

Loveact

Living positive and intersectional sexuality education for gender-based violence prevention

Activity Sheets



Co-funded by
the European Union

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Digital Guide

Introduction to Sex-ed

Activity 1 – We are unique

Time	20-30 minutes
# Of Participants	Adaptable to any number of participants (ideally until 30)
Materials needed	<ul style="list-style-type: none"> • Post its • Pens / markers • Box
Objectives	<ul style="list-style-type: none"> • To recognize our positive personal qualities, features and attributes. • To identify these qualities as part of our identity and hence, of our sexuality. • To value our positive qualities. • To recognize the diversity present in the group • To build on our self-knowledge. • To foster self-esteem. • To promote active listening.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask participants to sit down or to stand in a circle. 2. Give each of them a post-it and a pen/marker. 3. Explain the activity: in order to introduce themselves, each one should write down in the post-it a personal positive quality, attribute or feature that makes them unique and is part of their identity. If someone cannot write it down, they can ask for support. This also fosters a caring and solidary network. 4. Once everybody has written their quality, start reading your own post-it, saying your name and reading in a loud voice your quality.

	<ol style="list-style-type: none"> 5. Ask the group to do the same by turns in a loud voice, while asking for active listening. If someone cannot read it, they can get support. 6. Once all the participants have said their quality, pass the box and ask everyone to drop the post-it inside. 7. Pass the box again and ask everyone to pick a random post-it (not their post-it). 8. By turns, ask participants to read the post-it and try to guess or remind who is the owner of the post-it and comment on why that characteristic or quality is positive and valuable. 9. To finalize the activity, thank participants for participating and ask for a collective applause.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Don't force anybody to participate. The observer role is also perfect. • Encourage active listening. This activity encompasses paying attention to all the participants as then they will have to guess or remind other people's qualities. • Be sensitive to the possibility that some participants might find it hard to find a positive quality about themselves. In this case, their peers can suggest a positive quality about them. Realizing that other people see positive qualities in you might help to increase their self-esteem.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform for online meetings. • A Jamboard or similar online board app, using post-its: participants can write their positive quality in a post-it or sticky note in the Jamboard and comment about it in a loud voice. The facilitator can mix all the sticky notes and then ask each participant by turns to try to guess to whom that sticky note.
<p>Theory</p>	<p>Since childhood we try to find our place in a group (of friends, of neighbors, of colleagues...) and we tend to adapt our attitudes and behaviors in order to fit in such a group. Our qualities, attributes and features sometimes merge so much with those of the group and it might happen that we lose some part of our essence. Also, it might happen that we have difficulties to be ourselves in different or unknown spaces. For this reason, remembering our personal positive qualities, attributes and features is essential to reconnect with one's identity and to foster a positive self-esteem that places value in being oneself. When carrying out this activity in groups, we also</p>

	foster that we recognize the positive qualities, attributes and features of our peers and that we place value on them.
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Was it difficult to point out a positive quality of yourself? • How did you feel when you wrote it down? And when you shared it with the group? • Was it easier to recognize your own positive qualities or other people's positive qualities? • Was it difficult to remember other's qualities? • What implies an active listening for you?
Sources	This activity was developed by Alba Gómez Gil within the LoveAct project (www.thegendertalk.eu)

Activity 2 – The liar

Time	20-30 minutes
# Of Participants	Adaptable to any number of participants (ideally until 30)
Materials needed	<ul style="list-style-type: none"> • A big room where the participants can be comfortably divided into pairs (either standing up or sitting down).
Objectives	<ul style="list-style-type: none"> • To get to know each other better. • To have fun while we create confidence among the group. • To foster active listening. • To raise awareness about potential prejudices that we might have.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Divide the participants into pairs and ask them to display themselves comfortably in the space. 2. Tell each member of the pair that has 3 minutes to introduce themselves to the other. The younger person of the pair will start first! 3. Afterwards, each member of the pair will present their colleague to the rest of the group. 4. Out of the personal information provided, one data will be false. 5. The rest of the group needs to figure out the false information.
Tips and discussion	<ul style="list-style-type: none"> • Encourage the group to share random information about themselves so that the false information will not be out of tune. • Remind participants that they can share their personal information as far as they feel comfortable.

	<ul style="list-style-type: none"> • After each pair, you may want to generate a group discussion about the prejudices we might have.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • Breakout rooms - pairs can have their intimate space to introduce themselves. Then, they will introduce their peer to the rest of the group in the main room.
Theory	<p>Our brain works on an efficiency basis and for this reason it tries to simplify as much as possible the information it gathers. This means that when we receive new information, when we learn new things or when we are introduced to new people, our brain will try to “classify” them under existing ideas or prototypes. This is the theory that lies behind the unconscious biases that we can develop. Therefore, this activity helps to bring consciousness to this fact and to encourage an active listening while trying to avoid the generation of these unconscious biases and prejudices about the new people we meet.</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Was it easy to speak about yourself? • Was it easy to listen actively about other people's life? • How many times did you identify the false data? And how many times you didn't? • Do you think you have any prejudices? • Why do you think that we have prejudices?
Sources	<p>This activity was developed by Alba Gomez Gil within the LoveAct project (www.thegendertalk.eu)</p>

Activity 3 - LOL game

Time	10 minutes
# Of Participants	Adaptable to any of number of participants
Materials needed	<ul style="list-style-type: none"> • A big floor (preferable with carpets, but it is not indispensable)
Objectives	<ul style="list-style-type: none"> • To foster confidence among the group. • To break the ice. • To have fun.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Get an empty floor or cleared out space (if possible, with carpets, but not indispensable). 2. Ask participants to lie on the floor creating a “line” or a “path” by placing each person’s head on the belly of the person before. The first person will say in a loud voice “HA”, the following will have to say two times “HA” like this “HAHA”, the following will have to say 3 times “HA”, like this: HAHAHA, and so on with all the participants. The objective is that nobody laughs before completing the whole line (which is really complicated indeed!). 3. Ask for 4 volunteers to make a trial of the activity to ensure that everyone has understood it. 4. End the activity with a collective applause.
Tips and discussion	<ul style="list-style-type: none"> • Tell participants not to be afraid of laughing! • Enjoy the activity with your group, and make everybody enjoy it as well.
How To Make The Activity Online	Not available

<p>Theory</p>	<p>This dynamic comes from the socio-affective methodology and as it was conceived originally it has been used in different contexts of education for peace, human rights, conflict resolution and development, and it has been contrasted and experimented by several groups for years. The activity fosters confidence, the development of empathy and a relaxed atmosphere that will help to consolidate the group cohesion.</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • What feelings and emotions did you experience? • Did you have fun? • Do you find laughing liberating? • How often do you laugh?
<p>Sources</p>	<p>This activity was adapted by the book "Alternativa Del Juego I: Juegos y dinámicas de educación para la Paz" by Paco Cascón Soriano, within the LoveAct project.</p>

Activity 4 - Our space, our rules

Time	30 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Flipchart • Marker • Pens / markers • Empty pieces of paper
Objectives	<ul style="list-style-type: none"> • To make a joint and consensual definition of the space rules. • To foster a safe space. • To guarantee the well-being of the participants during the sessions. • To name the needs and expectations of the participants. • To acknowledge limits and boundaries without creating a “heavy” atmosphere. • To make clear that we are going to work with sensitive topics. • To avoid any form of discrimination or oppression.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Create working groups of 4 or 5 participants. 2. Ask them to work on the elaboration of some rules that will serve to ensure the wellbeing of all the participants during the sessions. 3. Ask them to think carefully about their needs. 4. Ask them also to place the focus on the things that they don’t want (limits and boundaries) in the sessions. 5. Ask each group to note the proposals on a flipchart. 6. Ask them to present the proposals to the whole class.

	<ol style="list-style-type: none"> 7. Once all the groups have presented their rules, ask each working group to vote to select the final rules. 8. Ask for volunteers to create the final flipchart document which will remain hung in the class during the sessions. 9. Tell participants that these rules can be updated if needed during and throughout the sessions, even in the future! So advice to keep the final flipchart in the space. <p>If you want to give a continuation to this activity, we propose:</p> <ol style="list-style-type: none"> 10. To ask the group to create a safety symbol: this activity is designed to give tools so that the participants are able to express their feelings without having to verbalize, at every moment of your training. As a result, you can acknowledge needs and boundaries without making the atmosphere “heavy”. Check this ice-breaker safety activity in ISEX project. 11. To ask for the creation of common signs, that will help to regulate debates, to allow a fair flow of speech, and also to give tools to express one’s feelings without having to verbalize them when a debate is on-going. Check this ice-breaker safety activity in ISEX project.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Remind the participants that communicating our needs and boundaries is essential for the establishment of safety rules! • Also make clear that what enters the room stays in the room! • If they are blocked or feel ashamed to speak about their boundaries, do examples. • Put emphasis on the importance of respecting our basic needs for safety (physical, emotional, regarding identity, basic human rights, etc.) in every social interaction. • Encourage the participants to listen to their bodies: when we undergo uncomfortable situations our body launches some signs which tell us: “Watch out, you are crossing your own boundary!” • Remind the participants that due to your own position as educator/ facilitator, you will also have responsibility in safeguarding the safety rules. • If not already proposed, suggest the group the creation of some rules to ensure equality. This can refer to equality of turns (members of lower status groups may be less inclined to speak up in group), but it can also

	<p>concern expressions of stereotypes, prejudice, discrimination and racism.</p> <ul style="list-style-type: none"> • Adapt the activity in case the group is unknown; you can, for example, collect anonymous post-its and ask whether someone wants to share them in public. • Participants need to feel agents of your training space; in order to make them feel comfortable, ask questions and share their thoughts and experiences.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • Breakout rooms. • Jamboard.
<p>Theory</p>	<p>This exercise helps to raise our awareness concerning the importance and complexity of the concept of safety, and to become more conscious of how to protect ourselves, notice our own boundaries and respect those of others.</p> <p>Speaking about sexuality and related matters (such as intimacy, privacy, body changes, relationships, etc.) can be sensitive so the horizontal creation of safety rules by the participants will help to create a respectful environment.</p> <p>The rules will define logistic aspects such as the organization of activities and turns for debating and speaking, but they will also ensure that everyone’s opinion is respected during debates/ exchanges. In addition, safety rules will guarantee equality.</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Was it easy to identify and speak about your needs and boundaries? • Did the needs and boundaries of other colleagues ring a bell to you? • Why is it important to create these safety rules? • How do you feel with the rules that have been established?
<p>Sources</p>	<p>This activity was developed within the ISEX project (https://isex-project.eu)</p>

Activity 5 – Embracing diversity

Time	10-20 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	No materials required
Objectives	<ul style="list-style-type: none"> • To foster a safe and inclusive environment. • To create awareness on the diversity which is present within the group. • To create a climate of safety for participants. • To generate a positive and embracing atmosphere in order to be able to work with sensitive and complex issues.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. All the participants will stand/sit in a circle. 2. Start by welcoming the diversity within the group by saying, for example, the following: <i>“I would like to welcome the diversity present in the group. Welcome to all participants: who are young, and those who are not so young; who feel male, and those who feel female, and those who feel neither; who love others from a different gender and those that love others from the same gender and those who love people regardless of their gender, and those who do not feel sexually attracted to any gender;...”</i> 3. Invite participants to complete the list by welcoming any diversity that they feel is in the group and that has not been named. 4. Then, ask participants to close their eyes for one minute and breathe deeply.

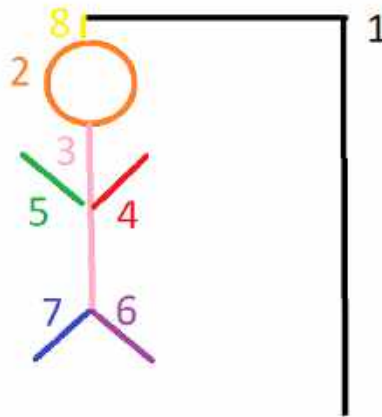
	<p>5. Finally, ask participants to open their eyes, and thank them for being who they are and for being present</p>
Tips and discussion	<ul style="list-style-type: none"> You may want to open a discussion on diversity and its positive implications. You might need to help the participants out in case they don't realize about all the different diversities that might exist.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> A platform that allows online meetings.
Theory	<p>Please read carefully Module 0 of the Love Act Digital Guide</p> <p>Mindell, A. (1992) <i>The Dreambody in Relationships</i>. Penguin Books Ltd: New York.</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> Do you think it is important to name so many kinds of diversity? Why? Were you aware or had you ever thought about the wide umbrella of diversity? What are the positive aspects of having a diverse group? How do you think diversity can enrich a group?
Sources	<p>This activity was developed by the ISEX project (https://www.isex-project.eu)</p>

Activity 6 – The Hangman Game

Time	20-40 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • A board or flipcharts • Markers/chalks • Cards with the words written down
Objectives	<ul style="list-style-type: none"> • To introduce main concepts about sexuality. • To learn basic sexuality concepts while having fun. • To check the previous and existing knowledge of the group. • To generate questions and debates around the introduced topics. • To break the ice and foster conversations about these topics.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask for one volunteer to be the “host”. 2. The host will have to pick one card (previously prepared by the facilitator) and draw in the board as many blank lines as letters the word has. 3. By turns, the rest of the participants will have to say the letters they believe the word has. 4. If a letter is present in the word, the host will have to place it above the blank line, in its position. For example, if the word is “sexuality” and a participant proposes the letter “e”, then the host will fill in the 2nd blank with an “e” (_ e _ _ _ _ _ _). 5. If a participant proposes a letter that repeats, the host will fill in both or all the letters. For example, if the word is “condom” and they propose the letter “o” the host would have to fill in both “o”s. (_ o _ _ o _). 6. Every time that a participant proposes a letter that is not present in the word, the host will note the letter on a list on the board and draw

part of the hangman. The traditional order to draw the hangman is the following:

- First wrong answer: Draw an **upside-down "L."** This is the post the man hangs from.
- Second: Draw a **circle** for the "head" under the horizontal line of the "L."
- Third: Draw a **line down** from the bottom of the head for the "body."
- Fourth: Draw **one arm** out from the middle of his body for the "arm."
- Fifth: Draw **the other arm**.



- Sixth: Draw **one diagonal line** from the bottom of the body for the first "leg."
- Seventh: Draw the **other leg**.
- Eighth: Connect the head to the post with a "rope." Once you draw the **rope** the players have lost the game.

7. The participants win when they **guess the correct word**.
8. At any point a participant can try to guess the **entire word** instead of a single letter, but if they guess the wrong word then the host should treat it as if they guessed a wrong letter.
9. After guessing or revealing the word, the facilitator will ask the participants about their **knowledge about it** and will generate a conversation around it.
10. A **different host** will be chosen for each round (and will pick a different word).

Tips and discussion

- If you want to make the game easier/harder, you can either add more lines until you hang the man or less lines. Be creative!
- To make the game harder, make a rule saying that the players can only guess the secret word once before they lose.

	<ul style="list-style-type: none"> • To make it easier, the host can reveal the first letter of the word, as well as any letters similar to the first one. • You can check the myths and false beliefs in the Digital Guide and discuss them with the group.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • Jamboard or similar online boards.
Theory	<p>The Hangman game is a classical game that almost every kid has played. It can be adapted for any age, cognitive condition or disability, the instructions are simple and it is fun. Actually, the game is only the vehicle to introduce concepts in a funny way and to create a relaxed atmosphere that will contribute to explaining those concepts and to encouraging the participation of the group.</p> <p>The Hangman game is a really ancient one. Its origins are not clear, but some sources note that the game may have emerged in the <u>Victorian times and that it was being played in 17th Century Europe</u>. There are even stories which claim that criminals who were sentenced to death by hanging could demand the "Rite of Words and Life." According to this rite, the criminal was strung up over a five legged stand. The Executioner would pick a five-letter word, and would mark on a board the correctly guessed letters. If the criminal guessed incorrectly a letter, the executioner would use a sledgehammer or axe to knock away a single leg of the stand. After five wrong guesses, the criminal was hanged. If the entire word was guessed, the criminal would be set free from that sentence and not tried again on that crime. The irony was that the majority of the criminals were illiterate. Later, there have been TV shows who have based on the game such as the e TV show Wheel of Fortune based (broadcast worldwide starting from 1960s.) And, in addition, the Game is also contained and explained in "Oxford A to Z of Word Games".</p>
	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Did you know the meaning of all the words? • Which word did you find more interesting? • How did you feel speaking openly about these sexuality topics? • Did you perceive the existence of previous myths, false beliefs or stereotypes around any of the words?
Sources	<p>This activity was developed by Alba Gómez Gil within the LoveAct project (www.thegendertalk.eu) basing on the classical hangman game.</p>

Activity 7 - Pleasure first

Time	20 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Post-its • Markers/pens
Objectives	<ul style="list-style-type: none"> • To realize the wide range of activities that can be pleasurable. • To “degenitize” pleasure. • To speak openly about the things that we like and that we find pleasurable. • To realize that what is pleasurable for some people might not be pleasurable for others. • To discuss about our preferences.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask the participants to write down in a post-it an activity that makes them feel pleasure while doing it. 2. Then, collect all the post-its so that they will remain anonymous. 3. Ask for the participants’ suggestions and collaboration in order to organize the post-its on a flipchart depending on the “nature” of each activity. 4. Open a discussion and ask the participants if they find each activity pleasurable or not.
Tips and discussion	<ul style="list-style-type: none"> • Remind participants that they can choose not to share or comment if they feel uncomfortable. • Allow participants to respond in a way they're comfortable, either as writing or using visual cues.

	<ul style="list-style-type: none"> • For the discussion, ask the participants to participate by sharing their view and thoughts concerning how pleasurable they find the different activities (or not). • Respect and non-judgment are essential in this activity: a wide range of preferences will be present and not everybody will agree. Remind the participants that this is actually good because diversity brings value to the group. • Keep in mind that this activity may be very useful to learn that pleasures are several: we can categorize the “types” of pleasures in several ways, while the same activity can be categorized under different categories. • Depending on the context in which you run the activity, the first thing coming to one mind can change - in this sense, the way you turn the question is important! • Language is also important! Be careful when choosing the word to say “pleasure”, as it can be more or less sexually-connoted in one language. • I Stress that “pleasure” is not just the intercourse! Especially with young people, who may live “discourses” over pleasure with anxiety. • You can also stress that your pleasure is yours, but meet the limits of the pleasure of others - thus introducing consent, and asexuality.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • Jamboard or similar online boards.
<p>Theory</p>	<p>Pleasure is a right! The Declaration on Sexual Rights recognizes that sexuality is a source of pleasure and wellbeing and contributes to overall fulfillment and satisfaction and article 7 establishes the right to the highest attainable standard of health, including sexual health; with the possibility of pleasurable, satisfying, and safe sexual experiences. But also, there is a Declaration of Sexual Pleasure which was originally proclaimed at the 24th World Congress of Sexual Health in Mexico City in 2019 and a final version was ratified by the General Assembly of the World Association for Sexual Health at the 25th World Congress of Sexual Health in Cape Town, South Africa in 2021.</p> <p>Other bibliography:</p> <ul style="list-style-type: none"> • Mireia Darder (2022). Born for pleasure: Instinct and sexuality in woman

	<ul style="list-style-type: none"> • Mireia Darder (2018). Mujer, deseo y placer • Maria Hesse (2020). Pleasure • Netflix Series: The Principles of Pleasure (2022)
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Do you find “pleasurable” all the activities mentioned? • Why do you find some activities pleasurable? What makes an activity pleasurable for you? • Were there any activities that you had not thought about as pleasurable but maybe they are for you? • Why do you think it is good to identify pleasurable/non-pleasurable activities?
Sources	<p>This activity was developed by Alba Gómez Gil within the LoveAct project (www.thegendertalk.eu)</p>

Activity 8 – The traffic light

(Opinion line - Intro version)

Time	20-40 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Printed handout • An empty space in the classroom • 1 pair of big sheets of colored papers (1 green, 1 red and 1 yellow card) or several small pieces, one per participant.
Objectives	<ul style="list-style-type: none"> • To introduce sexuality topics. • To question our knowledge according to social stereotypes, present in our minds. • To reflect on the existence of myths and false beliefs concerning sexuality. • To discern facts and realities from myths and false beliefs.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Organise the class in 3 different areas: in the first area we will place the green card (which relates to the true statement), in the second one, the yellow card (which relates to those statements which are partially true/false), and in the third area the red card (which relates to those statements which are false). 2. Read the statements [Handout, or you can create your own list], one by one. 3. Ask the participants to place themselves in one area of the class depending on what they believe about the statement. If they think the statement is true, they will

	<p>go to the green area, if they think it is false, they will go to the red area, and if they are not sure or they think it is partially true/false, they will go to the yellow area.</p> <p>4. After every statement, dedicate some minutes to reflect on the participants thoughts and generate a group reflection in order to detect myths and false beliefs concerning sexuality.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • This activity may be very useful for you, whether you use the sentences in the Handout or your own, for deconstructing myths and building facts over sexuality. • The aim of this activity is not just to clarify what is true and what is false, but also to reflect on topics, opening them, building critical thinking over the group, and knowing it. • Try to mediate among different opinions, and clarify some of them based on the explanation given in the Handout. • Before starting, stress that they don't need to know everything and can change their mind. Make also clear that they are allowed to avoid an answer and sit down instead. • If you believe that the group will be influenced by others' opinions, you may turn to anonymity: use Kahoot or online apps.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings - Participants can be asked to: • React with 3 different icons depending on their thought (the caption should be defined at the beginning of the activity) or; • Show either a green, red or yellow card in the camera (in this case, we should tell in advance that we will be needing this material) or; • Write down in the chat their response either with a green/yellow/red emoji or with letters.
<p>Theory</p>	<p>Sexuality has been (and still is!) a taboo and there are many widespread false beliefs and myths which interfere negatively with the way we live our sexuality. Only with accurate and updated information we will be able to deconstruct our preconceived beliefs and ideas and we will integrate how sexuality and related topics work in reality. The fact of presenting several statements and having to think about them in order to guess if they are true, false or partially true or false, makes us question our previous ideas and helps us to develop a</p>

	critical thought. Also, listening to other people’s thoughts and opinions enriches our mindset as well as it fosters a fruitful debate.
Debriefing	<ul style="list-style-type: none"> • What was the most surprising statement for you? Why? • Why do you think there are so many myths and false beliefs concerning sexuality? • Do you think it is important to shed light concerning the real information about sexuality topics? Why? • Apart from the statements seen in class, what other information have you heard about sexuality?
Sources	This activity was developed by Alba Gómez Gil within the LoveAct project (www.thegendertalk.eu)

Activity 9 – NEST

Time	10-20 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • An empty piece of paper • Pens
Objectives	<ul style="list-style-type: none"> • To help the participants to express how they are feeling concerning a topic or after a session. • To question our knowledge according to social stereotypes, present in our minds. • To reflect on the existence of myths and false beliefs concerning sexuality. • To discern facts and realities from myths and false beliefs.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Give each participant an empty piece of paper and a pen. 2. Encourage participants to write down in a paper the following items: <ul style="list-style-type: none"> • Number: describe from 0 to 10 the level of intensity this precise moment has for you, basing on your feelings. • Emotion: what emotion are you feeling right now? • Sensation: where in your body are you feeling such emotion? What physical effects are you experiencing now? • Thought: what is coming to your mind?

	<p>3. Afterwards, open a space for sharing these feelings for anybody willing to participate.</p>
Tips and discussion	<ul style="list-style-type: none"> • Going deep into our feelings and, particularly, about sexuality, sometimes means to open the door to some memories, feelings and emotions that might need extra support: be sensitive and empathetic. • Remember that it is of special importance to remember the safety rules at this moment so that nobody will feel at risk when expressing how they feel. • Remind participants that they can choose not to share or comment if they feel uncomfortable. Allow participants to respond in a way they're comfortable, either as writing or using visual cues.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • Jamboard or similar online boards.
Theory	<p>We live really fast and we are not (normally) used to stop and think about how we are feeling, and we are even less used to communicating how we feel. This exercise is based in emotional intelligence theories and fosters an emotional self-knowledge which will impact positively in any sphere of our lives.</p>
Debriefing	<p>For this specific activity, it is ok not to debrief it and leave the group go with their personal feelings. Otherwise, you can ask if they want to share:</p> <ul style="list-style-type: none"> • How do you feel expressing your feelings? • Do you like listening to other people's feelings? • Have you felt vulnerable while doing this activity? How have you dealt with vulnerability? And with others' vulnerability? • Do you feel more connected with other people when they speak openly about their feelings? • How should we act when other's are expressing their feelings? • How can we show active listening? • How can we be empathetic? • How can we avoid judgements?
Sources	<p>This activity was developed within the Campaign Bootcamp (https://campaignbootcamp.org)</p>

Activity 10 – Creating a common definition of sexuality intimacy and healthy relationships

Time	45 minutes
# Of Participants	6-15 participants
Materials needed	<ul style="list-style-type: none"> • Flip charts; • Coloured paper, labels or post-its; • Pens; • Glue.
Objectives	<ul style="list-style-type: none"> • To facilitate discussion around the topics of sexuality, intimacy and relationships; • To create a common understanding of these terms so that participants can take ownership of them.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Cut out small pieces of paper from the coloured paper or prepare the coloured post-its (about 10 per participant) 2. Prepare three large flipcharts. Write one topic on each sheet: <ul style="list-style-type: none"> • Sexuality; • Loving/sexual/erotic intimacy; • Affective relationships 3. Prepare definitions of intimacy, sexuality and relationships in advance, if you wish; 4. Place the three flip charts on the floor, spaced out. Next to each flip chart, place about 30 small pieces of paper

	<p>that were previously cut out (or 30 post-its), as well as pens and glue;</p> <p>5. Divide your group into three and ask each subgroup to choose a topic they would like to work on: sexuality, intimacy, relationships. Once they have made their choices, ask them to stand around the flip chart of their choice with the topic written on it. Tell them that they are now going to try to create a common framework around the theme they have chosen.</p> <ul style="list-style-type: none"> ● Group 1 – Sexuality. <i>Each person in the group writes on pieces of paper or post- what sexuality means to them. NB: one idea per piece of paper only. Typical words to be used can be “consent,” “danger,” “pleasure,” etc. These words can be general terms or subjective words;</i> ● Group 2 – Intimacy. <i>The second group does the same thing, on the issue of intimacy. In order to frame the activity, specify that it is a loving, sexual or erotic intimacy;</i> ● Group 3 - Affective relationships. <i>The third group does the same thing on the issue of affective relationships;</i> <p>6. Each person takes turns presenting these words to the rest of their subgroup, presenting them subjectively (about one to two minutes per person). People combine and select their words and try to group them into ideas. They should try to create 3 to 4 word-clouds grouped around a main idea. The subgroups then present their flip charts to the rest of the group. Other people can weigh in, commenting or adding ideas;</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> ● Explain that there is not one single vision or definition of sexuality, intimacy and affective relationships. Each one of us has our own view, based on our culture, upbringing and life history: it is important to communicate with your partner in order to better understand what these terms mean to each of you ● Ask the groups if there were any surprises in the words they wrote or if there were any particular questions that led to a debate. Make sure that the framework created around each term is appropriate for all participants, etc ● You can propose to participants to make a collage, by adding images to work on the same topics; ● You can add a step at the end in which you ask participants to create a common definition of the term they have been discussing.

<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • Breakout rooms • Jamboard or similar online boards.
<p>Theory</p>	<p>Please read carefully the Introduction of the Love Act Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How easy or difficult was it to create definitions of intimacy, sexuality and relationships? Why? • Did you notice many different ideas or opinions among your colleagues when creating the common definitions? • What are the most surprising things that you have learnt in this session? • Are the concepts of intimacy, sexuality and relationships clearer or broader to you now?
<p>Sources</p>	<p>This activity was developed within the ISEX project (https://isex-project.eu)</p>

Activity 11 – Swear words, sex words

Time	15-30 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Flip charts or blackboard
Objectives	<ul style="list-style-type: none"> • To break the ice • To help tuning to the topic and to critical thinking • To get an impression of the group
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask participants to collect on the blackboard/flipchart all kinds of swear words they know. 2. Encourage them not to be shy about the task. The objective is to collect as many as possible.
Tips and discussion	<ul style="list-style-type: none"> • Facilitate a discussion based on the words on the table. • Ask the group why they think that so many swear words have something to do with sexuality. You can begin to go through all the words asking their concrete meanings. • You might want to ask your participants how they feel themselves (at a professional training / or students in the classroom) writing swear words on the table. • You can talk about double standards regarding gender based on the words on the table. Also about the negativity of sexuality in the language. You can also discuss whether other words for “sexuality” exist. You can also talk about how swear words also attack other dimensions of people’s identities such as race/ethnicity, age, capabilities, country of origin, etc.

<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • Jamboard or similar online boards.
<p>Theory</p>	<p>Please read carefully the Love Act Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel doing this activity? • How did you feel saying swear words? • Had you noticed before that so many swear words are related to sexuality? • Why do you think this happens?
<p>Sources</p>	<p>This activity was developed within the ISEX project (https://isex-project.eu)</p>

Activity 12 – Sex synonyms

Time	30-45 minutes
# Of Participants	6-26 participants
Materials needed	<ul style="list-style-type: none"> • Small papers • Markers • Timer
Objectives	<ul style="list-style-type: none"> • To break the ice • To raise the awareness of the importance of language in sexuality • To explore different sexual vocabularies • To explore/learn the sexual vocabulary of participants • To break taboos by beginning to use sexual words loudly in the group
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ensure the activity happens in a fast and funny way! 2. Form four groups: each group has a paper that is divided into 4 parts. Each group has to use a different language: <ol style="list-style-type: none"> . <i>Children’s language,</i> a. <i>Medical language,</i> b. <i>Literature language,</i> c. <i>Slang.</i> 3. Tell the group to collect sex related words: the group collecting the most words is going to be the champion of sexuality.

	<ol style="list-style-type: none"> 4. Use a timer: give only 1 or 2 minutes for the groups to collect as many synonyms as you can of a given word: pussy, penis, sex, anus (optional). 5. After each round the language group rotates so each group can try each language register. 6. When one word round is finished each group reads their words loudly. 7. Give the opportunity to read all the words that have been collected.
Tips and discussion	<ul style="list-style-type: none"> • Ask participants about how they felt during the activity. • Discuss how easy or difficult it was to collect the words. • Discuss taboos. It's important to have a good summary at the end: what words we have, which are the diverse registers, how to find common language words.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • Breakout rooms • Jamboard or similar online boards.
Theory	Please read carefully the Love Act Digital Guide.
debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel doing this activity? • Was it easy or difficult to collect different words? • Why do you think words concerning sexuality are a taboo?
Sources	This activity was developed within the ISEX project (https://isex-project.eu)



Module 1

Navigating Relationships

Activity 1 - Relationship Web

Time	15-20 minutes
# Of Participants	Adaptable to any number of participants (ideally until 30)
Materials needed	<ul style="list-style-type: none"> • A large ball of yarn or string • Printed handout (small printed cards or post-it notes)
Objectives	<ul style="list-style-type: none"> • To encourage open dialogue and sharing among participants in a safe environment, recognizing and appreciating the diversity of relationships in their lives. • To visually represent the interconnectedness of human relationships and experiences. • To foster a sense of unity and understanding within the group.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask participants to sit or stand in a circle. Place the cards or post-it notes [Handout] in a pile at the center or give them randomly to participants. 2. Hold the end of the yarn and select a relationship card from the pile. 3. Share a brief personal story or connection to that type of relationship (if they have one) and then roll or toss the ball of yarn to another participant, while still holding onto their end of the string. 4. Ask the next participant to select a card, share their connection or story related to that relationship type, hold

	<p>onto part of the yarn, and then toss the ball to another participant.</p> <ol style="list-style-type: none"> 5. Continue this process, creating a web of interconnected yarn across the participants. 6. Once everyone has had a turn or the web becomes sufficiently intricate, emphasize how interconnected our diverse relationships make us and how each relationship type enriches our lives in different ways. 7. Ask participants to place their relationship cards on the web, symbolizing the variety and connectedness of relationships.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Ensure participants know they only have to share what they are comfortable with. • Encourage active listening. This activity is as much about understanding others as it is about sharing one's own experiences. • Be sensitive to the possibility that some relationship types or stories might bring up strong emotions for some participants.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • All cameras on. • Jamboard or other digital boards.
<p>Theory</p>	<p>More information about teen and parents relationships: https://raisingchildren.net.au/pre-teens/communicating-relationships/family-relationships/relationships-with-parents-teens</p> <p>On dating: https://www.plannedparenthood.org/learn/parents/high-school/what-should-i-teach-my-high-school-aged-teen-about-relationships</p> <p>On general relationships: https://raisingchildren.net.au/pre-teens/communicating-relationships</p> <p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel when you heard similarities and differences in the relationships described by others? • Were there any descriptions or stories shared during the activity that surprised you or provided a new perspective on relationships?

	<ul style="list-style-type: none"> • How does understanding and appreciating the diversity of relationships in a group setting influence your interactions and communication with others?
<p>Sources</p>	<p>This activity was developed by the NGO House of Diversity education, available at: www.ivairovesnamai.it</p>

Handout

PARENT-CHILD	GRANDPARENT-GRANDCHILD
SIBLING (brother-sister, brother-brother, sister-sister)	DATING
LONG-DISTANCE	OPEN RELATIONSHIP
BEST FRIENDS	ONLINE FRIENDS
CLOSE FRIENDS	MARRIED
ROMANTIC RELATIONSHIP	PARTNERSHIP
CASUAL RELATIONSHIP	MENTOR-MENTEE
ONLINE/VIRTUAL RELATIONSHIP	CAREGIVER-CHILD
POLYAMOROUS	NEIGHBORLY RELATIONSHIP
ROOMMATES OR HOUSEMATES	LONG-TERM/SHORT-TERM RELATIONSHIP

Activity 2 - Spectrum of families

Time	45-60 minutes
# Of Participants	10 to 30 participants (can be adapted based on group size)
Materials needed	<ul style="list-style-type: none"> Printed handout (cards with different types of family relationships)
Objectives	<ul style="list-style-type: none"> To understand the wide variety of family relationships. To encourage self-reflection and empathy towards diverse family structures. To help to understand the necessity to discuss diverse families. To help to understand self-value living in diverse families.
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> Lay out the cards facedown on the ground in a random order. Based on the size of your group, ask participants to form small groups of 3 or 4. Ask each group to take one card for discussion. Ask participant to discuss in their small groups for 2-3 minutes on the picked card: <ul style="list-style-type: none"> What kind of knowledge do they have about these kinds of relationships? How do they perceive these kinds of relationships? How have they personally experienced or witnessed these relationships?

	<ul style="list-style-type: none"> • Are these relationship types commonly discussed? Where do they typically learn about them? <ol style="list-style-type: none"> 4. After the initial discussion, ask them to place their cards back down and pick up a new one. They can then either rotate to a new group or mix members to ensure varied discussions. 5. Switch, rotate, and discuss repeating the process multiple times, ensuring different cards are discussed and a variety of perspectives are shared. 6. After the activity, gather the group together for a reflection session. Encourage participants to share their insights, challenges, and any new understanding they have gained.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Emphasize the validity of everyone's experiences. • Be prepared to address any biases or misconceptions. • Also, remind participants that they have the right not to speak too personally, as some cards may resonate with participants' experiences.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • Breakout rooms
<p>Theory</p>	<p>Understanding the variety of family relationships promotes empathy and breaks down societal biases. Please carefully read Module 1 Relationships of the LoveAct Digital Guide, available at (see Module 1 - Navigating Relationships).</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel during the session? • How did this activity challenge or confirm your understanding of family relationships? • What new insights did you gain about the variety of family relationships that exist? • How can we foster a more inclusive and supportive environment for diverse family structures in our community or society? • How can understanding the spectrum of family relationships benefit us in our daily interactions and relationships?
<p>Source</p>	<p>This activity was developed by the NGO House of Diversity education, available at: www.ivairovesnamai.lt</p>

Handout

TRADITIONAL/NUCLEAR FAMILY	CHILDLESS FAMILY	CHOSEN FAMILY
SINGLE PARENT FAMILY	GRANDPARENT FAMILY	POLYAMOROUS FAMILY
EXTENDED FAMILY	SAME-SEX PARENTS FAMILY	ESTRANGED FAMILY
STEP-FAMILY	CHILD-HEADED FAMILY	FOSTER FAMILY

Activity 3 - Hang in there

Time	30 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Prepared stories (examples available in Handout); • Rope and clothespins.
Objectives	<ul style="list-style-type: none"> • To better understand situations that can recur in our lives and understand how we can respond to and/or resolve them; • To notice situations in which it might be difficult to recognize and distinguish healthy relationships from unhealthy ones, and how to make it more simple to distinguish between them. • To find more ways that would help identify unhealthy relationships and understand that our behaviors or reactions might not always be clear to other people.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Hang a rope across the classroom where the session is taking place and prepare stories to be printed out. 2. On two sheets of paper, write "healthy relationships" and "unhealthy relationships" and hang them on opposite sides of the rope. 3. Divide participants into groups and distribute several situations to each group. Different groups can even receive the same situations. 4. Ask them to read and discuss the situations in their groups. Explain that relationships can be either healthy or unhealthy, and they, working in groups, need to

	<p>decide where on the rope to hang the situation card - closer to healthy or unhealthy relationships.</p> <ol style="list-style-type: none"> 5. Once all the situation cards are hung, discuss each of them separately with everyone. Let the groups explain why they chose to hang the card in a specific place on the rope. 6. Encourage discussion and consider moving the card's location if the students provide arguments.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Instead of hanging the rope, you can simply ask the group to use one sheet of paper and create two columns, one for healthy and one for unhealthy relationships. • Try to ensure that the stories reflect the development of your group, on which young people can relate to from their own experiences. • Try to change the names of the characters so that there is as little possibility as possible to find a match within the group. • Try to create as many different situations as possible so that the group has the opportunity to relate to various experiences. • Remember that some stories may be triggering for your group: important to talk about emotions, but also giving practical advices and indication on helpline (see Module 3 - Gender-Based Violence) • Also, keep in mind that for many people, especially young, it will not be clear what is unhealthy. • Remember to underline that perfect relationships do not exist! Bad behaviors can happen, the important thing is to work on them.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • Breakout rooms • Jamboard or other digital boards

<p>Theory</p>	<p>This activity may be very useful to highlight the difference between unhealthy behaviors vs unhealthy relationships, as well as bad traits vs wrong patterns.</p> <p>At the same time, it can be very useful for showing the diversity of relationships: the stories attached touch upon family members, friends, dating etc.</p> <p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p> <p>Additional resources: Worksheets for talking about relationships</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel during the session? • What did you base your decision on when deciding where to hang the situation? • Are these situations familiar to you? Or maybe familiar from your close environment? • How would your assessment change if you were the character in the situation?
<p>Source</p>	<p>This activity was developed by Lina Januškevičiūtė (https://www.ivairovesnamai.lt)</p>

Handout

Examples of situations:

<p>Adel and John have been together for several years. They both love to travel, and they are very happy about it. Every time John drives the car, Adel gets very tense because John often exceeds the speed limit. Adel has asked John to drive slower, but every time Adel mentions it, he gets sad. Even if Adel says it is for the best, John always answers that it is for them to reach the goal faster. Adel doesn't want to upset John as he is a very kind and helpful partner and often is the "rock" in their relationship.</p>	<p>Riley and Seth, a new couple navigating the early stages of their relationship. Seth is genuinely fond of Riley, but he feels uncomfortable with how often she takes his hand and strokes his head. Seth decides to express his feelings and approaches Riley with the intent to have an open and honest conversation about personal boundaries. But he starts feeling overwhelmed, loses his composure and snaps at Riley as she says for the first time in their relationship Seth doesn't love her enough.</p>
<p>Emma and Jordan have been together for years. They always have deep conversations about relationships, their feelings and emotions, always listen to each other showing understanding and compassion. However, after one of the conversations about worrying that the relationship is growing apart, Jordan starts to avoid Emma, leaving her feeling abandoned and confused about what is happening. Jordan talks about everything else, except this conversation.</p>	<p>Alex and Dany have been best friends since childhood - they always spent all the vacations together as their parents were friends. Alex develops romantic feelings and bravely shares them with Dany. He responds kindly but doesn't reciprocate. They continue their friendship, but Alex notices Dany gradually becoming more distant and less communicative, making the situation awkward and strained. They continue being best friends and spending time together but ignore the topic.</p>

<p>Avia and Hana have been dating since the 9th grade. Once, Avia tells her friends that Hana meets with her best friend every Thursday. The friends don't hide their concern that Hana might be cheating on Avia. Avia admits that she sometimes feels jealous, especially when Hana sends photos from the meeting, but reassures that this is just that she cares about Avia and she does this out of love for her. She thinks that if a person is jealous - it means that they care for their loved ones.</p>	<p>Taylor and Sam have been dating for a few months. Sam feels the relationship isn't working and decides to break up. They have an honest talk with Taylor, explaining their feelings. They understand each other and feel that the talk was very genuine. However, after the breakup, Sam immediately starts dating someone else, which deeply hurts Taylor, who had thought the breakup was amicable.</p>
<p>Chris and Pat start dating and everything seems great. At one point, Chris stops responding to Pat's messages and calls without any explanation. Weeks later, Chris reappears, apologizing and wanting to resume the relationship, explaining that he had a very personal moment and couldn't respond to any of the messages or calls, but he surely wants to date Pat.</p>	<p>Jamie and Morgan have been close classmates and friends. Jamie confesses romantic feelings to Morgan, who gently explains they only see Jamie as a friend. They maintain their friendship, but Jamie often feels overlooked in group settings, as Morgan seems to avoid any one-on-one interactions, creating a sense of rejection beyond the initial confession.</p>
<p>Jasmine and Gabriel are good friends. Jasmine recently found out that Gabriel had spilled one of her secrets to other classmates. Jasmine had trusted Gabriel and believed he would keep her secret. She is deeply disappointed that Gabriel betrayed her trust and shared her secret with others. Now, Jasmine worries that her classmates will gossip about her, spread lies, and the whole school will learn her secret.</p>	<p>Lee and Dana have a long-distance relationship. Dana feels the distance is too hard and initiates a breakup over a video call, trying to be as considerate as possible. Post-breakup, Dana cuts off all contact, doesn't answer the phone or messages, doesn't contact Lee. After a few days Lee gets a message that Dana misses him and wants to meet for a chat.</p>

<p>Sarah and Lisa, exes who ended on good terms, unexpectedly reconnect at a mutual friend's event. They enjoy catching up and feel a renewed spark. Sarah suggests giving their relationship another try. Lisa, hesitant but intrigued, agrees to a few dates. However, she keeps this rekindled relationship a secret from her friends.</p>	<p>Emily and Tom, high school sweethearts, are known for their strong bond and shared interests. They support each other during exams and school projects, creating a healthy environment of mutual respect and encouragement. As they start applying to universities, Tom begins to pressure Emily to choose the one, closer to his choice as this would help for their relationship to grow even stronger. Emily wants to keep this relationship as it is the healthiest that she had, but her dream university is not the one Tom is talking about.</p>
<p>Sophie and Tara, 17-year-old best friends and high school track stars, share a close bond. They support each other in training and celebrate each other's achievements, reflecting the healthy side of their friendship. Sophie has feelings of envy due to Tara's consistent wins, leading her to occasionally make passive-aggressive remarks. Tara, aware of Sophie's resentment, avoids discussing this issue, fearing conflict.</p>	<p>Aisha and Zain, siblings aged 17 and 15, share a strong bond, spending time together weekly through walks or video games. Aisha offers Zain advice on school and social issues and values learning from his experiences. They respect each other's privacy, usually knocking before entering each other's rooms. Aisha sometimes gives unsolicited advice and occasionally enters Zain's room without permission. As they communicate over these issues, Aisha listens, but before the end of the conversation tends to apologize and go to another topic.</p>
<p>Nadia, a mother of two, has a nuanced relationship with her teenage son, Amir. She enforces strict rules about his education and social life, showcasing her deep concern for his future. Despite this, there are moments when Nadia listens and adjusts her rules, reflecting her willingness to acknowledge Amir's growing autonomy.</p>	

Activity 4 - Degrees of intimacy

Time	45 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Printed Handout, one sentence per piece of paper • Empty pieces of paper • Pens / markers
Objectives	<ul style="list-style-type: none"> • To develop subjective definitions of intimacy. • To explore possible overlaps to find a consensual definition.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Create groups of 3 participants. Offer them about 10 “intimacy scale cards” (Handout) and a few empty cards. 2. Invite them to use the empty cards to write 1-2 sentences that reflect their ways or moments or situations of intimacy. 3. Tell them to read all the cards (silently for themselves) and think individually about what they would consider “most intimate” and “least intimate”. Make sure participants understand there are no right or wrong answers. The exercise is subjective; an answer is “right” to the extent that they find it authentic for themselves. 4. Invite them to share in the small group and see if they can arrange the cards according to degrees of intimacy: starting from the least to the most intimate. 5. Now ask the small groups to create their own definition for intimacy. 6. Invite each group to choose a spokesperson to share the two most and the two least intimate cards listed on their group’s scale and explain their choice.

	<p>7. In a second plenary round share the definitions the small groups have proposed. Check if there is one definition that everybody can accept as a working definition.</p>
Tips and discussion	<ul style="list-style-type: none"> • Use the activity to acknowledge the diversity of our experiences of intimacy: some situations are intimate for some people, but not at all for others. • Explore the consequences of this observation on intimate encounters: what happens if two people with different expectations and representations of intimacy try to get intimate? • Reflect on social identity: to what extent our identities determine how we experience intimacy? Invite participants to think of some possible examples, based on their own experience.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • Breakout rooms • Jamboard or other digital boards
Theory	<p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p> <p>Additional resources on intimacy:</p> <p>https://www.verywellmind.com/what-is-intimacy-in-a-relationship-5199766</p> <p>https://teachingsexualhealth.ca/app/uploads/sites/4/2017-CALM-Consent-1-French.pdf</p> <p>http://rse.fpv.org.au/wp-content/uploads/2015/06/Activity-7-8_8.2.pdf</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you feel after this activity? • What kind of insights of yourself or others you saw? • What was the “wow” moment for you? • What do you think - why are there differences between people in understanding intimacy?
Source	<p>This activity was developed within the ISEX project, available at: https://isex-project.eu/relationships/</p>

Handout

Going to a restaurant	Talking about your parents / family
Touching the arm of your partner	Having a conflict with your partner
Kissing your partner	Sharing your dreams, needs and desires
Sending messages to each other every day	Talking about sexual fantasies
Talking during sex	Talking about STI
Sharing your feelings	Talking about contraception
Cuddling your partner	Showing up in your underwear
Holding hands with your partner in public	Sending each other erotic messages
Saying what you like and don't like (sexually)	Kissing and caressing each other
Introducing your partner to your parents and/or friends	Kissing your partner in the neck

Activity 5 - Opinion line (relationship version)

Time	20 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Printed handout (prepared statements) • Rope
Objectives	<ul style="list-style-type: none"> • To express your opinion on a relationship topic, practice listening and accepting opinions that differ from yours. • To allow participants to see the range of beliefs, values, and opinions of their peers, fostering a deeper understanding of diverse perspectives. • To gain, as facilitator, insights into the collective beliefs and values of the group.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Stretch the rope across the middle of the classroom or auditorium. 2. Divide the group in half and ask them to stand on both sides of the rope. 3. Read the statements, and ask participants to take a step forward in case they agree. If they disagree or are unsure about their opinion, they remain in their place. 4. After each statement, ask to comment on it. Use open questions, such as: “Why do you think like that?”, “Have you ever experienced such kind of examples in your life?”, “How do you think we learn to react to certain examples in a certain way?”.

	<p>5. Start the task with simpler statements so that participants can gain confidence, and then move on to more sensitive statements.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Before planning an activity, have an understanding of who will be participating. • Activities should be designed with flexibility in mind. This means being ready to adapt or change the activity based on the needs of the participants. • Make it clear to the participants that the classroom/auditorium is a safe space. Everyone is entitled to their opinion, and no one should feel judged or pressured. • If you notice that the majority of the group is always stepping forward (or not), consider revising your statements to prompt more varied reactions. • Several participants might want to comment, but it's important never to force participants to share if they don't want to. • Consider creating yourself statements and behaviors that actually happen in the class. • When planning the activity, try to put yourself in the shoes of teenagers and think about how the answer to a sentence would change from yours. • If you feel that this activity may trigger your group, i.e. people into bullying situations, you could ask the group to close the eyes and raise the hand instead of stepping forward, so that nobody will notice the others' choices.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • Jamboard or other digital boards: participants create one post-it with their name on the board, and they move it on the right or on the left, whether they agree or disagree.
<p>Theory</p>	<p>This activity is very useful for exploring relationships and their dynamics, including the friendship ones, which may be the most resonant for young people.</p> <p>At the same time, it allows to underline the difference between overstepping boundaries and let people enter into our world!</p> <p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide.</p>

<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel during the session? • Did you notice any statements where the majority of the group stepped forward or stayed back? • How did it feel to step forward or stay back, especially if they were in the minority? • Were there any statements that surprised participants in terms of how the group reacted? • What qualities, knowledge, and skills should the best friend possess? • What are your expectations for your friends? • Can people, regardless of their gender and sexual orientation, become best friends without romantic feelings? • Have you had real enemies? If you have, tell us why you became enemies and how your mutual animosity manifested. • What do you think - are you a good friend? What are some things that show you are?
<p>Source</p>	<p>This activity is inspired by DareToCare guidelines: https://marta.lv/en/marta-in-action/youth-programs/project-dare-to-care-baltics/.</p>

Handout

Statements
I have many friends.
I need a lot of time to establish a strong, trust-based friendship with someone.
You can get angry with a friend without becoming mutual enemies.
My parents are my friends.
My brothers/sisters are my friends.
My friends' friends are also my friends, even if I don't like spending time with them.
A true friend does what I say.
I can tell absolutely everything to a true friend.
An adult can be a good friend to a young person.
I don't care which group (sexual, religious, ethnic) my friend belongs to; I value most that we can trust each other.
My friends never talk behind my back.
I never talk behind my friends' backs.
A friend will always tell me the truth, even if it could hurt or offend me.
A friend betrayed me.
The best place to find friends is on the internet.
A friend will always be on my side, no matter what I do.

Activity 6 - Intimate galaxies

Time	60 minutes (4x15min)
# Of Participants	5 to max 15 participants (with a smaller group, you can create a more intimate atmosphere)
Materials needed	<ul style="list-style-type: none"> • A4 or A3 white papers • Transparent tracing paper • Markers • Printed Handout
Objectives	<ul style="list-style-type: none"> • To become aware of the impact and role of time, space, regularity and dynamics in our intimate relations, and how we communicate in them. • To become aware of what makes a relationship intimate, and what are the personal factors that make one relationship particular and special. • To become aware of the types of relationships we have and of the people who are important to us, as well as of the ones we lack and would like to develop
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Distribute sheets and markers to participants. 2. Explain that they will present the galaxy of their close / intimate relationships. Each planet in this galaxy represents a person or group (e.g., “colleagues”, “high school friends”, “family”, etc.). 3. Ask participants to draw a circle in the middle of the sheet of paper that represents their planet and write “my planet” or “me” in the middle. 4. After this, participants draw the other planets, writing in the middle of each planet the person’s first name or a

	<p>key word to designate the person or group they are thinking of. The planets are placed according to the following instructions:</p> <ul style="list-style-type: none"> • <i>The distance between each planet and your own depends on how often you meet.</i> • <i>The size of each planet depends on the importance of the relationship (how important it is for YOU). If this relationship is asymmetrical in any way, feel free to show it with a symbol, color or an arrow.</i> • <i>Next to each planet, write the needs fulfilled (or expectations, or motivations) by that relationship and in what way (listening, sharing political ideas, dancing...).</i> • <i>Feel free to use colors, draw anything that is typical of that relationship, show what language you use, etc.</i> <p>5. Close the session with a roundtable discussion or with a discussion in small groups.</p> <p>6. For other variations of the same activity, see Handout.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • After participants have begun drawing their galaxies, go around the room and check if every participant understands the instructions. • Take time at the end of each galaxy to debrief and take feedback from participants.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing (for sharing personal drawings) • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p> <p>Additional resources: Esther Perel: Mating in Captivity: Reconciling the Erotic and the Domestic; Published September 5th 2006 by Harper https://www.youtube.com/watch?v=K3vY5Q-NoMY</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you describe the quality of intimacy in your relationships? How do you define it for yourself? • What are the boundaries you set?

	<ul style="list-style-type: none"> • What are your personal motifs in relationships? (those given / chosen or based on affection / common interest, etc.) • What is the method of communication(either verbal or not verbal) that you prefer? • What do you think of space, distance, proximity, - expectations / social norms? • Does multiculturalism affect the relations in any ways? • How do you feel after the activity? • What differences do you notice in circles? • What do you think impacts the change of circles? • What kind of galaxies do you think you will have after 5 years? 10 years? What kind of galaxies would you like to have?
<p>Source</p>	<p>This activity was inspired by the curriculum of the ISEX project (www.isex-project.eu)</p>

Handout

VARIATION 1

“Galaxy of identity”

1. Choose **three categories**, such as: social class, gender, skin colour or age, education, family status, sexual orientation, of identity.
2. Distribute **three sheets** of transparent tracing paper per participant: one sheet per category. Define **colours** for each category, e.g. Layer 1: Gender / purple: men / orange: women / pink: other gender
3. For the first layer: once you have defined your first category and the colours, ask participants to **put the layer** on the sheet of their social galaxy. Following our example for gender, all the relationships that involve men are coloured in purple, those with women in orange and others would be in pink. If your planet does not represent a person, but a group, make pie charts (if 20% are women, colour 20% of the circle in purple). Then do the same thing for the second and third layers. You can **evaluate the galaxies** with the layers in different ways. Participants can share freely what they see/ learn about their relationships based on this identity exploration.

VARIATION 2

Ask participants to **identify the relationships** based on different characteristics such as:

- where they feel the most **secure/safe**
- where they feel the most **energized**
- where they feel the most **creative**
- where they feel the most **at home**
- where they feel the most able to **be themselves**

VARIATION 3

“Galaxy of my flirtations”

1. Distribute **sheets and markers** to participants.
2. Explain that we are going to present the **galaxy of places** where we get involved in flirting. Each planet in this galaxy represents a place. For example: bars, the street, parties with friends, university/schools, conferences, workplaces, dating applications, Instagram, etc.

3. Ask participants to **draw a circle** in the middle of the sheet representing their **planet**. Participants should then draw the other planets, always writing the type of place in the middle of the planet.
4. The planets should be **placed** according to the following instructions:
 - . The distance between each planet and their own planet depends on how often flirtation happens in this place.
 - a. Encourage participants to use colours to indicate how they feel about that particular type of flirting (whether they like it or not).
2. Finish with a **roundtable discussion**. You may want to encourage them to focus on topics regarding their flirting actions such as:
 - . time, space, regularity and dynamics of those situations.
 - a. What language they speak (mother tongue or foreign languages, dialects, slangs, etc. – how does it make a difference).
 - b. Do they flirt via social media (how the written communication or video chat or phone works – explore differences and similarities).
2. They can share their personal characteristics in flirting (with whom, where, how, aim of their flirtation, their definitions of flirting, what kind of techniques they can recognize). You can explore how **gender roles, social norms, power dynamics** have an impact in different types of flirting.

VARIATION 4

“The social galaxy of my sexuality”

1. Distribute **sheets and markers** to participants.
2. Explain that they are going to present the **galaxy of their sexuality**. Each planet will represent a partner, a relationship, an activity, a place, etc. (their lover or sexual partners, but also the people they talk about sex with, like friends, doctors, activities related to their physical/sexual well-being, etc.) – something that makes them feel “connected” to their sexuality. *Sexuality is meant in a broad sense, to encourage participants to think about anything and make it clear to them that the point of this exercise is to map sexuality for themselves, not for others.*
3. If someone does not have a partner, that is also fine. You can inspire participants to explore the **definition** of sexuality for themselves.
4. Ask participants to **draw a circle** in the middle of the sheet of paper that represents their own **planet**.
5. Participants should then draw the other planets, always writing a **key word** in the middle of the planet. An example: The keyword can be a planet itself or a feeling that I connect to it. If the planet is the love of my life, John, the name of the planet can be “love of my life” or “John”. If the planet is my gynecologist, the keyword could be: “doctor” or “fear” or “health”, any of them.
6. The planets should be **placed** according to the following instructions:
 - . The distance between each planet and the participant’s own planet depends on how often they have this relationship/activity.
 - a. The size of each planet depends on how much they enjoy that planet.

2. Invite participants to imagine the planets that they dream of or lack, and that would allow them to experience their sexuality even more fully. Invite them to draw these **dream planets** as well.
3. Finish with a **roundtable discussion**.

Activity 7 - Who am I in my relationships?

Time	120 minutes – depending on the number of participants
# Of Participants	8 to 20 participants
Materials needed	<ul style="list-style-type: none"> • A4 paper, coloured pens • Printed Handout
Objectives	<ul style="list-style-type: none"> • To become aware of the complexity of our relationships, of the multitude of roles and identity positions that we occupy with respect to another person • To become aware of the power dynamics within the relationships both in terms of socially assigned status to different roles (power over the other), positions and subjective sense of empowerment (power with or within the other and in the relationship)
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<p>STEP 1 - Version A</p> <ol style="list-style-type: none"> 1. Tell participants that the objective of the following activity is to explore how we are and who we are in our intimate relationships, starting from a specific relational identity: who we are as a boyfriend, girlfriend, close friend, etc. 2. If possible, invite them to work on a current intimate relationship that they are willing to explore in a deeper way. If the participant does not have a current intimate relationship, it can also be a relationship with a family member.

3. In the first round, take note of the **many different (identity) positions** that we occupy within this relationship. For instance: supporter / muse / someone to play with / someone to cuddle with / carer, etc. (Handout 1).
4. Ask participants to make an **inventory** of these positions without judging or evaluating them. Participants can draw or write, as they prefer, marking each position.
5. Once the repertoires are created individually, invite participants to **share in pairs**, giving each other a short guided tour of their inventory.

STEP 1 - Version B

1. The previous sequence starts with an introspective work (individually identifying the identity positions, writing them down or drawing them) and then in a second step we introduce interactive components. This sequence is based on the assumption that individual self-reflection makes this exploration easier than immediate collaboration, as collaboration would bias the introspection. This assumption however is not always true in all groups, and for some participants accessing the identity positions through interactive **image theater** could be more appropriate. For this reason, we offer this **alternative thread**, starting with the theater activity.
2. Invite participants to **work in pairs**, choosing someone they don't know so much, but with whom they feel comfortable working on a quite intimate subject., Tell that the same work will be done for both of them, that the facilitator will tell them when to change roles, and that now they should decide who will start. Before starting, give the following instructions:
 - Think of a **specific intimate relationship** that you will focus on in this activity. In each relationship, we are present in many ways, we fulfill many roles, have many recurrent patterns and behavior. In this activity we'd like you to explore together the many roles you play within this relationship, the many positions you take up with respect to the other person. To do this exploration, let your body remember the recurrent repeated gestures and positions you have in this relationship. Let your body choose one of these images and hold it.

	<ul style="list-style-type: none"> • Choose an object that you will use as a measure of distance: position yourself closer or further from the object depending on how far you feel from the person when you have this position. When you have found the right distance, take up the image again. Give it a name. Write it down on a paper as a first identity position. Now let your body remember another posture you have within this relationship and go through the same sequence. Repeat the activity as many times as new identity positions are emerging. <ol style="list-style-type: none"> 3. Once the pair has gone through the exploration of the repertoire of one person, tell them that they can do the same for the other person. When both are done, invite them to collect their repertoires, check whether anything was left out or should be added, etc. 4. The final step is the sharing between the partners: tell that each person has 2 minutes to share how they feel with respect to their repertoire, and ask whether they have discovered new things. <p>STEP 2 (COMMON to A and B)</p> <ol style="list-style-type: none"> 1. The second step is to invite participants to think of the power dynamics: tell participants that for each position they have identified in STEP 1, they should try to identify to what extent a position is associated with social status, and also to what extent participants themselves feel subjectively empowered in that position. Tell them that the two may not be necessarily the same. For example, a woman can occupy the “caretaker” position which – depending on the social context – may not have much social recognition, but may be important for her. 2. When done with a small number of participants, you can go around the room, inviting everyone to share. With a large number of participants, you may propose getting into pairs for sharing. 3. As an alternative to verbal sharing, you can use acting. You ask for a volunteer who would like to share her composition. Together, you go together through each position (e.g.: caretaker, muse, confidante, etc.) and for each, ask her to use her body to show an image representing that position. You ask other participants whether someone recognised that position, and, if so, they can take the place of the participant and stay on
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	<p>the scene. Then, they continue to have one “sculpture” for each element of the inventory. Once all images are on the stage, tell the participant that they can decide if they want them in that position or if they want to change them. In the next step, invite the volunteer to arrange the sculptures according to subjective empowerment: more empowered positions would come closer to the spectators and less empowered ones would go to the back of the stage.</p> <p>4. When done, ask them what they would change if, instead of subjective empowerment, we would make the arrangement according to social status – that is, an external perspective.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • The task is somewhat abstract, so it may help participants if, before they do the individual work, you show your own inventory in detail. Seeing concrete examples of “positions” makes the concept accessible.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p> <p>Additional resources:</p> <p>The theatre-led exploration follows the steps of an identity-exploration activity developed by La Xixa Teatre.</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you feel after this activity? • How was it to reflect on your personal relationships? • Were there any positions you found challenging to admit or recognize? Why do you think that is? • Moving forward, are there certain identity positions you'd like to embrace more or change within your relationships? Why?
<p>Source</p>	<p>This activity was developed within the ISEX project, available at: https://isex-project.eu/relationships/</p>

Handout

SUPPORTER	MUSE
PLAYMATE	COMFORTER
CARER	CONFIDANT
ADVISOR	PARTNER IN CRIME
LISTENER	PROTECTOR
CHALLENGER	CO-ADVENTURER
MENTOR	LEARNER
ANCHOR	COMPANION
MEDIATOR	NURTURER
PROVIDER	DEPENDENT
TEAMMATE	CRITIC

Activity 8 - The knight in the shining armor

Time	60 minutes
# Of Participants	10 to 30 participants
Materials needed	<ul style="list-style-type: none"> Printed Handout
Objectives	<ul style="list-style-type: none"> To discuss the boundaries of a safe and equal relationship; To learn to recognise the early warning signs of an abusive relationship; To discuss the role of education and / or youth work in helping to prevent violence in intimate relationships.
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Explain to participants that they will hear a short story about a knight on a white horse, and that afterwards there will be a discussion of the issues raised and the feelings evoked; 2. The actors move to the middle of the room. You (the facilitator) are the knight. You kneel in front of Susie, or sit next to her, and hold her hand. It is preferable for you to act out the 'courting' scenes by heart, rather than reading, so if possible, try to learn the dialogue in advance. The narrator stands to the side and reads aloud their parts of the story; 3. After the 'courting scene' and story have been completed, look at the faces of participants for reactions or emotions. If they seem a little shocked or

	<p>upset, ask for a moment of silence for them to reflect on and take note of their feelings.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • This activity can be very emotional for some participants: it needs to be run in a safe environment. This is not an activity that can be run with a group that has only recently met. If your group has come together for a one-off residential activity, it is suggested that you run this activity only after the group has worked together for a few days. • Participants need to be able to trust the facilitator as well as other members of the group. Bear in mind that you do not necessarily know 'who is in the room'. Someone may have experienced, or be experiencing, an abusive relationship. You should make sure that no-one feels under any pressure to disclose things that they are not ready to speak about. • Try to formulate the questions you ask in the debriefing in a non-personalised manner, so that even if the participants have relevant personal experiences, they do not feel that they have to answer by referring to these experiences directly. Be aware that such experiences may be painful for participants and that as a facilitator it will be your responsibility to deal with any emotional consequences of running the activity in your group. If a participant gets upset or begins to cry, you need to be prepared to deal with that both on a one to one basis and in the whole group.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings
<p>Theory</p>	<p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>Begin the debriefing by asking the person who played Susie to share her feelings and impressions about the role play.</p> <p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did the story make you feel? Why? • What do you think about this relationship? • At which point do you think Susie should have realized that this is a dangerous relationship? • What are the signals that indicate that this relationship is becoming abusive? • What can we understand about romantic relationships from this story?

	<ul style="list-style-type: none"> • Where does a genuinely equal relationship end and an abusive one begins? • From where do we get our ideas about what relationships should be like? • How realistic are these ideas or stories? • Which human rights are violated in cases of domestic violence? • How do romanticized views of relationships affect young people? • What can you do to raise awareness among young people about gender equality? • How did the story and acted scene make you feel, and were there particular moments that stood out to you emotionally? • What beliefs or stereotypes about relationships were challenged or reinforced by the story of the knight and Susie? • How do you perceive the knight's actions and intentions towards Susie? Did they seem genuine, performative, or something else entirely? • What, if any, lessons or insights did you glean from this exercise about the dynamics of romantic or intimate relationships?
<p>Source</p>	<p>This activity was developed by the Council of Europe – Gender Matters Activities.</p>

Handout

Knight: Wow Susie! You are so beautiful! I love your style so much! You are such an individual, and I love that about you...!

Narrator: Susie is very happy and feels attracted to the knight.

Knight: I've never felt so close to anyone. You are the only one I trust, the only one I can share my problems with, the only one who understands me. It is so good to be with you. I love you so much...

Narrator: Susie feels that she is very important to the man. She feels safe.

Knight: I feel I have found my other half. We have been created for each other. We don't need anybody else, do we?

Narrator: And Susie indeed feels that the Knight is her whole world. Every minute they spend away from each other is painful.

Knight: You are so beautiful, so pretty. But don't you think that your skirt is a bit daring? I'm worried about you: I think you should wear something else. That would make me feel better. We belong together, don't we? You are mine.

Narrator: And because Susie loves him and would not want to argue about such an insignificant thing, she changes the way she dresses to suit his wishes.

Knight: You spend too much time with your friends. We have such a great time together: am I not enough for you? I don't think you should put so much trust in them. I think they have a bad influence on you: I don't like the way you talk about them and the things you do together. I don't like the way you talk to me when you come back from being with them.

Narrator: And because Susie wants to be nice to him, she begins to see less and less of her friends. Soon they have been left behind altogether.

Knight: I do like your parents, but why do we have to see them every Sunday? I'd like to spend more time with you alone. Anyway, they do not seem to like me. All they do is criticize me. I'm not even allowed to relax on Sundays! They can't wait for us to break up. I wish you didn't want to spend so much time with them.

Narrator: Susie is worried about their relationship. She does not want to threaten it, so she spends less time with her family. Now there is peace... Or is there?

Activity 9 - What is it for you?

Time	50 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Large sheets of paper or poster boards • Markers, colored pencils and crayons • Post-it or small sheets of paper • Printed Handout
Objectives	<ul style="list-style-type: none"> • To recognize and appreciate the diversity of family structures. • To understand common misconceptions and address stereotypes related to different family structures. • To foster empathy and respect for all types of families.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask participants to define "family" in their own words. 2. List the different types of family structures participants are aware of. Write them on a board or large sheet. 3. Divide participants into small groups of 2-4. 4. Assign each group a specific family structure or allow them to pick one from the list. 5. Instruct groups to draw a portrait depicting their assigned family type.

	<ol style="list-style-type: none"> 6. Each group presents their portrait, explaining its unique aspects. 7. Have a discussion addressing any misconceptions or stereotypes related to the presented family type. 8. Participants individually write a note about a family structure different from their own, focusing on appreciation and respect. If comfortable, some participants can share their notes. 9. Emphasize the importance of understanding, empathy, and respect for all family structures.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Emphasize the importance of creating a safe space where everyone feels comfortable sharing and expressing their views. Encourage active listening and discourage interrupting. • Remind participants that personal stories and experiences shared during the activity should remain confidential. • Encourage participants to avoid making generalized or stereotypical statements about any family structure. • Participants should use respectful and inclusive language, avoiding derogatory terms or phrases.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • Breakout rooms
<p>Theory</p>	<p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>Allocate the last few minutes of the activity for group reflection. Participants can share their takeaways, feelings, and suggestions.</p> <p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you feel about the diversity of family structures presented today? • Were there any family structures that you hadn't considered or been aware of before today? • How do you relate your personal family structure to the ones discussed today? • How did it feel to discuss different family structures with your peers? • Were there any moments during the activity where you felt uncomfortable or challenged? Why? • How did the group handle differing opinions or perspectives? • How do you think society and media influence our perceptions of "normal" or "ideal" families?

	<ul style="list-style-type: none"> • Why is it important to recognize and respect the diversity of family structures? • In what ways can societal norms and biases impact individuals from non-traditional family structures?
<p>Source</p>	<p>This activity was developed by Lina Januškevičiūtė (https://www.ivairovesnamai.lt)</p>

Handout

TRADITIONAL/NUCLEAR FAMILY	CHILDLESS FAMILY
SINGLE PARENT FAMILY	GRANDPARENT FAMILY
EXTENDED FAMILY	SAME-SEX PARENTS FAMILY
STEP-FAMILY	CHILD-HEADED FAMILY
FOSTER FAMILY	ESTRANGED FAMILY
POLYAMOROUS FAMILY	CHOSEN FAMILY

Activity 10 - Conflict resolution

Time	45 minutes
# Of Participants	Adaptable to any number of participants (it can be played in groups)
Materials needed	<ul style="list-style-type: none"> • Set of conflict cards (Handout 1) • "Conflict Resolution" board game (Handout 2) • Game pieces for each player • Dice (or mobile app) • Comfortable seating
Objectives	<ul style="list-style-type: none"> • To enhance participants' understanding of conflicts. • To develop negotiation and problem-solving skills. • To foster empathy and collaboration among participants. • To understand how to solve disagreements in a caring way.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask participants to choose a game piece and place it at the starting point. 2. Ask players to take turns rolling the dice and moving their game piece the corresponding number of spaces. 3. When a player lands on a conflict space, they draw a conflict card and read the situation aloud. 4. Accept, or not, the player's answer and decide whether the conflict was resolved or if the answer was lacking something. 5. If the player lands on the option of involving others, then the potential conflict resolutions can be discussed with other players.

	<ol style="list-style-type: none"> 6. Other players can offer their perspectives and suggestions, promoting a diverse range of solutions. 7. Once a resolution strategy is decided upon, play continues to the next participant. Ask one member of the group to take notes of the solutions founds, to be able to sum them up in the end. 8. The game ends when all players have reached the finish line. A group discussion can then take place, reflecting on the various scenarios and solutions proposed.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Emphasize that the goal is not to "win" but to discuss and reflect. • Encourage open communication and respect for all suggestions. • Reflect on real-life applications of the strategies discussed. • Remember that the game cards are adaptable to many conflicts, as well as the boardgame itself. • Try to give also concrete tips for reacting to unhealthy relationships. • Highlight that sometimes, solutions must be found individually, but in other occasions by involving others: that's how life goes!
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • Breakout rooms
<p>Theory</p>	<p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p> <p>Additional resources on conflict resolutions:</p> <p>https://www.momjunction.com/articles/important-conflict-resolution-skills-for-teenagers_00106119/</p> <p>https://www.gatewaytosolutions.org/how-to-help-teens-with-conflict-resolution/</p> <p>https://raisingchildren.net.au/teens/communicating-relationships/communicating/conflict-management-with-teens</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Which conflict scenario resonated with you the most, and why? • Were there any resolution strategies that were particularly effective or, conversely, that didn't work well in the game? Why?

	<ul style="list-style-type: none"> • Were there any moments during the game when you felt strong emotions, such as frustration, satisfaction, or surprise? What triggered those feelings? • Can you recall a real-life situation where you could have applied one of the conflict resolution strategies discussed in the game? • What elements of the game do you believe were most beneficial for learning? Is there anything you would suggest to improve the experience or make it more relevant?
<p>Source</p>	<p>This activity was developed by Lina Januškevičiūtė (https://www.ivairovesnamai.lt)</p>

Handout 1

<p>Your friend read a message you sent in a group chat and misunderstood it, thinking it was about them. They're now upset with you.</p>	<p>Two of your friends have planned their birthday parties on the same day and time. Both want you to attend.</p>
<p>You're working on a group project and two members have contrasting ideas. Neither wants to budge.</p>	<p>Your friend borrowed your favorite book, and when they returned it, you noticed the spine was damaged.</p>
<p>Your roommate plays music loudly late at night when you're trying to sleep.</p>	<p>At a friends' meeting, a colleague takes credit for an idea that was originally yours.</p>
<p>A friend borrowed some money from you a few months ago and hasn't mentioned paying you back.</p>	<p>You and your friend made plans to hang out, but they forgot and made other plans.</p>
<p>A friend teases you about a sensitive topic in front of others, leaving you feeling embarrassed.</p>	<p>Your younger sibling goes into your room without permission and borrows your clothes. What is the solution?</p>
<p>The family is planning a holiday. Mom wants to visit the mountains, while Dad dreams of the beach. The kids want to go to a theme park. How can they come to a decision that everyone is happy with?</p>	<p>Lily came home an hour after her curfew. Her parents are worried and angry, while Lily feels she should be given more freedom. How can they discuss and find a middle ground?</p>

<p>James wants to play video games, but his parents insist he should be studying for an upcoming exam. James feels he's studied enough for the day. How can they come to an understanding?</p>	<p>The family got a new puppy, and everyone promised to help take care of it. Lately, it seems like only Dad has been looking after the puppy. How can the family address and resolve this issue?</p>
<p>It's bedtime, but Sam isn't feeling sleepy. He wants to read for another 30 minutes, but his parents are firm about the bedtime routine. How can they address Sam's request and ensure he gets enough rest?</p>	<p>Sophie's grades have dropped slightly. Her parents believe she should be grounded until her grades improve, but Sophie thinks a reward system might motivate her better. How can they collaboratively find a strategy that works?</p>
<p>Emily wants to get her nose pierced, but her parents disapprove, thinking it's not appropriate for her age. Emily believes it's a form of self-expression. How can they discuss their viewpoints and come to a decision?</p>	<p>Jessica's parents are concerned about her spending time with a new friend who seems to be a bad influence. Jessica feels judged and believes her parents should trust her judgment. How can they communicate their feelings and find a resolution?</p>

Activity 11 - What does a family look like?

Time	40 minutes
# Of Participants	At least 6 participants
Materials needed	<ul style="list-style-type: none"> • White papers • Markers • Coloring pens
Objectives	<ul style="list-style-type: none"> • To identify that families can take many forms. • To analyze the stereotypes of families represented online and in the media • To reflect on the impacts of a narrow view of family on individuals and the community
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Hand out papers and coloring markers to the group. 2. Invite them to quickly sketch what they think a family looks like - not their own family but what is the first picture that comes to their mind when they think about the concept of family 3. Give them 5 minutes to finish their sketch and explain to the whole team that you will continue this activity by asking some questions 4. Designate YES and NO sides of the room, and explain that there is no right or wrong answer—the aim is to start seeing the different ideas people have about family 5. Tell students to stand up and move to different sides of the room, based on what their picture shows

	<p>6. Ask the following questions, and allow students to move to YES or NO for each one:</p> <ul style="list-style-type: none"> • Does your picture of family have people of different genders? • Does your picture include more than one child? • Does it show more than two children? • Does your picture include more than two adults? • Does it show more than three adults? • Did your picture include a grandparent or someone other than a child or parent? • Does your picture include a location, for example, a house? • Are the adults pictured a couple/married to each other? • Does your picture include any animals/pets? <p>7. Now that you have gone through the questions, ask them whether there is anything that they would like in their picture of the family and have a go at finishing the sentence “A family is...”.</p> <p>8. When everyone is finished, take some time for discussion and reflection and any questions that may come up</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Please note that students are not asked to draw their own family, but what comes to their mind when they think about family. This can help take the pressure off students who come from families that do not follow the norm of a nuclear family (e.g., have single or same-gender parents, or any other form of family) • Make it clear that all types of family are valid and natural and encourage students to avoid commenting negatively on other students’ ideas of family. It is possible that some students may have reactions of surprise. This is normal and is not the same as expressing negative beliefs or putting others down. You can frame this surprise by discussing how some types of family have been less visible than others, leading us to feel surprised that they may even exist.
<p>How To Make The Activity Online</p>	<p>The activity may be adapted on the online environment by:</p> <ul style="list-style-type: none"> • Launching a call on zoom • Asking participants to their own papers/notebooks and make their sketches • After everyone is ready, asking the questions to the whole group; participants can indicate their answer by raising their hands (virtually or manually if they have their cameras open) to indicate a YES

	<ul style="list-style-type: none"> • Alternatively, by creating an online quiz with the questions (e.g., using Google Forms or Mentimeter) and inviting participants to vote there. Later you can share the results with the whole group.
Theory	Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did they feel when answering the questions and moving through the room? What thoughts came up? • Did they add anything else to their picture? What was that? • What was their definition of family? • How did the activity go? • How did the participants respond to the new acknowledgment? • Did they open up about their experiences? Was it useful?
Sources	This activity was developed by Lina Januškevičiūtė (https://www.ivairovesnamai.lt)

Activity 12 - The interview on a radio

Time	30 minutes
# Of Participants	Maximum of 25 participants
Materials needed	<ul style="list-style-type: none"> • A4 papers; • Coloured pencils, markers; • Blackboard, flip chart.
Objectives	<ul style="list-style-type: none"> • To explore gender stereotypes; • To start to talk about consent; • To reflect on behaviour patterns in a relationship.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Print the story below before the workshop. You need one paper for every 3 participants; 2. Distribute and read the following text in the big group. The story on the radio. <i>“An 18-year-old boy and girl who had spent Sunday afternoon together were interviewed on the radio. Did he kiss you? Were you okay? Did you want it? “When he got closer — said the girl — I was a bit restless, I would have preferred to be able to remain good friends as we were before. But I didn’t want to look like a loser, and I said to myself: if I don’t satisfy him, what will he think of me” And the boy: “We had been together for almost two hours. I was wondering what she expected of me, and I really didn’t want to look awkward. So, I kissed her; she kissed me back, as if she expected it.”</i>

	<ol style="list-style-type: none"> 3. Divide the big group into small groups of 5-6 people, possibly at least one mixed, one with only boys and one with only girls; 4. All group, must express an opinion on: <ul style="list-style-type: none"> • Behaviour of the girl; • Behaviour of the boy; • Develop a story ending in, at most, eight lines. • Reading of the papers and summary on the blackboard / flip chart / online document.
<p>Tips and discussion</p>	<p>During the discussion you can focus on:</p> <ul style="list-style-type: none"> • Gender stereotypes: How should a girl behave? How should a boy behave? • The consent: How could the girl say “no thanks”? • Take 5-10 minutes to share your feelings about the activity. You can ask the following questions: <ul style="list-style-type: none"> ○ How did you feel during the activity? ○ Have you ever found yourself in a situation like this? • Don’t force participants to share their experiences if they don’t want to.
<p>How To Make The Activity Online</p>	<p>The activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A digital document with the story; • Email or a cloud-sharing platform like Google Drive to share the document with the participants before the workshop • Pre-assign breakout rooms in your video conferencing tool. • Collaborative online document or a shared digital whiteboard like Miro or Google Jamboard to make each group develop a story ending in no more than eight lines.
<p>Theory</p>	<p>Have you ever found yourself in a situation where you didn’t want to kiss or be caressed but didn’t know how to say “no”? Or have you ever found yourself in a situation where you felt almost obliged to do something sexual in order not to look stupid or not to make a bad impression? This short exercise tells of a similar situation; try to think about how to make or make young people find good alternatives.</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask the participants:</p> <ul style="list-style-type: none"> • How engaged did you feel during the activity? • How comfortable did you feel expressing your opinions in the small group discussion?

	<ul style="list-style-type: none"> • Did you feel that the opinions and perspectives of all group members were heard and considered? • What are the key takeaways or learnings you gained from this activity? • How do you think this activity will impact your understanding or perspective on similar real-life situations?
<p>Sources</p>	<p>This activity was inspired by the curriculum of the ISEX project (www.isex-project.eu)</p>

Activity 13 - Reciprocity and non-reciprocity

Time	10 minutes
# Of Participants	6 to 16 participants
Materials needed	<ul style="list-style-type: none"> • A room large enough to allow participants to move around
Objectives	<ul style="list-style-type: none"> • To experience reciprocity and rejection through the body
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Begin this sequence with quick body activities so that participants feel more comfortable. They will be more connected to their bodies and more aware of their physical sensations for the rest of the activities; 2. Invite participants to walk, to explore the space — wherever it is empty, but also where it is crowded. Ask them to change direction every three steps. Then, forget about this instruction while trying to change direction regularly; 3. Have people say hello to each other with a body part. Give the following instructions: “When you pass by a new person, stop for two seconds and say ‘hello’ with your hand. Then continue walking. Then invite them to greet each other with other body parts: “now, with your feet”, “with your pinky fingers”, “with your back”, etc. Participants should never speak. Suggest that they make signs if they do not wish to touch each other; 4. Once different parts of the body have been explored, ask them to stop for a moment and close their eyes. Invite participants to breathe: breathe in and out

	<p>together several times. Ask them to focus on their physical sensations and emotions;</p> <ol style="list-style-type: none"> 5. Invite participants to resume walking. After a few moments, they should “do a high-five”. Ask them to observe each other and adjust so that they are evenly distributed in the space. Then they resume walking; 6. As they walk, tell them to observe each other. When one person stops, everyone must stop. When one person starts walking again, the whole group starts walking again; 7. Invite people to walk and occupy the empty spaces in the room. Then, suggest that they walk to where the space is most crowded. Ask participants to never stop walking; 8. Tell participants to stop for two seconds when they cross paths with someone and look them in the eye before starting to walk again. Then they repeat the experience several times with new participants. If the activity makes the participants uncomfortable, they can look at the tip of their nose or the shoulder of their partner. Repeat the experiment, this time stopping for 30 seconds. For a more daring approach, suggest 1 minute; 9. Then invite participants to pause and close their eyes. Ask them to breathe: inhale and exhale together several times. Then, they focus on their physical sensations and emotions: how did they feel when their peers looked at them?; 10. Now explain to participants that you will be doing a series of body activities to explore feelings of reciprocity and rejection. Ask them to focus on their physical emotions and sensations. <p>Activity 1</p> <ol style="list-style-type: none"> 1. Invite participants to walk through the space; 2. Ask each person to choose one to be “person A” and one person to be “person B”, without them noticing they were chosen; 3. Then ask them to stand at equal distances from A and B while they are still walking. <p>Activity 2</p> <ol style="list-style-type: none"> 1. Invite participants to resume walking;
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	<ol style="list-style-type: none"> 2. Suggest that they each choose a person without pointing them out; 3. Invite participants to follow that person. They must “tune in” to that person. They should mime or incorporate the person’s rhythm, gestures and movements; They should stand 5 meters away from the person. They then move to 4 meters, 3 meters, 2 meters, 1 meter and finally 50 centimeters; 4. Ask the participants to stop. Ask them to look around and see if they were also chosen by this person; then ask them to close their eyes and observe their emotions and sensations. <p>Activity 3</p> <ol style="list-style-type: none"> 1. Invite participants to walk again around the space; they should form pairs without talking or signaling to each other. They should walk together for a few moments. 2. Ask them to pause, close their eyes and take time to observe the body sensations and emotions that have arisen from these last interactions; 3. Finally, invite them to open their eyes and resume their individual walk; then, tell them to repeat the experience with several people. <p>Activity 4</p> <ol style="list-style-type: none"> 1. Invite participants to pair up without talking and without making eye contact. 2. Then tell them to walk in pairs for a few moments. 3. Ask them to pause, close their eyes and take time to observe the body sensations and emotions that have arisen from these last interactions.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Gather as in a plenary meeting, debrief the activities. Recap the last 5 activities and ask participants questions.
<p>How To Make The Activity Online</p>	<p>Not available</p>
<p>Theory</p>	<p>How to react if consent has not been given? Refusal can create sexual frustration, a feeling of rejection... It can be a bad experience sometimes. For a healthy and fulfilling sexuality it is necessary to understand and accept it if our partner refuses intercourse or a sexual act. Accepting the refusal does not only mean stopping the physical attempt, but also stopping the words, the actions, putting any kind of pressure that might</p>

	<p>make the refuser feel guilty. There are different ways to show understanding. We suggest two activities to explore issues of reciprocity and the feeling of rejection in relationships: one through the body, and one through words.</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • When did you feel positive emotions? • When did you feel negative emotions? • How did you feel when you were not chosen by the person you wanted to pair with? • Which activity was the most difficult for you? • Which activity was the easiest?
Sources	<p>This activity was inspired by the curriculum of the ISEX project (www.isex-project.eu)</p>

Activity 14 - Teens dilemmas

Time	60 minutes
# Of Participants	From 6 to 30 participants
Materials needed	<ul style="list-style-type: none"> • Space • Handout
Objectives	<ul style="list-style-type: none"> • To identify and discuss dilemmas related to sex, sexuality, and violence that young people face as they enter the adult world; • To discuss and explore different approaches to dealing with these dilemmas; • To learn about sexual and reproductive rights within the human rights framework.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images
Instructions Step By Step	<ol style="list-style-type: none"> 1. Invite participants to stand in the middle of the room and tell them that you will read aloud a number of stories which present dilemmas related to sex, sexuality, violence and relationships. For each dilemma, participants should select one of the possible options (A,B,C, or Other) and take a stand by choosing a corner of the room which corresponds to their preferred response. Indicate the different corners and read out the first dilemma; 2. When everyone has selected a corner and is standing in place, allow participants to discuss their response with others around them. Ask participants from each corner to give a reason for why they are standing there; 3. Repeat the process for each of the dilemmas, or as many as you wish to present. Then move on to the debriefing and evaluation.
Tips and discussion	<ul style="list-style-type: none"> • You can adapt the dilemmas to suit the group you are working with, by changing the sex, age, sexuality,

	<p>nationality or other characteristics of the persons described, or by changing the scenarios. Remember that it is not always possible to know ‘who is in the room’ and that you should avoid using the personal stories of participants. If you have a digital projector, it may be helpful to display the options on each dilemma on the screen.</p>
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> ● A platform that allows online meetings allowing screen sharing ● All cameras on. ● Breakout rooms ● Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p> <p>Source: Council of Europe – Gender Matters Activities.</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> ● How did you feel during the activity? Why? ● Was there anything surprising in the responses or positions of other participants? ● Do you consider that these dilemmas are representative of those faced by young people today? ● How do you think young people make a decision when faced with such a dilemma? ● When you have a dilemma (large or small), how do you go about resolving it? ● Where can young people faced with such dilemmas get support from if they need it? ● Which human rights can you identify which are relevant to human sexuality? ● What challenges do young people face in exercising their rights related to sexuality? What are some of the challenges related to gender equality?
<p>Sources</p>	<p>This activity was inspired by the curriculum of the ISEX project (www.isex-project.eu)</p>

ANNEX

Ranja's dilemma

Ranja is 14 and is in love. Her girlfriend feels the same way. They have been together for two months, but Ranja's parents don't know this. She is sure they would forbid her to go on seeing her girlfriend.

What should Ranja do?

- A. Stop seeing the person she is in love with
- B. Take her girlfriend home and present her to her parents
- C. Continue to meet her in secret
- D. Something else (other corner)

Barry's dilemma

Barry is 16. He is gay, but no one in his family or circle of friends knows this. He likes a boy in his class and would like to have a relationship with him. However, he is not sure if the boy will be open

to the proposal, and he is worried that the boy might tell other people in the class and that his parents might find out. What should Barry do?

- A. Drop the whole idea and forget about the boy
- B. Tell his parents and friends that he is gay, and ask the boy out on a date and just see what happens
- C. Try to get to know the boy better, to check whether he has similar feelings, before revealing his own
- D. Something else (other corner)

Jenny's dilemma

Jenny is 15. The coolest guy in the school asks her home after the disco, telling her his parents are away. Jenny likes him but doesn't really know him. She has heard that he has slept with lots of girls

at school. She doesn't want to have sex with him yet. What should she do?

- A. Say no
- B. Say yes
- C. Say yes, but only if a few friends go too
- D. Something else (other corner)

Nasrine and Eddie's dilemma

Nasrine and Eddie are 18 and 19 respectively. They have been together for more than a year. They have just found out that Nasrine is pregnant. They were not planning on having kids but had been thinking about getting married. Nasrine wants to tell her parents. Eddie is sure they will not approve and might even try to break them up. They don't know what to do, because Nasrine is still finishing school. What should Nasrine and Eddie do?

- A. Go to a counsellor for advice
- B. Get married quickly and secretly and then announce the pregnancy to Nasrine's parents
- C. Tell Nasrine's parents and ask for their support in planning the next steps
- D. Something else (other corner)

Ingrid's dilemma

Ingrid and Shane are both 17. They have been going out together for 2 years. One night they are out at a disco and Shane gets drunk. Ingrid decides to go on to another disco without Shane and he gets very angry, starts shouting at her and pushes her to the ground. What should Ingrid do?

- A. Stay with Shane for the rest of the night and forget what happened
- B. Leave the disco without Shane and tell her friends what just happened
- C. Hit back, until Shane stops shouting
- D. Something else (other corner)

Alina's dilemma

Alina was born intersex, but the doctors took the decision to operate surgically to make them a woman. Their parents were not informed about the decision, and no additional follow up on Alina's condition was ever made. Alina was raised as a girl, not knowing what being intersex means. By the time Alina reached puberty, they started to develop several health issues, and certain markers of masculinity. At the last medical consultation, the doctors revealed to Alina and their parents the original cause of the issue and proposed further hormonal treatment to force female characteristics. Alina's parents were very much in agreement with the doctors' proposal. What should Alina do?

- A. Allow her parents and the doctors to decide, because they know better
- B. Ask for more information and further options, while taking only the medication necessary to mitigate health risks
- C. Sue the doctors and institutions that were responsible for the situation
- D. Something else (open corner)

Activity 15 - Tame your dragons

Time	20-30 minutes
# Of Participants	Unlimited
Materials needed	<ul style="list-style-type: none"> • Depends on the specific activity
Objectives	<ul style="list-style-type: none"> • To prepare and awaken our body and mind to express feelings in new ways
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images
Instructions Step By Step	<p>We offer here a set of smaller activities with tips and suggestions on how to prepare and awaken our mind and body to express feelings in new ways.</p> <p>Discovering your emotions</p> <ol style="list-style-type: none"> 1. On bands of paper, write down emotions and feelings (one word per paper). The words should be legible on the ground when you are standing: don't hesitate to write them large enough and with a thick marker; 2. Be thorough: angry, jealous, disgusted, sad, surprised, joyous, loving, cheerful, merry, serene, joyful, cheerful, relaxed, confident, content, in good mood, satisfied, calm, peaceful, optimistic, moved, in love, reassured, safe, delighted, fulfilled, amused, amazed, interested, inspired, curious, surprised, tired, hurt, upset, sad, disappointed, sorry, helpless, destitute, grieved, dissatisfied, tense, fragile, suspicious, confused, worried, anxious, disgusted, tired, detached, hurt, ashamed, bored, embarrassed, guilty, insecure, vulnerable, greedy, demanding, resentful, angry, resentful, agitated, irritated;

3. Arrange all these emotions on the floor to create a **walk-in space**. Ask people to walk around and read them one by one. When an emotion resonates with them or they think they are experiencing it right now, they pause before the word. They close their eyes, try to feel it and focus on their physical sensations;
4. Then, they continue their walk. Finally, ask them to **choose** an emotion they are feeling now, as part of the workshop. They take this word, or several words, and share how they feel today

The map of feelings

1. Choose a series of **images** that represent an emotion or state of mind. For example, choose works by artists, landscape photographs, images representing weather conditions, etc. Choose high-resolution images. Print them in A4 format and display them in the room;
2. Suggest that people choose one that represents the **state of mind** in which they are facing the meeting and/or the emotions they are feeling. Each person takes the image with them. Stand in a circle. Take turns explaining why you chose that particular image;
3. When one person has finished sharing, they invite a new person to **express** themselves. It is possible to give feedback at the end of the meeting by asking the same question at the beginning.

Sculpture of emotions

1. Ask group members to create a **circle** (include yourself in the group). Person "A" asks a question to the person across the circle, let's call him or her "B", about these emotions. For example, "A: How did you feel on the ride over here?";
2. Person "B" **answers**. For example, "B: I was excited to come to the workshop, but also a little anxious." Person "A" (the one who asked the question) must then create a fixed posture, a "sculpture" of the emotion of person "B". The two people to the right and left of person "A" must complete this statue with other postures. The person "B" can come to model the statues. When "B" finds that the sculpture is representative of these emotions, the person claps her hands, and the statues can return to their place. It is then the turn of the person on the left to ask a question to the person in

front of them about their emotions. And so on, until all the members of the group have passed.

Monkey Business

1. Invite participants to play like children; we are going to be **animals** in the jungle, in the savanna, we are going to become noisy things in a city;
2. Walk freely in the room. Invite participants to **walk** first normally. “Walk slowly. Very slowly. A little faster. Faster, even faster. Run! Now again very very slowly. Walk like people in the morning on their way to work. Walk like teachers. Walk like doctors. Walk like politicians. Walk like a policeman and then as a popstar. walk like a very old granny. Walk like a 2-year-old child”;
3. Everyone gets a piece of folded paper with an **animal name** on it. You can make a male and female of the same sort of animal. Invite participants to walk like that animal on their paper. Try to get the essence of that animal deeply in your body. Just walk. Try to move more like that animal and give the voice of that animal. give some time for participants to arrive and enjoy their role. Now invite them to find their mates.

My day — your day — me voice — you voice

1. Explore how **feelings and emotions** can be expressed with voice and gesture but without words;
2. Participants **walk freely** in the room. Stand in a circle. Invite them for a warming up physical exercise which involves the whole body: begin to give voice while you put your hands on your different body parts. Try to use your voice as if your body was an instrument. Put your hands on the top of your head — on your neck — on your chest — on your stomach — on your belly — on your lower belly (pelvic area). (you may want to make this part lying on the floor). Experiment with lower, higher, harder, softer voices;
3. Walk again freely in the room. **Find a place** where you feel comfortable. Find a comfortable position. You can stand, sit or lie on the floor. You can close your eyes. Answer these questions aloud: What was your morning like? What is your best memory? What was your last holiday like? What is your voice when you ...;

	<p>4. Make pairs. Close your eyes — your partner leads you with their voice:</p> <ul style="list-style-type: none"> ○ ‘I see you’ — we work in pairs again; describe your partner, what you see; ○ ‘How I feel’- pairs; describe what you feel in your body from top to toe; ○ Open-close with body parts; walk in the room, make a gesture only with your hand which means OPEN... make a gesture with your foot CLOSE.... and so on... <p>5. Prepare small, folded papers with feelings. (See list for emotions above). Make a circle, put the paper in a basket in the middle. Someone stands in the middle and chooses one paper and expresses that emotion. Choose someone from the circle who has to do the same expression. They approach the first person, and slowly take the same gesture from her, so that they switch, she goes in the middle now, chooses another paper (feeling), this continues.</p>
Tips and discussion	NA
How To Make The Activity Online	Not available
Theory	<p>As children during our socialisation, we learn how we are allowed and not allowed to express our emotions. ‘Boys don’t cry’, ‘Good girls don’t shout’- just to mention one stereotype. We learn to organise and discipline our emotions from an early age even without knowing that we do that. But that also means that we simply forget to express some feelings; we don’t have proper ways anymore to express certain emotions and feelings. Because of our environment, we might think: it’s not proper, not polite, irritating, scandalous or rather dangerous. But we do have feelings and we can practice learning new or old-new ways to express them safely and effectively. This can lead us closer to ourselves and healthy relationships, preventing us from unnecessary frustration, self-hate, avoidance.</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> ● How was the activity? ● Which one you preferred?
Sources	<p>This activity was inspired by the curriculum of the ISEX project (www.isex-project.eu)</p>

Activity 15 - Conflict Countdown

Time	20 – 30 minutes
# Of Participants	Minimum 6 participants
Materials needed	<ul style="list-style-type: none"> • Space
Objectives	<ul style="list-style-type: none"> • To explore anger and the risk of this escalating to physical violence. • To be able to identify when someone is behaving in a way that we do not like as well as the impact that our body language and/or facial expressions might have on someone else. The more we can be attuned to these feelings and actions, and recognise them in ourselves and others, the more likely it is that we will be able to communicate and interact with others in a positive way.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images
Instructions Step By Step	<ol style="list-style-type: none"> 1. Facilitators count from 1-10 consecutively (alternating with each number). As the number increases so should the level of frustration/anger, as in an argument or disagreement (e.g., “1” is spoken in a calm and measured voice vs. “10” being shouted, with clenched fists, shoulders raised, jaw tensed etc.). Ask pupils to watch this interaction and think about what is happening. 2. Once they (correctly) identify that it looked like two people having an argument, you can ask the following questions to explore this further: <ul style="list-style-type: none"> • How did you know we were having an argument? • What did you notice about how we were communicating with each other?

	<ul style="list-style-type: none"> • What do you think would have happened if we had kept counting to 20? 50? 100? • What else made you think that we were having an argument? • What did you notice about our posture, eye contact, body language or how we moved? • How do these things affect the way people respond to us? • Is this the best way to communicate? At which level would you rather be spoken to? <p>3. Link this to communication and how, if someone raises their voice/becomes aggressive, it often causes the other person to mirror or escalate that aggression.</p> <p>4. Ask pupils to think about different ways people speak, listen and respond to each other:</p> <ul style="list-style-type: none"> • What does ‘listening’ look like? • How does it make you feel when someone isn’t listening to you? <p>5. It can be useful to note the varying speeds at which anger builds in different people, and the different ways in which people can express this emotion. Is anger always obvious? Can we always tell if someone is angry with us, or someone else?</p> <p>6. To finish the activity, ask one pair to count backwards from 10 – 1, gradually reducing the levels of anger and aggression as the numbers decrease.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Make sure to explore also non-verbal communication • If there is time, you can ask pupils to experiment with different tactics • To break up the discussion you can ask for volunteers to perform their own versions of this exercise
<p>How To Make The Activity Online</p>	<p>Not Applicable</p>
<p>Theory</p>	<p>Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel during the exercise? • How different ways of verbalizing affected your feelings? • Try a version with no shouting or raised voices – does this change the mood at all? • Take away any verbal communication – what does the interaction look/feel like with just movement?

	<ul style="list-style-type: none"> • Replace numbers with the words “Yes” and “No”. How does this change the dynamic of the relationship?
<p>Sources</p>	<p>This activity was inspired by the curriculum of the ISEX project (www.isex-project.eu)</p>

Activity 16 - How assertive am I?

Time	20 – 30 minutes
# Of Participants	Unlimited
Materials needed	<ul style="list-style-type: none"> Printed Handout (one per participant)
Objectives	<ul style="list-style-type: none"> To deepen into the topic of assertive communication; To allow participations to reflect on their way of communicating, in a scala ranging from passive to aggressive communication.
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Introduce the topic of good communication and how important it is in all kinds of relationships, explain key concepts such as assertiveness, passive or aggressive behaviors (you can consult Module 1 of the Digital Guide). 2. Print one copy of the Handout [individual quiz] and ask participants to complete the quiz individually, and mark the score obtained. 3. Ask if there are volunteers willing to share their results, and open a conversation on the result emerging.
Tips and discussion	<ul style="list-style-type: none"> You may want to go through the quiz together, or read all questions in the debriefing phase. Make sure the group focuses also on non-verbal communication.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> A platform that allows online meetings All cameras on. Breakout rooms

	<ul style="list-style-type: none"> • Jamboard or other digital boards
Theory	Please carefully read Module 1 Navigating Relationships of the LoveAct Digital Guide
Evaluation Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel during the exercise? • Is it easy to communicate in an effective way?
Sources	<p>This activity was developed within the Let's Talk project (https://letstalk-project.eu/)</p>

Handout

Quiz - How assertive am I?	
1. You suspect someone of harbouring a grudge against you, but you don't know why. You would:	
a)	Pretend you are unaware of their anger and ignore it, hoping it will correct itself.
b)	Get even with the person somehow so they will learn not to hold grudges against you.
c)	Ask the person if they are angry, then try to be understanding.
0. You take your games console to a shop for repairs and receive a written estimate. But later, when you pick it up, you are billed for additional work and for an amount higher than the estimate. You would:	
a)	Pay the bill since it must have needed the extra repairs anyway.
b)	Refuse to pay, and then complain to the head office.
c)	Indicate to the manager that you agreed only to the estimated amount, and then pay only that amount.
0. You invite a good friend to your house for a dinner party, but your friend never arrives and neither calls to cancel nor to apologise. You would:	
a)	Ignore it, but manage not to show up the next time your friend invites you to a party.
b)	Call your friend names and complain about them to other friends.
c)	Call your friend to find out what happened.
0. You are in a group discussion about a project at school that includes your teacher. A work mate asks you a question about your work, but you don't know the answer. You would:	
a)	Give your work mate a false, but plausible answer so your teacher will think you are on top of things.
b)	Do not answer, but attack your work mate by asking a question you know they could not answer.
c)	Indicate to your work mate you are unsure just now, but offer to give them the information later.

SCORE INTERPRETATION KEY

In general, there are three broad styles of interpersonal behaviour:

- a) passive,
- b) aggressive
- c) assertive.

A) choices in the quiz are representative of the Passive style. Thus, the more A choices you make, the more passive you are. 3 or more A choices suggest you are probably passive in your interpersonal behaviour.

B) choices in the quiz are representative of the Aggressive style. Thus, the more B choices you make, the more aggressive you are. 3 or more B choices indicate you are most likely aggressive in your interpersonal behaviour.

C) choices in the quiz are representative of the Assertive style. Thus, the more "c" choices you made, the more assertive you are. 3 or more "c" choices suggest you are probably assertive. Look at the "c" answers again. If you move your everyday behaviour closer to the "c" style of response, you will likely experience an increase in feelings of self-esteem and a decrease in feelings of stress.



PASSIVENESS



ASSERTIVENESS



AGGRESSIVENESS



Module 2

Understanding gender

Activity 1 - What's Your Pronoun?

Time	15 minutes
# Of Participants	15 to 25 participants
Materials needed	<ul style="list-style-type: none"> • Printed Handout • Adhesive name tags • Pencils
Objectives	<ul style="list-style-type: none"> • To understand the use of pronouns • To practice wide and inclusive language
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Invite everyone to create a circle and review the gender pronoun chart [Handout] as a class; 2. Ask participants to fill out their adhesive name tag with their pronouns and attach it to their clothes; 3. Ask them to go around the room and introduce themselves to 5 of their classmates as a sort of meet and greet. Then, they will ask each student the following question: "Can I ask what your pronouns are?". Other ways of asking an individual their pronouns respectfully are: <ul style="list-style-type: none"> • "How would you like me to refer to you?" • "How would you like to be addressed?"; 4. Tell participants they should respond: "My name is _____ and my pronouns are ___/___."
Tips and discussion	<ul style="list-style-type: none"> • Suggest interactions among participants in which they can do practical examples using pronouns (i.e: three friends chat about a fourth and using gender neutral pronouns, as they are non-binary*; introduction conversation in everyday lives in which they ask for pronouns, etc.). Make it playful but practical and understandable; • Complete the activity by saying, "This may feel uncomfortable at first, but you do not want to say the wrong pronouns based on assumptions."

<h2>How To Make The Activity Online</h2>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings - you could explain how to modify one's own pronouns in the name appearing during the video call. • All cameras on. • Paper and pencil or adhesive name tags to be shown. • Breakout rooms - divide participants in 3 rooms per 5 people if 15 participants, 5 rooms if 25. • Jamboard.
<h2>Theory</h2>	<p>Pronouns are words we use in place of a name. For example:</p> <ul style="list-style-type: none"> • he/him/his is a gender-specific set of pronouns which is often associated with men or boys or those who identify as such. • She/her/hers is a gender-specific set of pronouns that is generally associated with women or girls or those who identify as such. • They/them/theirs is often considered a gender-neutral set of pronouns, often used for an individual who might not identify with a specific gender. <p>These are just a few examples but there are many other gender-neutral pronouns that exist such as neopronouns like ze/zir/zirs. No matter the gender identity, all pronouns can be used for any gender and are gender neutral. Pronouns are an integral part of who we are and sharing your pronouns or asking for another person's pronouns not only affirms one's identity but creates a more inclusive and respectful environment for all. We can highlight the idea about: Using the pronouns with which people identify their gender is a way of showing respect for their gender identity.</p>
<h2>Debriefing</h2>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Did you understand what pronouns are? • Why does the use of pronouns create a safe place where everybody can feel visible? • How was the activity? How did you feel?
<h2>Sources</h2>	<p>This activity was developed by the ISEX project (https://isex-project.eu), while the Handout is developed by the Trans Students Educational Resources, available at this link: https://transstudent.org/graphics/pronouns101/</p>

Handout

Gender pronouns chart

Please, note that these are not the only pronouns. There are an infinite number of pronouns as new one emerge in each language.

SUBJECTIVE	OBJECTIVE	POSSESSIVE	REFLECTIVE	EXAMPLE
She	Her	Hers	Herself	<i>She is young. I want to talk with her. This shirt is hers.</i>
He	Him	His	Himself	<i>He is young. I want to talk with him. This shirt is his.</i>
They	Them	Theirs	Themselves	<i>They are young. I want to talk with them. This shirt is theirs.</i>
Ze	Hir/Zir	Hirs/Zirs	Hirself/Zirself	<i>Ze is young. I want to talk with hir. This shirt is hirs/zirs.</i>

Resource: <https://transstudent.org/graphics/pronouns101/>

Remember: pronouns are not related to a person's gender identity.

None of these are "male/female" or "male/female": each pronoun can be used for any gender identity and these are neutral.

Activity 2 - The Gender Star

Time	60 minutes
# Of Participants	at least 10 participants
Materials needed	<ul style="list-style-type: none"> • Papers • Flipchart • Marker • Printed copies of the Handouts - Gender Unicorn graph & list of additional terms
Objectives	<ul style="list-style-type: none"> • To familiarize with the concepts of gender identity, sex characteristics and sex assigned at birth, sexual and romantic orientation and gender expression. • To increase the visibility of terms and identities that are usually “left out” of sexual education and include the experiences of people all over the spectrum of gender and sexual and romantic orientation. • To combat misinformation and stereotypes around these identities. • To encourage participants to reflect on their own experiences and identities and connect with them.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Start by writing down a list of terms on a flipchart: <ol style="list-style-type: none"> a. gender identity, b. sexual and romantic orientation, c. sex assigned at birth; d. gender expression. 2. Divide participants into groups, distribute one copy of Handout 1 to each group, and assign each group one of the 4 terms, telling them that they have 15 minutes to discuss:

	<ul style="list-style-type: none"> ○ Where to put the term on the Gender Unicorn empty spaces [Handout 1] ○ What they believe it means/includes ○ What can be a brief definition. <ol style="list-style-type: none"> 3. After all groups have discussed the term they got, one participant from each group will share their work on the term assigned with the bigger group. 4. Give the definitions for each term presented, as explained in the same handout. 5. If you do not want to play also the CONTINUATION of this activity [Handout 2], then mention some of the most common identities associated with each term e.g., transgender, cisgender and non-binary when discussing gender identity etc. (see more on Theory). 6. Take some time (either between each term or at the end) for participants' questions. 7. At the end of the discussion ask participants to think where they could place themselves on the different axes of the graph – This is meant to be a personal reflection; participants are not asked to share where they place themselves. <p>PROPOSED CONTINUATION:</p> <ol style="list-style-type: none"> 1. Print the Handout 2 2. Ask participants to associate each term with the area to which it refers. 3. Try, together, to create definitions for each identity. 4. In the end, one can ask: <ul style="list-style-type: none"> ● <i>What other terms do you know? Where should they be inserted?</i> ● <i>Do you think these areas and terms are comprehensive enough? What would you add?</i> ● <i>What terms most often confuse you? (e.g., you often confuse "male-female" referring to sex assigned at birth with "man-woman" referring to gender)</i> 5. You can discuss together and reflect on why different definitions exist, the importance of including and giving visibility to every aspect of identity, and the possible confusion associated with the multiplicity of terminologies: <i>only by knowing them can they be clearer!</i>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> ● Keep in mind to assess the general level of the participants' familiarity with gender and LGBTQIA+

	<p>issues. If participants are not all familiar with the topic, you may need to allocate more time for questions at the end, or pause for questions before moving on to the next term</p> <ul style="list-style-type: none"> • Also, depending on the age of your group, for the continuation of the activity with terms you may want to shorten the given list [Handout 2]. • During the presentation of the groups' definitions and/or the discussion, incorrect or even harmful opinions may be expressed. It is important to give out the correct definitions and explain why something is not correct, in a way that does not shame the participant who voiced their opinion while maintaining a safe space for all. • Remind participants that we are all here to learn and expand our understanding of gender and LGBTQIA+ issues. • Tell them that the Gender Unicorn figure is an important tool to have in mind and discuss on, as very useful to express sexual identities. Make the Gender Unicorn part of your group! • You may even propose the group to add new words and synonyms to the list, also from the informal register.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing (for the facilitator to show the Handout) • Breakout rooms - each group can discuss in a separate room. • Jamboard - each group can draft their assigned definition.
<p>Theory</p>	<p>Please carefully read Module 2 "Understanding Gender" of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Did you understand what gender identity, sexual orientation, romantic orientation, gender expression are? • Is there any particular feedback about confrontations and topics? • How did you feel in get to know the Gender Unicorn?
<p>Sources</p>	<p>This activity was developed by the ISEX project (https://isex-project.eu)</p>

Handout 1

Resource: <https://transstudent.org/gender/>

GENDER STAR



TERMS	DEFINITION
Sex Assigned at birth	Sex is assigned to you at your birth, based on your body appearance: when you were born, doctors stated, by all the factors above, if you're male, female or intersex.
Gender Identity	Gender identity is an inner sense of belonging to a gender category. It could correspond to the gender associated with the sex assigned at birth according to your body and your genitalia (<i>cisgender</i>), but it could also differ (<i>transgender</i>).
Orientation	Orientation refers to who you are attracted to, either sexually and/or romantically.
Sexual Orientation (Physically attracted to)	Sexual orientation defines who you're sexually attracted to.
Romantic Orientation (Emotionally attracted to)	Romantic orientation defines who you're emotionally and affectively attracted to and it's different and separate from sexual orientation. Even though many people experience both of them, romantic attraction can exist without sexual attraction.
Gender Expression	Gender expression defines how you express your gender externally, through: e.g., outfits, make-up, hair cuts, etc.

Handout 2

ASSOCIATED TERMS (for the continuation of the activity)

FEMALE	MALE	INTERSEX	AMAB
AFAB	MAN	BOY	WOMAN
GIRL	AGENDER	GENDERFLUID	TRANSGENDER MAN
TRANSGENDER WOMAN	CISGENDER MAN	CISGENDER WOMAN	NON-BINARY
GENDERQUEER	HETEROSEXUAL	HOMOSEXUAL	BISEXUAL
LESBIAN	ASEXUAL	HETEROROMANTIC	HOMOROMANTIC
BIROMANTIC	PANROMANTIC	AROMANTIC	FEMININE
MASCULINE	ANDROGYNOUS	QUEER	IN QUESTIONING

Activity 3 - Opinion Line (gender version)

Time	30 minutes
# Of Participants	Minimum 4 participants
Materials needed	<ul style="list-style-type: none"> • Space • Prepared statements [Handout]
Objectives	<ul style="list-style-type: none"> • To facilitate a critical thinking • To discuss amongst peers holding different view and believe systems
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask participants to stand up in the middle of the room. 2. Explain that they are supposed to move in the space: <ul style="list-style-type: none"> • One end of the room means "I agree" • The other end means "I do not agree" 3. Start asking them the "divisive" questions provided in the Handout, and to find their place whether they agree or not. We use a microphone to speak out who is standing where. It is important that everyone has a say, but pay attention that pupils speak one by one. 4. Make sure to properly facilitate the conversation and address everyone's opinion in an objective way.
Tips and discussion	<ul style="list-style-type: none"> • Be sure to introduce the purpose of the activity as sensitive topics and sensitive perception of them are involved. • Make sure to facilitate an objective discussion. Try to unpack 'difficult' opinions, such as 'abortion should be illegal'. Demand respect and tolerance.

	<ul style="list-style-type: none"> The statements can be adjusted depending on the subject of a discussion that the facilitator wants to hold.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> A platform that allows online meetings - You can select 2 available reactions to indicate agreement and disagreement
Theory	<p>Please carefully read Module 2 “Understanding Gender” of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> How did the activity go? Are you more aware of the topic of stereotypes and cognitive bias? Were the prejudices debunked? How did you react?
Sources	<p>This activity was developed by the ISEX project (https://isex-project.eu)</p>

Handout

STATEMENTS
• Queer people should have a right to marry
• Single parent household is not a 'family'
• Bisexual people are just confused
• Trans people should be able to use the 'right' bathroom, according to the gender identity they identify with
• Women should not lead
• Asexual people are just frigid
• Men are not good at domestic duties
• Gay men are all sensitive
• Racial minorities should go back to "their country"
• Abortion should be illegal
• Queer people should not publicly demonstrate their sexual identity
• Lesbian women are all tomboys
• Trans women should play in in the women's sport competitions
• Non heterosexual couples should be able to have children
• Relationships between more than two people should have equal rights than couples
• Domestic work should be mostly held by women
• Most gay men are more sensitive than heterosexual men
• Most lesbian women have a masculine look

Activity 4 - Understanding Gender

Time	30 minutes
# Of Participants	15 to 30 participants
Materials needed	<ul style="list-style-type: none"> • Sheets of paper • Pencils
Objectives	<ul style="list-style-type: none"> • To sensitize to gender issues • To raise awareness on gender based stereotypes and their influence on our lives.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask participants to divide into small groups of 3 people, regardless of their gender. 2. Ask them to draw three columns on the paper. <ul style="list-style-type: none"> • In the first one, ask them to write all characteristics of men that they can remember, which can be either physical (e.g. strong, tall, short hair, etc.), anatomical (e.g. penis, testicles), physiological (e.g. testosterone) or connected to personality (e.g. rational, confident, etc.). • The middle column stays empty. • In the third one, they do the same thing for women (in the right column). 3. Encourage them to brainstorm in groups and come up with as many possible characteristics of each sex assigned at birth/gender as possible. 4. Ask them to assess all the characteristics that they wrote down, and to think whether each characteristic could also be the characteristic of the opposite sex (e.g. if in the column with men characteristic there is a trait

	<p>‘strong’, they should ask themselves ‘Could also women be strong’).</p> <ol style="list-style-type: none"> 5. Tell them that if the answer to that question is ‘yes’, they cross the word out, if the answer is ‘no’ and the characteristic only holds true for men (e.g. ‘testicles’), they should put it in the middle column). 6. In the end, ask them to look at the middle column and see what characteristics are there. Usually there are only characteristics that are strictly connected to the physical, anatomical and/or physiological aspects (e.g. period for women). 7. Open a common discussion in which participants, focusing on the right and left columns, are encouraged to reflect about roles and characteristics that are socially assigned to them and the possibilities of changing the perception of those roles and stereotyping.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Make sure to maintain a respectful space. • Follow step by step and supervise in order to guide the discussion about gender stereotype.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • Breakout rooms
<p>Theory</p>	<p>Please carefully read Module 2 “Understanding Gender” of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did the activity go? • Are you more aware of the topic of stereotypes and cognitive bias? • Were the prejudices debunked? • How did you react?
<p>Sources</p>	<p>This activity was developed by the ISEX project (https://isex-project.eu)</p>

Activity 5 - Mars Colony

Time	30 minutes
# Of Participants	15 to 25 participants
Materials needed	<ul style="list-style-type: none"> • Printed Handouts - “Mars colony mission” & “Character description” • Pens and pencils
Objectives	<ul style="list-style-type: none"> • To recognize gender stereotypes, racial stereotypes, class stereotypes. • To reveal the prejudices. • To understand how prejudices are harmful.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Introduce the role play explaining to participants that they are chosen to do a mission to Mars and they have to gather 3 more people to create their own team; the purpose of the mission is to explore Mars and to recreate human species as the Earth is not safe anymore. 2. Assign each person a “Mars colony mission” paper [Handout 1] in which there is the description of the 7 people, a “yes/no” column and “why” column. 3. In order to get ready for the “mission”, participants have to select 3 characters to add to their team and check the “yes/no” column, motivating their reason in the “why” line. 4. Once they all finished the task, read and list all the answers together and observe which character is the most well-liked and which don’t.

	<p>5. Finally, distribute the “character description” [Handout 2] to each participant. In this paper there are details about the character of the “mission”.</p> <p>6. After the reading, ask the participants if they thought about the character in the same way they are depicted.</p>
Tips and discussion	<ul style="list-style-type: none"> • Trigger warning! Be aware that this activity may cause trouble in marginalized people. Be careful of what oppressions the students are facing and how they respond. • Keep in mind that the purpose of the activity is to detach and reveal stereotypes and bias. Always be patient and non judgmental. • Be sure everyone also maintains a non judgmental attitude while discussing the results of the paper. • Try to deepen and unpack the biases of the choices of participants. Did they discard the “black immigrant”? Why? • Ask the participants if they experienced something like being chosen or refused based on appearances/ superficial ideas and allow them to express themselves. • Follow through all the mental processes to understand the topic.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, including screen sharing (you can send the Handout 1 via email, then share the screen to show the Handout 2).
Theory	<p>Please carefully read Module 2 “Understanding Gender” of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you feel after realizing about internalized stereotypes and biases? • How did the conversations go?
Sources	<p>This activity was developed by the ISEX project (https://isex-project.eu)</p>

Handout 1

MARS COLONY MISSION		
<u>PARTICIPANTS</u>		<u>WHY?</u>
A rich architect	yes/ no	
A black immigrant	yes/ no	
A blind person	yes/ no	
A woman chef	yes/ no	
A white doctor	yes/ no	
A transgender person	yes/ no	
A gay man	yes/ no	

Handout 2

MARS COLONY MISSION
<ul style="list-style-type: none"> • A rich architect (John, 43), is charged with environmental crimes for his building.
<ul style="list-style-type: none"> • A black immigrant (Cheick, 36), is a successful lawyer at a nonprofit association.
<ul style="list-style-type: none"> • A blind person (El, 21), speaks six languages and is a physics major.
<ul style="list-style-type: none"> • A woman chef (Sandra, 98), worked for many years in a small town.
<ul style="list-style-type: none"> • A white doctor (Gabriel, 47), a veterinary doctor with a passion for puzzles.
<ul style="list-style-type: none"> • A transgender person (Anthony, 33), aerospace engineer, has a hobby for cooking.
<ul style="list-style-type: none"> • A gay man (Michael, 54) photographer and painter, is an excellent strategist.

Activity 6 - Sexuality and Gender across history and cultures

Time	45-60 minutes
# Of Participants	Adaptable with any group size
Materials needed	<ul style="list-style-type: none"> Printed Handout Or printed additional photographs and/or art pictures depicting sexual practices through history or contemporary cultures and subcultures.
Objectives	<ul style="list-style-type: none"> To raise awareness on what is considered ‘normal’ when it comes to sexuality talking about culture, social norms and expectations. To foster critical thinking; to understand and respect diversity To raise awareness diversity of sexual practices
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> Make an ‘exhibition’ of the pictures you selected, or the ones in the “Handout”. Give the following instructions: <ul style="list-style-type: none"> Walk around (silently) in the room and choose the image that evokes the strongest feeling in you and triggers the most intense emotional reaction for you (it can be positive or negative) When you have selected your picture, stand in front of it in a way to create “groups of trends” When you see that participants are standing in front of the pictures, start walking around and ask them to answer to the following questions (one by one) - in this way, you will collect more versions of the same image:

	<ul style="list-style-type: none"> ● <i>What was the feeling IN YOU (not in the character of the picture) that the picture evoked?</i> ● <i>What is the specific element in the picture that caused the feeling in you?</i> ● <i>What beliefs, norms, values can be behind your feelings?</i>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> ● Before starting the activity, you may want to warn the group about its sensitivity: tell them that they will work with images depicting people who are not with us, representing different cultures, beliefs and habits. We can honor the protagonists of the images. This does not imply that we cannot talk about how we feel, what we think with respect to these images. Explain that the activity only works if we suspend our desire to be perfectly interculturally and politically correct, that it is ok if we are surprised, if we make mistakes, speak openly, not judge each other. For the same reason, what we do should be confidential, should not go out of the room. ● Be aware that this activity works better if the group already developed some trust and participants feel free to express their doubts, reveal their prejudices etc. ● Even if this is not the focus of the activity, you should know the contexts of the images you are presenting, and think in advance about the values and norms that could come up concerning the specific images. ● Be aware that participants may not know about the concept of “value”: tell them to imagine values as compasses, which indicate for a given society what is considered good and worthy. Norms are the socially accepted representations and behaviours. ● Facilitate a discussion on what is ‘normal’, what is accepted or punished in a given culture and society ● Talk together about what’s the line between what the participants feel (their emotions) and the differences among their feeling and the societal values ● Distinguish between “normal” and “normative” ● You can discuss social norms, the social function of regulation of intimate and sexual relationships ● Cover taboos regarding sexuality ● Discuss with the group how it is seen in your environment and in societies in general sexuality more in detail to: <ul style="list-style-type: none"> ○ heterosexual practices ○ non- heterosexual practices ○ gender

	<ul style="list-style-type: none"> ○ age ○ romantic orientation ○ sexual orientation ○ gender roles
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> ● A platform that allows online meetings allowing screen sharing
Theory	<p>This activity is an introduction of the first phase of the approach of Cohen-Emerique, called “decentering”. The activity starts with a simulation of culture shock through a set of rather provoking images. We then invite participants to become aware of their own reactions and own values instead of starting to ponder on the people on the images that triggered the shock experience. You can delve deeper into the topic here.</p> <p>Please carefully read Module 2 “Understanding Gender” of the LoveAct Digital Guide</p>
Debriefing	<ul style="list-style-type: none"> ● In the debrief, it is important to explain that the reason why we do this activity in this way is to learn that social and cultural norms are so deeply embedded in our system, our personal thinking that we hardly recognize our own cultural prejudices. ● We tend to think what we think is ‘normal’ because we do not ‘think’ but ‘feel’ it. ● Our reactions are most probably emotional reactions although it is about cultural norms and values. ● This prevents us to accept the ‘other’ if it's different from us. This prevents us from accepting diversity. Diversity is something we can learn. Human sexuality is culturally organized and disciplined. <p>Additional questions:</p> <ul style="list-style-type: none"> ● How did the activity go? ● Did participants discover divergent points of view about sexuality? ● How would you describe and synthesize their reaction? Were they more impressed, shocked or more amazed? ● Did they understand societal normativities?
Sources	<p>This activity was adapted from the ISEX project (https://isex-project.eu) and the ZELDA project (https://www.training4interculturality.eu/)</p>

Handout

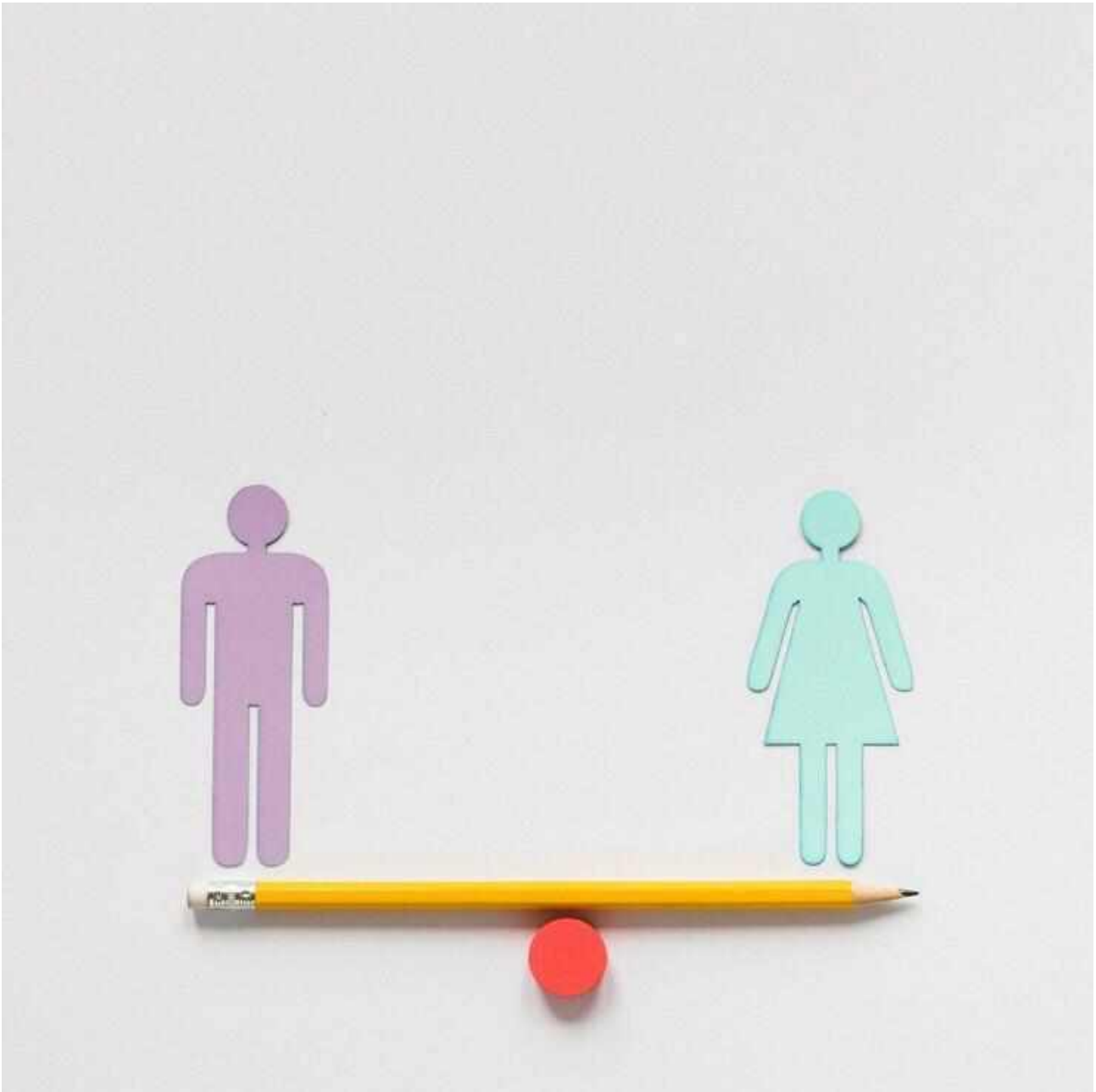






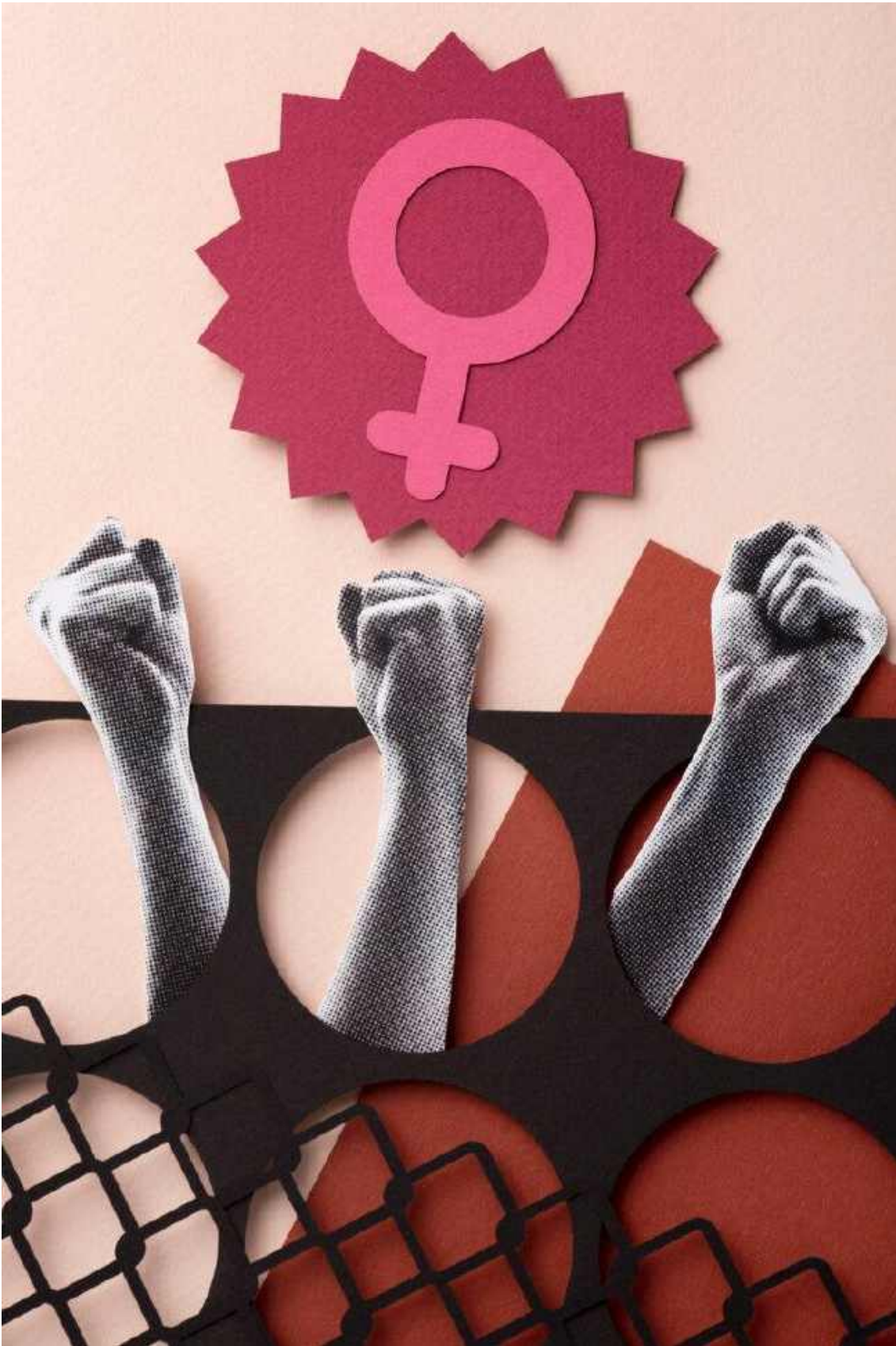








































Activity 7 - Take a step forward

Time	30-45 minutes
# Of Participants	Adaptable with any group size
Materials needed	<ul style="list-style-type: none"> • Handout - Role card [Handout 1] • Sentences [Handout 2] • An open space (a corridor, large room or outdoors)
Objectives	<ul style="list-style-type: none"> • To improve awareness and empathy with respect to issues of privilege; • To promote critical and respectful thinking, and open view with respect to various social factors and how they interact in an individual person's life with respect to their identity.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Choose how many people will participate and make sure that they do not share the assigned sentence with other people (you will also be able to assign the same identity to several people without them being aware of it!) [Handout 1] 2. Tell participants that they have a couple of minutes to read their identity and reflect on how they would make certain choices if they possessed those characteristics. 3. Place all people in a line so that they can move forward having the same starting point. 4. Tell them to advance one step with each affirmative answer given to the various sentences that will be read 5. Thus start reading each sentence [Handout] with "Take a step forward if..." 6. Ask people to look around, without moving, and reflect on their own and other people's positions. 7. Still staying in this position, you can ask them questions:

	<ul style="list-style-type: none"> • "Which identity do you think the person who is further ahead has?" • "Which one is further behind?" • "Do you think you have come far enough from your starting point?"
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • You can readjust the cards according to the age of the participants or the privileges and contexts you would like to highlight. • Facilitate a discussion about what it means to possess privilege, and when it exists based on a person's real or perceived gender identity. • Distinguish between "normal" and "normative", "merit" and "privilege". • You can discuss social norms, the social function of regulation of how it is easier for some people to access certain resources than others; a metaphor that pul return useful may be to make imagine the people participating to make a race, "being born in the same way" (starting from the same starting point) but finding themselves in a society that creates stratifications on the basis of what is normative; ask them if, in the final position in which they find themselves, they believe it is fair to rush to reach a common goal (there will be, in fact, who will have to run a little to get there, and who more); • During the debriefing it is important to explain that, in many situations, it is not a question of merit in achieving goals, but of more or less favorable conditions that do not depend on the individual person, as much from the society and system in which it lives and from the current normativity. • Ask the participants what emotions they felt doing the activity at various times (when they were advancing, when they saw other people moving forward, when they looked around, etc.). • If there were people involved as observers, ask them the same questions: what do they think is the identity that has managed to go further? Which one is further back? What did they think about the idea of starting a race from those starting points? • If two or more people had a common or similar identity, ask them if and what differences there were in responding to the various judgments. • It will be important to stress that privilege is not in itself a bad thing, when a condition that deserves to be

	<p>recognized and taken into account in reflecting critically on various social and cultural dynamics.</p> <p>Not to take it into account, it can make us miss a large part of analysis (how to judge a person based on his arrival at the finish, but not at the point from which he started).</p>
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • Jamboard or other digital boards - each person is represented by a post-it, and post-its will be moved on the board from the initial line
Theory	<p>Please carefully read Module 2 “Understanding Gender” of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How was the business? • Have you found divergent views on gender privileges? • How would you describe and synthesize your emotions and thoughts?
Sources	<p>The activity was inspired by the COMPASS - Manual for Human Rights Education with Young people of the council of Europe, available at: https://www.coe.int/en/web/compass/take-a-step-forward</p>

Handout 1

ROLE CARDS		
TRANSGENDER MAN, STUDENT	UNIVERSITY PROFESSOR	LESBIAN NURSE, WHITE
BISEXUAL WOMAN, HAS A MOBILITY DISABILITY	TRANSGENDER GIRL, 16 YEARS OLD	IMMIGRANT MAN, GAY
CHIEF OF MEDICINE AND SURGERY	QUEER PERSON, NON BINARY	HOUSEWIFE, BISEXUAL, SINGLE MOTHER
QUEER BOY, WAITER	CISGENDER MAN, MARRIED	HOMELESS MAN
BLACK WOMAN, HOMELESS	TRANSGENDER WOMEN	CISGENDER WOMAN, HAS THREE PARTNERS

Handout 2

SENTENCES

<ul style="list-style-type: none"> • The political class of the society in which I live is predominantly composed of people who have the same gender identity as me
<ul style="list-style-type: none"> • When I walk alone at night, I feel quite safe
<ul style="list-style-type: none"> • When I speak to a group, everyone listens to me and takes into consideration what I have to say
<ul style="list-style-type: none"> • In the society in which I live, I am allowed to have a good work-life balance
<ul style="list-style-type: none"> • If I am among a group of men I don't know, I feel quite comfortable
<ul style="list-style-type: none"> • It is no problem for you to show your documents to anyone
<ul style="list-style-type: none"> • As a child, I was allowed to play the games I wanted
<ul style="list-style-type: none"> • You are satisfied with your salary and do not think it is lower than some of your other colleagues
<ul style="list-style-type: none"> • It is possible for you to adopt children without having your gender or sexual orientation problematized
<ul style="list-style-type: none"> • If your parents have told you that you are beautiful, intelligent or successful
<ul style="list-style-type: none"> • You almost always see members of your ethnicity, sexual orientation, religion and social class widely represented on television, in newspapers and in the media in a positive way
<ul style="list-style-type: none"> • Your state protects your right to marry whomever you want
<ul style="list-style-type: none"> • It is not a problem for you to talk about your relationships and your partner/s
<ul style="list-style-type: none"> • People always address you by the name and pronouns you have chosen
<ul style="list-style-type: none"> • During adolescence, you did not experience bullying, harassment, and/or discrimination
<ul style="list-style-type: none"> • If you were able to access your studies with ease
<ul style="list-style-type: none"> • No one asks you questions about "why" you identify yourself in a given way
<ul style="list-style-type: none"> • You feel protected by your society's public health system
<ul style="list-style-type: none"> • Your sexual and/or romantic lifestyle is not criticized by other people

Activity 8 - One community, a thousand stories

Time	45 - 60 minutes
# Of Participants	15 to 25 participants
Materials needed	<ul style="list-style-type: none"> • Pencils • Paper • Printed identity cards [Handout 1] & Information and insight cards [Handout 2]
Objectives	<ul style="list-style-type: none"> • To improve empathy in relation to issues of gender and sexual identity; • To gain non-stereotypical knowledge based on a person's identity.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Before starting the activity, assess whether the group of participants possesses sufficient knowledge to understand the meaning of the proposed sexual identities. 2. Prepare the identity cards [Handout 1] in advance, alternating cards with terms about sexual identity with more general cards that can give additional information and insights. 3. Divide participants by groups of 4-5 people. 4. Ask each group to choose two identity cards from those of sexual identities. 5. Ask each group to choose one-two identity/ies card/s from those of information and insight [Handout 2]

	<p>6. Based on the assigned cards, tell each group to write a story, inserting all the elements assigned to them.</p> <p>7. At the end of the writing, ask them to specify whether, in the story they will share with other participants, there are any trigger warnings and tell them to make this explicit before reading it, so that those who do not want to hear some of the content can move to a safe space.</p> <p style="text-align: center;"><i>Note: “trigger warning” refers to warnings about content that may offend people’s sensibilities; some examples are: war, suicide, self-harm, racism, xenophobia, ableism, transphobia, foul language, homophobia, misogyny, violence, harassment, bullying, etc.</i></p> <p>8. Each group will present their work.</p>
<p>Tips and discussion</p>	<p>You can guide the conversation with the following questions:</p> <ul style="list-style-type: none"> • "Which story did you like best?" • "Do you think your stories are realistic?" • "Have you lived, directly or indirectly, a story similar to that of your character?" • "Do your stories have a happy ending? Why?" • "What do you think was the challenge your character faced? Could you have solved it another way?" • "Do you believe that some privileges that a person may have can change the outcome of your stories?"
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • All cameras on. • Breakout rooms - divide participants in 3 rooms per 5 people if 15 participants, 5 rooms if 25. • Jamboard.
<p>Theory</p>	<p>Please carefully read Module 2 “Understanding Gender” of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask participants the same questions in the "Tips and discussion" section.</p>
<p>Sources</p>	<p>This activity was developed by the My-ID project: https://myid-project.eu/</p>

Handout 1

FEMALE	MALE	INTERSEX	AMAB
AFAB	MAN	BOY	WOMAN
GIRL	AGENDER	GENDERFLUID	TRANSGENDER MAN
TRANSGENDER WOMAN	CISGENDER MAN	CISGENDER WOMAN	NON-BINARY
GENDERQUEER	HETEROSEXUAL	HOMOSEXUAL	BISEXUAL
LESBIAN	ASEXUAL	HETEROROMANTIC	HOMOROMANTIC
BIROMANTIC	PANROMANTIC	AROMANTIC	FEMININE
MASCULINE	ANDROGYNOUS	QUEER	IN QUESTIONING

Handout 2

SCHOOL	FAMILY	RELATIONSHIP	FALLING IN LOVE
COMING OUT	OUTING	PARENTING	MARRIAGE
PREGNANCY	RIGHTS	ACTIVISM	COMMUNITY
WORK	ETHNICITY	DISABILITY	INTERSEXIONAL
GENDER EXPRESSION	DATING	FRIENDSHIP	BIPOC
POLYAMOR	NON-MONOGAMY	MONOGAMY	SIBLINGS
CHOSEN FAMILY	PEER	SOCIAL NETWORK	SECRETS
MAKE-UP	MUSIC	PET	MYSELF

Activity 9 - The Gender Bubble

Time	20 minutes
# Of Participants	15 to 25 participants
Materials needed	<ul style="list-style-type: none"> • Sheets • Pens and markers
Objectives	<ul style="list-style-type: none"> • To explore gender stereotypes; • To raise awareness about gender stereotypes and prejudice.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Divide the participants into groups of four or five, regardless of gender 2. Tell them that you will discuss the topic of gender roles (what the society says it means to be a boy/man or a girl/woman). so that each group will create a list of words that are often associated with being a boy/man and being a girl/woman." 3. Tell each group that they have three minutes to create a list of words for "boys/men" and "girls/women." Some examples that can emerge are, "Boys/men are strong, they love sports, they are fathers..." "Girls/women are emotional, talk a lot, love the color pink..." 4. Ask each group to share what they have put on their lists. <p>Another version of this activity on stereotypes could be that of creating yourself a list of stereotypical phrases and reading them aloud out loud, asking participants to move from one side of the room (e.g., to the right who agrees, to the left who disagrees. disagree).</p>

<h3>Tips and discussion</h3>	<ul style="list-style-type: none"> As you hear each group share, note the similarities and differences in their responses. For example, say: "<i>Group 1 said that kids like sports. How many of you like sports?</i>" When you notice that girls will also raise their hands, add: "<i>There are no hobbies boys or girls, there are only hobbies.</i>" To close the activity, ask students, "<i>How does society influences gender attitudes, beliefs and expectations, gender identity and gender expression?</i>"
<h3>How To Make The Activity Online</h3>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> A platform that allows online meetings. All cameras on. Breakout rooms - divide participants in 3 rooms per 5 people if 15 participants, 5 rooms if 25. Jamboard.
<h3>Theory</h3>	<p>Gender role stereotypes are the expectations we place on people to identify and express themselves according to the gender binary.</p> <p>Gender role stereotypes can change from culture to culture and over time. Some of the ways in which gender role stereotypes are upheld in society are physical appearance, personality traits, and work.</p> <p>Gender roles are not something that happens naturally in us, but are learned behaviors. Sometimes the pressure that these roles exert on us leads us to act in a way that does not feel right.</p> <p>When it comes to behavior, <i>girls are expected to be polite, passive, caring, and submissive, while boys are expected to be aggressive, insensitive, dominant and strong</i>. When we do not feel that these stereotypes are true for us, we may feel a lot of pressure to behave in a certain way based on society's expectations of our gender.</p> <p>When someone is bullied or subjected to violence because people expect them to behave a certain way because of their gender identity, they are experiencing gender-based violence. When we bully or hurt others for identifying themselves or expressing their gender, we not only cause them sadness and pain for being themselves, but we create a dangerous environment for them and others.</p> <p>Please carefully read Module 2 "Understanding Gender" of the LoveAct Digital Guide</p>

<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Did you understand what gender roles and gender roles stereotypes are? • How can these affect people's lives? • What stereotypes exist aimed at people who do not identify as boys/men or girls/women? • How can you work on your own stereotypes referring to gender roles?
<p>Sources</p>	<p>This activity was developed by the ISEX project (https://isex-project.eu)</p>

Activity 10 - LGBTQIA+ glossary game

Time	30-60 minutes
# Of Participants	Unlimited
Materials needed	<ul style="list-style-type: none"> • Tables and chairs • Pen • Paper • Printed Handout - “Concept” and “Definition” cards pre-printed (according to the number of mini-group) • A large room for 3 or 4 tables (1 table per group)
Objectives	<ul style="list-style-type: none"> • To be aware of the diversity of gender identities and sexual orientations • To know the specific vocabulary related to gender identity and sexual orientation • To be aware of LGBTQIAphobic violence, to be more aware of the violence present in language • To consider gender and sexual orientation not as fixed concepts, but as a continuum on which all nuances are possible.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Read the Handout and make sure you understand all the terms. Do further research if you have any doubt. 2. Print several copies of the downloadable card game [Handout] - or create your own! To create cards, just fold the paper at its center so that we will have the term on one side, the definition on the other. 3. Divide participants into sub-groups. Invite them to sit at the tables on which the decks of cards are set out.

	<ol style="list-style-type: none"> 4. Explain that together they're going to discover different vocabulary words around gender identities and sexual orientations. They should start with the first family on the deck, then move on to the second, and so on. Within each family, they should also explore the concepts according to the numbers on the front. But be careful! Don't turn the cards over just yet. 5. Then, one person takes the first card of the first family without turning it over. They read the concept aloud. The group tries to come up with a common definition of the word. For example, someone reads "Assigned at birth" and the rest of the group tries to agree on the meaning. 6. When the group has finished discussing, it turns over the card and reads the definition written on the back. Here: "Refers to the feminine or masculine gender assigned to a newborn child after delivery, following a doctor's examination of the child's genitalia". 7. If everyone agrees with the definition shown, they put the card aside and take the next one. If they disagree or wish to add to it, they can write down their additions or modifications. They can also search on their cell phones if anything is unclear. 8. Give people about 30 to 45 minutes to talk (10 to 15 minutes per family). Go through the sub-groups to see if there are any questions. 9. At the end of the exercise, sit in a circle. Invite people to talk about what they found interesting, what they wondered about or what they discovered. They can discuss their various interpretations of the terms, as well as any disagreements they may have had over certain definitions.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Remind people of the difference between sexual and romantic orientation and gender identity, as some people get confused. Sexual/romantic orientation refers to sexual/romantic preferences, the attraction felt for certain people. Gender identity, on the other hand, refers to the intimate, personal experience of identifying as male, female, both genders at the same time, no gender or another gender, regardless of sex assigned at birth. • Audiences sometimes wonder why people put "labels" on themselves. Explain that these concepts are claimed by the people concerned themselves, as they feel unrepresented (or under-represented) and are likely to

	<p>experience violence linked to their identities. These terms enable people, for example, to search the Internet and quickly find questions to answer, testimonials and perhaps support from people who are experiencing issues similar to their own. When people are looking for themselves, building their identity and getting to know themselves, this can be reassuring. What's more, by putting discrimination into words, we can document it and better understand its specific features, so we can suggest ways of combating it that are adapted to the issues at stake.</p> <ul style="list-style-type: none"> • In conclusion, tell participants that it's perfectly normal to have questions about one's gender identity or sexual orientation. These issues are fluid and evolve throughout life. If these questions lead to discomfort, people should not hesitate to talk to the facilitators, so that they can direct them towards appropriate structures.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • All cameras on. • Word list. • Breakout rooms - divide participants in rooms perIn small groups, depending on the number of participants. • Jamboard.
<p>Theory</p>	<p>Please carefully read Module 2 “Understanding Gender” of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel during the activity? • Are there any words that aren't clear to you? • Do you think you'll be able to re-use this vocabulary from now on? • Have you become aware of any LGBTQphobic violence you may be committing / or experiencing, perhaps unknowingly, through the use of language? • Do you think that sexual orientation or gender identity can change from person to person? And over time?
<p>Sources</p>	<p>This activity was created by Elan Interculturel: https://elaninterculturel.com/</p>

Handout

GENDER

TERMS	DEFINITIONS
<p>SEX ASSIGNED AT BIRTH</p>	<p>The condition (male, female, intersex) assigned at one's birth. It includes genetic sex, gonadal sex and hormonal sex.</p>
<p>GENDER IDENTITY</p>	<p>A person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither or anywhere along the gender spectrum. A person's gender identity may be the same as or different from what is expected with their sex assignment at birth.</p>
<p>CISGENDER/CIS</p>	<p>A person whose gender identity is in alignment with the sex they were assigned at birth.</p>

<p>GENDER EXPRESSION</p>	<p>How a person publicly expresses or presents their gender. This can include behavior and outward appearance such as dress, hair, make-up, body language, and voice.</p>
<p>GENDER BINARY</p>	<p>A social system whereby people are thought to have either one of two genders: “man” or “woman.” The gender binary system is rigid and restrictive for many people whose sex assigned at birth does not match up with their gender, or whose gender is fluid and not fixed.</p>
<p>GENDER SPECTRUM</p>	<p>The representation of gender as a continuum, as opposed to a binary concept.</p>
<p>GENDER ROLE</p>	<p>The culturally and historically specific expectations and restrictions that are placed on a person based on whether they are assigned female or male at birth.</p>

LGBTQIA+ IDENTITY

TERMS	DEFINITIONS
QUEER	An umbrella term used and reclaimed by some whose sexual orientations and/or gender identities fall outside of cisgender/straight norms.
AROMANTIC	A person who experiences little or no romantic attraction to people of any gender.
NON-BINARY	An umbrella term for gender identities that fall outside of the man-woman binary, such as <i>genderqueer</i> , <i>agender</i> , <i>genderfluid</i> , etc.

<p>PANSEXUAL</p>	<p>A person who is attracted to other people regardless of gender.</p>
<p>ASEXUAL</p>	<p>A person who experiences little or no sexual attraction to people of any gender.</p>
<p>OUTING</p>	<p>The practice of revealing the sexual, romantic or gender identity of a person without their consent.</p>
<p>BIROMANTIC</p>	<p>A person who is romantically attracted to people of two or more than two genders.</p>

TRANS* IDENTITY

TERMS	DEFINITIONS
<p>GENDERQUEER</p>	<p>A person whose gender identity is neither male nor female, is a combination of the two binary genders, is on a continuum between those two genders, or queers gender in some way. Both genderqueer and non-binary can be seen as umbrella terms or as more specific identifiers. Some, but not all, genderqueer people identify as transgender.</p>
<p>DRAG KING/QUEEN</p>	<p>A person who uses extreme gender presentation and plays on stereotypes as a basis for performance pieces. Drag performers can be of any gender identity or sexual orientation.</p>
<p>TRANS MAN</p>	<p>A person who was assigned female at birth and identifies as a man.</p>

<p>TRANS WOMAN</p>	<p>A person who was assigned male at birth and identifies as a woman.</p>
<p>AGENDER</p>	<p>A person that: not identifying with any gender, particularly the gender binary; not male, not female, not both or neither; feeling gender neutral; rejecting the concept of gender; feeling the concept of gender is personally irrelevant.</p>
<p>BIGENDER</p>	<p>Bigender is a gender identity in which a person has or experiences two genders. The genders may be any combination of two genders, and those genders can be binary ("man" or "woman") or non-binary. They may be experienced simultaneously or may alternate, and they may not be experienced equally or in the same way.</p>
<p>CHOSEN NAME</p>	<p>A chosen name is a method of which any individual may choose a preference of a name that is proposed by the person themselves or another individual.</p> <p>Transgender people generally choose a new name when socially transitioning because their <u>birth name</u> did not fit their gender identity or the name was a form of involuntary gender exclusivism.</p>



Module 3

Preventing Gender-Based Violence

Activity 1 - The pyramid of rape culture

Time	Approximately 45-60 minutes
# Of Participants	10 to 20 participants
Materials needed	<ul style="list-style-type: none"> • Large paper or a whiteboard. • Markers or colored pens. • Printed Handout (Pyramid of Rape Culture and related terms)
Objectives	<ul style="list-style-type: none"> • To recognize the continuum of violence from normalized behaviors to sexual assault. • To explore how normalization can lead to degradation and perpetuate sexual violence. • To encourage critical thinking about societal norms and behaviors. • To collectively reproduce the image of the Pyramid of rape culture by brainstorming on the different forms of GBV with the group.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.

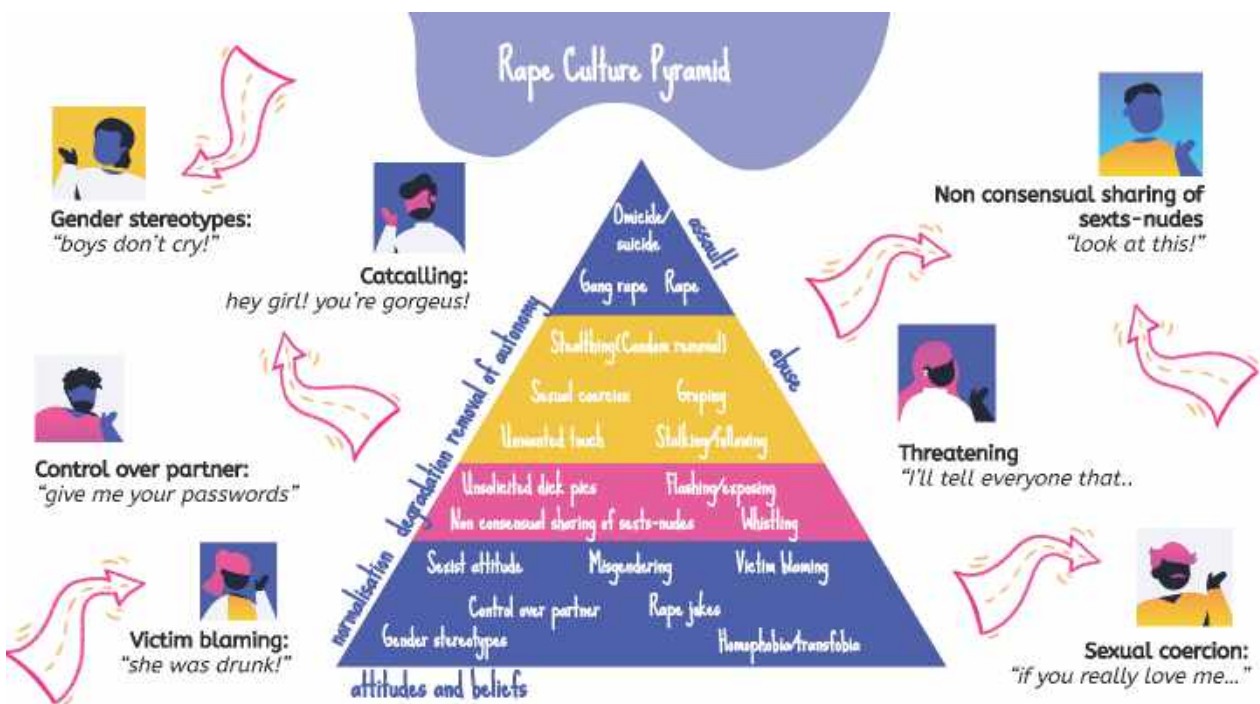
<p>Instructions Step By Step</p>	<ol style="list-style-type: none"> 1. Ask participants to list, by turn, forms of gender-based violence. 2. On the flipchart, note the words emerged by positioning them in an imaginary shape of pyramid, in which: <ul style="list-style-type: none"> ● at the bottom, you put the most “normalized” and less severe forms; ● the more systemic and severe ones are up; ● the most severe is at the tip <p><i>NB: to be sure to positionate the words correctly, you may want to have a printed version of the Pyramid with you [Handout]</i></p> 3. When enough forms are displayed, you can draft the shape of the pyramid, in a way that it contains all the words, and proceed with adding guiding words and explanation at its sides, as for the Handout. 4. Now start to introduce the concept of the Pyramid of Rape Culture, explaining its layers from subtle behaviors to more violent actions. Discuss the continuum and how normalization contributes to sexual assault. 5. Provide handout 2 to go deeper through the different types of GBV: ask the group whether the words they brainstormed on are the same as the Handout, and if they know the ones which they did not include; try to give definitions together and to discuss on their position in the pyramid, focusing on the concepts expressed at the sides of the drawing; ask if the examples shown look familiar to them, and ask them to add new ones.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> ● As previously mentioned, before starting this activity, take your time to familiarize with the Pyramid of Rape Culture displayed in Handout 1: with the different layers displayed at the sides, and with the position occupying by the main forms of GBV. ● Relate the discussion to real-life scenarios, news stories, or media portrayals to help students understand the relevance of the topic in their lives. ● While defining the different forms of GBV, you may highlight some positive behaviours which can contrast them and promote respect, consent, and healthy relationships. <p>Conclude the session by allowing time for reflection and feedback.</p> <p>Encourage students to reflect on what they've learned and discuss any further questions or thoughts they may have.</p>

<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • Breakout rooms
<p>Theory</p>	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • What do you think defines a healthy relationship? What behaviors contribute to creating a respectful and safe environment? • Have you ever witnessed or experienced behaviors that made you uncomfortable but seemed normalized? Can you share examples? • How do you think society portrays gender roles and relationships in media, movies, or advertisements? • Are there any societal messages or stereotypes about relationships or genders that you find questionable or concerning? • How do words, language, or jokes influence our perceptions of others or our interactions with them? • Can jokes or language sometimes contribute to creating an uncomfortable or unsafe environment? Can you give examples?
<p>Source</p>	<p>This activity was developed within the LoveAct project (www.thegendertalk.eu) and inspired by Reclamation Magazine</p>

Handout 1

The Pyramid of Rape Culture is a conceptual framework used to illustrate the **continuum of behaviors, attitudes and societal norms** that contribute to and perpetuate sexual violence. It showcases how minor behaviours, often normalised by society, are part of the same system of oppression of the most severe ones, standing at the top of the pyramid; and how seemingly minor actions, when normalized and left unaddressed, can escalate and contribute to a culture that enables and excuses sexual assault.

Rape Culture Pyramid



Handout 2

Introductory example questions

These questions aim to encourage students to reflect on societal norms, behaviors, and attitudes that may contribute to a culture where disrespect, objectification, and normalized behaviors can potentially lead to sexual violence. It initiates critical thinking and discussion about creating and fostering respectful and safe environments.

1. **Understanding Norms and Behaviors:**

- What do you think defines a healthy relationship? What behaviors contribute to creating a respectful and safe environment?
- Have you ever witnessed or experienced behaviors that made you uncomfortable but seemed normalized? Can you share examples?

2. **Exploring Cultural Messages:**

- How do you think society portrays gender roles and relationships in media, movies, or advertisements?
- Are there any societal messages or stereotypes about relationships or genders that you find questionable or concerning?

3. **Consent and Boundaries:**

- What does the word "consent" mean to you? Why is it important in any relationship or interaction?
- How do you think lack of understanding about consent can affect relationships or interactions between individuals?

4. **Recognizing Harmful Behaviors:**

- What are some behaviors or attitudes that you believe contribute to making certain individuals feel uncomfortable or disrespected?
- Have you ever observed or experienced subtle behaviors that may seem harmless but contribute to a culture of disrespect or objectification?

5. **Impact of Language and Jokes:**

- How do words, language, or jokes influence our perceptions of others or our interactions with them?
- Can jokes or language sometimes contribute to creating an uncomfortable or unsafe environment? Can you give examples?

6. **Responsibility and Intervention:**

- Do you think individuals have a responsibility to intervene when they witness behaviors that may contribute to disrespect or harm?
- What strategies can be used to address or prevent behaviors that normalize disrespect or boundary violations in social settings or relationships?

7. Understanding the Continuum of Behaviors:

- What do you think are the different levels or layers of behaviors that contribute to creating an environment where sexual violence can occur?
- How might seemingly harmless behaviors escalate to more serious forms of disrespect or violence?

Layers of the Pyramid of Rape Culture

Gender Stereotypes: Preconceived and oversimplified ideas about the roles, behaviors, and characteristics considered appropriate for individuals based on their gender.

Rape Jokes: Humorous remarks or comments that make light of or trivialize the serious and traumatic act of sexual assault.

Homophobia/Transphobia: Hostility, discrimination, or prejudice against individuals based on their sexual orientation (homophobia) or gender identity (transphobia).

Sexist Attitude: Holding discriminatory beliefs or expressing biased opinions based on gender, often leading to unequal treatment or opportunities.

Control Over Partner: Exerting power and influence over a partner, often involving manipulation, coercion, or restriction of their freedom.

Victim Blaming: Attributing blame or responsibility to the victim of a crime or harmful behavior, rather than holding the perpetrator accountable.

Misgendering: Referring to or addressing someone using language or pronouns that do not align with their gender identity.

Whistling: Emitting a high-pitched sound, often as an expression of approval or attraction, typically directed toward someone.

Catcalling: Making sexually suggestive comments, noises, or gestures to someone in a public space, often unsolicited and disrespectful.

Unsolicited Dick Pics: Sending explicit photographs of male genitalia without the recipient's consent.

Non-Consensual Sharing of Sexts-Nudes: Distributing intimate or explicit images of someone without their explicit consent.

Flashing/Exposing: Displaying one's genitals or private body parts in a public setting without consent.

Stalking/Following: Persistently monitoring, following, or harassing someone against their will, causing them fear or distress.

Unwanted Touch: Engaging in physical contact without the explicit consent or desire of the person being touched.

Sexual Coercion: Using manipulation, threats, or pressure to force someone into engaging in sexual activities against their will.

Groping: Touching someone's body in a sexual manner without their consent, often involving unwelcome advances.

Threatening: Communicating an intention to harm or cause fear, often used to intimidate or control others.

Stealth (Condom Removal): Removing a condom during sexual intercourse without the knowledge or consent of the partner.

Rape: Forced sexual intercourse or penetration without the explicit and voluntary consent of all parties involved.

Gang Rape: Sexual assault involving multiple perpetrators who force themselves on a victim.

Homicide/Suicide: The act of killing another person (homicide) or oneself (suicide).

Activity 2 - The tree of GBV

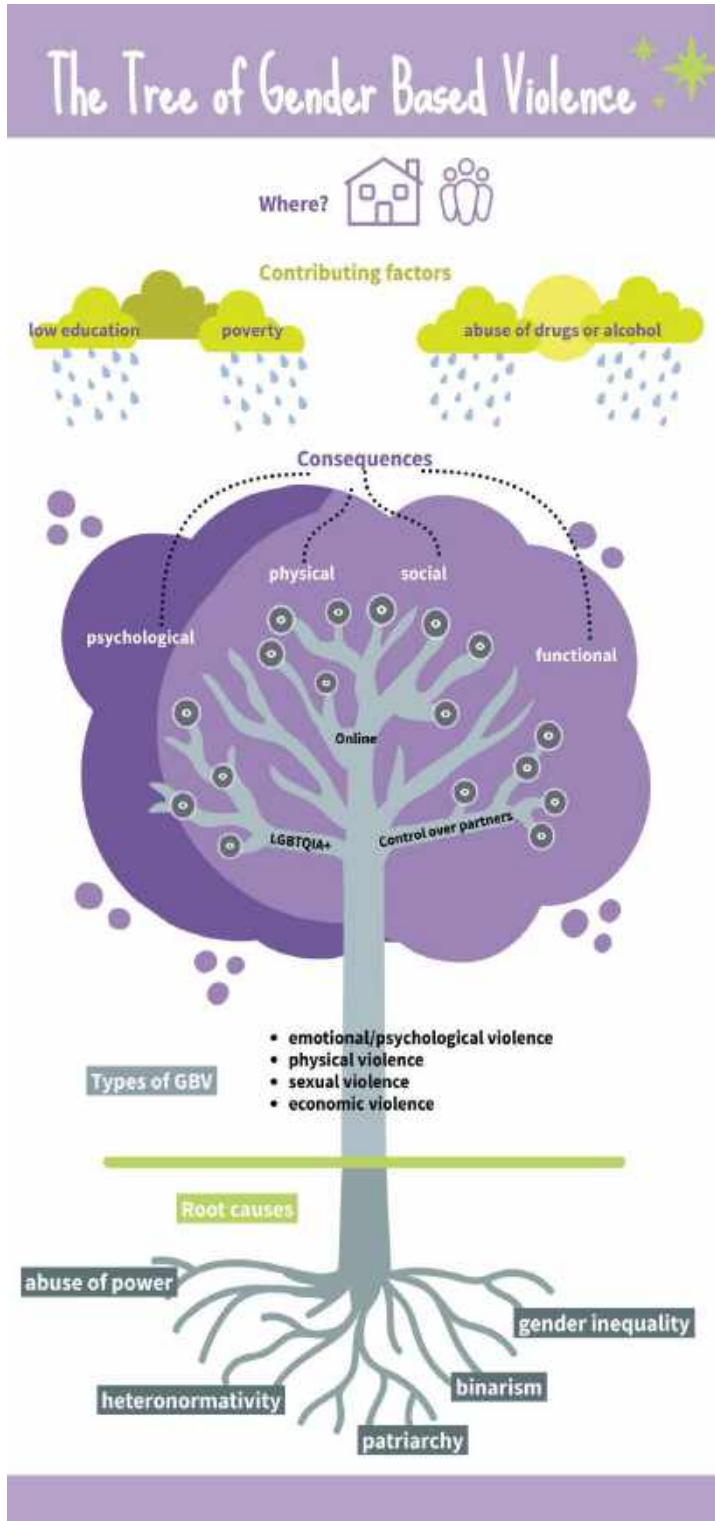
Time	45 minutes
# Of Participants	10 to 30 participants
Materials needed	<ul style="list-style-type: none"> • Large paper sheets or a whiteboard. • Markers, colored pens, or drawing materials. • Printed handouts
Objectives	<ul style="list-style-type: none"> • To focus with the group on the root causes of GBV and highlight the difference among root causes and “contributing factors”. • To explore the impact of GBV on individuals and society, talking about its different forms and their consequences. • To encourage critical thinking about strategies to address GBV.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Familiarise with the Handout showing the Tree of GBV, and read all related explanations about roots, branches, leaves and whethers (see also the Digital Guide, Module 3). 2. Without introducing the concept of the Tree of GBV, ask participants to list, by turn, words related to the causes of gender-based violence. 3. On the flipchart, note the words emerged by positioning them in an imaginary shape of tree, being careful to put them in the right position: <ul style="list-style-type: none"> • <u>Root causes</u> vocabulary must be put exclusively at the bottom of the flipchart, where you will draw, later, the roots of your tree. • However, depending on the preparedness of your group on the topic, participants may answer

	<p>to your question by mentioning vocabulary which is not properly “root causes”: some of them can be <u>types, consequences or contributing factors</u> - in this case, be ready to note these words elsewhere from the roots, in the right position (branches, leaves, wethers), as displayed in the Handout.</p> <p>4. When enough words are displayed, you can start drafting the shape of the tree and introduce the concept of the Tree of GBV, in a way to make clear the metaphorical representation of the different positions words occupy among roots, branches, leaves and wethers, and why their words have been positioned over.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Acknowledge and respect diverse viewpoints and interpretations. Emphasize that there's no right or wrong representation; the focus is on understanding interconnected factors. • Discussing GBV can evoke emotions. Be attentive to participants' reactions and facilitate the conversation in a sensitive and supportive manner. • Recap key insights from the discussions, emphasizing the interconnectedness of GBV factors. • Conclude by highlighting the importance of addressing root causes to prevent GBV.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • Breakout rooms
<p>Theory</p>	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • What did you find most significant about identifying the roots of the GBV Tree? • Was the difference between root causes and contributing factors clear for the group? Why do you think they are often confused? • How do you think addressing these root causes can contribute to preventing GVB? • Were there any specific manifestations that you feel are more prevalent or concerning? Why? • Were you surprised about some of the consequences displayed?

Source	This activity was developed within the LoveAct project (www.thegendertalk.eu)
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Handout

The Tree of GBV



The parts of the GBV Tree

Each part of the GBV Tree represents interconnected elements contributing to the perpetuation and complexity of Gender-Based Violence. These components illustrate how systemic, societal, and individual factors intertwine to sustain and exacerbate the issue of GBV.

Roots - Root causes:

The roots are the **root causes of GBV**: GBV happens because of a society's attitudes towards and practices of **gender discrimination**. Typically, genders are put in rigid roles and positions of power, often with women and other genders in a subordinate position in relation to men. This "accepted" gender roles strengthen the assumption that men have decision-making power and control over the rest of people. Acting GBV, perpetrators (whoever they are) seek to maintain **privileges, power and control**. Additionally to this, we mention also among the root causes the fact that in contexts of lack of awareness about human rights, gender equality, democracy and non-violent means of resolving problems, can be strengthened.

Root causes include:

- abuse of power
- gender inequality
- patriarchy
- heteronormativity
- gender binary

Weather / Temperature - Contributing factors: Sun, rain, clouds represent the "climate" in which the tree may grow bigger and stronger. They represent all the so-called "contributing factors": while gender inequality and abuse of power are the root causes of all forms of GBV, various other factors may influence the type and extent of it, increasing ones' vulnerability to GBV. Contributing factors are often mistaken as causes but it's important to distinguish between them in order to fight against GBV.

Contributing factors include:

- abuse of substances;
- economic inequalities
- lack of education;
- lack of social support, from institutions, families for example.

Branches - Type of GBV: The trunk and branches of the tree represent the different types of GBV that can occur. They can be grouped under four general categories (emotional or psychological abuse, physical abuse, sexual abuse, economic abuse), that

climb up to become the branches of the tree. In the images, we have represented the most occurring among adolescents.

Types of GBV include:

- Psychological violence, which causes psychological harm. It includes bullying, harassment, stalking, control, coercion, isolation, verbal insult and more.
- Physical violence, which causes harm and uses physical force. it includes beating, kicking, punching and more.
- Sexual violence, which refers to sexual acts performed without the other persons' consent. It includes rape, assault, trafficking of human beings, unwanted sexual verbal conduct and more.
- Economic violence, which refers to acts that cause economic harm. It includes restricting financial resources, property damage, deprivation, limitation to employment and more.

Leaves - Consequences of GBV: the leaves are the consequences of GBV for victims or survivors and their surroundings, and are far reaching: from the physical consequences to emotional and psychological consequences.

Consequences of GBV include:

- Psychological consequences: feeling ashamed, anxious, depressed, loss of appetite, difficulty to attend school or study and more
- Physical consequences: health problems, self-harm, STIs, unwanted pregnancies and more.
- Functional: changing a route or taking down a profile.
- Social consequence: exclusion, rejection or isolation by family, friends.

Activity 3 - Exploring Consent

Time	45 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> Printed handout - One scenario per number of participants (see handouts) Flipchart Pens, pencils, colors
Objectives	<ul style="list-style-type: none"> To understand the concept of consent and its importance in preventing GBV. To recognize the dynamics of healthy relationships, boundaries, and respectful behavior. To discuss the intersection of consent and GBV, emphasizing the importance of clear communication and mutual respect.
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Divide participants into small groups and provide scenarios or case studies related to consent and GBV [Handout] 2. Ask them to discuss, analyze and identify the presence or absence of consent in each scenario. 3. Ask each group to present their findings and discussions about the scenarios to the larger group. 4. Encourage discussions and reflections on different perspectives, summarize key points about consent and its role in preventing GBV.
Tips and discussion	<ul style="list-style-type: none"> Encourage an open, non-judgmental environment where everyone feels comfortable sharing their thoughts and experiences.

	<ul style="list-style-type: none"> • Recognize that discussions about GBV and consent can evoke strong emotions. Encourage respectful listening and validation of each other's perspectives. • Ask participants to share their key takeaways or insights from the activity. What aspects resonated with them, and why? • Address any misconceptions or questions that arose during the activity. Use this as an opportunity to provide accurate information and clarification.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • Breakout rooms
<p>Theory</p>	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did this activity impact your understanding of consent in relation to GBV? • Did any specific scenario or aspect of the discussion resonate with you personally? If so, why? • How important do you think establishing and respecting personal boundaries is in preventing GBV? • Did the activity change your perspective on the significance of clearly communicating boundaries in relationships or interactions?
<p>Source</p>	<p>This activity was developed by Yioula Papatsori within the LoveAct project (www.thegendertalk.eu)</p>

Handout

School Misconduct:

In High School, Lisa experiences unwelcome advances from her classmate, Tom. Despite Lisa's clear refusal and discomfort, Tom persists, causing her a threatening school environment and infringing upon Lisa's boundaries.

Online Messaging:

David and Emma have been chatting online for a while. Emma begins receiving unsolicited and explicit messages from David. Despite Emma's clear disinterest and requests to stop, David continues, crossing her boundaries and making her feel unsafe online.

Relationship Dynamics:

In a relationship, Taylor starts feeling uncomfortable with the physical advances of their partner, Alex. Despite Taylor voicing their discomfort, Alex dismisses it, believing that being in a relationship implies automatic consent, which leads to a breach of Taylor's boundaries.

Party Incident:

Sarah attends a party where she meets a friend, John. Despite Sarah's discomfort, John keeps insisting on physical closeness. Sarah clearly communicates her boundaries, but John disregards her consent, making her feel uncomfortable and vulnerable.

Classroom Discussion:

In a sex education class, the topic shifts to consent and healthy relationships. A student raises concerns about pressure they feel from their partner to engage in intimate activities. The educator navigates this delicate conversation, emphasizing the importance of respecting boundaries and ensuring consent in relationships.

Peer Pressure at a Party:

A group of teenagers attends a party where some individuals start pressuring others to engage in activities they're uncomfortable with, claiming it's all in good fun. One student, feeling uneasy, seeks advice from a trusted educator about handling the situation and standing up for their boundaries.

Social Media Dilemma:

A teacher overhears students discussing a classmate's private photos being circulated without their consent on social media. The students involved argue it was meant as a joke and they had mutual consent, while others feel it's a violation. The educator steps in to address the situation and provide guidance.

Activity 4 - Reverse Brainstorming on Consent

Time	25 minutes
# Of Participants	6 to 16 participants
Materials needed	<ul style="list-style-type: none"> • Printed Handout • Post-its and pen for each participant; • Flipchart paper and markers; • Tape or removable putty to stick flipchart papers on the wall.
Objectives	<ul style="list-style-type: none"> • To define what consent is. • To explore the concept of consent in a collaborative way.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.

<h2 style="color: #c00000;">Instructions Step By Step</h2>	<ol style="list-style-type: none"> 1. Start the activity by giving a short definition of consent, in one or two sentences, and ensure a general understanding of what the word means; 2. Now invite participants to start a “reverse brainstorming”, by finishing the sentence “<i>Consent is not...</i>”, writing their answers individually on Post-it papers with one answer per Post-it; 3. Collect the Post-its and stick them on the flipchart, or transcribe them if they are not easy to read; 4. Based on the answers, try to create a consensual definition together of what consent is, then distribute the printed definition [Handout], read and check if it feels complete, or if participants need to develop it further; <p>Example of reverse brainstorming on consent - Sexual consent is not about:</p> <ul style="list-style-type: none"> › Not agreeing / refusing; › Hesitating, doubting; › Not saying anything; › A negotiation; › Being focused on one’s desire; › Misunderstanding; › Not listening to one’s limits and/or the limits of others; › A space without words; › Something “not sexy”; › An agreement given in a cold and/or distrustful way; › Something taken for granted when you are in a relationship / marriage; › Something definitive: it is not because we said “yes” once that we will say “yes” the next day; › Automatic: it is not because we said “yes” to a sexual practice that we will say “yes” to other sexual practices; › A yes to everything and all the time; › A situation in which partners are not free to express themselves or to give their opinion freely; › An agreement that is given when one is not in a position to do so: for example, when a person is under the influence of alcohol or drugs; › An agreement between an adult and a person under the age of 15.
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<p>Tips and discussion</p>	<ul style="list-style-type: none"> • You may want to discuss to what extent consent is only relevant in sexual behavior or in other contexts. • Introduce the concept of Reverse Brainstorming to participants, emphasizing its purpose of exploring obstacles or inhibitions to the desired outcome - see its explanation in the Handout. • Guide conversations back to the objective of understanding obstacles to consent.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing. • Jamboard or other digital boards.
<p>Theory</p>	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • What challenges or barriers did you identify during the Reverse Brainstorming session when trying to generate ways to promote consent? • How did considering ways to inhibit or worsen consent-related situations help in understanding the obstacles to fostering a culture of consent? • What unconventional or unexpected ideas emerged during the Reverse Brainstorming that could potentially shed light on new approaches to addressing consent-related issues? • How might these 'reverse' solutions provide unique insights into understanding the complexity of consent?
<p>Source</p>	<p>This activity was developed within the ISEX project (www.isex-project.eu), inspired by GARCES, le collectif féministe.</p>

Handout

What is the meaning of “consent”?

Consent is the agreement to participate in an intimate or sexual activity - whatever it is: this means that before starting any practice with someone, you need to know if the person wants that too. Consent is the willingness of being together, it is the meeting point of common desires. It is a matter of personal boundaries, and respect of the boundaries of others; of knowing themselves and their desires, and being able to communicate them; of checking in if things aren't clear; of responsibility, for asking it or giving it.

To be consensual, sex must be agreed by all the people involved. Without consent, sexual activities is sexual assault or rape. However, if we stop and analyze the term, we will note that the word itself isn't enough to help understand the complexity of what it means. For instance, while saying “yes”, a person could feel ashamed, fearful or lack the tools to say “no”: despite the fact that the person is explicitly and verbally consenting, the truth is the opposite.

What is the reverse brainstorming approach?

Reverse brainstorming is a problem-solving technique that approaches a challenge or issue by identifying obstacles or inhibitions to the desired outcome rather than brainstorming solutions directly. Instead of seeking solutions, participants intentionally generate ideas that hinder or prevent the achievement of the goal.

Here's how it works:

Identify the Problem or Goal: Start by defining the problem or stating the desired goal. In the context of consent, it could be understanding the barriers to clear communication or respectful behavior.

Generate Obstacles: Instead of brainstorming solutions, encourage participants to brainstorm obstacles, difficulties, or behaviors that could hinder achieving the goal. For instance, in the context of consent, this might involve thinking about what makes it hard for individuals to clearly communicate their boundaries or say 'no' comfortably.

Reverse Solutions: Once a list of obstacles is generated, reverse these into potential solutions. By flipping these obstacles, you may uncover innovative approaches or strategies to overcome them, leading to a clearer path toward the desired outcome.

Evaluate and Refine: Evaluate the reversed obstacles or hindrances, refining them into actionable strategies or approaches that address the initial challenge.

In the context of consent, Reverse Brainstorming might involve identifying barriers to open communication or affirmative consent, such as societal norms, fear of judgment, or lack of education, and then flipping these obstacles into potential strategies to foster open dialogue, education campaigns, or supportive environments to encourage respectful behavior.

This technique encourages participants to approach a problem from a different angle, uncovering hidden challenges and generating creative solutions by intentionally reversing obstacles into opportunities for change or improvement.

Activity 5 - Art of Asking: Negotiating Consent

Time	30 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Printed Handouts • Tags or scotch • Marker
Objectives	<ul style="list-style-type: none"> • To learn how to say “no” in many ways, or how to give personal answers in a comfortable way • To experiment with boundaries, address taboos • To give participants the chance to experiment how to verbalize sexuality in different ways
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.

<h2 style="color: #c00040;">Instructions Step By Step</h2>	<ol style="list-style-type: none"> 1. Invite participants to choose a fiction character to play this activity, then to write their fiction name and explain why they choose it. 2. Invite participants to form pairs. Each pair gets the pre-printed lists questions and answers [Handout]. One person gets the questions, while the other gets the answers. They are not allowed to look at each other's paper. 3. Tell the pairs to read these questions one by one and to wait for the partner's answer. After six questions they switch roles. They don't need to talk, only read the questions and answers out loud from the paper to each other. 4. Invite them to work in the following way: <ul style="list-style-type: none"> • Instructions for person A: "Please read these questions one by one to your partner and wait for their answer. If you don't feel comfortable reading any of the questions, just skip that one and go to the next one." • Instructions for person B: "You can read any of the answers from the given answers or you can make up your own answer. Feel free to experiment! You can choose any of the answers. The aim of the exercise is to play, to practice how it would feel to give all kinds of answers." 5. Give an indication to pairs when it is time to switch roles: the one who was asking gets the paper with the answers and vice versa. 6. When pairs are finished asking and answering all the questions, come back to plenary and invite participants to share their experiences and feelings. Did the answers lead to actions or not? Why? Ask them if they found the exercise useful and in what way (or not, and why).
<h2 style="color: #c00040;">Tips and discussion</h2>	<ul style="list-style-type: none"> • Make clear that the activity played is a fiction: although the scenarios are very real, the fact of laying may end the conversation easily after a NO! • To ensure the maintaining of a safe and comfortable space, you can allow participants to choose themselves the couples, instead of you creating them. • You may want, depending on your target group, to "soften" the list of questions, by using food or animals items, or not sexual situations (but remember to do a parallel with real sexual scenarios). • For the same reason, you can propose the couples to choose the scenario they want to play with, instead of assigning one yourself, as some scenarios may be triggering. • Be always aware of the triggering potential of the scenarios.

	<ul style="list-style-type: none"> • After each play, ask questions to the whole class and allow them all to answer together.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing. • Jamboard or other digital boards.
Theory	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Were you acting for yourself or from your character's perspectives? Does this change your decisions? Why? • How did the activity enhance your understanding of what constitutes consent within relationships or interactions? • Did the scenarios presented during the activity shed light on the complexities of negotiating consent? • What challenges or gray areas did the scenarios highlight when it comes to negotiating consent, especially in real-life situations? • How can individuals navigate these challenges to ensure mutual understanding and respect for boundaries? • What would have been the appropriate approach and response to manage that conversation? How did you respond to the inquiry, and what was your interpretation of the question?
Source	<p>This activity was developed within the ISEX project (www.isex-project.eu).</p>

Handout

Please read these questions one by one to your partner and wait for their answer. After six questions switch roles. You don't need to talk, only read the questions and answers out loud from your paper to each other.

QUESTIONS

Do not show your paper to your partner. If you don't feel comfortable asking one of the questions, skip it and read the next one.

1. Can I kiss you?
2. I want you!
3. Can I tie you up?
4. Can you go down on me?
5. I want you to lick me.
6. Can I finger you in a public space?
7. Can we try/do anal sex?
8. Can you add a finger?
9. Can we do role playing?
10. Do you mind if I touch myself right now?
11. Can I lick your toes?
12. Can you give me a hand job?

ANSWERS

You can choose one answer to the question you get from your partner. You can also make your own versions.

1. Yes, of course. I'm in!
2. Please do!
3. Wow! Great! I'd love to!
4. Yes, of course. But we shall agree on a safe word?
5. OK, but honestly, I've never tried it before, so I might want to quit if I don't like it.
6. Hmm, I don't know. What if we start and then stop if it doesn't work...
7. No, I don't want to.
8. Sorry, not now. Maybe another time / later...
9. What? How dare you?
10. Hmm. Let's have a drink! (instead) (or to start with)
11. Well, it depends. Do you want to give or receive?
12. What do you mean?
13. Now? Here? Should we go to my place?
14. Sure. But do you mind if I start?

Activity 6 - Say YES, say NO

Time	45 minutes
# Of Participants	6 to 15 participants
Materials needed	<ul style="list-style-type: none"> • A room wide enough to allow movement • Printed Handout
Objectives	<ul style="list-style-type: none"> • To help gain awareness about our emotions concerning different behaviours. • To build confidence in expressing whether we wish to say yes or no — verbally and non-verbally.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<p>Explain participants that through this activity, they will explore consent in several different ways, following specific instructions (divided into separate small activities)</p> <ul style="list-style-type: none"> • ICE-BREAKER - Body activity: <ol style="list-style-type: none"> 1. Begin this sequence with some body activities so that participants feel more comfortable and connected to their bodies, and more aware of their physical sensations for the rest of the activities. Start reading the following instructions: <i>“Start walking around the room at a slow pace... Welcome your thoughts and let them go... Welcome your physical, mental, emotional feelings... Whether they are pleasant or unpleasant... Welcome them as they are and let them go... Become aware of your posture, your movements, your spine... Feel the weight of your feet on the ground...”</i>

Pay attention to your breathing, your breath...

Is it slow or fast? Feel your body breathing, the movements of the body breathing...

During your walk, be curious, explore all the corners, go to places you have never been before, explore the boundaries...

2. *Try different styles of walking, slower and faster... See what seems to be most comfortable for you at this moment.”;*

As participants walk, suggest that they **stop for two seconds** when they cross someone and look them in the eye, before starting to walk again. They repeat the experience several times with new participants. If the activity makes participants uncomfortable, they can look at the tip of their nose or the shoulder of the other person;

3. Then invite participants to pause for a moment and close their eyes. Ask them to breathe in and out: inhale and exhale together several times. Then, they focus on their **physical sensations** and emotions, before resuming their walk;

4. Then, ask people to **say hello** to each other with a body part. Give the following instructions:

“When you pass by a new person, stop for two seconds and say ‘hello’ with your hand. Then continue walking. After several interactions, invite them to greet each other with other body parts: “with your feet”, “with your pinky fingers”, “with your back”, etc. Participants should not speak. Suggest that they make signs if they do not wish to touch each other;

5. Then, suggest that they wake up their **vocal chords** and their diaphragm by making different noises:

› *Mime a locomotive: tch tch tch tch tch;*

› *Put out a candle with a short breath;*

› *Chasing a cat: psssttt!;*

› *Saying “shush” several times in a row: shush shush shush shush;*

› *Laugh: Ah ah ah ah ah;*

› *Mime the panting of a little dog;*

6. Tell people to resume their walk normally in the room. Ask them to think of a **simple gesture** they did that morning.

While they are still walking, they should now **mime** this gesture, without stopping their walks. Invite them to enjoy, to have fun with this gesture: they can exaggerate the movement or make it as minimal as possible. Participants can then add a sound. Then they can imitate the gestures of other people. To conclude, try to have everyone do the same gesture together;

Boundaries exercises:

- **Morning rituals - 2 minutes**

	<ol style="list-style-type: none"> 1. Ask people to work in pairs: one is the actor, the other a mirror. Place the two participants across from each other. The actor can do anything, the mirror imitates them. Then there is a change of roles without breaking the rhythm. 2. Give some instructions for the miming (with a new partner each time): <ul style="list-style-type: none"> • <i>You are doing your morning rituals;</i> • <i>You are out in space;</i> • <i>You are on the beach;</i> • <i>You are at a party with your friends.</i> <ul style="list-style-type: none"> • YES and NO / 6 min <ol style="list-style-type: none"> 1. Divide the group into two. One group will have to always say 'YES' and the other will always say 'NO'. First invite people to just 'greet' each other with the words YES and NO, then ask them to communicate in particular with people of the other group. 2. Encourage them to walk at a good tempo, using other words is not allowed. After three minutes switch groups. • YES and NO in pairs / 4 min <ol style="list-style-type: none"> 1. Invite participants to pair up. Person "A" should repeat only the word "Yes". Person "B" will say only the word "No". 2. "A" and "B" should play together and say these words in a dramatic way. 3. Allow participants to experiment for two minutes and then reverse the roles. After these two minutes, ask them to change roles. • Experimenting with YES & NO through verbal communication / 5 min <ol style="list-style-type: none"> 1. Ask participants to pair up. Designate one person "A" and one person "B". People in pairs face one another (A faces B); 2. Read an instruction from this list: <ul style="list-style-type: none"> › <i>Shake hand;</i> › <i>Kiss and the cheek;</i> › <i>Give a hug;</i> › <i>Caress the cheek;</i> › <i>Kiss the shoulder;</i> 3. After each instruction, first "A" should decide if they want to shake hands with "B". If the answer is "YES", they ask "B": "Can I shake your hand?". If not, they remain silent; 4. If "A" asked "B", then it is B's turn to decide if they also consent to "shaking hands", and they say either yes or no;
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	<ol style="list-style-type: none"> 5. If “B” answers “yes”, “A” and “B” have the proposed interaction (here, they shake hands); 6. When you read all the items, ask A and B to change roles; <ul style="list-style-type: none"> • Experimenting with YES & NO through non-verbal communication / 20 to 25 minutes <ol style="list-style-type: none"> 1. Invite participants to find a new person to pair up with and to choose who will play “A” and who will play “B”; 2. “A” should now try to make physical contact with “B”, without talking. “B” must make it clear, non-verbally, whether they agree with this physical contact or not. “A” must pay attention and adjust. Check if participants really understood these instructions, it is probably useful if you illustrate the activity with a co-facilitator or one of the participants; 3. Continue to read this list of instruction and invite couples to play, this time without asking: <ul style="list-style-type: none"> › <i>Kiss the neck;</i> › <i>Touch the nose;</i> › <i>Put your weight on the other;</i> › <i>Smell the neck;</i> › <i>Touch the bottom;</i> › <i>Touch the breast.</i> 4. Allow two minutes for participants to explore this non-verbal mode of communication; 5. Invert the roles for two more minutes; 6. Once the activity is complete, ask each participant to take a sheet of paper and create two columns. In the left-hand column, they note the nonverbal signs that show that their partner was consenting. In the right column, they note the non-verbal signs that show that their partner did not agree to the proposed physical interaction. Give them 3-5 minutes to reflect on this; 7. Offer to recreate the same pairs and check with their partners to see if the signs they interpreted as “agreeing” or “disagreeing” were correct. Let them discuss for 5-10 minutes; 8. Get back to sitting in a circle. Ask participants to share their feelings about the different experiences they have just had.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Do the body activities beforehand to facilitate the process of these activities. Performing in public can be a source of stress for participants and they may end up skipping or missing out on the most important points about consent. Take the time to work the body motion and to use the voice, one step at a time;

	<ul style="list-style-type: none"> Regarding the formation of pairs, you can pair people randomly while making sure participants are comfortable with their pairs. The point of creating random pairs is to practice saying “no” to someone with whom you are not necessarily comfortable with (that you don’t know well), which can be more difficult for some people. While this may seem interesting, the goal is neither to force nor to inhibit participants: <u>allowing people to say no can also be part of the exercise</u> To conclude, you can explain that if long-term sexual partners wish to use non-verbal sexual communication, it is important to make sure that the interpretations of “yes” and “no” are the right ones. So this is an exercise they can do with their partners to ensure that there is a good mutual understanding. They can also make up a “safety word” or “safety sign” to use when they feel uncomfortable or want to stop.
<p>How To Make The Activity Online</p>	<p>Not available</p>
<p>Theory</p>	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> Can you identify instances from the activity that could be relatable to situations in your own life concerning consent? How might you apply the lessons learned? How can the principles of affirmative consent learned from this activity be practically applied in everyday interactions? What were the most significant takeaways or lessons learned from the "Say YES Say NO" activity regarding consent? How can the insights gained from this activity contribute to creating a more respectful and consent-aware environment?
<p>Source</p>	<p>This activity was developed within the ISEX project (www.isex-project.eu).</p>

Activity 7 - Sense of Consensus

Time	30 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Room • Printed Handout
Objectives	<ul style="list-style-type: none"> • To offer a reflection and discussion space about the importance of consensus through fictionalized real-life situations that could evidence the lack of it. • To promote relationships based on consensus and respect, by learning to use an assertive communication that leaves room for consensus, and not the other one that coerces the other person • To learn that only “Yes” is “Yes”, considering also the non-verbal language as a communication channel to turn to in order to understand another person's desire. • To offer to young people an opportunity to reflect on the factors underlying sexual violence in order to prevent this type of situations in the future, and enhance the awareness of sexual consensus. • To improve everyone’s ability to take a stand against sexual violence, and build equal – happy and healthy relationships.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.

<h2 style="color: #c00040;">Instructions Step By Step</h2>	<ol style="list-style-type: none"> 1. Introduce the activity by asking all participants the meaning of "consent", in the emotional relationship's context. Ask them to provide examples of different types of consent on the paper board. 2. Divide the group in two: QUESTIONS group and ANSWERS group. Explain that each couple should represent an improvised short scene about a common episode of consensus or discrimination. The scene will be driven according to the cards chosen (Handout): one member of the couple will take the Question card and the other one the Answer card. 3. Question cards will include several different incisive and closed questions – they accept only a yes/no as an answer. The one making the questions can choose whether to insist or not, while the one answering them can consider its position by answering using the words written in the card chosen. (See the handout for questions & answers) 4. Once the couple has performed the scene, invite the other participants to intervene, debating and commenting on the situation represented, and if necessary, replacing one of the two "actors", literally taking their place.
<h2 style="color: #c00040;">Tips and discussion</h2>	<ul style="list-style-type: none"> • You may want to ask if participants were acting for themselves or from their character's perspectives: does this change their decisions? Why? • Make clear that the activity played is a fiction: although the scenarios are very real, the fact of laying may end the conversation easily after a NO! • To ensure the maintaining of a safe and comfortable space, you can allow participants to choose themselves the couples, instead of you creating them. • You may want, depending on your target group, to "soften" the list of questions, by using food or animals items, or not sexual situations (but remember to do a parallel with real sexual scenarios). • For the same reason, you can propose the couples to choose the scenario they want to play with, instead of assigning one yourself, as some scenarios may be triggering. • Be always aware of the triggering potential of the scenarios. • After each play, ask questions to the whole class and allow them all to answer together.
<h2 style="color: #c00040;">How To Make The Activity Online</h2>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing

<p>Theory</p>	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did the activity emphasize the role of effective communication in obtaining and giving consent? • Did the activity encourage assertiveness in expressing personal boundaries and respecting others' boundaries? • Did the activity prompt discussions or reflections on empathy while considering others' perspectives regarding consent-related decisions? • How did the scenarios in the activity foster empathy towards individuals navigating consent challenges? • What would have been the appropriate approach to manage that conversation? How did you respond to the inquiry, and what was your interpretation of the question?
<p>Source</p>	<p>This activity was developed within the ISEX project (www.isex-project.eu).</p>

Handout

Question examples:

- a. Do you want to go to the cinema?
- b. Will you have dinner with me?
- c. Could you send me a nude photo?
- d. Can I pet you?
- e. Could you give me your telephone number?
- f. Can I accompany you home?
- g. Would you like to meet for a coffee?
- h. Let's go to my place?
- i. Can I steal you a kiss?

Answer examples:

- a. Excuse me, I have to go.
- b. Yeeeeeees! (effusively)
- c. Forget about it.
- d. I don't know
- e. No.
- f. No, no ad no.
- g. Maybe...
- h. Sure.
- j. Yes... (show insecurity with non-verbal language)
- k. Finally! Yes!
- l. Silence (avoidant look)
- m. I do not feel good.
- n. I am not sure...

Activity 8 - From Healthy to Unhealthy - Children First online game

Time	45 minutes
# Of Participants	Adaptable for any number of participants
Materials needed	<ul style="list-style-type: none"> • Smartphone or tablet with internet access. • Online game Children First, download it here: <ul style="list-style-type: none"> ○ Google Play Store: https://bit.ly/2IJ3iZ1 ○ Apple Store: https://apps.apple.com/us/app/childrenfirst/id154989798
Objectives	<ul style="list-style-type: none"> • To prevent and address dating violence from an early age (12-18 yo) through gamification. • To contribute to changing young people’s behaviors and attitudes that favor teen dating violence, reducing the risk of becoming a victim and also foreseeing future gender-based violence episodes in their relationships, through the contact with real-life scenarios.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.

<p>Instructions Step By Step</p>	<ol style="list-style-type: none"> 1. Ask participants to download the game app on their phone/tablet. 2. Organize the game session letting participants choose a character to play with OR splitting them into groups and assign a character to each group. 3. The game must be played in landscape mode. 4. Make sure to select the language you want to play in (Italian, English or other) 5. Explain that the game begins by showing the splash screen of the Children First game. The user can press start and move to the scroll screen of the scenarios. After the splash screen, the scenario selection screen opens, which allows the user to scroll among the various scenarios. Scrolling can be performed to the left or right from the first to the last scenario. All game scenarios begin with an introductory screen that describes the case and provides information about the main character of the scenario. 6. After having selected the scenario, tell them to scroll the text to read the description of the main role and then click on the face to move to the scenario description screen. The user can tap the continue button and start playing. 7. During the scenario, the user can either press Next/Continue on the bottom write of the screen to move to the next screen or choose one of the optional answers (by clicking on the respective bubble). It should be mentioned that the answers selection screen is scrollable. 8. Each answer awards the user some points which are aggregated and shown as the user moves on the scenario. Based on the total score the final screen shows a summary message, which motivates the users to change stereotypes, rewards them for the effort, and encourages them to replay the scenario. 9. From the final screen, the user can go back to the scenario selection screen and continue with another scenario.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • When individual or groups finish to play the game, engage in a discussion in which you can answer: <ul style="list-style-type: none"> ○ What was happening in your scenario? Please tell the story to group. ○ Would you define the experience of [character] as a form of VIOLENCE? If yes, what kind of violence? ○ Does this type of violence, in your opinion, represent GENDER-BASED VIOLENCE? ○ In your opinion, why does X suffer this violence? Has he/she done something wrong? Is he/she at fault? ○ Which POWER RELATIONSHIPS are between these couples (who has the power in the described couple?)? ○ In your opinion, what does the ABUSER of this story want or try to achieve?

	<ul style="list-style-type: none"> You may want to stress some concepts as victim blaming, victimization and unbalanced power when discussing the different scenarios with your group. You may want to open a discussion on their experiences with similar episodes in their life, but always remember that such topics may trigger your group. Consider that in the classroom there might be victims or survivors of GBV and it's important to avoid retraumatization.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> A platform that allows online meetings allowing screen sharing Jamboard or other digital boards
Theory	<p>Please carefully read Module 2 - Understanding Gender and Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> How did the exercise contribute to your understanding of preventing dating violence among young people? Can you share any insights gained from the scenario-based discussions about healthy relationships and boundaries? In what ways did the exercise challenge traditional gender stereotypes, if at all? How can collaborative projects, as suggested, foster an environment that promotes equality and respect? How can the exercise help individuals become more assertive in expressing their needs and setting boundaries? What warning signs of unhealthy relationships did you discuss, and how might this awareness contribute to violence prevention?
Source	<p>This activity was developed within the ISEX project (www.isex-project.eu), inspired by the Children First e-game.</p>

Activity 9 - Too hard to say NO

Time	60 minutes
# Of Participants	6 to 30 participants
Materials needed	<ul style="list-style-type: none"> • Flipcharts • Markers
Objectives	<ul style="list-style-type: none"> • To identify different forms of sexual bullying and harassment commonly faced by young people; • To practice different reactions to unwanted sexual advances or bullying; • To understand the dangers for young people, particularly women, of vague or ambiguous sexual overtures and responses.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.

<p>Instructions Step By Step</p>	<ol style="list-style-type: none"> 1. Introduce the activity by asking participants if they have heard of cases of sexual harassment, telling them to give examples, to be reported on a flipchart. 2. When a list is ready, ask participants to brainstorm ideas for how they might react to the different forms of harassment which are listed, and note them too. 3. Then ask for at least two volunteers who would like to role-play one of the reaction to unwanted sexual advances, bullying or harassment. Give them some examples of possible scenarios, if necessary, including: <ul style="list-style-type: none"> • <i>Making unwanted comments about people’s appearance or looks</i> • <i>Pressuring another person to do something they do not want using emotional blackmail (e.g. “you would do that if you loved me”)</i> • <i>Name calling and insulting another person using homophobic language</i> 4. Give the volunteer pairs a few minutes to choose and prepare their sketch. If they have difficulty choosing a scenario, give them one yourself. 5. Ask the volunteers to act out their scene to others in the group; 6. Then ask the couple to play the same scene again, inviting other participants to step in and propose their own responses to the dialogue. They could do this by calling out “Freeze”, at which point those playing the scene should stop, and the person calling “Freeze” should step in to replace one of the characters in the dialogue. The scene continues, with a different proposal for resolving the problem. In this way, the dialogue can be moved on in a different, perhaps more effective, or more assertive, direction. This offers a way for the spectators to play an active role in proposing alternative ways of asking for and refusing sexual intercourse. Continue with one sketch until there are no further suggestions from the audience, or until players have been replaced a maximum of three times; 7. Move on to the next volunteer pair and repeat the procedure. Try to offer all participants who wish to take part in the dialogue the opportunity to do so, obviously within the limits of the time available to you. After that, continue with debriefing and evaluation.
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<p>Tips and discussion</p>	<ul style="list-style-type: none"> • If, when you ask participants to think about possible solutions, they come up with responses that suggest using physical violence, suggest them to think about other possible ways to respond in a non-violent way; • Make sure to address the topic of bullying and harassment among young people • Make sure to explore with your group possible solutions to solve problems that exist already among them or that may rise in the future; • Make sure to raise awareness on the need to react to violence and report it.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did the activity shed light on power dynamics within relationships and their impact on the ability to say no in situations involving GBV? • In what ways did the scenarios highlight the complexities individuals might face when saying no? • What were some scenarios or situations presented in the activity where individuals found it challenging to say no? How were these challenges portrayed? • How did the activity portray the difficulties some individuals might encounter when refusing or setting boundaries? • How did you feel during the activity? Was it hard to enact examples of sexual bullying and harassment? Why? • Was it easy to respond to bullying? Why, or why not? Why is it difficult for some people to react to sexual bullying / harassment? • Were any of the responses proposed violent in nature? Is this ever a good idea? • Why do some people decide not to report extreme forms of sexual harassment, such as rape or sexual assault? • Who or what could help you in responding to unwanted sexual advances or reacting to sexual bullying / harassment and, if necessary, reporting it? • What can young people do to raise awareness among their peers about sexual bullying /harassment and ways of reacting to it?

Source

This activity was developed within the ISEX project (www.isex-project.eu).

Activity 10 - Cyberbullying and Online Harassment

Time	30 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Printed handout • Internet access (optional) • Paper and pens • Flipchart or whiteboard (optional)
Objectives	<ul style="list-style-type: none"> • To understand the concept of cyberbullying and online harassment. • To recognize different forms of cyberbullying. • To discuss the impact of cyberbullying on individuals. • To identify strategies to prevent and address cyberbullying incidents.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Divide participants into groups. 2. To break the ice and introduce the topic, ask groups to answer the quiz questions (each group first, then collective sharing of solutions). Additionally, consider employing platforms like Quizlet or Kahoot for interactive engagement on the subject. 3. After the quiz, assign each group a specific type of cyberbullying (e.g., cyberstalking, online shaming, trolling - a complete list is displayed in the Handout) - Engage the participants by inquiring about their familiarity with these different types. You might consider prompting your students to conduct online

	<p>research on the diverse forms of cyberbullying as an alternative approach.</p> <ol style="list-style-type: none"> 4. Ask them to research and prepare a short presentation (or skit) highlighting what this type of cyberbullying entails, examples, and its potential effects. 5. Ask each group to present their findings. 6. Facilitate discussions after each presentation, allowing other groups to ask questions or share thoughts.
Tips and discussion	<ul style="list-style-type: none"> • When discussing the presentations and group discussions, encourage open dialogue about experiences, concerns, and effective strategies against cyberbullying. • Discuss the role of bystanders and how to support peers facing cyberbullying. • You can also think about effective ways to integrate lessons on cyberbullying into the curriculum or awareness campaigns within the school.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • Breakout rooms • Jamboard or other digital boards
Theory	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did the activity broaden your understanding of Cyberbullying and Online Harassment? • Were there any scenarios or examples that particularly resonated with you or offered new insights? • Did the activity shed light on warning signs or behaviors indicative of Cyberbullying or Online Harassment? • How can individuals recognize and respond to early signs of such online behaviors? • Did the scenarios or discussions evoke any emotional reactions or concerns about the prevalence of Cyberbullying and Online Harassment? • How can awareness of the emotional impact of these actions help in addressing and preventing them?
Source	<p>This activity was developed by Yioula Papatsori within the LoveAct project (www.thegendertalk.eu)</p>

Handout

Quiz: Cyberbullying and Online Harassment

<p>QUESTION 1:</p> <p>WHAT IS CYBERBULLYING?</p>	<p>QUESTION 2:</p> <p>WHICH OF THE FOLLOWING IS AN EXAMPLE OF CYBERBULLYING?</p>	<p>QUESTION 3:</p> <p>WHAT IS ONLINE HARASSMENT?</p>
<p>A) A term used for promoting positive interactions online</p> <p>B) Any form of bullying that takes place using electronic devices and digital platforms</p> <p>C) A type of gaming strategy involving virtual competitions</p>	<p>A) Sending a polite disagreement in an email</p> <p>B) Sharing someone's private information or photos without permission</p> <p>C) Discussing differences of opinion respectfully in online forums</p>	<p>A) A method to promote digital safety tips</p> <p>B) A term used for promoting internet etiquette</p> <p>C) Continuous, unwanted, and offensive behavior targeting an individual online</p>
<p>QUESTION 4:</p> <p>TRUE OR FALSE: <i>“Cyberbullying only occurs among teenagers and young adults”.</i></p>	<p>QUESTION 5:</p> <p>WHICH OF THE FOLLOWING ACTIONS CAN HELP PREVENT CYBERBULLYING AND ONLINE HARASSMENT?</p>	<p>QUESTION 6:</p> <p>WHAT STEPS CAN YOU TAKE IF YOU OR SOMEONE YOU KNOW IS A VICTIM OF CYBERBULLYING?</p>

<p>A) False</p> <p>B) True</p>	<p>A) Engaging in respectful and positive online interactions</p> <p>B) Sharing personal information with strangers online</p> <p>C) Ignoring someone's discomfort in online conversations</p>	<p>A) Respond with aggressive messages to defend oneself</p> <p>B) Document the harassment, block the harasser, and report the abuse to the platform</p> <p>C) Ignore the messages and hope they stop</p>
<p>QUESTION 7:</p> <p>HOW CAN ONE CONTRIBUTE TO CREATING A SAFER ONLINE ENVIRONMENT?</p>	<p>QUESTION 8:</p> <p>WHAT IS THE ROLE OF BYSTANDERS IN PREVENTING CYBERBULLYING?</p>	
<p>A) Being respectful and kind in online interactions, and reporting inappropriate behavior</p> <p>B) Sharing private information openly on social media</p> <p>C) Participating in gossip or spreading rumors online</p>	<p>A) Ignoring the situation to avoid getting involved</p> <p>B) Joining in to support the bully's actions</p> <p>C) Intervening and reporting instances of Cyberbullying to appropriate authorities or platforms</p>	

Quiz: Answers

<p>1. B</p> <p>2. B</p> <p>3. C</p> <p>4. A</p>	<p>5. A</p> <p>6. B</p> <p>7. A</p> <p>8. C</p>
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Types of Cyberbullying

These forms of cyberbullying can have severe emotional, psychological, and even physical impacts on individuals and should be addressed seriously and responsibly.

Harassment	Sending abusive, threatening, or hurtful messages repeatedly to an individual.
Exclusion	Intentionally excluding someone from online groups, chats, or activities to isolate or ostracize them.
Impersonation	Creating fake accounts or pretending to be someone else online to humiliate, discredit, or harm another person's reputation.
Doxing	Publishing someone's private information online, such as their address, phone number, or personal data, without consent.
Outing	Sharing someone's personal or sensitive information publicly, including their secrets, sexual orientation, or private conversations.
Cyberstalking	Continuously monitoring, following, or harassing someone online, causing fear or distress.
Flaming	Engaging in hostile and aggressive online arguments or disputes that often involve insults, derogatory language, or threats.
Trolling	Posting inflammatory or provocative content with the intention of upsetting others or inciting conflict.
Cyberbullying by Proxy	Using others to engage in bullying behavior, often by encouraging or manipulating them to target someone else.

Activity 11 - GBV and media representation

Time	30 minutes
# Of Participants	3 to 30 participants
Materials needed	<ul style="list-style-type: none"> • Whiteboard or flipchart • Pencils and markers • Advertisements, movie clips, or TV show segments (online or pre-selected by you) featuring gender norms and roles, or exposing cases of GBV. • Printed Handouts
Objectives	<ul style="list-style-type: none"> • To analyze how mainstream media display GBV • To reflect on the media portrayal's impact on perceptions of GBV
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Provide students with selected media materials (you can use different media: videos, advertisements, posts etc) featuring gender roles and violence, as well as the guiding questions [Handout] 2. In small groups, ask them to identify stereotypes and violent behaviors portrayed, and discuss based on the guiding questions, noting their observations and perceptions. 3. Facilitate discussions among groups, encouraging critical analysis of the portrayed messages, stereotypes, and impact on societal perceptions. 4. Invite groups to share their observations and insights with the larger group, fostering a collective understanding.

<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Think about strategies to incorporate media literacy and critical thinking skills in addressing GBV within educational settings. • Encourage open dialogue about the impact of media on perceptions of GBV. • Discuss ways to challenge and counter harmful representations through media literacy and activism.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>The representation of GBV in media holds profound significance in shaping societal perceptions, attitudes and responses toward this critical issue, and often plays a pivotal role in framing public discourse on GBV.</p> <p>Very often, the portrayal of GBV incidents, whether in news reports, films, or social media, carry inherent biases, stereotypes and sensationalism that can both reflect and perpetuate societal attitudes toward gender, power dynamics and violence. Moreover, we observe frequent victim-blaming tendencies, in which media representations might inadvertently reinforce notions that place responsibility or fault on victims rather than addressing the root causes of violence, contributing to victim silencing and societal dismissal of GBV cases.</p> <p>Furthermore, the glamorization or trivialization of violent behaviors within media narratives can desensitize audiences to the severity of GBV, blurring the lines between reality and fiction, impacting how individuals perceive and respond to real-life instances of violence.</p> <p>Finally, intersectional identities, encompassing race, ethnicity, socioeconomic status and sexual orientation, among others, often influence how GBV is portrayed: disparities exist in the visibility and sensitivity of reporting or representing cases involving marginalized communities, further underscoring the need for nuanced and inclusive narratives.</p> <p>However, media platforms also serve as a catalyst for awareness and advocacy. Thoughtful, accurate, and empathetic representations have the potential to challenge stereotypes, spark dialogue and mobilize societal change. Ethical and responsible reporting can shed light on systemic issues, dismantle stereotypes and elevate the voices of survivors, thereby fostering empathy, understanding, and calls for action against GBV.</p>

	<p>In exploring the theoretical depth of GBV representation in media, it's crucial to acknowledge both the influence and responsibility that media platforms hold in shaping perceptions, challenging societal norms, and advocating for a more equitable and empathetic understanding of GBV.</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did the activity influence or alter your perceptions about how GBV is portrayed in the media? • Reflect on any personal biases or assumptions that were challenged or reinforced by the representations discussed. • How do media representations of GBV influence societal attitudes, responses, or perceptions toward victims and survivors? • Can media representations serve as a catalyst for societal change regarding attitudes and responses to GBV? • How can media representations of GBV be used for educational purposes or advocacy efforts to raise awareness and foster empathy? • Discuss the potential for media literacy programs or campaigns to address harmful representations and promote informed discussions.
<p>Source</p>	<p>This activity was developed by Yioula Papatsori within the LoveAct project (www.thegendertalk.eu)</p>

Handout

Guiding Questions for Media Analysis

<p>Portrayal of GBV</p>	<p>How does the media depict instances of GBV, such as intimate partner violence, sexual assault, or harassment?</p> <p>What are the common narratives or stereotypes associated with victims and perpetrators in these representations?</p>
<p>Impact of Language and Imagery</p>	<p>How does the language used in media reports or representations influence public perception of GBV?</p> <p>What role do visual representations, such as images or videos, play in shaping attitudes towards GBV?</p>
<p>Bias and Framing</p>	<p>Are there instances of bias or specific framing in media coverage when reporting on GBV cases? (e.g., victim-blaming, sensationalism, framing violence as isolated incidents)</p> <p>How might this bias or framing influence public understanding and responses to GBV?</p>
<p>Coverage and Intersectionality</p>	<p>Does the media cover GBV incidents differently based on the gender, ethnicity, socio-economic status, or other intersections of individuals involved?</p> <p>How does intersectionality affect the portrayal and visibility of GBV in media?</p>
<p>Responsibility and Ethics</p>	<p>What ethical considerations should the media uphold when reporting on GBV-related incidents?</p> <p>How can responsible reporting contribute to raising awareness and combating GBV?</p>
<p>Impact on Society</p>	<p>How do media representations of GBV impact societal attitudes, perceptions, and responses towards victims, survivors, and the issue itself?</p> <p>Can media representations influence social norms and behaviors related to GBV?</p>

<p>Comparison and Trends</p>	<p>Are there noticeable changes or trends in how the media has portrayed GBV over time? If so, what might have influenced these changes?</p> <p>How does media representation of GBV compare across different platforms (e.g., news, entertainment, social media)?</p>
<p>Call to Action and Advocacy</p>	<p>How can media representations of GBV be leveraged to raise awareness, advocate for change, and foster support for survivors?</p> <p>What role can media outlets play in promoting accurate, empathetic, and empowering narratives surrounding GBV?</p>

Activity 12 - Preventing GBV through art

Time	40 minutes
# Of Participants	Small to medium-sized groups of 4 to 8 participants
Materials needed	<ul style="list-style-type: none"> • Flipchart or whiteboards • Art supplies (paper, pencils, markers, paints, canvas, etc.) • Access to reference materials or images related to GBV prevention (optional) • Space for art creation (can be done remotely if participants have their art supplies)
Objectives	<ul style="list-style-type: none"> • To explore the role of art in raising awareness and preventing GBV. • To encourage creative expression and understanding of GBV issues through art. • To foster empathy and empowerment through artistic creation and reflection.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. To start the activity, facilitate a brainstorming on how art can raise awareness and advocate for GBV prevention, and note the main ideas on a board or flipchart. 2. Based on the ideas raised throughout the brainstorming, ask participants to create artworks: encourage various artistic mediums and styles to express their ideas and leave them some time to work on them individually.

	<ol style="list-style-type: none"> 3. When the whole group has finished, organised an exhibition (if their forms allow it!) of the artworks. 4. Ask each participant to share their artwork and explain the inspiration behind it. Facilitate a reflective discussion on the emotions and messages conveyed through the art.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Remind participants that the artwork creation is an individual work for them to reflect and foster an environment where teenagers feel comfortable expressing themselves creatively. Emphasize respect, empathy and confidentiality to ensure a safe and inclusive atmosphere. • Encourage teenagers to use various art forms—such as drawing, painting, poetry, music, or theater—to explore emotions, experiences and perspectives related to GBV prevention. Highlight how art can be a powerful tool for communication and advocacy. • Initiate open discussions about GBV, consent, healthy relationships and stereotypes, using art as a catalyst for conversation. • Empower teenagers to use their art as a means to raise awareness about GBV and advocate for change within their communities. Encourage them to explore themes of empowerment, equality and respect in their artistic creations.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did the art activity help you express your thoughts and feelings regarding preventing GBV? • What art form did you find most effective in conveying messages about GBV prevention? • Describe the emotions or messages you intended to convey through your artwork related to GBV prevention. How did you visualize these concepts through your art? • Reflect on the impact of creating art on the topic of GBV prevention. How did this activity influence your understanding or feelings about the issue?

	<ul style="list-style-type: none"> • Do you think art can serve as a powerful tool for raising awareness and promoting change regarding GBV prevention? Why or why not? • What messages or themes did you observe in the artwork created by your peers about GBV prevention? Did any particular piece stand out to you, and why?
Source	<p>This activity was developed by Michalis Karakonstantis within the LoveAct project (www.thegendertalk.eu)</p>

Activity 13 - Do's and don'ts! (card game)

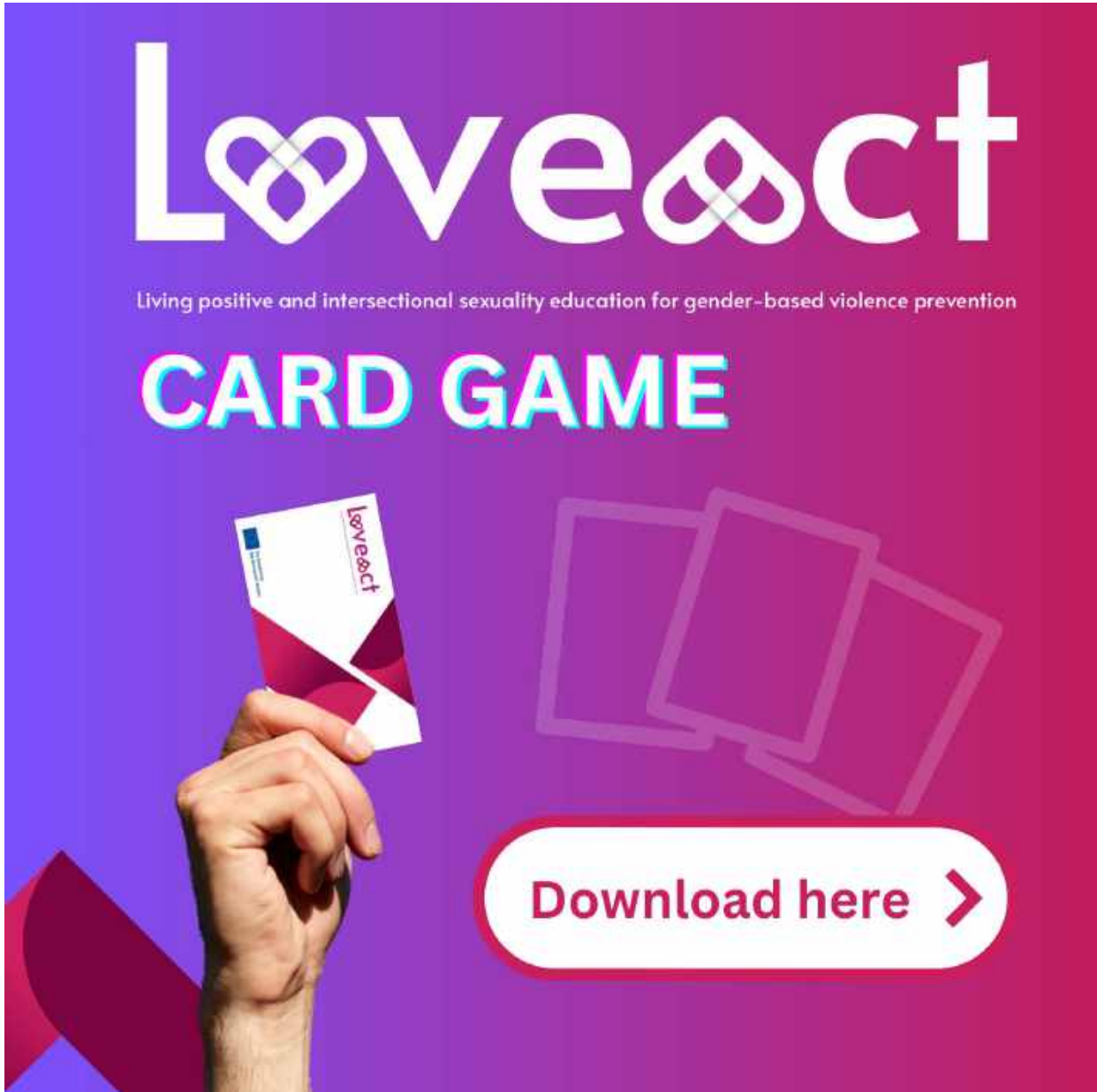
Time	45 minutes
#Of Participants	At least 3 participants
Materials needed	<ul style="list-style-type: none"> • Printed handout - Set of cards (3 x sets of 20 cards) • 3 x rope (3 m) • 3 x 3 cards (3 x red, 3 x yellow, 3 x green) • At least 1 facilitator per group (3)
Objectives	<ul style="list-style-type: none"> • To create consciousness and awareness about our own borders and about the borders of other people. • To empower participants to discover their zones and empower them to express their taboo-zones
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ul style="list-style-type: none"> • Preparation 1. Create enough space in the room so the ropes can lay straight on the ground. Leave enough space for moving and walking around the ropes. 2. Mark the zones of each rope: put the red cards (“not ok”!) and the green cards (“ok!”) on each end of a rope. Put the yellow cards (“I don’t know”, “maybe”, “depends”) in the middle of each rope. 3. Divide the participants into 3 groups and distribute each group around each rope.

	<p>4. Divide the <i>cards</i> (3 x ca. 20 cards - Handout), shuffle them and give 2-3 cards turned down in each hand of each participant.</p> <ul style="list-style-type: none"> • Instructions for the activity <ol style="list-style-type: none"> 1. Tell participants that each group should alternately sort the cards from their hands into the 3 different zones on the ground. Mention that the participants should refer to their own body and their own feelings. 2. Mention a few examples from the cards (p.e.: “following somebody in the night until their home”, “looking at somebody intensively from up to down” and “grabbing somebody’s boobs”) so that the activity gets more clear and the participants can picture the topic. 3. Add that all these phrases from the cards are actions that are happening to them without permission or that they are doing these actions without asking for permission. 4. Bring up, that they don't need to use every card if they don't want to. They can swap cards inside each group or give the cards to another participant as well. 5. Highlight that there are no good or bad decisions, and encourage them to debate among the groups in a respectful way, acknowledging their classmates' differences. 6. Each group should sort the cards into the zones together. 7. Tell them that before they want to change the order of a card placed by a teammate, they should explain why. 8. To ensure a peaceful debate, you can make examples such as: “for me X is a really intimate part of my body, for me it will be at another place”, “the way my parents are I would not be allowed to get touched at X”, “I believe this should be there because of my culture, my family, my religion, my ideology, etc” 9. Make sure each group has a facilitator to ensure respect and mediate in case of need. 10. Point out that participants can ask all the time for advice or can ask questions if something is unclear. 11. Mention that each group has 15 minutes for this task. 12. Once the first part is finished, ask the groups to change tables and take a look at other decisions made by the other participants. They should compare them and express the differences and similarities. Tell them that, if they have questions, they can ask other groups that will choose whether or not they want to answer. 13. Give them 15 minutes to look at other ropes and comment on them.
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<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Favor dialogue by asking the students to share comments about their conclusions or other groups' conclusions and whether they felt easy to agree with their teammates. • The influence of cultural representations isn't always made explicit by the participants. The religious, familial, social and cultural dynamics are giving "rules" about comfort and taboo zones as well. Bring up certain points that you've noticed during the activity, if they have not been mentioned • Remember that participants should come to the conclusion that everybody has their own borders and taboo zones.. If they don't come to this conclusion by themselves, guide them to this direction by giving examples, information and/or hints. • The participants should communicate clearly about their own do's and don'ts and they should respect others' comfort and taboo zones. Furthermore, they should ask for permission if they can touch other people's bodies. • Consider that this activity can be reshaped as a "moving debate" as well: there are 3 fields in the classroom (green: ok / yellow: idk, depends, I don't want to answer / red: not ok). The teacher is reading particular phrases out loud. The pupil should take position in each field for each phrase and then debate about this phrase between the groups. It is more interactive and pupils can picture the distribution/outcome better. • Please consider that Ideally the discussion should last 15 minutes • The activity could be connected with the activity: Silhouette • Use a big room to conduct the activity, in order for the participants to have more space to move and to walk around. • Ensure that the facilitators always pay attention that the discussion between the participants stays respectful, reminding the participants to stay open and not to be judgmental
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • Kahoot • Interactive whiteboard applications
<p>Theory</p>	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>

<p>Debriefing</p>	<p>For guiding the debriefing, you may ask the participants:</p> <ul style="list-style-type: none"> • Which of the 3 conclusions surprised you the most? Why? • According to you, which is the origin of the differences in the choices observed? Why? • Can you give any examples?
<p>Sources</p>	<p>This activity was developed by Robin Kindler, Carla Johannes and María Alonso of Élan Interculturel for the LoveAct project</p>

Handout



The graphic features a purple-to-pink gradient background. At the top, the word "Loveact" is written in a large, white, sans-serif font with heart-shaped cutouts in the letters 'o' and 'e'. Below it, the tagline "Living positive and intersectional sexuality education for gender-based violence prevention" is written in a smaller, white, sans-serif font. The words "CARD GAME" are prominently displayed in the center in a large, bold, white font with a cyan-to-magenta gradient. On the left, a hand is shown holding a white card with a red and white geometric design and the "Loveact" logo. To the right of the hand, there are three faint, overlapping outlines of cards. At the bottom right, a white rounded rectangular button with a red border contains the text "Download here" followed by a red right-pointing arrow.

Loveact

Living positive and intersectional sexuality education for gender-based violence prevention

CARD GAME

Download here >

Activity 14 - Theater Performance

Time	60 minutes
# Of Participants	Small to medium-sized groups of 4 to 8 participants
Materials needed	<ul style="list-style-type: none"> • Space for movement and performance • Optional: Costumes, props or simple stage setup (if available and feasible)
Objectives	<ul style="list-style-type: none"> • To explore the use of theatre as a tool for GBV prevention education. • To encourage creativity, empathy, and understanding of GBV issues through role-play. • To empower students to convey GBV prevention messages through performance.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. To start the activity, facilitate a brainstorming on key messages and ideas to raise awareness and advocate for GBV prevention, and note the main ideas on a board or flipchart. 2. Based on the ideas raised throughout the brainstorming, ask participants to collectively develop scripts and scenarios, explaining that they will later play them together; note them on additional papers (check the handout for indicative scenarios). 3. Allocate time for groups to rehearse their scripts or improvise performances, to be acted out, mimed, or presented through narration. 4. Encourage discussion on emotions evoked and the effectiveness of conveying GBV prevention messages.
Tips and discussion	<ul style="list-style-type: none"> • Reflect on the effectiveness of using theater for GBV prevention education.

	<ul style="list-style-type: none"> • Discuss strategies to further incorporate theater-based activities in GBV awareness programs. • Encourage discussions on the impact of theater in conveying GBV prevention messages. • Discuss ways to further refine or expand the performance for wider audiences.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on • Breakout rooms • Jamboard or other digital boards
Theory	<p>Please carefully read Module 3 - Preventing GBV of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did the theatre performance depict or explore the various aspects of GBV? What messages or emotions did it convey? • Reflect on the audience's reactions during and after the performance. How did the portrayal of GBV influence their emotions or thoughts? • Discuss any moments or scenes that resonated strongly with the audience regarding GBV themes. • Analyze the characters or stories presented in the performance. How did they contribute to understanding GBV dynamics or prevention? • Were there any specific characters that stood out in portraying roles related to GBV? What made them impactful?
Source	<p>This activity was developed by Michalis Karakonstantis within the LoveAct project (www.thegendertalk.eu)</p>

Handout

Scenario 1. Title: Peer Pressure and Coercion

- Setting: School or college environment.
- Scenario: Highlights a situation where a student feels pressured to engage in intimate activities against their will due to peer pressure or coercion from classmates. Focuses on the importance of consent and resisting peer pressure.

Scenario 2. Title: Dating Violence

- Setting: High school or social gathering.
- Scenario: Depicts a romantic relationship where one partner displays aggressive behavior, control, or jealousy towards the other, leading to emotional or physical harm. Emphasizes recognizing signs of dating violence and seeking support.

Scenario 3. Title: Cyberbullying and Online Harassment

- Setting: Online or social media platforms.
- Scenario: Illustrates cyberbullying among students, where hurtful messages, rumors, or threats are exchanged, causing emotional distress and social isolation. Focuses on the impact of online harassment and the importance of digital safety.

Scenario 4. Title: Homophobic or Transphobic Bullying

- Setting: School or social environment.
- Scenario: Portrays a situation where a student faces bullying, discrimination, or verbal abuse due to their sexual orientation or gender identity. Highlights the impact of homophobic or transphobic behavior and the importance of inclusivity and respect.

Scenario 5. Title: Unwanted Physical Touch

- Setting: School or public space.
- Scenario: Depicts an instance where a student experiences unwanted physical contact or groping in a crowded school environment. Emphasizes personal boundaries, consent, and the impact of unwanted touch.

Activity 15 - Empowering Against Gender-Based Violence

Time	40 minutes
# Of Participants	Small to medium-sized groups of 4 to 8 participants
Materials needed	<ul style="list-style-type: none"> • Paper, markers, or art supplies • Flipcharts or whiteboards (optional) • Access to educational resources on GBV prevention (online articles, videos) • Printed Handout
Objectives	<ul style="list-style-type: none"> • To explore the concept of empowerment in the context of GBV prevention. • To foster understanding of personal boundaries, assertiveness, and bystander intervention. • To encourage participants to brainstorm and propose actions to empower themselves and others against GBV.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Facilitate a discussion on what empowerment means in the context of GBV [see Handout]. Explore personal boundaries, assertiveness, and bystander intervention through real-life scenarios or examples. 2. Divide participants into small groups. Task each group with brainstorming actionable steps or strategies to empower themselves and others against GBV. 3. Invite each group to present their ideas to the larger group. Facilitate discussions on the feasibility and impact of the proposed strategies.
Tips and discussion	<ul style="list-style-type: none"> • Reflect on the effectiveness of the activity in engaging students and promoting empowerment.

	<ul style="list-style-type: none"> • Discuss follow-up actions or workshops to reinforce empowerment strategies. • Encourage discussions on personal takeaways and implementation of empowerment strategies in daily life. • Explore ways to collectively advocate for a safer and more empowered community.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>Empowering against GBV involves a multifaceted approach that draws upon various theories and frameworks to address and prevent violence.</p> <ul style="list-style-type: none"> • Empowerment Theory: Empowerment theory emphasizes giving individuals control over their lives, fostering agency, and building capacities to make informed decisions and take action against GBV. It focuses on strategies that strengthen self-esteem, increase awareness of rights, and provide access to resources, aiming to enable individuals to resist and prevent violence. • Social Learning Theory: Social learning theory underscores the influence of social environments in shaping behavior. Empowering against GBV involves promoting positive behaviors and attitudes through observation, modeling, and reinforcement. It emphasizes the role of education, role-modeling, and community-based interventions in shaping norms that reject violence and promote respectful relationships. • Trauma-Informed Practice: Empowering survivors of GBV involves understanding the impacts of trauma and adopting trauma-informed practices. This approach prioritizes safety, trust, choice, collaboration, and empowerment for survivors in recovery. It emphasizes creating supportive, non-judgmental environments that recognize the effects of trauma and provide appropriate support. • Human Rights and Intersectionality: An empowering approach to GBV aligns with human rights principles, recognizing everyone's right to live free from violence, discrimination, and inequality. Intersectionality acknowledges how multiple identities (race, class, sexuality, etc.) intersect and shape experiences of

	<p>violence, requiring interventions that address diverse needs.</p> <ul style="list-style-type: none"> • Community-Based Approaches: Empowerment against GBV often involves community-based strategies that engage various stakeholders, foster collective action, challenge harmful norms, and promote social change. These approaches recognize the significance of community involvement, mobilization, and advocacy in preventing and responding to GBV. <p>Empowering against GBV involves a holistic understanding of the multifaceted nature of violence, adopting approaches that combine theory, practice, advocacy, and community engagement to effect meaningful change in attitudes, behaviors, and systems that perpetuate violence.</p> <p>For more information: Empowerment Theory, Social Learning Theory, Trauma-Informed Practice, Human Rights and Intersectionality, Community-Based Approaches</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How important is education and advocacy in preventing and addressing GBV in our society? • What steps can individuals or groups take to advocate for policy changes or awareness campaigns against GBV? • How confident do you feel in your ability to intervene as a bystander in potential GBV situations? • What are some ways we can create a supportive environment for survivors of GBV in our communities? • What challenges do you foresee in implementing strategies to empower against GBV, and how can we overcome them? • What role can each of us play in continuing to empower individuals and combat GBV beyond this training session?
<p>Source</p>	<p>This activity was developed by Michalis Karakonstantis within the LoveAct project (www.thegendertalk.eu)</p>

Handout

What is Empowerment within the GBV framework?

Empowerment within the GBV framework refers to the process of equipping individuals or communities with the knowledge, resources, skills, and agency to assert their rights, make informed decisions, and take actions that lead to their well-being and safety in the context of GBV. It involves:

Agency and Autonomy: Empowerment emphasizes the importance of individuals having the freedom and control to make choices about their lives, relationships, and bodies without coercion or fear.

Awareness and Education: Providing information, education, and awareness about GBV, consent, healthy relationships, and rights is crucial to empowering individuals to recognize, prevent, and respond effectively to GBV.

Building Self-Esteem: Empowerment includes fostering a sense of self-worth, confidence, and self-esteem in individuals, enabling them to stand up against violence, assert boundaries, and seek help when needed.

Access to Resources and Support: It involves ensuring access to support services, resources, and networks that provide assistance to survivors, enabling them to seek help, access legal, medical, or psychological support, and recover from the impact of GBV.

Skills and Capacities: Empowerment includes developing skills such as communication, critical thinking, problem-solving, and assertiveness that enable individuals to navigate relationships and situations with confidence.

Advocacy and Participation: Empowerment encourages active participation, engagement, and advocacy within communities to challenge societal norms, promote gender equality, and advocate for policies that prevent GBV.

Creating Safe Environments: It involves fostering environments that promote safety, respect, and equality, challenging discrimination, and fostering cultures where GBV is not tolerated.

Empowerment in the GBV framework is multifaceted and seeks to create conditions where individuals have the knowledge, skills, and support to make informed choices, protect themselves from violence, and actively contribute to preventing and addressing GBV.

Activity 16 - How to respond? Peer support

Time	45 minutes
# Of Participants	Small to medium-sized groups of 4 to 8 participants
Materials needed	<ul style="list-style-type: none"> • Paper, markers, or art supplies • Flipcharts or whiteboards • Printed or digital resources on responding to GBV (articles, guidelines) • Printed handout
Objectives	<ul style="list-style-type: none"> • To understand the impact of GBV on individuals and the importance of a supportive environment. • To develop skills to respond effectively when witnessing GBV or being a victim. • To promote a culture of peer support within the school community.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Divide participants into small groups and assign each group a scenario in which young people may witness GBV or be victims themselves [Handout]. 2. Tell groups that they have to discuss the impact of GBV on individuals, then brainstorming and illustrating supportive strategies for responding to GBV. 3. Each group presents their supportive strategies through a gallery walk. Participants provide feedback and additional insights.
Tips and discussion	<ul style="list-style-type: none"> • Introduce the topic of GBV and the importance of a supportive school environment. Discuss the role of

	<p>peers in providing support to those who have witnessed or experienced GBV.</p> <ul style="list-style-type: none"> ● Reflect on the effectiveness of the activity in promoting peer support and addressing GBV in the school environment. ● Discuss the implementation of peer support programs or initiatives. ● Share personal reflections on the role of peer support in responding to GBV. ● Explore ways to actively contribute to a supportive school culture.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> ● A platform that allows online meetings allowing screen sharing ● All cameras on ● Breakout rooms ● Jamboard or other digital boards
<p>Theory</p>	<p>Responding to Gender-Based Violence (GBV) situations involves understanding the complexities of offering effective support while prioritizing the safety, autonomy, and well-being of the individuals affected. Peer support within the context of GBV entails peers providing emotional, social, or informational assistance to those experiencing or affected by GBV. Here's some theoretical understanding:</p> <ul style="list-style-type: none"> ● Empowerment Approach: An effective response to GBV emphasizes empowering survivors by respecting their autonomy and agency. It involves providing information, options, and resources while allowing survivors to make their own choices regarding seeking help or support. ● Trauma-Informed Care: Understanding trauma's impact is crucial. Trauma-informed responses involve recognizing the signs and symptoms of trauma in survivors and responding with empathy, sensitivity, and non-judgmental support. ● Active Listening and Empathy: Peer support relies on active listening skills and empathetic understanding. It involves providing a safe space for survivors to express their feelings and experiences without judgment. ● Safety Planning: Encouraging safety planning involves collaborating with survivors to identify strategies to enhance safety, whether physical, emotional, or digital, considering their individual circumstances. ● Boundaries and Self-Care: Peer supporters need to establish clear boundaries, recognizing their limitations

	<p>in providing professional assistance. Prioritizing self-care is crucial to prevent burnout or emotional exhaustion.</p> <ul style="list-style-type: none"> • Cultural Sensitivity and Inclusivity: Recognizing diverse cultural perspectives and experiences is essential. Peer support should be inclusive and sensitive to different identities, cultures, and backgrounds. • Referral and Collaboration: Peer supporters should be familiar with available resources and referral pathways, guiding survivors to professional services or specialized support when necessary. Collaborating with professionals or authorities may be required in certain situations. • Consent and Confidentiality: Respecting survivors' decisions and obtaining their consent before taking action is critical. Maintaining confidentiality within ethical boundaries is fundamental to building trust. • Education and Advocacy: Peer support involves educating peers about GBV, promoting awareness, challenging stereotypes, and advocating for a supportive and respectful environment. <p>By incorporating these theoretical aspects into practice, peer supporters can offer more effective, empathetic, and empowering support to those affected by Gender-Based Violence within their peer groups or communities. For more information here and here.</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Discuss the significance of peer support in addressing GBV situations. How does peer support contribute to creating a safe and supportive environment? • Reflect on the advantages or strengths of peer support networks in offering assistance to those affected by GBV. • What specific strategies or approaches were highlighted during the discussion that can effectively support someone experiencing GBV? • How can empathy, active listening, and non-judgmental attitudes be integrated into peer support for individuals affected by GBV?
<p>Source</p>	<p>This activity was developed within the LoveAct project (www.thegendertalk.eu)</p>

Handout

These scenarios aim to depict situations where students might witness various forms of Gender-Based Violence and provide an opportunity for educational discussions, role-playing, or training sessions aimed at addressing and responding effectively to such incidents.

Scenario 1:

During a school event, a group of students notices a classmate being subjected to verbal abuse and derogatory comments by their partner in a public setting. The victim seems visibly distressed and uncomfortable but tries to brush off the comments.

Scenario 2:

In the school hallway, a student observes a heated argument between two classmates. One of them becomes aggressive, shoving the other against a locker and threatening physical harm while yelling abusive language.

Scenario 3:

During an online class session, students witness derogatory and sexist remarks being directed at a fellow student in the chat by anonymous participants. The victim seems uncomfortable but doesn't respond, indicating discomfort through body language.

Scenario 4:

A group of students overhears rumors and gossip circulating about a peer's relationship, suggesting instances of controlling behavior and isolation by their partner. Concerns about the peer's well-being and safety arise from these conversations.

Scenario 5:

In the schoolyard, students notice a peer displaying signs of distress, bruises, or injuries that are not easily explained. The peer avoids discussing the cause of the injuries when asked, exhibiting signs of fear or discomfort.



Module 4

Comprehending Sexual Health

Activity 1 - Accessing Health Care

Time	30 minutes
# Of Participants	15 to 25 participants
Materials needed	<ul style="list-style-type: none"> • Blackboard/Interactive board
Objectives	<ul style="list-style-type: none"> • To understand the possible barriers when accessing sexual and reproductive health • To highlight the need to take care of our own bodies
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Start this exercise with a brainstorming - even in small groups - about: responsibility, trust, health, body, prevention. Examples: healthy social relations, mental health, health from a cultural perspective (as there are big differences between countries even but also in families regarding how often we go to the health care system); 2. Each group can make one poster and later they can compare and present their small idea; 3. Ask the students to give some reasons people their age might seek healthcare/go to the doctor; list their reasons on the board. Answers might include sports or other injury, cold/flu/sore throat, annual check-up; 4. Ask them to add some reasons anyone might need healthcare, specifically regarding sexual and reproductive health. Answers might include birth control prescription, painful periods, unusual discharge from the genitals, new lumps or bumps around or on the genitals, pregnancy; 5. Ask the students to share some reasons why teens might not seek healthcare, particularly for sexual or

	<p>reproductive health concerns. Answers might include feel uncomfortable about discussing their reproductive anatomy, embarrassed to have a physical examination, worried that their visit will be reported to their parents / guardians, uncomfortable with male / female doctors;</p> <ol style="list-style-type: none"> 6. As a class, brainstorm a list where teens can go for sexual and reproductive health concerns and check-ups. Try to have specific information about resources in your community that specialize in teen clients to add. 7. As a class, make a list of suggestions that would make it easier to go to the doctor or clinic. You may wish to divide their ideas into the three groups: <ul style="list-style-type: none"> o before the visit; o during the visit; o after the visit. 8. Divide the group into small groups and make small brainstorming sessions on how to overcome embarrassing or challenging situations in the health care system. Collect tips, hints that can help. , such as “bring someone with you that you trust”.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • You can prepare a list with healthcare services in your country that offer information and/or screenings related to sexual health to share with the students.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel after the activity? • Are you more aware of how to find healthcare?
<p>Source</p>	<p>This activity was developed within the ISEX project (https://isex-project.eu)</p>

Activity 2 - When I have my period

Time	60 – 90 minutes
# Of Participants	10 to 15 participants (or more)
Materials needed	<ul style="list-style-type: none"> • It is possible to make this activity without materials or with a short presentation on menstruation [see Module 4] • Make a 'Magic Box' – a paper box for questions • You might want to bring sanitary products (different pads, tampons, cups) • Big paper, markers, crayons, color pencils and / or magazines (and scissors, glue) for making collages
Objectives	<ul style="list-style-type: none"> • To address taboos & help young people getting rid of shame around menstruation • To discuss sexual hygiene • To help young people to recognize, set and protect personal space and boundaries • To demedicalize the sexual body – empower young people to get access to their own bodies – through education and getting rid of shame and judgment
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Introduce the 'Magic Box', the place where young people can put on a piece of paper with their questions anonymously. 2. As an icebreaker, ask them to write on a piece of paper words for menstruation. Encourage them writing down everything that comes to their mind – even silly things. Collect the papers and write the words on the black board. Write there everything and tell them that you are going to discuss this later. Begin with a short

	<p>presentation or showing an informative film on the menstruation cycle (appropriate for the age group you work with).</p> <ol style="list-style-type: none"> 3. Ask them to form groups making sure they feel as safe as possible with the people they share the group 4. Take a big (A3 or bigger) sheet of paper and ask them to draw the inner female organs with color in the different phases of the menstruation cycle (assign one phase per group). When they are ready, groups present their part so the whole class covers the whole cycle. 5. In the big group sit in a circle. Begin a discussion on menstruation: first begin with asking what kind of cycles they know in nature or in human life (like the seasons, etc.). First discuss the menstruation cycle from a natural perspective. 6. Place the box in the middle of the circle and ask the students to write down one prejudice or taboo regarding menstruation. Ask them to fold their paper and put it in the box. 7. Open the box and read the taboos and questions they placed previously. Try to answer the questions but encourage the group to answer the questions together. 8. Begin the discussion taking again a look at the black board with the words on menstruation. You can 'analyze' together what you see, if there is anything that is connected to the cultural aspects or taboos of menstruation. 9. Discuss personal / private space & safety: what do we need to manage our own personal body hygiene in a safe way. 10. For instance, you may discuss ideas about what it means to respect or not people who have their period (for instance, how to avoid inappropriate comments to the person who has it or is going to have it, such as "you're unbearable, you're already on your period.."). 11. As a closing circle, ask participants to come up with ideas for new rituals that are somehow connected to the human body, to cycles and relevant in their life. Not only for girls and menstruation but for boys as well. After collecting these ideas give them a big paper (if it is a big group divide them in two) and ask them to write down, draw or make a collage 12. Make a poster on menstruation with a positive message. Use all the 'ingredients', everything you have learned in this workshop: scientific information, ideas,
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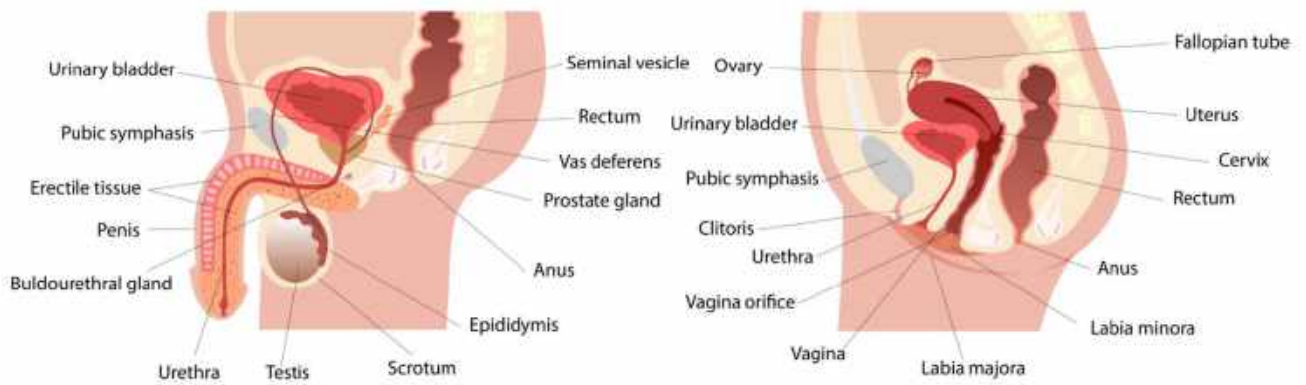
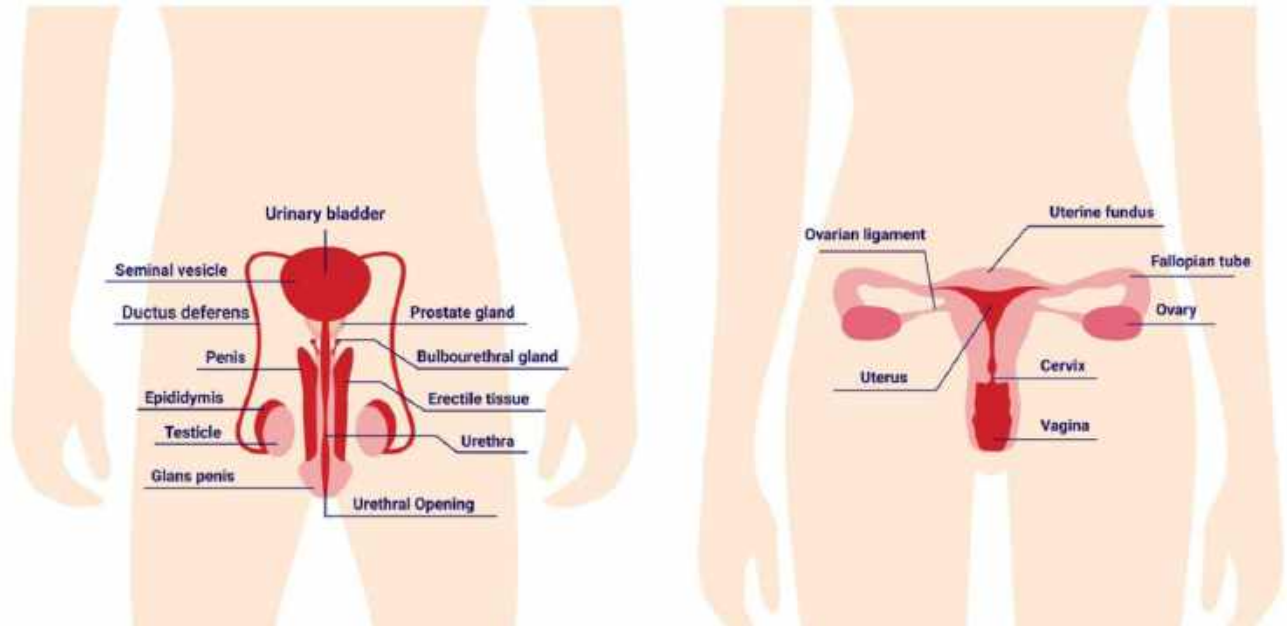
	<p>taboos, practical things, ideas on the rituals, etc. Important: it should be a positive message! They can make an informative poster, an invitation for an event, an activist campaign poster, etc.</p>
Tips and discussion	<ul style="list-style-type: none"> • Menstruation can be discussed in mixed gender groups or divided groups but be aware of the difference between safety and intimacy. Gender homogenous groups do not necessarily mean safety for everyone. • Use the ice-breaker to open this topic, breaking the taboo of silence and to gain information about the level of knowledge of the students on the topic • During the discussion, mention that menstruation in human societies has always been regulated by culture – such as all natural body processes. • If they don't mention them you might want to discuss taboos such as: pain, blood, female sexuality, talking about these things in a family as a taboo. You can talk about shame – if they know it, and you can ask the students whether they think it is possible to avoid or to heal if you have experienced it. • Think about getting more aware of your own attitude, feelings, level of shame of the topic before going to give a lecture to a group. A certain level of knowledge, confidence, plus honesty is needed to facilitate this activity. • Make sure to address the difference between biological sex and gender and that some boys can also have periods, while some girls may not have them
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
Theory	<p>Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you feel after talking about menstruation and prejudice around it? • Do you feel more comfortable sharing info about this subject/ Do you feel you understood people who have their period?
Source	<p>This activity was adapted from the ISEX project (https://isex-project.eu)</p>

Activity 3 – Internal and External genitals

Time	25 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> Printed handout (internal sexual and reproductive health system pictures for each participant)
Objectives	<ul style="list-style-type: none"> To clarify the anatomy of the internal sexual and reproductive health system in the human body. To distinguish between body parts and functions related to (more) to pleasure and, respectively, to reproduction To bring awareness on the sensual/pleasure aspect of the body
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> Distribute the pictures [Handout] to the participants and ask them to name the body parts seen. After 10 minutes, ask them to share their answers. After they have shared their answers, you can show the pictures in a ppt/projector and present the different body parts and their functions.
Tips and discussion	<ul style="list-style-type: none"> Discuss the function of the body parts ensuring that the discussion is not only focused on the reproductive function and that it is not strictly medical. Emphasize the aspect of pleasure and respect for what may be pleasurable for each person. As such discussions may make students feel uncomfortable, prepare the activity by explaining that we all need to know our bodies and how they function:

	<p>sexuality, pleasure and reproduction are part of the normal functions of the human body.</p> <ul style="list-style-type: none"> • Make sure to include information about the variations that can be found in the reproductive system and the existence of intersex people (read more on this in Module 2)
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
Theory	<p>Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Do you feel you recognise the AMAB and AFAB genitals? • Can you recognise the different ways a person can experience pleasure on their body?
Source	<p>This activity was adapted from the The P+orn Conversation (https://theconversation.org/)</p>

Handout



Activity 4 - STI and HIV Disclosure

Time	25 minutes
# Of Participants	To 15 to 25 participants (age group: +16 years old)
Materials needed	<ul style="list-style-type: none"> Printed handout
Objectives	<ul style="list-style-type: none"> To raise awareness on STIs and HIV To overcome the stigma surrounding STIs and HIV
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> Ask participants to divide themselves into groups of 2; Have them act out a verbal conversation between partners about how to disclose a positive and negative STI or HIV status to a partner and how to respond respectfully. You can assign roles to them (eg. parent-son; girlfriend-girlfriend; friend- friend; polyamorous throuple), tell them who in the pair is the person disclosing the information and assign them the specific STI as well) Once they are finished, ask them to share with each other how they felt: <i>Was it difficult to share being positive to an STI? How was it for the person hearing it?</i> <i>Did they know how to respond?</i> Couples can then share with the group how it was to do this exercise. To close the activity, you could provide some examples of dialogues, either by inviting them to do it, pairing with a peer, or providing video materials. Examples are provided in the Handout.

<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Consider, as a follow-up to this activity, a role-play where the groups develop together applicable real-life scenarios about this respectful communication (i.e., through little drama games). • Some issues that might come up in the discussion are: “Do I need to share such information with all my exes?”, “Where are the boundaries?”. Here you might want to mention that each person should evaluate case by case considering both the need to preserve ones’ physical health but also ones’ mental health and social risks (e.g. bullying). Remember that there are some STIs that are particularly dangerous and need to be communicated. Not disclosing information about HIV for example is a form of Gender-Based Violence. • You might want to explore other ways to communicate these issues beyond face-to-face confrontation: e.g. anonymous messages. • You might want to mention that it is important, when facing a similar situations of disclosure, to be aware of roles and responsibilities of the person receiving the information: it is good to ask "who else is informed?"; always ask for consent in case an action is required ("can I do....?"); keep confidentiality.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you feel after these conversations? • Do you feel ready to have such a conversation with a partner/friend/family member etc.?
<p>Source</p>	<p>This activity was adapted from the ISEX project (https://isex-project.eu)</p>

Handout

DIALOGUE EXAMPLE

- **Student 1:** “Hey, I received my results from the STI clinic and I tested positive for Genital Herpes. I began antiviral treatment this week and received a lot of great information from the clinic.”
- **Student 2:** “Thank you for letting me know. I am here to support you. How are you feeling?”
- **Student 1:** “Thanks for asking. This isn’t the easiest conversation to have, but I know it’s important for you to know my status, especially since we have been getting closer in our relationship and thinking about having sex. The antiviral medication I am taking has made all my symptoms go away and I am feeling really positive.”
- **Student 2:** “There is nothing to be embarrassed about. STIs are so common. Can you tell me some more about how we can practice safer sex if and when we decide to have sex?”
- **Student 1:** “Sure! The antiviral medication should keep transmission at a very low level and using a condom keeps us extra protected if and when we decide to have sex.”
- **Student 2:** “Great! Thanks for disclosing your status to me. I really respect and appreciate all the great information. I will also get tested and let you know my status when I receive my results.”.

Activity 5 - Stigma and myths surrounding STIs and HIV

Time	30-50 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> Printed Handout
Objectives	<ul style="list-style-type: none"> To raise awareness on STIs and destigmatize them. To combat common stereotypes and myths around STIs.
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> Start by reading to the group the Handout on stigma and myths surrounding STIs and HIV. After reading them, ask the group: <ul style="list-style-type: none"> <i>“What other myths have you heard about STIs?”</i> <i>“What are some resources where we can find reliable information about STIs online?”</i> <i>“What about in our community?”</i> <i>“What additional questions do you have about STIs?”</i> Ask the group what kind of strategies they would follow if they notice that someone is judgmental or if someone is suffering from being stigmatized. Facilitators may make small groups of 3 or 4 when the groups discuss how to cope with the stigma. The groups share their findings with each other.

<p>Tips and discussion</p>	<ul style="list-style-type: none"> • To stimulate open discussion, quote Covid-19 as an example to which everyone can relate to - for protection, communication, social interactions, judgment, stigma, etc. • You can ask the group what they learned from Covid-19 that can help them with regards to STIs.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Were you aware of those myths? • Did you find yourself believing in some of those? How do you feel now about it?
<p>Source</p>	<p>This activity was adapted from the P+rn Conversation project (https://theconversation.org/educators)</p>

Handout

MYTHS

Much of the stigma and myths surrounding STIs and HIV come from false information.

“Having an STI is dirty, embarrassing, or shameful”

☑ Having an STI is nothing to be ashamed of. Many people get them and there are a lot of medications out there that help treat and oftentimes cure them.

“A person who is STI-positive has sex with a lot of people”

☑ STIs are common. It’s possible to transmit an STI if it’s someone’s first time having sex or through other sexual touching. Some people are born with their STI.

“You can tell by looking at someone if they have an STI”

☑ STIs, including HIV, do not always show symptoms. The only way to truly know if a person who is sexually active has an STI is through being tested by a doctor on a regular basis.

“You can transmit HIV from being touched by an HIV-positive person”

☑ HIV is not transmitted through non-sexual contact like hugging or sharing a bathroom.

“You can only get HIV through sex”

☑ Some can also be transmitted through sharing syringes (needles), through blood transfusions with infected blood that has not been tested, or from an HIV-positive pregnant person who is not treated, transmitted it to the baby during pregnancy or during breastfeeding.

“STIs will go away on their own”

☑ It is always necessary to check in with medical professionals. There are medications, vaccines, and protections available that when used properly can lower the risk of transmission of STIs, including HIV.

Activity 6 - STI Prevention Plan

Time	30 minutes
# Of Participants	15 to 25 participants (Age group: 16+)
Materials needed	<ul style="list-style-type: none"> Printed Handouts
Objectives	<ul style="list-style-type: none"> To inform about the symptoms, treatments, impact of STIs To discuss about the reduction risk regarding STIs
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> Place the papers with the names of the STIs [Handout 1] in a box and ask students to pick one In pairs/small groups invite student to discuss about the STIs they picked <ul style="list-style-type: none"> <i>What are the main symptoms?</i> <i>What is the main way of transmission?</i> <i>Is there a cure or vaccine?</i> <i>What is the most successful method for prevention?</i> After having shared the ideas, continue by handing sheets with the description of STIs; Give the students papers with the names of different contraceptive methods [Handout 2] and divide the students in groups of 2 people. Assign roles to them, one being a person desiring to use barrier /contraception methods explaining the other person the method they wish to use, the reason and its connection to their sexual health.

	<p>6. Ask volunteers to present their conversation in front of the class. Start a conversation mentioning the importance of being respectful to one’s own body and especially the body of the others.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Try to get much familiar as possible with the STIs first, in order to be able to answer possible questions
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • Allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>To de-stigmatise STIs:</p> <ul style="list-style-type: none"> • STIs are a health issue as any other; having an STI is not a indication of someone’s moral or value, or about their sexual life and practices • STIs are very common and everyone can get them. this is why it is important to be informed and better prepared <p>Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide</p>
<p>Debriefing:</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Did they learn something new? • Did they have any misconceptions about an STI?
<p>Source:</p>	<p>This activity was adapted from the ISEX project (https://isex-project.eu). Additional sources:</p> <ul style="list-style-type: none"> • CDC - Disease and related conditions • WHO- Guidelines for the management of symptomatic sexually transmitted infections • WHO - HIV/AIDS

Handout

Information on STIs

STIs and HIV	Information
<p>Chlamydia</p>	<p>What are the symptoms? The majority of people who test positive for chlamydia do not experience symptoms. If so, vulva owners may experience abnormal vaginal discharge that is pus-like and yellow in color and/or a burning sensation when peeing. Penis owners may experience white or mucus-like penile discharge and burning sensations when peeing.</p> <p>Is it curable? Yes, through antibacterial medication.</p> <p>Is there a vaccine? No.</p> <p>Are there potential impacts? If left untreated, it may cause pelvic inflammatory disease in vulva owners, which may cause infertility.</p>
<p>Gonorrhea</p>	<p>What are the symptoms? The majority of people who test positive for gonorrhea do not experience symptoms. If so, vulva owners may experience abnormal vaginal discharge of a thick green or yellow burning sensation when peeing. Penis owners may experience penile discharge of a white, yellow, or green colour and burning sensations when peeing.</p> <p>Is it curable? Yes.</p> <p>Is there a vaccine? No.</p> <p>Are there potential impacts? If left untreated, it may cause pelvic inflammatory disease in vulva owners, which may cause infertility.</p>
<p>Hepatitis B</p>	<p>What are the symptoms? Some people may experience flu-like symptoms, jaundice which can cause the yellowing of the eyes and skin, and dark coloured urine.</p> <p>Is it curable? Although there is no medication that cures Hepatitis B, many people's immune systems may fight the infection off naturally over time.</p> <p>Is there a vaccine? Yes. The hepatitis B vaccine is effective to protect against transmission of the infection.</p> <p>Are there potential impacts? Sometimes it can cause chronic liver illness.</p>

<p>Herpes (HSV-2)</p>	<p>What are the symptoms? Painful recurring sores on the genitals or surrounding areas.</p> <p>Is it curable? No, but symptoms are treatable through antiviral medications which can help reduce the intensity and frequency of symptoms.</p> <p>Is there a vaccine? No.</p> <p>Are there potential impacts? There may be discomfort, scarring, and bleeding at the site of an open sore. It also may cause embarrassment or shame as one of the most stigmatized STIs.</p> <p>What are the symptoms? HIV often does not show symptoms but can cause flu-like symptoms after 2-4 weeks after exposure.</p> <p>Is it curable? No, but it is treatable using antiviral medication which can lower or stop the virus from transmitting to others during sex.</p>
<p>HIV (human immunodeficiency virus)</p>	<p>Is there a vaccine? No, but there is PrEP and PEP which are medications used to reduce the risk of transmission of HIV exponentially. PrEP is an extremely effective daily or on-demand pill that may be taken by HIV-negative people to reduce the risk of transmission of HIV. PEP is a short-term treatment for people who've already been exposed to HIV (i.e., rape, pricked with a needle, etc.) within the past 72 hours. PEP helps prevent someone from HIV infection by stopping the virus from establishing itself in the body. PEP is a very harsh treatment in that it will lead to sickness while taking the medication to ensure the immune system is fighting any foreign items. Experiencing headaches, nausea, diarrhoea and vomiting are very common side-effects while taking PEP.</p> <p>Are there potential impacts? If left untreated, HIV can lead to Acquired Immune Deficiency Syndrome (AIDS), which can cause various infections and other life-threatening illnesses</p>
<p>Human papillomavirus (HPV)</p>	<p>What are the symptoms? HPV often does not show symptoms. Some types of HPV can cause genital warts and genital cancers. Most common is cervical cancer. Is it curable? No, but symptoms can be controlled through treatment and some types of HPV can be fought off by the immune system over time.</p> <p>Is there a vaccine? Yes. The HPV vaccine is available to protect against the different types of HPV that can cause genital warts and cancer. It is recommended that people receive the vaccine before they become sexually active. Vaccines are available for all genders and beginning in early adolescence.</p> <p>Are there potential impacts? There are some types of HPV that can cause different types of cancers, including cervical cancer in vulva owners and penile cancer in penis owners.</p>
<p>Syphilis</p>	<p>What are the symptoms? There are three stages to syphilis infection. In the first stage of syphilis, there can be painless sores on the genitals, anus, or mouth. In the second stage, rashes may show up and flu-like symptoms may occur. In the third stage of syphilis symptoms may start to go away but cause more serious issues to internal organs and the brain.</p> <p>Is it curable? Yes, it is easy to cure if treated early.</p> <p>Is there a vaccine? No.</p> <p>Are there potential impacts? If left untreated, the third stage syphilis can cause issues to the nervous system, including the brain and may even cause death.</p>

<p>Trichomoniasis (Trich)</p>	<p>What are the symptoms? The majority of people who test positive for trich don't have symptoms, very mild symptoms that can cause itching, discomfort for vulva owners and discharge and painful urination for penis and vulva owners. Symptoms can come and go, the body needs help to fight it.</p> <p>Is it curable? Yes, using antibiotics.</p> <p>Is there a vaccine? No.</p> <p>Are there potential impacts? Trich is most likely to cause vaginitis in vulva owners which may cause irritation or inflammation of the vulva, and may cause abnormal vaginal discharge</p>
<p>Yeast Infections</p>	<p>redness of the vulva. Penis owners may experience white penile discharge and/or experiencing itching and burning sensations on the penis.</p> <p>Is it curable? Yes. It can be treated using antifungal medication.</p> <p>Is there a vaccine? No.</p> <p>Are there potential impacts? If left untreated, the infection will continue to spread causing a skin infection and possible openings in the skin and increased feelings of discomfort.</p> <p>Is it preventable? There are steps that can be taken to help lower the risk of getting a yeast infection which includes:</p> <ul style="list-style-type: none"> ● Using scent-free products when cleaning your vulva. ● Not douching or cleaning the vaginal opening. ● For vulva owners, wiping from front-to-back after defecating and/or urinating. ● Wearing breathable underwear that don't hold heat or moistures (e.g., of cotton material). ● Changing out of damp or wet clothes. ● Changing liners on underwear every 6-8 hours as needed.
<p>Urinary Tract Infections (UTIs)</p>	<p>What are the symptoms? Symptoms of a UTI may include burning sensation when urinating, an increased urge to urinate more frequently, fever, lower stomach pains, lower back pains, cloudy coloured urine or blood in urine for both penis and vulva owners.</p> <p>Is it curable? Yes. A UTI may go away with medication.</p> <p>Is there a vaccine? No.</p> <p>Are there potential impacts? If left untreated, it may cause permanent damage to the kidneys.</p> <p>Is it preventable? There are steps that can be taken to help lower the risk of getting a UTI which includes:</p> <ul style="list-style-type: none"> ● Urinating frequently, especially after sexual intercourse. ● Drinking fluids and water frequently every day. ● For vulva owners, wiping from front-to-back after defecating and/or urinating
<p>Crabs/Pubic Lice</p>	<p>What are the symptoms? For both penis and vulva owners, symptoms may include intense itching of the pubic hair surrounding the genitals, sometimes in thin hair like the eyebrows or eyelashes, presence of very tiny tan or white coloured bugs, and oval yellow or white coloured eggs (nits) that attach themselves to the pubic hair. Sometimes a person may experience fevers.</p> <p>Is it curable? Yes. Using gels and shampoos that effectively kill the crabs/pubic lice. Medication is also available for those that have more intense cases if the shampoos aren't effective.</p> <p>Is there a vaccine? No.</p> <p>Are there potential impacts? If left untreated, the crabs/pubic lice will continue to multiply and increase feelings of itching and physical and mental discomfort.</p>

Handout 2

Contraception method	Information
<p>Condoms</p>	<p>Condoms are membranes of different materials (latex, polyurethane, polyisoprene) that act like a barrier around or inside genitals. They are distinguished in two categories:</p> <ul style="list-style-type: none"> • External condoms: commonly known as “male condoms” are those meant to be worn by people with penis; • Internal condoms: commonly known as “female condoms” are those meant to be worn by people with vagina. <p>While external condoms could be worn in a few moments before the sexual intercourse, internal condoms could be worn even some hours before; as the internal condoms must fit the vaginal canal, you can differentiate them from the external ones because they are stored in a singular bigger pack.</p> <p>You can find external condoms mostly everywhere: drugstores, shops, supermarkets and their cost is pretty much affordable. Unfortunately we can't say the same for the internal ones: they are difficult to find and their cost is unfairly high; you can find them online and via some drugstore probably with a specific order required.</p> <p>Every condom, external or internal, must be used once per sexual intercourse: they are disposable and you can't use it the same, multiple times.</p>
<p>Dental dam/ oral dam</p>	<p>The dental dam, also called “oral dam” is a latex rectangular used for practising oral sex safely: you just have to put on the genital or anal area you're going to stimulate to use it as a barrier to avoid STIs. Dental dam is just a barrier method.</p>
<p>Birth control pills</p>	<p>Birth control pills are oral contraceptives to take in order to inhibit ovulation and thicken cervical mucus (see menstruation paragraph), typically estrogen or progestin. That means that these pills act like a suspender for the fertility phase of the menstrual cycle. Birth control pills have to be prescribed by a healthcare provider after some tests to understand which kind of pills suit you better according to your health situation and benefits. Birth control pills are contraceptives, not a barrier method: they do not protect from STIs.</p>
<p>Emergency pill (morning-after pill)</p>	<p>As you can assume by the name, this pill is the one you take after having unprotected sexual intercourse and you're at risk of unwanted pregnancy; it could happen you need to take one of them because condoms broke or you or your sexual partner forgot the daily birth control pill. This pill is most effective when taken as soon as possible after unprotected intercourse: can be taken up to 72 hours (some types up to 120 hours) after unprotected sex. It works the same as the birth pill, so its function is to inhibit the ovulation and delay all the menstrual cycle as it commonly goes. As birth control pills, this pill is contraceptive, not a barrier method: it does not protect from STIs.</p>
<p>Contraceptive patch</p>	<p>It's literally a patch, waterproof, you can put on your body, typically on the abdomen, it works via hormones absorbed by the skin, it releases estrogen and progesterone. It also acts on the menstrual cycle the same way birth control does. A new patch is applied weekly for three weeks, followed by one week without a patch. You need a prescription to start using it and it does not protect you from STIs.</p>

<p>Contraceptive ring</p>	<p>It is a flexible ring meant to be inserted in the vagina and it releases hormones to delay ovulation. You can insert it autonomously and it has to be changed every three weeks plus a suspension week (you don't have to put it on while having your period, and you can replace a new one when periods end). Also need a prescription and neither does it protect you from STIs.</p>
<p>Intrauterine device (IUD)</p>	<p>It's a small, T-shaped device inserted into the uterus by a healthcare professional to avoid unwanted pregnancies (it does not protect from STIs). There are two types:</p> <ul style="list-style-type: none"> ● Copper IUD: it has no hormones, it releases copper that creates an inhospitable environment for sperms; it is effective up to 10 years. ● Hormonal IUD: it releases progestin, inhibits ovulation, thickens cervical mucus, and alters the uterine lining. It is effective for up to 3 to 7 years. <p>IUD is immediately effective as contraception after insertion; up to now there is no rate of inefficiency. It is suitable for people with uterus that want a long-lasting contraception and it is reversible, meaning that whenever someone decides to interrupt this contraceptive method it is possible to.</p>
<p>Permanent contraceptive Methods</p>	<ul style="list-style-type: none"> ● Tubal ligation: for people with uterus. It consists in a surgical sealing of the fallopian tubes. It prevents the fertile egg from travelling through the fallopian tubes to meet the sperm. Once choosing these contraceptive methods, there is no need for other kinds of methods. ● Vasectomy: for people with penis. It consists in a surgical blocking of the vas deferens, the tubes that carry sperm.

Activity 7 - Toothpaste

Time	10 minutes
# Of Participants	15 to 25 participants (Age group: 16+)
Materials needed	<ul style="list-style-type: none"> • Paper • Toothpaste
Objectives	<ul style="list-style-type: none"> • To reflect about what it means to share something in a group and the limits of confidentiality in these settings.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. The facilitator explains that the group will do a quick exercise before the session starts (*ask whether anyone has done this exercise before, in order to avoid that they explain it to others). 2. Ask for a volunteer (or nominate someone). 3. Hand them a sheet of card and tube of toothpaste – tell them their task is to empty the contents of the toothpaste onto the sheet of card. 4. When they have done this, ask them to hand the card to the person sitting next to them. Tell that person their task is to put all the toothpaste back in the tube – but explain that they can't cut the tube and there can't be a single bit of toothpaste left on the card or their hands. 5. Ask the rest of the group to help them/ give them ideas - the group should quickly come to the conclusion that it's not possible. 6. Thank the volunteers and the group for taking part.
Tips and discussion	<ul style="list-style-type: none"> • Remember that we are all committed to respecting each other's privacy and we need to preserve it • While, on the one hand, we need to make sure we are only sharing personal information with trusted people,

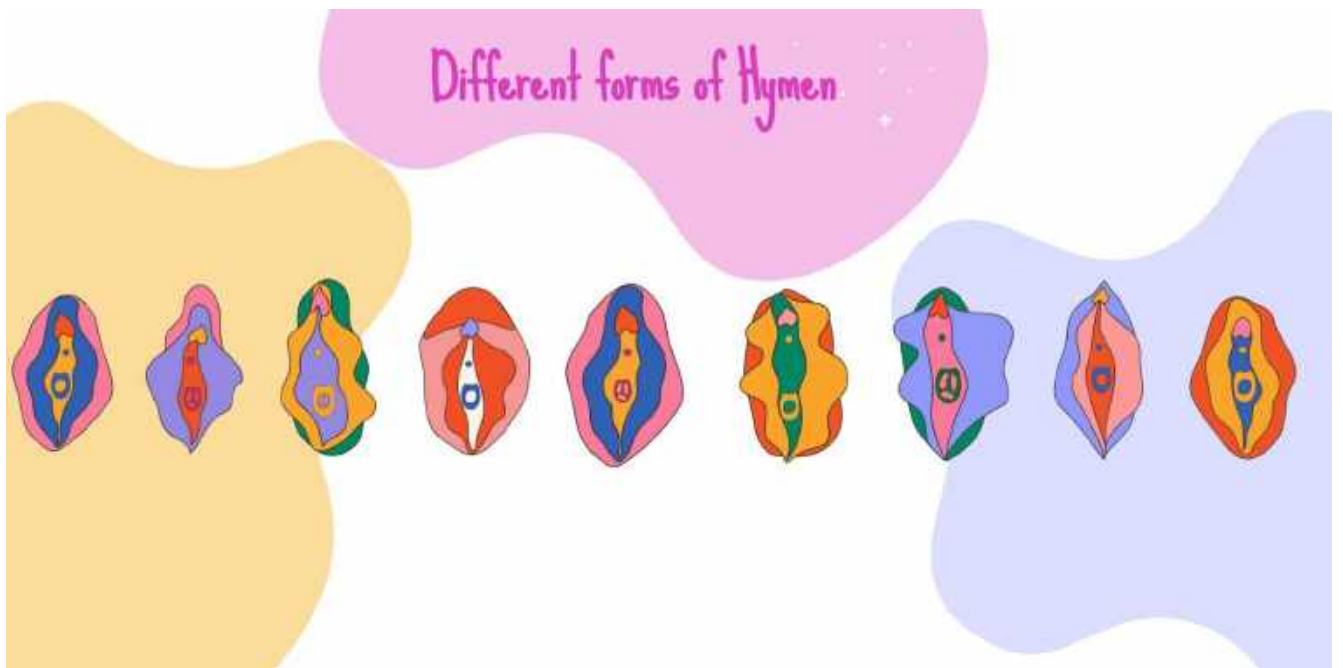
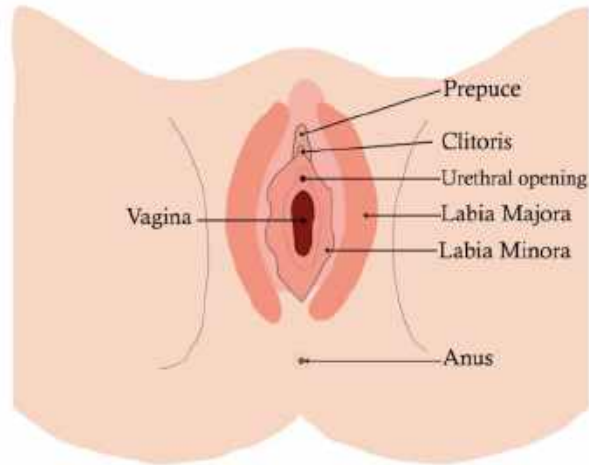
	<p>more importantly, as receivers of confidential information we have to respect people’s privacy. Underline that the main message is for the person who receives someone else’s confidential information and spreads it, not for the one who confides in the other person.</p>
How To Make The Activity Online	This activity cannot take place online
Theory	Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did the activity go? • How did you feel when you realised the result of the activity? • How do you see the concept of confidentiality now?
Source	This activity was developed by Our Voice organisation (https://www.our-voices.org.uk/)

Activity 8 - Draw a vulva

Time	20 minutes
# Of Participants	15 to 25 participants (Age group: 14+)
Materials needed	<ul style="list-style-type: none"> A4 paper and pens/pencils etc.
Objectives	<ul style="list-style-type: none"> To realize the diversity of vulvas To accept the diversity of the body's anatomy To understand the importance of clitoris for the female anatomy and pleasure
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Give blank papers to the students and ask them to draw a vulva in the way they imagine it, paying attention to all the parts that comprise the vulva. 2. Ask volunteers to show their own drawing and explain the different parts of the vulva. 3. Ask the rest of the class to discuss the drawings and ask them some of the following questions: <ul style="list-style-type: none"> <i>Which drawing do you think is closer to the reality of female anatomy?</i> <i>How do you think the vulva is related to female pleasure?</i> 4. Show the real drawing of a vulva [Handout] and explain the concept of 'female pleasure' and its complexity.
Tips and discussion	<ul style="list-style-type: none"> You can adapt this activity to Module 5 (Cultural diversity) when discussing about the body image and image of genitals, in order to discuss diversity (e.g. draw the perfect vulva --> discussion on how many different vulvas showing "the vulva gallery") You can also do the same activity with other genitals.

<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Did you find many differences between your drawing and the real drawing of a vulva? • How do you find the connection of ‘female pleasure’ to the ‘female anatomy’
<p>Source</p>	<p>This activity was adapted from the P+r+n Conversation project (https://theconversation.org/educators)</p>

Handout



Activity 9 - External and Internal Condoms

Time	30 minutes
# Of Participants	15 to 25 participants (Age group: 14+)
Materials needed	<ul style="list-style-type: none"> • A4 paper • Pens/pencils • Printed Handout¹
Objectives	<ul style="list-style-type: none"> • To know how to correctly use the external and internal condoms
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Divide the group into groups of 3-4 students and ask them to say what are the steps of using a condom (External and Internal) in the correct order. 2. Each group will present their findings and explain. 3. Then give each group Handout 1 (External Condom) and Handout 2 (Internal Condom), and give a short explanation for each step.
Tips and discussion	<ul style="list-style-type: none"> • Remind the groups that condoms can be put on anything used for penetration (e.g, adult toys, penises, etc.), and learning how to use a barrier method correctly is an important part of sexuality. • Display the step-by-step image guides below to class when discussing each barrier method contraceptive.

¹ Taken from the P*rn Conversation: <https://theconversation.org/>

	<ul style="list-style-type: none"> • When using condoms, knowing what type of material is body safe for all partners is important: any latex allergy? • Remind also to always check the conditions of condoms, and how they were stored (cool, dry space).
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
Theory	Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide
Debriefing:	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Did you know anything about internal condoms? • Do you think you know how to use both condoms after the activity?
Source	This activity was adapted from the P+rn Conversation project (https://theconversation.org/educators)

Handout 1 - How to use an external condom

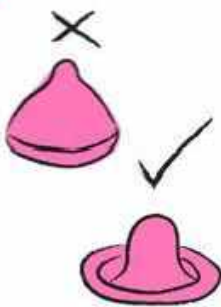
1

Check the expiration date, the packaging, and make sure there are no holes or tears.



2

Carefully open and remove the **external condom** from the package to prevent tearing.



3

Check that the condom is ready to roll down the right way. The condom's rim should appear on the outside so it can be unrolled easily.

4

Place the condom on the head of the erect, hard penis. If intact, you may need to pull back the foreskin first.



5

Pinch air out of the tip of the condom.



6

Unroll the condom all the way down the penis.

7

Before pulling out the penis after **ejaculation**, hold the condom at the base of the penis. Then pull out the penis, while holding the condom in place.



8

Carefully remove the condom, tie it in a knot so **semen** does not come out and throw it in the trash.

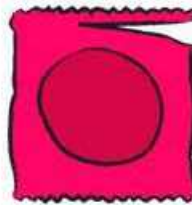
Handout 2 - How to use internal condom

1

Check the expiration date, and that the packaging is in good condition and make sure there are no holes or tears.

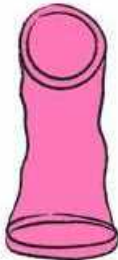
2

Carefully open and remove the **internal condom** from the package to prevent tearing. Internal condoms are extremely lubricated and may be harder to hold and keep a grip of than an **external condom**.



3

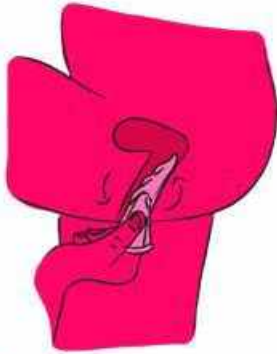
The thick, inner ring with a closed end is used for placing in the vagina or anus and holds the condom in place. The thin, outer ring remains outside of the body, covering the vaginal opening or opening of the rectum.



4

Find a comfortable position. While holding the outside of the condom at the closed end, squeeze sides of the inner ring together with your thumb and forefinger and insert into vagina or anus. It is similar to inserting a tampon or a menstrual cup.





5

Using your finger, push the inner ring as far up as it will go until it rests against the cervix or push as far up into the rectum as far up as you can. The condom will expand naturally and you may not feel it.

6

Be sure the condom is not twisted by inserting your fingers inside the vagina or anus to feel that it is in place.



7

Check that the thin, outer ring is located outside the vaginal opening or anus.

8

Guide partner's penis or adult toy into opening of the **internal condom**. Stop **intercourse** if you feel penis or adult toy slip between the condom and the walls of vagina or anus or if the outer ring is pushed into vagina or anus.

9

To remove, gently twist the outer ring and pull the **internal condom** out of vagina or anus.

10

Throw away **internal condoms** in the trash after using it one time. Do not reuse.

Activity 10 - Draw the changes of puberty

Time	15 minutes
# Of Participants	15 to 25 participants (Age group: 14+)
Materials needed	<ul style="list-style-type: none"> • A4 paper and pens/pencils etc.
Objectives	<ul style="list-style-type: none"> • To understand the different kinds of changes that puberty entails (physical, emotional etc.) • To express the changes that one can feel when entering puberty • To realise the different changes that can have on different people
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Ask the students to create a picture to represent the emotional changes that occur during puberty (explain that this can be any kind of imaginary representation that they have -> a wave, fire, rain, smiley etc.) 2. Ask for volunteers to share their art and explain why they chose the picture to represent the emotional changes.
Tips and discussion	<ul style="list-style-type: none"> • Use this exercise as an introduction to the concept of puberty
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on.

	<ul style="list-style-type: none"> • Breakout rooms • Jamboard or other digital boards
Theory	Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you feel after the activity? • Do you realise how many changes puberty can have on you?
Source	This activity was adapted from the P+rn Conversation project (https://theconversation.org/educators)

Activity 11 - Life changes of becoming a parent

Time	20 minutes
# Of Participants	15 to 25 participants (Age group: 16+)
Materials needed	<ul style="list-style-type: none"> • A4 paper and pens/pencils etc.
Objectives	<ul style="list-style-type: none"> • To stimulate debate about adolescent and unintended pregnancy
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: If needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Place students into groups of 3 to 5 students. 2. Give the instructions to each group to divide their paper sheet into the following categories on: <ul style="list-style-type: none"> • Health • Financial • Social 3. Ask each group to write down a list of changes that occur in one's life pertaining to each category in response to adolescent and unintended pregnancy. For example: <ul style="list-style-type: none"> • Health: It's possible that I will need to go to the doctor more frequently. • Financial: Having a baby will mean having to buy clothes, diapers, and other essentials. • Social: I will not have as much time to meet up with friends. 4. Give groups 10-15 minutes to complete this activity. 5. Once all groups have finished, each group will present their lists.

<p>Tips and discussion</p>	<ul style="list-style-type: none"> • In case the students have come up with only negative consequences, introduce some positive consequences.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 4 - Comprehending Sexual Health of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you feel after the activity? • Do you now realise how a pregnancy can change your life? • Can you think of any other health, financial, or social consequences of unintended pregnancy that we haven't talked about? • Do you think some adolescent parents wish they had been older when they started a family? Why or why not? • What makes a good family for a child and for the parents?
<p>Source</p>	<p>This activity was adapted from the P+rn Conversation project (https://theconversation.org/educators)</p>



Module 5

Culture and Sexuality

Activity 1 – World Map

Time	10 minutes
# Of Participants	Minimum 2 participants (depending on the space)
Materials needed	<ul style="list-style-type: none"> • A room with a space for circulation
Objectives	<ul style="list-style-type: none"> • To help participants get to know each other better. • To introduce participants to interculturality and cultural diversity.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Prepare an open space so that participants can move around freely. 2. Start by standing in a circle. 3. Together, visualize the room as a world map, identifying the cardinal points and gesture to the different continents. 4. Then invite participants to position themselves according to the following questions: <ul style="list-style-type: none"> ○ <i>the place (country) where they were born.</i> ○ <i>the country where their parents were born.</i> ○ <i>the country where their grandparents were born.</i> ○ <i>the country where they would like to live.</i> ○ <i>the country where their family lives</i> ○ <i>the country where they have met their first friend or love</i> ○ <i>the country where the gender roles are the most different to their own, etc</i> 5. Between each question, you can ask them to express themselves, and tell an anecdote or a memory linked to the place.

<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Avoid questions that may be judgmental or reinforce stereotypes (e.g. Which country is the most misogynistic?). Give preference to open-ended questions in which participants express their own stories. • Encourage active listening. • Orientate the activity towards topics linked to emotional and sexual life, here are some suggested questions: "the place where they had their first kiss", "the place where their parents met", "the place where they would like to travel with their best friend, lover, family, etc."
<p>How To Make The Activity Online</p>	<p>This activity may be adapted to the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings • allowing screen sharing • All cameras on. • Jamboard or other digital boards and a picture of a world map to paint over
<p>Theory</p>	<p>Please carefully read Module 5 - Sexuality and Culture of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel doing this activity? • Were there any things that surprised you? • What do you think is the purpose of this activity?
<p>Sources</p>	<p>This activity was proposed and adapted by Élan Interculturel for the LoveAct project.</p>

Activity 2 - Privileges on Demand

Time	30-45 minutes
# Of Participants	Minimum 3 participants
Materials needed	<ul style="list-style-type: none"> • Flipchart • Whiteboard or projector • Internet connection • Big room with the possibility of isolation in small groups • Handout
Objectives	<ul style="list-style-type: none"> • To raise participants' awareness of notions of privilege and discrimination. • To become aware of the differences in the way people are treated, by putting themselves in each other's shoes. • To discuss the types of privilege that are important to them and why they differ from those of other members of their group. • To study and discuss groups that may have limited access to certain resources and the effect this lack of access can have on an individual. • To learn to debate and listen to each other.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Divide the group into small groups of 3-4 people. 2. Explain the group that for the purpose of this activity, we live in a world without the privileges listed in the Handout. 3. Tell them that they need to purchase specific privileges from you: they will all receive between 300 and 900 euros (different amounts for each group) to buy a privilege (each one costs 100 euros) to be marked on their "Privilege card" sheet. 4. As a group, they must decide which privileges to buy discussing for 5 minutes, then come back together with the rest of the big group to share and present the following explanations: <ul style="list-style-type: none"> • How much money they received

	<ul style="list-style-type: none"> Which privileges they chose to buy and why.
Tips and discussion	<ul style="list-style-type: none"> This activity can have many different objectives, many of which can be highlighted in the debriefing. If you want to use the activity to achieve certain learning objectives/outcomes, be sure to focus the debriefing in that direction. The objective of the activity could be seriously compromised if not all students are able to participate fully. So don't hesitate to creatively modify any part of the activity to make it as inclusive as possible.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> A platform that allows online meetings, allowing screen sharing and breakout rooms
Theory	<p>Peggy McIntosh - White Privilege: Unpacking the Invisible Knapsack http://www.amptoons.com/blog/files/mcintosh.html http://www.nymbp.org/reference/WhitePrivilege.p Resources on different forms of privilege from the Canadian Centre for Media Education and Digital Literacy: https://habilomedias.ca/diversite-medias/privileges-medias/formes-privileges</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> How was the activity? How did it feel? Was it difficult to choose which privileges to buy? Which privileges on this list surprised or caught you off guard? Why or why not? Why do you think this activity is called "Privileges for Sale" rather than "Heterosexual Privileges for Sale", "Cisgender Privileges for Sale" or "White Privileges for Sale"? Why do you think we've given the groups different amounts of money? Is there anything you'd like to discuss further or that you found particularly interesting? (If no one responds here, you can, as moderator, remark on a privilege that surprised you when you read the list of privileges you'd like to buy when you read the list you'd like to talk about further). Later, you can show them a video explaining privileges.
Sources	<p>This activity was developed within the Sexpowerment EU project (https://linktr.ee/sexpowerment)</p>

Handout

Privileges on demand - list of privileges

1. As I learn about our national heritage, I'm shown that it was people of my color who made it what it is.
2. I can easily find role models with the same sexual orientation as me.
3. If I find myself in a legally dangerous situation, I can hire a lawyer to make sure my case is heard fairly.
4. Everyday language and expressions reflect my gender (e.g. a mailman; "all men are created equal"; humanity).
5. I am able to kiss/hug/be affectionate in public with my partner without being threatened or punished.
6. I can choose "nude" or "flesh" colored bandages or tights and match them more or less to my skin color.
7. I can freely discuss my relationships with others without fear of being judged.
8. I can walk around my neighborhood at night without legitimate fear for my safety.
9. I can turn on the television or open the front page of the newspaper and see people of my race widely represented.
10. If I'm having a bad day or am in a bad mood, people won't blame my gender.
11. I can worry about racism without being seen as self-serving or selfish.
12. I can dress the way I want without fearing it will be used as a defense if I'm raped.
13. As a young person, I can play sports and participate in other extracurricular activities with my friends.
14. I'm easily accepted by my neighbors, colleagues and new friends.
15. Whatever the season, I can count on being able to fall asleep in a room with a comfortable temperature.
16. I can go to the doctor and make sure he understands my sexual orientation.
17. If I want to send my children to private schools, I have several options.
18. People can guess my sexual orientation.
19. I can walk down a public street without fear of sexual harassment.
20. I'm able to be open and have my partner accepted by my family.
21. My identity is not a sexual fantasy.
22. I can easily find public figures (artists, musicians, singers, politicians, journalists, actors, activists, TV presenters, etc.) with the same sexual orientation as me.
23. I don't need to take any medication to align my body with my identity.
24. I can easily access the care I need for my emotional and sexual health (shrinks, gynecologists, andrologists, etc.).
25. I don't have to admit my gender or sexual orientation to those around me.
26. My sexual orientation is not considered a form of infidelity.
27. I don't need to explain how my sexual relations with my partner work.
28. I don't need to specify my biological sex when I talk to someone about my gender.

29. No one thinks by default that I don't have an intimate life.
 30. I'm not afraid that my partner's family won't accept me because of my ethnic and cultural background.
 31. I can easily find characters (films, cartoons, etc.) of the same skin color as mine, who are happy in their love life.
 32. I'm not afraid of being mugged on my first date on a dating app.
 33. My family has no trouble communicating with my partner's family.
 34. Society doesn't think I'm not capable of raising a child.
 35. I don't have to explain my physical and mental health on the first date.
 36. I can call the police without fear of reprisals.
 37. I have enough money to go where my partner wants to go on vacation.
 38. When I go to the doctor, they listen and don't blame whatever the problem on my weight
 39. I do not have to worry if the place I am going is accessible everytime I go somewhere new
 40. I do not need an assistant with me every time I am doing an administrative procedure.
 41. I do not get assumptions made about me because of my religion or that of my parents
 42. I do not get called names (slut, dirty, deprived, perverted) when expressing my sexual needs or fantasies.
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Activity 3 – Start Stop Continue

Time	30-45 minutes
# Of Participants	Minimum 3 participants
Materials needed	<ul style="list-style-type: none"> • Flipchart • Space suitable to group size
Objectives	<ul style="list-style-type: none"> • To help the group to look back on past events and find resources to initiate change • To build confidence and self-awareness
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Draw the chart in advance (see appendix) on the flipchart or blackboard. 2. Tell participants they have 30-45 minutes to complete the chart from left to right. 3. In the "Start" column, make an inventory of what do we need to start doing? (adjustments that the group as a whole or the individual would be willing to implement right now) 4. In the "Stop" column, take stock of what should we stop doing? (things that aren't useful for the group or the individual, and/or aren't showing results, or are harmful) 5. In the "Continue" column, take stock of what we should continue to do (actions that work well, show results and are perceived positively by the group or the individual) 6. The question to develop is: <i>What can we start/stop/continue to deconstruct stereotypes in both the individual and societal sphere, to prevent racist, antireligious, fatphobia-related sexual stereotypes and discrimination ?</i>

	<p>7. Guide the participants while writing down the ideas in the different columns, during 5 minutes for each column (depending on participants), then continue to the debriefing</p>
Tips and discussion	<ul style="list-style-type: none"> • Before starting the activity, make sure everyone understands what each column (Start, stop, continue) asks to be considered. • To ensure that the retrospective is completed on time, don't forget to announce the time allotted for the whole activity (30 to 45 minutes, depending on the size of the team) so that the group has an idea of how long each discussion will take
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
Theory	<p>Start, Stop, Continue Technique Explained with Examples https://geekflare.com/fr/start-stop-continue-retrospective/</p> <p>A more sophisticated version for large groups: https://docplayer.fr/15869496-5-arreter-commencer-continuer.html</p>
Debriefing	<p>Go over each of the answers proposed, asking the rest of the group if they agree, why, and inviting them to give concrete examples of the actions being said.</p> <p>When all answers have been discussed, ask them to reflect on whether they carry out these actions or not in their daily lives.</p>
Sources	<p>This activity was developed for the SEXPOWERMENT EU project (https://linktr.ee/sexpowerment)</p>

Activity 4 – Social Pictionary

Time	45 minutes
# Of Participants	10 to 15 participants
Materials needed	<ul style="list-style-type: none"> • Colored papers and felt-tip pens • Tables and chairs • Room big enough to welcome 1 table for group of 3-4 people
Objectives	<ul style="list-style-type: none"> • To take account of everyone's biases and stereotypes through drawing • To reflect and understand where these representations come from, deconstructing them. • To differentiate between stereotypes, prejudice and discrimination
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Prepare a list of terms to be drawn by participants, including at least 3 words/concepts on which we all have stereotypes, for example: "family"; "little girl"; "boy"; "woman"; "Arab man", and 1 word on which we don't have stereotypes. 2. Create teams of 3/4 people and invite them to find a space in the room. Then give each team a pile of sheets of the same color and a felt-tip pen. 3. Ask each team to designate a first designer and reunite them all, isolated from the rest, to tell them the first word to be drawn and guessed. Caution: the word/concept on which we have no stereotype will be given to the designers last. Make sure participants are as discreet as possible and whisper. 4. The designer must then get his/her team to guess the word as quickly as possible by drawing it. He/she is not allowed to speak, write, gesture or even draw symbols or numbers. The

	<p>rest of the team must only suggest answers and may not ask questions.</p> <ol style="list-style-type: none"> 5. The group who guesses first must raise their hand to be identified by the facilitators. Depending on the number of teams, award points in ascending numbers. For example, for 4 teams: the first team to guess scores 3 points, the second 2, the 3rd 1 and the last 0. This makes it possible to rank the teams at the end. 6. Repeat the operation several times, proposing different individuals or socio-cultural groups to draw. End with a word for which you think your group doesn't share a common representation (and therefore, no stereotype around this word). For example, the term "white man". This term is a good entry point to the racial (and intersectional) perspective and the fact that white people are not named, perceived as a racial group. They therefore have the privilege of being the norm, omnipresent and never questioned. 7. Once finished, display the drawings side by side (the four versions of each drawing). The aim is to show that for ALL the first terms, they all or almost all represented the same thing. 8. Ask participants to think about where the similarities and differences in the drawings come from. Ask them whether the images reflect reality or not. 9. Introduce the concept of "stereotype" in the debrief.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Find out in advance about the concepts to be highlighted by the words drawn (stereotypes, systemic discrimination, racism, social norms, especially the idea of whiteness). • The limited time and no words make people resort to stereotypes, as we use them to communicate quickly. However, be careful not to use words associated with overly violent stereotypes. Example: words that directly concern group participants. • If, among the words you select, you want to stress racial prejudices, you may want to use black paper and white markers to see how the drawing and its interpretation will change. • Explain the meaning of the terms migrant, immigrant, emigrant • It can be played, through the selection of specific words, with any stereotype: tourists, bisexual couples, migrant people. • You may want to continue the activity with an associated list of sentences to be shown by the end of the activity, asking to choose if it's discrimination or not. • Participants were instructed to guess a word as quickly as possible without using language, so they had to rely on shared representations to succeed, these shared representations are

	<p>stereotypes. It's normal to have recourse to them when you have to communicate and think fast, which is often the case. When there are no stereotypes about a population, it's harder to make them guess, because they're considered the norm and don't need to be named. That's part of the privilege of non-oppressed groups. Their characteristics are "invisible".</p>
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • All cameras on. • Breakout rooms • Jamboard or other digital boards
<p>Theory</p>	<p><u>Stereotype</u>: A false belief often shared collectively and internalized in the collective consciousness. Stereotypes are expressed by the exaggeration or extrapolation of several characteristics attributed to certain social groups. They are easily conveyed and established as general truths.</p> <p><u>Prejudice</u>: Unsubstantiated appraisal, judgment and/or opinion about social groups, a community, a culture or a religion.</p> <p><u>Discrimination</u>: Unfavorable treatment attributed to one or more people because of their supposed group affiliation, aimed at their exclusion. According to sociologist Véronique de Rudder, discrimination is "the application of different and unequal treatment to a group or community, based on a trait or set of traits, real or imaginary, socially constructed as a stigma". Also, the discriminations can multiply when someone belongs to more than one oppressed group. For example, discriminations suffered by a white woman are different from those suffered by a non-white migrant woman.</p> <p><u>Systemic discrimination</u>: Discrimination is said to be systemic when it is cumulative, recurrent and historically constructed. It can occur at several levels: individual (micro), collective (mezzo) and/or institutional (macro/structural). In this way, a systemic approach to discrimination is based as much on social relations (sex, gender, race, etc.) as on social relations between individuals. For example, systemic discrimination at institutional level is the difficulty women have in gaining access to positions of high responsibility.</p> <p>Edith Salès-Wuillemin. Categorization and stereotypes in social psychology. DUNOD, pp.365, 2006, PsychoSup. ffhalshs-00596051e (available online at https://shs.hal.science/halshs-00596051/document)</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask participants:</p> <ul style="list-style-type: none"> • What was the word? How did you represent it? Do you see any similarities between your drawings? Why or why not? • Is there a way the words could have been represented differently? Would they have been harder to guess? Example: <i>a</i>

	<p><i>family doesn't necessarily mean a dad, a mom and two kids, but if we'd put a dad and a kid, would we have guessed as quickly? Why was it harder for the last one?</i></p> <ul style="list-style-type: none"> • Do you know the difference between stereotypes, prejudice and discrimination? • Propose sentences to participants and ask them which category they fit into. Ex: Asian women are gentle (stereotype), I refuse to rent my apartment to a homosexual couple (discrimination), black people are tougher (stereotype), homosexuals are too exuberant (prejudice), it's harder to find a dental dam than an external condom (systemic discrimination).
<p>Sources</p>	<p>This activity was developed by Brulant-e-s within the SEXPO project (https://linktr.ee/sexpowerment)</p>

Activity 5 - Relationships and culture (card game)

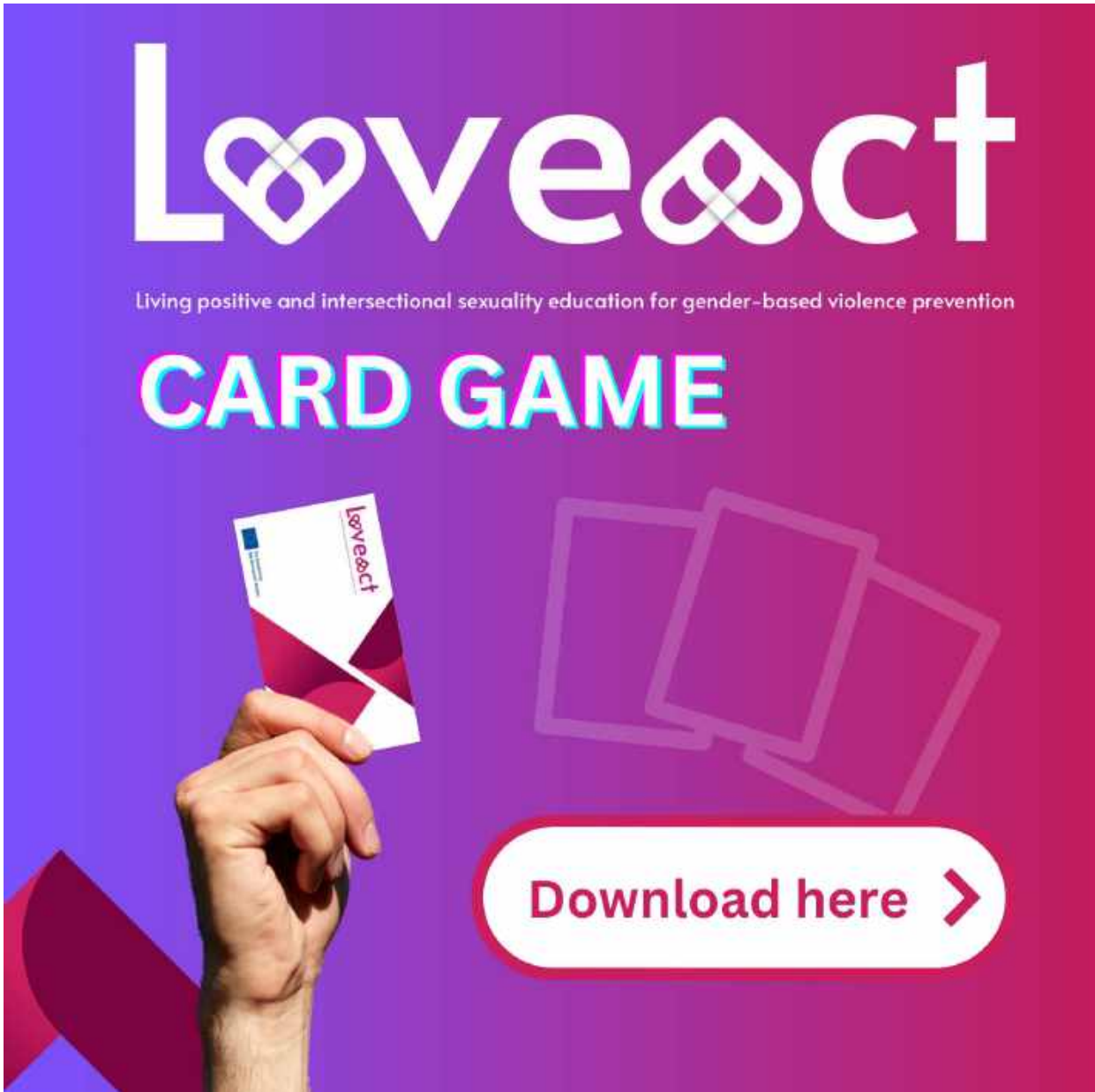
Time	45 minutes
# Of Participants	At least 3 participants
Materials needed	<ul style="list-style-type: none"> • Set of cards (3 sets of 22 cards) [Handout] • 3 x 3 empty tables • Whiteboard or flipchart • Enough space to move/walk around, or a bigger room • At least 1 facilitator per group (3)
Objectives	<ul style="list-style-type: none"> • To show different ways of living a relationship, underlying how cultural aspects may influence it. <ul style="list-style-type: none"> • To empower the group to discover their path, to stand to their needs, what is important for them and to speak up for themselves
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ul style="list-style-type: none"> • Preparation <ol style="list-style-type: none"> 1. Build 3 rows of 3 empty tables that should touch each other on the short side. Leave enough space to move around between the 3 rows of tables. Ideally the rows of tables should create an open “U” form – 2 table rows are parallel to each other and the other table row is parallel to the board. 2. Mark one side of each row with a poster saying “beginning of the relationship”, the other end is marked with the sign “consolidated relationship”. 3. Divide the class into 3 groups and assign each group to one table and place them by the sign saying “beginning”.

	<p>4. Divide the cards (3 x 22 cards), shuffle them and put them turned down near the beginning sign on the table.</p> <ul style="list-style-type: none"> ● Instructions for the activity <ol style="list-style-type: none"> 1. Tell the participants that the cards they are holding are “steps” of a romantic relationship, and that, talking with their groups, they need to make a path of what they feel it could be a relationship (starting at beginning and ending at consolidated) . 2. Mention a few examples from the cards (p.e.: “holding hands in public”, “marriage” and “seeing each other naked”) so that the activity gets more clear and the participant can picture the topic. 3. Explain that they are not forced to use every card. They can swap cards inside each group or give the cards to another participant as well. 4. Highlight that there are no good or bad answers, and encourage them to debate among the groups in a respectful way, acknowledging their classmates' differences. 5. Tell them that before they change the order of a card placed by a teammate, they should explain why. 6. To ensure a peaceful debate, you can make examples such as: “since I come from a conservative family, for me X will be at the end of the path”, “the way my parents are I would not be allowed to do this until X”, “I believe this should be there because of my culture, my family, my religion, my ideology, etc” 7. Make sure each group has a facilitator to ensure respect and mediate in case of need. 8. They have 15 minutes for this part 9. Once the first part is finished, the groups will change tables and take a look at other paths made by the other participants. They should compare them and express the differences and similarities. If they have questions, they can ask other groups that will choose whether or not they want to answer. 10. They have 15 minutes to look at other paths and comment on them.
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<p>Tips and discussion</p>	<ul style="list-style-type: none"> ● Start a discussion round - ask the students (if they want) to share 2 comments about their path or other groups' path (what were the similarities or differences with their beliefs or contexts, what stood out the most, etc.) and whether they felt easy to agree with their teammates and reach a conclusion. While doing this, refer to the expressions you collected on the board or flipchart and connect them with the questions. ● Ask the participant what the conclusion of this activity could be. They should come to the main conclusion, that there is no "right and correct" path of a relationship. Every person has different expectations, values, attributes, cultural and religious backgrounds and education. This influence is forming their path of a relationship. So they need to find their own fitting counterpart. People need to respect different paths of a love-relationship, because they want other people to respect their path as well. If they don't come to this conclusion by themselves, guide them to this direction by giving examples, information and/or hints. ● To have more space to move and to walk around and to reach more efficiency of the task, the activity can take place in a bigger room (if possible) For the Debriefing, listen to the discussions of the groups and write the most important, meaningful and significant comments anonymously on the board or on a flipchart – pay attention to expressions regarding to religion, cultural background, diversity, individualism (p.e.: "because of my religion I want first to marry before having sex" or "in my culture, kissing on the first date is okay"). The mentioned phrases have nothing to do with "right or wrong" but they might show a diverse and individual picture of the expressions the participant makes on the board or flipchart. ● Pay attention that the discussion between the participants stays respectful, reminding the participants to stay open and not to be judgemental. ● For aromantic, asexual and polyamorous people: mention at the start that this activity focuses on romantic relationships but that it can be interesting for them to see the different paths of an exclusive love relationship. If they want they can contribute themselves and their point of views. ● The goal of this activity is to make participants realise that there is more than one way to imagine a relationship. Encourage them to question the origin of the differences in choice observed between them, and ask participants about the different reasons they have heard among other
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	<p>participants - that would explain the different relationship paths that got chosen.</p> <ul style="list-style-type: none"> • Encourage them to give specific examples to support the different factors. • The religious factor, which often influences the intimate lives of believers, is likely to be mentioned. The family is also an upbringing factor: family models, how do parents work as a couple, peers in general (family, friends, lovers, etc.) have a major influence. Also, while the influence of cultural representations isn't always made explicit by the participants, it is important to keep in mind the existence of this influence on young people and especially on the way they perceive their love lives: films, TV series, books, songs, etc. The religious, familial, social and cultural dynamics shape peoples, particularly in their approach to relationships. Bring up certain points that you've noticed during the activity, and which have not been mentioned, or haven't been poorly developed by the participants during the final discussion. • For example, encourage them to consider the question of gender, and the differences observed, even within the same cultures, religions or cultural bases in general. • Remind participants that the way they see their relationships is not set in stone, but can and will evolve over time
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing and breakout rooms • Jamboard or other digital boards • Kahoot
<p>Theory</p>	<p>Please carefully read Module 5 - Sexuality and Culture of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Did you feel comfortable? • Did you like the activity? • Do you think the debate was interesting?
<p>Sources</p>	<p>This activity was developed by Robin Kindler, Carla Johannes and María Alonso of Élan Intercultural within the LoveAct project</p>

Handout



The graphic features a purple-to-pink gradient background. At the top, the word "Loveact" is written in a large, white, sans-serif font with heart-shaped cutouts in the letters 'o' and 'e'. Below it, the tagline "Living positive and intersectional sexuality education for gender-based violence prevention" is written in a smaller white font. The words "CARD GAME" are prominently displayed in a large, bold, cyan-colored font with a white outline. On the left, a hand is shown holding a white card with a red and white geometric design and the "Loveact" logo. To the right of the hand, there are three faint, overlapping outlines of cards. At the bottom right, a white rounded rectangular button with a red border contains the text "Download here" followed by a red right-pointing arrow.

Loveact

Living positive and intersectional sexuality education for gender-based violence prevention

CARD GAME

Download here >

Activity 6 - Silhouette

Time	30 minutes
# of Participants	Maximum 10 participants
Materials needed	<ul style="list-style-type: none"> • 1 big paper roll • Markers
Objectives	<ul style="list-style-type: none"> • To start a conversation on the relationship with our own body image and its perception. • To challenge body ideals and norms by reflecting on their own body in a collective representation. • To open a conversation on fat and racialized bodies, raising awareness on existing taboos.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.

<p>Instructions Step By Step</p>	<ol style="list-style-type: none"> 1. Put the big paper on the ground with the different markers. 2. Ask one volunteer to lay down on the paper with arms and legs outstretched, while other participants draw the Silhouette of the voluntary person on the paper (being careful to not touch the clothes or the intimate zones of this person). Then the voluntary person can stand up. 3. Tell participants to give the Silhouette a name: it should be a gender neutral name and a name that does not exist in the group (e.g. “Alex” or “Kim” or “Sasha”). Mention that this person is neither male nor female. 4. Ask participants to mark with 2 different colors, all together on the same silhouette, the zones they feel and do not feel comfortable to be touched by others. Important zones that should be mentioned and marked are: hair, mouth, cheek, neck, breasts, arm, hand, waist, belly, the back, penis, vagina, popo, upper legs, feet. 5. Tell them that: <ul style="list-style-type: none"> ● They don't need to mark any zone if they don't want to. ● There are no good or bad decisions. ● To debate among the groups in a respectful way, acknowledging the group differences. ● They can ask all the time for advice or pose questions if something is unclear.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> ● Make participants aware of the fact that everybody's body is unique, has individual comfort and taboo zones, and what we like or do not like of ourselves may differ from others' opinions. ● At the same time, stress that we cannot feel body positive all the time: the forces that shape the image of ourselves go beyond our own will, away from the concept of self-love and much more on systemic oppression: remember to be kind with ourselves. ● To ensure a peaceful debate, you can make examples such as: “for me X is a really intimate part of my body, I will mark it red.”, “I feel comfortable when someone is touching me in this area, so I want to mark it green.” ● Pay attention that the discussion between the participants stays respectful, reminding the participants to stay open and not to be judgemental. ● Encourage them to question the origin of the differences in the choices they made on how to represent their preferences on the silhouette: do they see an impact played by media or society mainstream representation?

	<ul style="list-style-type: none"> • Bring up certain points that you've noticed during the activity, and which have not been mentioned, or haven't been poorly developed by the participants during the final discussion, for instance on the topic of body representation.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing. • Jamboard or other digital boards, allowing drawing.
Theory	<p>Please carefully read Module 5 - Sexuality and Culture of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel during the activity? • Which are the main messages emerging from our common silhouette? • Do you find the discussion raised interesting?
Source	<p>This activity was developed by Élan Interculturel and CESIE within the LoveAct project.</p>

Activity 7 - Whole body portrait

Time	45-60 minutes
# of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Big (body-sized) sheets of paper or A3 papers • Markers, crayons or paint
Objectives	<ul style="list-style-type: none"> • To explore how the participants feel about their body, bodily sensations, use of the body, memories in the body; • To create a link between activities; participants are encouraged to work on their po
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Invite participants to draw an outline of their body on a big sheet of paper and then indicate what they like or dislike about their body by noting it on their body portrait. They can use colors or words in the drawing or any creative means to express their thoughts and feelings on the paper. 2. Tell them not to think too much and to just follow their feelings. 3. After 10-15 minutes of individual work, create small groups of 3 or 4 and invite participan

<p>Tips and discussion</p>	<ul style="list-style-type: none"> • To debrief, you may want to connect this exercise with the map of intimate relationships – asking participants for their impressions, what connections they see. Keep the focus on body sensations and discuss with participants how our everyday life experiences or our relational situations are all embodied experiences as well. You may want to explain a little bit about embodied self-awareness which exists prior to language and does not require language for its expression. • You may want to work with issues such as diversity (age, gender, nationality, social status, skin colour, etc.) or power positions. You can invite participants to indicate on their body map where the following are located: vulnerability, sensitivity, strength, power (empowerment or oppression), and how those are connected to intimacy / sexuality. • You can invite participants to experiment with what happens if they try to indicate with colors where in their body they feel their strength? Or their skin color? • There might be participants reluctant or shy to draw, and who say that they are not good at drawing. Encourage participants by saying that there are no artistic requirements, no expectations and no competition – the aim of this exercise is to express yourself in another way. Drawing the body outline first can help to get less experienced or shy participants started. It is also encouraging to say that they can continue drawing later, completing their portraits at home or during the rest of the training days. • If some participants question the aim of this method, saying that it is “too childish of this method, saying that it is “too childish”, you can say a few words about the importance of embodied self-awareness. Encourage participants to get in contact with their inner child.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • All cameras on • Breakout rooms • Jamboard or other digital boards.

<p>Theory</p>	<p>Please carefully read Module 5 - Sexuality and Culture of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask participants:</p> <ul style="list-style-type: none"> • Are we aware of how we notice our body at school, work or during leisure activities? • Does it make a difference if we talk or think about a situation or if we try to describe it with body sensations like pain, warmth, tingling, etc.? • Are we aware of stress or tension in our hands, arms, back, belly, neck, legs or anywhere else as we work, or when we're with a friend or a family member? • What kind of body sensations do we remember from our past? Invite participants to explore their body portraits – play a bit with the possible interpretation
<p>Source</p>	<p>This activity was developed within the ISEX project (https://isex-project.eu).</p>

Activity 8 - Circle of movement

Time	30 minutes
# Of Participants	10 to 20 participants
Materials needed	<ul style="list-style-type: none"> • A room with enough space to stand in a circle • Blindfolds (towels, pullover, scarfs, ...)
Objectives	<ul style="list-style-type: none"> • To reflect on the impact of stereotyped views on people's lives. • To talk about intersectionality and question the thematic of sexual racism and the intersectional racism-sexism dynamic that exists and affects many young people while they are shaping their sexuality. • To raise awareness on how people can receive sexist and racist sexual remarks for their external appearance thus maybe not be perceived as individuals but put into categories and prejudice patterns.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Tell participants to create a circle with 2 arm length distance to both sides between the participants, and that they should stand straight, feet together and arms on the side of their body (I-shape). 2. Explain to them that you will read out loud some statements, one after another, if the mentioned statement concerns them, and if they feel personally addressed or if it shows similarities to their world, they should make an individual movement of their body (p.e. move one leg away from the other, raise your elbow, bend your knees, go on one knee, stretch out the arm to the front). Suggest that they wear

	<p>blindfolds, to make them feel more comfortable to take decisions free from the others' judgements.</p> <ol style="list-style-type: none"> 3. Start reading the statements listed in the Handout and remind them that after every statement, they should add certain individual movements, until arriving at a final individual pose in the end (they should not return to their initial I-position after each statement). 4. Remind them that they can decide over the intensity of the movement, as long as it is visible compared to the initial I-position. The movement should agree with the degree of affirmation of the statement. 5. Add that if they don't want to reveal themselves to a statement, they don't need to make a move. 6. After reading all the statements, tell them to take off the blindfolds, go back in their final pose, observe each other's poses for a while, and memorize the global picture of all poses.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Start a discussion asking participants if they want to share comments of their own or others' final position (where and when they did a strong and big movement, why they decided to make this certain movement, what were the similarities or differences, what stood out the most, etc.) and whether they felt easy to construct a movement/pose to each statement or not. • Ask the participants what the conclusion of this activity could be. Mention that some people (stay anonymous) made bigger gestures than others, and some even hesitated to make a gesture. • Put the attention on the fact that their physical destabilization compared to their initial positions is symbolic of a real destabilization about how existing stereotypes, categorizations, prejudice, racism and sexism may overshadow them as individual persons: many individuals can be destabilized by those remarks! People need to stop thinking in these patterns and to see the individualism and diversity of people. • Stress the concept of intersectionality and how people may suffer from sexist and racist sexual discrimination. • Make clear that such discrimination may affect many young people while they are shaping their sexuality: they create doubts, insecurities and fears, such as the fear of being invalidated by others. Some people, whose bodies are fetishized, can feel like others are not considering them for who they are but rather for what they can represent - their origins being eroticized.

	<ul style="list-style-type: none"> • Place yourself in the middle of the circle to get heard and to have the possibility to turn around (360°) to address all participants. • If participants are coming too near to each other and they could possibly disturb each other, you can correct their position by talking to them or by touching them (asking for permission). • Follow the affirmations without asking them about their movements to create a flow and to maintain anonymity.
How To Make The Activity Online	Na
Theory	<p>To deepen this discussion, you may want to explore some key concepts such as:</p> <ul style="list-style-type: none"> • “Self-fulfilling prophecy”: the process by which a person’s expectations about someone can lead to that someone behaving in ways that confirm the expectations. For instance, on racial and gender stereotyping and discrimination: if a person has certain expectations for a person of a certain gender or race, they will treat them accordingly, which might position this person in a place fitting of the stereotype they’re believed to fit under. • “Stereotype threat”: the concern that one’s actions may fulfill a negative cultural stereotype of one’s group. Such concerns may, paradoxically, lead to the fulfillment of those stereotypes. • The “Andorra Effect”: people often adapt to the judgments and assessments of their social environment, regardless of whether these are correct or not. The effect describes a form of self-fulfilling prophecy, as a person behaves over time exactly as was predicted all along and probably would not have done so without this prediction.
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel during the activity? • Which are the main messages emerging? • Do you find the discussion raised interesting?
Source	This activity was developed by Élan Interculturel within the LoveAct project.

Handout

- "I've never been attracted to a black/asian/white/latina woman/man before!"
 - "You're so exotic!"
 - "Your chocolate/caramel skin is so sexy!"
 - "I have a thing for women with bigger lips, bigger bum and curvy hips!"
 - "Black men have a long penis"
 - "Black men want to have sex all the time!"
 - "Asian men have a small penis!"
 - "Latin/black men are good in bed because they have rhythm in their blood!"
 - "White men are boring in bed because they don't have a feeling for rhythm!"
 - "Black women are aggressive, not gentle and always want to have sex"
 - "Because my mother is Chinese, they ask me if she gives massages"
 - "People think that since I am an East Asian man, I am feminine and I am not good for sex"
 - "Asian women are submissive in relationships and sexual interactions!"
 - "I have the yellow fever!" to be sexually attracted to east Asian people
 - "I am of Algerian origin and (non Algerian/Arab/Muslim) people have always been curious as to whether I was going to put the Hijab or not"
 - "People think that because I am "an Arab" I won't treat women well or that I am violent"
 - "I want to marry someone of my religion so I do not have to renounce to it"
 - "In my religion, you HAVE to get married"
 - "For me, it is really important that the woman I marry has not been (sexually) touch by any other man before, because it is what my religion dictates"
 - "Having sex before marriage is a sin/forbidden"
 - "It is like if you have sex you lose some kind of value as a girl/woman"
 - "So your family must be really homophobic/biphobic/transphobic right?"
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Activity 9 – Intercultural perspective

Time	20 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • Computer • Projector • Set of different pictures
Objectives	<ul style="list-style-type: none"> • To learn different aspects of sexuality in different parts of the world. • To become aware of the cultural diversity present in different societies. • To open our minds and create a wider imagination. • To have a better understanding of how sexuality and related topics are treated all over the world. • To realize that we live in multicultural societies with different backgrounds and conceptions about sexuality issues.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.

<p>Instructions Step By Step</p>	<ol style="list-style-type: none"> 1. Project different pictures, showing a series of situations in Europe (i.e. 2 men holding hands; a woman menstruating; a trans person; a person buying condoms, a family with 2 fathers or 2 mothers, etc.). 2. For each picture, the facilitator will create a debate asking if these situations are the same in every part of the world. 3. Project different pictures from other parts of the world (i.e: a poster indicating that women menstruating cannot access a temple in India, a women wanting to get an abortion in a country where it is forbidden; child marriage; femicide; a country that bans LGBTQIA+ relationships, etc) 4. Discuss about the different conceptions of sexuality according to each part of the world
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Remember that these topics should be always addressed with respect. • Encourage people from different origins to share their experiences and knowledge on how sexuality topics are treated in their countries of origins. • Foster an understanding of cultural differences from a human rights and sexual rights’ framework.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings. • Screen sharing.
<p>Theory</p>	<p>Many education systems in Europe have been designed from a eurocentric perspective and hence the contents treated in the various subjects sometimes are limited to showing only European realities. In Biology, for instance, we cannot see others but white bodies, in Social Sciences we do not study other cultures as much as the European one or the one from our own country, and so on. For this reason, it is interesting to show pictures containing different realities in different countries. This helps to open our minds and realize that the way we live in our country, the way we act or how we think is not the only valid one.</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • What has been the most surprising aspect that you have learnt in this session? Why? • Were you aware of so many differences? • Why do you think that it is important to learn about how sexuality matters differ according to each society? • Why is it important to understand sexuality from a human rights and sexual rights’ framework?

Sources	This activity was developed by Alba Gómez Gil within the LoveAct project (www.thegendertalk.eu)
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Activity 10 - Reality vs. Fiction

Time	45 minutes
# Of Participants	10 to 30 participants
Materials needed	<ul style="list-style-type: none"> • Large paper or whiteboard • Markers • Small slips of paper or index cards • A bowl or container
Objectives	<ul style="list-style-type: none"> • To differentiate between the portrayal of relationships and sex in pornography and real-life expectations. • To foster a safe environment for open discussions about the influence of pornography. • To understand the differences between online and real dating. • To educate participants about the potential risks and benefits of online dating. • To provide tools and strategies for safe online dating experiences.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Begin with a brief introduction about the prevalence of pornography, portrayal of relationships in today's digital age. 2. Ask participants to anonymously write on slips of paper any questions or statements they have about pornography, intimate relationships, online dating. 3. Collect the slips and shuffle them. Draw one by one and read them out, fostering a discussion for each.

	<p>4. On a whiteboard or large paper, create two columns:</p> <ul style="list-style-type: none"> ● "Pornography" ● "Reality" <p>(or "Safe" and "Unsafe")</p> <p>5. As discussions progress, note down key points in the appropriate column.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> ● Summarize the activity with reflections on the differences and the importance of distinguishing between media portrayal, virtual life and real life. ● Encourage open-mindedness and non-judgment. ● Respect privacy: participants should only share what they're comfortable with. ● Always be sensitive, as the topic can be triggering for some.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> ● A platform that allows online meetings, allowing screen sharing ● Jamboard or similar online whiteboards.
<p>Theory</p>	<p>Please carefully read Module 5 - Sexuality and Culture of the LoveAct Digital Guide</p> <p>Additional resources on pornography: https://www.esafety.gov.au/parents/issues-and-advice/hard-to-have-conversations https://www.internetmatters.org/resources/teens-and-online-dating-advice-hub-for-parents/online-dating-teens-experiences/</p>
<p>Evaluation</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> ● How does the consumption of pornography influence one's expectations of relationships and sex? ● What are the potential consequences of not distinguishing between pornographic content and reality? ● How can we promote healthier, more realistic attitudes towards relationships and intimacy? ● What are some red flags or warning signs when online dating? ● How can one maintain privacy and safety when meeting someone from an online platform in person? ● How has your perception of relationships been influenced by media, including pornography and online dating apps?

	<ul style="list-style-type: none"> • What are some potential dangers or misconceptions one might encounter when conflating media portrayals with real-life relationships? • How can individuals ensure that they maintain a healthy perspective on relationships despite the influences of the media? • In what ways can online dating be both a beneficial tool for connection and a potential source of misrepresentation? • How can we promote open communication, understanding, and consent in relationships, especially in the context of influences like pornography and online dating?
Source	The Porn Conversation - https://theconversation.org/

Activity 11 - Porn literacy

Time	15 minutes
# Of Participants	At least 4 participants (16+)
Materials needed	<ul style="list-style-type: none"> • Video
Objectives	<ul style="list-style-type: none"> • To learn about porn as an enjoyment but not as a educational tool • To learn about unrealistic aspects of porn
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Watch this commercial as a class. 2. Have students divide into groups of 4. 3. Write down the five key questions of media literacy on a piece of paper: <ul style="list-style-type: none"> • Who created this message? • What creative techniques are used to attract my attention? • How might different people understand this message differently? • What values, lifestyles, and points of view are represented in, or omitted from, this message? • Why is this message being sent? 4. Discuss as a group what were the interpretations of the commercial and write down answers to each of the five key questions of media literacy
Tips and discussion	<ul style="list-style-type: none"> • Don't assume that students have or have not seen porn! • Use the term "free online porn" instead of pornography or mainstream pornography, and define them as the most easily

	<p>accessible pornography on the internet. It is found on websites where you can access unlimited amounts of adult content for free. Whether intentionally or not, for many, it is often one’s first exposure to sex. The main purpose of free online porn is to entertain, not to educate. While consumers of free online porn can get real pleasure from watching it, what is displayed in it often creates a fantasy rather than sexual outcomes that are realistic. Most free online porn leaves people of all ages, genders, and sexual orientations with a misunderstanding of what sex and respectful relationships look like. It’s very common to be exposed to free online porn whether it is sought out intentionally or accidentally coming across it.</p> <ul style="list-style-type: none"> ● Refrain from using negative or positive porn commentary to create a shame-free environment ● Encourage students to become more critical of the messages free online porn sends. ● Review the facts vs. the fiction of free online porn. ● Examine ways in which one can reflect on their relationship to free online porn. ● Explain that in free online porn, they may notice some body types: large penises, perfectly symmetrical breasts, surgically modified vulvas, and no body hair. This image encourages people who watch it to seek this body image for themselves or their partner. It can add a lot of unnecessary pressure and is not realistic! All bodies, no matter the shape, size and ability are worthy of love and pleasure. ● Explain that in free online porn, they may notice consent does not play a large role in the scenes: but we are able to create our own boundaries on what feels good or not. Everyone has the right to have their boundaries respected. With every partner, there must be communication and consent present before, during, and after sex. ● Explain that unlike what we see in porn, sex does not always have to include penetration and end in an orgasm. Sexual behaviors vary and communicating with a sexual partner and asking for and giving consent is the only way to have pleasurable sexual experiences ● Explain that in free online porn, they may notice tags and titles used to describe BIPOC performers and the films they are in are often racist. There exists a lot of racial terms and hate speech in free online porn that perpetuates harmful stereotypes and behaviors towards BIPOC. Every person, no matter what race, is deserving of love and pleasure ● Explain that in free online porn, we don’t see the reality of safer sex practices used during or before sex, such as contraceptives.
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	<p>STI testing, the use of contraceptives and barrier methods like internal and external condoms are a critical part of being a sexual citizen.</p> <ul style="list-style-type: none"> • Explain that in free online porn we will notice that many films are shot from the male gaze, meaning, the women in porn are depicted as tools of the men’s satisfaction as both the viewer and the sexual partner in the film. Women are just as worthy of respect and pleasure as men. This is also true in relationships, whether they are sexual or not.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • All cameras on • Breakout rooms • Jamboard or other digital boards.
<p>Theory</p>	<p>Please carefully read Module 5 - Sexuality and Culture of the LoveAct Digital Guide</p> <p>Additional resources on pornography: theconversation.org</p> <p>https://www.esafety.gov.au/parents/issues-and-advice/hard-to-have-conversations</p> <p>https://www.internetmatters.org/resources/teens-and-online-dating-advice-hub-for-parents/online-dating-teens-experiences/</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • Can you notice how different people receive different messages from the same type of media? • Can you think of just as in this activity, we can be critical consumers of free online porn and the messages it sends? • What are some messages free online porn sends about bodies? • What are some free online porn sends about consent and boundaries? • What are some messages the free online porn sends about sex? • What are some messages free online porn sends about racism and the fetishisation of Black Indigenous People of Colour (BIPOC)? • What are some messages free online porn sends about safer sex practices? • What are some messages free online porn sends about women?
<p>Source</p>	<p>This activity was taken from The P*orn Conversation (https://theconversation.org/).</p>

Activity 12 - Me & my mirror (self-portrait)

Time	60- 90 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> • A room with enough space • One mirror per participant (or selfie function of smartphones) • Smartphones to make videos
Objectives	<ul style="list-style-type: none"> • To explore presence, relation with ‘presented’ self, explore self-judgment, enhance awareness of the embodiment of feelings and emotions, learn to communicate feelings, emotions, exploring intimacy
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. As a warm-up, ask participants to close their eyes, feel their body, and keep breathing. 2. Ask participants individually to take a mirror (or their smartphone, selfie mode) and look at it: ask them to explore their face without saying anything; to start telling themselves what they see, and then to tell loudly everything that comes to their mind, including what they feel at that moment. 3. Ask participants to make pairs and sit facing each other silently, trying to keep eye contact. One member of the pair tells the other what they see in that moment (about their partner B).

	<ol style="list-style-type: none"> 4. Then, the same person must tell the partner everything they saw in the mirror about themselves, while the other keeps silent. Ask to do the same with the other member of the pair. 5. Ask participants to do a second individual exercise, making a video of themselves facing the camera, in which the first 1 minute has to be total silence, while the next 1 minute they must tell how they feel. 6. Now, ask participants to watch back their videos and write down a few words that come to their minds, then to go back to the same partner again and let your partner watch the video. 7. Ask pairs to share what they see, how they feel watching the video of their partners, and share experience of the activity.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • You may want to explore the feelings with participants, how they felt within different aspects of this activity.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • All cameras on • Breakout rooms • Jamboard or other digital boards.
<p>Theory</p>	<p>Please carefully read Module 5 - Sexuality and Culture of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How did you feel during the activity? • What have you learned from this personal exploration?
<p>Source</p>	<p>This activity was developed by The Porn Conversation project</p>

Activity 13 - Intersectionality

Time	60 minutes
# Of Participants	At least 2 participants
Materials needed	<ul style="list-style-type: none"> • A room with enough space to sit in a circle • Cushions, comfy chairs, etc to have a nice talk while being comfortable • A video projector or speakers • Drawing (in the handout) printed or projected in the board • Videos with testimonies (can be used the ones in the handout, but it is recommended to search videos of people who explain the multiple discriminations that they suffered in the local language and context of participants) • Printed translated testimonies of discriminations in case the videos are not in the local language
Objectives	<ul style="list-style-type: none"> • To help understanding the concept of intersectionality, and how people suffering don-t have an addition of discriminations, but instead suffer a type of discrimination that is particular. • To sympathize with discriminated people • To identify discriminations in the day to day lives and not only in extreme cases such as murder
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<p>0. Before starting, we recommend that you search the testimonies from your local context and in your local language, if you do not find them or not have the time, you can use the ones we give you</p>

	<ol style="list-style-type: none"> 1. Place the group in an informal circle, sitting comfortably on sofas, cushions, rugs, etc. 2. Play the testimonies (or if not possible, read them) from the Handout and ask them to identify which discriminations were each of the characters subjected to. 3. Explain each of the discriminations (see the glossary of module 5) leading to the concept of intersectionality as (not an addition, but) the discrimination of people belonging to more than one oppressed group. For example, black women suffer from both racism and sexism, but it does not mean the addition of racism and sexism (1+1), but a discrimination affecting them specially, called black misogyny.
<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Remember to be aware of triggers when choosing the extracts. • Choose extracts containing a variety of discriminations (islamophobia, racism, sexism, antisemitism, adultism, ableism, ageism..etc)
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing • All cameras on • Breakout rooms • Jamboard or other digital boards.
<p>Theory</p>	<p>Please carefully read Module 5 - Sexuality and Culture of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask participants to:</p> <ul style="list-style-type: none"> • Comment on what they heard; • Share (if they feel like it) situations they have experienced or observed that are similar. <p>Use the intersectionality wheel drawing (Module 5) to help them understand</p>
<p>Source</p>	<p>This activity was created by Salomé Darrigrand and María Alonso within the LoveAct project. (www.thegendertalk.eu).</p>

Handout

Testimonies:

Testimony 1 ([link](#), 1:57 to 2:50): islamophobia and sexism:

FR: “Un jour, j'avais postulé pour un job étudiant et tout, bref, donc je pars à l'entretien et puis, euh, un moment je donc il me dit comme quoi le voilier il était pas autorisé, donc moi je lui dis ok et puis j'essaie un petit peu de savoir pourquoi je lui dit Ah bon, comment ça na na? Il m'a dit oui par risque de faire peur aux clients et cetera.

Et du coup voilà enfin (et donc tu n'as pas été acceptée pour ce job?) bah si au début il l'a forcé pour que il m'a dit Je peux accepter quelque chose qui ne se voit pas, éventuellement Nana na na na Puis après j'ai travaillé vingt quatre heures en mode turbante, puis après je suis partie (pour quoi tu es partie?) puisque tu risques de faire peur à certains clients je l'avais regardé à travers de la gorge et du coup ben je me suis dit qu'est ce que je vais rester pour de l'argent? Je peux trouver autre part. Enfin c'est pas ça, au contraire peut-être que ça va m'ouvrir d'autres portes Et du coup ben je suis partie”

EN: “One day I applied for a student job and well, I go to the interview and at some moment he tells me how the hijab was not allowed, so I tell him okay and I try to know a little bit more like why? how it is forbidden and he tells me it might scare the clients. And so well (So you were not accepted for the job?) no, yes at the beginning he tried to force that I go like well you can hide it, like I can accept it if we cannot see it so I worked 24h in turban mode and then I left the job (why did you live it) because the “you might scare clients” I took it to the heart like I told myself that if I was only going to stay for the money I could go somewhere else, and maybe it opens some other doors for me and so I left.”

Testimony 2 ([link](#), 1:07 to 1:34): fatphobia et sexism

FR: Si une fille qui met un crop top et qu'elle n'a pas forcément de forme, on ne va pas vraiment l'insulter.

Mais si on a une, on a une femme qui a par exemple je sais pas une poitrine imposante.

Ben elle, on va vraiment faire attention, on va dire non mais tu mets ça pour prouver et cetera par exemple.

En été, je sortais en et cetera parce qu'il faisait chaud, mais on m'avait déjà dit que j'étais que je ne cherchais pas.

Je voulais trop montrer mon corps pour prouver et on m'a juste dit que c'était une pute parce que j'ai un crop top.

EN: “If a girl who wears a crop top is not curvy, we are not going to insult her but if we have one who, lets say, has a large chest, her, we are going to pay a lot of attention to what she wears, and we are going to say how she shows off and wants to provoke.

Me, this summer I went out with a crop top because, well, it was hot, and someone told me that I was really trying and I wanted to show my body to prove (that I was hot) and they just told me I was a prostitute because I had a crop top.”

Testimony 3 ([link](#), 2:19 to 3:08): islamophobia and sexism

FR: En tant que jeune fille, femme musulmane, nous on doit être enfin on ne peut pas on va dire sortir tard le soir etc ni fumer par exemple. Enfin non mais si par exemple moi moi je vais sortir, j'ai une copine maintenant qui elle expérimente sa sexualité d'une façon genre, elle sort avec des garçons etc. Et tout que moi je fais pas ça, mais que je traîne avec elle et que les gens voient que, on va dire, que pour eux c'est une personne pas bien, alors que moi je traîne avec elle et pour moi c'est une fille extraordinaire, etc Bah les gens ils vont me voir comme elle, ils vont se dire Ouais, c'est la copine à une telle celle là, elle c'est une maroise Celle là aussi c'est une maroise.

Par exemple, si une fille se maquille beaucoup, on va lui dire Oh c'est une maroise là il fait chaud, elle a envie d'être en jupe, elle elle a envie de de tester un nouveau maquillage? Ah mais regarde cette maroise regarde comme elle est habillée. Si une fille fait du cirque parce qu'elle défend ses droits, on dira ce maroise là.

EN: As a young girl, a Muslim woman, we have to be... I mean, we can't go out late at night or smoke, for example. I mean, no, but if, for example, I'm going out, I've got a girlfriend now who's experimenting with her sexuality in a way, she's going out with boys and so on. And while I don't do that, but I hang out with her and people see that, let's say, for them she's a bad person, whereas I hang out with her and for me she's an extraordinary girl, etc. Well, people will see me as her, they'll think Yeah, she's such a girl's friend, she's a Maroise She's also a Maroise.

For example, if a girl wears a lot of make-up, we'll say Oh, she's a Maroise, it's hot, she wants to wear a skirt, she wants to try out a new make-up... Ah, but look at this maroise, look how she's dressed. If a girl makes some noise because she's defending her rights, we'll say, "That's a maroise!"

[The term maroise= marocaine-bruxelloise, used in Belgium, or the term beurette, used in France, are derogatory terms used to name young muslim women with Maghreb origin who navigate between the culture of origin of their family, and the culture of the European city where they live]



Module 6

Disability and Sexuality

Activity 1 – Pairing up

Time	30 minutes
# Of Participants	6+ participants
Materials needed	<ul style="list-style-type: none"> • Selection of pictures - See Handout
Objectives	<ul style="list-style-type: none"> • To reflect on stereotypes and unconscious ideas about the relationships of disabled people
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Create a few groups of 5-6 people. 2. Print the pictures of the Handout as many times as the groups you created. 3. Ask the groups to look at the portraits and try to pair the people shown into couples (romantic relationship). You could also try the same activity with friendly relationships and compare the results. 4. After all the groups have made their pairs, ask them to present them to the bigger group and discuss why they decided to pair them that way: <ul style="list-style-type: none"> • Did they pair disabled people together? Or only with non-disabled people? • What did they think about the couples? • Was there agreement within the group about the pairing?
Tips and discussion	<ul style="list-style-type: none"> • Before starting the activity, depending on the level of awareness of the group, you may want to create a setting in which participants will find several barriers in the room: some pieces of scotch on the entrance obliging people to lay down to enter; no chairs in the room etc. However, keep the focus on the barriers, not on impairments themselves: for instance, do not ask

	<p>people to close their eyes, as a way to focus the experience on the barrier and not on physical impairments.</p> <ul style="list-style-type: none"> ● Encourage participants to reflect on the ideas they have about the relationships of disabled people: <ul style="list-style-type: none"> ○ Do they think that disabled people would only date other disabled people? Why? ○ Or would they think that disabled people could date only non-disabled people? Do they think that e.g., two wheelchair users would not be able to be intimate with each other? ● You may want to ask the groups to do an audio description of the images as if in the group there would have been a person with visual impairments - it is a good exercise to train them on making disability more visible in daily practices such as watching at pictures. ● It can also be useful to introduce the topic of sexual assistant.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> ● A platform that allows online meetings allowing screen sharing ● All cameras on. ● Breakout rooms ● Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 6 Sexuality and Disability of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> ● How do you feel after the activity? ● What thoughts do you have? ● Were there any strong feelings throughout this activity? If yes, where?
<p>Source</p>	<p>This activity was developed by Grigoris Chryssikos within the LoveAct project (www.thegendertalk.eu)</p>

Handout



Handout









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Activity 2 – Rewriting a love story

Time	60 minutes
# Of Participants	8 to 20 participants
Materials needed	<ul style="list-style-type: none"> • Printed stories [Handout] • Pens & papers
Objectives	<ul style="list-style-type: none"> • To understand common challenges disabled people face in their interactions with others and specifically in intimate relationships. • To understand the importance of consent and respecting boundaries.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Divide participants into small groups (3-4) and give them a copy of the story [Handout] 2. Ask them to read the story carefully and note the points in which something went wrong. Encourage participants to view things from the perspective of both people. You can also reverse the roles of Mary and George. <ul style="list-style-type: none"> ○ <i>What do they think went wrong?</i> ○ <i>Why?</i> ○ <i>How do they think each person felt?</i> 3. Now, ask them to think what they would do differently and rewrite the story so that George’s and Mary’s date goes well. 4. When they are finished, each group will read the new story to the whole classroom.
Tips and discussion	<ul style="list-style-type: none"> • This activity allows you to deepen the concept of intersectional discriminations: you can discuss consent, e.g., asking for permission to touch/help someone,

	<p>communicating and respecting boundaries, etc.; on normativity as a lack of education. of toxic masculinity and gender roles.</p> <ul style="list-style-type: none"> • It allows us to put a focus also on the fact that the presence of barriers can lead also to security issues. • It is also important to stress that people suffering discrimination or other conditions are not always “obliged” to educate others and explain how to act and react.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings allowing screen sharing • Breakout rooms • Jamboard or other digital boards
Theory	<p>Please carefully read Module 6 Sexuality and Disability of the LoveAct Digital Guide</p>
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How do you feel after the activity? • What thoughts do you have? • Were there any strong feelings throughout this activity? If yes, where?
Source	<p>This activity was developed by Grigoris Chryssikos within the LoveAct project (www.thegendertalk.eu)</p>

Handout

Story

“Mary and George matched on Tinder. They started chatting and a day later George proposed to Mary to go out for a drink and Mary agreed. On the day of the date George arrived at the pub first and found two seats at the bar for them to sit. He didn't wait long and a short time later Mary showed up. But then George noticed that Mary was a wheelchair user and realized that there were only facial photos on her Tinder account. George was surprised and nervous as he had never talked to a wheelchair user let alone go on a date with one. But he liked Mary so he tried not to show it. So he almost got down on his knees, smiled and introduced himself. Mary fidgeted a little and after she too introduced herself she smiled and told him that he didn't need to bend down. She also politely asked him to change seats as he couldn't sit at the bar with the wheelchair. After they changed seats and started talking Mary started to feel a little awkward as all the questions were about how she became disabled and whether she would walk again. Luckily though she managed to change the topic and a few drinks later the conversation had become very pleasant and George and Mary had become close and were flirting intensely.

By now the hour had passed and the pub was closing. Then George suggested they have another drink at his place. Mary didn't feel very confident, but she liked the way George looked so much that she agreed. They went to leave and George started pushing Mary's wheelchair. She was confused at first and didn't understand how the wheelchair started moving on its own but once she realized she immediately asked him to let it go, leaving George not understanding exactly what he did wrong but letting it go. However, this incident was not enough to spoil the romantic mood and a few minutes later they arrived home. But of course George had forgotten to mention that there were two stairs at the entrance... Mary, even though she made a sharp comment, explained that they could go up if he helped her and he would just have to follow exactly the instructions she would give him because it was a bit dangerous. Obviously George, since he was already feeling bad and didn't want to be the reason for ruining the date, helped her and with some difficulty they made it.

Having now put the minor hiccups behind them, they enjoyed a glass of wine in the living room. Not long after they started kissing, and soon they headed for the bedroom and into bed! George was very nervous because he felt he didn't know how to touch her but he didn't say so because he thought that as a man he should look decisive and dynamic. So he started to take off her clothes quickly, but his movements were clumsy and Mary hurt a little who told him immediately. She realized that George didn't know what to do, so she described how they could take off her clothes and asked him if he could take off his own. Now naked, they continued to kiss and touch each other's bodies. George began to touch her though in places Mary could not feel, which George didn't know, but she was embarrassed to tell him because she didn't want to keep interrupting him. Mary quietly asked him to touch her neck, but George, after following her instructions for a while, continued to touch her in the same places and turned her on her stomach without asking her.

Mary started feeling uncomfortable and wasn't sure she wanted to continue. She felt it would be best to stop, but to leave she would need George's help and was very uncomfortable with the situation. She finally suggested that they continue kissing as they did before, without having sex.

And so they did... Although it looks like George and Mary will probably never see each other again”.

Activity 3 – The idol of our century

Time	30 minutes
# Of Participants	10 to 15 participants
Materials needed	<ul style="list-style-type: none"> • Mobile phones, computers (internet)
Objectives	<ul style="list-style-type: none"> • To reflect on the notion of “ideal” and how social and cultural ideas affect what we see as ideal. • To understand the ways in which disabled bodies are made invisible or considered less desirable/preferable. • To identify connections with other identities & how they interact to create an “ideal person”.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Create groups of 4-5 people. 2. Invite every participant to select pictures from the web using the devices they have, showing an Ideal Person (e.g., a well-known celebrity or social media influencer) who would be the ideal of our century (encourage the group to think beyond the gender binary). 3. Each group lists the necessary features of the Ideal Person together and explain their decision: <i>what is it that makes this person ideal?</i> 4. The groups present their ideal person and explain their decision.
Tips and discussion	<ul style="list-style-type: none"> • Look at the pictures and go through the list of necessary features together in each group asking about the features they choose and why: <i>were any disabled people chosen as an ideal person?</i> • If not, ask them why this happens according to them: <i>which body features/characteristics are considered ideal and why?</i>

	<ul style="list-style-type: none"> • You can discuss more about sociocultural norms, how they shape what we view as ideal and how people who do not fall within this description of ideal can be affected. • Talk about the different ideals and tastes in each group. Talk about what they think, how the idea of ideal begins and is maintained. What is its purpose at an individual or at a societal level? Is it harmful? Does the ideal even matter? Let the group exchange ideas, personal thoughts. Talk about inner beauty, talent and achievements that can also make someone an idol. • Create a good environment to talk about different tastes and cases when we like something that is not average (e.g. we can like big noses, we can like small people, freckles, etc.). • Asks the groups to merge their ideals to create one final 'ideal body of their ideals.' One variation: they can make a big poster made by collage of the 'ideal ideal'. • Ask the group members to compare themselves to this ideal. Variation: they give scores themselves or they can make a play - to make a character of the ideal. • You can lead the group discussion from ideas more towards personal stories. How these 'ideals' in our mind make our life easier or more difficult. You can share personal stories of family, school, friends, relationships, etc. • It could be useful to explain what "normativity" means and what are societal normativities, and how "normative" differs from "normal". • Other characteristics or identities may come up (e.g., in relation to gender, age, race) and it can be a good opportunity to discuss how the combination of different characteristics can affect the way we view other people (and ourselves), explaining the concept of intersectionality.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing for the chosen pictures • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 6 Sexuality and Disability of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How was the activity?

	<ul style="list-style-type: none"> • Do you think your understanding about gender stereotypes has improved? • What's to do better?
<p>Sources</p>	<p>This activity was developed by the ISEX project (https://isex-project.eu)</p>

Activity 4 – Looking for beauty

Time	30 minutes
# Of Participants	Adaptable to any number of participants
Materials needed	<ul style="list-style-type: none"> Printed Handout [pictures]
Objectives	<ul style="list-style-type: none"> To reflect on the notion of beauty and beauty standards To discuss how societal norms affect the way we view beauty, specifically related to disability
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> Print the pictures of the Handout, showing people with various identities: disabled, non-disabled, older, younger, different genders, various ethnicities/races, etc. Divide participants in pairs and give them a set of pictures. Ask the participants to look through the photos, pick one each and take some to note down, individually, on 3 things they find beautiful about the person in the picture. Then tell them to discuss the list with the other person – they can do this for more than one picture (depending on time) Bring the discussion to the big group and have a circle of reflection <ul style="list-style-type: none"> How did they feel doing this exercise? Was it difficult to find something beautiful in the different portraits? If yes, why? Was there anything that surprised them?

<p>Tips and discussion</p>	<ul style="list-style-type: none"> • Discuss what beautiful means for each person: is beauty related only to appearances? Which characteristics are considered beautiful? • How do beauty standards affect us in the way we view ourselves and others? • Make sure to keep a focus on disability and how disabled people and bodies tend not to be considered beautiful or attractive
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> • A platform that allows online meetings, allowing screen sharing for the chosen pictures • Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 6 Sexuality and Disability of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> • How was the activity? • Do you think your understanding about gender stereotypes has improved? • What's to do better?
<p>Sources</p>	<p>This activity was developed by Grigoris Chryssikos within the LoveAct project (www.thegendertalk.eu)</p>

Activity 5 – Sex & Disability in the media

Time	50 minutes
# Of Participants	10+ participants
Materials needed	<ul style="list-style-type: none"> • Markers • Flipchart and big papers
Objectives	<ul style="list-style-type: none"> • To help participants reflect on the images and information (re)produced through the media regarding sex and relationships. • To invite participants to understand the role media play in shaping mainstream narratives around sex and relationships and to challenge harmful or reductive stereotypes.
How to make this activity more inclusive	<ul style="list-style-type: none"> • Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. • Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. • Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. • Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Start by asking participants to form smaller groups of 3-6 (depending on the total number of participants). 2. Each participant is asked to take a couple of minutes to think individually about a scene (or more if they want) from a movie, TV/web series, music video or any other visual media that they have seen portraying disabled people and sexuality/relationships. 3. After all participants have taken the time to think of at least one scene, they can start discussing in their smaller groups for 15 minutes. Below are some questions that you can share with the participants to help them guide the discussion and reflect on their thoughts and feelings. They can note down their answers on a paper.

	<ul style="list-style-type: none"> ○ Have you seen any scenes depicting disabled people’s sexuality and intimate relationships? Where? ○ What was the scene about? Could you describe briefly what was happening? ○ How did it make you feel? What was it that brought up this emotion? ○ What stereotypes or misinformation do you think we can find in the media regarding impairments and sexuality? ○ What positive or accurate information can be found in the media? <p>4. After the time for the smaller groups is over, ask participants to come back to the big group. A representative from each group will share their group’s list with examples of representation of sexuality/relationships and disability in the media, as well as the feelings and emotions that were associated with the scenes: what emotions were associated with seeing stereotypes or misinformation? What emotions were associated with positive/accurate portrayals?</p> <p>5. Note down answers in a flipchart divided in two columns (positive +/ negative -).</p> <p>6. After the end of the discussion participants can come up with a blank flip chart and write down recommendations for movies, TV or web series that portray relationships and sex in a positive and accurate way.</p>
<p>Tips and discussion</p>	<ul style="list-style-type: none"> ● Guide the discussion connecting the participants’ responses to how media impact the way we think and feel about sexuality and relationships, and why it is important to question and challenge what we see. ● Memories of some images/scenes or hearing other’s experiences may bring up strong feelings. Take a couple of minutes to check in if there is anything that needs to be addressed before closing off the activity. Encourage participants to reach out to you one-to-one during a break, if they need support.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> ● A platform that allows online meetings, allowing screen sharing for the chosen pictures ● Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 6 Sexuality and Disability of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p>

	<ul style="list-style-type: none"> • How was the activity? • Do you think your understanding about gender stereotypes has improved? • What's to do better?
<p>Sources</p>	<p>This activity was developed by the ISEX project (https://isex-project.eu)</p>

Activity 6 – Redefining accessibility

Time	10' minutes (+10' for preparation)
# Of Participants	Any number of participants
Materials needed	<ul style="list-style-type: none"> ● Tape and/or big cardboards
Objectives	<ul style="list-style-type: none"> ● To introduce the topic of disability and highlight the role of the environment in defining disability and accessibility. ● Introduce the Social Model approach vs Medical model
How to make this activity more inclusive	<ul style="list-style-type: none"> ● Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. ● Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. ● Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. ● Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Before the students get in the classroom, use a tape and/or big cardboards to block the door at about 1.40m height & take out all the chairs from the classroom (or move them to the back). 2. When the students arrive explain to them that they cannot take out the tape/cardboard to get in, and they can't use any of the chairs. 3. Start introducing yourself (if in a new classroom) and the topic, as the students stand or sit on the floor. 4. Ask them if they noticed anything different and how they felt about this new setting.
Tips and discussion	<ul style="list-style-type: none"> ● Through this activity you can introduce the topic of disability and the Social vs Medical model, highlighting the social aspect of disability and lack of accessible spaces.
How To Make The Activity Online	This activity may be adapted on the online environment by using:

	<ul style="list-style-type: none"> ● A platform that allows online meetings, allowing screen sharing for the chosen pictures ● Jamboard or other digital boards
Theory	Please carefully read Module 6 - Sexuality and Disability of the LoveAct Digital Guide
Debriefing	For guiding the debriefing, you may ask to participants: <ul style="list-style-type: none"> ● How was the activity? ● Do you think your understanding about gender stereotypes has improved? ● What's to do better?
Sources	This activity was developed by Grigoris Chryssikos within the LoveAct project (www.thegendertalk.eu)

Activity 7 – Opinion line (disability)

Time	20 minutes
# Of Participants	At least 6 participants
Materials needed	<ul style="list-style-type: none"> ● Printed statements [Handout] ● Coloured papers- green and red (optional)
Objectives	<ul style="list-style-type: none"> ● This activity aims to facilitate a critical thinking and discussion amongst peers holding different views and belief systems, focusing on social standards and norms on disability and various aspects of sexuality.
How to make this activity more inclusive	<ul style="list-style-type: none"> ● Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. ● Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. ● Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. ● Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> 1. Print out the Handout Statements (you can also add more statements to the list if you want) 2. You can either ask students to stand up in the middle of the room. 3. Explain that they are supposed to move in the space: <ol style="list-style-type: none"> a. One end of the room means "I agree" b. The other end means "I do not agree" <p>*A more accessible alternative could be to hand out green and red papers to the students, which they can raise to show whether they agree (green) or not (red).</p> 4. Start reading the statements from the handout list and ask students to show (by moving or raising their papers) whether they agree with each statement. 5. Following each statement each student will share why they chose their answer. 6. Make sure to properly facilitate the conversation and address everyone’s opinion in an objective way.

<p>Tips and discussion</p>	<ul style="list-style-type: none"> ● Be sure to introduce the purpose of the activity as sensitive topics and sensitive perception of them are involved. ● Make sure to facilitate an objective discussion. Try to unpack ‘difficult’ opinions, while holding a respectful and tolerant space. ● You can use this opportunity to provide information and facts (you can find more information on Module 6 of our Digital Guide). ● It is interesting to see when students might be unsure/reluctant to take a side as it can bring up areas of confusion around the topic.
<p>How To Make The Activity Online</p>	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> ● A platform that allows online meetings, allowing screen sharing for the chosen pictures ● Jamboard or other digital boards
<p>Theory</p>	<p>Please carefully read Module 6 - Sexuality and Disability of the LoveAct Digital Guide</p>
<p>Debriefing</p>	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> ● How was the activity? ● Do you think your understanding about gender stereotypes has improved? ● What’s to do better?
<p>Sources</p>	<p>This activity was developed by the ISEX project (https://isex-project.eu)</p>

Handout

STATEMENTS
<ul style="list-style-type: none"> ● Disabled people can have any sexual orientation.
<ul style="list-style-type: none"> ● Having an impairment is the same as being disabled.
<ul style="list-style-type: none"> ● The majority of disabled people are not interested in having intimate relationships and being sexually active.
<ul style="list-style-type: none"> ● Disabled people can only date other disabled people.
<ul style="list-style-type: none"> ● Disabled people are not at risk for sexual assault because they are not sexually active.
<ul style="list-style-type: none"> ● Disabled people need to have access to information on sexual health, STI prevention and contraception.
<ul style="list-style-type: none"> ● All Disabilities can be seen
<ul style="list-style-type: none"> ● People who use wheelchairs can't walk
<ul style="list-style-type: none"> ● Disabled people can identify as cisgender, transgender or non-binary.

Activity 8 – Glossary quiz

Time	20 minutes
# Of Participants	12-25 participants
Materials needed	<ul style="list-style-type: none"> Printed Handout - Terms & definitions
Objectives	<ul style="list-style-type: none"> To learn and better understand basic concepts and terms related to disability. To understand the importance of using inclusive, non-stigmatising language.
How to make this activity more inclusive	<ul style="list-style-type: none"> Mobility/physical impairments: if needed, adjust the activity so that not much movement is needed or assist in the movement. Vision impairments: Verbalize every step. If you use videos and/or images describe in detail what you see. If the activity includes visual signals try to use sound signals. Hearing impairments: Use written instructions. If you use videos be sure that they have subtitles. If the activity includes sound signals try to use visual signals. Cognitive/learning impairments: Give instructions in the simplest and clearest manner. Take more time if needed. You can also use instructions with images.
Instructions Step By Step	<ol style="list-style-type: none"> Print and cut-out the terms and definitions from the Handout, and put them in small packs (1 handout=1 pack) Divide students in smaller groups (4-5 people). Each group will get one pack of cards. Ask students to match the terms with their definitions. When the groups have finished pairing the terms with the definitions, they have to choose 1-2 terms and present/define them with their own words. After every presentation, ask the rest of the groups if they agree with the new definitions and if not, why. After all the presentations, in the big group they can discuss if they were about any of the terms while doing the matching, or any questions they had about the terms they learned.
Tips and discussion	<ul style="list-style-type: none"> Bring in the topic of inclusive communication and non-stigmatising language, explaining that learning new terminology can not only help us better

	understand an issue, but also to be more mindful of the way we talk about it.
How To Make The Activity Online	<p>This activity may be adapted on the online environment by using:</p> <ul style="list-style-type: none"> ● A platform that allows online meetings, allowing screen sharing for the chosen pictures ● Jamboard or other digital boards
Theory	Please carefully read Module 6 - Sexuality and Disability of the LoveAct Digital Guide
Debriefing	<p>For guiding the debriefing, you may ask to participants:</p> <ul style="list-style-type: none"> ● How was the activity? ● Do you think your understanding about gender stereotypes has improved? ● What's to do better?
Sources	This activity was developed by the E.T.Ho.S project (https://www.ethos-project.eu)

Handout

TERM	DEFINITION
Ableism	The perception that the typical way of moving, seeing, hearing and/or thinking and generally the “able” body is superior and everything else is not natural.
Accessibility	Accessibility is the practice of making environments, information, and/or activities sensible, meaningful, usable and barrier-free for as many people as possible.
Disablism	Every practice, structure and behaviour which discriminates disabled people.
Disability	The exclusion experienced by people with impairments due to the barriers imposed by society.
Impairment	A characteristic, feature or (lack of) attribute within an individual that may affect the individual appearance, the the function of the individual’s mind or body, cause pain and fatigue, affect communication and reduce consciousness.
Sexual assistance	Sexual assistance is a form of support for disabled people aimed at ensuring them sexual access to their own body and sexual experiences. The support provided may range from assistance with preparation, which may include self-grooming; accessing and using sex aids or sexual services; and physical assistance with bodily movement and positioning.

<p>Medical Model of Disability</p>	<p>A model according to which disability is an individual’s characteristic and it is the result of an impairment of the person which reduces their quality of life and causes significant disadvantages to them.</p>
<p>Social Model of Disability</p>	<p>A model according to which disability is imposed by society, and more specifically by the physical and social barriers.</p>

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Loveact

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