

## Activities for Children 10-12 Years Old

<b>Title:</b>	<b>Moving Debate</b>
<b>Duration:</b>	20 minutes
<b>Audience:</b>	Children 10-12 Years Old
<b>Objectives:</b>	<p>This Activity aims to enable children to critically reflect on their attitudes towards gender and gender – based violence.</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Information</li> <li>• Critical Thinking</li> </ul>
<b>Instructions</b>	<p><b><u>Materials:</u></b> N/A</p> <p><b><u>Instructions:</u></b> Ask all children to stand in the center of the room. Label one side of the room ‘agree’ and the other ‘disagree.’ Read through the statements below (or invent your own) and allow children time to position themselves in accordance with their (dis)agreement with the statements. Ask children from the ‘agree’ ‘disagree’ and ‘undecided’ sides to explain their perspectives after each statement. Facilitate some healthy debate on the topic at hand.</p> <p><b><u>Examples of statements:</u></b></p> <ol style="list-style-type: none"> <li>1. Saying ‘you throw like a girl’ is just a saying - it doesn’t mean anything.</li> <li>2. ‘I would play any kind of sport with anybody, regardless of their gender.’</li> <li>3. Physical fighting is fine, as long as nobody gets hurt.</li> <li>4. Boys should never hit girls.</li> <li>5. Girls are less violent than boys.</li> </ol>



6. Boys and girls respond to violence in different ways.
7. Girls experience more violence than boys.
8. 'I sometimes feel afraid walking home when it's dark'

**Evaluation &  
Reflection**

Facilitator can adapt the statements based on the needs, experience and cultural context. Facilitator shall encourage some healthy debate on the topic at hand.

**References:**

[ShoutOut Training Manual](#)



Title:	Boundaries
<b>Duration:</b>	20 minutes
<b>Audience:</b>	Children 10-12 Years Old
<b>Objectives:</b>	This Activity will help to understand the importance of personal boundaries and the concept of “comfort zone”. In addition, they will be in a position to speculate how the perception of what is personal space regarding the body and sexuality varies from one person to another.
<b>Instructions</b>	<p><b><u>Materials:</u></b> N/A</p> <p><b><u>Instructions:</u></b> Firstly, ask children to split into pair of 2. You (the trainer) go around the room, assigning numbers 1 and 2 in each pair and fixing the distance between the two students, so that they are initially at arm’s length from each other. Inform them, that you will read instructions to them and they will need to follow them. <u>The first instructions to them will be:</u> “Face each other. Now number 1 get one step closer to number 2”. Now explain that they <b>may feel uncomfortable</b> when following some of the instructions you will give. If at any time either the person doing the action or the person receiving the action feels uncomfortable, they can stop following the instruction, or they can communicate their unease to the other person in the couple through gestures. <b>Nobody is allowed to speak.</b> Read out loud the following instructions, one by one, allowing some time each to perform. (a) Number 1 and number 2, look into each other’s eyes and hold each other’s look during the whole exercise if you can. (b) Number 1, put your hand on number 2’s shoulder. [provide some time].</p>



Now release.

(c) Number 2, put your hand on number 1's shoulder. [provide some time].

Now release.

(d) Number 1, with your hand, feel the face of number 2, explore the shapes of their face. Stop.

(e) Reverse instruction for number 2.

(f) Number 1, get one step closer to number 2. [Allow some seconds]. Now get one step back.

(g) Reverse instruction for number 2.

(h) Number 1, use your hands to go about the silhouette of number 2, from head to toe, slowly.

(i) Reverse instruction for number 2.

(j) Number 1, go around to the back of number 2, and give them a massage on their shoulders and back.

(k) Reverse instruction for number 2.

(l) Number 1, caress the hair of number 2.

(m) Reverse instruction for number 2.

(n) Number 1, take the hand of number 2 in your hands. Feel every inch of their hand, from the wrist to the nails, and back.

(o) Reverse instruction for number 2.

(p) Number 1, hug number 2.

(q) Break the pairs.

Ask all students to come into a circle. They may sit down still in a circle if they prefer.

### **Discussion points**

- How did number 1s feel?
- How did number 2s feel?
- What was the most difficult instruction to follow?
- Did they not follow some of the instructions? Why do they think it was



harder to follow some instructions rather than others?

- Do you think it would be different with different people? How would the exercise feel different if you were asked to do it with a person of the same sex as yours? Different sex than yours? Different culture than yours? Explain.
- Did anyone try and understand, during the exercise, if the other person was at ease with what they were doing? How was this communicated? If you did not perceive any specific response, does that necessarily mean that all you did was ok with that person?
- Point out that making the effort to understand if the person we are interacting with accepts and is at ease with what we do is very important, and that this is about getting consent.

At the end of the activity facilitator should explain that the purpose of this activity was to explore individual comfort zones, and understanding own boundaries as well as those of others. What each individual deems as ok for themselves, may not be ok for someone else, and may put them in discomfort.

However, different people have different ways to: 1. React to what they receive and the actions of others; 2. **Give consent**, or even not give consent if they feel they are not able to, or if they feel that there is an imbalance of power between themselves and the other person, which may cause the inability to react and to say/do something to communicate that they are not at ease.

Perception of boundaries can vary also depending on the different cultures of the people involved, and this is why the development of intercultural sensitivity is very important and can help young people to play an active role in fighting sexual discrimination and violence, but also to promote human rights and peace from an intercultural point of view.

## Evaluation & Reflection



**References:**

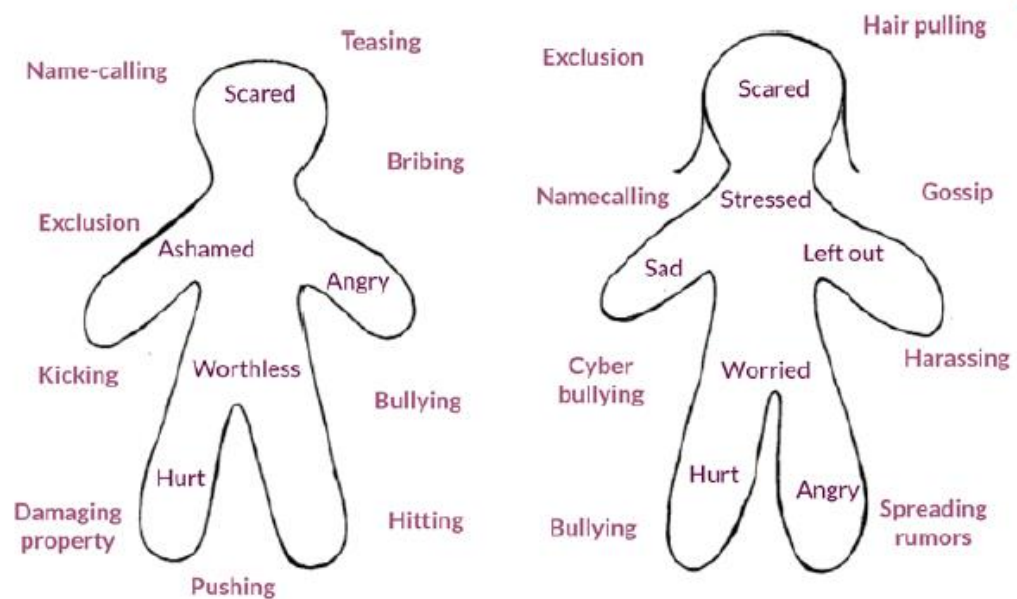
“Boundaries” is an activity adapted from the activity “Touch” provided by sex educator and trainer Dora Djamila Mester in the framework of an international training course organized by CESIE in Prizzi (Palermo), Italy in September 2014. “Boundaries” is included as a part of the students’ training programme of the project “CONVEY – Counteracting sexual violence and harassment: Engaging Youth in schools in digital education on gender stereotyping”, co-funded by the REC Programme of the European Commission.



<b>Title:</b>	<b>Effects of Gender-Based Violence</b>
<b>Duration:</b>	30 minutes
<b>Audience:</b>	Children 10-12 Years Old
<b>Objectives:</b>	<p>This Activity helps children to identify the physical and psychological effects of school related gender-based violence on students and reflect on the consequences that such occurrences might inflict.</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Empathy</li> <li>• Critical Thinking</li> <li>• Respect</li> </ul>
<b>Instructions</b>	<p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Blank sheets of paper</li> <li>• Pens / Markers</li> </ul> <p><b><u>Instructions:</u></b></p> <p>Arrange children in the groups of three or four. Explain to them that in this activity, they are going to talk about the different kinds of violence that male, female and other students can encounter around the school. They are then going to identify what emotions the person experiencing the violence might feel.</p> <p>Give each group a sheet of paper (or ask them to use paper from their notebook). Fold the paper in half. On one side, draw the outline of a female. On the other side draw the outline of a male.</p> <p>In the space outside the body, list all of the kinds of violence that can happen. Make separate lists for male, female and other students. Prompt students to include examples of physical violence (i.e. hitting, kicking) and verbal and psychological violence (i.e. threats, rumors, name-calling).</p> <p>On the inside of the body, write all of the feelings that these kinds of violence</p>



might cause for the person who experiences these forms of violence (see the example below).



During the reporting back phase, compare the kinds of violence experienced by males, females and transgender young people.

Ask group members to report back on what they noticed from this exercise.

- What are the most commonly experienced forms of violence? Are they the same for females, males and transgender young people?
- What types of violence do males tend to perpetrate against males? Against females? Against other people?
- What types of violence do females tend to perpetrate against females? Against males? Against other people?
- Do you notice any patterns?

Ask group members to report back on what they noticed from this exercise

## Evaluation & Reflection

Violence within schools, whether it is psychological, verbal, physical or sexual, has a range of negative effects on those experiencing it. It can cause mental and physical health harm and affect a person's ability to learn. Being able to empathize with those experiencing gender-based violence can make it less



likely, that we will perpetrate or tolerate it in any form. In many places' males, females and transgender young people tend to use and experience different forms of violence. In many places' boys are more likely to experience and be the perpetrators of physical violence, but girls are more likely to experience gender-based violence.

Facilitator shall emphasize that it is important to understand what the emotional effects of violence are. When we learn the effects of violence, we are able to empathize with the target and are less likely to perpetrate or tolerate violence, or to excuse it as a joke or as teasing. Naming the behaviors as forms of violence or bullying is a first step towards understanding that this type of behavior is not acceptable.

### References:

[CONNECT WITH RESPECT: Preventing gender-based violence in schools - Classroom Programme for Students in Early Secondary School \(ages 11-14\)](#)



<b>Title:</b>	<b>The Bridge</b>
<b>Duration:</b>	45 minutes
<b>Audience:</b>	Children 10-12 Years Old
<b>Objectives:</b>	<p>This Activity allows children to reflect on how the victims of gender-based violence feel. In addition, it points out that violence comes in many forms (like verbal or psychological abuse).</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Information</li> <li>• Empathy</li> </ul>
<b>Instructions</b>	<p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Statements which contain gender and language stereotyping that aim to diminish or discourage</li> </ul> <p><b><u>Instructions:</u></b></p> <p>Select several children and ask them to go out of the room; split the rest of the children in two and form a bridge with their hands.</p> <p>Give a role to each child from the bridge formation and provide them a sentence and ask to memorize to say it out loud.</p> <p><b><u>Examples for sentences:</u></b></p> <ul style="list-style-type: none"> <li>• You look like a girl/boy.</li> <li>• Are you gay?</li> <li>• Why don't you smile?</li> <li>• Are you shy?</li> <li>• You look sexy.</li> <li>• Why are you hiding your nice boobs?</li> <li>• You are beautiful</li> <li>• You are smart</li> </ul>



- You know what you want
- You have a unique style
- I like the way you think.
- I like the way you express yourself

Invite children who were left outside to pass under the bridge one by one and other children should tell their sentences their memorized.

Once the child passes under the bridge will hear only negative or diminishing affirmations and the second time only positive or uplifting ones (or the other way around).

The exercise is followed by debriefing discussing the feeling of the student that passed under the bridge and the feelings of the "bridge".

Facilitator shall adapt the statements based on the context and group dynamics.

Facilitator shall follow the discussion by asking debriefing questions to discuss the feeling of the student that passed under the bridge and the feelings of the "bridge". E.g. How did you feel? The ones who passed under the bridge and the ones who were the bridge.

For the people passing under the bridge:

- How did you feel when you passed under the bridge and heard all the nice and encouraging words? Did it remind you of someone or a situation?
- How did you feel when you passed under the bridge and heard only the negative and diminishing words?
- Would you want to pass again the bridge? if yes which one?
- Which word stayed in your mind? (if is negative then deeper debriefing is needed)

For the people creating the bridge and being the voice of the bridge:

- How did you feel saying only positive and encouraging words to someone?

## Evaluation & Reflection



- How did you feel saying only negative and diminishing words to someone?
- Was easy for you to think of what to say?

**References:**

Piloting programme – activities for students to counteract sexual violence and harassment, CONVEY project. <http://conveyproject.eu/activities>



<b>Ball – Toss</b>	
<b>Title:</b>	<b>(in follow up to the Activity “Effects of Gender-Based Violence”)</b>
<b>Duration:</b>	20 minutes
<b>Audience:</b>	Children 10-12 Years Old
<b>Objectives:</b>	<p>This Activity is especially designed in order to explore children’s emotional responses to the issues discussed in the previous exercises.</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Critical Thinking</li> </ul>
<b>Instructions</b>	<p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• A small ball</li> </ul> <p><b><u>Instructions:</u></b></p> <p>Make a circle and when you are all stood in the circle remind children of the key findings of the previous session. Explain that you will now recap on some of the ideas or emotions that you experienced during that session using one-word responses as you throw the ball. Toss the ball and say an emotion or idea that came to you during that session. The person who catches it should do the same as they throw to a new person. Continue until everybody has had a chance to go or until people run out of things to say.</p>
<b>Evaluation &amp; Reflection</b>	<p>At the end, facilitator shall ask children if they enjoyed the activity and why? And most of all if the activity helped them to make sense of their feelings when discussing gender-based violence.</p>

**References:**

[YPEER manual - Theatre-Based Techniques for Youth Peer Education: A Training Manual](#)



<b>Title:</b>	<b>Express Yourself!</b>
<b>Duration:</b>	20 minutes
<b>Audience:</b>	Children 10-12 Years Old
<b>Objectives:</b>	<p>This Activity enables children to think about positive concepts associated with gender equality and to reflect on gender equality notion.</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Self-awareness</li> </ul>
<b>Instructions</b>	<p><b><u>Materials:</u></b> N/A</p> <p><b><u>Instructions:</u></b> Ask children to stand in a circle with their backs to the center. Explain that on the count of 5, you will call out a word and they should jump to face the center with their faces and body language acting out their interpretation of that word. NOTE: The words chosen should be the positive opposite of some of the themes discussed when reflecting on gender-based violence. They can also be ambiguous terms associated with GBV. For example: strength, peace, power, freedom, safety, equality, gender equality When everyone faces the circle, ask if anyone would like to share why they arrived at this particular expression / pick children depending on the comfort of the class. Close by thanking all children for their contribution.</p>
<b>Evaluation &amp; Reflection</b>	N/A

## References:

[Friends of the Earth training toolkit](#)

