

BREAD & ROSES

**Youth work to Raise
Awareness on
Gender Equality**

**TOOLKIT OF THE
TRAINING COURSE**

**12TH-17TH NOVEMBER 2018
CASA LABORATORIO IL CERQUOSINO
MORRANO, ORVIETO, ITALY**





Erasmus+

Key Action 1
Mobility project for young people and youth workers
Mobility of youth workers

BREAD & ROSES

Youth work to Raise Awareness on Gender Equality

12th – 17th November 2018
Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY



INDEX

GENERAL BACKGROUND

5

PROJECT DESCRIPTION

6

METHODOLOGIES USED

8

LEARNING

9

HOW TO USE THE TOOLKIT

11

TRAINING AGENDA

12

INDEX OF THE ACTIVITIES

13

TOOLKIT of the TRAINING COURSE

15

PICTURE YOUR RIGHTS – YOUTH EXCHANGES

68

GENERAL BACKGROUND

Lunaria launched in 2012 a **medium term strategy** aimed to promote **gender equality**.

Within this strategy, the actors, target groups and beneficiaries of the process were and are young people, youth-social workers, local organizations and NGOs.

The main **priorities** within this strategy were and are:

- to raise youth awareness on the daily growth of discrimination and to share relevant good practices and tools to make sensitization among young people
- to provide youth workers and peer educators with new tools to fight the discrimination wide-spread and to promote gender equity
- to provide local, international organizations and NGOs, with new tools and methods to promote gender equality and human rights.

PROJECT DESCRIPTION

BREAD & ROSES **aims** to develop tools and working methods to raise awareness on the importance of promoting gender equality as an important pillar within the Human Rights and to multiply the raising awareness action within the local communities in Europe.

BREAD & ROSES is a pilot project, within the Erasmus+ programs, including four actions:

TRAINING COURSE

**12th – 17th
November
2018**

ADVANCED PLANNING VISIT

**02nd – 03rd
March 2019**

YOUTH EXCHANGE 1

**03rd – 10th
April 2019**

YOUTH EXCHANGE 1

**02nd – 09th
July 2019**

BREAD AND ROSES



YOUTH WORK TO RAISE AWARENESS ON GENDER EQUALITY

TO DEVELOP **TOOLS** AND **WORKING METHODS** TO **RAISE AWARENESS** ON THE IMPORTANCE OF PROMOTING **GENDER** EQUALITY AS AN IMPORTANT PILLAR WITHIN THE HUMAN RIGHTS AND TO **MULTIPLY** THE RAISING AWARENESS ACTION WITHIN THE LOCAL COMMUNITIES IN EUROPE.



12-17/11/18
CERQUE SINO



02-03/03/2019
SANT ANTONIO



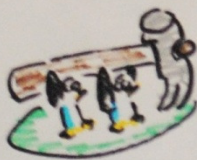
03-10/04/19
SANT ANTONIO



02-03/07/19
SANT ANTONIO



TO EXPLORE GENDER SENSITIVE ISSUES TO DEVELOP A COMMON GROUND OF KNOWLEDGE



TO DEVELOP AND TEST METHODS AND TOOLS TO RAISE AWARENESS ON GENDER



TO GATHER THE FUTURE GROUP OF LEADERS TO

- LOGISTIC
- GROUP / PARTICIPANTS
- AGENDAS
- WORKING METHODS



TO RAISE AWARENESS ON GENDER SENSITIVE ISSUES & ON GENDER-BASED STEREOTYPES



TO PROMOTE GENDER EQUALITY



TO EXPERIENCE TOOLS TO RAISE AWARENESS AMONG OTHER GROUPS OF PEERS

METHODOLOGIES USED

The activities implemented during the training course are realized within the **non-formal education framework**.

NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

Accordingly to the **Council of Europe**, *non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, ... where young people meet ... to undertake projects together ... Non-formal education should also be:*

- voluntary based
- open and accessible to everyone
- organised learning processes with educational objectives
- participatory
- learner-oriented
- learner centred to acquire life skills and getting prepared for active citizenship
- based on active participation and exchange, both for individual and group
- holistic and process-oriented
- based on experience and action

LEARNING

In NFE **Learning** is articulated accordingly to a set of specific pillars:

- **Learning by doing approach:** specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process
- **Learner centred:** pedagogical approach centred on the person who is learning and based on the promotion of participatory processes
- **Life-long-learning-LLL approach:** human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourages the acquirement of competences, knowledge and the development of new skills all along the life of each human being
- **Shared learning path:** among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts
- **Flexibility:** methods have to be re-adapted all along the process, taking into account the learning needs of participants and of all the involved actors.

LEARNING in KEY WORDS

Horizontal interaction
among trainees and
facilitators/trainers

Personal empowerment
enhancement of the self-
esteem and of the self-
confidence

Exchange
of feelings, feedbacks,
experiences and
knowledge

LEARNING in NFE
KEY WORDS

**Soft skills and key
competences**
analysis and recognition

Transmission
of knowledge and
methods to other
beneficiaries

Participative methods
permanent testing,
development and
upgrading

Learning assessment
of individuals and groups

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in November 2018.

ACTORS: the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work to promote understanding, intercultural learning and human rights, using participative methodologies.

OPEN FORMAT: Bread & Roses project and the Toolkit part of it, are conceived as an “open format” that can be replicated with different shapes and duration in the involved partner countries and in new ones not directly participating in the project..

FLEXIBILITY: the Toolkit is conceived as a flexible tool, the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an event or a project.

For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, when and where needed.

TRAINING AGENDA

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
MORNING	NAME GAMES Name-walking Alphabetic order GETTING TO KNOW True and lies EXPECTATIONS Sketch it! TEAM BUILDING The bridge	DIAGNOSTIC Cafeteria HUMAN RIGHTS Gender rights	ME AND GENDER – STEP 1 Preparatory work Image theatre	FACILITATION The perfect facilitator 5 does and 5 doesn't Me as facilitator Blind snake	TRAINING in ACTION Workshop 1 Workshop 2	LEARNING Tools evaluation Pedagogical approach
AFTERNOON	TEAM BUILDING Chocolate river Touch the sky GENDER & TERMS The gallery	LANGUAGE AND HATE SPEECH Diamond COMMUNICATION The mute telephone Canadian box Silent debate	GENDER & ICL The letter ME AND GENDER – STEP 2 Gender construction	TRAINING in ACTION Preparation	TRAINING in ACTION Workshop 3 Workshop 4	EVALUATION Stations Circle of words

INDEX OF THE ACTIVITIES

The **Index of Activities** is conceived to present the activities not in a chronological order, as in the Agenda at page 12, but in alphabetic order, accordingly to the topic addressed, including the reference page number.

TOPIC ADDRESSED:

- Group Dynamic - indicated with: GD
- Intercultural Learning - indicated with: ICL
- Gender - indicated with: GE
- Human Rights: HR
- Methodologies Testing and Upgrading - indicated with: WiA

ACTIVITY	TOPIC ADDRESSED					PAGE
	GD	ICL	GE	HR	WiA	
5 does and 5 don't	X	X			X	50
Alphabetic order	X					16
Blind snake	X				X	54
Cafeteria		X	X	X		24
Canadian box	X	X	X	X		35
Chocolate river	X	X				21
Circle of words	X	X	X	X	X	65
Diamond		X	X	X		27
Gender construction		X	X			49
Gender rights		X	X	X		25
Image theatre		X	X			40
Me as facilitator		X			X	53
Name-walking	X					16
Pedagogical approach					X	62
Preparation	X	X	X	X	X	56
Preparatory work		X	X			39
Silent debate	X	X				38
Sketch it!	X					19
Stations	X	X	X	X	X	64
The bridge	X	X				20
The gallery		X	X			23
The letter		X	X			43
The mute telephone	X	X				34
The perfect facilitator	X	X			X	50
Tools evaluation					X	61
Touch the sky	X	X				22
True and lies	X					18
Workshop	X	X	X	X	X	59

TOOLKIT of the TRAINING COURSE



NAME GAMES

TITLE	Name-walking
TOPIC/S	Getting to know each other's and group creation
AIM	To remember the names and to facilitate the participants' interaction
TOOL TYPE	Ice breaker/Name game
DURATION	10 minutes
MATERIAL	/
DESCRIPTION	<p>Participants are asked to keep walking in the space.</p> <p>When a person meets someone else, they have to stop in front of the person and say "hello, my name is ...". The other person, repeats the same sentence.</p> <p>During the meeting, participants have to keep the eye contact with the other person, while greeting and introducing themselves.</p> <p>After the first meeting, participants keep walking in the space since they meet a new person and repeats the same action.</p> <p>NOTE: it would be useful to have, within the end of the activity, each participant meeting all the other members of the group.</p>

TITLE	Alphabetic order
TOPIC/S	Getting to know each other's and group creation
AIM	To remember the names and to facilitate the participants' interaction
TOOL TYPE	Ice breaker/Name game
DURATION	15 minutes

MATERIAL	Adhesive tape or rope
DESCRIPTION	<p>Setting: a long line done with adhesive tape or rope is stuck on the floor, and participants are asked to create a line touching it with their feet. The game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position, they cannot leave the strip with their feet.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants have to create the alphabetic order of the team' names, from A to Z. When the group think to have finished, has to raise the arms. The facilitator will then pass among the line and will check the alphabetic order, declaring if the task was accomplished or if there are mistakes.</p> <p>Step 2. The second task, if there is time at disposal, is to create the birthday order (day/month) of the team from the 1st of January to the 31st of December. When the group think to have finished, has to raise the arms. The facilitator will then pass among the line and will check the birth's date order, declaring if the task was accomplished or if there are mistakes.</p> <p>NOTE: you can play the same activity as a competition and divide participants in 2 groups, every group representing a team.</p>

GETTING TO KNOW

TITLE	True and lies
TOPIC/S	Getting to know each other's and group creation
AIM	To get to know each others and to start the interaction
TOOL TYPE	Getting to know each others
DURATION	20 minutes
MATERIAL	A4 paper, pens, scotch tape
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Each participant receives an A4 paper and one pen. They should write on the paper two true statements and one false statement about themselves. Then the paper should be stuck on the chest with a scotch tape.</p> <p>Step 2. Participants should walk in the space and meet someone else, read the statements and try to guess what are the true and the false ones. The same should be done by the other person. The activity proceed for a while, it's not compulsory to meet all, but more persons we meet, better it is.</p> <p>Step 3. Then all the participants come back to the circle and one by one, go to the middle, presenting the three statements and explaining to the others what are the true and the false statements.</p>

EXPECTATIONS

TITLE	Sketch it!
TOPIC/S	Expectations and contributions sharing
AIM	To share within the group the expectations toward the training, and the contributions, in terms of knowledge, knowhow and skills, that participants are thinking to bring
TOOL TYPE	Getting to know each other's and group creation
DURATION	40 minutes
MATERIAL	Two big flipcharts on the floor, post-it, pens. A soft music as background.
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The facilitator introduces the activity explaining that the session will be focused on the expectations and contributions participants have towards the training. On the ground there are two flipcharts with drawings, one representing the expectations and one the contributions.</p> <p>Step 2. Participants are asked to use the post-it they will find in the centre of the workshop room to comment and present their expectations and contributions. The post-it have to be in two different colours to facilitate the mental association of a colour with the expectations and of another colour with the contributions. After they finish to write they can put the post-it on the two flipcharts. NOTE: participants can write so many expectations and contributions as they want, but they need to write one in each post-it.</p> <p>Step 3. Facilitators are reorganizing the post-it accordingly to the similarities and organize a short presentation in plenary, to share with the group the main outcomes and elements appeared in the expectations and on the contributions.</p>

TEAM BUILDING

TITLE	The bridge
TOPIC/S	Construction, communication exercise, group building activity
AIM	To make participants interact, to develop the cooperation and to stimulate the active listening
TOOL TYPE	Team Building
DURATION	90 minutes in total (10 minutes for the explanation + 10 minutes for the design + 5 minutes for the ambassador meetings + 30 minutes for the building + 5 minutes for putting the bridge together + 30 minutes for the debriefing)
MATERIAL	Flipcharts, carton boxes, paper, markers, post-it, scotch tape, rope
DESCRIPTION	<p>Setting: facilitators have to prepare in advance two different spaces for the two groups that should not see each other's and where the same materials for each group are put in a pile.</p> <p>General instructions: using the materials provided, two teams must work together to build a bridge, with each sub-team constructing half the bridge each. During the challenge, teams cannot see each other and must rely on their communication skills to build an identical design.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The activity is presented and facilitator divides participants in 2 groups, explaining the rules of the activity.</p> <p>Step 2. Each team has to go to its assigned space where they find a pile of different materials. They have 10 minutes to decide upon a strategy to build half of a bridge and to choose an ambassador.</p> <p>Step 3. After some minutes the ambassadors of the two teams meet in order to decide upon a common strategy to build the bridge and to have the two halves of the bridge fitting. They have 2 minutes at disposal and they can only use verbal communication (no drawing, no mimic).</p> <p>Step 4. The ambassadors return to their teams with the new information and start building the bridge.</p>

	<p>Step 5. After 15 minutes the ambassadors meet again for a 2 minutes discussion.</p> <p>Step 6. The two groups finalise building the 2 halves of the bridge and then the two groups put the bridge together.</p> <p>Step 8. It follows the debriefing in plenary. Key questions for the debriefing:</p> <ul style="list-style-type: none"> • What happened inside the group? • How was the dynamic? • How did you work together? • Did you equally participate? • What challenged did you face? • How did you overcome them? • Who played which role? • How were the decisions made? • What is needed to have an effective team?
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TITLE	Chocolate river
TOPIC/S	Cooperation, communication, active listening
AIM	To make participants experience group cooperation, active listening and different ways to communicate
TOOL TYPE	Team Building
DURATION	90 minutes
MATERIAL	Sheets of paper A4, ropes
DESCRIPTION	<p>Setting: facilitators have to lay two ropes on the ground parallel to each other, about 20 feet apart.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants have to line up on one side of the rope, and they are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across. Obviously, they cannot walk around the river, since it does not end just because the ropes do. The only way to get across is by using the stones that you provide (the A4 papers). Participants receive about eight or nine pieces of paper, so that they have enough to get across with one or two left over.</p>

	<p>Step 2. The group is advised that this challenge isn't about physical abilities, but rather it is about communication. Unfortunately, the stream in the river is so strong that it actually sweeps the stones away if someone is not holding them down (with a hand, foot, or other safe appendage).</p> <p>Step 3. Participants start to play and they have to find their way to arrive on the other side of the river.</p>
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TITLE	Touch the sky
TOPIC/S	Cooperation, communication, active listening
AIM	To make participants experience group cooperation, active listening and different ways to communicate
TOOL TYPE	Team Building
DURATION	15 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are sitting in a circle in plenary and they receive the following task: they have to find a way "to touch the sky!". Once the task is assigned, trainers move from the room and leave to the group 15 minutes to fulfil alone the task.</p> <p>NOTE: there is not "the perfect way to touch the sky", but it's very important that the entire group will find a collective way, based on consensus, to touch the sky and not as sub-groups or individual persons.</p> <p>Step 2. After the 15 minutes trainers are back in plenary and ask the group to show their way to touch the sky.</p> <p>Step 3. Back in plenary, it follows the debriefing of the two activities "Chocolate river" and "Touch the sky". Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How did you feel? • What has happened in the Chocolate river? – observation and facts • What did you learn from the Chocolate river? – interpretation • What has happened in Touch the sky? – observation and facts • What did you learn from Touch the sky? – interpretation.

GENDER & TERMS

TITLE	The Gallery
TOPIC/S	Gender
AIM	To develop a reflection on the main pillars within gender issues and definitions
TOOL TYPE	Plenary activity, exhibition
DURATION	60 minutes
MATERIAL	Tables and the room set as a museum with an exhibition, post-it and pens, printed copy with the Handout with photos, definitions and quotas
DESCRIPTION	<p>Setting: the room is set as a museum hosting an exhibition (with photos, graphics, quotas and definitions). Soft music on the background.</p> <p>NOTE: leave close to each image and definition a set of post-it and give participants the possibility to add comments on the post-it. They can say if they agree or not with the definitions, and what do they think about the photos.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are entering the room and can move freely in the space, having a look to the different pictures and definitions.</p> <p>Step 2. Back in circle, participants are asked to briefly comment "what are the 2 elements that surprised/touched them the most?". As a conclusion, it should be remarked that it's important to reflect on the way we do use "definitions", underlying the importance of developing a critical approach toward them.</p>

DIAGNOSTIC

TITLE	Cafeteria
TOPIC/S	Gender sensitive issues in the different countries
AIM	To share what is happening in the different countries, for what concerns gender and gender-sensitive issues, in the following spheres: media, education, laws, actions/projects
TOOL TYPE	Work in small groups
DURATION	100 minutes (20 minutes for each table * 4 tables + 20 minutes for the final restitution)
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria
DESCRIPTION	<p>Setting: the room is organized as a cafeteria, there are 4 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Some of the trainers are dressed up as waiters, possibly with aprons and note books where to take the customers' orders.</p> <p>NOTE: all the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine.</p> <p>Waiters welcome participants in the cafeteria and ask them to join a table. In order to encourage the active participation, it's important to have groups of equal size per each table. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant topic to discuss. The topics are not presented before in plenary, but the group members discover the new topic when they join the new table.</p> <p>While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions.</p> <p>NOTE: after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. It can be also kept the same group for the rotation to the next table.</p> <p>Below the different spheres/topics to discuss:</p> <ul style="list-style-type: none"> • Media • Education • Laws • Actions/projects <p>At the end of the activity participants are back in plenary and the table hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each.</p>

HUMAN RIGHTS

TITLE	Gender rights
TOPIC/S	Gender and human rights
AIM	To detect the connection between human rights and gender
TOOL TYPE	Work in group and plenary
DURATION	100 minutes
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers and scotch tape
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in four groups and are informed that the next sessions will be focused the connection between human rights and gender. Each group receives one article from the Universal Declaration on Human Rights of 1948, they have to run a detailed analysis of the articles, and specifically on:</p> <ul style="list-style-type: none"> • Content of the article • Language used in the article • Inclusiveness of the article <p>Step 2. After the article's analysis, each group has to re-write the article to make it more inclusive and gender-sensitive. If the group finishes the task before the end of the allocated time, they can also create new articles, with a specific focus on gender.</p> <p>Step 3. It follows in plenary the presentation of the working groups, of the article re-written and of the new ones. At the end, if needed, facilitators can conclude highlighting the difference between equality and equity.</p> <p>See Handout below.</p>

HANDOUT_GENDER RIGHTS

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

LANGUAGE AND HATE SPEECH

TITLE	Diamond
TOPIC/S	Gender and hate speech
AIM	To understand and recognize the different forms of online hate speech and assess their impact
TOOL TYPE	Work in group and plenary
DURATION	60 minutes
MATERIAL	Different copies of the diamond ranking system, different copies of the handout with some sentences examples
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Five groups, mixed by nationalities, are created and participants are asked what they understand by hate speech online, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jewish, women, etc.). Trainer also ask what did they feel when they come across it and how do they think the victims must feel.</p> <p>Step 2. Trainers explain that the term 'HATE SPEECH' is used to cover a wide range of content:</p> <ul style="list-style-type: none"> • firstly, it covers more than 'speech' in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on • secondly, the term can be used to describe very abusive and even threatening behaviour as well as comments which are 'merely' offensive. <p>There is no universal agreement on what constitutes hate speech but with no doubts it constitutes an abuse and violation of human rights.</p> <p>Step 3. Is presented how the diamond ranking system works and explained that each group will receive a number of examples of online racist and discriminatory posts and should try to rank these from the 'less bad' to the 'worst'. The 'worst' examples should be those that participants would most like to be completely absent from a future Internet.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • Did you have any strong disagreements in your group? • Did you noticed any significant differences between your diamond and that of other groups?

- | | |
|--|---|
| | <ul style="list-style-type: none">• Did you use any criteria in deciding which cases were the 'worst'?• Do you think statements like these should be allowed on the Internet?• Should any of them be banned completely?• If you think some should be banned, where would you draw the line?• What other methods can you think of for addressing hate speech online?• How would you react if you found these kinds of examples of hate speech online? |
|--|---|

See Handouts below.

HANDOUT_DIAMOND

The **DIAMOND RANKING SYSTEM** is a method used to compare different cases according to 'best' and 'worst' (or less bad, and worst). Cards should be arranged as in the diagram below, according to the following scheme:

- the least bad example should be placed at the bottom of the diagram (position 1) and the worst example should be placed at the top (position 5 in the first diagram, position 6 in the second).
- the remaining cards should be placed in the other rows with cards in a higher row worst than those in the row below (e.g. cards in row 4 are worst than those in row 3)

CRITERIA for assessing cases of hate speech include:

- the **content** or tone of the expression: this covers the type of language used
- the **intent** of the person making the statement, in other words, whether they meant to hurt someone
- the **target audience**
- the **context** of the message
- the **impact**, in other words, what effect the statement might have on individuals or on society as a whole.

HANDOUT_DIAMON MODELS

NORMAL DIAMOND WITH 9 CARDS

		5		
	4		4	
3		3		3
	2		2	
		1		

A “FAT” DIAMOND USING 12 CARDS

		6		
	5		5	
4		4		4
3		3		3
	2		2	
		1		

HANDOUT_STATEMENTS

Said in a private email to a friend as a 'joke'

We should just wipe out gay people

Comment on a Neo-Nazi site, voted up by 576 people

Hitler was right to send Jewish to the gas chambers

An article in the Time magazine

“Even in purely non-religious terms, homosexuality represents a misuse of the sexual faculty. It is a pathetic little second-rate substitute from reality, a pitiable flight from life. As such, it deserves no compassion, it deserves no treatment, as minority martyrdom and it deserves not to be deemed anything but a pernicious sickness”

Comment at the bottom of an article that was written by a gay journalist

F you and f*** your mother. You're a sick b********

Post by a 16-year-old on a personal blog, read by very few

Historically, homosexuals have had an insignificant contribution to the world's culture and discoveries

A pod cast by the Prime Minister, posted on all major news sites

Historically, homosexuals have had an insignificant contribution to the world's culture and discoveries

Refrain in a racist song. The online video has had 25,000 views

A faggot is not a human being, it's an animal

A web-radio interview with the Romanian minister of education

Homosexuals are not suitable role models in society. It is not normal to have gay teachers or professors who stands in front of a community which should follow them

An online article phrase posted in a popular blog with 10000 visits per day

Putting women back in their place is as important as getting niggers out. Men have very few rights in modern niggerised Ireland

A picture posted on Facebook group page with 3500 participants

Fucking dykes*! They have stolen my wife!

(*dyke = depreciative for lesbian)

Vladimir Putin presenting the new law on banning “propaganda of non traditional relationships”

Here is what the Article 6.21 says:

Propaganda is the act of distributing information among minors that 1) is aimed at creating nontraditional sexual attitudes, 2) makes nontraditional sexual relations attractive, 3) equates the social value of traditional and nontraditional sexual relations, or 4) creates an interest in nontraditional sexual relations

Petition posted on a Facebook page with over 10,000 ‘friends’

Say NO to the abnormal families: do not let the laws ruin the tradition!

We petition the Prime Minister to defy the tradition of the family institution by not allowing same-sex marriage that is against human nature and does not contribute to the well-being of the society

COMMUNICATION

TITLE	The mute telephone
TOPIC/S	Non verbal communication
AIM	To reflect, in a funny and interactive way, on the non verbal communication and on how messages, can be transformed and deformed, while passed from one person to another
TOOL TYPE	Energizer/group activity
DURATION	20 minutes
MATERIAL	A4 paper, markers in different colours
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in four group and each group is asked to create a line (where we have the back of the person in front of us). At the end of the line, on the floor, there the A4 papers and markers in different colours. Then participants receive the following instruction: the last person in the line will receive a key word, then the person should transmit the word to the person in front, drawing the word on their back (thus no letters or alphabet have to be used but only drawings). The last person receiving the word has to draw it on the paper in front. When all the drawings are done, the facilitator take them and store on a side.</p> <p>Step 2. When this round it's over, the person who made the final drawing, pass at the end of the line and is the one receiving the key word and passing it to the person in front. The activity follow in this way for a while (between 4 and 6 key works can be drawn, depending on the time allocated for this activity).</p> <p>Step 3. At the end participants are back in circle and the different drawings realized by the four groups are shown in plenary. Participants (the ones not initially receiving the key words) are asked to guess the key word corresponding to the drawing.</p>

TITLE	Canadian box
TOPIC/S	Thinking critically about communication
AIM	To encourage participants to develop critical thinking towards the subject
TOOL TYPE	Work in group/debate
DURATION	60 minutes
MATERIAL	Handout with the statements, two separate paces for the activity
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Two sub-groups are created and brought in different rooms (it's better to have no more than 14 people for group, otherwise it can be harder to manage the methodology and it can be less effective and participative.</p> <p>Step 2. To each group is assigned a facilitator/moderator and a time keeper. The group members are divided in other two smaller groups (with the same number of participants) and two lines are created. Participants are asked to stand in line, one in front of the other.</p> <p>Step 3. The first statement is read, the facilitator/moderator is saying in each round who is the group "agree" with the statement and the group "disagree" with the statement. Then the groups are left 60 seconds to find a common strategy in defending or contrasting the statement and different arguments that can be expressed.</p> <p>Step 4. Back on line, other 180 seconds are allocated to defend or contrast the statement. One person is taking the floor from the "agree" group, making their comment, then it's following another person from the "disagree" group and so on (one per group).</p> <p>NOTE: possible rules to bring in each statement:</p> <ul style="list-style-type: none"> • No ping pong • Ball of speech – you take the floor and you speak • Speak those who did not speak yet • 20 seconds to express yourself • You speak making a step forward and standing in front of the others • Free style <p>Indeed, the facilitator/moderator has a crucial role in this activity. Indeed, they can intervene in case someone from one of the two group's members</p>

	<p>is never taking the floor. In the case someone is too much talkative, the facilitator/moderator can allocate a slot of seconds for each person to express.</p>
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Step 5.

The activity follows in this way till all the statements are asked and the two groups are back in plenary. It follows the debriefing.

See Handout below.

HANDOUT_CANADIAN BOX

1.	EQUALITY IS UNFAIR
2.	WOMEN SHOULD BE MORE PROTECTED BECAUSE THEY ARE MORE VULNERABLE
3.	RELIGION PRESERVES THE COHESION OF SOCIETY
4	YOU CANNOT STAND FOR LGBTQI+ RIGHTS IF YOU DO NOT BELONG TO THE COMMUNITY
5.	WE HAVE TO TOLLERATE EVERYONE IN ORDER TO LIVE TOGHETER
6.	FREEDOM OF SPEECH HAS LIMITS

TITLE	Silent debate
TOPIC/S	Communication
AIM	To reflect on different question marks related to communication
TOOL TYPE	Silent discussion
DURATION	30 minutes
MATERIAL	Flipcharts, markers, pens, post-it, colours
DESCRIPTION	<p>Setting: facilitator should have prepared in advance four tables, in each one a flipchart with a key question in the middle, some markers, pens, colours and post-it. The key questions are:</p> <ul style="list-style-type: none"> • What is communication? • Why do we communicate? • How do we communicate? • Which factors might improve and/or reduce the communication? <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are invited to move from table to table, to read the question on the flipchart and give their answer/feedback/comment on the subject. While they are answering they should also read the answers of the others and, in case, create some links and draw connections between them. When they finish with one flipchart, they can move to the next one.</p> <p>NOTE: there is not a precise order to follow in filling in the flipcharts: participants can mingle in the space, passing from one to another, and then back to the first one filled, if other elements popped up in their brain.</p> <p>Step 2. At the end the four flipcharts are put on the wall and participants are asked to give a final look at the contents. If there is still time at disposal, it's possible to close the session with a last plenary, where in brief participants can highlight some element that touched their interest or comment on the technique used.</p>

ME AND GENDER – STEP 1

TITLE	Preparatory work
TOPIC/S	Me and gender stating from my own perception of my body and of the interaction with the others
AIM	To detect my relation with my own body and with the other people, to start up the reflection about me and gender
TOOL TYPE	Work with the body
DURATION	90 minutes
MATERIAL	A big workshop room
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Free walking in the space Participants are entering the room one by one and they are asked to keep walking in the space. While walking, the trainer gives different indications as, e.g.:</p> <ul style="list-style-type: none"> • feel your feet when you walk • keep breathing • keep attention to the different parts of your body while you are moving in the space (feet, ankles, legs, hips, back, shoulders, harms, hands, fingers, neck, head) <p>Step 2. Space perception Participants are still walking in the space. While walking, the trainer gives different indications as, e.g.:</p> <ul style="list-style-type: none"> • walk in the space (life boat) • walk win the space with different rhythms • check where the other people are • take into account their position while they are moving in the pace <p>Step 3. Contact with the others Participants are still walking in the space. While walking, the trainer explains that they will meet someone. In that moment the two persons meeting, should stop and keep they eye contact. When they face the contact it's over they can keep walking in the space and after a while meet someone else. After a while the activity can be further developed adding also the voice contact and a small physical contact with the other person.</p> <p>Step 4. Work in couples Participants are now forming couples: one of the person does not move while the other, using an imaginary contact (like a string connecting their hand with the body' parts of the other person) is shaping the body parts of</p>

	<p>the other person. This person change the body parts and thus the position accordingly to the instructions received. After a while the roles are switched.</p> <p>Step 5. Work with the voice</p> <p>the previous activity finished with the member of the couple staying on the opposite line, one in front of the other and keeping the eye contact among them.</p> <p>The activity is organized accordingly to the following steps:</p> <ul style="list-style-type: none"> • choose a random sentence • both are moving (simultaneously) to the centre, repeating the sentence. When the couple members are more distant the voice is very strong, while more they are getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. • both are moving (simultaneously) to the centre, repeating the sentence. When the couple members are more distant the voice is very low, while more they are getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. • only one member (the other) is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very strong, while more he/she is getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. • only one member is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very low, while more he/she is getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. • people from the two lines are now sitting (still on the opposite of the workshop room), being one line in front of the other one (and one couple's member in front of the other). One couple can decide to repeat the exercise with the others watching. In this case the action is similar to one of the ones before and is the trainer explaining the task to accomplish before to start.
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TITLE	Image theatre
TOPIC/S	Gender-sensitive issues
AIM	To reflect on gender-sensitive issues

TOOL TYPE	Work in group and in plenary with the technique of the Image Theatre
DURATION	120 minutes
MATERIAL	A big workshop room
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Think about a personal story Participants are accompanied in front of the plenary room, trainers explain them that they have to enter one by one and walk in the room. When they have found a place where they are feeling comfortable, they can stop and sit there. When everybody is inside, one of the trainer briefly explain that the task is now to reflect, at individual level and in silence, on personal stories related to gender. Participants can also choose to not identify a personal story but a gender-related story they know and have heard.</p> <p>Step. 2 Group and share stories When everybody finish, small groups (between 4 and 5 people maximum) are created and participants can share within their group their personal stories. Then is picked up a story, that the group members consider the most representative of gender sensitive-issues. It has to be underlined that there are no good and bad stories since each one is linked to the personal experience of the person, thus the only criteria for choosing a story, is the fact it is considered the most representative of gender issues.</p> <p>NOTE: for this activity it's fundamental to create the proper and "safe" atmosphere, where to feel protected. Thus it has to be remarked that if a participant is not feeling comfortable sharing their personal story, they can also decide not to do it and only to listen at the others.</p> <p>Step 3. Prepare the representation Extra time is allocated for each group to decide how to represent the story through the technique of the living pictures (like statues on the stage, not using the voice but only the body). All the group have to practise and rehearse. Maximum five minutes are allowed for each representation.</p> <p>Step 4. Representation and analysis Each group goes on the stage and has to present the story. Then the actors remain on the stage and it starts the analysis of the story with the following key questions:</p> <ul style="list-style-type: none"> • What did they represent? → to the audience • What did you represent? → to the actors • What are the actors? → to the audience • Which is the setting? → to the audience • What are the most sensitive gender elements within the story? → to the audience • Do you have extra elements to add to the previous analysis? → to the actors <p>Step 5. Changing in the position The actors are back on the stage and represent once again the story with</p>

	<p>the technique of the living pictures. Now the audience (one by one) can enter the representation and change some parts in the body position of the actors, in order to change the situation and to turn it from a more challenging one to a more positive one.</p> <p>The actors are then asked how do they feel now and if they want to share extra elements.</p>
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GENDER & ICL

TITLE	The letter
TOPIC/S	Gender and Intercultural learning
AIM	To reflect on the subject and detect the interconnections between Gender and Intercultural learning
TOOL TYPE	Work in group and plenary
DURATION	120 minutes
MATERIAL	Two letters as in the Handout below
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The facilitator explains the story of Xavier and Tabarlis: the first one lives on Planet Earth and went to visit another planet called Glorbuld, where he was hosted by Tabarlis. When Xavier is back home, he writes a letter to his friend Vincent to share his experience. On the other hand, Tabarlis writes a letter to his friend Verlias and explains what happened with the group of students from Planet Earth that they welcomed in Glorbuld.</p> <p>Step2. The group is divided in two subgroups, one receiving the story of Xavier and the other receiving the story of Tabarlis (each person receives one story). Then each participant has to carefully read the story and write on the back of the paper their interpretation of the story.</p> <p>Step 3. Sub groups are created: two for the story of Xavier and two for the story of Tabarlis. Each group has to share their interpretation and understanding of the story.</p> <p>Step 4. The two groups of Xavier are merged and the two groups of Tabarlis are merged. Each group has to share their interpretation and understanding of the story, fixing the common elements.</p> <p>Step 5. If there is still time, it's possible to gather the two groups, asking them to act it out from the perspective of their character (Xavier and Tabarlis), taking into account as a basic reality, what is written in their letter.</p> <p>Step 6.</p>

	<p>Back in plenary it's starting the analysis of the two stories, keeping specific attention to the following aspects:</p> <ul style="list-style-type: none">• Misunderstandings• Stereotypes and prejudices• Representation of reality, based on our experience• "Glasses" through which we see and understand the world <p>At the end of the debriefing and of the analysis it's possible to close the plenary with the presentation of the Iceberg Model, leaving extra space for comments and questions.</p> <p>See Handouts below.</p>
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HANDOUT_THE LETTER

LETTER FROM TABARLIS TO HIS FRIEND VERLIAS

1. Hi Verlias, I hope you are well, that you are in good health, as well as all your family and all your friends. Remember that I told you about a group of young people coming from Planet Earth, from a little corner called France? We have just spent 24 cycles together and I have lots of things to tell you.

2. When they arrived, there was obviously a misunderstanding. Since we could not get inside the spaceport, we asked people who worked there to help them carry their luggage and meet with us outside, but they were turned down quite badly. They were really surprised at this reaction and didn't want to see the Earthlings ever again. I admit that I didn't dare to mention this episode with them.

3. They wanted to start building the school right away and I soon realized that there was tension with the village workers. Of course the workers were not in a hurry to finish the job as they were paid per day. The longer the project lasted, the more money they would have! And it was often their only source of income... Moreover, after a few sunstrokes, the Earthlings realized that it was not very effective to work when the 2 suns are at the highest in the sky...

4. There were other times when we felt they were very impatient. When we needed to go to the city, they were always impatient while waiting for the Zamourion to be full. Apparently, on Earth, transportation leaves at fixed times, even if they are not full! I really wonder how drivers make a living...

5. Also, they did something weird one day: they started burying cans in the ground! I almost said it was a shame because the people who picked them up on the street to sell the aluminum would not find them, but I didn't dare. It may be a ritual practice of them... Oh yes, they said they found it disgusting. On my side, something they did has repelled me – the way they blow their nose. Instead of rejecting the waste from their body in nature, they keep it carefully in a paper. Yeks! Disgusting!

6. One day I felt so uncomfortable. One of the girls in the group went and talked directly to the head of a village, asking why women were eating away from men, why children had no right to speak at the table, and so on. Honestly, I feel like the Earthlings do not respect the elders. They told me that at home they put them all together in special houses!

7. Besides, they not only neglect their ancestors, but they do not respect the gods either! One day, one of them said to us most simply: "I am an atheist." We looked at each other without being able to say anything. We all knew what it meant, but we had never met anyone who questioned the existence of the Gods!

8. Another day, they became angry at Limbatan but we didn't really understand why. Limbatan had to bring Dimbzi for the farewell party but he had to stay at home because as he is the only one to have TV in his area, a neighbour had come to watch TV. It did not matter, there were plenty of other things to eat. Yet this detail has really annoyed the Earthlings. But you understand that Limbatan could not do otherwise! If he had gone, the whole neighbourhood would have concluded that he

had no respect for the people who came to visit him!

9. When I think about it, maybe the Earthlings were not happy because there were disputes within the group. I watched them carefully and I never saw the two boys holding hands or having any physical contact. I think they were not really good friends.

10. See it was not easy every day and we were even close to fight sometimes. But don't worry, we realized that we also had a lot in common and everything ended well. I realize that I was a little negative but we really experienced some extraordinary moments that I will tell you in a new letter. I have to go back with my family, I've been alone, writing to you for an hour now, and as you know, they start to find it odd...

LETTER FROM XAVIER TO HIS FRIEND VINCENT

1. Hi Vincent, how are you? How was the summer, reviewing lessons to prepare for exams? Ok, it's not funny... As you may know, I'm just back from the planet Glorbuld where I spent a month ("Earth month") with Karen, Sophie and Mehdi. So many weird stuff happened, I have to tell you.

2. As soon as we landed at the spaceport, the confusion began. Several people wanted to help us carry our bags... well, so they said... Good thing we were told to be careful with pickpockets and thieves. At first we refused politely and as they insisted, we were a little firmer. So they left and you could see they were frustrated that they missed their opportunity. We were lucky! Then we went to meet with our contacts who were waiting for us outside the spaceport.

3. We wanted to start the project the very next day because we had a schedule to follow. So we started the construction of the school and I can tell you that we worked very hard! The problem is that we quickly realized that the Glorbuldians who worked with us did not have the same enthusiasm, and there were even moments when we really felt that they were putting a spoke in our wheels! Unbelievable, as we do this project for them!

4. Anyway, everything is slow there, like public transportation for example (small and rotten buses that they call Zamourion). If they give you a starting time, you're sure you can add at least 2 hours. And when you ask when we are going to leave, they always answer you "Soon!". It's so annoying, I swear to you.

5. Not to mention the hygiene. They throw everything on the ground without any concern for the environment. At first we wanted to act well, we picked up our cans. Since we did not know what to do with it, we began to bury them so that it was less dirty, and then we finally gave up. And do you want to know how Glorbuldians blow their noses? You lean on one nostril and you blow a big blow. Very chic!

6. Anyway, that's for sure, they're still at least 50 years behind us. It shows so much regarding human rights! Well especially women's and children's rights. You know Karen, a bit feminist, isn't she? One day she had a very blunt discussion with a village leader about it. I don't know if he really understood, in fact he didn't react

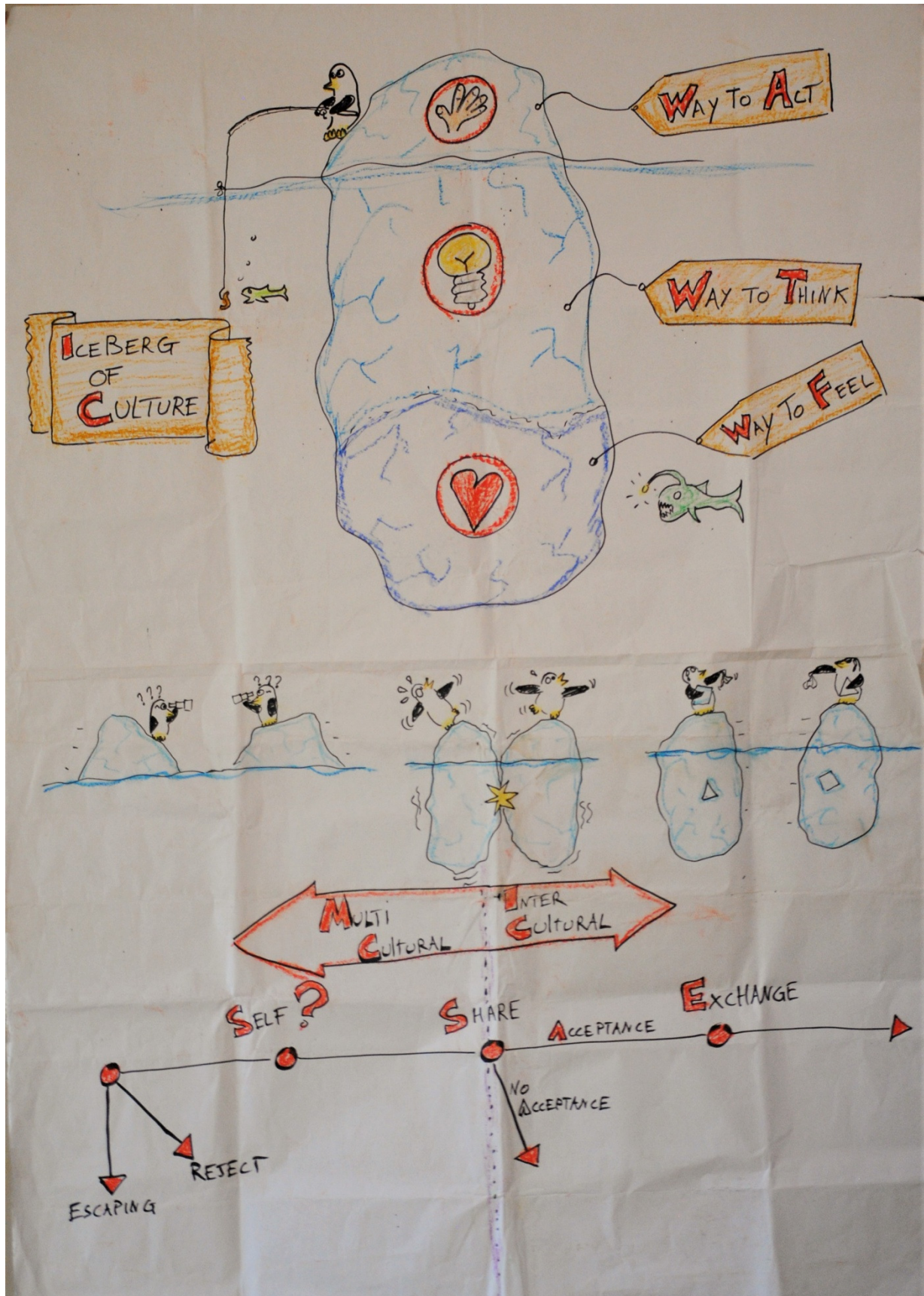
much.

7. Another example on how "behind" they are. One day we go through a swampy region and one of the young people who accompanied us tells us in the most simple way: "Here, there is a man who turns into a crocodile". We looked at each other for a moment, but we quickly turned our heads to avoid bursting into laughter. We controlled ourselves but we were close.

8. The same young man really annoyed us another time. It was the end of the stay, we had organized a great evening with all the people we had met. Everybody had to bring something, and he had to bring Dimbzi, which is a delicious chicken from there. And... he never came. The next day, when we saw him, we told him how mad we were! It was a total lack of respect for us. Guess what he said! He had to stay at home because a friend came to watch TV! Couldn't find a more phony excuse... In any case, they need to become more serious and more trustworthy, otherwise they will never be a developed planet.

9. Oh, one last crazy thing, I've never seen so many homosexuals in my life! There are plenty of guys holding hands in the street. One day, one of our co-worker wanted to hold my hand, well I can tell you that he did not try twice! See it was not easy every day and we were even close to fight sometimes. But don't worry, we realized that we also had a lot in common and everything ended well. I realize that I was a little negative but we really experienced some extraordinary moments that I will tell you in a new letter. Now I don't have time, I'm already late for my aircraft's driving lesson.

HANDOUT_THE ICEBERG



ME AND GENDER – STEP 2

TITLE	Gender construction
TOPIC/S	Construct the gender perception
AIM	To reflect on how we do construct the gender perception
TOOL TYPE	Work in group and presentation in plenary
DURATION	90 minutes
MATERIAL	Flipcharts, markers, A4 paper, pens, markers
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The group is divided in smaller sub-groups with the following task: the group members have to reflect upon and highlight the main elements in the construction of gender. Then they have to prepare an interactive presentation of their work.</p> <p>Step 2. Back in plenary each group run their presentation highlighting the main elements identified. One of the trainers is keeping note on a flipchart. At the end it's left some extra space for further comments and to share extra elements and reflections.</p>

FACILITATION

TITLE	The perfect facilitator
TOPIC/S	Role and qualities of the facilitator
AIM	Work in group and plenary presentation
TOOL TYPE	To reflect on the role a facilitator should have and on his/her qualities
DURATION	Handout with the facilitator model
MATERIAL	45 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in groups (approximately 5 people each) and receive the Handout with the facilitator model. They have to discuss within the group about the facilitator's role, skills and qualities and they have to give a graphic representation of the main outcomes.</p> <p>Step 2. Each group has a maximum amount of 5 minutes to present the work in plenary. Then it's left an extra time for questions and clarification requests.</p>

TITLE	5 does and 5 doesn't
TOPIC/S	Facilitator role, does and doesn't
AIM	To reflect on the facilitator role and on what a facilitator should do and what and shouldn't do
TOOL TYPE	Work in group and act it out
DURATION	100 minutes

MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Facilitators are presenting in plenary different key words, that are possible adjectives/characteristics/roles of a potential facilitator and that can be used to describe the person. The key words are left on the floor.</p> <p>Step 2. Participants are asked to walk in the space, read the different key words and choose the three "best characteristics" and three "bad characteristics" a facilitator should have.</p> <p>Step 3. Once the selection is done, participants are asked to group themselves in small groups (around 5 people each), to present their key words and try to do a common list of the five best and the five bad characteristics.</p> <p>Step 4. Once the common list is done, all the groups are asked to create a short sketch (maximum five minutes each) to represent their characteristics, using the acting out technique.</p> <p>Step 5. The different groups perform on the stage and a facilitator keeps note of the key words.</p> <p>Step 6. It follows the debriefing in plenary, where the different key words are compared, explained, similarities and differences are analysed and it's left space for extra comments/feedbacks.</p> <p>See Handout below.</p>

HANDOUT_THE FACILITATOR

TEACHER	GUIDE	COP	GARDENER
HANDYCRAFT	E.T.	SOLDIER	ARTIST
SPY	SPARKLING	IDOL	INVESTIGATOR
SOBSTITUTE OF "FATHER"	SOBSTITUTE OF "MOTHER"	"ARTIFICIAL PARADISE" SELLER	MODELLING PASTE
APPRENTICE	SORCERER	PSYCHOLOGISTT	SUPPORTER
COACH	ALLY	MEDIATOR	EXPLORER
PARTNER	INSTIGATOR	HELPER	MISSIONARY
MANIPULATOR	"BIRTH GIVER"	CHILD	SCULPTOR
CHIEF	OUTSIDER	SPIDER	MAGITIAN

TITLE	Me as facilitator
TOPIC/S	Facilitation: why we do it, reasons behind, relation with ourselves, relation with the others, space perception, roles, styles and approaches
AIM	To reflect on the reasons that stands behind our decision to be facilitators, to better understand our relation with the other people, our styles and approaches to youth work
TOOL TYPE	Individual work, work in groups and plenary
DURATION	60 minutes
MATERIAL	A4 papers with the key questions printed, pens, flipcharts, markers and colours
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Introduction Participants are outside the workshop room, in silence and facilitators make a short introduction. Then participants are entering the workshop room and start walking inside the space till they find a comfortable position and can sit.</p> <p>Step 2. Me as facilitator Each person receives a piece of paper with the question (already written), "what does it means to you to be a facilitator?". While thinking and answering the question, participants have to remain in silence and there is some soft music as background.</p> <p>Step 3. Challenges and rewarding aspects Each person is receiving a piece of paper, divided in two columns, each one with a different question (already written), "what are the challenges you are facing being a facilitator?", "what are the rewarding aspects of being a facilitator?" While thinking and answering the questions, participants have to remain in silence and there is still some soft music as background.</p> <p>Step 4. Sharing Participants create couples and the members of each couple take some time to share the answers to the previous questions ("what does it means to you to be a facilitator?", "what are the challenges you are facing being a facilitator?", "what are the rewarding aspects of being a facilitator?").</p> <p>Step 5. Me inside a group The couples are gathering till four groups are created, each one receiving a flipchart where this time the question is: "how do I behave inside a team of facilitators?". Participants can answer using the space in the flipchart and drawing/putting key words. Then the 4 flipcharts are put in the middle of the room and participants can have a look at the other drawings/key words.</p>

	Step 6. Plenary and closure Back in plenary in the big circle, participants are asked to share the main elements of the discussion and to highlight the elements in the reflection that have touched them the most.
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TITLE	Blind snake
TOPIC/S	Team work, cooperation
AIM	To develop the team work, the interaction and the cooperation and set ground for the upcoming step (Training inaction)
TOOL TYPE	Team work activity
DURATION	60 minutes
MATERIAL	Blindfolds (one for each participant)
DESCRIPTION	<p>Setting: for this activity is needed big spaces outside, e.g. gardens or fields. Facilitators should have prepared in advance the path with some obstacles and materials in between (e.g. a chair).</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in four groups, each one is assigned to a trainer who is explaining the task. They have five minutes to find their way to communicate and to pass the instruction to the person in front of them (the activity will be then performed in silence).</p> <p>Step 2. Participants of each group have to create a line (each person should have in front the shoulders of the other person and with the hands should touch the shoulders). Then all the group members are blindfolded, apart from the last in the line that is following the mute instructions of the trainer who is explain which is the path to follow. The activity starts.</p> <p>Step 3. After some minutes the last person in the line change (and is then blindfolded). Thus the first person in the line pass at the end, without blindfold and will be the one guiding the group and following the mute instructions of the trainer showing the path. The activity has a limited time at disposal (approximately 30 minutes), thus the trainers should check the timing, in order to allow all the group members to guide and to be guides.</p> <p>Step 4.</p>

	<p>At the end of the activity is foreseen a debriefing with a specific focus on:</p> <ul style="list-style-type: none"> • how was to follow • how was to lead • team work • leadership • cooperation within a group.
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TRAINING in ACTION

TITLE	Preparation
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely crucial, because participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchanges
TOOL TYPE	Work in groups
DURATION	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
MATERIAL	180 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Group division Four groups are created and receive the following task: they have to create a workshop 90 minutes long, to promote the concept of "different abilities".</p> <p>IMPORTANT: it should be underlined that the group composition is based on the following aspects:</p> <ul style="list-style-type: none"> • intercultural perspective • different experiences/knowledge • expertise in the subject/ topic • expertise in the methods/tools <p>Step 2. Sub-topic selection Different sub-topics are presented to the groups that will have some minutes to discuss and pick up the topic they are interested to work on. Once a topic is chosen, it cannot be picked up again, so it's important to discuss and agree within the group, but also to be fast to pick up the topic.</p> <p>Below the list of the proposed topics:</p> <ul style="list-style-type: none"> • Culture and Intercultural learning • LGBTQI+ • Stereotypes and prejudices • Gender role models • Inclusion • Human Rights • Sexuality • Gender Identity • Patriarchy • Gender and power

Step 3. Preparation

Participants, divided in groups will work on the preparation of a short workshop of 90 minutes, using non formal education working methods.

To each group will be assigned a facilitator, that will join the group and will give the following tasks to be run in chronological order, during the workshop preparation:

- Internal sharing: who we are
- Internal sharing: how we feel comfortable to work in team
- Role and responsibilities: appointment of different group members that will be more focused on time management, learning objectives, group dynamics/atmosphere
- Group discussion: how to cover the subject
- Definition of the workshop specific learning objectives
- Workshop preparation: definition of tools and methods, space identification, tasks and responsibilities division, materials and logistics, rehearsal of the workshop before to deliver it
- Fill in the toolkit

Step 4. Feedbacks

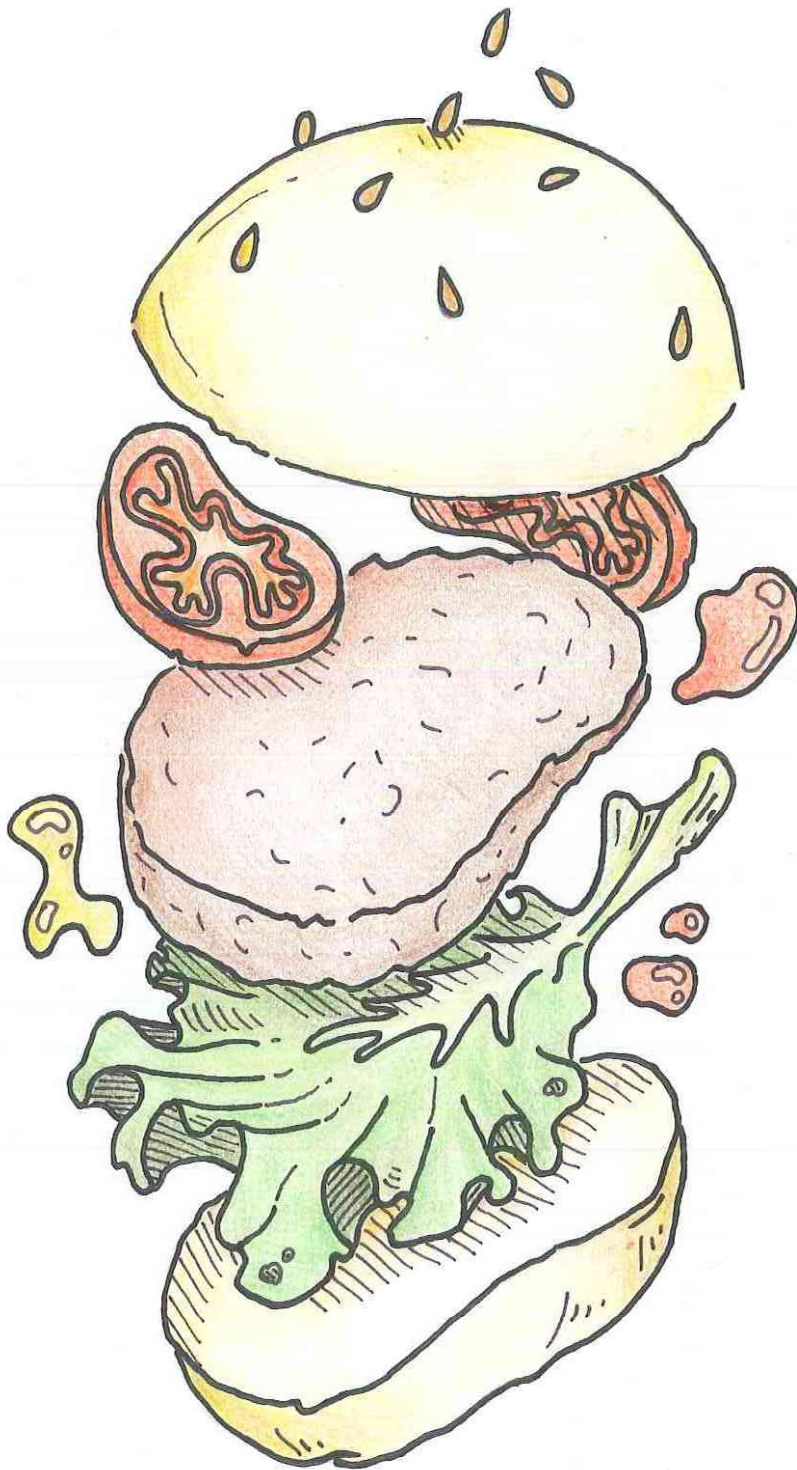
At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized.

The Sandwich model (**See Handout below**) is presented in plenary and participants can ask questions and clarifications.

The main elements that have to be analysed are:

- **your feelings**
- **something to improve**
- **something good.**

HANDOUT_SANDWICH MODEL



HOW I FEEL



SOMETHING
TO IMPROVE



SOMETHING I
LIKE



TITLE	Workshops
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely crucial, because allowed the participants to create, implement and asses some of the workshops to be afterwards used during the youth exchanges
TOOL TYPE	Work in groups
DURATION	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
MATERIAL	180 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>MORNING</p> <p>Workshop 1 90 minutes</p> <p>Feedbacks Workshop 1 30 minutes</p> <p>BREAK</p> <p>Workshop 2 90 minutes</p> <p>Feedbacks Workshop 2 30 minutes</p> <p>AFTERNOON</p> <p>Workshop 3 90 minutes</p> <p>Feedbacks Workshop 3 30 minutes</p> <p>BREAK</p> <p>Workshop 4 90 minutes</p> <p>Feedbacks Workshop 4 30 minutes</p> <p>GENERAL REMARK ABOUT FEEDBACKS At the end of each workshop it's run the Feedbacks session and the workshop' participants are asked to write on 3 different post-it the 3 elements to evaluate. Then they can also take the floor to comment. All the post-it are then collected by the group of facilitators that will read them back and keep.</p>

	<p>The focus has to be centred on “giving positive feedback”. Facilitators have to underline that there is no intention to make anyone feeling uncomfortable or hurt. On the contrary, the activity aims to give the chance to think how to find positive words for people we work with and encourage them to continue working and trying to improve all the time.</p> <p>Every time feedbacks are towards the activity, not personal feedbacks to individual participants are given.</p>
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LEARNING

TITLE	Tools evaluation																																																																				
TOPIC/S	Evaluation of strengths and weaknesses of the non-formal education activities within the proposed workshops																																																																				
AIM	To make participants evaluate in depth and on a peer to peer approach, the strengths and weaknesses of the different tools proposed within the workshops																																																																				
TOOL TYPE	Work in groups																																																																				
DURATION	100 minutes (20’ each rotation for a total of 4 rotations, 10’ rotation, 10’ final presentation)																																																																				
MATERIAL	Paper, pens, flipcharts, markers, colours																																																																				
DESCRIPTION	<p>Setting: trainers should prepare in advance four flipchart templates as the one below, divided in three columns, one where to list the description of the methodology, one for the strengths and one for the weaknesses. Then there is a row where participants have to make a list of the tools falling within the methodology. In the last row at the end of the flipchart it should be included a reflection on the target groups and on the potential adaptability of the tools.</p> <table><tr><td colspan="3">METHODOLOGY</td></tr><tr><td colspan="3">-----</td></tr><tr><td colspan="3">-----</td></tr><tr><td colspan="3">-----</td></tr><tr><td>What</td><td>Strengths</td><td>Weaknesses</td></tr><tr><td>-----</td><td>-----</td><td>-----</td></tr><tr><td>-----</td><td>-----</td><td>-----</td></tr><tr><td>-----</td><td>-----</td><td>-----</td></tr><tr><td>-----</td><td>-----</td><td>-----</td></tr><tr><td>-----</td><td>-----</td><td>-----</td></tr><tr><td colspan="3">Tools list</td></tr><tr><td colspan="3">-----</td></tr><tr><td colspan="3">-----</td></tr><tr><td colspan="3">-----</td></tr><tr><td colspan="3">-----</td></tr><tr><td colspan="3">-----</td></tr><tr><td>Target group</td><td colspan="2">Adaptability of the tool</td></tr><tr><td>-----</td><td colspan="2">-----</td></tr><tr><td>-----</td><td colspan="2">-----</td></tr><tr><td>-----</td><td colspan="2">-----</td></tr><tr><td>-----</td><td colspan="2">-----</td></tr><tr><td>-----</td><td colspan="2">-----</td></tr></table>			METHODOLOGY			-----			-----			-----			What	Strengths	Weaknesses	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	Tools list			-----			-----			-----			-----			-----			Target group	Adaptability of the tool		-----	-----		-----	-----		-----	-----		-----	-----		-----	-----	
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	<p>The four macro-methodology to be analysed are:</p> <ul style="list-style-type: none"> • Role play games and simulation • Discussions and debates • Theatre and work with the body • Group dynamics activities <p>The activity is organized according to the following steps:</p> <p>Step1: The activity is briefly presented in plenary, participants divided in four groups, each group should receive a flipchart with the template model. Each group has to fill in the template, including all the parts.</p> <p>Step 2. The groups can rotate to have a look at the work done by the other groups.</p> <p>Step 3. In plenary it's left extra space to reflect on strengths and weaknesses of the tools, on the flexibility in their use and on the potential adaptability accordingly to the target group we work with.</p>
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TITLE	Pedagogical approach
TOPIC/S	Pillars in a pedagogical approach
AIM	<p>To reflect on the following aspects within a pedagogical approach:</p> <ul style="list-style-type: none"> • Formal – Non Formal and Informal and facilitator role • Group dynamics • Safe space
TOOL TYPE	Gincana in different stations
DURATION	70 minutes in total = 10 minutes (for the explanation) + 60 minutes (for the activity), each round should last 20 minutes
MATERIAL	Three different spaces, music, flipchart, markers, colours, A4 papers, pens, post-it
DESCRIPTION	<p>Setting: facilitators should create in advance 3 different stations (each one with a different decoration) representing different key elements within a pedagogical approach:</p> <ul style="list-style-type: none"> • Formal – Non Formal and Informal and facilitator role (with the positioning in the space technique) • Group dynamics (with the technique of discussion and presentation of Tuchman model) • Safe space (with the technique of the “drunken bottle” and the analysis of feelings and emotions)

	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The activity is presented and "The Master of Time" divides participants in 3 groups, explaining the rules of the activity.</p> <p>Step 2. Each team has to go from station to station, searching for the information about what the station is about (in each station they have to stay 20 minutes). The "The Master of Time" gives the time and the rotation.</p>
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EVALUATION

TITLE	Stations
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, running the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
DURATION	90 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy 😊)
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere 😊</p> <p>Beginning: one of the facilitator makes a short introduction on the activity' tasks, participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Space 1 – food and lodgement <u>Instruction:</u> comment with post-it and messages how the accommodation and food was <u>Methodology:</u> drawings representing food and accommodation and post-it to leave comments and feedbacks</p> <p>Space 2 – group dynamics <u>Instructions:</u> tell it with a drawing! You can paint, use colours, drawings and all your creativity to comment the group dynamics <u>Methodology:</u> on the floor there is the big flipchart with colours and markers</p> <p>Space 3 – topics/contents <u>Instruction:</u> draw a face on each section, representing the training specific topics. More you are satisfied and more the face is with a smile and is closer to the target centre. Less you are satisfied and more the face is serious and closer to the external part of the target <u>Methodology:</u> on a board there is a big flipchart with a target. The target is divided in different areas, accordingly to the specific objectives of the training. On the floor, there are pens and coloured markers to comment</p>

	<p>Space 4 – tools and methods <i>Instruction:</i> leave comment, using the pieces of paper, on what you have learnt and you would like to bring back home and what instead you would like to leave behind <i>Methodology:</i> two drawings, one representing a luggage (symbolising what we want to bring back home) and with a trash bean (symbolising what we want to leave behind)</p> <p>Space 5 – learning <i>Instruction:</i> go back to the graphic facilitation on the wall representing the activities run during the training and leave comment, using post-it, on the activities you want, adding on the post-it what you have learnt <i>Methodology:</i> a chair under the graphic facilitation, with pens and post-it</p> <p>Space 6 – Training in Action <i>Instruction:</i> write a letter to yourselves to comment your participation during the training. When you finish, please hung the letter on the rope, using a cloth peg <i>Methodology:</i> a rope is in tension between two sides of the room. There are cloth pegs on the rope (as in a laundry) and on a chair, many pieces of paper (A4 cut in half) with pens, to write the letter</p> <p>Space 7 – pool of trainers <i>Instruction:</i> write a feedback, comment, suggestion you would like to leave to the pool of trainers <i>Methodology:</i> post boxes on the ground with pieces of paper and pens to write down the comments/feedbacks</p> <p>Space 8 – photomaton <i>Instruction:</i> write on the A4 a key word representing the training, take a costume and go behind the curtain. <i>Methodology:</i> a small table with the A4 papers and coloured markers. A wardrobe with the costumes. Behind the curtain there is one of the facilitators with the camera taking picture of the participants (one by one), costumed and with their key word</p>
--	--

TITLE	Circle of words
TOPIC/S	Collective evaluation
AIM	To run a collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, his/her feelings, impressions, comments and ideas)
MATERIALL	/

DESCRIPTION	<p>Setting: participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants have to take the floor one by one and they have to say "something to themselves" and "something to the group".</p> <p>NOTE: when the turn to speak arrives, if the participant does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express themselves.</p>

PICTURE YOUR RIGHTS

youth exchanges

During the session called “Picture your Rights”, run at the end of the two Youth Exchanges, participants had the chance to experiment different visual techniques to reflect upon and then raise awareness on gender-sensitive issues.

The materials was later on used once back home to raise awareness on gender-sensitive issues among other young people of the same age.

The material you will find below was realized thanks to the work and the creativity of the young people participating in the youth exchanges, to whom it goes a special thanks!

PHOTOGRAPHY

workshop



STEP 1

CONCEPT

- ↳ SOMETHING DEVELOPED IN THE MIND (thoughts, notions, stories, ideas)
- ↳ AN ABSTRACT OR GENERIC IDEA GENERALIZED FROM PARTICULAR INSTANCES

STEP 2

COMPOSITION

↳ WHAT YOU PUT WHERE AND WHY

↳ WHAT YOU CAN LOOK FOR

• lines (lead to focus point)

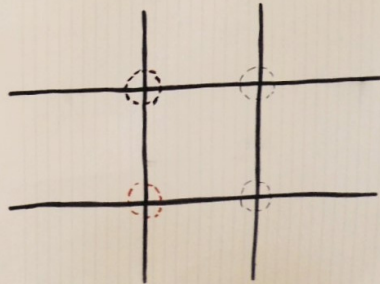
• shapes

• colour/tones

• texture

• space

ANGLE OF LIGHT frontal
back



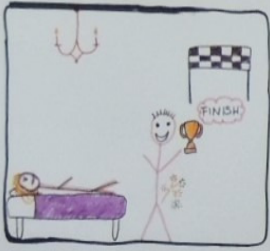
THE RULE OF THIRDS

CONTRAST - adds depth ($\Rightarrow \neq$ flat image)
oops, i did it again

L	LOVE, PASSION, LIFE, DANGER, ANGER, COCA-COLA, CHINA, COMMUNISM, UNCOMFORTABLE, BLOOD, MEAT, PAIN, CHRISTMAS, NEW YEAR'S, FAST, FORBIDDEN, STOP, HELL, CAPTAIN JACK, SEX
+	
G	FANTA, ENERGY, FLOWER, DESERT, TROPICAL, WARM, SUMMER, SALMON
+	
B	PISS, PEACE, SUN, CHILDISH, SHINY, SHAKIRA, GOLD, MONEY, PROSPERITY, SUPERSTITION, CHURCH, JEALOUSY, TREASON, HONEY, SPARKS, DAY
+	
T	HOPE, NATURE, SPRING, RELAX, SAFETY, EXIT, GOOD, HONEY, RICHNESS, POWER, FREEDOM, LUCK, LIBERTY, IRELAND, YOUTH, HEALTH
+	
Q	SEA, SKY, SERENITY, OBLIGATION, CALM, INFINITY, HEAVEN, BABY BOY, MASCULINITY, HEALTH, ROYAL BLOOD, EDUCATION, FEELING BLUE
+	
I	ROYALTY, REPUBLIC, FEMINISM, HARRY POTTER, ART, THEATER, MUSIC, NIGHT, EXCENTRIC, AVANTGARDE, FORTUNE, OUTER SPACE, THANKS, MAGIC
+	
	CHOCOLATE, NATURE, SOIL, BOOP, COFFEE, ROOTS, VINTAGE, DEATH, PROBLEMS, STABILITY, AUSTERITY, COZYNESS
+	
	DARKNESS, SADNESS, DEATH, FASHION, BATMAN, ELEGANCE, NOTHING, REPRESSION, DEPRESSION, HONOLULU, FEAR, WAR, VIOLENCE, RACISM, PIRATE, UNKNOWN
+	
P	BALANCE, NEUTRAL, INDIFFERENCE, CITY, DIRTY, CLOUDS, MELANCHOLY, INTELLIGENCE, BUSINESS
+	
+	VOID, PURE, NEW, CLEAN, LEGAL, SURRENDER, TOILET, GOD, ANGEL, CALM, ENTIRENESS, FRESH, VIRGINITY, CREATIVITY, SNOW, BRIGHT, BLADE
=	HAPPINESS

STEP 3 colours

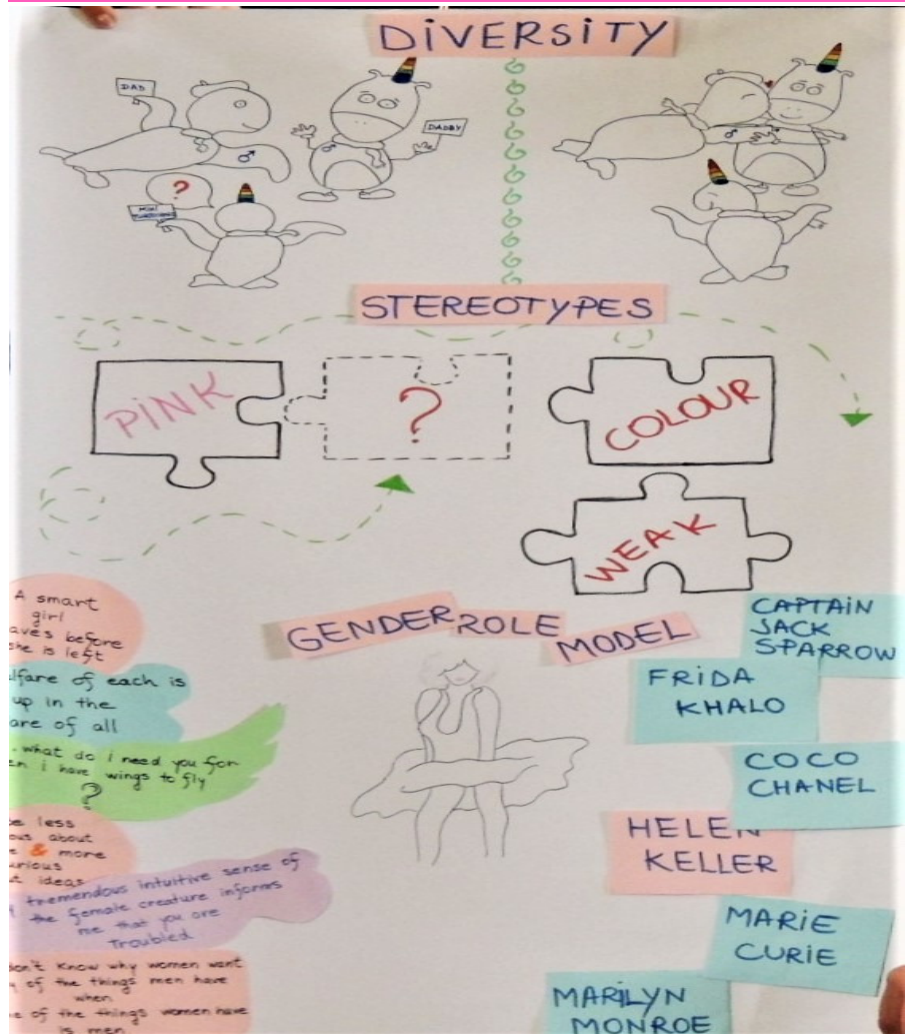
♂ Sexuality Myths ♀



F



T



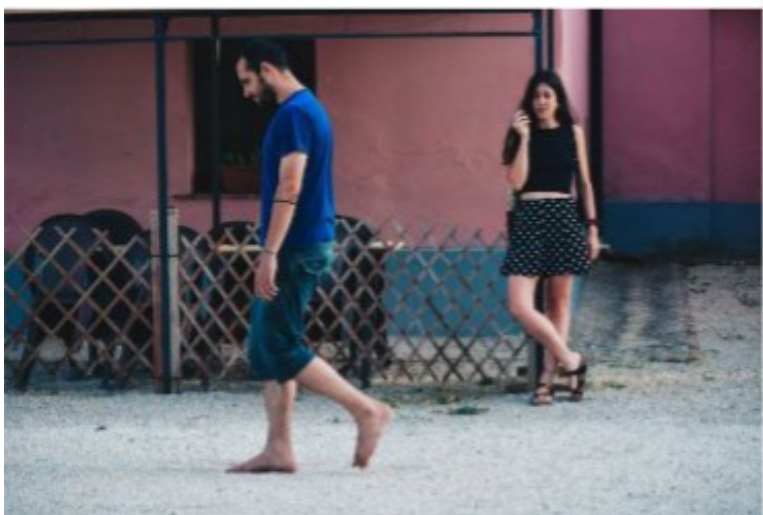
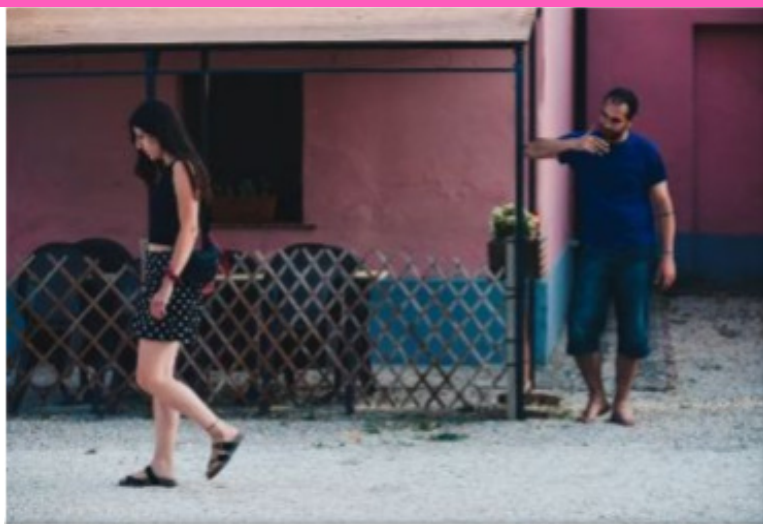


'Oh my God, this is it.
 I love her so much.
 And I Feel so lucky.
 The society almost killed us.
 We have struggled so much.
 In order to be accepted.
 But this is our happiness.
 Our life, it belongs to us.
 This is just you and me.
 I cannot stop smiling.
 Kiss me again.
 Keep me in your arms
 until the end... "



"Cleaning the bathroom
 Cleaning your mind
 Is this humiliated?
 Is this unfair?
 Is this my Fate?
 My tears are Falling
 While the drops Flow
 Can I handle this much?
 I have to decide. "





"First, you Feel pretty
 Confident
 Beautiful
 Strong
 Then, you see the way they look
 at you
 Disgusting
 Revolting
 Just one thing in their mind
 Your ass
 And you Feel the shame
 The loss of confidence
 You're walking Faster
 Watching the Floor... "



"Just having Fun
 Between guys
 Life is a competition
 That we have to win
 Be strong
 Be brave
 Don't cry
 Be a man
 Don't run like a girl
 Be virile
 Be confident
 Be powerful. "

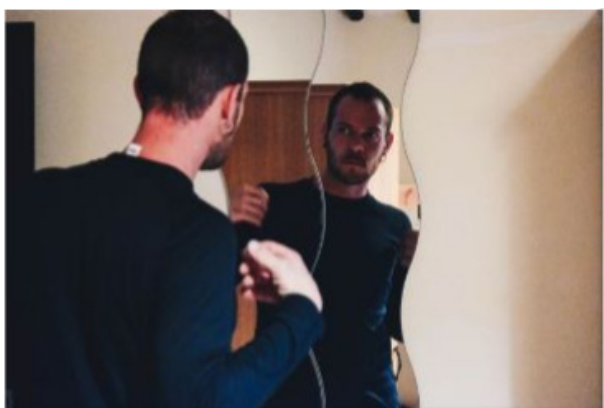


'He is always judging me when I'm getting ready to go out. I try to forget that since he has lost his job, he is always drunk and then he hits me.

This is what patriarchy does. My Femininity doesn't mean that I will cheat on you.

I don't care because I need to escape from my reality.

I just want to feel back the beauty inside me and to trust myself again. //



'I look beautiful the way I am.
I am strong and powerful.
I am myself.
But only in my bedroom.
I will struggle in order to be accepted as well.
I'm free to be anyone.
My gender is my business.
And soon, everyone will know it. "





"Keep working
Keep thinking there is hope
Even if I'm afraid
I cannot feel my arms
anymore
I feel unsafe
I feel oppressed in a big space
They're gonna find me
I will never have my residence
permit
But at least, I would have
Felt this feeling of Freedom
For a while."



"This is it.
I'm married now.
I'm already pregnant.
I will have to feel at
home in this new house.
I will have to find my place
Be happy, you have
everything.
Just smile, this is your
life now.
I want to run away."



"He goes to work.
He has the responsibility to
bring the money back home.
She is cooking and cleaning
the house.
Taking care of the children.
She feels that she is where
she is supposed to be.
Fulfilling her duty.
Respecting the traditions and
the values of her culture.
Everything is going in the
right direction. "

The Poggio Airtelo Times

Interview w/Trampon p.2.

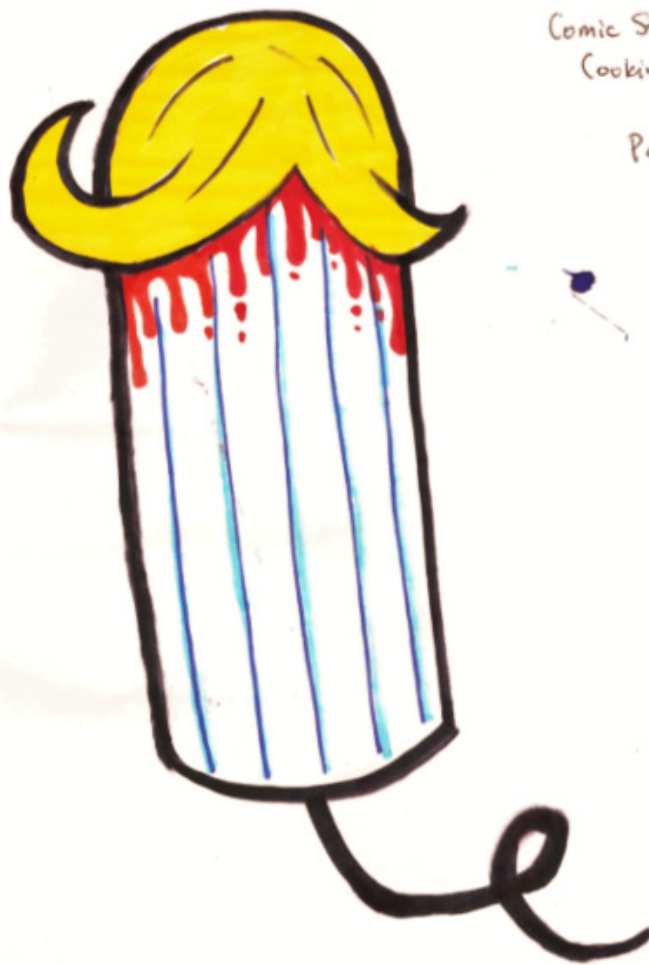
Comic Story on p.5

Cooking Time on p.4

Horoscope p.3

Password on p.6

Quiz p.4



1 QUIZ ABCD

What is the best country for gender equality?

A. Norway
B. Sweden

C. Iceland
D. Finland

How many girls around the world are denied education?

A. 62 million
B. 32 million

C. 52 million
D. 42 million

How many years is it going to take to close the Global Gender Gap (68%)?

A. 51
B. 72

C. 97
D. 103

How many girls under 18 are married every year with little or no say in the matter?

A. 8 million
B. 15 million

C. 10 million
D. 12 million

How many women worldwide experience sexual violence?

A. 1 in 4
B. 1 in 5

C. 1 in 3
D. 1 in 8

TAMPON SAYS "BUT WHAT ABOUT THE PADS?"

Why do you make the division between the luxurious and the poor?

That's your perception. Focus on the destructive menstrual cups, they are taking our jobs.

Grabbing them by the pussy, is it normal for you?

As a tampon, it is what I am supposed to do. It's natural, and women actually enjoy it.

Are you enjoying all of the bloodshed?

But what about the pads?
Pads are the real thing that we should be talking about.



Interview

Wouldn't it be better to stop the pain?
But pain is the regular way how to
feel the life.

Aren't you just creating division for the sake
of your own good?

That's just the false
news created by
mainstream media!!



BIC
for her

Like any other pen, but it's in pink so it's for her (only).

Cooking Time

Recipe for bad society

Recipe for good society

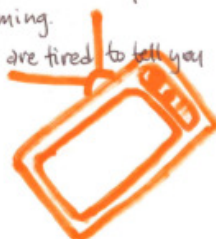
STEPS:

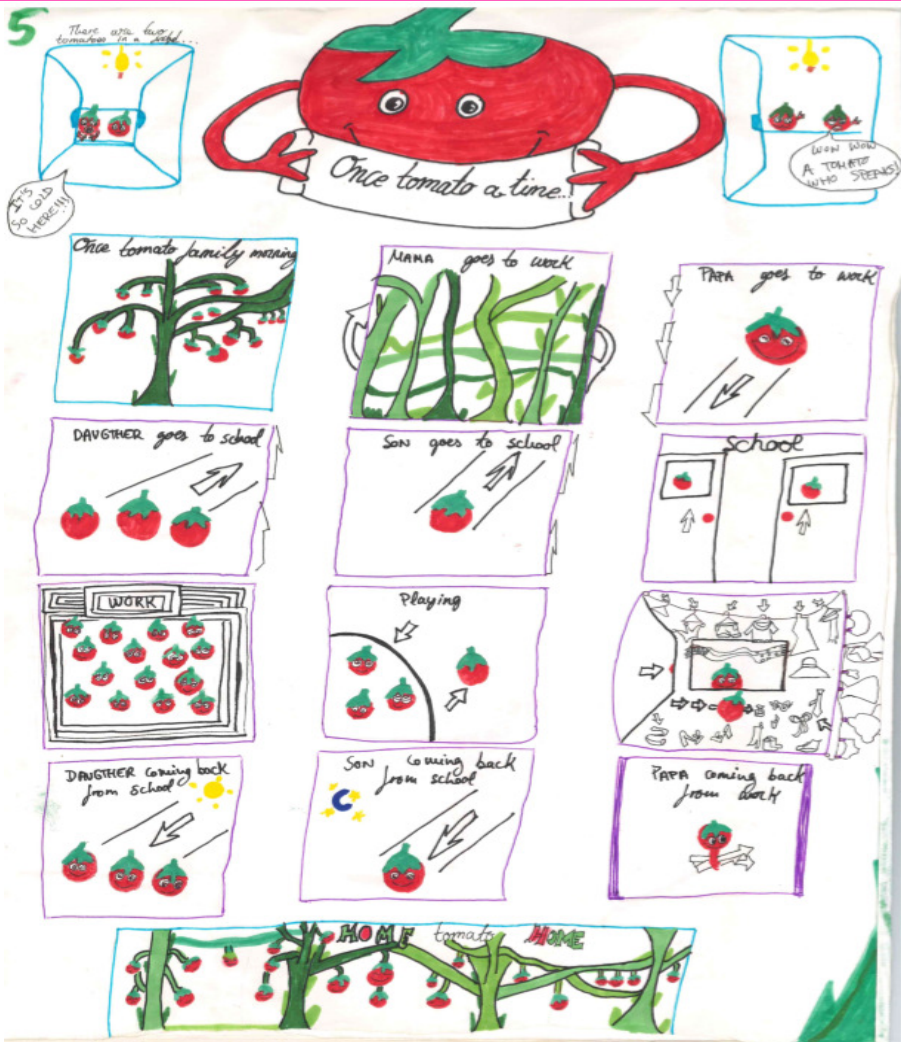
- ① Add taboo in a family and observe it spreading with the fear to get a good trauma.
- ② Cook some stereotypes and confirm them by watching TV every 10 minutes.
- ③ Be product(ive), never breath and create a shell around your heart (that needs to be burnt), then follow your ego that is the secret of a chief.
- ④ Be oppressed by government: social engineering and oligarchy work together for the best sauce.
- ⑤ Hope you still have some friends who snigger at you, meanwhile The Big Brother is hugging you.
- ⑥ As you did for yourself: smash the planet and ignore global warming.
- ⑦ Finally, find yourself. We are tired to tell you what to do.

STEPS:

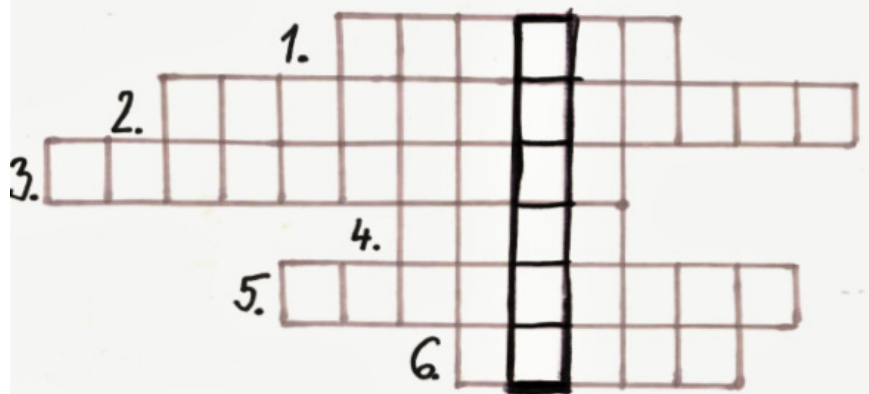
- ① Peel ♡ ignorance, peel, peel ignorance.
- ② Cut stereotypes, cut, cut stereotypes.
- ③ Raise awareness, raise, raise awareness.
- ④ Smash patriarchy, smash, smash patriarchy.
- ⑤ Open the heart, open, open the ♡.
- ⑥ Meet some friends, meet, meet some friends
- ⑦ Hug your family, hug, hug your family.

... But never forget that the important judge is the one in your head. So better find a sweet attorney. (There is one exception located under your left breast.)

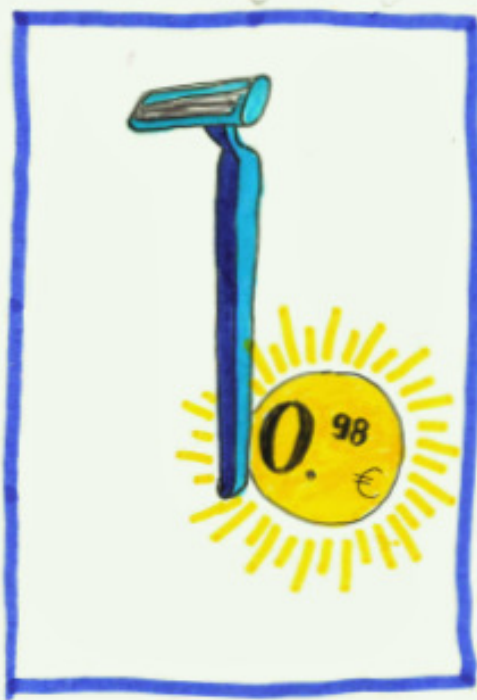




CROSSWORD⁶



1. The difference in the salary based on your sex.
2. When a woman is not ~~strong~~ able to get more powerful position at her job. (Also for minorities)
3. HARRASSING PEOPLE IN THE STREET BY ABUSIVE SPEECH OR BEHAVIOUR
4. For menstruation we use
5. Someone attracted to males, females, transgender people and those who identify as non-binary.
6. Parade for LGBTQI+ community to celebrate diversity.



Weekly Horoscope

ARIES

This week is the perfect week to remember that you still earn less than your male colleagues.

TAURUS

You better find a map, cause, as we discovered during this week's workshops, the dibris changed position!

GEMINI

Pay attention to the Pink Washing! No, we're talking about Israel, we're talking about you not separating the whites and the teal in your washing machine.

CANCER

The stars say that it's time to finally tell your pro-Salvini uncle that those homophobic jokes are not funny at all!

LEO

Can you put a t-shirt on, please?

VIRGO

Not for too long, tho... :)))


LIBRA

Wonderful week for you!
Your grandma still doesn't understand what LGBTQ+ means, but, hey! She cooked lasagne for you!


SCORPIO

Smashing the patriarchy is ok, but don't forget to smash your hot neighbours.



SAGITTARIUS

You don't need a penis to be a man! Go go!!


CAPRICORN

We just don't care about your sign at all
#sorrynotsorry


AQUARIUS

If your friends tell you that your sign doesn't fit you, it's not body shaming, 'cause all bodies are beautiful, but that outfit for sure wasn't!


PISCES

Boys, wanna be strong? Just say it out!!!

Hire more women in leadership roles. We're worth it.



SEND US YOUR STORY

Name: (can be also anonymous)

Story:

Address: Via Formello, 7, Poggio Mirteto, Italy





Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

The project was Co-funded by the Erasmus+ programme of the European Union

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

BREAD & ROSES

**Youth work to Raise
Awareness on
Gender Equality**

**TOOLKIT OF THE
TRAINING COURSE**

**12TH-17TH NOVEMBER 2018
CASA LABORATORIO IL CERQUOSINO
MORRANO, ORVIETO, ITALY**