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GIVELAB PEDAGOGICAL TOOLKIT





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Introduction

The GiveLab project

GiveLAB – Laboratory to build tools against gender-based violence in international volunteering is a 2-year project funded by the European Commission through the Erasmus+ program.

Prevention of gender-based violence in international workcamps is a common concern for volunteering organisations, as they manage the daily interaction between participants on their collective life projects. However, youth workers do not always feel capable or comfortable facing the problematic situations they may encounter, in contexts where people with different socio-cultural backgrounds live together.

While organizations are making the observation that there is a multitude of resources but which are not always adapted to our contexts, the project aims at providing youth professionals with tools to address the topic of gender-based violence. These tools are the result of an innovative and transdisciplinary training course, resulting from the cooperation between different sectors involved (non-formal education, social work, social sciences, art).

The objectives of the project are :

- 1 Enriching educational resources for the prevention of gender-based, sexist and sexual violence with contributions from different disciplines
- 2 Strengthening the capacities of youth workers who are new to these subjects to create caring spaces for awareness and dialogue
- 3 Lifting the taboo on gender, sexist and sexual discrimination and offering a place to the question of intimacy as a subject that concerns the collective
- 4 Promoting an innovative pedagogical approach that puts the learner at the center of the learning process and that allows the development of transversal competences of the youth

Project partners



Solidarités Jeunesses (France)

is an NGO of non-formal education created in 1989 but inspired from an historical movement that was born in 1923 that strongly believes that international volunteering promotes intercultural experiences and thus, fosters the construction of peace towards a more fair and united world.



COCAT (Spain)

is the coordination platform of workcamp organizers in Catalonia. COCAT works for the promotion of voluntary service, as a tool for personal and communitarian development, mainly through workcamps, and puts its efforts in the fostering of networking in the local and international field.



Asociacion Las Ninas del Tul (Spain)

is a non-profit cultural association with extensive experience in youth work that focuses on the methodology of nonformal education to offer, primarily, opportunities at the individual level for personal development through experimentation.



Association des Compagnons Bâtisseurs (Belgium)

is a pluralist youth organisation that offers voluntary activities and non-formal education local and international workcamps, medium- and long-term voluntary services, leisure activities for mixed groups of disabled and non-disabled people, leadership training for young people, etc.



Associazione Link APS (Italy)

is a cultural organization created in 2003 with the aim of having a tool to better access the needs of young people living in their local community so to give a concrete contribution to satisfy their requests in terms of participation, active citizenship, feeling of belonging to a common Europe, tolerance and anti-racism.



Grenzenlos (Austria)

is part of the ICYE federation, founded in 1949. Grenzenlos understands its international volunteer programmes as holistic non-formal training measures for competence, language skills and personality development. It offers trainings on foreign cultures, travel and language preparation.



Lunaria (Italy)

is a non-profit organization, s founded in 1992. It promotes peace, social and economic justice, equality and guarantee of citizenship rights, democracy and participation from below, social inclusion and intercultural dialogue. It is active in the fields of international mobility and non-formal education.



Active Rainbow (Latvia)

is an educational platform and community of people that celebrate personal growth and inclusivity. It is active in the field of youth work and implementation of learning programs. It contributes in building the capacity of its partner organizations in the field of inclusive education for LGBTQIA+ youth and through its projects impacting the local and European communities.



Concordia (France)

is a non-profit organization with over 60 years of experience in international workcamps, mid and long-term voluntary service, integration of people with difficulties, study and activity groups, sending and hosting ESC volunteers. Concordia also organizes trainings throughout the year.



Gonüllü Hizmetler Derneği (Türkiye)

has been active in voluntary field for 40 years. Its main activity is short term international voluntary workcamps and EU Youth Programs (hosting / sending ESC volunteers, youth exchanges).

GHD aims to give a chance to the young people to improve themselves, to be self-sufficient, respectful and self-confident.

How to use this toolkit

The activities from this toolkit were developed during a Tool Laboratory that took place in Montendre, France in January 2023. Partner organizations then tried them out during local trainings in the summer of 2023.

It is important to note that the activities' descriptions remain indicative. Facilitation methods are to be adapted depending on the group or the context. We included some facilitation tips in the sheets.

Activities are divided in 6 categories :

- Icebreakers
- Creating a safe space
- Team building
- Intervention
- Prevention
- Raising awareness

Note that the topics tackled during the activities, which are related to gender-based & sexual violence, can trigger traumas for participants and be difficult to live. It is important to remind participants that they are always free to not participate in an activity or to chose to leave the activity whenever they want. We also want to emphasize the importance of setting a collective chart and a safe space agreement between participants so everyone can feel comfortable during the activity.

It is possible to include some trigger warnings (TW) before the activity, to warn participants about the specific topics that are going to be discussed. This enables them to be aware of what is going to happen and to allow them to chose between participating or not, and therefore to prevent any trauma revival.

One person can also be designated as an "Angel" : their task is to watch over the participants during the activities and to support them in case someone is facing difficulty.

Starting

Icebreakers & Getting to know each other

Name, pronouns, gestures

Topic	Getting to know each other
Specific objective	<ul style="list-style-type: none">• To facilitate the introduction of participants to each other• To start the ice-breaking process with the group
Timing	20 minutes
Materials	None
Description	<p>Participants are standing in a circle. Each of them is asked to share with the group their name, their pronouns and a gesture that represents them. After a first round, it is asked to repeat first the name and gesture of the persons before them, and then theirs. The activity ends when everybody repeats all the names.</p>

Greetings

Topic	Gender gap and gender-based violences and discriminations in daily life
Specific objective	<ul style="list-style-type: none"> • To facilitate the introduction of participants to each other • To start the ice-breaking process with the group • To question how our behaviours are influenced by pre-existing gender norms/roles
Timing	5 minutes
Materials	None
Description	<p>Walk around in the room and :</p> <ul style="list-style-type: none"> • In 10 seconds, greet as many people as possible • In 10 seconds, greet as many people as possible, in a formal way • In 10 seconds, greet as many people as possible, as if you were family members or close friends • Greet other persons in what seems to you specific to men • Greet other persons in what seems to you specific to women <p>Debrief :</p> <ul style="list-style-type: none"> • What did you observe ? Is there some differences between feminine or masculine greetings ? • What are those differences ? • Are those greetings naturals or is it something that we learned ? • If so, how, when and where did we learn it ? Why ?

Creating a safe space

1, 2, 3

Topic	Gender gap and gender-based violences and discriminations in daily life
Specific objective	To start the conversation on pre-existing gender stereotypes
Timing	20 minutes
Materials	None
Description	<p>By couple, count up to three. Person A says 1, person B says 2, then person A says 3, and so on.</p> <p>1st step : couple replace "1" by a move and a vocal sound that represent, for the persone A, a masculine stereotype. Make them count for 1 min.</p> <p>2nd step : replace the "2" by a move and a vocal sound that represent, for the person B, a feminine stereotype. Make them count for 1 min.</p> <p>3rd step : replace the "3" by a move and a vocal sound that can apply, for both persons, to men and women stereotypes.</p> <p>Debrief : what are the masculine stereotypes ? The feminine ?</p> <p>What are the most current stereotypes about men / women ?</p> <p>Where does it come from ?</p> <p>How did you feel about the 3rd step ?</p>

Safer Space Like A Pizza

Topic	Social agreement and safer space
Specific objective	To create a common “social contract” for the group and define how the safer space should work
Timing	45 minutes
Materials	A4 papers, flipcharts, coloured markers, pens, sticky notes
Description	<p>Participants are asked to draw on a piece of paper their very own Safer Space Pizza, composed by five main slices :</p> <ol style="list-style-type: none"> 1. COMMUNICATION, how participants would like the communication within the group to be; 2. CO-LIVING, how to share the common spaces together; 3. PERSONAL SPACE, how to deal with privacy issues and privacy; 4. GENDER TOPIC, how they would like gender related matters to be tackled; 5. BIG NOS, things that they are not up to compromise. <p>They will be given 15' to fill in the pizza with their needs, and they will later be asked to select 3 “ingredients” from their pizzas to share with the group.</p> <p>On a flipchart, a bigger Safer Space Pizza is drawn. Participants are asked to write their 3 important needs on three sticky notes and to put them in the shared pizza accordingly. Each of them can add an explanation to every contribution to the pizza.</p> <p>At the end of the activity, the group is asked to agree or disagree on the final outcome, thus creating the social agreement for the next days.</p>

Main activities

Team-building

The Rope To Freedom

Topic	Patriarchy
Specific objective	To have people collaborate through different tasks regarding gender and feminism so they become a team and are more aware of the topic
Timing	60 minutes
Materials	A rope, paper with the tasks for each base (= as many as there are participants), specific papers for bases number 5 and 12, paper saying 'freedom'
Description	<p>1) SETTING</p> <p>On the floor there is a long rope, with a sign 'Freedom' at one end.</p> <p>All along the rope there are papers, which define cases, with tasks written on them.</p> <p>2) RULES</p> <p>Every base/case has one mission/a problem written on it</p> <p>50 minutes for 15 cases => about 3 minutes per case. The number of cases can be adapted to fit the number of participants.</p> <p>If people spend more than 3 minutes on each case, the facilitator should motivate the group to be faster and complete the liberation in time ☐</p> <p>You can change the tasks in any case so the missions fit the group and its needs.</p> <p>The tasks towards the end should focus on the whole group coming as a team</p>

<p>Description</p>	<p>3) INTRODUCTIONS - INSTRUCTIONS</p> <p>Every person takes a place on the rope on the floor, each person going on one white paper (the tasks are on the other side).</p> <p>The facilitator introduces the activity and sets the ambiance.</p> <p>It's a collaborative game : you can break away from your case by completing the task. You cannot do your task if there are people behind you on the rope. So it starts with the person at the beginning of the rope, and when they did their task, they move up till the next person on the rope.</p> <p>Example : <i>"Patriarchy, by enforcing discrimination and social norms, is a prison for everyone, but not a fatality ! Each of you is on the rope to freedom. But you cannot liberate yourself without liberating the whole group. Each person is going to have to break free from their case by completing the task on it. It is collaborative, the whole group should help and contribute for the completion of each task. The task should be read out loud. Once you have liberated yourself from your case, you can tear your paper in a dramatic way and move up the rope until the next case. But you cannot free yourself if there are people behind you on the rope. So X will have to start. When liberated, they go up till Y, and now this case must be unlocked so X and Y can go further towards freedom that is still until Z. You have 50' to liberate the whole group (or stay forever in patriarchy)."</i></p> <p>4) THE CASES.</p> <p>a) Concepts : "For each pair of words, explain the similarity and the difference between the 2 words. Misandry >< Misogyny Patriarchy >< Matriarchy Gender >< Sex"</p>
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<p>Description</p>	<p>b) Patriarchy : “One of these three statement is false. Which one ?</p> <ol style="list-style-type: none"> 1. On average, women around the world spend more than twice as much time as men doing unpaid work 2. 20% of advertising of the UK television shows women in a housewife role 3. 17 countries limit when and how women can travel outside the home” <p>c) Domestic violence : “In this story, you have to define what the topic is and why this situation happened.</p> <p>You met this person and at the beginning is like a honey moon season. Two months later, he’s worried because you are going out with your friends every day. Five months later, your couple feels bad because you prioritize your besties or your family instead of him. A year later, he has taken the control of your social life, he decides how much money you have to go to the supermarket. You feel scared because you don’t how he will react because he always changes humor. “</p> <p>d) Gender expression : “Everyone in the group has to find one thing they have on themselves that they like or, alternatively, that they would like to have (it can be clothes, jewels, tattoo, part of your body....anything)”</p> <p>e) LGBTQI+ : “Have a look at the eight LGBTQI+ signs and try to find their names as fast as possible. If you need help, you can ask for clues.”</p> <p>f) Economical violence : “With the other people already liberated from their case, make teams of 2 people and mime a given situation related to economic violence (participants have few seconds to prepare and distribute the roles). The rest of the group must guess the situation.</p> <p>DO NOT READ THE SITUATIONS TO THE WHOLE GROUP</p> <ol style="list-style-type: none"> 1.Limit the professional life of the partner 2.Steal money 3.Use money to force the vicitim to stay in the relationship
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<p>Description</p>	<p>g) Professional violence : Professional violence based on gender is related to sexual harassment in the work environment. It is characterized by the fact of repeatedly imposing on a person remarks or behavior with a sexual or sexist connotation.</p> <p>Find 3 examples to illustrate sexual harassment at work. This can be verbal, visual, physical harassment or psychological harassment for sexual purposes.</p> <p>Examples (for the facilitators only)</p> <ul style="list-style-type: none"> • whistles, gestures or rude comments, or even leering • embarrassing remarks about your dress or your physique • obscene remarks or writings with a sexual connotation • texts, photos or videos of a sexual nature despite your signs of disinterest in this type of content • light physical contact such as touching hands, hair, face or legs • contacts on a genital or erogenous zone such as a hand on the buttocks, a forceful embrace or a stolen kiss • invitations to places or at times that potentially put you in compromising situations (example: professional meeting in a hotel, at a dinner at a restaurant, etc.) • embarrassing gifts (perfumes, flowers, jewelry, underwear, etc.) despite your lack of consent) • pressure to obtain an act of a sexual nature from you (for example, sexual intercourse in exchange for a job or a promotion) <p>h) Stereotypes : The group must list as fast as possible 10 stereotypes about women</p> <p>i) Stereotypes : The group must list as fast as possible 10 stereotypes about men</p> <p>j) Breaking stereotypes : To escape from this case and go further towards liberation, every person in the group must now find one thing they do in their life which does not conform to the previous stereotypes</p>
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<p>Description</p>	<p>k) Romantic love : “Listen and read to the song “Love the way to lie” (Rihanna ft. Eminem) Cite five things that are problematic in this song”</p> <p>l) Cultural violence : “A lot of cultural violence goes against universal human rights. There you have some examples. The group has to look for the corresponding right to fight back. Please collaborate and let space for everyone to express themselves“</p> <p>m) Intersectionality : “Intersectionality is about taking into account how different factors combine to create specific modes of discrimination and privileges. Among these factors we find gender, sexuality, race, ethnicity, class, religion, disability, and physical appearance.</p> <p>Find collectively 10 artists who face several discriminations in their lives”</p> <p>n) Music challenge : “Find a short feminist song (it can be just the chorus), teach it to the whole group so everyone sings it together.“</p> <p>o) Collective life : “Think about one or two agreements for your collective life on this project that would prevent gender discrimination. The whole group must agree.”</p> <p>4) HOW TO END</p> <p>Freedom explosion at the end: prepare some music for a big final.</p> <p>Make a team circle which includes everyone and do whatever brings the group together</p>
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<p>Facilitation Tips</p>	<p>This activity is a tool towards team building. However, it can sometimes appear a bit long to participants. To make it livelier, it is possible to have 2 teams competing against each other, and to have the facilitators bringing a metaphor on the necessary collaboration for inclusion at the end of the activity. It is also possible to facilitate it as a TV game for example. Facilitators should be careful as some tasks/questions can be a bit triggering for participants.</p>
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Photolanguage Definition

Topic	First step on gender-based violence
Specific objective	<ul style="list-style-type: none"> • To agree on the definition of gender-based violence to use throughout a training / workcamp • To let participants start the sharing the the project's topic(s)
Timing	90 minutes
Materials	Printed pictures, flipchart, markers, pens, A4 paper
Description	<p>Before arriving to the session, participants are asked to anonymously share on an online folder one picture that for them represents GENDER and one picture that for them represents VIOLENCE.</p> <p>Participants are then divided into two groups. There will be one facilitator in each group. Each group will sit on a circle of chair where they will find, in the middle, the printed pictures they previously shared. They are asked to select, out of the different pictures, one that represents GENDER and one that represents VIOLENCE, and share their point of view in the group.</p> <p>After each member of the group shared, participants are asked to reflect individually on a general definition of GBV, combining the reflection shared previously in the group. After 5', they are asked to join another participant and work on a common definition together. After 5', they are asked to join another couple and do the same operation. After 10', the groups of four will join together to create a common definition out of the one developed.</p> <p>The two original groups are then joined together in plenary. The two definitions are shared among the wider group and discussed, in order to make a general common definition created by all the participants, to use throughout the training / session / workcamp days.</p>

Love Story, Poop Story And The Magic Wand

Topic	Gender and youth work
Specific objective	<ul style="list-style-type: none"> To collect professional stories related to gender-based discrimination To define the needs of each participants in terms of tools to fight gender-based discrimination and violence
Timing	90 minutes
Materials	A4 papers, markers and pens
Description	<p>Participants are divided into 3 smaller groups, followed by a facilitator.</p> <p>They will be given 60' to share among the group two stories each: one Love story, about a good practice or a nice thing that happened during an activity, related to gender; one Poop story, related to a difficult situation that happened in the working sphere related to gender based discrimination.</p> <p>After everybody shares their story, each group will have the chance to “use a magic wand” to solve the issues that come up. It is asked to each group to come up with three needs in terms of tools and topics to better deepend the sensitivity on gender related topics, so finding a solution for the problem that arose in advance.</p> <p>In plenary, the three groups present the three needs/solutions found to the entire group.</p> <p>This work will set the base for the activities they are going to develop in the next days.</p>

Intervention

Bad Word, Safe Space

Topic	Establishing a group culture of respectful speech and consent (e.g. bullying, sexist jokes)
Specific objective	<ul style="list-style-type: none"> To stop sexist behaviours To create a safe space for everybody where they can feel comfortable
Timing	90 minutes
Materials	Papers and pens
Description	<p>This tool is used when, within a youth group, situations of sexist and inappropriate rhetoric / jokes / nicknames / hate speech are noticed to happen. The tool is not meant to be a substitute for a mediation between the people involved in the conflict and it is especially important that the victim agrees to its use.</p> <p>The group will have the opportunity to feel the measure of words' impact and will get the opportunity to create an environment free of words that the group consider as inappropriate.</p> <p>Note: the facilitator should let the pax know that some words can be harsh and could be hurtful or triggering. Note: This activity is, by design, adaptable to other topics such as behaviour/ touching/ personal space.</p> <p>0) Before the activity starts, it is recommended to create a moment of relax (eg. make them close their eyes, deep breaths, calming music, etc)</p> <ol style="list-style-type: none"> Gather the pax standing in a circle Facilitator will present a selection of words that should be worked on, and several blank paper so that the participants can add their own if they so desire

<p>Description</p>	<p>3. The facilitator will ask the participant to rank the words from the less offensive to the more hurtful/offensive one Note: Mind the TIME, but let the conversation do its course.</p> <ol style="list-style-type: none"> First the ranking should be individual (about 5') Secondly make pair of pax Thirdly, exchange their ranking why they laid it out as such to agree to a new common ranking. (About 10') Fourthly, group of 2 pair (4 ppl) Finally [same], exchange in groups of 4 (about 15') <p>4. Optional: ask the group to display their ranking on the floor/ wall and let the pax look at other groups rankings SILENTLY</p> <p>5. Each subgroup should explain briefly why their rank order with the whole group (about 15')</p> <p>Reflexion & discussion</p> <ol style="list-style-type: none"> Note: these questions are suggestions and should be adapted to every group and situation. But mind the reflexion process: Feelings □ Facts □ concepts Example of questions <ol style="list-style-type: none"> Make sure everyone is ok? "How are you feeling?" "Describe how you are in one word" "Are you feeling well?" How was the process <p>After the activity ends, it is recommended to create a moment of relax (as in the beginning)</p> <p>Example of a list of words that can be used :</p> <ul style="list-style-type: none"> Girls Guys Queer Whore
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<p>Description</p>	<ul style="list-style-type: none"> • Slut • Faggot • Bitch • Tranny • Pussy • Freak • Blonde jokes • Son of a bitch • Drama queen • You only need the right dick • Hit like a girl • This is so gay • Bros before hoes • Be a man • Man-up • Boys don't cry • It's a man's job
<p>Facilitation tips</p>	<p>In general, this activity can be used to generate ideas, raise awareness and see where a group of people from different cultural background stand on vocabulary. However, it is important to keep in mind that it can be triggering and remind people of past traumas. It needs to be adapted to the group and examples can be rated in terms of trigger warning levels.</p>

Prevention

My Body My Choice

Topic	Personal space, Safe Space, Comfort Zone
Specific objective	<ul style="list-style-type: none">• To give information about consent and personal safe space• Learn about differences and learn how to recognize the personal limits of others• Be able to express one's own personal limits
Timing	30 minutes (min.)
Materials	Rope, chalk, tape, carton, paper or flipchart
Description	<p>This activity aims to visualize the personal comfort zone of people. It helps to create an understanding what personal space and comfort zone means and shall help to understand and respect other people's personal spaces. This shall raise awareness and help to prevent people invading other people's comfort zone without consent.</p> <ol style="list-style-type: none">1. Create a big body silhouette on the ground/floor. (e.g. out of tape, carton, paper, chalk)2. Draw/Create one circle around the body. (e.g. Rope, chalk..) Leave enough space (not too close to the body silhouette) so several people can stand inside the circle without having to stand on the body.3. Draw/create another circle which includes the body and the first circle. Again, leave enough place between the first circle and the second circle, so several people can stand inside the circle.4. Ask the participants to stand around the body outside of the circles.5. Introduce the game to the participant. The facilitator has already prepared some statements which might be controversial and personal

<p>Description</p>	<p>(e.g.: “I feel comfortable when.. people I recently met give me kiss to greet me.”, “I like to be engaged in games that put me in close contact with other.”, “I feel comfortable, when people touch me while speaking.” “...when I share the room with people of the opposite sex/gender.”, “... when people change their clothes in front of me.”)</p> <p>6. The body symbolizes the human body. The space between the first circle and the body symbolizes the comfort zone of a person. The space between the second circle and the first circle symbolizes an area, in which people do not feel very comfortable in, but might accept the statement occasionally. The space outside the second circle stands for the zone people feel completely uncomfortable. It stands for actions people would prefer not to do.</p> <p>7. The facilitator now reads out the first question and asks the participants to locate themselves according to their preference.</p> <p>8. People allocate themselves according to how they feel comfortable with it or not. Give 2-3 people time to express their positions (if they feel safe to share).</p> <p>9. Ask people to go outside the circles again and read out another question and repeat the method.</p> <p>10. The facilitators observe and take notes eventually.</p> <p>11. At the end discuss the topic safe space and personal space with the participant. Point out cultural, social or other differences of understanding of safe space and comfort zone. Make sure everyone is aware what personal space means and why it is important to respect other people's comfort zones.</p>
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<p>Description</p>	<p>Extension of method – the Comfort-Zone Map:</p> <p>To make sure participants don't forget how others feel about specific topics and whether they feel comfortable in doing specific things or not, prepare a Flipchart with a drawing of the silhouette and the circle symbolizing the comfort zone and stick it e.g. to the wall in the common room. Make sure to put the questions visibly on the paper and color code them. Each participant can use a post-it in the colors of the question, put their name on it, and stick the post-it according to where they would position themselves regarding the question. The participants can use the different colored post-its with their names on it to show whether they feel comfortable with a statement or not. By doing this, there will be a map that shows each person's limits and personal space.</p> <p>Make the participants understand, that it is not obligatory to be part of the map, if they don't feel comfortable sharing that information. Though, also remind others that no answer, is also an answer. (Only YES, means YES) So if it is not clear on the map, whether a person feels comfortable doing something or not, it is important rather not to do it.</p>
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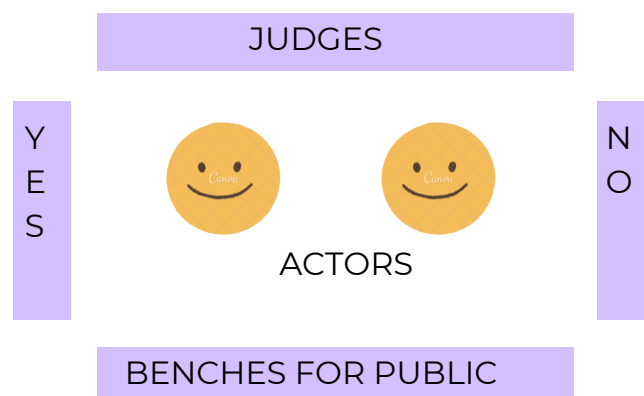
The Consent Trial

Topic	Consent, Safe Space, Personal Space
Specific objective	<ul style="list-style-type: none"> • To give information about consent and personal safe space • Learn about differences and learn how to recognize the personal limits of others • Be able to express one's own personal limits
Timing	60 minutes (min.)
Materials	Paper, seats, benches, tables, music speaker, post-it
Description	<p>In this method participants will get into the roles of lawyers and judges, where they must discuss certain scenes and decide whether in the act, which is played by 2 people, there was consent or not.</p> <p>This method shall help to playfully sensitize the participants about the topic of consent and personal space. Through having active observations, discussions, and exchange of arguments, they shall point out situations, acts and behaviors, which might be controversial and result in the lack of consent.</p> <ol style="list-style-type: none"> 1.The Facilitators need to research on the meaning and definition of the words“Consent” and “Personal Space”. Both words must be clear to the Trainers and clearly explained to all participants before the start of the practical activity. 2.Write down some questions that might be a bit controversial and invade the personal space of someone. (e.g. “In my culture, we kiss to greet each other. Can I give you a kiss?”; “I’m very sleepy. Do you mind if I put my head on your shoulder?”; “Would you like to come to my room for a chat? It’s more comfy.”; “Do you mind if I change my clothes in front of you?”...). Use one paper per question. 3.Write down answers that are not clear and might be misread.

<p>Description</p>	<p>(e.g. “Okay... (you look down)”; “Mm-hmm (you nod your head)”; “I don’t really know..”; “you shrug your shoulders”...)</p> <p>4. Prepare sticks with “Yes” and “No” signs for the judges. (You can also simplify it and use different colored papers instead of the sticks.)</p> <p>5. Prepare some suitable music, that can be used between the scene</p>
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Directions :

1. Prepare 3 tables. 2 Tables are facing each other which represent the groups “Yes” and “No”. The 3rd table is located on top of the other tables, where the judges will take a seat. For the public, place some seats/benches in front of the judge’s table.



2. Divide the group in 3 different subgroups: Defenders/Lawyers of “Yes”, defenders/Lawyer of “No” and Judges.
There need to be 3 or 4 people for each defender teams (YES&NO). 5 people take their spot on the jury’s table.

Also pick 2 peoples to play the scene by reading out the question and the answers that are written on papers and posed on the floor or on the judges' table. (Make sure to put the question on one pile, and the answers on another pile, the text should be facing downwards.) Make sure to visually distinguish between the different parties. For this, post-its with different signs could be used.



3. On the judges table there place the 5 signs with the words “YES”, and “No” on it, which will be used to show whether the judges are agreeing with the defenders of the “Yes, it was consent”, or the “No, it was not consent” – Group.

4. Let one pre-defined person, or a person from the public choose one question and another person choose one answer. Give the time to read the question silently first and then perform it in front of the lawyers and the judges. (Remember to give some time to the actors to prepare.)

5. The defenders of Yes ALWAYS have to defend the statement « YES IT WAS CONSENT » and the defenders of no ALWAYS have to defend « NO IT WASN'T CONSENT » they can't choose to debate with their personal ideas to the subject but have to defend YES or NO depending on their table.

6. TIMING : give each group (yes&no) 2 minutes to prepare their arguments and then another 2 minutes to open the argument and express their arguments. Both groups present their first arguments to the opposite table.

7. After the first round of argumentation both groups get each 1 more minute to wrap up their arguments and answer to what the opposite table might have said as an argument. The groups cannot interrupt each others' speech and if this happens judges should give minus points to the interrupting group.

8. The judges in the meantime have time to take notes and write pro's and con's of the arguments.

8. During the trial Judges are not allowed to speak. They need to listen carefully to both tables (YES&NO) and take notes. Only after the end of the given time to the groups they will have 2 minutes to discuss amongst each other and afterwards declare their decision whether it was consent or not. During the process of decision making by the judges, make sure to play some loud music. (Some classic music or fun and sensual music can be used to amuse the audience.)

Their decision can be made upon their personal ideas. The judges don't need to agree and have the same answer.

9. During the debate of the judges, facilitators can prepare two 2 actors, as well as the Yes-and-No-Lawyers with other participants.

10. When the time is up, the judges raise their answers, and will get some time to explain why they chose the "Yes" side or the "no" side.

The amount of "Yes" and "No"-signs that are being raised up by the judges at the end will decide which table wins the trial.

11. You can repeat the whole method with a new "case" (question and answer),

12. At the end, disseminate carefully how the participants felt during the process and what they have learned about consent and safe space.

Facilitation tips	This activity requires a lot of focus ; therefore, it is hard to do it at the end of the day or the training. It is recommended to use it at the beginning.
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Raising awareness

Moving Debate

Topic	Gender and youth work
Specific objective	To share different points of view in each person's working environment towards gender issues
Timing	60 minutes (min.)
Materials	A4 papers, markers
Description	<p>The room is divided into four corners. Each corner represents the level of importance participants have on a certain topic in their work with youth, specifically: very Important, quite important, not so important, not important at all.</p> <p>A set of statements is read by the facilitator. The statements are as follows:</p> <ol style="list-style-type: none"> 1) At the beginning of a project, as a facilitator, it's important to include GBV prevention rules in the collective social agreement even if the group is not suggesting it; 2) At the beginning of a project, as a facilitator, it's important to make a circle of pronouns between participants of all ages to introduce themselves; 3) In a project with participants of all ages, it's important that the facilitating team has gender mix; 4) During a project, as a facilitator it's important to organize activities divided by gender; 5) In a project, it's important to have a non gendered sleeping area in the hosting place. <p>Participants are standing in the middle of the room and take a position according to the level of interest they have on the statement.</p> <p>After everybody takes position, the facilitator asks to participants from each side to explain their point of view towards the subject.</p>

