SEX EDU

SEXUAL AND EMOTIONAL EDUCATION TRAINING PROGRAM

Co-funded by the European Union

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PRESENTATION

The Sexual and Emotional Education Training Program is a handbook for youth workers and anyone working with young people who wants to talk about emotional and sexual education.
It includes two introductory and theoretical modules, as well as 5 activity programs with a variety of topics and objectives. Each program includes 4 activities with pedagogical sheets, PDFs and appendices.
In the last module, you'll find a suggested program for setting up workshops with your target groups.

This manual was created by 4 different associations working together on the project:

- **Bangherang - Italy**

Cooperativa Bangherang - Soc. Coop. Sociale is a social cooperative that provides socio-educational activities, training services, facilitation and European project design and management, working with children/adolescents and young people. Bangherang is working in the Emilia Romagna Region, more specifically in the surroundings and provinces of Bologna, Ferrara and Modena.
The cooperative's pedagogical lines are characterised by approaches typical of non-formal education. Bangherang develops participative activities capable of adapting to the specific objectives of each context, dealing with a variety of topics and responding to the attitudes and needs of each target group. The proposals are characterised by specificity and the ability to systematise, structuring each time an educating community that revolves around the specific targets and grows with them, educating and being educated.
The Cooperative's mission is to combat educational poverty, forming active and responsible citizens of the present and the future. Moreover, through European projects, there is constant comparison with realities in other countries, fostering both the identification and predisposition to new needs and trends and the exchange of good practices, thus creating a direct impact on the territory, giving value to the social impact.

- **YEU Cyprus - Cyprus**

YEU Cyprus is an independent, non-profit youth NGO based in Nicosia, dedicated to empowering young people to envision and create the societies they aspire to live in. Through local and transnational projects, the organization focuses on non-formal education to promote active citizenship, human rights, peacebuilding, mental health inclusion, sustainability, cultural exchange, and socially engaged art practices. Established as an informal group in 1995 and officially registered as a non-profit organization in 2004, YEU Cyprus creates meaningful experiences for young people by addressing their real needs and interests.

The activities of YEU Cyprus range from workshops and training courses to youth exchanges, conferences, and public interventions—equip and inspire young people to drive positive change. They prioritize fostering cooperation and understanding among youth globally by exchanging ideas, experiences, and knowledge. As one of the first local organizations advocating for non-formal education, YEU Cyprus bridges European values with diverse learning methods, encouraging youth to become active participants in society on local, national, and European levels.

- **CYA KRIK - Macedonia**

Center for Youth Activism KRIK is a non-governmental, non-profit organization established by young people, led by young people and it works for and with young people. Krik is not linked to the youth field, Krik is part of the youth field in North Macedonia. The translation of the word KRIK is SCREECH/OUTCRY and the inspiration for it came out of the vision of this organization, which is to be the voice of the youth that will be heard and will make changes and contributions in the society. KRIK strives to encourage greater youth participation, youth activism, and encourage young people to be more included in the policy making process on local and national level.
Krik works on achieving social inclusion and integration of young people with fewer opportunities.
The target groups are young people with typical development, young people and adults with disabilities and young people having problems fitting into the society, having difficult social and economic backgrounds.

- **Brûlant·e·s - France**

Brûlant·e·s is a French inclusive feminist association. We aim to promote gender equality through an intercultural perspective. To do so, our association proposes an education in affective and sexual life and an awareness against gender stereotypes. These themes are explored by considering social domination such as sexism, but also its crossroads with other
forms of discrimination. The association wishes to engage and promote gender equality on a local, national, European and international level, notably by creating partnerships with other associations and by extending these actions to residents of Europe and the rest of the world.
Brûlant·e·s proposes artistic mediation workshops, film-debates, trainings, and events around sexuality, gender and relationships.

Each partner has created the activities proposed in this manual, taking care to make them as inclusive as possible. All activities use non-formal teaching methods.

This handbook has been produced as part of the SEX-EDU project. SEX-EDU is a European Project* created to positively influence inclusive sexual and emotional educational programs at national and European level in order to foster well-being among young people with backgrounds or facing different realities: disability, LGBTQ+, living in rural areas, second generation immigrants etc. We also want to provide youth workers and educators the proper educational instruments and tools for approaching the topic in an inclusive and comprehensive way, improving their skills.

*The project is supported by the European Commission's Erasmus+ program. The Commission cannot be held responsible for any use that may be made of the information contained therein.

Module 1

Understanding Human Sexuality

INTRODUCTION TO HUMAN SEXUALITY AND ITS COMPONENTS

Human sexuality is defined by the World Health Organisation's (WHO) as "a central aspect of the human being throughout life. It includes sex, gender identities and roles, sexual orientation, eroticism, sexual desire, pleasure, intimacy, love and reproduction"1

According to Robert Courtois, a psychology professor who has studied sexual violence through psychology and the social sciences, defining sexuality means above all "specifying the place it occupies at collective and individual level"2. He explains that sexuality is an intimate, psycho-affective and bodily aspect of life. It also depends on a social, historical and cultural context. He thus claims that sexuality and culture both are intertwined.

This definition implies that sexuality is not a 'natural feeling' innate in human beings, but that it is learned, according to a societal context. It is therefore important to be able to study this learning process, so that it can take place in good conditions to promote fulfillment for the individual's life.

Sex education is therefore a way of understanding our bodies, our desires and our pleasures. Understanding these mechanisms helps to prevent sexism and sexual violence, address the issue of consent and overcome gender stereotypes. It can also provide the psychosocial skills needed to develop autonomy, self-esteem, empathy and balanced relationships.

Based on this information, the United Nations international guidelines on sexuality education recommend that young people should be taught about gender relations, gender equality and inequality, and gender-based violence.3

EXPLORATION OF SEXUAL IDENTITY, ORIENTATION, AND EXPRESSION

Sex, gender, sexual orientation and gender expression are distinct concepts. They are all a social construct and a result of our cis-heteronormative and dyadic society. This construction takes place during socialisation, in which individuals learn society's valued codes and norms throughout their lives.

First of all, we can admit that we live in a cis-heteronormative society. This means that the valued norm is to be cisgender (meaning that the gender assigned to a person at birth is the same as the gender they identify with later in life) and heterosexual (meaning that a person is sexually attracted to the opposite gender). Other so-called queer identities4 (lesbian, gay, bisexual, pansexual, transgender, non-binary, etc.) are thus invisible.

1 OMS/WHO (2006). Defining sexual health. Report of a technical consultation on sexual health, 28–31 January 2002. Geneva (http://www.who.int/reproductivehealth/topics/gender_rights/defining_sexual_health.pdf [archive]).

2 Robert Courtois. Conceptions and definitions of sexuality: different approaches. Annales MédicoPsychologiques, Revue Psychiatrique, 1998, 156 (9), pp.613-620. ffhalshs-00182747

3 « Comprehensive sexuality education". Accessed March 14, 2024. https://www.who.int/fr/news-room/questions-and-answers/item/comprehensive-sexuality-education.

4 Queer is an umbrella term that encompasses all people who are not cisgender and/or heterosexual.

They face structural barriers in access to healthcare, employment and housing, and are more exposed to street harassment and sexist and sexual violence. The inclusion of LGBTQ+ people relies mainly on the actions of associations, which often lack financial and human resources.

Society therefore recognises as the norm expressions of gender when it corresponds to the sex assigned at birth or to the gender of the person. However, gender expression is not a fixed concept; it can vary and be fluid.
We grow up learning that the gender we are assigned at birth is linked to a series of gendered behaviours and roles that we must adopt to fit the norm. People who do not correspond to this norm are often victims of violence or discrimination, whether individual or institutional. These include people assigned male at birth and expressing their gender as female, or vice versa, as well as those wishing to express a neutral or fluid gender.

Furthermore, the norm considers that all individuals are dyadic (whose sexual characteristics at birth belong to a specific male or female sex). However, according to the United Nations (UN), every year 1.7% of the population is born intersex (whose sexual characteristics do not allow a sex to be identified in cases where the genital organs, hormone production or karyotype are atypical).
As society is organised around the binarity of the sexes (notably through civil status), intersex people are assigned a sex and a gender from birth. To achieve this, they undergo medical treatment, sometimes without their parents' consent. However, this method deprives these individuals of the choice of growing up in the sex and gender that best correspond to them. The Office of the United Nations High Commissioner for Human Rights (OHCHR) points out that intersex people, because of their different bodies, suffer multiple violations of their human rights, such as "the right to health, physical integrity, equality and non-discrimination, and the right not to be subjected to torture or ill-treatment".

The inclusion of queer people in education on emotional and sexual life is therefore essential. LGBTQ+ people are more exposed to sexual health risks because of their marginalisation. For a long time, queer sexualities were neither considered nor studied by the institutions of power, resulting in a lack of research, prevention of risky behaviour and care for these people. The opportunity for individuals to explore their sexuality and question their gender identity and/or sexual orientation and/or gender expression is an opportunity that should be available to everyone. Inclusive and comprehensive education on emotional and sexual life is therefore essential, as it enables us to value and provide answers to these questions, while protecting individuals with regard to their sexual health.

SEXUAL HEALTH, CONSENT, AND BOUNDARIES,

Sexual health is defined by the World Health Organisation as "the ability to have pleasurable and safe sexual experiences, free from coercion, discrimination and violence".

A number of conditions are necessary to foster individual sexual health.

Firstly, It is necessary to provide reliable and comprehensive information to individuals about their sexuality and sexual and reproductive health, suitable for their age. The United Nations guidelines - developed jointly by UNECSO, UNFPA, UNICEF, UN-Women, UNAIDS and WHO - recommend that these programmes be based on an established school curriculum and scientific data. The content covers the concepts of family and relationships; respect, consent and the right to control one's own body; anatomy, puberty and menstruation; contraception and pregnancy; and sexually transmitted infections, including HIV.Although several European countries have introduced sexuality education programmes in different forms, many of these programmes still do not comply with international human rights requirements or the World Health Organisation's (WHO)5. Greater knowledge, through studies and training, will enable healthcare professionals to take better account of the specific characteristics of LGBTQ+ populations.

Secondly, it is necessary to guarantee covered care (gynecologists, psychologists, andrologists, STI screening, medication, etc.) accessible to everyone at any time. This condition is often undermined by the phenomenon of medical desertification6, conscientious objectors7 and the exclusion of illegal migrants from access to free care in certain European Union countries.

Thirdly, it is important to guarantee a high quality care environment (healthcare staff trained in consent and inclusiveness), and to provide preventive material enabling people to explore their sexuality in safety. However, access to a quality healthcare environment is held back by stereotypes, devaluing judgements and prejudicial social norms concerning the sexuality of women and people outside the established norm (LGBTQ+, disabled, racialised, HIV-positive, etc.). Sexist, LGBTQphobic, serophobic8, racist, validist9 and classist violence persists in sexual and reproductive health care settings across Europe. Shame and social taboos are still associated with many aspects of the sexual and reproductive lives of women and minorities.

Finally, the concept of consent must be emphasized in sexuality education.

[5] "Comprehensive sexuality education. Accessed March 14, 2024. https://www.who.int/fr/news-room/questions-and-answers/item/comprehensive-sexuality-education.
[6] This concept refers to rural areas where there are very few doctors for a large number of inhabitants and access to care, especially for specialists, can take several months or even years.
[7] In some countries, doctors can refuse to perform a procedure on a patient (except for medical emergencies). There is a high rate (depending on the country) of conscientious objectors among doctors authorized to perform abortions.
[8] Serophobia is the discrimination against people who are HIV-positive.
[9] Validism is discrimination against people with disabilities. Some people use the word ableism.

Module 2

Non-Formal Education (NFE) and Youth Work in Sexual and Emotional Education

UNDERSTANDING THE ROLE OF NON-FORMAL EDUCATION AND YOUTH WORK IN ADDRESSING SEXUAL AND EMOTIONAL HEALTH

By Non-Formal Education we mean "any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives" [1].

As underlined by the Council of Europe, Non Formal Education's characteristics are the following:

- **NFE is a planned learning process with educational objectives**: each activity implemented is designed by expert facilitators and educators that build it according to the objectives that they want to achieve and the target audience.
- **NFE activities are based on the needs of learners. NFE activities are open to the input of learners to the learning process and encourage making links to real life**: the exchange between learner and the educator/facilitator is constant and such that the facilitator can adjust his or her language and the activity itself in real time based on the response of the target audience and its needs.
- **NFE is based on the voluntary participation of learners (in other words, NFE is not a compulsory activity)**: within a session, learners are not required to speak or participate in all activities if they do not feel comfortable with that. It is assumed, in fact, that the learning process is effective and functional if the learner is open and within the flow.
- **NFE is inclusive and accessible, in other words every young person can take part and organizers actively seek ways to include persons that may experience exclusion or marginalization**: all people, regardless of their possibilities and abilities, can take part in the learning process. Precisely because it is a fluid process that adapts to the target audience, the activities are designed to meet all needs.
- **NFE methodologies are varied, participatory and learner-centered, they include a mix of individual and group learning and encourage people to learn from each other**: everyone has something to teach, and everyone can learn from each other.
- **NFE is all about learning life skills and preparing for active citizenship**: Participating in activities in which nonformal education methodologies are used means enhancing soft and social skills through the methodology itself.
- **NFE is holistic, which means engaging learners' emotions, minds, and bodies**: the learning process through NFE methodologies is a complex and comprehensive process, requiring the involvement of different aspects of the learner.
- **NFE is based on active participation (doing, experiencing). A central part of the learning process is self-reflection**: NFE is based on the assumption that there is no participatory and purposeful attitude, then the learning process cannot be effective

Participatory methodologies are effective within a path that tends to stimulate participation itself. The participatory methodologies treat participants as active, creative and intelligent individuals with potential to become agents of change.

[1] Resource: https://iicbg.org/wp-content/uploads/2016/10/STEPs-4-LIFE_NFE-Manual.pdf

These methodologies engage, motivate and inspire participants by providing them with the tools to take action on a collective and/or individual level.
Finally, participatory methodologies aim to achieve social transformation from the bottom up direction.

Through non-formal education, the following can be ensured:[1].

- respect for each participant's individual time and characteristics,
- to respond to different needs and ensure the creation of an effective and safe working environment in which everyone can feel comfortable.

It is for these reasons that Non-Formal Education is believed to be a suitable methodology for addressing a topic such as sex education; it mobilizes participants' knowledge, involves participants at a very personal level, and allows workshops to be co-constructed by facilitators and participants.

STRATEGIES FOR CREATING SAFE AND INCLUSIVE SPACES FOR DISCUSSIONS

The topics covered in this training program are everyday subjects. The emotional and sexual life of individuals is an intimate space that can and must be fulfilling. These subjects are also generally taboo and may generate discomfort in the audience with whom they are broached. In our experience, creating a framework of trust enables audiences to take ownership of the subjects and feel more comfortable tackling them in a group.
It's also important to present an inclusive framework for discussion, by tackling topics from the prism of vulnerable groups. It's therefore important that topics of intimacy are not systematically approached through the prism of heterosexuality, heteronormativity and so on.

TIPS :
During training sessions focusing on inclusivity and discrimination, there are some tips to avoid offending participants' sensibilities, and to encourage them to listen.
Firstly, it's important to offer free movement and participation in the workshops, and to encourage listening to beneficiaries' feelings. Indeed, the topics covered during the training may echo difficult experiences in the participants' lives. It is therefore essential to give them the freedom to participate, and to listen carefully to their reactions during the workshops.
It's also relevant to stress from the beginning of the session to the group that the training sessions are not a place for collecting testimonies of violence. Indeed, facilitators are often neither authorized nor trained to receive and process testimonies of violence, and other participants may also be affected by hearing such stories. It is important, however, to be able to provide documentation and contacts of people and places authorized to receive such testimonies, in case it is needed.
Afterwards, a good proposal is to do a round of pronouns, at the same time as a round of names, to show the importance of respecting each person's identity definition. This introductory round can also be done in a playful way.
It's also important to organize a warm up with all group members, through icebreakers. It will help increase the confidence with each member. As intimacy is an intense and sensitive subject, it's useful to create small, playful activities that help the group to break down their awkwardness.

They enable individuals to connect with each other, listen to each other and awaken their attention. If the members already know each other, icebreakers are still important. They may or may not be linked to the topics discussed later on.

Then, it is necessary to choose carefully the order of the activities proposed to the group. It's best not to start the training by tackling intense subjects such as consent or sexual and gender-based violence. It's easier to start by tackling softer, more approachable subjects. Also, it's important to alternate heavy subject activities with those with softer topics.

Furthermore, a good suggestion is asking the group to draw up a safety charter at the start of the session. Each participant can be invited to write down a rule that is important to him or her, to ensure that the session runs smoothly. These rules may correspond to a need for non-judgment, listening, non-taboos, respect for trigger warnings, respect for schedules... The charter is then shared and remains a reference throughout the workshop. It can be added throughout the session.

In addition, it is necessary to gather feedback at the end of each activity or at the end of the training, in order to judge the relevance of the tools proposed, to be able to improve them and to check the well-being of each participant. All participants must feel comfortable expressing their thoughts and feelings.

Finally, for the inclusion of all, it is important to design spaces adapted to all individuals and to take into account accessibility issues. Activities must also be adaptable. It's best to get to know the public necessities in advance in order to anticipate these adaptations.

SAFETY ACTIVITIES :

Here are a few activities to help you build a safe and inclusive framework of trust :

- Page 19 of the SNAP "RUNNING WORKSHOPS ON EMOTIONAL AND SEXUAL LIFE" handbook : https://snap-podcast.eu/wp-content/uploads/2023/03/Handbook-Facilating-discussions-on-intimacy.pdf

INCORPORATING PARTICIPATORY METHODS AND EXPERIENTIAL LEARNING INTO EDUCATIONAL ACTIVITIES - YEU CYPRUS

According to the Institute for Experiential Learning "The experiential learning process supports performance improvement, learning and development. David Kolb described the ideal process of learning in a four-step Experiential Learning Cycle: Experiencing – Reflecting – Thinking – Acting.

- Experiencing (Concrete Experience): Learning begins when a learner uses senses and perceptions to engage in what is happening now.
- Reflecting (Reflective Observation): After the experience, a learner reflects on what happened and connects feelings with ideas about the experience.
- Thinking (Abstract Conceptualization): The learner engages in thinking to reach conclusions and form theories, concepts, or general principles that can be tested
- Acting (Active Experimentation): The learner tests the theory and applies what was learned to get feedback and create the next experience."

Relationships and Sexuality Education (RSE) is best and most effectively addressed in the prism of this learning theory and methodology as it's a topic that addresses concepts from many disciplines that go beyond biology, namely emotions and psychological well-being, identity, interpersonal communication, soft skills etc. Additionally, RSE is a topic that affects each person's identity and therefore the learners should have the opportunity to express their thoughts, feelings and attitudes through a diversity of forms.

Considering that RSE can be a sensitive and even uncomfortable topic to discuss, through interactive activities, simulations and role-playing students can be engaged in their learning process. Through such activities, participants tend to pay more attention, participate and retain the new information while providing their own perspective and sharing their knowledge and experiences.

Experiential learning allows students to apply theoretical knowledge to real-life situations. Sex education involves not just understanding facts and figures, but also developing practical skills for healthy and safe relationships, communication, decision-making, and sexual health. By engaging in experiential activities, students can practice these skills in a safe and supportive environment.

This methodology encourages critical thinking, reflection, and discussion. It allows learners to explore their own attitudes, beliefs, and values related to sexuality in a supportive and non-judgmental setting. By reflecting on their experiences and discussing them with peers and educators, students can gain insights, challenge stereotypes, and develop a clearer understanding of sex and relationships.

Finally, an essential aspect of experiential learning is its potential to empower individuals. More specifically, it allows participants to take an active role in their own learning and decision-making processes. It encourages autonomy, agency, and self-efficacy, which are important factors in promoting positive sexual health outcomes. By engaging in experiential activities, students can develop the confidence and skills they need to make informed choices and navigate complex situations related to sex, intrerpersonal relations and identity.

METHODOLOGIES AND PRACTICES WHEN WORKING WITH YOUNG PEOPLE WITH DISABILITIES, LGBTQ+ INDIVIDUALS, INDIVIDUALS FROM RURAL AREAS, AND SECOND-GENERATION IMMIGRANTS.

When working with marginalized group such as young people with disabilities, LGBTQ+, individuals from rural areas and second-generation immigrants, the approach and the used methodology is essential to be implemented with particular sensitivity, adaptability and empowerment. Non-formal education offers an opportunity that goes beyond traditional structures, engaging participants on personal, emotional and practical levels. The essence of non-formal education is to be accessible to everyone through its tools and methods. This means that its core principle is that every individual, regardless of their background or affiliation, is regarded and approached as someone with the potential to learn and develop. The 2003 report from the Council of Europe on non-formal education in Europe states that the fundamental principle of non-formal education is the diversity of approaches. This includes adaptability and flexibility, participant-centered and need-based learning, inclusivity, and etc.

ADAPTING TO DIFFERENT ABILITIES AND BACKGROUNDS :

As suggested by the Council of Europe (2003) ,[2]activities need to be adapted in order to meet the specific needs of the participants. Therefore the strength of NFE lies in its adaptability and flexibility, making it an ideal tool for engaging when working with marginalized youth who face different barriers to participation. Regardless of whether the barrier faced by the young person is physical, social, or cultural, non-formal education should be designed to adapt to specific circumstances. This adaptability may include:

- Providing materials suitable and understandable for individuals with disabilities, such as larger print, braille, sensory sounds, etc.
- Creating an environment where participants feel safe and accepted.
- Tailoring activities to their local realities ensures that these challenges are taken into account.
- Support identity exploration for second-generation immigrants, helping them navigate all cultural identities by providing resources.

LEARNER – CENTERED AND PARTICIPATORY APPROACH :

Under this methodology, the accent shifts again from traditional directed method to actively engaging learners in their development journey. This approach recognizes the uniqueness of each young person, developing learning experiences with the learner's needs, preferences, and abilities in mind. Meanwhile, the participatory approach incorporates topics and content that interest the participants, who are encouraged to participate and contribute either in pairs, small groups, or individually for the sake of meaningful learning. Combining these two methods contributes to a more comprehensive approach. Regarding this, the youth worker should follow some principles such as: respect for diversity and value the participants' experience and needs, space for autonomy, extensive feedback in order to support growth and an inclusive environment. This approach is particularly beneficial when engaging marginalized groups as it allows them to:

- Develop their learning experiences by ensuring that the content is relevant to their personal and cultural context.
- Be more independent by engaging in discussions and expressing one's opinion and views on topics that affect them, whether related to identity, discrimination or economic challenges.
- Develop critical thinking by analyzing their own experience and working collaboratively with others from similar or different backgrounds.
- Be more active and involved.

CREATING SAFE AND INCLUSIVE SPACES :

A core principle when working with young people with disabilities, LGBTQ+ people, individuals from rural areas, and second-generation immigrants is providing of safe, inclusive and trusting spaces.

[2] Council of Europe (2003). Non-Formal Education in Europe: Diversity of Approaches. Strasbourg: Council of Europe

Fostering a safe and inclusive space involves physical considerations, making it accessible for people with disability, easy to find, and changes[2] that promote a sense of emotional safety. For marginalized youth, the learning environment must be free from judgment and prejudice. To address existing barriers and proactively design spaces that are safe and inclusive for all, it is important to consider the following components:

- Establishing rules that emphasize respect for diversity, including inclusive language and respect.
- Ensure that the facilitators are trained to be socially and culturally sensitive in order to handle sensitive discussions related to sensitive topics such as identity, discrimination.
- Create physical and emotional spaces that are accessible to all, including those with physical disabilities, and adaptable to the emotional needs of LGBTQ+ youth and those dealing with cultural integration challenges.

EMPOWERMENT THROUGH ACTIVE PARTICIPATION :

Empowerment Through Active Participation using CARE's framework of Participation for Empowerment[3] emphasizes the importance of enabling marginalized individuals, especially young people, to actively engage in decisions and actions that affect their lives. This approach builds on the idea that real empowerment happens when individuals have the power to shape their own development and future through meaningful participation in processes that impact their communities and themselves.

- Active engagement in decision making – this will ensure that they are not passive recipients of aid or education but active agents in shaping their own experiences.
- Skill development and creating opportunities through empowerment by building capacities to develop and apply new skill. For youth with disabilities, the development of practical life skills through experiential learning can foster autonomy and prepare them for fuller participation in their communities.
- Fostering civic engagement: Second-generation immigrants and rural youth can be empowered to engage with and challenge the limitations imposed by their socio-cultural environments, becoming advocates for change within their communities.

ADDRESSING UNCOMFORTABLE AND CONTROVERSIAL TOPICS - YEU CYPRUS

In the last few decades, sex education has been recognized and successfully introduced in the education systems in many countries around the world. At the same time, emerging evidence indicates that the introduction of sex education to chidren and youth, can contribute to promoting gender equality, human rights and safety. However, sex education is still a taboo topic, uncomfortable and controversial form many people across the world due to a variety of reasons. Firstly, cultural and religious beliefs can influence attitudes towards discussing sexuality openly, leading to discomfort or even opposition to comprehensive sex education. Additionally, societal taboos surrounding sex can make both educators and learners uneasy about approaching the topic.

[3] Resource: CARE: Participation for Empowerment. CARE International

In addressing controversial issues, the following[2] must be considered: a) Teaching style; (b) Protecting student sensitivities; (c) Classroom climate and control; (d) Lack of expert[4] knowledge; (e) Dealing with spontaneous questions and remarks (Council of Europe, 2015).
Regarding the teaching style, it should ensure that the facilitator is as unbiased as possible. Teachers and youth workers have their own sensitivities and beliefs regarding such aspects of RSE. Regardless of their opinions, though, they should be able to facilitate and coordinate the learning process of their group in a safe and respectful environment where different and even cy should conflicting opinions are welcome, allowing space for active listening, critical thinking and growth. Therefore, the teacher or youth worker should be well-aware and self-reflective regarding their own perspective and their own values in relation to the topic they are addressing. This will allow them to observe their own feelings, reactions and responses and make sure to remain as neutral as possible, maintaining a space for respectful dialogue. Additionally, lack of familiarity about the topic might discourage teachers from addressing certain topics with their learners. Finally, the dynamic nature of the topic and the controversy around it will for[3] sure bring spontaneous questions and remarks which the facilitator should be able to respond to with honesty and openness.
A valuable open-resource for teachers and youth workers working with any controversial topic, is the publication of the Council of Europe (2015), Teaching controversial issues which includes theoretical information, more detailed tips for educators and session plans and activities and can be downloaded for free here.

[4] Council of Europe (2015) Living with Controversy - Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (EDC/HRE) - Training Pack for Teachers, Strasbourg. Available here: https://edoc.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7738-teaching-controversial-issues.html

Program I

Exploring emotions and boundaries

The Emotion Wheel

CYA Krik - Angela Zdravkovska

In the “My Wheel of Emotions" activity, participants explore and articulate a range of emotions by placing sticky notes on a collaborative wheel divided into comfortable and uncomfortable emotional states. They then reflect on personal experiences related to each emotion and document these reflections on individual wheels. The session concludes with a group discussion on the significance of emotions and sharing insights to foster a deeper understanding of self-awareness and communication.

DETAILS

Duration	80 - 100 minutes
Participants	5 - 25 participants
Facilitators	2
Equipment	• Flipchart board, • Paper • Markers in different colors, • Sticky notes in different colors • List of emotions (see appendix)
Space	The activity can be done in various types of spaces, indoors or outdoors. Because of comfort and privacy the activity should be implemented either indoors or at a quiet outdoor space.

OBJECTIVES

• Identifying and expressing a wider spectrum of emotions
• Reflective approach on personal experiences through emotions in order to encourage self-awareness
• Engaging in open discussions/speaking about emotions

COURSE

Preparation	• Print the list of emotions and participants paper “My Wheel of Emotion” • Adapt the materials to the specific needs of the participants (visually impaired people, deaf or with intellectual or physical disability)
Implementation	PART 1: 1. A brief presentation of the activity and the steps by which it will be implemented. The activity will be divided into two parts. Distribution of materials to participants.

Implementation

2. Facilitators will draw the circle on the flipchart and divide it into 8 equal parts. Each part will represent an emotional state (from right to left): Happy, Loved, Confident, Playful, Embarrassed, Angry, Scared, Sad. In the lower corner, outside the circle, they should write Uncomfortable emotions, and on the right side Comfortable emotions. (Uncomfortable emotions are placed on the left half of the circle, and comfortable ones on the right).
a) Present the list of emotions to participants

3. Distribute the sticky notes to all participants. Ask each of them to pick and write one of the emotions on the sticky note and stick it on the wheel as they think the emotion belongs to.

4. Make a discussion about how the emotions are distributed on the wheel and why. Should some of them be allocated and why?

5. If needed announce a small break.

PART 2

6. Ask all participants to take a look at the print of “My Wheel of Emotions”. Participants should write the 8 emotional states as on the board on the rims of the wheel.

7. Participants will have to think about the last time they were in a situation where they felt each of these emotions, what caused it and how did it make them feel? They should briefly write it down in the wheel. Give more space and time for this point of the exercise.

8. After they finish filling out their wheel of emotion, ask for a volunteer who would like either to read or present their wheel. Because this can cause discomfort, first ask for volunteers and encourage other participants to read or present their Wheel of Emotions.

9. Continue with a discussion on the importance of emotions, identifying and expressing them.

Variations

● In the second part, to build a better connection with the participants and for the smooth implementation of the activity, the facilitator can also fill in their own wheel of emotions and to be the first one to share it with the group;

● If the group of participants is a mixed group consisted of people with disabilities the activity can be adapted by:

- Encouraging participants to express their emotions in alternative ways such as audio recordings, verbal descriptions.

Variations	• Considering things such as lighting, noise level and seating • Arrangements to ensure every participant feels comfortable • Offering individual support and assistance if needed • Encouraging peer support in order to foster teamwork
Evaluation	Reflection time for participants about the activity, how did they feel? Are there things that they would've changed? Do they find the activity useful?

Navigating Personal Boundaries

CYA Krik - Angela Zdravkovska

This activity focuses on helping participants better understand personal space and boundaries through a movement-based game. Participants move within their designed zones, learning to recognize and respect their own and other's boundaries.

DETAILS

Duration	45 - 70 minutes
Participants	10 - 25 participants
Facilitators	1
Equipment	• Tape • Speaker
Space	Open space for physical movement

OBJECTIVES

- Better understanding of personal space and boundaries
- Recognizing and respecting their own boundaries, but also the boundaries of others
- Increasing awareness and sensitivity

COURSE

Preparation	Ensure that the space is free for moving; Mark with tape the personal space zones for each participant, make sure to create clear and visible boundaries. Put on some music
Implementation	1. Gather all participants and provide an overview of the activity, the objectives, explaining the importance of respecting personal boundaries and seeking permission before entering someone else's personal space. 2. Clarify and ask whether there are questions or concerns from the participants. 3. Assign each partner a designated area on the floor marked with tape, cones or visual markers such as hula hoops. Ensure that each participant has enough space around them to move freely within their zone. This could be around 1-2 meters of space, depending on the size of the room and the number of participants. This area will represent their personal space. Instruct participants to enter and stand in their area and not cross into another participant's area unless given permission.

Implementation	4. Verify that each participant has enough space in their boundary zone. 5. Start the game by playing some music for better dynamics. Instruct the participants to start walking around the activity space, keeping in mind the marked boundaries and avoiding entering another participant's zone unless they've asked for permission. 6. If a participant accidentally enters another participant's boundary zone, they must acknowledge it with a verbal apology and step back. If a participant is feeling uncomfortable with someone getting into their zone they can communicate their boundaries by saying "stop" or "please, back off" 7. After the game participants should gather for a reflective discussion on how this activity made them feel. How do they feel when someone is crossing their boundary zone? They should share their experience including challenges faced. Facilitate a discussion on the importance of personal space and boundaries in various contexts.
Variations	• Half of the participants can play blindfolded, relying only on verbal communication for navigation. Participants can switch roles halfway through the activity. • Encourage participants for open communication and collaboration if some participant needs support. • Assign an additional facilitator or support staff to assist participants with disability.
Evaluation	• How did they feel experiencing the activity? • What is the importance of being aware of personal space and boundaries?

TIPS/ADVICES

- Use clear and simple language when explaining the activity.
- Use colored markers, cones, or flags to define boundaries and personal space zones. This gives participants a clear visual guide to follow.
- For those participants who find it more difficult to express they can use different colored flags to indicate how they feel about someone approaching their space.
- Make sure the activity is inclusive of participants with different needs. Use adapted instructions or visual aids for participants with disabilities. Pair participants who may need additional support with a buddy, ensuring they can still fully engage in the exercise without feeling overwhelmed.

IN DEPTH RESOURCE

- Podcast: How to Set and Maintain Boundaries

Expressing Emotions and Building Healthy Communication Skills

CYA Krik - Angela Zdravkovska

This activity is designed to help participants strengthen their emotional awareness and expression through interactive discussions, art and role-playing. Participants will explore different types of emotions, learn how to make a difference between healthy and unhealthy emotional expressions, and develop strategies for healthy communication.

DETAILS

Duration	100 - 120 minutes
Participants	15 - 20 participants
Facilitators	1
Equipment	• Flipchart or whiteboard, • Markers, colored pencils, paint • Pens/pencils • Index cards
Space	Indoor or outdoor space

OBJECTIVES

- Promote emotional awareness and the importance of expressing emotions
- Understanding healthy and unhealthy emotions
- Identifying specific actions they can take to improve their emotional expression

COURSE

Preparation

All the needed materials should be gathered in easy accessible space

Implementation

1. Introduction and Icebreaker

- Welcome and introduction; explaining the objectives of the training session;
- Since the topic about emotions can be overwhelming the first step should be an Icebreaker that will set a positive tone and help participants connect. E.g. for an Icebreaker: Write down a list of various emotions on a separate piece of paper. Gather and invite all the participants to pick a random paper without showing to anyone. Each of the participants should act the emotion they picked without using any words and the rest of the participants should guess the emotion. After each round, have a brief discussion where participants will explain how they felt while trying to convey their emotions and where they were able to communicate their feelings to the group.

Implementation

2. Understanding emotions

- Interactive Discussions; Facilitate a discussion on the importance of understanding and recognizing emotions. Discuss different types of emotions (e.g., joy, anger, sadness) and their impact on personal well-being and relationships.
- Expressing emotions through art; Participants will be given different types of art supplies for coloring and paper. They will be encouraged to create a piece of artwork that will reflect their feelings at that moment based on two scenarios that the facilitator will read.

Scenario 1: Maria has been feeling stressed and overwhelmed at work due to a heavy workload and tight deadlines. She decides to participate in the art activity and creates a drawing of a storm cloud with lightning bolts coming out of it. This artwork represents her feelings of anger and frustration. After completing the drawing, Maria feels a sense of relief and is able to release some of her pent-up emotions.

Scenario 2: John has been feeling lonely and isolated since moving to a new city for a job. He chooses to participate in the art activity and creates a painting of a person standing alone in a crowded street. This artwork reflects his feelings of sadness and longing for connection. Through this creative expression, John is able to acknowledge his emotions and seek support from others in the group.

3. Identifying Healthy vs. Unhealthy Expressions

- Divide participants into small groups and provide the groups with scenarios involving emotional expressions; The task is to provide each group with scenarios involving emotional expression, eg. A group project where one team member continuously fails to meet deadlines; A disagreement with a roommate over household chores; Receiving negative feedback from a supervisor.
- Discussion; Ask participants to discuss and differentiate between healthy and unhealthy ways of expressing emotions in each scenario.

4. Strategies for Healthy Emotional Expression

- The list of strategies will include:
  - Using “I” statements (e.g. I feel frustrated when..”)
  - Active listening techniques
  - Taking responsibility for one’s emotions
  - Seeking constructive solutions

Divide participants into pairs and assign each pair a scenario related to common communication challenges or conflicts. One participant will act out expressing their feelings using the healthy emotional expression strategies provided. The other participant will practice active listening and responding empathetically to their partner's feelings.

Implementation	5. Reflection and a Personal Action Plan - Individual Reflection; encourage participants to reflect on what they have learned about healthy emotional expression - Action plan; Ask participants to write down one specific action they can take to improve their own emotional expression based on what they've learned. They can use the index cards provided to jot down their action plan.
Variations	• Icebreaker; the activity doesn't always need to rely only on verbal cues for guessing emotions use alternative forms of expressions such as gestures, sounds or written clues • Expressing Emotions Through Art; allow participants to describe their emotions verbally if they prefer or cannot physically create artwork • Identifying Healthy vs. Unhealthy Expressions; Use scenarios that are relevant to diverse experiences and challenges, including those faced by people with disabilities (e.g., dealing with ableism, navigating accessibility issues).
Evaluation	• Observation and feedback; how comfortable the participants were while performing the activity. Collect feedback from a brief discussion about their experience. • Individual reflection on how they felt performing the activity, whether they learned something, etc.

TIPS/ADVICES

- Offer participants a variety of ways to express their emotions, such as drawing, writing or verbal description. For participants who may have physical or cognitive disabilities, allow verbal explanations of their emotions if creating art is challenging.
- Incorporate music or movement to help participants express their emotions.

Boundary Builders: Navigating Respectfully

CYA Krik - Angela Zdravkovska

This role-playing activity helps participants explore and understand various types of boundaries in relationships through interactive scenarios. Participants are encouraged to practice setting and respecting boundaries, while developing empathy, respect, and solidarity. The exercise fosters discussion about effective communication and boundary-setting skills in both personal and social contexts.

DETAILS

Duration	60-90 minutes
Participants	10 participants
Facilitators	1
Equipment	• Sheets with the written short scenarios for each of the participants (cf step 1)
Space	Set up indoors with sufficient space to move around, arrange chairs in a circle, and have at least 2 tables (or more if the group is larger and participants will be divided into multiple working groups).

OBJECTIVES

- Recognize different types of boundaries
- To learn and practice boundary setting skills
- To develop empathy, respect and solidarity

COURSE

Preparation

Prepare the printed scenarios for each of the participants.
Adapt the materials to the specific needs of the participants (visually impaired people, deaf or with intellectual or physical disability)

Implementation

1. Choose one or more of the following scenarios to use for role-play depending on the age or specific needs of your group:
   - Maria and Alex are studying together at the library. Maria has feelings for Alex and hopes they could develop a romantic relationship. However, Alex sees Maria only as a study partner and doesn't have romantic feelings for her.
   - Ethan wants to attend a concert with his friend Luke. Luke hesitates because he's concerned about accessibility at the venue for his friend Mia, who uses a wheelchair. Ethan assures Luke that they'll find a way to ensure Mia can enjoy the concert comfortably.

Implementation

- Sophia is out for a walk with her friend David when she receives multiple calls and texts from her boyfriend Carlos, demanding to know her exact location and who she's with. Sophia feels suffocated by Carlos's lack of trust and wishes he would respect her independence and privacy more.

2. Uncover the first scenario and ask for a volunteer to read it aloud.
3. Ask the group if this feels like a realistic scenario. If not, feel free to adjust the scenario(s) to make them more realistic.
4. Ask the group how the two people involved might be feeling. Write their answers on the board or flipchart.
5. Ask for two people to volunteer to role play how the scene might look. Set some ground rules:
    a. The facilitator is now the director. The director can stop the role-play by calling out “STOP” at any time.
    b. If someone else in the group thinks that the scenario could be played out a different way they can raise their hand to jump in. The director can stop the role-play for the new person to jump in for whichever person they want to play.
    c. The facilitator can help guide the actors by prompting them to play characters in a different way.
6. Discussion
    a. What were the verbal and nonverbal cues that set the boundaries in this scenario?
    b. Were those boundaries respected? How or how not?
    c. Could the boundaries have been made clearer? How?
    d. Could they have been better respected? How?
    e. What happens to our relationships when we don‟t respect each other‟s boundaries? Is it worth it?
    f. "When do we compromise and when do we stick to our boundaries?"

Variations

- The facilitator can change and adapt the scenarios according to the specific age, socio-economic, gender and cultural background of the participants.
- The facilitator can change and adapt the scenarios according to the heterogeneity of the group (participants with or without disabilities)

Evaluation

Questions for discussion:
1. Can you identify at least three different types of boundaries?
Suggested answers:

- Physical boundaries - this involved personal space and [physical touch. (e.g. deciding who can touch you or not)
- Time boundaries - ensuring others respect your personal time and schedule
- Emotional boundaries - protecting your feelings and well-being. (e.g. deciding how much personal information you share and with whom)

Evaluation

2. Describe a situation where effective communication and collaboration were essential for respecting boundaries during the game.
Suggested answer:

- In the scenario where Ethan wanted to go to the concert with his friend Luke and made sure that it was accessible to Mia communication was essential. The way both of them worked together and found a way to respect Mia's physical boundaries by showing empathy and understanding through open discussion.
- Can you provide an example of a situation outside of the game where respecting boundaries is important, and how would you approach it differently now?
- Suggested answer:
- In a situation where a friend frequently calls without respecting your time for work or rest, it's important to set a time boundary.

TIPS/ADVICES

- Clearly explain the goals of the activity—understanding and practicing boundaries, communication, and empathy—before starting. This will help participants stay focused and engaged.
- Allow all participants to get involved, either by reading, role-playing, or contributing to the discussion. Encourage shy participants by offering smaller roles first.

Program II

Puberty and self-identity

Physical and Emotional changes in puberty

YEU Cyprus - Maria Mavronicola

This activity is inspired by "Hey Girls CIC", 2019
This activity aims to introduce to the participants the basic physical and emotional changes that take place in puberty. Its main scope is not to explain the biology behind the processes but rather to help children in pre-adolescence and adolecence to understand and be patient with the frustration of these transitional years while countering myths and inaccurate information.

DETAILS

Duration	120 minutes or more, depending on the size of the group
Participants	5 - 15 participants
Facilitators	2
Equipment	• flipchart papers + stand • colourful markers • pens • prepared handouts with statements (see appendix 4)
Space	Set up indoors with sufficient space to move around, arrange chairs in a circle, and have at least 2 tables (or more if the group is larger and participants will be divided into multiple working groups).

OBJECTIVES

- To bust myths regarding puberty
- To provide science-based information on the physiological and emotional changes that take place during puberty
- To eliminate or minimize the taboo and discomfort around the topic and normalize open discussion
- To encourage participants to embrace puberty and the changes associated with it

COURSE

Preparation

PART 1 - Myth busting - True/False

- On A4 or A5 papers you write some statements-myths about physical and emotional changes in puberty and you split the paper in two columns, True and False (See Appendix 4). You put them around the room on the walls (exhibition style).

PART 2 - Our bodies

- Prepare two flip charts with two human silhouettes on each, and assign them one as female and one as male. In one team the female silhouette will be with a thicker outline so that it is visibly the predominant one and in the other team the male one.
- Put the flip charts in two different spaces in the room with some chairs and markers/pens.

Implementation

PART 1 - Myth busting - True/False

1. You explain to the participants that around the room there are some statements which they will go around and read and then decide if they are true or false by putting a dot under the right column. They will have 5-10' to do that depending on how many statements there are and the number of participants.
2. Once their time is up, you bring the group back to the plenary and ask them how they felt about the activity and whether it was easy or not. Without discussing the content of the statements further, you inform them that you will reveal the answers at the end of the session.

PART 2 - Our bodies

1. You explain to the participants that there are two spaces with flip charts with silhouettes on them, a male and a female. In one team the female is the predominant one and in the other the male. You ask them to choose and go to the flip chart according to the one they either know more about (in terms of their body) or the one they feel more comfortable about.
2. In their groups they need to indicate on both the male and the female silhouettes the physical and emotional changes that take place during puberty. They should draw to complete the silhouettes and make notes on the side explaining the changes. They will have 20' (10' for each silhouette).
3. While the participants work in their groups you monitor them and provide support.
4. Once the group work is done, the participants present the changes they noted down. The group with the predominant female figure presents the male silhouette. After each change the other group, whose predominant silhouette was male, needs to say whether they agree or disagree. You provide more information on the matter, correcting and explaining potential misconceptions (See Appendix 4). Then you rewrite the change on a new flip-chart.
5. The previous step is repeated but for the other sex.
6. You ask the participants to indicate which changes are common for both sexes.

PART 3 - Myth busting (continuation):

1. You present the statements one by one asking the plenary to decide again whether they are true or false based on the new information they got from the previous activity.
2. You clarify whether the statement is true or false providing more information (See Appendix 4).

Variations

- If the group is larger or if the participants are not very comfortable with each other, you may split them into more than 2 groups. In that case the 3rd group can have either of the two sexes as predominant or none. They will contribute to the presentation of both sexes and will be asked to add in case they pointed out more changes.
- Depending on the direction of the discussion, you might want to address the issue of gender dysphoria in some people - the distress that some people feel when their gender identity does not match the sex assigned at birth.

Evaluation

You debrief the activity encouraging group reflection. Ask the following questions to the group. You may ask additional or different ones depending on how the activities run.

- How did you feel about the session?
- What was easy and what was difficult?
- What was new information?
- What did you already know?
- What is still confusing for you?(if there is something).
- What is one thing you keep from the session?

Self-confidence & positive self-image

YEU Cyprus - Maria Mavronicola

This activity seeks to empower teenagers to have a positive self-image and boost their self-confidence through self-acceptance and self-compassion. Through the discussion it also aims to build links among the group and be supportive to each other highlighting that each person is special in their own unique way.

DETAILS

Duration	70 - 90 minutes
Participants	5 - 15 participants
Facilitators	1 - 2
Equipment	• papers A4 • color markers, pens and pencils. • chairs and tables for all • Dixit cards • soft music and speakers (optional)
Space	A room big enough for everyone to have some personal space. This activity could take place outdoors as long as the environment is quiet and calm.

OBJECTIVES

- To encourage the participants to reflect on their self image
- To help participants manage their feelings about their insecurities and negative self-perception
- To promote positive self-image
- To foster active listening and empathy among the group and enhance trust and honest discussion among friends
- To encourage self-love and self-compassion
- To enhance emotional maturity and awareness

COURSE

Preparation	Arrange the space so that it's possible for the participants to work by themselves and/or in pairs. Consult the examples in the document with materials to make sure you can give examples on the spot if needed.
Implementation	PART 1 - Me, myself and I 1. You explain to the participants that this session will be about their relationship with themselves and they will be "looking inwards". You explain that it may be uncomfortable and that they should be open to the different emotions they may experience. 2. You give each participant a piece of paper (A4) and you ask them to pick 3 different colors of pens or markers.

Implementation

3. You ask participants to find a spot in the room they like and sit alone. They have to draw themselves to the best of their abilities using one of the colors only. They should draw the whole body so that it takes the whole paper. It should be as realistic as they can. Tell them that it doesn't matter what the result looks like-what's important is what they intended to draw. They will have 10 minutes for this.

4. Once they have finished their drawing, ask them to pick another color and note on the drawing all the things they like about themselves. They should write these things next to the part of the body that is related. They may make changes on the drawing, using the 2nd marker, to complement their notes (for example: pretty hair). Guide the participants with the following prompts:

- Things you like about your appearance
- Things you like about your personality (way of thinking, way of interacting with others etc)
- Skills you have and that you are proud of
- Other things that you like about yourself

They have 10 minutes to do that. See Appendix 5 for examples.

5. Now ask them to take the 3rd marker and similarly to the previous step, they should make changes and alterations on the drawing to add things they don't like about themselves. They have 10 more minutes.

6. Debrief the activity by asking the following questions:

- How was the activity? How did you feel?
- What was easy?
- What was challenging?
- Did anything change with regards to how you perceive yourself?

You make a closing point that nobody is perfect and that before we try to improve the things we don't like about ourselves (at least those that can be improved) it's important to embrace and love ourselves as they are.

PART 2 - So what?:

1. For this part you tell the participants that they have the option to continue working alone or find one participant from the group that they trust and work in pairs.
2. Those who will work in pairs have to
   - Exchange their drawings and give feedback to each other (first they focus on the one and then on the other). See Appendix 5.
   - They should first discuss whether the characteristics they noted down are true or false, maybe provide more positive points the person might have omitted.
   - Give each other advice on how they can go around or improve the negative elements.
   - Remind them that they should not sugar-coat the negative aspects or lie about them in their effort to make the other feel better. Honesty when it comes with kindness is essential for our improvement.

Implementation

3. Those who will continue to work alone have to
   - Give a second thought to the things they noted down and question whether they are accurate and realistic.
   - They should then make notes on how they can either work around the negative elements they mentioned or if they can improve them. They may point out some positive aspects that go with some negative characteristics.
4. Ask the participants the following:
   - How was this process for you? Was it easy, difficult, uncomfortable?
   - Was there something new that you realized about yourself?
   - What do you keep from this process?

PART 3 - Be your friend

1. For this concluding part you tell the participants that despite the previous activity, there will be days when we don't feel good about ourselves. Sometimes it's because of an incident, or it can be because of hormonal changes related to adolescence but some days seem bad and emotions feel very intense.
2. You ask the participants how they could deal with such days. You make notes on a flip chart.
3. You ask the participants to write down on a piece of paper what they would say to their best friend on a bad day. It shouldn't be a very long text, 3-5 lines are enough. They should start their letter with "Dear friend,..."
4. You tell them that the letter is theirs to keep and open it when they feel down. The take home message is that on the darkest days, it's important to treat ourselves the way we would treat a friend we care about. We wouldn't talk badly to a friend that has a bad day.

Variations

You could skip some of the steps according to the scope of the workshop, the level of intimacy of the participants and the time available. Depending on the scope of the activity and specific objectives of the workshop, you may want to discuss the impact of beauty standards on self image and self-confidence. For example: Do I not like this about myself because I compare it with the standards set by the beauty and media industry?

Evaluation

Conclude the session with a round of last thoughts of the participants.
Have the Dixit cards laid out in the center. Ask the participants to pick one that corresponds to how they feel at the end of the activity. Then they each share in turns why they picked their card.

Healthy relationships and consent

YEU Cyprus - Maria Mavronicola

This activity addresses the topic of healthy relationships and consent by reflecting in group on the different types of interpersonal relationships and by examining some examples from popular culture including series, cartoons and songs. Thus, the participants develop their sense of critical thinking, learning to observe and point out healthy and unhealthy patterns.

DETAILS

Duration

120 - 180 minutes

Participants

5 - 15 participants

Facilitators

2

Equipment

- papers
- pens/pencils/markers
- laptop
- projector
- speakers
- participants' smartphones or 1 tablet per group
- internet connection

Space

Chairs should be placed in a circle and all participants should have a view of the projector. There should be some tables around for the group work.

OBJECTIVES

- To promote healthy relationships
- To discuss healthy boundaries and consent
- To see critically the lack of consent in popular culture

COURSE

Preparation

Find the resources (See Appendix 6) the participants will use and create a QR code for each team to access it easily. Either print the QR codes or show them on the projector. Make sure all the links are working properly.

Implementation

PART 1:

1. Ask the participants to identify different types of relationships (family, friends, romantic, professional, acquaintances etc) and write them on a flip chart with different colors.
2. Ask the participants to get in groups of 3 or 4 and make notes of what they consider as healthy relations. If possible, it's better to choose their groups so they are with people they feel comfortable around. They should not focus only on one type of relationship. Remind them that some of the things may apply only to one or to multiple types of relations. They will have 5-7' to discuss.

Implementation

3. Bring the participants back to the plenary and ask the participants to share elements of healthy relations. After each one, ask them to identify which type of relation they apply to. Encourage conversation and debate among the participants and provide guidance in case they are shy or out of ideas.

4. Highlight the issue of consent or bring it up if it has not been mentioned by the students. If it was not discussed already then ask them to brainstorm on what it means to them.

PART 2:

1. Split the participants in groups of 3 or 4 (they may keep the groups they had before). Each group is assigned a movie clip, song, popular text etc (See Appendix 6). This can be shared through a QR code and they can use their mobile phones or it can be shown on a device provided by the facilitators. Make sure they understand the content in terms of language and context. They have 5-10' to discuss using the following questions.
    - Is there something wrong with the scene? What?
    - What should have happened?
2. Each group shares the material they worked with and the remarks they made based on the questions. The rest of the participants are encouraged to comment and add to it.
3. Once the participants have all presented what they discussed, you ask the following questions to the plenary:
    - Have you ever noticed "problematic behaviors" in movies, songs or texts that are normalized?
    - Why is it important to recognize such behaviors?
    - Why do you think it's dangerous that such scenes are normalized in popular culture?
4. If time permits, show to the group the scene from Frozen where Kristoff asks for permission to kiss Anna (See Appendix 6).

PART 3 (optional, or if time permits):

1. Mention that consent is relevant to aspects of life and it can be sexual or not. It's about communication and setting healthy boundaries.
2. Elicit from the participants non-romantic situations where this applies. If they cannot think of you can give them some ideas: Consent for taking pictures, using one's data, sharing someone's story, using their work, borrowing things, interrupting them etc.

PART 4:

1. show them this video: Tea and Consent or Souvlakia and Consent and have them share their impressions.

Variations

You may change the examples of popular culture to include something relatable or familiar to the participants or something you consider more age appropriate.

Evaluation

Ask the participants the following:

- How was this session?
- What was brand new information? Did you have an “Aha moment”?
- What do you think you will remember next month from this session?

Skills for managing emotions and stress

YEU Cyprus - Maria Mavronicola

This activity aims to address the topic of stress and emotional well-being from a mindfulness perspective. The participants learn to embrace and accept all emotions, discuss ways to cope with difficult feelings including stress as well as ways to support each other. Emphasis is given also on safety explaining when the intervention of an adult and/or professional is needed.

DETAILS

Duration	60 - 90 minutes
Participants	15 participants
Facilitators	1
Equipment	• flip chart stand and papers • markers • pens/pencils • pre-cut pieces of papers (see preparation) • papers • paper tape
Space	A space large enough to allow movement, with chairs arranged in a circle and a table.

OBJECTIVES

- Learn how to recognize emotions
- Understand the importance of accepting and understanding our own emotions
- Hear about new ways of dealing with stress and difficult emotions
- Reflect on how they can support an anxious friend
- Learn when they should seek help from an adult

COURSE

Preparation	PART 1 - Recognizing emotions: • Cut pieces of paper (about 15-20) so that they can fit 1-2 words on them with big letters. • On a flip chart paper make two columns with the headings: “Good emotions” and “Bad emotions” PART 4 - Asking for help: • Make sure you know the local points of contact and lines for mental health support for teenagers (See Appendix 7).
Implementation	Before starting the session, explain to the participants that they will be talking about emotions and that it’s ok to feel uncomfortable or to be triggered by the discussion. People can be more or less comfortable to talk about their emotions. Although it’s generally healthy to address them, it can take a while to achieve that so for the moment they should share as much as they feel comfortable with. They should not share anything they do not want to share.

Implementation

PART 1 - Recognizing emotions:

1. In the plenary, ask the participants to name different emotions and write them on pieces of paper (1 on each). If they seem to struggle you can give them cues, remember some incidents from last week and how it made them feel, how different songs or movies have made them feel etc. You may complete 2-3 if they missed some important ones.
2. Present the flip chart with the Good and Bad emotions and ask them to separate the emotions in the two columns. Allow and encourage discussion and debate among participants.
3. Ask the participants:
    - Why are the bad emotions “Bad”?
    - What do you do when you feel them?
4. Explain to the participants that emotions are not good and bad although they can feel pleasant or uncomfortable. All emotions are natural and we all go through them sometimes. Especially when it comes to negative emotions, it’s important to recognize them, accept them without judging ourselves for how we feel. When we understand how we feel and why, it’s much easier to let the negative emotions go.

PART 2 - Stress and coping:

1. Explain that now you will focus on a particular feeling that can be familiar due to school, competitions, love stories etc: Stress. Remind them that mood swings are very common during puberty.
2. Ask the participants to write on a piece of paper
    - 1 recent occasion when they were very stressed
    - What they did to help themselves feel better or get over the stress. (it’s important that they phrase this in a general way so that it can apply to different occasions. for example: “I was stressed because of the exam in Maths” instead of “I asked my uncle to help me study Math” it should be “I asked for help from someone who knows about my problem”
3. Ask the participants to walk around in the room and tell each other how they tried to help themselves when they were stressed. They don’t have to say what caused them stress in the first place. If the way they chose to feel better is something that resonates with them they note it down next to their existing way of dealing with stress.
4. Once the participants have spoken to almost everyone you call them back to the plenary and ask them if they want to share something interesting

PART 3 - Supporting an anxious friend:

1. You give the participants the following scenario:
    - Your best friend has been acting strange lately. They are very nervous, absentminded, they don’t feel like doing the things they usually like to do. What do you do?

Implementation

2. You ask the participants what they would do to support their friend and write their suggestions on a flip chart paper. During the discussion, also ask them what they would do if their friend didn't want to talk about it.

PART 4 - Asking for help

1. Explain to the participants that sometimes they should ask for help from an adult (a parent, a teacher, a school counselor etc).
2. Ask them to give you examples of situations they believe an intervention from an adult is necessary and note them down on a flip chart. Allow and encourage discussion among the participants especially when they have opposite opinions.
3. At the end clarify that it's essential to seek for help in the following occasions:
    - it's been going on for more than 1-2 weeks
    - feelings of hopelessness and inability to manage negative feelings
    - you/they don't get proper sleep (too much or too little)
    - you/they don't eat properly (too much or too little)
    - prolonged self-isolation
    - difficulties participating in the daily activities and lack of concentration
    - drug and alcohol abuse
    - self-harm
    - harm to others
    - panic attacks
    - suicidal thoughts
4. At the end of the discussion provide them with local contacts or emergency lines they can contact to seek support (See Appendix 7).

Evaluation

At the end of the session, ask the participants to share all or some of the following:

- Something new they learned
- Something they consider helpful
- Something they will tell a friend or sibling that didn't attend the session
- Something they are still not sure about and need more time to understand
- Something they missed from the session

Program III
Healthy relationships and sexual health

Consent & Communication

Bangherang - Chiara Ludovici

This activity is designed to enhance empathy and communication skills in interpersonal relationships through interactive exercises and discussions. Participants will explore their own boundaries, understand the practical implications of consent, and increase self-awareness in a safe and non-judgmental environment.

DETAILS

Duration	170 minutes
Participants	12 - 16 participants
Facilitators	2
Equipment	• laptop • participants' personal smartphones • projector • nametags • blindfolds
Space	A comfortable and intimate place where participants can feel free to express themselves without judgment

OBJECTIVES

- Enhance empathy and communication skills in interpersonal relationships
- Increase understanding of own boundaries and the practical implication of consent
- Encourage exploration of participants' own comfort zones and increase self-awareness

COURSE

Preparation	• Set up "Are you talking to me?" and "Ending" on Mentimeter (see appendix) • Set up the projector • Free the room from physical obstacles
Implementation	1. Welcoming (5 minutes) Everyone is asked their name and the pronouns they use, and to fill the nametag in with that information. 2. Shall we dance? (45 minutes) Facilitators inform participants that all throughout the activity any time they will ask to touch someone else's body, they will have to ask for their consent. Facilitators give an example on how to do it, specifying the body part that they are asking to touch (e.g., "Can I touch your arm?"). Facilitators should stress that any "No" received is to be fully respected, and that participants should touch others in case they feel comfortable enough to do so.

Implementation

Participants are split into 2 groups. One group is blindfolded. Non-blindfolded participants are asked to guide blindfolded participants around the room, either with verbal communication or by touching them (always asking for consent). The activity does not require to have fixed couples but non-blindfolded participants can "switch" partners. This part of the activity is carried out for 5 minutes.
Then blindfolded participants are asked to stand still. Non-blindfolded participants are asked to "visit" each of the blindfolded participants and touch a part of their body, asking for their consent. This part of the activity is carried out for 5 minutes.
Facilitators ask participants to switch roles: who was blindfolded is now non-blindfolded and vice versa. The activity is repeated.
Next, facilitators debrief participants. They may ask the following questions to guide the discussion:

- How did you feel?
- How was it to touch others?
- How was it to be touched?
- Was your answer always respected?
- Did you feel safe knowing that you would have been asked before being touched?
- What do you think was the point of this activity?

3. Want some tea? (25 minutes)
Facilitators show participants the "Tea Consent" video (https://www.youtube.com/watch?v=oQbei5JGiT8).
Next, facilitators ask participants what they think of the video, and try to spark a discussion on the topic of consent.

4. Active pause (5 minutes)
Participants are asked to stand in a circle and follow the movements of one of the facilitators. The facilitator is acting light stretching positions to mimic.
Participants are asked to propose some positions to copy.

5. Are you talking to me? (30 minutes)
Using Mentimeter, facilitators ask questions to participants. From the resulting wordclouds, they spark a discussion on communication in relationships. Facilitators inform participants that relationships' scope is wide, including romantic, friendship, sexual and familial relationships.
Here are the questions to be asked:

- What is important to communicate in relationships?
- How should we do it?
- How do I communicate in relationships?

6. Ending (10 minutes)
Participants are asked "What is your take home message?" and to fill it in on a Mentimeter question.
A wordcloud is then formed and the facilitators can comment on it.
Facilitators say goodbye to the participants.

Variations

In case there are participants with mobility impairments, in “Shall we dance?” no one is to be blindfolded, participants who can move are asked to roam around the room and when they cross another person, ask to touch them. Participants are asked to explore different ways to ask for consent, including non-verbal ones. Activity is carried out for 10 minutes. Then, facilitators debrief participants.

“Are you talking to me?” can be focused on a specific type of relationship (either sexual, friendship, romantic, or familial). In that case, facilitators should inform participants to focus on that type of relationship while giving their answer.

The three activities are independent from one another, hence they can also be used singularly to have shorter sessions.

Evaluation

At the end of the sessions, in plenary, facilitators can use 10 minutes to gather feedback from the participants.

Facilitators can establish a google form, provide the link to participants and ask them to fill it in at the end of the session. An example of the form can be found in Appendix 1.

Facilitators can give their email contact and invite people to send them their feedback on the session.

TIPS/ADVICES

- Before the start of “Shall we dance?” , explain thoroughly what the activity consists of, stressing that participants can stop at any time they want, telling them to restrict touch to non-sensitive areas (avoiding breasts, groin, buttocks, inner thighs). In case participants are not willing to wear a blindfold, they may just keep their eyes closed
- In “Want some tea?” focus discussion on the positive aspects of consent, together with the relational challenge that asking for consent may entail, stress that every “No” has to be respected, that absence of “No” is not consenting, that everyone has a right to say “No” to sexual activity at any time. Foster a sense of responsibility in asking for, giving or denying consent
- In “Are you talking to me?” foster a non-judgmental, welcoming, and safe environment where everyone can feel respected and express themselves freely. It is important to remind participants that everyone should take responsibility for their own emotional state, and communication concerning emotions should reflect that (e.g., NOT “You make me angry”, YES “I get angry when you…”). Do not describe communication styles in terms of right and wrong (unless openly violent or manipulative) but rather in terms of efficiency, openness, honesty

IN DEPTH RESOURCES

- https://www.youtube.com/watch?v=oQbei5JGiT8
- https://www.scarleteen.com/search?w=consent
- https://positivepsychology.com/non-violent-communication/

Protections & Contraceptives

Bangherang - Chiara Ludovici

This activity aims to educate participants about contraception and sexually transmitted infections (STIs) through interactive discussions and exercises. It encourages open dialogue, critical thinking about sexual health, and raises awareness about the importance of prevention methods for personal health and safety.

DETAILS

Duration	90 minutes
Participants	12 - 16 participants
Facilitators	2
Equipment	• laptop • participants' personal smartphones • projector • nametags • blackboard
Space	A comfortable and intimate place where participants can feel free to express themselves without judgment

OBJECTIVES

- Inform participants about contraception and sexually transmitted infections (STIs)
- Encourage open discussion and foster critical thinking about sexual health and contraceptive choices
- Raise awareness about the importance of contraceptive and STIs prevention methods for personal health

COURSE

Preparation

- Set up "Ending" on Mentimeter (see appendix)
- Set up the projector

Implementation

1. Welcoming (5 minutes)
Everyone is asked their name and the pronouns they use, and to fill the nametag in with that information.

2. On the same page (20 minutes)
Facilitators ask participants:
- How do people get pregnant?
- What needs to happen?
- What are behaviours that may lead to a pregnancy?
- What are STIs?
- How do people get STIs?
- What needs to happen?
- What are behaviours that may lead to contracting STIs?

Implementation

The aim of this activity is checking participants have basic information on pregnancy and STIs. In case false or incomplete information is shared, facilitators should either ask if someone in the group is able to complete and correct information or complete and correct it themselves.

3. Put it on the list (15 minutes)
Facilitators lead the discussion in plenary.
Participants are asked to list all the prevention methods they know concerning STIs and contraception. Facilitators write down what participants say on a blackboard.
Here is the list on what should emerge:

- condom
- pill
- hormonal patch
- vaginal ring
- intrauterine devices (IUDs)
- subdermal implant
- pre-exposure prophylaxis (PrEP)
- vaccines (for Hepatitis B Virus and Human Papilloma Virus)
- dental dams
- day-after pill (although it is not a prevention method, but only a contraception one)

Facilitators ask participants to divide them into contraception and STIs prevention methods, and what categories of people usually use those methods. In case false or incomplete information is shared, facilitators should either ask if someone in the group is able to complete and correct information or complete and correct it themselves.

4. Active pause (5 minutes)
Participants are asked to stand in a circle and follow the movements of one of the facilitators. The facilitator is acting light stretching positions to mimic.
Participants are asked to propose some positions to copy.

5. Would you agree? (30 minutes)
Facilitators lead the discussion in plenary. Participants are asked whether they agree or not with the following sentences. Facilitators engage participants in debate on the topics that emerge.
Examples of sentences that can be provided:

- - You cannot get STIs if you always have sex with the same partner
- You can use the day-after pill only once a year
- STIs are death sentences
- STIs are harmless
- Only gay people, sex workers and people with drug addiction get STIs
- Condoms are uncomfortable and lead to experiencing less pleasure

In case false or incomplete information is shared, facilitators should either ask if someone in the group is able to complete and correct information or complete and correct it themselves.

Implementation	6. Ending (10 minutes) Participants are asked “What is your take home message?” and to fill it in on a Mentimeter question. A wordcloud is then formed and the facilitators can comment on it. Information on local sexual health services is given. Facilitators say goodbye to the participants.
Variations	Facilitators may focus the session either on STIs only or pregnancy and contraception only. They will then only deal with the topic at hand in each of the activities. In case participants are very active, facilitators may not use the given sentences in “Would you agree?” but rather ask participants, either directly or using Mentimeter, “Why do people use prevention methods?” and “Why do people not use prevention methods?” and spark debate from there.
Evaluation	At the end of the sessions, in plenary, facilitators can use 10 minutes to gather feedback from the participants. Facilitators can establish a google form, provide the link to participants and ask them to fill it in at the end of the session. An example of the form can be found in Appendix 1. Facilitators can give their email contact and invite people to send them their feedback on the session.

TIPS/ADVICES

- The aim of “On the same page” is to share basic information on STIs and pregnancy, hence facilitators should moderate discussion so as to keep it simple, do not go into details, and move through quickly on information everyone already has
- The aim of “Put in on the list” is to share basic information on STIs prevention and contraception, hence facilitators should moderate discussion so as to keep it simple, do not go into details, and move through quickly on information everyone already has
- Facilitators should be mindful that in the “Would you agree?” activity, participants could share stereotypical and prejudiced beliefs they hold. It is then important that facilitators foster a positive and safe environment, where everyone can feel respected and express themselves freely
- Facilitators during the “Would you agree?” activity should share the information that STIs prevention and contraception choices are topics deeply linked with gender and power dynamics
- Overall, facilitators should avoid right-wrong distinctions and semantic references to clean-dirty distinctions for STIs. Rather they should focus on a safe-risky continuum considering behaviours

IN DEPTH RESOURCES

- https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/safer-sex
- https://www.scarleteen.com/read/sexual-health
- https://www.who.int/health-topics/sexual-health#tab=tab_1

Take a walk on the wild side

Bangherang - Pier Matteo Fabbri

This activity aims to increase participants' knowledge of LGBTQIA+ topics, foster positive attitudes towards the LGBTQIA+ community, and develop a sense of agency in combating hate crimes. Through quizzes, discussions, and role-playing scenarios, participants will engage with diverse gender identities and sexual orientations, promoting empathy and understanding.

DETAILS

Duration	90 minutes
Participants	12 - 24 participants
Facilitators	2
Equipment	• chairs • laptop • participants' personal smartphones • projector • printed forms • pens • nametags
Space	A comfortable and intimate place where participants can feel free to express themselves without judgment

OBJECTIVES

- Increase knowledge on topics related to the LGBTQIA+ community
- Foster positive attitudes towards member of the LGBTQIA+ community
- Develop a sense of agency in contrasting hate crimes towards member of the LGBTQIA+ community

COURSE

Preparation	• Set up "the Quiz" and "Ending" on Mentimeter • Set up the projector • Print the forms for "in Their shoes"
Implementation	1. Welcoming (5 minutes) Everyone is asked their name and the pronouns they use, and to fill the nametag in with that information. 2. the Quiz (30 minutes) Participants are given a Mentimeter link that leads to a quiz (see Appendix 1). Using the projector, the quiz is carried out one question at a time (there are 12 questions). Facilitators will comment on the results and engage the group in correcting false information or establish a common correct answer.

Implementation

Some are wordcloud questions, those should be used to spark small discussions with the group.
Many questions are almost rethorical, they should be used to set up a common ground of knowledge on diverse gender identities and sexual orientations topics.

3. Active pause (5 minutes)
Participants are asked to stand in a circle and follow the movements of one of the facilitators. The facilitator is acting light stretching positions to mimic.
Participants are asked to propose some positions to copy.

4. in Their shoes (40 minutes)
Before starting the activity, facilitators carry out a trigger-warning, explaining they will give out scenarios related to possible LGBTQIA+ experiences and that participants will be asked to put themselves in the "protagonists' shoes". Some scenarios might be triggering. Participants are free to: not participate in the activity, ask for a different scenario if they find triggering the one that they have been assigned to, voice doubts and opinions at the end of the activity.
Participants are divided into groups of at least 4 people and not exceeding 6.
Each group is given a printed form (see Appendix 2) and a pen. It consists of a scenario and some questions to elaborate on. Each group is assigned a different scenario. They have 15 minutes to work on the form.
Then, in plenary, each group has 5 minutes to share what they have elaborated. Members of other groups can ask questions and give their opinion.

5. Ending (10 minutes)
Participants are asked "What is your take home message?" and to fill it in on a Mentimeter question.
A wordcloud is then formed and the facilitators can comment on it.
Information on local LGBTQIA+ associations is given.
Facilitators say goodbye to the participants.

Variations

The two activities are independent from one another, hence they can also be used singularly to have a shorter session.

If no projector is available, a printed form containing the questions, combined with a blackboard, can be used to carry out the "the Quiz" activity.

Evaluation

At the end of the sessions, in plenary, facilitators can use 10 minutes to gather feedback from the participants.

Facilitators can establish a google form, provide the link to participants and ask them to fill it in at the end of the session. An example of the form can be found in Appendix 3.

Facilitators can give their email contact and invite people to send them their feedback on the session.

TIPS/ADVICES

- During the “the Quiz” activity make sure to explain the “labels” that appear in the scenarios of the “in Their shoes” activity
- In the “the Quiz” activity go through quicker on things that participants already know, so as to be able to expand on discussion and interactive parts
- Give a full and warm trigger-warning before the “in Their shoes” activity: explain what it consists of, allow people to not participate if they find it triggering, allow groups to change the scenario in case they find it triggering, offer them a space at the end of the activity to explain their doubts and opinions in case they find it problematic
- During the “in Their shoes” activity, facilitators should “hover” over groups, intervening in case participants have doubts and facilitating if they notice the group is “stuck”

IN DEPTH RESOURCES

- https://www.scarleteen.com/
- https://ihra.org.au/
- https://www.oiieurope.org/
- https://roo.plannedparenthood.org/
- https://tgeu.org/?s=&content-type=publication

Sexuality & Power Dynamics

Bangherang - Giulia Castelli

This activity aims to raise awareness about power dynamics, oppression, and gender-related issues within the context of sexuality. Participants will engage in role-playing scenarios to develop problem-solving skills, share best practices, and learn about local support networks. The session fosters a safe environment for discussing and reflecting on personal experiences and societal patterns of power and oppression.

DETAILS

Duration	160 minutes
Participants	12 - 16 participants
Facilitators	2
Equipment	• printed forms (see appendix) • pens • paper • markers • laptop • participants' personal smartphones • projector • nametags
Space	A comfortable and intimate place where participants can feel free to express themselves without judgment

OBJECTIVES

- Raise awareness in the group about power, oppression and gender topics
- Enhance problem-solving skills in situations of oppression or imbalance of power in relationships
- Share best practices
- Inform about existing local support networks

COURSE

Preparation	• Set up "Ending" on Mentimeter (see appendix) • Set up the projector • Print the forms for "On stage"
Implementation	1. Welcoming (5 minutes) Everyone is asked their name and the pronouns they use, and to fill the nametag in with that information. 2. Ice breaking the space (15 minutes) Participants move freely in the space to get to know the place, observing each other and trying to occupy the space in a balanced way.

Implementation

Participants will be divided into pairs and must guide each other with a chosen and shared sound. In turn, one member of the pair must close their eyes and rely on the other.

3. On stage (75-90 minutes)
Before starting the activity, facilitators carry out a trigger-warning, explaining they will ask participants to stage situations of oppression or imbalance of power in front of others, either from their own experiences or fictional. Some scenarios might be triggering. Participants are free to: not participate in the activity, voice doubts and opinions at the end of the activity.
Participants are divided into groups of at least 3 people. Not more than 4 groups should be formed.
Groups are asked to think of a situation of oppression/power experienced related to the theme of sexuality (e.g. catcalling, sexual harassment, power dynamics in the workplace, unwanted contact, being photographed without consent) that they will play in front of other groups. They can choose a situation they have experienced or choose from a list of "fictional" situations they will be handed on a printed form (see Appendix 1).
While they brainstorm, they are asked to "score" the situation they think of on a level from 1 to 10 in terms of emotional activation. 1 being a situation that causes them no trouble and that leads to not experiencing any emotions or only weak ones, 10 being a situation that they still have trouble recounting or thinking of and that still leads to experiencing very strong emotions. The group should choose a situation that does not exceed 5 on this scoring system.
Participants are asked to stage the situation into a scene to be played. The scene should consist of beginning, development, and ending.
Groups have 10 minutes to brainstorm and prepare the scene.

Each group stages its chosen scenes in plenary.
After each scene, the other participants are asked if they think the scene could have gone differently. Facilitators inform participants that suggestions about changes in the "oppressor's" behaviour are not accepted.
Participants who suggest changes are asked to take the role of the person who could have done something different in the scene, and the scene is played again with new "actors".
This is done for each group.
Each group is allocated 15 minutes for: playing their scene, integrating changes and replaying the scene.

After all the groups have played their scene, facilitators carry out a 15-minutes debriefing.
Some question that can be used to spark the discussion:

- How did you feel?
- Are these situations you have lived through?

Implementation

- Was it useful to relive these situations?
- How was it to have external feedback on the scenes?
- In the scenes you have played, can you find any patterns in the dynamics of power?

4. Ending (10 minutes)
Participants are asked “What is your take home message?” and to fill it in on a Mentimeter question.
A wordcloud is then formed and the facilitators can comment on it.
Information on local anti-violence centers, women shelters, associations that deal with gender-based violence is given.
Facilitators say goodbye to the participants.

Variations

Accessibility adjustments:

- Visual impairment: facilitators will be available to read out loud the list of “fictional” situation that can be played, and will describe in detail the wordcloud that is formed during the conclusion.
- Mobility issues: change the physical movement activities to include seated versions (e.g. “Ice breaking the space” can be carried out through thorough visual exploration rather than by moving around).
- Cognitive differences: facilitators will be more active with these participants, explaining instructions clearly, possibly more than once, and providing 1-on-1 support when needed and possible.

Time adjustments:

- Shorter version: in “Ice breaking the space” skip the free movement phase and go directly to the paired activity. In “On stage” make larger groups (not exceeding 6 people, so as to have 2 or 3 groups, rather than 4.
- Longer version: in “On stage” allow more time for each group to perform multiple scenarios or explore different outcomes for the same scenario, extend debriefing and discussion time.

Group size adjustments:

- Fewer participants: in “On stage” make 1 big group (not exceeding 6 people) or smaller groups (consisting of at least 3 people). In case only one group is formed, more scenes can be put on stage.

Variations

Thematic adjustments:

- Specific focus: in “On stage” ask participants to focus on specific aspects of sexuality and power dynamics (e.g. workplace harassment, consent in relationships, the impact of media on gender perceptions). Ask each group to focus on the same topic.

Evaluation

At the end of the sessions, in plenary, facilitators can use 10 minutes to gather feedback from the participants.

Facilitators can establish a google form, provide the link to participants and ask them to fill it in at the end of the session. An example of the form can be found in Appendix 2.

Facilitators can give their email contact and invite people to send them their feedback on the session.

TIPS/ADVICES

- Foster a non-judgmental, welcoming, and safe environment where everyone can feel respected and express themselves freely
- Inform participants they can also participate as observers if they do not want to take an active role in the activities
- Give a full and warm trigger-warning before the “On stage” activity: explain what it consists of, allow people to not participate if they find it triggering, offer them a space at the end of the activity to explain their doubts and opinions in case they find it problematic
- During the “On stage” activity, inform participants they are not allowed to suggest changes in the “oppressor’s” behaviour; explain the goal of the activity is to share and discover new, efficient and useful way to contrast oppression
- As many situations of the “On stage” activity may have been experienced by participants, make sure people who play the “victim” feel safe enough to play that role. In case there are participants who have not been victim of that experience in real life, have them playing the “victim”
- Remind the group that the aim of the activity is not to give advices or destructive criticism, but rather to explore possibilities together, finding new paths, empower participants
- During the final discussion in the “On stage” activity, foster reflection on the concept of oppression and power related to the themes of sexuality and gender (e.g. who is usually more affected? why?)

IN DEPTH RESOURCES

- “Giochi per attori e non attori, Introduzione al Teatro dell'Oppresso” by Augusto Boal (Giochi per attori e non attoriAudino editorehttps://www.audinoeditore.it › libro)
- https://en.wikipedia.org/wiki/Intersectionality
- https://www.direcontrolaviolenza.it
- https://www.arcigay.it/en/strumenti/dati-e-ricerche/

Program IV

Intimacy and relathionship skills

The Relationship Escalator

Brûlant·e·s - Salomé

This activity is a card game that lets you explore all the stages of couples' relationships: those that are generally considered “big” or “small” stages, those we see in all mediatized or fictional relationships, those we don't see anywhere, and so on. This activity questions the notion of heteronormativity.

DETAILS

Duration

45 minutes

Participants

6 - 20 participants

Facilitators

1

Equipment

- Deck of cards (appendix 15) for each group
- Clored tape
- 1 pen per group
- 1 marker

Space

A room large enough to enable each group to have their own space.
Chairs for all participants, one table per group.

OBJECTIVES

- Open up the debate on relationships.
- Identify the stages involved in building a relationship.
- Identify society's expectations of long-term relationships.
- Question our expectations in a relationship.

COURSE

Preparation

- Print a deck of cards for each group.
- Place a strip of tape on each table and draw an arrow on it to represent a timeline

Implementation

1. Divide participants into groups (minimum 3, maximum 5) and distribute a deck of cards to each.

2. Give them the following instructions: you have in front of you a strip of tape representing a timeline, as well as cards representing activities we can observe in a couple's life. You must place the cards in chronological order. There are no right or wrong answers. You can put cards outside the tape. You don't have to use all the cards. There are empty cards if you want to add activities/steps.

Implementation

3. Pass around in the groups to help with discussions.

4. Once the group has completed the timeline, they can present it in front of the others.

5. Debrief in plenary:

A)

- Are there any cards you haven't put in?
- Are there any cards you've added?

B) Introduce the notion of heteronormativity. Ask the following questions:

- In films and series, when we see couples going through all these stages, what kind of couple is it?
- Are any of these steps not allowed for non-heterosexual couples in today's country? Which ones? And in the rest of the world? Which ones? Do you know the dates when these rights (marriage, adoption, etc.) were obtained?

C)

- Are all long-term relationships the same?
- Does everyone have to go through marriage or life together to be in a serious relationship?
- What does society consider a serious relationship? What do you consider a serious relationship?
- How long do you consider a relationship to be serious?
- If we change the relationship, thinking of friendship or family, are there any steps that will not be in the timeline anymore ?
- Who chooses the stages of their relationship? How do you choose?

D) If you work with teenagers who have put all the cards in the timeline

- In a teenage love relationship, are the stages the same as in the deck you've been given?
- Why did you put in all the steps when your relationships don't look like that?

Variations

You can chose the question in the debrief to make it shorter but here are the topics we think you shouldn't miss :

- Heteronormativity
- The weight of adult and social expectations on young people's relationships
- The fact that the stages of a relationship are built gradually, with the person you love (by discussing, testing, making mistakes, learning, trying again, etc.).

If you have a small group, you can ask the participant to do the activity individually and then to compare with each other and try to do one timeline together.

Evaluation

- Was it easy to reach an agreement?
- Was it uncomfortable to see all the steps ?
- Are there any steps that are on the deck that you weren’t expecting?
- Do you think “obvious” steps are missing ?

TIPS/ADVICES

- There's no right or wrong answer in this game, and almost any step can be placed anywhere; some people marry before they love each other, or have children before they're a couple, others never marry or introduce their spouse to their family. Be careful not to project your own constructs onto the participants, and use this moment to explore the full range of relationships.

The Emotional intimacy cultivation

Brûlant·e·s - Charlotte

This activity allows us to talk about emotional intimacy, using the metaphor of a plant that needs to be cared for and cultivated. This is introspective, personal work that participants are not obliged to share.

DETAILS

Duration	45 minutes
Participants	6 - 15 participants
Facilitators	1
Equipment	• white sheets with "plant" motifs (appendix 16) • a sheet with the definition for each person (appendix 16) • painting materials, chalk, felt-tip pens, glitter, etc.
Space	Chairs and tables for every participant

OBJECTIVES

- Propose a moment of introspection on our perception of emotional intimacy, taking as a reference the relationship of our choice (love, friendship, family).
- Identify what emotional intimacy is, how we perceive it, and how we develop it in our relationship.
- Have a reflection on the emotions, needs, personal experiences, and thoughts that are most intimate for us, to get to know ourselves better in our relationships.

COURSE

Preparation	Prepare the room making sure every participant has a table, and a chair and feels at ease. Ideally, each person should have their own space and not be too close to the others. Prepare artistic materials on tables.
Implementation	1. Give each person a "plant" sheet. 2. Ask the group if they know what emotional intimacy is. Ask them to come up with a common definition in line with the following one: "sharing of all one's emotions (joys, sorrows, hopes, fears, dreams etc.), all one's thoughts (opinions on certain subjects, spontaneous thoughts etc.), all one's needs (daily, psychic, intellectual, physical, emotional etc.), all one's personal experiences (childhood, adolescence, travel, career, periods of difficulty, periods of success, discrimination, wounds) and all one's personality (vulnerabilities, strengths etc.).

Implementation

This sharing is done sincerely, without fear of judgment, and is supported and received with understanding".
Distribute the definition sheet as a basis for further reflection.

3. Ask each person to represent leaves of the plant with sentences representing laders of their emotional intimacy (in the relationship of their choice).
The highest sentences refer to the deepest degree of intimacy. Participants write down the sentences such as those examples:

- crying in front of the other
- sharing my dreams for my life in front of the other person,
- talking about my anxieties,
- sharing my political opinions,
- telling the story of my childhood,
- talk about my perception of couples and relationships.
- affirm a disagreement
- share a disappointment with the other person
- receive criticism from the other.

They can detail their ideas in any way they like.
The activity leader can give those examples in order to give inspiration to the group.

4. Once the stem is full of leaves, ask them to water the plant with new sentences. Participants are asked to come up with actions that will allow the cultivation of the emotional intimacy they have detailed. Participants can use the words on the plant's roots (authenticity, listening, caring, compassion, trust, mutual respect, empathy) as inspiration for their actions. Several examples:
- "Take care to build a safe place with the person (avoid judgments or harsh criticism and favor mutual understanding.)"
- "Establish a time during the week/month for expressing how each person feels in the relationship, and for expressing recognition".
-Share positive and negative experiences with others (successes, challenges, disappointments)".
-Gestures to express gratitude (discussions, gifts, small words)".
-Taking time to spend quality time with the person".
The activity leader can give those examples in order to give inspiration to the group.

6. Then ask them to represent these emotions and sensations using colors and patterns, so that the plant of emotional intimacy comes to life.

7. At the end, ask the group if anyone would like to share their work with the others. This activity aims to create a work for oneself, so sharing is optional.

8. People can keep their work.

Variations

If you think your group isn't ready for such introspection (for young people for instance), do the same exercise but in groups of 4 or 5, giving them a specific, imaginary relationship; parents-children, best friends, etc. The plant won't talk about each individual specifically, but will provide an opportunity to discuss emotional intimacy and exchange opinions, advice and so on.

Evaluation

- How easy was it to find the leaves? and to place them? and to find the water?
- Do you think this game helped you understand the range of your emotional intimacy?
- How did you feel about self reflection on your emotional intimacy?

TIPS/ADVICES

- If you do the introspective version, try to give participants enough space in the room to protect their privacy.

Let's talk

Brûlant·e·s - Charlotte & Salomé

This activity helps to identify what unhealthy communication is, and to suggest alternatives using film or TV clips and theater games.

DETAILS

Duration	90 minutes
Participants	6 - 20 participants
Facilitators	2
Equipment	• Videos (appendix 17) • Question sheets (appendix 17) • 1 phone, computer or tablet per group • Projector • Computer • Speaker
Space	A room with chairs and table that can move so that each group get their own space

OBJECTIVES

- Open the debate on different relationships and their representations
- Detect toxic behaviors
- Identify healthy and realistic way of healthy communication
- Develop communication skills

COURSE

Preparation

- Prepare the videos and the QR codes and/or links to them (CF appendix)
- Print out the question sheets (see appendix)
- Prepare the videos on a computer connected to a projector and a speaker

Implementation

1. Divide participants into groups (between 3 and 5)

2. Give each group 2 choices of extracts

3. Give the following instructions: each group must watch the videos and answer the questions on the sheet.

   - What subject is it about?
   - Are there any remarks that shock you?
   - Does the communication between the characters seem healthy to you? Why?

Implementation

- Do you feel like this type of communication is frequently portrayed this way in series/movies?
- What other reaction would you suggest to improve the communication in the extract?
- Prepare with your group how to act it out!! Tips : you must keep the emotions of the characters. If they feel jealousy or fear, you must keep the emotion and only change the way to communicate it (because it would be too easy and not applicable in real life).

4. All groups come back together. Each of them presents the scene they have watched, we play it on the projector, and then present their healthy version in front of the other groups. Remind the group to keep acting the characters without changing their emotions.

5. After each theatrical scene, participants debrief: was it better? Why or why not? Are there other possibilities?

6. Choose a scene with healthy communication and watch it together.

Variations

Shorter Version :

1. Instead of giving QR codes to participants, select 2 scenes (or more, depending on the time you have) that you want to work on. This can be on the same subject or on different subjects.
2. Watch the 2 scenes together, and discuss them using the questions on the annexed sheet.
3. Ask participants to divide into groups, choose the scene they want to work on and put on a small play to re-enact the scene, but with an example of healthy communication.
4. Discuss the scene together. Do you think it's good communication? Is it realistic? Why or why not?

Evaluation

Questions to ask:

- Was the video shocking?
- Did you already know those movies/serie scenes?
- How did it make you feel acting in the scene?

TIPS/ADVICES

- Ask people to write in a post if there is any subject they would need a trigger warning. Indeed, the movie scene can be harsh for some participant's sensibilities.
- Keep in mind that the aim of the activity is not to criticize the victims in the videos for the way they communicate, but rather to explore possible reactions by changing certain aspects of the scene.
- It could be relevant to do this activity after introducing what is healthy communication and learn Non Violent Communication Skills, to be able to reproduce them during the theater part.

Emotional Pleasure

Brûlant·e·s - Salomé

The activity below is inspired by the Pleasure First activity developed in the LoveAct project.
It's an activity that allows us to tackle the subject of consent by detaching it from sexuality, and approaching it through the notion of pleasure rather than that of violence. The aim of the activity is to reconnect consent with emotions, pleasure and enthusiasm.

DETAILS

Duration	90 minutes
Participants	10 - 15 participants
Facilitators	1
Equipment	• Many sticky notes (3 different colors) • Paper Board • Board pens • Felt pen (several for each group) • Pens • Question sheets (see appendix) • Silhouette sheets (see appendix) • One large sheet per group
Space	A pleasant space, where you can talk about intimate subjects, and isolate yourself if you need to. You need to be able to move tables and chairs around and have access to tables and chairs for those who prefer.

OBJECTIVES

- This activity enables one to recognize the feelings associated with consent, whether sexual or not, by identifying emotions experienced in other contexts of pleasure.
- It allows us to approach consent from a positive angle, rather than through the prism of violence.
- It allows participants to take time to reflect on their emotions, and express them artistically, to put forward personal introspection.

COURSE

Preparation	• Prepare materials, • Print silhouettes and questions (1 question sheet + 1 silhouette sheet per person)
Implementation	1. Distribute at least one sticky note to each participant. Give the following instruction: “Write down an activity that gives you pleasure on your post-it.” Participants can write down any activity they like (eating, watching movies, hiking, etc.).

Implementation

2. Collect the post-its and, in plenary, read them out and try to categorize them together. Here are some examples: physical pleasure, psychological pleasure, shared pleasure, solitary pleasure, guilty pleasure, etc.

3. Once this classification has been made, give each participant a sheet of paper and ask them to answer the following questions:

- How do you feel when someone suggests this activity?
- What is your response/reaction to this proposal?
- How do you feel when you experience the activity?
- How do you feel during the activity?

4. Then give the silhouette sheets to each person, and ask them to place the response to the questions on it, by noting the words and adding a graphic representation (colors, symbols, hatching, etc.).

5. Put participants into groups of 4 or 5, and ask them to share their silhouettes between them. Then ask them to make one group silhouette inspired by their silhouettes. They must add both words and physical representations of their silhouettes, blending the individual silhouettes into a single one.

6. Exhibit the silhouettes; if the groups want to explain them, they can.

7. Debrief with the group: these silhouettes represent the pleasure and consent for random activities. They should look the same when it comes to sexual activity. The sensations and reactions identified in the list should be the same when the activity in question is intimate or sexual intercourse.
The reactions noted by participants are enthusiastic consent reactions, as they should be for proposals involving intimacy.

Variations

For a shorter activity, you can skip step 4 and do only one group silhouette, or skip step 5 and do only individual silhouettes.

You can also reduce the questions to:

- How do you feel when someone suggests this activity?
- What is your response/reaction to this proposal?

To make a very short version (around 30/45 min), after step 2 :
1. Give another sticky note to everyone (different color) and ask them to write one emotion/feeling/body sensation they feel when someone is proposing to them to do the activity they chose at the beginning. Collect them and place them on the board.
2. Give another sticky note to everyone (different color) and ask them to write one answer they would give if someone proposed them the activity. Collect them and place them on the board.

Variations

3. Debrief with the group: the board represents the pleasure and consent for random activities. It should be the same when it comes to sexual activity. The sensations and reactions identified in the list should be the same when the activity in question is intimate or sexual intercourse.
The reactions noted by participants are enthusiastic consent reactions, as they should be for proposals involving intimacy.

Evaluation

At the end of the workshop, ask the group the following questions:

- How did you feel?
- Was it easy to identify sensations and reactions?
- Did you find it easier to identify them for every day/banal activities than for sexual/intimate activities?

TIPS/ADVICES

- This activity can be quite intense, and it must be preceded by the establishment of a safety charter.
- Be careful to respect people's anonymity: everyone must write with the same kind of pen, not colored, and on post-its of the same color (e.g. blue for the first question, yellow for the second, green for the third).

Program V

Navigating online relationships and risks

Cybermisogyny Board

Brûlant·e·s - Charlotte

This activity explores misogynistic violence online by looking at practical cases and linking them to laws and definitions.

DETAILS

Duration	45 minutes
Participants	2 - 15 participants
Facilitators	1
Equipment	• The version of the game with the correct answers (see appendix) • The cards (see appendix)
Space	A room with a table and things for each group, and space between the tables to circulate.

OBJECTIVES

- Understanding the range of cyberviolence based on gender and cybermisogyny (and get to know their differences)
- Promoting discussion between participants on those topics
- Supporting women's empowerment online thanks to knowledge, words and data on cybermisogyny

COURSE

Preparation

- Print the cards including the category. cards (name of violence, case study etc) for each group
- Separate the tables for each group and make sure to have enough place on the tables
- Line up category cards on tables (violence, definition, case study, data), shuffle the remaining cards and place them on the table.
- Make sure you have a version of the game already sorted to check the answers of the participants

Implementation

1. Divide participants into groups (minimum 2, maximum 5) and distribute a deck of cards and place the category cards for each group.

2. Give them the following instructions:
You have an empty board game in front of you in which you must list online gender violence with its case study, definition and corresponding jurisdiction or data. Each member of the group must draw a card and place it in the right place, by discussing it with the others. You play until the board game is filled up with cards.

Implementation

3. Discuss with each group to see if they need any help or have any questions.

4. Once the board game has been filled in, get everyone back together to discuss and correct the information filled in. One person from each group gives the name of a form of violence corresponding to the case study, definition and data. The facilitator gives the correct answer and the others explain if they had the same answer, and why not if it is not the case.

5. Discuss why the “data column” could sometimes be put into several boxes, as the stakes between the different violences are similar.

Variations

This game can be adapted to a national context. The data column can be filled with the national jurisdiction detail according to each violence. Indeed, this original version of the game has the purpose to be adapted to a regional or international context, which lacks a specific and precise definition on those topics.

For a shorter version, you can select less violence types or take out a category.
To save time, you can also sort the cards by category and make a pile for violence, a pile for definitions, a pile for case studies and a pile for data.

Evaluation

- How easy is it to place the cards?
- Does the game help understand the range of cyber-gender-based violence?
- Is there any violence in the game that you didn't know about or didn't know how to define?
- Are the case studies similar to the stories you hear around you? (Medias, films, etc)

TIPS/ADVICES

- Keep in mind that some of your participants may have already experienced some of these violences, so be sure to explain the topics beforehand and remind them that participation is not mandatory.

IN DEPTH RESOURCES

- “Dossier - Gender-based cyber-violence, European perspective - Article 1/2 ". Institut du Genre en Géopolitique (blog), December 5, 2022”. https://igg-geo.org/?p=10024.

Online Interactions

Bangherang - Chiara Lodovici

Participants explore online interactions by creating fictional Instagram profiles, discussing the pros and cons of internet use, and reflecting on their own digital habits to foster empathy, critical thinking, and respectful debate.

DETAILS

Duration

160 minutes

Participants

12 - 16 participants

Facilitators

2

Equipment

- 4 white posters
- markers
- pens
- printed forms for pros and cons (see appendix)
- chairs
- laptop
- participants' personal smartphones
- projector
- nametags

Space

A comfortable, intimate place where participants can feel free to express themselves without judgment.

OBJECTIVES

- Raise awareness about participants' own use of devices and encourage critical thinking about participants' own online interactions
- Foster an empathic attitude in Internet use
- Promote discussion and debating skills, based on respect for others and for diversity
- Encourage teamwork and positive peer interactions

COURSE

Preparation

- Print the forms for "OK, boomer" and "The screen stares back"
- Set up "Ending" on Mentimeter
- Set up the projector

Implementation

1. Welcoming (5 minutes)
Everyone is asked their name and the pronouns they use, and to fill the nametag in with that information.

2. OK, boomer (45 minutes)
Facilitators divide participants into groups of at least 3 people. Not more than 4 groups should be created.

Implementation

Each group is randomly assigned information on their character. The information consists of gender, age, work situation, where they live (see table in Appendix 1). For example: 65 years old, Cisgender man, Retired, City.
Each group, using a white poster, has 10 minutes to represent the Instagram profile of their character. Groups need to outline their profile pictures and 3 posts with captions.
Next, each group is given the printed form (see Appendix 2) where they are asked to list the pros and cons (considering them as benefits and risks) regarding the Internet use and online interactions of their character. They have 10 minutes to fill in the form.
Then, groups are asked to present their character and work on the form to the other participants. Participants from other groups can ask questions and give feedback, as facilitators moderate the debate. Each group can take up to 10 minutes for their presentation and the following discussion related to their work.

3. The screen stares back (30 minutes)
Facilitators provide each participant with the pros and cons form (see Appendix 2). Participants are asked to fill it in, focusing on their experience of Internet use and online interactions, considering pros as benefits and cons as risks. Participants are given 5 minutes to do so.
In the next 25 minutes, in plenary, participants are asked to share a pro and a con they have identified, and something they could improve in considering their own Internet use and online interactions.

4. Ending (10 minutes)
Participants are asked “What is your take home message?” and to fill it in on a Mentimeter question.
A wordcloud is then formed and the facilitators can comment on it.
Facilitators say goodbye to the participants.

Variations

Thematic adjustments:

- Specific focus: tailor the activity to focus on specific topics, such as cyberbullying, privacy, sexting or digital footprints. Adjust the character creation and debate to the chosen topic.

Evaluation

At the end of the sessions, in plenary, facilitators can use 10 minutes to gather feedback from the participants.
Facilitators can establish a google form, provide the link to participants and ask them to fill it in at the end of the session. An example of the form can be found in Appendix 3.
Facilitators can give their email contact and invite people to send them their feedback on the session.

TIPS/ADVICES

- Facilitators should provide information on characters' features in case participant are not familiar with some definitions
- Facilitators should create a safe environment and remind participants not to be judging in both activities. A special focus should be kept on the sharing moments during "The screen stares back" activity
- Facilitators should be mindful that in the "OK, boomer" activity, participants could fall into a stereotypical and prejudiced description of their character. Hence, they should "hover" over groups and help them in case they get "stuck" or invite them to go beyond stereotypes and prejudices

IN DEPTH RESOURCES

- https://www.verywellmind.com/ten-rules-of-netiquette-22285
- https://kidshelpphone.ca/get-info/sexting-basics-how-stay-safe/
- https://www.stopbullying.gov/cyberbullying/what-is-it
- https://www.ncsc.gov.uk/guidance/social-media-how-to-use-it-safely

Sexting and Cyberbullying

YEU Cyprus - Maria Mavronicola

This activity seeks to inform the participants about sexting and cyberbullying, the consequences of online violence, and ways in which they can be safe online.

DETAILS

Duration	90 minutes
Participants	15 participants
Facilitators	1 - 2
Equipment	• flip chart papers • markers • laptop • internet connection • projector • speakers
Space	A room with chairs in a circle. The room should be arranged accordingly so that all participants can watch a video on the projector.

OBJECTIVES

- To understand what sexting is and its relation to cyberbullying
- To debunk myths and misconceptions about sexting
- To advise teenagers on ways to keep safe in their online communications
- To foster empathy and compassion regarding the consequences of cyberbullying
- To encourage teenagers to seek support when they feel they are in danger.

COURSE

Preparation

Have some statements for PART 2 ready to read them out, you can see exemples in the part 2 of implementation.

Implementation

PART 1 - Definitions

1. Split the participants in groups of 4-5 and assign to each one of the concepts: “Sexting” and “Cyberbullying”. Ask the groups to brainstorm and try to come up with a definition of the concepts.
2. In the plenary ask the groups to present what they came up with and make notes on a flip chart paper.
3. Ask the participants how the two concepts are interrelated and make notes on a separate flip chart paper. Try to elicit from the participants facts rather than judgments.

Implementation

PART 2 - Opinion line

1. Explain to the participants that they will hear a statement and they will have to position themselves in an opinion line extending from the one side of the room to the other with the extremes being “totally agree” and “totally disagree”.
2. The statements may include:
    - Sexting is wrong - It’s something nobody should do.
    - If someone sends you nudes or intimate videos you shouldn’t send them to anyone else, but it’s ok to show them to others from your device.
    - If you send nudes and intimate videos to your partner, if they leak, then it’s your fault.
    - You should ask for someone’s consent to send them intimate photos.
    - It’s ok to publish or send to others nudes or intimate content that was sent to you if their face is not visible.
    - Those who choose to sext, do it because they like it.

After each statement, facilitate discussion among the participants and encourage questioning and their views.

PART 3 - Ground rules

1. You explain to the participants that sexting is a way to explore one’s sexuality, trust, boundaries and intimacy. Some people choose to do it and some do not. You ask the following questions to the plenary and allow for some discussion: (see here for more info)
    - Why do I want to do it?
    - How well do I know the person I’m sexting?
    - If I send a sext with a photo/video, will I have control of where it ends up?
    - What is my gut telling me?
2. Ask the participants to collectively create a list of “dos” and “don’ts” about sexting and take notes on a flip chart paper.

PART 4 - A true story

1. Ask the participants if they have heard before the term “revenge porn” and have them share what they know and their views.
2. Show to the participants the video: “A Victim Of Revenge Porn Tells Their Story”
3. Conclude the session highlighting safety and emphasizing contacting an adult if they are targeted by cyberbullying.

Variations

Consent is a central concept when it comes to sexting. If it has not been addressed in previous sessions, it’s important to start with that:

- what it means,
- when it’s necessary
- the consequences of not asking for it
- how to ask for consent

Evaluation

You ask participants to share either or both:

- 1 new thing they learned or something that will stay with them
- 1 thing they are still not sure about, that is confusing or they have mixed feelings for.

Traffic Lights

CYA Krik - Angela Zdravkovska

This activity is designed to raise awareness of grooming behaviors and help participants recognize warning signs through interactive discussion. Using colored flags, participants respond to real-life scenarios by identifying them as safe, unsafe, or uncertain.

DETAILS

Duration	30 - 60 minutes
Participants	15 participants
Facilitators	1
Equipment	• Green, red and yellow flags (one of each per participant)
Space	Indoors or outdoors with chairs in circle setup.

OBJECTIVES

- To Identify harmful grooming behavior in different situations
- To recognize the warning signs
- To establish and adopt critical thinking and observing

COURSE

Preparation

The facilitator will prepare a set of three different flags: green, red and yellow for each of the participants.

1. Green flag - good and safe behavior
2. Red flag - bad, unwanted and unsafe behavior
3. Yellow flag - not sure how they feel about it

The facilitator will prepare the set of questions for further guided discussion during the session.

Implementation

1. Create a circle setup of sitting indoors or outdoors, with or without chairs.
2. Distribute the sets of three colors flags to each of the participants.
3. Have the set of the situations printed in front of you.
4. Start the session by reading the situations to the participants. Let them think for 1 minute after each of the situations. Let them raise the flag that they think is true and most suitable for them. Make a short plenary discussion after each of the situations.
5. Finish with a concluding discussion

Implementation

Situations for the game:

1. "Your coach offers you extra private training sessions alone in their office."
2. "Your neighbor frequently compliments your appearance and gives you expensive gifts."
3. "Your teacher invites you to their home for one-on-one tutoring sessions."
4. "A family friend insists on hugging you tightly and lingering for an uncomfortably long time."
5. A family friend congratulates you on an achievement and gives you a small gift, like a book
6. "Your older cousin wants to show you a 'special secret' website that no one else knows about."
7. "A trusted mentor asks you to keep secrets about your interactions with them."
8. "Your boss frequently makes suggestive comments about your appearance or clothing."
9. "A family member insists on bathing you or touching you in private areas during bath time."
10. "A stranger online offers to buy you things in exchange for sending them personal photos."
11. "Your friend's parent offers to drive you home after a group activity"
12. "Your coach invites you to join them for a weekend trip alone to a secluded cabin."
13. "Your teacher asks you to stay behind after class for 'extra help' on a project."
14. "Your coach invites you and your teammates to a group outing as a reward for good performance."
15. "Your boss invites you to a work conference and suggests sharing a hotel room to save money."
16. "Your neighbor offers to babysit you overnight at their house, even though you're old enough to stay home alone."

Variations

The number of questions can vary depending on the number of the participants of the group.

The facilitator can add or remove questions according to the local and national context, the age, the gender, the cultural and social background and the overall heterogeneity of the group.

Evaluation

Finish the exercise with concluding discussion with the following questions:

1. Do you have a better and more clear understanding of the concept of grooming?
2. How effectively can you identify the warning signs of grooming in the mixed behavior scenarios?
3. Do you feel more prepared and able to distinguish between safe and unsafe behaviors exhibited by adults?

TIPS/ADVICES

- Before starting the activity, make an announcement that the involvement in the activity is a judgment free space where everyone can freely and openly share their thoughts and opinions;
- Make sure all participants understand what each flag represents;
- If participants find it challenging to engage in larger group discussions, consider dividing them into smaller groups.

IN DEPTH RESOURCES

- https://www.ted.com/talks/emma_ackley_online_safety_and_child_grooming?subtitle=en
- https://www.youtube.com/watch?v=e61YHcYqWyo

RESOURCES

CYPRUS

- General :
  Ευρωπαϊκή γραμμή στήριξης παιδιών και εφήβων:
  Γραμμή 116 111
  https://www.call116111.com/
- Addiction :
  Αρχή Αντιμετώπισης Εξαρτήσεων Κύπρου
  Γραμμή: 1402
- Relationships and Sex Related Topics :
  Κυπριακός Σύνδεσμος Οικογενειακού προγραμματισμού
  Γραμμή 1455
  https://www.familyplanning.org.cy/activities/1455helpline/

ITALY

- Consultori familiari (Family Counseling Centers): These centers provide a wide range of services including sexual and reproductive health counseling, contraception advice, pregnancy tests, and support for victims of violence. They are available across Italy and offer services for free or at a low cost. Spazio Giovani: Centers that offer information and counseling on sexual health, contraception, and relationships. These are typically free and confidential.
- AIED (Italian Association for Demographic Education): This organization offers services related to sexual health education, contraception, and family planning. They have clinics in various cities across Italy.
- Telefono Rosa: A helpline for women facing violence and abuse. It provides immediate support, advice, and can direct callers to appropriate services.
- LILA (Italian League for the Fight Against AIDS): Provides support, information, and services related to HIV/AIDS, including testing and prevention.

Ho Abortito e Sto Benissimo: A blog offering personal stories and support for individuals who have had abortions. It aims to destigmatize abortion and provide a space for sharing experiences and finding solidarity.

RESOURCES

FRANCE

- PMI, CEGIDD, Family planning centres, CPEFs or sexual health centers: These are places where you can ask questions, see professionals, go for screening, pick up prevention materials, have an abortion, take pregnancy tests, etc. They are located throughout France, anonymous and free of charge, including for minors.
- Commentonsaime.fr : It's a chat for help with issues of intimacy, LGBT identities, love and more. It's free, and the operators are trained.

MACEDONIA

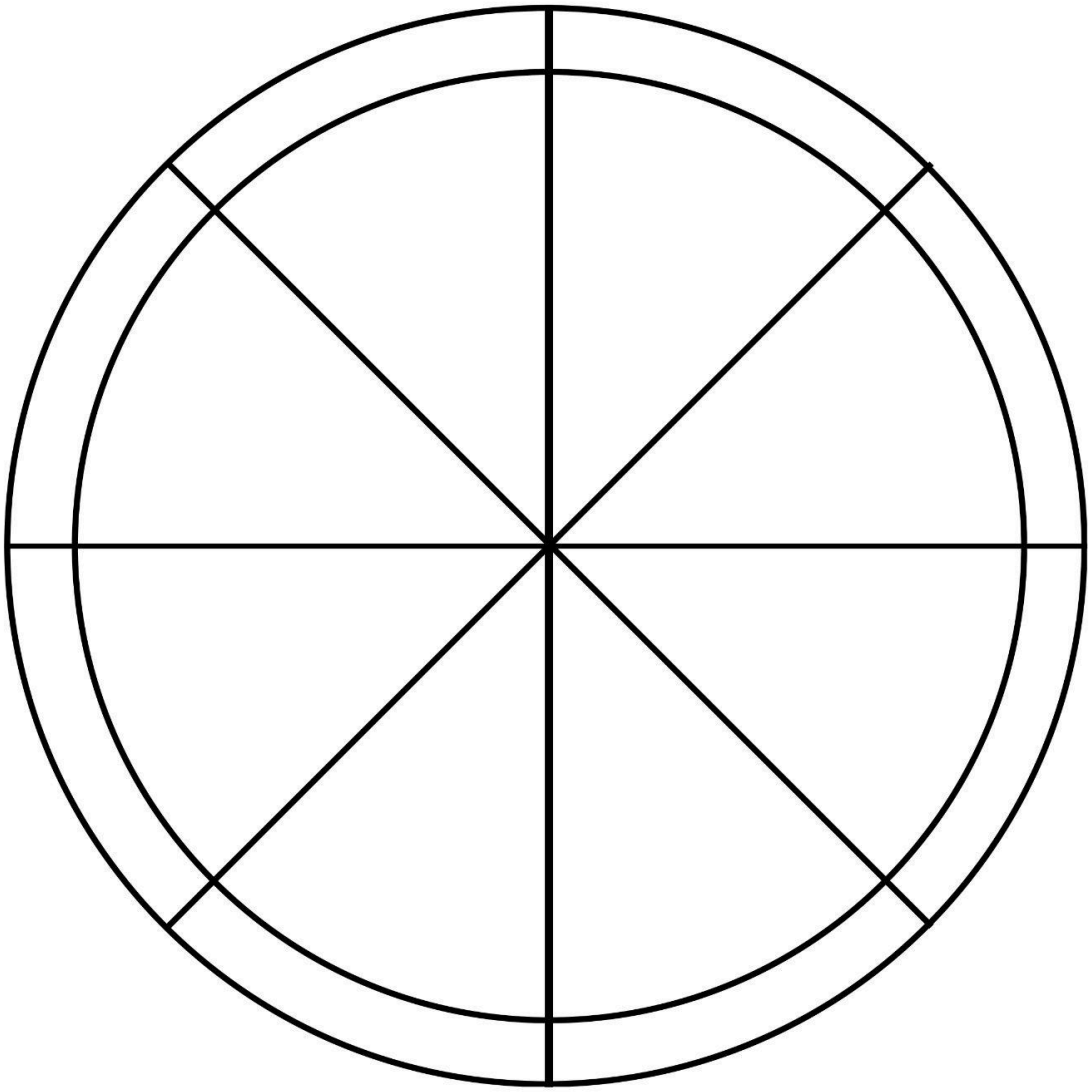
- HERA – Health Education and Research Association: This organization provides free and confidential services: “I Want To Know” Youth Centres for Sexual and Reproductive Health, Mobile Outpatient Clinics for HIV Testing, First Family Center of the City of Skopje and Mobile Gynecological Clinic.

APPENDIX

Appendix 1 - Activity The Emotion Wheel

Appendix 2 - Activity The Emotion Wheel

My Wheel of Emotions



Uncomfortable Emotions

Comfortable Emotions

List of emotions:

Emotional States:

Happy	Loved	Confident	Playful	Embarrassed
Angry	Scared	Sad		

Emotions:

Disappointed	Hurt	Lonely	Caring	Grateful	Respected
Brave	Valued	Hopeful	Accepted	Curious	Guilty
Powerful	Excluded	Affectionate	Creative	Ashamed	Annoyed
Overwhelmed	Jealous	Bored	Powerless	Excited	Anxious

Appendix 4 - Activity Physical and Emotional changes in puberty

True/False statements:

[taken from: https://www.tshubsfet.org.uk/attachments/download.asp?file=96&type=pdf]

1. When you go through puberty you get acne
   FALSE - some people do, some people don't, some will get just some spots. You may get acne later in life…
2. All girls get their period at 12
   FALSE - periods can start between 8-16, average time is around 12-13
3. All boys will grow a beard
   FALSE - hair growth is unique to us all, some people have more, some have less
4. Mood swings are likely as people go through puberty
   TRUE - hormones - chemical messengers that tell the body to start changing - fluctuating in the body can cause mood swings
5. The penis and testicles grow larger
   TRUE - during puberty this will happen, but please don't worry about it - size doesn't matter!
6. Everyone will grow a lot of hair all over their bodies
   FALSE - hair growth is unique to individuals - but some people will become hairy
7. More sweat is produced and hygiene becomes more important
   TRUE - and when sweat dries bacteria can grow which causes the smell. Regular washing of the body and clothes will help
8. Girls breasts grow overnight
   FALSE - growth begins with breast buds and then breasts form. These sizes and shapes are unique to all females and will grow at different times to their peers
9. Boys grow a 6 pack during puberty
   FALSE - muscles do increase in mass around the shoulders and back but a 6 pack is formed from reducing all fat in the rib area and training, it is not a normal body shape
10. You will become as tall as your family members
    COULD BE TRUE OR FALSE - often we take after our parents and grandparents and our height may be guided by them but not always
11. Everyone gets growing pains
    BASICALLY TRUE – growing a lot in a short space of time can be a bit sore. People often get sore legs just before they go to sleep while they are growing, though everyone is different
12. Girls should start shaving their legs
    FALSE People can shave (or wax /epilate) their legs if they want to, but there is no should about it
13. Breasts grow at different speeds
    CAN BE TRUE – one might grow faster than the other, but no one apart from you will notice.

Reference list of changes:

[taken from: https://www.tshubsfet.org.uk/attachments/download.asp?file=96&type=pdf]

Puberty changes, universal:

- Increased size and strength of muscles
- Voice deepens (more so in boys)
- Increased body hair including top lip
- Underarm hair & pubic hair - starts thin and whispy and gradually gets thicker, darker and coarser
- Increased sweat and change in smell of sweat
- Increased skin oil production - can lead to spots and greasy hair
- Mood swings

----------additional:----------

- Body shape changes
- Weight gain
- Face shape changes
- Start having sexual thoughts and feelings
- May be physically attracted to other people
- Sometimes feel lonely and confused
- Mood swings (including irritability, tearfulness, overwhelming happiness and confusion)
- May become argumentative and bad tempered
- Want more independence
- Start to think about the future
- Start to think more about appearance

Puberty changes, female:

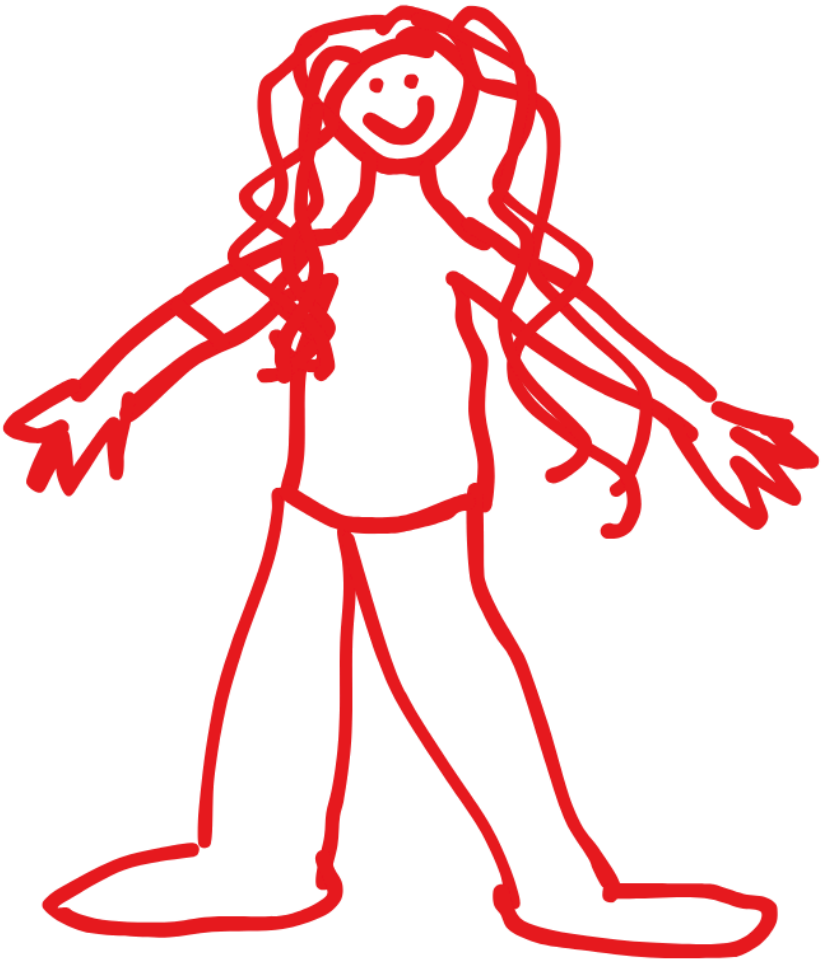
- Breast growth - starts with breast buds, may be one side only at first
- Body shape changes - increased body fat, hips widen, waist narrows
- Vaginal discharge
- Onset of periods – menarche

Puberty changes, male:

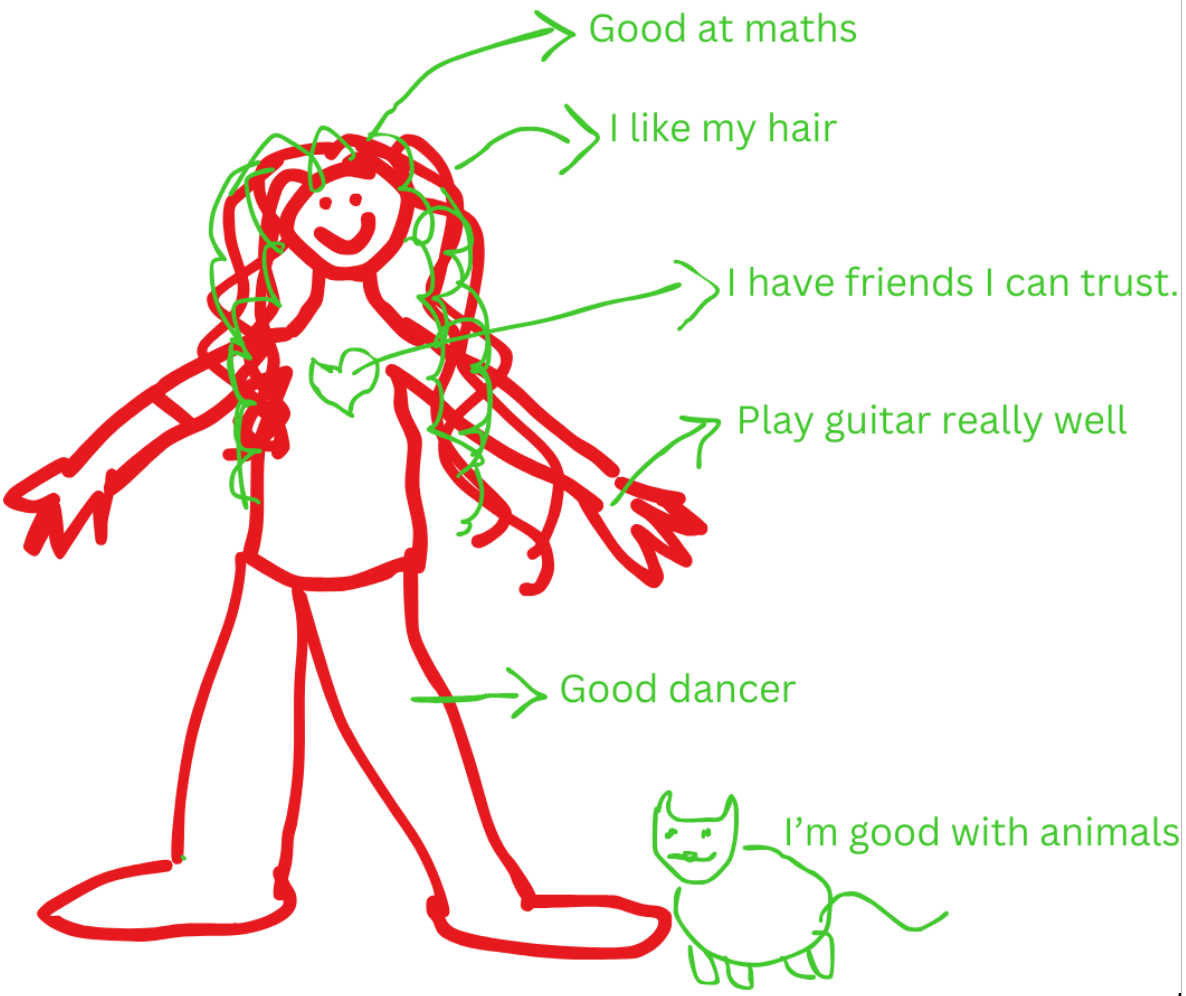
- Voice ‘drops’, enlarged Adam’s apple
- Body shape changes - tends to be more muscle, shoulders broaden
- Facial, chest and back hair - though not universal
- Testicles and penis enlarge
- Onset of wet dreams

Appendix 5 - Activity Self-confidence and positive self-image

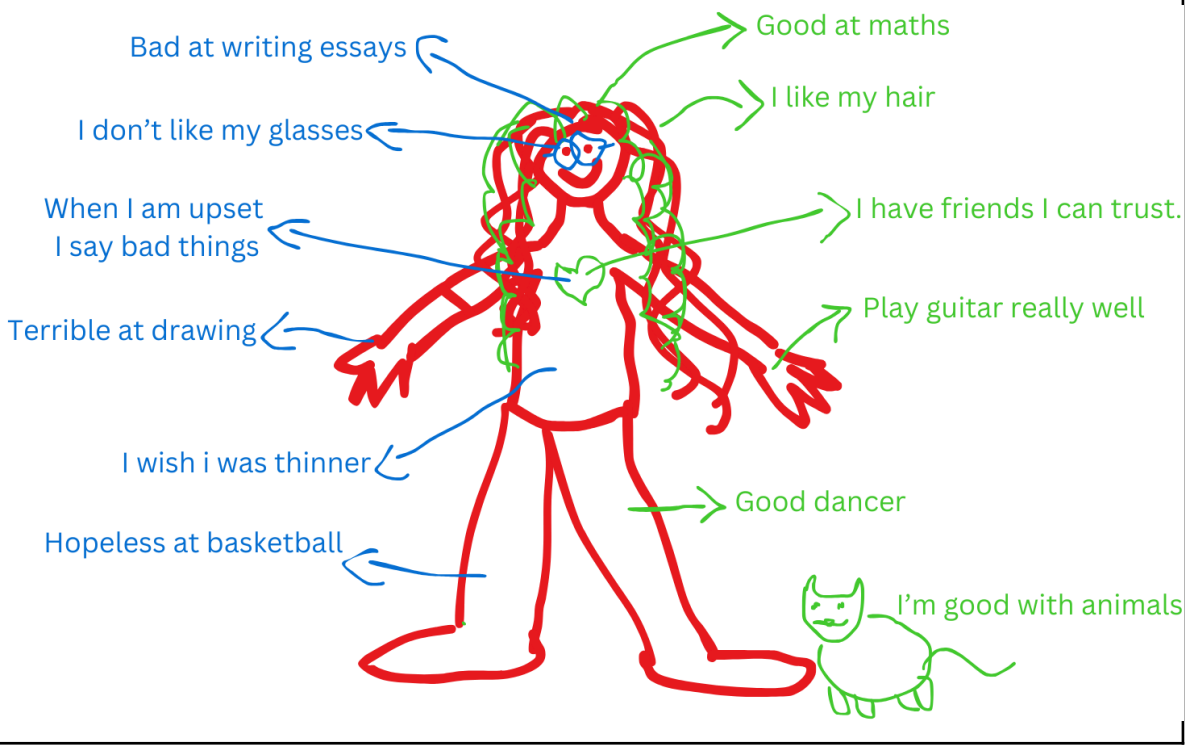
Examples

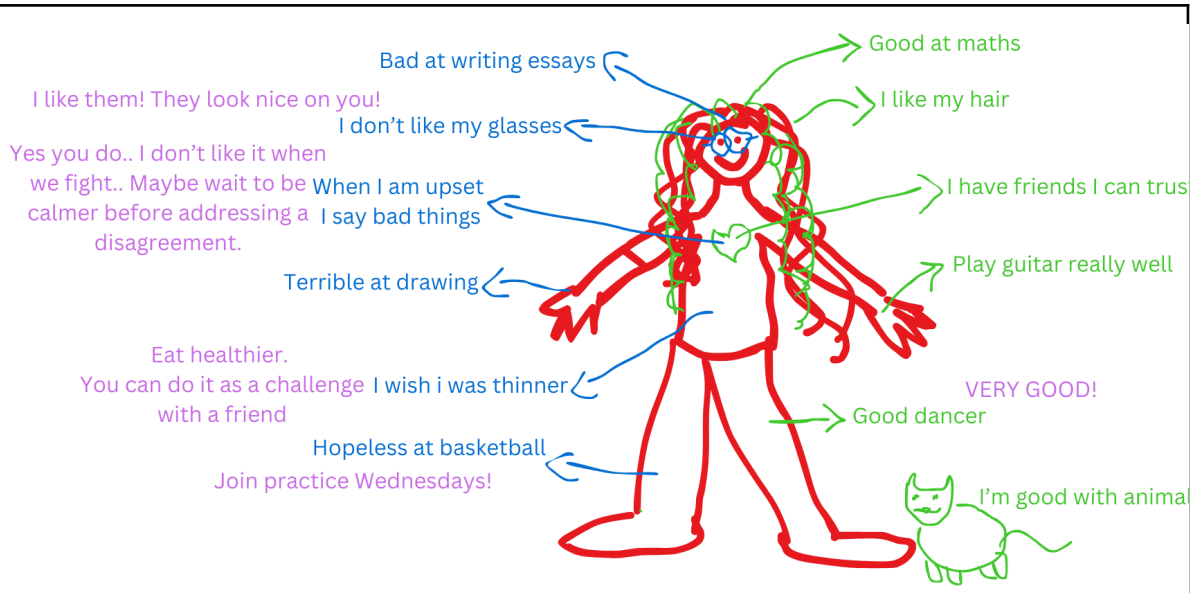
PART 1 - Step 3	

PART 1 - Step 4



PART 1 - Step 5



PART 2 - Step 2 or 3	

Appendix 6 - Healthy relationships and consent

Resources - Materials for the group work:

- Sleeping beauty: https://www.youtube.com/watch?v=SFeHDmZJhfQ
- Pepe le pew: https://www.youtube.com/watch?v=svZdNI8aQns
- Friends: Ross and Rachel https://www.youtube.com/watch?v=iwM2spE3O2Y (0:34)
- Change Your Mind - Killers: https://www.youtube.com/watch?v=QKMQ5lkuP8g
  [stand-out lyric: so, if the answer is no / can i change your mind?

  this does not just center around sexual acts either. if someone says no to something, take that as their answer. if they would like to reflect and potentially change their own mind later, that's fine! however, let it be their choice. Often, people who push for their own pathway to be taken are seen as pushy or as someone who bulldozes others. However, in reality, that person is breaking consent. in all facets of life, whether this is a friendship, familial relationship, child to adult dynamic, work relationship, or so on – let "no" be a complete sentence. you have every right to present the information needed for that person to make an educated decision, but once that decision is made – respect it. it is so empowering to set personal boundaries, but it can feel so violating when someone pushes or breaks those – whether it be a sexually rooted violation of consent or a general violation of consent.]
- Love the way you lie - Rihanna ft Eminem: https://www.youtube.com/watch?v=uelHwf8o7_U
- The myth of Zeus and Europa: https://historia.europa.eu/en/our-work/news/myth-europa
- Every breath you take: https://www.youtube.com/watch?v=OMOGaugKpzs

—----------

- Kristoff and Anna kiss: https://www.youtube.com/watch?v=753Gj6xUvCE

Appendix 7 - Activity Skills for managing emotions and stress

CONTACTS FOR SUPPORT

Country	General	Addiction	Relationships and sex related topics
Cyprus	**Ευρωπαϊκή γραμμή στήριξης παιδιών και εφήβων:** Γραμμή 116 111 https://www.call116111.com/	**Αρχή Αντιμετώπισης Εξαρτήσεων Κύπρου** Γραμμή: 1402	**Κυπριακός Σύνδεσμος Οικογενειακού προγραμματισμού** Γραμμή 1455 https://www.familyplanning.org.cy/activities/1455helpline/
Italy	**Consultori familiari (Family Counseling Centers)**: These centers provide a wide range of services including sexual and reproductive health counseling, contraception advice, pregnancy tests, and support for victims of violence. They are available across Italy and offer services for free or at a low cost. Spazio Giovani: Centers that offer information and counseling on sexual health, contraception, and relationships. These are typically free and confidential. **AIED (Italian Association for Demographic Education):** This organization offers services related to sexual health education, contraception, and family planning. They have clinics in various cities across Italy. **Telefono Rosa:** A helpline for women facing violence and abuse. It provides immediate support, advice, and can direct callers to appropriate services. **LILA (Italian League for the Fight Against AIDS):** Provides support, information, and services related to HIV/AIDS, including testing and prevention. **Ho Abortito e Sto Benissimo:** A blog offering personal stories and support for individuals who have had abortions. It aims to destigmatize abortion and provide a space for sharing experiences and finding solidarity.		
France	PMI, CEGIDD, Family planning centres, CPEFs or sexual health centers: These are places where you can ask questions, see professionals, go for screening, pick up prevention materials, have an abortion, take pregnancy tests, etc. They are located throughout France, anonymous and free of charge, including for minors. Commentonsaime.fr : It's a chat for help with issues of intimacy, LGBT identities, love and more. It's free, and the operators are trained.		

N. Macedonia	- HERA – Health Education and Research Association: This organization provides free and confidential services: “I Want To Know” Youth Centres for Sexual and Reproductive Health, Mobile Outpatient Clinics for HIV Testing, First Family Center of the City of Skopje and Mobile Gynecological Clinic.

Appendix 8 - Activity Consent & Communication

Here are listed the questions for a possible feedback form.

Give a score from 1 to 5 to the following statements. (1 = strongly disagree, 3 = neutral, 5 = strongly agree)

I found the session useful.

I liked how the session was carried out.

I feel like I know more than before on the topic.

I feel more skilled in asking for, giving, and understanding consent.

I feel less skilled in asking for, giving, and understanding consent.

I feel like I understand more about my communication style and what I can do to improve it.

I feel like I understand less about my communication style and what I can do to improve it.

If you are willing to give more feedback on the session, you can write it down in the next section.

Appendix 9 - Activity Protections & Contraceptives

Here are listed the questions for a possible feedback form.

Give a score from 1 to 5 to the following statements. (1 = strongly disagree, 3 = neutral, 5 = strongly agree)

I found the session useful.

I liked how the session was carried out.

I feel like I know more than before on the topic.

I feel more competent in discussing STIs prevention and contraceptive methods.

I feel less competent in discussing STIs prevention and contraceptive methods.

I feel like I should do more to protect myself from STIs and pregnancy risks.

I feel like I should do less to protect myself from STIs and pregnancy risks.

If you are willing to give more feedback on the session, you can write it down in the next section.

Appendix 10 - Activity Take a walk on the wild side

Using Mentimeter, a quiz is created with these questions.
As questions are answered, the facilitators gives a brief description on how the group answered.
If some incorrect information emerges, the facilitators ask the group to correct it.
On wordcloud answers the facilitator comments for a couple of minutes, creating a conversation with the group.

1. What is gender identity?
   Wordcloud answer

2. Who of these is a cisgender person?
   a. a non-binary person
   b. a woman assigned male at birth
   c. a man who was assigned male at birth
   d. both answers a and b

3. Name 1 fictional transgender character you know
   Wordcloud answer

4. A questioning person is
   a. the Riddler from the movie “The Batman” with Robert Pattinson
   b. someone who is questioning their gender identity and/or sexual orientation
   c. slang to say that a person is too nosy in other people’s gender identity
   d. basically a person who does not want to take a stand about themselves

5. What are the estimates for intersex people around the world?
   a. 0.4%
   b. 10.5%
   c. 6.9%
   d. 1.7%

6. What is sexual orientation?
   Wordcloud answer

7. Who defines who is lesbian?
   a. the International Committee for Lesbian Women
   b. the person herself
   c. the men she did not want to sleep with
   d. the length of a woman’s hair

8. What is heteronormativity?
   a. the assumption that society holds that everyone is straight (and consequential prejudices on who is not)
   b. an invention of the LGBTQIA+ community

c. one of the ways twins can be
d. fancy word that gay people use to say that straight people dress in a boring way

9. What does “coming out” refer to?
   Wordcloud answer

10. Asexual people
    a. do not have sex
    b. do not feel sexual desire
    c. do not feel sexual attraction towards other people
    d. none of the above

11. What is internalized stigma?
    a. when a person believes the negative prejudices society holds over them
    b. a medical term to describe a lesion to inner organs
    c. lava when inside the volcano
    d. a form of magnetism

12. Why are there so many labels?
    Wordcloud answer

Appendix 11 - Activity Take a walk on the wilde side

In this first page the “shoes to fit” will be given.
The last page shows the form for the activity “in Their shoes”.

You are a girl. You have always dated boys but often found other girls attractive. Last night, at a party, you kissed a girl for the very first time.

You have always been the life of the party and are the person everyone seeks advice from. Since puberty, all the people around you are talking about their crushes and how much they want to sleep with basically anyone. You are also very horny but so far you never found anyone attractive.

You are a girl and live in a small town. You just ended a 2-year relationship with your girlfriend, and are ready to meet new people.

You have come out as a lesbian a couple of months ago to your family and close friends. You are at your first ever pride parade.

You are a gay boy, out with your queer friends. You pass in front of a bar and the customers start insulting you with homophobic words. You shout back.

You are a non-binary person, who was assigned male at birth. You have not really been dating in the last few months and have spent a lot of time with your best friend, who is a good ally but not part of the queer community. You start being attracted to him both sexually and romantically.

You have been in a relationship with your boyfriend for some months. You decided to come out to him as a bisexual. He reacts confused and defensive.

You came out as a boy a couple of weeks ago, although you have been socially transitioning since last year. Since then, things in your family have been going much smoother.

You have just watched a video about asexuality on TikTok. It described perfectly what and how you feel everyday.

Even though you socially transitioned and came out as a trans girl a couple of years ago, some people around you (some classmates and teachers, your doctor, and your brother when he is angry) are still using your deadname and using male pronouns to refer to you.

You have always liked girls and liked talking about girls with your friends. Recently you felt strongly attracted to a non-binary person you met at a summer camp and started noticing boys when at the beach.

You are a boy. You have decided to present your boyfriend to your elder sister. She is quite conservative but loves you very much.

You have always been somehow gender nonconforming but have always used male pronouns. At the summer camp you just arrived at, a fellow camper referred to you using “them” and another one using female pronouns.

You are a trans girl. Yesterday evening you posted a picture of yourself on your Instagram profile and have been the target of flaming. From late night to early morning you received numerous online messages of support from friends and strangers.

You are a lesbian. You just watched an Instagram story representing your best friend shouting homophobic and misogynistic words when attending a football match.

Example of the form:

SITUATION You are a girl. You have always dated boys but often found other girls attractive. Last night, at a party, you kissed a girl for the very first time.
Using your imagination, try and fit in these shoes: What might you be feeling? What might you be thinking? What might you do?
Now go back to your own shoes. If this person was dear to you. What might you do?

Appendix 12 - Activity Take a walk on the wilde side

Here are listed the questions for a possible feedback form.

Give a score from 1 to 5 to the following statements. (1 = strongly disagree, 3 = neutral, 5 = strongly agree)

I found the session useful.

I liked how the session was carried out.

I feel like I know more than before on the topic.

I feel more positive and welcoming towards members of the LGBTQIA+ community.

I feel less positive and welcoming towards members of the LGBTQIA+ community.

I feel like I should do more against discrimination towards members of the LGBTQIA+ community.

I feel like I should do less against discrimination towards members of the LGBTQIA+ community.

If you are willing to give more feedback on the session, you can write it down in the next section.

Appendix 13 - Sexuality and Power Dynamics

Here follows a list of situations of power dynamics and oppression to possibly choose from, and perform on stage for the activity. They are very general, hence they should be personalized based on participants' experiences.

The protagonist is a woman:

I had just achieved a significant goal at work and so I shared my enthusiasm with my colleagues. One of them, a man, immediately commented on my success as resulting from me being a woman and using my sexuality to engage with clients.

The protagonist is a woman:

I was at uni. We had to fix something using a screwdriver and I offered to help. My offer was rejected and a guy was asked instead, assuming I would not be able to use it.

The protagonist is a woman:

At the first meeting of a new workgroup, I was introduced as “sweet *(name)*”, at the second “pretty *(name)*”. Many times over, during the workgroups meeting, I was being referred to only by my first name and not by my surname, whereas the men in the group were being referred to by their surnames.

The protagonist is a woman:

I was often told to smile as it was a pity to see “a pretty girl like me holding a grudge”.

The protagonist is a woman:

I was somewhere with a boy-friend. An old man stops us and tells me that I have nothing to fear as long as I have a man on my side. I then replied I could protect myself just as well, but the stranger acted skeptical and said that men’s role is protecting women.

The protagonist is a woman:

I was on a hiking trip with a boyfriend and I was carrying a tent. He kept and kept asking if he should be carrying it, assuming I would have not been able to.

The protagonist is a woman:

I was on a hiking trip with a boyfriend and we were setting up the tent. Although it was his first experience and I have been for years in the girl-scouts (the tent is even mine) and been camping many times, he kept giving advice and insisting on setting up the tent himself.

The protagonist is a woman:

When I was at school, I was not able to choose what sport I wanted to play during physical education class. On the other hand, boys could choose what they wanted and not allow us girls to play with them.

The protagonist is a woman:

When I was a girl I used to play basketball. Every time I told my boy-friends about it, I was never being respected: they were assuming it was a hobby for me, or referring to it as a sweet/fun thing.

The protagonist is a woman:

Often when I meet new people and they learn my partner is a woman, they ask “Who acts like the man in the couple?”.

The protagonist is a woman:

Often when I am in a public place, I can distinctly hear men making comments on my physical appearance.

The protagonist is a woman:

I have been told many times and in different contexts to “Shut up” and that “It was not my place to state my opinion”, even though in all of these places I had a right to speak up.

The protagonist is a woman:

In school and university, my teachers tended to engage with boys only for debate, whereas observations and opinions given by girls were discarded.

The protagonist is a woman:

In school and university, whenever there was some task to perform in front of the class, me and the other girls used to receive comments on our physical appearance or ways of dressing from teachers.

The protagonist is a man:

I was often reprimanded for crying in public as “Men do not cry”.

The protagonist is a man:

Whenever there is some task that requires a physical toll or effort, I am asked to do the work, even though I am clearly not the strongest person in the room. In case I refuse, my manhood is questioned.

The protagonist is a man:

Often when I meet new people and they learn my partner is a man, I receive giggly looks or I am asked how can I love a man.

Appendix 14 - Sexuality and Power Dynamics

Here are listed the questions for a possible feedback form.

Give a score from 1 to 5 to the following statements. (1 = strongly disagree, 3 = neutral, 5 = strongly agree)

I found the session useful.

I liked how the session was carried out.

I feel like I know more than before on the topic.

I feel more empowered in dealing with situations of oppression I may be a victim or witness of.

I feel less empowered in dealing with situations of oppression I may be a victim or witness of.

I feel like I have more tools to contrast situations of oppression I may be a victim or witness of.

I feel like I have less tools to contrast situations of oppression I may be a victim or witness of.

If you are willing to give more feedback on the session, you can write it down in the next section.

Appendix 15 - Activity The relationship escalator

Link to access the cards game template in English & French :

https://www.canva.com/design/DAGDKAcX8xE/x_Sf9nZEz5hTsT-R4oJJDg/edit?utm_content=DAGDKAcX8xE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Please copy the template before modifying it, do not modify directly.

Appendix 16 - Activity Emotions intimacy cultivation

Link to access the definitions and plant design templates in english :

https://www.canva.com/design/DAGCwx2U_fs/oR93Ao_rLVIaRq_D2-Jg3w/edit

Please copy the template before modifying it, do not modify directly.

Appendix 17 - Activity L'ets Talk

Extract Links :

Topic	Youtube Link (english version)	Which movie/serie?	Healthy or unhealthy?
Acceptance queer with family	https://www.youtube.com/watch?v=ybGDVXIAhYo&ab_channel=StillWatchingNetflix from 0s to 1.30min	SexEducation	Healthy
Coming out gay with family	https://www.youtube.com/watch?v=ybGDVXIAhYo	Elite	Unhealthy

	from 4.30min à 6.25min		
Heterosexual couple jealousy	https://www.youtube.com/watch?v=zO4VWw_QGsE any extract scene of the video	After	Unhealthy
Break up scene (heterosexual couple)	https://www.youtube.com/watch?v=RpGB-_AXoZA the whole scene	Eternal Sunshine spotless of mind	Unhealthy
Fighting scene between friends	https://www.youtube.com/watch?v=6bpgK9fXGkQ the whole scene	Love Rosie	Questionable
Violence and love (heterosexual couple)	https://www.youtube.com/watch?v=IwjArdr4v-k from 4.00min to 4.36min	Mr and Mrs Smith	allow to speak about
Mother- daughter Body	https://www.youtube.com/watch?v=htyqjlLCE9s	LOL USA	shameful communication

Question sheet :

- What subject is it about?
- Are there any remarks that shock you?
- Does the communication between the characters seem healthy to you? Why?
- Do you feel like this type of communication is frequently portrayed this way in series/movies?
- What other reaction would you suggest to improve the communication in the extract?
- Prepare with your group how to act it out!!

Appendix 18 - Activity Cybermisoginy board

Link to the cards template in English :

https://www.canva.com/design/DAGDUVniyeA/5ClE0wUgky1Jp3LEVWyQNw/edit

Please copy the template before modifying it, do not modify directly.

Appendix 19 - Activity Online interactions

Here is a table for character features to be assigned randomly to each group. Of course, facilitators should keep in mind that underage people can only be students, and people over a certain age are usually retired.
In case, the session has a specific focus, assign character features accordingly.

GENDER	AGE	WORK SITUATION	WHERE THEY LIVE
Cisgender man	10-years old	Student	Small city (under 50.000 citizens)
Cisgender woman	14-years old	Retired	Medium city (between 50.000 and 500.000 citizens)
Non-binary	17-years old	Doctor	Big city (more than 500.000 citizens)
Transgender man	19-years old	Psychologist	Village close to a small city
Transgender woman	25-years old	Mechanic	Village close to medium city
Questioning	33-years old	Farm worker	Village close to a big city
	42-years old	Unemployed	Village close to other villages
	50-years old	Nurse	Village in the countryside
	64-years old	Cashier	Isolated in the countryside
	72-years old	Tailor	
	86-years old	Blue-collar worker	
		White-collar worker	
		Journalist	
		Sex worker	
		Social media influencer	

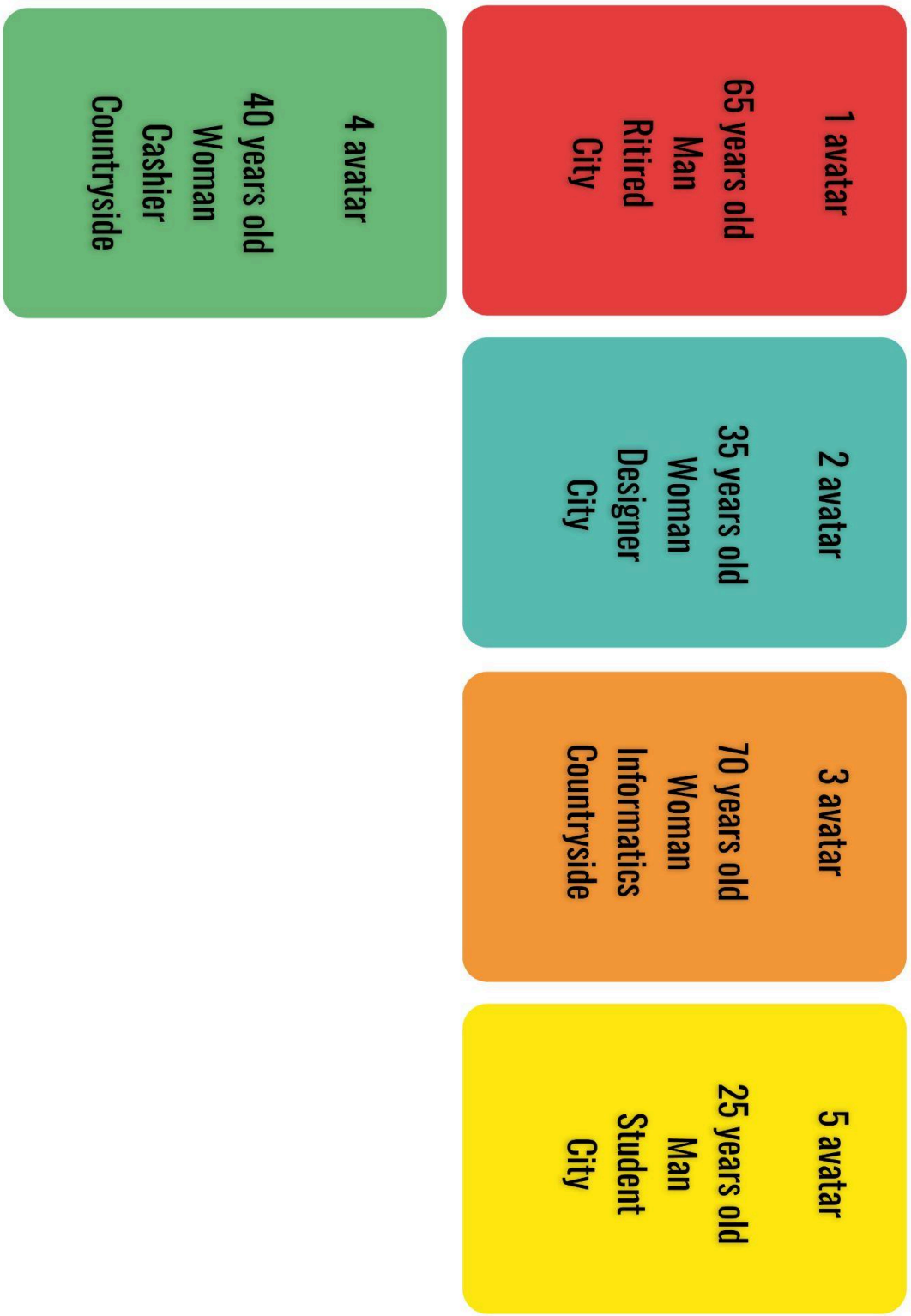
		Computer scientist	
		Musician	

Appendix 20 - Activity Online interactions

Here is the pros and cons form, to be used both in the “OK, boomer” and in the “The screen stares back” activity.

PROS	CONS

Appendix 21 -- Activity Online interactions



Appendix 22 - Activity Online interactions

Here are listed the questions for a possible feedback form.

Give a score from 1 to 5 to the following statements. (1 = strongly disagree, 3 = neutral, 5 = strongly agree)

I found the session useful.

I liked how the session was carried out.

I feel like I know more than before on the topic.

I feel more understanding of other people's use of the Internet and online interactions.

I feel less understanding of other people's use of the Internet and online interactions.

I feel like I am more aware of my own use of the Internet and online interactions.

I feel like I am less aware of my own use of the Internet and online interactions.

If you are willing to give more feedback on the session, you can write it down in the next section.