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Brno.
For you.

My body
My gender

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ABOUT THIS BROCHURE

This collection of creative and reflective exercises was developed during the Erasmus+ training course “My Body, My Gender,” held in Moravec and Brno, Czechia, from July 12–19, 2025.

Over the course of a week, 36 youth workers from 11 different countries came together to design and test these activities focused on building resilience, fostering self-reflection and body & gender awareness. The goal was to create a resource to support other youth workers in facilitating meaningful, inclusive, and creative work with young people on the topics mentioned above.

These exercises are meant to be used primarily in group settings, fostering dialogue, connection, and shared understanding — but many can also be adapted for individual self-reflection and personal exploration.

Some of the exercises — especially the Body Maps Land Art project — are designed with accessible, low-cost materials, making them suitable for use in contexts with limited financial resources or reduced access to art supplies.

NAME CHAIN



Focus group: 18+, apx. 30 participants



AIM

Get to know each other, learn everyone's names.

MATERIALS

None.



INSTRUCTIONS

- Each participant stands in a circle.
- One person starts with saying their name and adding an adjective or a noun that starts with the same letter as their name.
- The next person has to repeat the name and adjective of the person before them and then their own name and adjective until everyone goes and the circle is closed.

NAME TAG CREATION



Focus group: 18+, apx. 30 participants



AIM

Create name tags with symbols that define each of them.

MATERIALS

Craft materials: tapes, stickers, colored paper, crayons, pencils, markers, etc.



INSTRUCTIONS

- Each participant creates their name tag, including the name, and decorates it however they want.
- After everyone is done participants go back to the circle.
- Everyone shares the story of their name, where it comes from, they can even create a story, share the meaning either general or personal and symbols that they put on the name tag.

LINE-UP EXERCISE



Focus group: 18+, apx. 30 participants



AIM

Work together as a team, connection and cooperation.

MATERIALS

Enough space.



INSTRUCTIONS

- All the participants have to make a long line and order themselves based on the given criteria, for example from the lightest hair to the darkest or participant with most Erasmus+ project experiences to the participant with least.
- Participants can't use their voice for cooperation.
- Once the participants agree on the created line, the facilitator checks if the order matches the given criteria.



REFLECTION QUESTIONS

- *How did it feel to cooperate without using your voice?*
- *What was the biggest challenge during the activity?*



SPEED DATING

Focus group: 13+, apx. 30 participants



AIM

Get to know other participants, connecting with other participants, learning small bits about others to be able to connect later in the free time or during program if it allows.

MATERIALS

Enough space with seating so that participants can face each other in pairs.



INSTRUCTIONS

- For this activity you need an even number of participants, around 30.
- Participants are seated in two rows across from each other. The facilitator is giving them a question they each answer in 2min. After 2min pass one row of participants is moving one space to the left and are given next question. After 2min pass the same row of participants is moving again one space to the left. This continues until all prepared questions are answered.
- Examples of question:
 - What brought you to this project?
 - What can I contribute to this week?
 - What are my expectations and fears?
 - If you could have a superpowers what would it be?
 - What are most passionate about?

STAR BURSTING



Focus group: 18+, apx. 30 participants



AIM

See participant's questions about the key aspects of the program, see what they expect to learn, participants get a clearer vision of what they want to get out of the program.

MATERIALS

flipchart with written main topics of the program and questions: Who?, What?, When?, Where?, Why?, How?;
post-it papers, pencils and markers, space on the wall for the flipchart and post-it papers



INSTRUCTIONS

- Participants write their questions about what they want to learn or expect to learn during the program starting with the 6 W/H question words and stick the post-it to the wall next to the question.
- During the project as their questions get answered and they learn what they wondered about they remove the post-it from the wall

FOUND OBJECT ART



Focus group: 18+, apx. 30 participants



AIM

Explore perception of our body or gender.

MATERIALS

A lot of different kinds of materials (e.g. paper, glitters, cartoon box, outdoor materials,..)



INSTRUCTIONS

- Each participant brings/finds one object that reminds them of their relationship with their body or gender.
- Then there is 30 minutes time limit to make an art with this object using any type of material.
- After the art creation all participants come together for a 30 discussion about their art.



REFLECTION QUESTIONS

- *What does your chosen object say about your relationship with your body or gender?*
- *How did it feel to express personal identity through art?*
- *Did anything surprise you during the creation process or the group discussion?*

FOUND OBJECT & LAND ART REFLECTION WORKSHOP



Focus group: 18+, apx. 30 participants



AIM

Explore the concept of Land Art and self-expression through found objects. Participants reflected on their identities and emotions by creating art in the nature.

MATERIALS

Found objects (natural or personal), natural materials (leaves, stones, branches, flowers, etc., notebooks and pens, paper, glue, scissors (optional).



INSTRUCTIONS

- Start by discussing the concept of Land Art and its history.
- Learn about important artists in the field such as Robert Smithson, Andy Goldsworthy, Nancy Holt, and Richard Long.
- Each participant brings or finds a found object that they feel represented their personality or inner world.
- Using natural materials and the objects, participants create Land Art pieces in an outdoor setting.
- Some also make drawings, collages, or installations as a creative response to their object.
- At the end of the session, gather and share the artworks and personal reflections with one another.



REFLECTION QUESTIONS

- *Why did you choose this specific object?*
- *How does this object represent you or your emotions?*
- *What was it like to work outdoors and use natural materials?*
- *What did you discover about yourself through this process?*
- *How did it feel to express and share your story with the group?*

DIGITAL ART



Focus group: 18+, apx. 30 participants



AIM

Get a sneak peek over how computers can assist in creating artwork displayed on screen, reacting to its environment, and generated through some formulas outputting patterns.

MATERIALS

Computer + web tool called [The book of shaders editor](#)



INSTRUCTIONS

- The participants are shown with a GLSL canvas, along with a code editor, in which a very simple shader is written.
- This shader shows a color gradient.
- The first task is to change the color with a plain one in RGB format.
- The second task is to change the piece of the movement.



SIDE NOTE

Some technical details prevented the initial intent to be executed, which included live editing on their phone for every participant through codesandbox platform. Thus, they could edit an existing moving gradient, adding shades and waves

GROUP ART EXPERIENCE



Focus group: 18+, max 5 ppl per group



AIM

Express feelings and inner thoughts through art, and make art about your feelings that you had through out the day.

MATERIALS

Any kinds of materials (papers, pencils, colors, watercolors,...).



INSTRUCTIONS

- At the beginning, facilitator of each group does a quick check in how is everyone feeling.
- After that, participants get 30 minutes (or more, depending on the needs of the group) to create freely anything they wish. It is important that they all stay in one place and create one next to each other.
- Facilitator might give them a prompt for the creation, if the group wants.
- After the time has passed, the facilitator starts evaluation.
- This activity can be repeated with the same groups every day as the last session. At the end of the week reflect and review all artwork created through the week: would you like to change anything about the artwork/reuse an old artwork to create a new one?

REFLECTION QUESTIONS



- *How are you? How did your feelings change from the beginning?*
- *What does your art represent and what inspired you to do it?*

YOGA



Focus group: 16+, 5-30 participants



AIM

Being mindfull and taking care of ones body, getting in touch with our bodies and seeing what our bodies are capable of.

MATERIALS

Yoga mats, bell or gong, pillows (optional).



INSTRUCTIONS

- The instructions are given by the yoga teacher consisting of different asanas to stretch the body and calm the mind (example: upward and downward facing dog, warrior poses, lizard pose, savasana (laying down), meditation)



REFLECTION QUESTIONS

- *How did you feel in your body before and how do you feel after?*
- *What changes have been in your mindset?*
- *How do you feel in the collective and what would you change next time?*

TALK ABOUT OUR BIAS



Focus group: 18+, apx. 30 participants



AIM

Explore the concept of bias, understand its different types (explicit and implicit), and reflect on how biases influence our perception, behavior, and communication. Participants engaged in a group discussion to share personal experiences and deepen awareness of biases in societal and personal contexts.

MATERIALS

Whiteboard or flipchart, markers, notebooks and pens, projector or printed materials on bias (optional).



INSTRUCTIONS

- Brainstorming: Begin with a group brainstorming session around the questions: Do we all have biases? What is a bias?
- Information Sharing: Present the formal definitions of bias, focusing on explicit and implicit biases.
- Discussion: Facilitate a group open discussion about common biases found in the country or around the world.
- Reflection on Impact: Explore how biases affect us through four key aspects: Perception, Texturism, Urgency, Language
- Examples & Sharing: Encourage participants to provide real-life examples related to these aspects and discuss how these biases influence their lives and society.



REFLECTION QUESTIONS

- *What kinds of biases have you noticed in yourself or others?*
- *How do these biases affect your perception of people or situations?*
- *Can you identify moments when bias influenced your decisions or reactions?*
- *How can awareness of bias help us improve communication and relationships?*
- *What strategies might help reduce the negative effects of bias?*

LAND ART: BODY MAPS



Focus group: 16+, 8 groups of 5 people



AIM

To build your outer landscape.

MATERIALS

Natural things that you find in the ground (stones, sand,...).



INSTRUCTIONS

- Each participant creates their own kingdom.
- Then they find bounds and connections with all of the kingdoms.



REFLECTION QUESTIONS

- *What are your connections and boundaries?*
- *What inspires you to create your own land art?*

EXPLORING BOUNDARIES



Focus group: 12+, 5-30 participants



AIM

Moving with different qualities and finding comfort zones.

MATERIALS

Music and a lot of space.



INSTRUCTIONS

- The facilitator gives guidance for different movements: Move like a rock, a feather, a leaf, water and earth. Evaluate your personal space. Move with joy. Find where you are comfortable and where uncomfortable in the room.



REFLECTION QUESTIONS

- *What was most comfortable quality for you?*
- *What would you like to do with others and what alone?*

MAKE UP REFLECTION



Focus group: 18+, 5-30 participants



AIM

Reflect on recent emotions.

MATERIALS

A4 paper with black runway makeup template, markers, pencils, crayons



INSTRUCTIONS

- Draw a make up look that projects recent feeling that you have/had experienced or kept to yourself.



REFLECTION QUESTIONS

- *Can I identify these feelings?*
- *Is it easier to project these feelings onto a face that is not me?*
- *What stops me from expressing myself?*
- *Do I express myself in ways I wish I could?*

WHAT IS BOTHERING YOU



Focus group: 18+, 5-30 participants



AIM

Exploring what is bothering you, connected to your biases.

MATERIALS

Paper, crafting/drawing materials, music, enough space.



INSTRUCTIONS

- The facilitator gives the group a prompt: “Think about your biases and what is bothering you in your life.”
- Each participant creates an art on this topic.



REFLECTION QUESTIONS

- *How did you feel after completing your art?*
- *What feelings does your art represent?*

YOUR INNER LANDSCAPE



Focus group: 16+, 5-30 participants



AIM

Materialize the inner landscape of how we feel.

MATERIALS

White postcards, pens, pencils, paintings, brushes.



INSTRUCTIONS

- Participants should think about how their inner landscape looks like at this moment, how they feel inside, and create a postcard.
- After that they should think about 3-5 words which describe their landscape.
- Then they are divided into groups of 5 and share their work to each other, what they have meant in it.



REFLECTION QUESTIONS

- *How did you feel after completing your art?*
- *What feelings does your art represent?*
- *Did your art make you notice something about your inner landscape?*

EXPLORING IDENTITIES THROUGH THE PIE CHART



Focus group: 18+, 5-30 participants



AIM

Realize who we are, how do we perceive ourselves and how others perceive us.

MATERIALS

Paper and a pen.



INSTRUCTIONS

1. Each participant draws a large circle on a piece of paper.
2. Using the circle, create a pie that shows your 8 identities, with the size of each of the 8 pieces reflecting how AWARE you are of each identity on a daily basis.
3. Shade the areas where you feel most empowered in your sense of self.
4. Mark the areas with an X that you believe have the greatest effect on how others perceive you.



REFLECTION QUESTIONS

- *Why is it important to be aware about your personal identity?*

COMMUNITY ARTIVISM



Focus group: 18+, 5-30 participants



AIM

Find the common value in groups, make activism work and present it to everyone.

MATERIALS

Crafting materials, pencils, pens, paper, etc.



INSTRUCTIONS

- Before the activity the facilitator makes a presentation what activism and community art is. Therefore participants understand the meaning.
- Then they are divided into 5 groups and they are give the task: "If your community had one voice what would you say?"
- Participants need to find one common value and present it in the form of community activism.
- When they finish the work they present it to the others.



REFLECTION QUESTIONS

- *Was it hard to find the common value?*
- *How was the group work for you?*
- *How do you feel?*
- *How did you come up with the idea of this artwork?*

GENDER EXPRESSION WALK



Focus group: 12+, 5-30 participants



AIM

Expressing identity through movement.

MATERIALS

Speaker, music, enough space.



INSTRUCTIONS

- Participants walk around the room and pretend that they are abstract concepts, for example: water coming from the tap, being land, being strong, being yourself.

GENDER EXPERIENCE



Focus group: 18+, 5-30 participants



AIM

Reflect our gender, what was our experience.

MATERIALS

Pen and paper.



INSTRUCTIONS

- Participant individually answer following questions:
 - What does being –(gender) means to you?
 - What do you embrace with it and what do you struggle about it?
 - Have you been in the situation where your gender was obstacle or advantage?
 - What do you think it is expected from your gender by the society? In what way it is affecting your live experience.

WALL OF EXPERIENCE



Focus group: 18+, 5-30 participants



AIM

Visualize the shape of our bodies based on silhouette of ours in real life scale based on our own experiences with gender identity.

MATERIALS

Roll of brown paper (1 meter wide), different types of materials (acrylics, water colors, black markers, brushes, cups, string, glue,...)



DISCLAIMER BEFORE THE ACTIVITY

- *This whole activity can trigger a lot of suppressed emotions, make some trauma reappear or recall some memories or experiences.*
- *Be very careful exploring during the creation of your own body on paper.*
- *Be curious and focus on the process of creating and shaping your body.*

INSTRUCTIONS

- Lay down on paper roll to measure how much paper do you need.
- Think of position reflecting your gender or wanted feeling out of the shape of your body.
- Cut down the paper based on height of your position on the paper.
- Mark the silhouette of your own pose on the paper.
- Color or highlight the parts of your body that you feel comfortable about, or that you have positive attitude towards, or that is simply just important to you or makes you feel confident/special.
- On the “blank” space or space with not so refined you can add writings that comes to your mind based on your gender identity. It can be comments of others, of yourself, of self love, of problematic relationship with your own body, or anything else – be mindful about your boundaries and what you want to share, you also don't have to add anything including words or letters.
- You can also add background or cut only the shape of the silhouette.
- Prepare glue and find a place to put your art on it (please be mindful about the place so you don't get into troubles).

TURKISH LEGENDS DRAMA WORKSHOP



Focus group: 13+, apx. 30 participants



AIM

Engage students in learning about Turkish cultural heritage and legends through drama, fosters creativity, collaboration, public speaking, and cultural awareness.

MATERIALS

Paper with Turkish legends, costumes (created by the participants).



INSTRUCTIONS

- Divide the participants into three groups and assign each group one Turkish legend.
- Each group is supposed to:
 - Create a script based on their interpretation of the legend.
 - Design costumes and props using available or handmade materials.
 - Assign roles to group members and rehearse their play.
- Each group presents their play to the others.
- After all performances, the facilitator starts a reflection session.

REFLECTION QUESTIONS



- *What did you enjoy the most about creating your own version of the legend?*
- *What was the most challenging part of the activity?*
- *How did you decide on the roles and costumes?*
- *What did you learn about teamwork during this activity?*
- *Why do you think legends are still remembered and retold today?*
- *What values or lessons can we learn from the legend your group performed?*

This toolbox was created as an outcome of the Erasmus+ training course *My Body, My Gender*.

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