markers and pencils of various colors, as well as an A4 paper (2 min)

2. The leader gives them the instruction to close their eyes for 2 min and think of a scene that relaxes them/makes them feel good and/or characterizes them/ shows who they are (2 min)
3. The leader asks them to start drawing quietly and without looking at each other's drawing. This is a personal self-awareness exercise where people have to be self-focused and able to create the drawing of their preference, according to the instructions above. Optional: Soft music in the background (Duration: 5 min).
4. The leader rings the bell and each girl gives her drawing to the person on her right, while she receives the paper from the person on her left and starts immediately drawing, adding something on this drawing. The same is done by all the others in the group, who have received the drawing from the person on their left. (1 min).
5. When the leader rings the bell, the same procedure is repeated, until each girl has in front of her her own drawing (Duration: 1 min X no of girls in the group).
6. Each girl adds smth in the end and gives a title to her drawing (2 min).

During the whole procedure the girls are asked not to talk to each other.

7. Then each girl starts presenting her own drawing to the rest of the group, giving a narration, a story, some details about it (why this drawing, what it depicts, why it is significant for the girl, what the title signifies) (20 min)

8. FINAL ACTIVITY + EVALUATION: (duration : 30 minutes)

The leader asks each girl if they still recognize their drawings as their own, What they think of the interventions and changes they have seen, how they feel about these changes and what they can say about the final outcome: is it satisfactory? No? why? Would they prefer their drawing intact? What are the feelings that arise after these "interventions"? How did they experience "intervening" in somebody else's drawing? Were they eager or reluctant to do it? Did they have a strategy of "adding" to the others' drawing? How they feel in the group? (30 min)

Tips: 1. *This exercise can be used later in the program, since it entails personal exposure and awareness and when the girls have already got to know each other a little and feel relatively comfortable.*

2. Since this is a self-awareness exercise, during the whole procedure the girls are kindly asked not to talk to each other and concentrate on themselves

9.

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| TITLE | Hands Workshop: Boys Don't Cry | | |
| DATE AND PLACE | | DURATION | 95 minutes |
| LEADER | | | |
| PARTICIPANTS AGE AND NUMBER | | | |
| TOPIC | Discrimination, gender equality, general human rights | | |
| OBJECTIVES | <ul style="list-style-type: none"> ● To discuss and have a better understanding of: <ul style="list-style-type: none"> ○ gender stereotypes ○ gender equality | | |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> ● To promote tolerance ● To illustrate how stereotypes create discrimination | | |

MATERIALS, TOOLS AND RESOURCES:

Papers for signs, slips of paper for statements

SAMPLE STATEMENTS:

- Puppets/dolls are only for girls.

- Boys don't cry.
- Boys don't wear skirts.
- A girl cannot be the boss.
- Only boys play football.
- Girls are weak and boys are strong.
- Girls help their mothers. Boys help their fathers.
- It is better to be a girl than a boy.
- When something goes wrong, boys are always blamed first.
- Boys can say 'dirty words', but girls can't.
- Girls are smarter than boys.
- Girls win in fights because they fight 'dirty'.
- It is OK for boys to hit each other, but not for girls.
- Science is only for boys
- Boys are lazier than girls.
- Girls are better liars than boys.

METHODS:

Discussion, and statement exercise theatrical presentations

PREPARATIONS:

- Choose 3 statements from the list or create new ones.
- Prepare 4 signs: I agree / I don't know / I am still thinking / I disagree.
- Place each in corners of the room.

- Choose additional statements to use for the sketch and write out on separate slips of paper.

| DESCRIPTION OF ACTIVITIES | |
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| <p>INTRODUCTORY ACTIVITY</p> <p>(Duration 10minutes)</p> | <p>Welcome the group of girls to today's workshop.</p> <p>Continue with a quick ice-breaker activity such as Stress Ball: Stress Balls is a fast-paced icebreaker that helps highlight the importance of communication and teamwork while also encouraging lots of fun.</p> <p>Begin by simply asking participants to stand in a circle and pass a ball to their left. Debrief and ask how the task went before asking participants to try again while moving the ball faster.</p> <p>Introduce further complexity until the game becomes a mess! While the result is chaotic fun, it also offers a very teachable lesson about how teams can communicate in order to achieve great results.</p> |
| <p>MAIN ACTIVITY</p> <p>(Duration 65 minutes)</p> | <p>Part 1: Taking a Position:</p> <ol style="list-style-type: none"> 1. Explain the first part of the activity to the girls: 2. The room has been divided into four corners. Each corner is marked with a chart: I agree / I don't know / I am still thinking / I disagree. 3. You will read out three different statements, one by one. The girls take a position in a corner according to if they agree, disagree, have no opinion, or need more time to think. |

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| | <ol style="list-style-type: none"> 4. Read out the first statement and wait till the girls have chosen a position. Then ask girls from different corners why they choose this position. Invite them to change positions if they change their mind after hearing others' reasons. Repeat this process for all three statements. 5. Bring the girls back into one group and discuss this part of the activity: 6. Did anything about this activity surprise you? 7. Why do you think people had different opinions about these statements? 8. Did anyone's reasons lead you to change your position? Why? 9. How can we know which position is 'right'? <p>Part 2: Acting out a Position</p> <ol style="list-style-type: none"> 1. Divide the girls into small groups of no more than five and give each group a different statement. Explain that each group has about fifteen minutes to read their statement, discuss it, and create a short sketch (a mini play) that gives a message about this statement. 2. Ask each group to present their sketch. After each presentation, ask the audience what message they think the presentation was intended to give. Then ask the presenting group what message they wanted to make. |
| <p>FINAL ACTIVITY + EVALUATION</p> | <ol style="list-style-type: none"> 1. Discuss the effects of gender stereotypes, asking questions such as: |

(Duration 20 minutes)

- a. What was similar about these statements? Do you know of other statements like these?
 - b. Are there different rules and expectations for boys or girls in this group? In the classroom or in school? In the family? Does this make sense?
 - c. Can you think of other ideas about how boys or girls are supposed to be or what they are supposed to do? Do similar ideas exist in other parts of our country? Of Europe? Of the world?
 - d. What happens when a boy or girl doesn't agree with these ideas and wants to be or act differently? Have you ever been in a situation like that? How did you feel? What did you do?
 - e. Do ideas about how males and females are expected to be affect adults as well as children?
2. Relate gender stereotypes to discrimination, asking questions such as these:
- a. How do these ideas about males and females limit our choices? Can you give some examples?
 - b. How do these limitations affect our human rights?
 - c. What can we do in the future so that boys and girls can act more freely the way they want to?

SPACE4US

Toolkit guidelines optimization

A model of blended-experiential
learning for the empowerment of young women

**This document is an addition to the Toolkit of activities.
The document aims to optimize the way the toolkit is used
to ensure the highest possible quality of its use.**



The *Toolkit of activities*, developed in the scope of the SPACE4US project, is designed for facilitators working with girls at risk of marginalization. It outlines structured activities and workshops focused on three main areas:

Head – covers psychological concepts like self-esteem and confidence, empowerment, conflict-resolution, bullying. This aspect concerns with the rational part of ourselves

Body- refers to the enablement of the affective domain in forming values and attitudes that are translated into behaviors. It concerns the emotional sphere and addresses issues such as emotions, communication, relationships, sexuality, perception, and motives

Hands- refer to the enactment of the psychomotor domain for learning practical skill development. It concerns the behaviors that the girls need to be trained to perform or skills that they need to learn

Each section includes a **variety of interactive and reflective activities aimed at promoting self-esteem, understanding of gender equality, and skills for social inclusion**. The toolkit provides detailed guideline for facilitators on how to conduct each activity, including objectives, needed materials, step-by-step instructions, and discussion points to encourage reflection and learning among participants.

Addressing self-esteem and self-worth issues early on is crucial when working with girls from disadvantaged backgrounds because it provides a **foundational understanding of their intrinsic value and potential**, regardless of external circumstances or societal labels.

The initial focus establishes a **supportive environment** where participants can confidently explore more complex topics such as racism, discrimination, and identity. These young women can be empowered to engage with and navigate discussions on vulnerability with resilience by understanding and valuing themselves.

To address the more profound and intricate aspects of their identities and experiences, it is crucial to prioritize the development of a sense of agency and belonging.



Keep in mind

Workshops can be tailored to meet the specific needs of a particular target group, whether they have a similar background to those in the SPACE4US project or come from different circumstances. **The methodologies and activities provided are designed to be flexible, allowing for modifications in time, content, depth, and approach to address specific issues.** This flexibility ensures that they can be effectively used to foster understanding, empathy, and empowerment across a diverse range of groups.

For example, in order to expand the Safe place (HEART) workshop, that aims to provide participants with tools to deal with stress and anxiety through constructive coping strategies, and to discuss topics such as discrimination, gender, social norms, and disparities, consider incorporating the following approaches:

- **Expand Stress Ladder:** Include stressors related to discrimination and social disparities. Encourage participants to reflect on how societal norms and gender roles contribute to their stress.
- **Pair Discussions on Discrimination:** In the "work in pairs" segment, prompt discussions on personal experiences with discrimination, focusing on how gender and social norms influence these experiences.
- **Group Solutions for Social Issues:** During group work, facilitate discussions on collective strategies to address gender discrimination and social disparities, encouraging collaborative problem-solving.

- **Visualizing Safe Spaces Inclusively:** When participants visualize and paint their safe spaces, encourage them to consider environments free from discrimination and social biases, reflecting on how inclusivity contributes to a sense of safety.
- **Reflective Evaluation:** In the evaluation phase, include questions that prompt reflection on how learning about stress management can apply to dealing with discrimination, gender issues, and social disparities in their lives.

Hand-on workshops that are more practical, such as the Aromatic bags workshop, can be adjusted by following the same principle.

To tailor the workshop to the desired topics, **consider including discussions about the cultural significance** and origins of the scents and materials used. Initiate participants to explore the use of scents by different cultures in rituals, daily life, and healing practices, highlighting the diversity and richness of global traditions. This can lead to conversations about respecting and valuing different cultural practices, challenging stereotypes, and recognizing the beauty in diversity.

Encourage participants to share their own experiences or family traditions related to scents, which will allow them to better understand and appreciate cultural differences and gender roles within these practices. Participants can develop empathy and respect for diverse backgrounds and experiences by utilizing this approach to look beyond their initial perceptions.

However, creating a **safe space where participants feel comfortable and appreciated** is the first important step. Personal development and addressing individual concerns are the first steps towards building a strong sense of self and community.

To be able to participate in more complex discussions on societal challenges, it's important to build a foundation of preparation and confidence because it enables individuals to be a part of conversations about complicated subjects.