D3.2 Activities Handbook

Activities designed to Prevent and Combat Gender-based Violence through the use of Positive Psychology Principles.

Contents

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Introduction

This Handbook was developed within the framework of "SAFER Project". The project SAFER: "Systematic Approaches for Equality of Gender" (SAFER) is a collaboration with partners from six European countries. SAFER project is co-funded by the Rights, Equality, and Citizenship Programme of the European Commission and therefore is supported by the EU.

SAFER Project aims to prevent, encourage reporting and combat Gender-Based Violence (GBV) through the application of Positive Psychology principles. A systematic approach is proposed in order to cultivate valuable skills which can be utilised not only to combat and prevent GBV, but also to enhance individual emotional and psychological well-being and create healthy social connections and interactions.

The project aims at raising awareness of Primary School Teachers, Students, Parents and relevant Stakeholders regarding challenging existing Gender Stereotypes and ultimately preventing GBV.

SAFER's target is to firstly train Teachers and Educators and create a knowledge pool of classroom material available to them online, so they can impart their knowledge with Elementary students (ages 6-12). Furthermore, Educators that will follow SAFER's instructions and activities will be in a position to foster a secure environment in the classroom, where students will feel comfortable and safe to express their feelings, opinions and concerns whilst feeling accepted and supported. Such an environment will encourage students to report any possible gender-based violence cases or defend if needed a peer when put in a relevant situation.

SAFER Project proposes **4 key Modules** to achieve the aforementioned goals:

1. **Gender Sensitive Pedagogy (and Comprehensive Sexuality Education)**: refers to the pedagogical measure deployed to reach gender and equity goals, an approach that promotes a learning process that pays close attention to identification and critique of gender stereotypical behaviors.

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2. **Life Skills:** are defined as psychological abilities for adaptive and positive behavior that enables individuals to deal effectively and sufficiently with the demands and challenges of everyday life (WHO).

3. **Character Education:** is a term used to describe an educational approach which aims to help children to develop moral, civic and socially acceptable thinking and behaviour.

4. **Resilience:** the ability to bounce back from adversity – the process of adapting will in the face of adversity, trauma, tragedy or even significant sources of stress (American Psychological Association, 2014).

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Manual on how to use the Handbook

The Activities and Theoretical Background for each Module provided in this Handbook, are evidence based and they derive from extensive literature review conducted from all partners. Furthermore, prior the creation of SAFER's Training Material, each partner country conducted a relevant research in order to investigate the needs analysis.

The Handbook contains user-friendly instructions for Trainers – Teachers and included are a plethora of references and suggestions for further information. In case that Trainers or Participants might need any further clarifications or information, they are encouraged to contact anytime the SAFER partner consortium through our official website (http://gendersafer.eu/).

How to Utilise Training Package:

- Training Guide for Teachers (or any other relevant expertise with similar role) working with children between the ages of 06-12.
- Reference Tool by Trainers, Students/Children who have already gone through the training, Parents that familiarized themselves with the material due to their children.

The Material is split in to **four modules**:

1. **Gender Sensitive Pedagogy (GSP) and Comprehensive Sexuality Education (CSE)**
2. **Life Skills**
3. **Character Education**
4. **Resilience**

Each chapter – module begins with introducing to the reader a brief theoretical background and an elaborated Reference List in order to provide a pool of information for those who wish to investigate specific aspects and notions into more depth.

At the activities section, you will firstly find a Summary Table of the activities in finding order, including their Objectives and a brief description for each activity. Following is the elaborated description for each activity with appendices, worksheets and references.

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Trainers-Teachers are encouraged to alter, adapt and implement all the material provided in compliance with their own specific goals or limitations (time availability, cultural differences, education system – curriculum of each country, specific characteristics of trainees group, material availability, desired learning outcomes, facilitator's own characteristics).

The trainings can be conducted within the classroom, working with small or large groups (around 20-25 people). The duration of the training can vary again, depending to the audience and availability, however do keep in mind that the team proposes around 5 hours for each module (around 5 activities of 45 minutes, plus brief pause in between to be used as deemed needed by the facilitator - break / room alterations / audience following instructions / material give always etc).

Please bear in mind that it is mandatory that the Trainers must be in a position to answer questions and to engage in conversation amongst themselves and the participants. Hence, it is highly recommended to read carefully the material provided and if possible, to do their own background research also, taking into account the participants unique characteristics.

Gender Sensitive Pedagogy

Literature Review

What is Gender-sensitive pedagogy?

We all have heard about "gender". **Gender** is a concept that is widely used and perceived in many quarters to mean "women's issues", however, in reality, the true meaning of the aforementioned notion differs greatly. Gender refers to the "social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context, time-specific and changeable" (EIGE, 2018).

Gender roles are quite different from the sex roles of men and women. Sex roles are purely biological. They cannot be changed. Gender roles, on the other hand, **are determined by society**, which assigns different responsibilities to men and women, e.g. the task of cooking for women or decision-making for men, hence forming gender stereotypes.

A **Gender Stereotype** is a widely held belief about the behaviors and characteristics attributed to girls and boys, women and men. Women are often portrayed as being emotional, caring and in need of protection. Men are often characterized as being rational, career-driven and strong. These assumptions can be negative (e.g. women are irrational, men are insensitive) or seemingly benign (e.g. women are nurturing, men are leaders). These gender stereotypes shape self-perception, attitudes to relationships and influence participation in the society. In a school environment, they can affect a young person's classroom experience, academic performance, subject choice and well-being (IOP, 2018).

Gender-sensitive pedagogy (GSP) refers to the pedagogical measures deployed to reach gender and equity goals and refers to a learning and teaching process that pays attention to the identification and critique of gender stereotypical behaviors. For the approach to be successful, the following key areas need to be addressed: classroom set-up, lesson planning, teacher-learner

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interaction, delivery methodology, language use, resources for teaching and assessment, and school or institutional management (Njambi et al. 2016). It also requires teachers to specifically strategize lesson planning, teaching, classroom management and performance evaluation from a gender responsive perspective (Mlama et al. 2005). These methods aim at creating a constructive context for critical thinking and differences in the classroom, where gender equality prevails. In this way teachers act as a 'gender-conscious critical friend' to students, where teachers' self-awareness of their gender roles enables students to examine their own gender positioning (Adriany & Warin, 2017, p.382).

Important Note: Gender-Sensitive Pedagogy is not meant to discriminate against boys, nor is meant to focus on one gender. It involves using different learning methods whilst giving equal opportunities for both girls and boys to participate.

Benefits of Gender-sensitive pedagogy

Gender-sensitive pedagogy (GSP) provides diverse benefits if applied to the learning process of students. Findings suggest that this approach can lead to empowerment, quality education outcomes and general well-being for both boys and girls considering its positive effect on the following:

Firstly, it brings about behavioral and attitude change**,** in relation to gender dynamics. According to a study lead by FAWE (Njambi et al. 2016), after the implementation of gender-sensitive pedagogy in schools, a positive change of boys' and girls' attitudes and behaviors was observed. Girls actively participated in classroom discussions and their confidence levels increased. Teachers became aware of the harshness of the language they sometimes used, and stopped using it. Consequently, the learners felt encouraged, interacted freely with teachers and among themselves, and supported each other in school work and assignments. Furthermore, the encouraging use of language, raised learners' self-esteem and confidence, particularly girls. In presenting group work, debates, field study trips and project-based learning, both girls and boys were engaged in equal measure, leaving unhealthy competition behind. The result was improved performance among the learners.

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Secondly, GSP supports character education and prevents gender stereotyping through providing opportunities to question traditional gender roles. This highlights the role of the teacher   to challenge traditional gender roles using gender-sensitive pedagogy. The use of GSP is directly linked to a decrease of gender-based violence as both students and teachers understand each other better, which leads to greater respect and reduced gender-based violence (Njambi, 2016). In turn, it enhances girls' school retention.

Thirdly, it is beneficial for children life-skills development. In an ever-changing labor market, this approach, if implemented, can help boys and girls to develop competences that can help them cope with real life challenges. For instance, increased participation of girls in the classroom allows girls to develop their problem-solving and skills of argumentation, which are proven to be useful in their life outside of school (Lloyd et al. 2000).

Finally, GSP has been found to be related with children's capacity of resilience. A resilience approach draws on relationships, opportunities, and structures that support positive coping and adaptation. Existing literature shows that network of friends and family can help learners succeed academically, increase self-esteem, agency and affective expression; caring, support and encouragement (Reyes et al,2013) Reyes' study also states that the role of schools in providing opportunities for positive self-identity and gender-related empowerment through activities is fundamental (ibid). It means encouraging activities that balance the promotion of individual and social skills, and academic and recreational objectives. These activities foster individuals' strengths and encourage healthy socializing.

What is Comprehensive sexuality education?

Another important thing to consider when talking about gender-sensitive pedagogy is Comprehensive Sexuality Education (CSE). CSE gives children and young people the opportunity to critically reflect on gender in terms of its impact on our understanding of biology and social norms (UNESCO, 2018). Comprehensive Sexuality Education is defined as 'a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality,' (UNESCO, 2018). The objective of CSE is to equip children and young people with the skills needed to protect their health, understand and realize their human rights, and cultivate

respectful social and sexual relationships. More generally, CSE serves to empower children and young people in making decisions about their relationships and wellbeing.

CSE combines information from various disciplines in order to realize these aims. Fundamentally, CSE is: based on scientific evidence; is age-appropriate; is comprehensive; is sensitive to the cultural context in which it being delivered; is grounded in gender equality, and takes a human rights-based approach to health (UNESCO, 2018).

Why teach Comprehensive Sexuality Education?

CSE can be taught in both informal and formal settings. It allows for the normalization of discussions around sexuality (IPPF, 2016). Given that schools play a pivotal role in most children's development, it is important that this normalization occurs there. Furthermore, delivery of CSE in school settings ensures broad reach as all school-attending children and young people will be included, which is especially important for those learners who do not have opportunity to critically reflect on these issues at home or in informal settings.

A large body of evidence shows that Comprehensive Sexuality Education improves children and young people's decision-making skills and enhances their self-confidence, enabling them to make informed decisions about multiple aspects of their wellbeing (IPPF, 2016). CSE has been shown to encourage safe sexual behaviors and increased self-efficacy in decisions related to sexuality and relationships (UNESCO, 2015).

What is an appropriate age to deliver Comprehensive Sexuality Education?

Often CSE is delivered late in young people's development as it is seen only to be relevant to adolescent development as opposed to that of children. However, children's vulnerability to violence, exploitation and abuse indicates that there is a need for this kind of education from a young age (Goldman, JDG, 2015). Furthermore, it is important to deliver CSE at a time when children are beginning to internalize messaging related to sexuality and relationships (UNESCO, 2018). While this age varies among children, evidence points to children's need for comprehensive sexuality education as early as possible, as acknowledged in development psychology and reflected in the Standards for Sexuality Education in Europe (WHO Regional Office for Europe and BZgA, 2010). Sweden, which is recognized as the most gender equal country in the

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world, begins gender-aware education at pre-school level (Swedish Institute, 2019). The question of age also highlights the need for CSE to be delivered incrementally, where it should be incorporated as a key part of young people's learning throughout their development and informed by their developmental ability (UNESCO, 2018).

Gender-sensitive teaching methods and approaches

Now that we know what gender-sensitive pedagogy and comprehensive sexuality education are, and are aware of the benefits they bring to the development of children and young people, we can learn what can be done in the classroom, and how.

Bridging the gap between genders means that you, as a teacher, must increase your sensibility to gender issues, as a starting point.

Key skills demonstrated by teachers who promote a gender-sensitive classroom include:

- Valuing equally the learning ability of both female and male students.
- Facilitating both female and male students' abilities to learn, progress equally, and develop their potential to the fullest.
- Reacting cautiously to unfriendly and potentially gender-biased attitudes that students may demonstrate toward their female and male peers.
- Helping students question gender-biased attitudes in order to prevent them from happening in the future.
- Looking for characteristics/behaviors resulting from social norms that may hinder academic learning and performance (e.g., shyness, arrogance, dominance, bullying, lack of confidence, and fear of speaking out in class.

In being trained to apply gender-sensitive teaching practices and deliver Comprehensive Sexuality Education, teachers shall adopt a collaborative, learner-centered approach, as is often used in the delivery of GSP and CSE. This highlights the teacher's role as a facilitator, who should promote and enable critical thinking among students, as opposed to directing them in their learning (IPPF, 2017). This approach prioritizes student-involvement in the design of activities, the creation of a safe space and an agreed code of trust among students, and participation of all students through the use of a range of teaching tools reflecting the diversity of students' skills.

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Important Note: When applying Gender-Sensitive Pedagogy and delivering Comprehensive Sexual Education, we respond to students' different needs and we ensure equality in the learning process whilst providing support to students enabling them to reveal their full potential.

In the Module 1 of this Handbook you will find:

- 6 activities for yourself, that you can implement with your colleagues to reflect on your own attitudes and beliefs.
- 4 activities that you can implement with your students who are 8-9 years old.
- 4 activities that you can implement with your students who are 10-12 years old.

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Summary Table

Title	Audience	Overview	Evaluation & Reflection
Thermometer or Moving Debate	• Teachers and Parents	This Activity enables the participants to explore the concept of equality and inequality, through a "moving debate" and reflect on their own attitudes towards gender roles, stereotypes and the notion of equality.	Facilitators can adapt statements based on the context and trainees' interests. Facilitators should allow trainees to change their mind depending on the opinions they will hear from other trainees. It is important for the facilitator to leave room for fruitful discussion at the end of this Activity.
Introducing Gender Concepts	• Teachers and Parents	This Activity is mostly informative so the trainees will get a comprehensive knowledge about basic gender related concepts.	Facilitators can update gender concepts based on the needs of the session and level of the knowledge of trainees.
Gender and Sex	• Teachers and Parents	This Activity encourages participants to reflect on their own beliefs regarding gender and sex and the differences between the two. In addition, it aims to make participants feel more comfortable talking about the aforementioned topics.	Facilitator is encouraged to explain to the trainees that the aforementioned statements were meant only to generate a discussion around how society promotes images of men and women, which result in gender biases and images. In addition, it stresses out the difference between sex and gender, which is critical for ensuring gender equality. By the end all participants should be aware that most stereotypes do not derive from biological characteristics, but socially constructed attributes of men and women.
Decentration Through Images	• Teachers and parents	The Activity helps to reflect on the socio-cultural origin of gender stereotypes, gender roles and ultimately gender itself. In addition, it enables the participants to explore the gender stereotypes that they might have themselves or have encountered in real life.	This Activity is recommended to raise awareness and self-reflection regarding beliefs, thoughts and emotions relevant to gender spectrum. At the end of the activity facilitators is advised to initiate a conversation about the cultural aspect of gender and gender stereotypes.
Discussing Gender-based Violence	• Teachers and parents	The Activity allows trainees to define gender-based violence and inform the participants about different, types, forms and examples of gender-based	The Scenarios will play an important part in the Reflection and Evaluation process, since it will enable the trainees to visualize how they will react the next time

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		violence.	they will be present in an incident of gender-based violence. The facilitators should be extra careful in order to protect participant's privacy if and when needed. This means not using their names or other details that will reveal their identity. This is another way to promote and cultivate respect.
Visualizing Gender Sensitive School	• Teachers and parents	This Activity encourages the participants to visualize and deeply contemplate the attributes of a gender sensitive school.	This Activity promotes the idea of a Gender Sensitive School, whereby the teachers, students, parents and community are well aware of gender equality and they practice it. Gender Sensitive Schools cultivate an academic, social and physical environment that acknowledges the distinct needs of girls and boys. School management systems, policies and practices are democratic and inclusive.
Gender Roles and Characteristics	• Children 8-9 years old	The Activity is especially designed to reveal children's' attitudes towards gender roles and gender characteristics in order to encourage speculation, critical-thinking and reflection.	Facilitator is expected to explain that the notion of "gender" is created by the world around us. It refers to the roles, behaviors, activities that people and society consider appropriate or acceptable for women and girls, or men and boys. In addition it is important to point out that equality means being given the same opportunities and choices.
Only For	• Children 8-9 years old	This Activity aims to create awareness regarding socially constructed gender expectation and common beliefs, in order to cultivate a deeper understanding of the negative effects that gender stereotypes and related behaviors can inflict to individuals and society in general.	Facilitator can ask children to interview a family member about their own experience of being told they could not do something because of being a boy or a girl. Have children read books that are specifically about girls and boys exploring activities or interests that are often not associated with their gender.
Strong Children	• Children 8-9 years old	This Activity aims to support children in order to be able to identify how different situations of our everyday lives might make us feel. In addition, they will become aware of the power they have to control their feelings and thoughts. Furthermore, it will introduce to children notions like authority and following orders – instructions.	Facilitator can invite children to share different moments when they have to follow orders that they do not like: in the playground, in the class, in their homes, at the doctor's, etc. The main focus of this activity is to reflect how following orders makes them feel and how they react based on those aptitudes.

Examining Gender Stereotypes	• Children 8-9 years old	This Activity helps children to identify the physical and psychological effects that gender-based violence has on students.	This Activity encourages children to closely examine gender stereotypes. It points out the importance of investigating children's attitudes towards enactment of strength / weakness as informed by gender. Children are therefore encouraged to question the gendered norms of bodily movement.
Rainbow room	• Children 8-9 years old	This Activity helps children to comprehend how unpleasant and traumatic discrimination can be, as well as being treated unfairly. Through this Activity the children will gain awareness and by the end of the activity they will be in a position to understand that everyone should be treated equally regardless of how diverse their identity might be or their personal characteristics in general.	Facilitator should explain that all people are different and it is important to respect and accept everyone for who they are without exceptions. Facilitator shall explain that all children have the right to food, to get an education and to be heard. Facilitator shall explain that some children are treated unfairly because of their sex, ethnicity, socio-economic status, caste, ability, sexuality or religion. Explain these terms in an age appropriate way.
Moving Debate	• Children 10-12 years old	This Activity aims to enable children to critically reflect on their attitudes towards gender and gender-based violence.	Facilitator can adapt the statements based on the needs, experience and cultural context. Facilitator shall encourage some healthy debate on the topic at hand.
Boundaries	• Children 10-12 years old	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.	This Activity aims to investigate the notion of "comfort zones" and subsequently understanding our 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.
Effects of Gender-Based Violence	• Children 10-12 years old	This Activity helps children to identify the physical and psychological effects of school related gender-based violence on students and reflect on the consequences.	Facilitator are instructed to emphasize on the negative effects that violence has on any person's emotional wellbeing. 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.

The Bridge	• Children 10-12 years old	This Activity allows children to reflect on how the victims of gender-based violence feel. In addition, this activity reminds the participants that violence can be also verbal/ psychological abuse.	Facilitator should initiate a discussion by asking debriefing questions to investigate the feeling of a student that passed under the bridge and the symbolic meaning and feelings of the "bridge".
Ball toss **(in follow up to the activity "Effects of Gender-based violence")**	• Children 10-12 years old	This Activity is especially designed in order to explore children's emotional responses to the issues discussed in the previous exercise – The bridge.	At the end, facilitator should ask the children if they enjoyed the activity and why? / If it helped them make sense of their feelings when discussing gender-based violence.
Express Yourself!	• Children 10-12 years old	This Activity enables children to think about positive concepts associated with gender equality and to reflect on gender equality notion.	N/A

Activities for Gender Sensitive Pedagogy

Activities for Teachers and Parents

Title:	Thermometer or Moving Debate
Duration:	10-15 minutes
Audience:	Teachers and Parents
Objectives:	This Activity aims to explore the concept of equality and inequality through a "moving debate". In addition, it will enable the participants to reflect on own attitudes towards gender roles, stereotypes and equality. • Equality • Respect • Collaboration • Reflection
Instructions	**Materials:** N/A **Instructions:** Firstly, the facilitator should ask the trainees to stand in a line across the room. Indicate that one end of the line represents "Strongly Agree" and the other end represents "Strongly Disagree". Explain that you will read a number of statements and will expect them to move to a point in the line that reflects their level of agreement with each statement. Read the following statements and allow trainees time to find their place along the line. After each statement, select a few trainees to explain why they chose to stand where they did. **Statements:** • A boy or a girl who is told, "You are stupid" may begin to believe that this is true.

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- Teachers who use harsh language (dictatorial, loud tone, shouts) can cause students to become fearful.
- Teachers can help to improve students' performance by giving them praise for their successes, as well as positive, constructive feedback.
- Treating boys and girls equally benefits all children.
- It is not that important to ensure equal use of the pronouns "he" and "she" in the classroom. Students know what you mean.
- When a female student performs better than the male students in her class, it can create problems for her.
- Teachers can send non-verbal messages that reinforce gender inequality.
- Sexual harassment often begins with body language.
- Assertive girls are not as popular in school as non-assertive ones.
- Boys are naturally more aggressive than girls.
- Women are biologically weaker than men.
- Nature designed men to dominate over women, as observed in the animal kingdom.
- Women who dress or behave in culturally inappropriate ways invite assault.
- A woman who leaves the house because her husband slaps her occasionally is overreacting.
- Women make better nurses than men.
- 'Backward' cultures are patriarchal; 'advanced' societies are not.
- Women are their own worst enemies.
- The husband's educational qualifications, income, age and status should exceed his wife's in the interests of a happy marriage.

Evaluation & Reflection	Facilitators can adapt statements based on the context and trainees' interests. The Facilitators should allow trainees to change their mind depending on the opinions they will hear from other trainees; in which case they should move to the corresponding space in the room and ask them to reflect on what has provoked the changes. After the activity ask trainees if they wish to share how they felt.

Title:	Introducing Gender Concepts
Duration:	10-15 minutes
Audience:	Teachers and Parents
Objectives:	This Activity it's highly recommended to be utilized as an energizer, since it aims to increase knowledge about basic gender related concepts. • Awareness • Information • Reflection
Instructions	**Materials:** • Flash cards (Appendices) **Instructions:** Firstly, the facilitator should write Gender Concepts (gender, gender stereotypes, gender blind, etc.) on flash cards or print out and cut the handouts provided in the Annex 1. Distribute them to the trainees. Several trainees can receive the same gender concepts. Stick the definitions provided for the gender concepts on the walls of the training room/classroom. Ask the trainees to match the gender concepts on the flash cards they have with the definitions posted on the wall. Give feedback to them on the concepts and facilitate the discussion.
Evaluation & Reflection	Facilitators can alter the gender concepts they choose to utilize/present based on the needs of the session and level of the knowledge of trainees. Facilitators can come back to the gender concepts and definitions at the end of the session and implement a brief evaluation through a quiz, i.e. using kahoot.it online platform.

References:

Gender Responsive Pedagogy Manual for Pre-service and In-service Teacher Training, Federal Democratic Republic of Ethiopia.

Please find Appendix for this activity on the next page.

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Gender concept	Definition
Gender	Refers to the socially-constructed set of expectations, behaviors and activities of women and men which are attributed to them on the basis of their sex.
Gender discrimination	It refers to denying opportunities and rights to individuals on the basis of their sex.
Gender equality	Eliminate all forms of discrimination so that all girls and boys and /or women and men have equal opportunities and benefits. In terms of education, it is beyond equal participation of boys and girls i.e. it also includes performances as well as creating gender sensitive institutional arrangement.
Gender equity	In the education context, it means ensuring that girls and boys have equal access to enrolment and other educational opportunities.
Gender stereotype	An unfair and untrue belief that many people have about all people of a certain gender or gender identity.
Gender mainstreaming	The consistent integration of gender equality issues into the development and implementation of policies, plans, programmes and projects at all levels, including at the national, regional, community, school and classroom levels.
Gender sensitive	Gender sensitive means the ability to recognize and/or the recognition of gender equality issues.
Gender blind	Being gender blind is the failure to recognize and address the different needs and interests of males and females.
Gender roles	Social behavioral norms that generally are considered acceptable, appropriate, or desirable for people based on their actual or perceived sex. Our society has a set of ideas about how we expect men and women to dress, behave, and present themselves.
Gender identity	Refers to how we feel about our own gender and how we would like others to see us in terms of our own gender, which may or may not correspond to the sex assigned to us at birth. It refers to each person's deeply felt internal and individual experience of gender and includes the personal sense of body and other expressions, such as dress, speech and mannerisms.

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Gender expression	How a person communicates one's gender to others including clothing, hairstyle, voice, behavior and the use of pronouns.
Gender education	Necessary part of curricula at all levels of the education system, which would enable both girls and boys, women and men to understand how constructions of masculinities and femininities and models for assigning social roles – which shape our societies – influence their lives, relationships, life choices, career trajectories, etc.
Empathy	The ability to imagine what someone else might be thinking or feeling.
Sex	Biological and physiological characteristics that define humans as female, male or intersex. There are a number of indicators of biological sex, including sex chromosomes, internal reproductive organs, and external genitalia.
Sexuality	The sexual knowledge, beliefs, attitudes, values and behaviors of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns
Toxic masculinity	A practice that legitimizes powerful men's dominant position in society and justifies the subordination of the common male population and women, and other marginalized ways of being a man
Whole school approach	Assumes that all members of the school community (teachers, administrative staff, students and parents) have a key role to play in promoting a supportive school culture and involves all areas of the school – policy and procedures, teaching practices, curriculum and the physical and social environment

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Title:	Gender and Sex
Duration:	30 minutes
Audience:	Teachers and Parents
Objectives:	This Activity enables participants to reflect on the understandings of sex and gender and the differences between the two. Increase the comfort level of the trainees to talk and discuss about gender and sex. • Awareness • Information

Instructions	**Materials:** • black (white) board/flipchart paper • pens/markers/chalk • Genderbread person handout (Appendices) • prepared cards (Appendices) **Instructions:** Ask the trainees to give their understanding of the differences between sex and gender. Summarize their responses to include the following significant differences between sex and gender. Some of the examples of the possible answers are provided in the table below.

SEX	GENDER
Biologically determined	Constructed by society
Universal for all human beings	Multi-faceted: differs within and between cultures and across geography, climate, etc.
Determined by chromosomes at birth	Dynamic, changes over time

Present to the trainees the Genderbread person handout and ask them what they think each part represents. For definition/explanation regarding Genderbread person please see https://www.genderbread.org/

Distribute the cards with the following statements (provided in Annex 3) on men and women to some trainees or ask for volunteer trainees.

Ask them to read these aloud, one by one.

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- Women give birth to babies, men don't.
- Care of babies is the responsibility of women because they can breastfeed them.
- Men have moustaches.
- Women are typically determined by an XX chromosomes combination and males by XY.
- Women cannot carry heavy loads.
- Girls tend to be more competitive than boys.
- Women are scared of walking outside their homes at night
- Men's voices break at puberty, women don't.
- Women are emotional and men are rational.
- Most of the women have long hair and men have short hair.
- Most scientists are men.
- Cooking comes naturally to women.
- Females have reproductive glands called ovaries and males called testicles.
- Women typically get their period once a month.
- Men tend to be more aggressive.
- Girls tend to be more compassionate.

Ask the trainees to decide which statement denotes characteristics/behaviors based on sex and which are socially constructed, referring to the Genderbread person handout. Request them to explain why they think so.

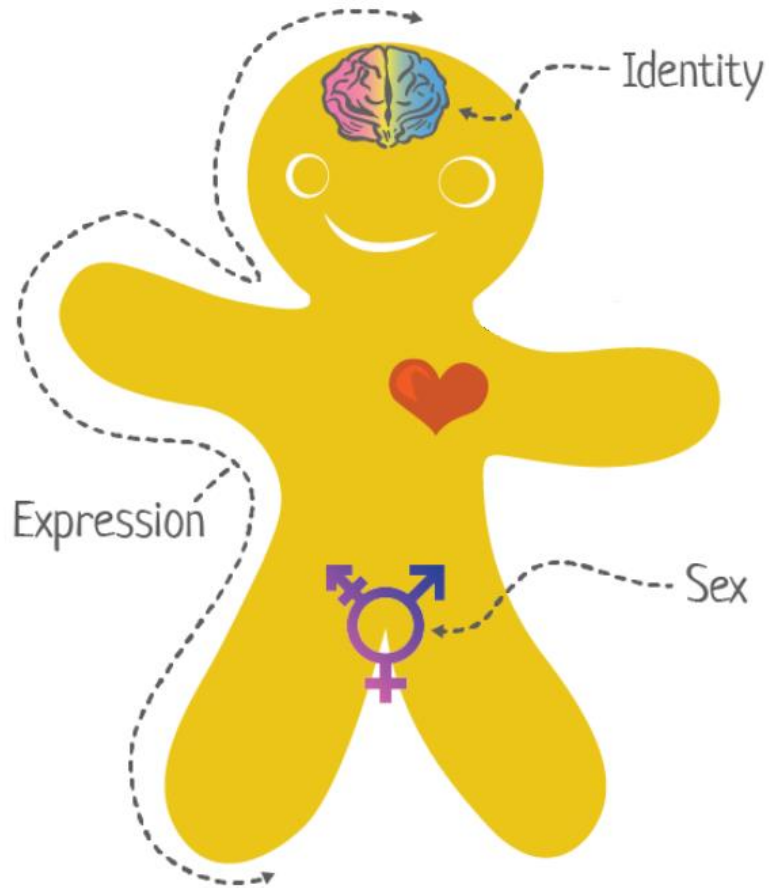|	
Evaluation & Reflection	The facilitator should explain to the trainees that these statements were meant only to generate a discussion around how society promotes images of men and women, which result in gender biases and images. In addition, the facilitator should explain why understanding the difference between sex and gender is critical for ensuring gender equality. It helps us understand that the cause of inequity between men and women is not their biological characteristics, but socially constructed attributes of men and women.

References:

The Genderbread person project, a part of hues, a global justice collective ; CARE Gender, Equity, and Diversity Training Materials, Module 4: Gender Training

Please find Appendix for this activity on the next page.

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The Genderbread Person v4   by it's pronounced METROsexual .com

Identity

Expression

Sex

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Sex and Gender Statements

Women give birth to babies, men don't.	Females are typically determined by an XX chromosomes combination and males by XY.
Care of babies is the responsibility of women because they can breastfeed them.	Girls tend to be more competitive than boys.
Men have moustaches.	Women are scared of walking outside their homes at night.
Women cannot carry heavy loads.	Men's voices break at puberty, women don't.
Women are emotional and men are rational.	Most of the women have long hair and men have short hair.
Most scientists are men.	Cooking comes naturally to women.
Females have reproductive glands called ovaries and males called testicles.	Females typically get their period once a month.
Men tend to be more aggressive.	Girls tend to be more compassionate.

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Title:	Decentration Through Images
Duration:	40-50 minutes
Audience:	Teachers and Parents
Objectives:	This Activity aims to enable participants to reflect on the socio-cultural origin of gender stereotypes, gender roles and ultimately gender itself. Through the images and the discussion around them, by the end of this activity, participants will be in a position to understand and identify the preconceptions and societal values related to gender will that each individual carry without being fully conscious about them will. Participants will be able to explore the stereotypes that own might have or have encountered around gender. The facilitator should enable the participants to find the connection between those stereotypes that and gender-based violence. • Awareness • Information • Critical Thinking • Empathy • Respect • Diversity
Instructions	**Materials:** • Printed photos and Blue Tack (or Projected Slides) • Empty paper sheets • Board/flipchart paper • Pens/markers/chalk (depending on the surface you will use to write) **Instructions:** **How to introduce the decentering activity** Decentering is based on the idea that individuals look at the world and understand everything and everyone around them from the point of view of

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their own "cultural framework". The cultural framework is the set of beliefs, norms, values, preconceptions, models and practices that we acquire throughout our life, and that become the metaphorical glasses through which we conceive the world and behave in it.

Through this activity we will understand and identify your values, beliefs and preconceptions about gender and gender stereotypes, so that we can later engage in a discussion about the way gender stereotypes can be detrimental to the point of being connected to gender-based violence.

Select the photos linked to gender stereotypes you will use (some examples are provided in the Annex 4 – Decentration photos, however trainer is encouraged to select photos that fit best to the target audience and their context). Make sure to explain the instructions of the activity (provided below) <u>before</u> trainees start looking at the photos.

Read aloud the part provided above regarding what is a "decentering" activity and make sure that the participants have a clear idea about the objectives of the activity. Write on the board/flipchart paper the following 3 columns: a) objective description of the photo; b) your feelings and emotions; c) values and norms.

Introduce the activity to the trainees (along the lines of the text box above) and ask them not to look at the photos on the walls yet.

Ask the trainees to look at the photos and choose the one that causes the strongest emotional reaction in them. The reaction may be positive or negative; what is important is the strength of the reaction. Encourage the trainees to make choices based on "gut feelings" rather than in-depth reflection. Allow enough time for the trainees to look at the photos and pick one. When the selection is made, they will need to stand by the photo they have chosen.

Now ask them to take the selected photo and sit at a table. Provide paper and pens for them. If more than one person has selected the same photo, they can sit at the table as a small group, but they should work individually.

Ask the trainees to answer the following questions on their paper sheets, working silently and individually:

  a. What is/are the element(s) in the photo that triggered your reaction?

  b. Describe the photo (do not interpret, do not make hypotheses, simply describe what you can objectively see);

  c. What emotions has the photo stimulated in you? What do you feel when you look at it?

  d. Which values/norms are questioned by the photo? The values should be expressed positively (i.e. if they think about "inequality", then they should write "equality" as that would be their value).

Get back to the big group and ask trainees to present their answers to the questions. If group is big enough, let them present the answers as a group. Following the correct sequence is key to the success of the exercise.

While they answer, take notes on the flipchart paper you had prepared with the three columns. You will need to support them in identifying any further emotions, and especially values. Support them in going beyond the superficial level. Other trainees who had not chosen the photo that is being discussed can also add to what the presenter says, after each column has been presented.

Go photo by photo, and at the end of the discussion about each of the photos, ask the trainees to try and guess what the values of the person in the photo may be.

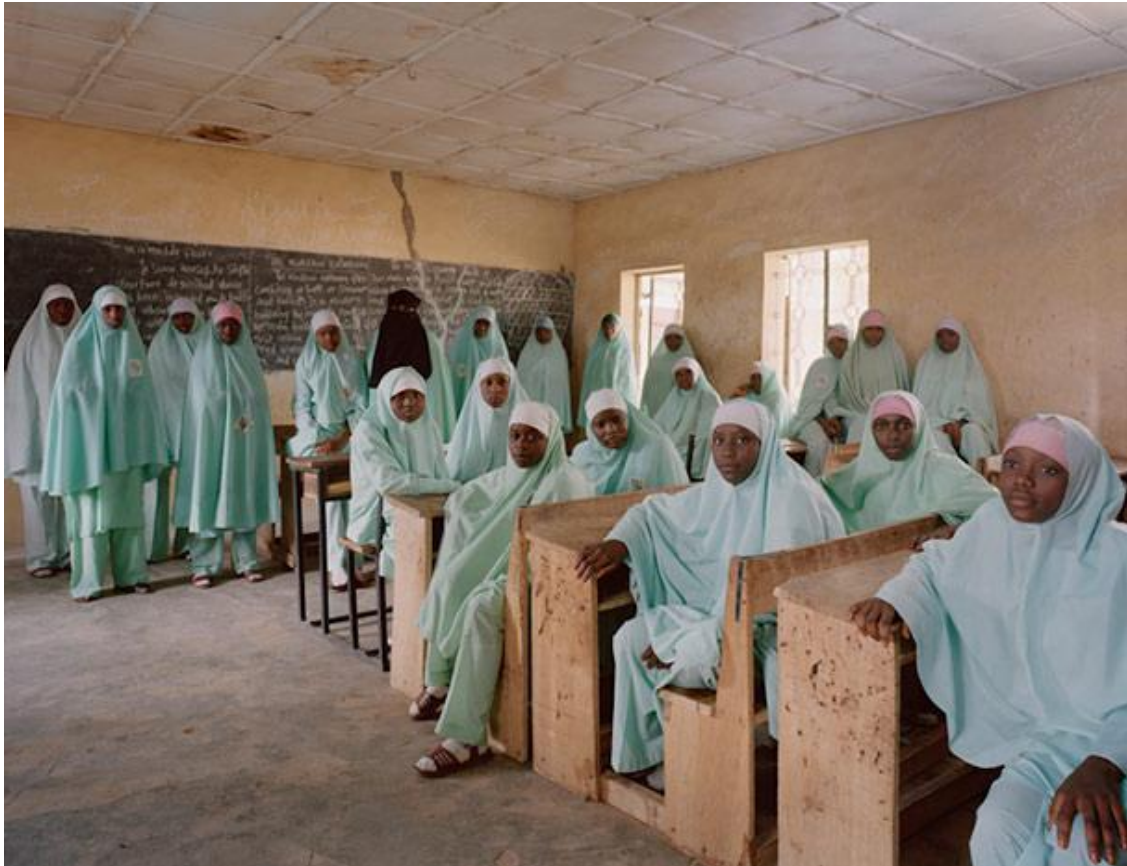|	
Evaluation & Reflection	At the end of the activity facilitators can ask trainees what they thought about the activity. They can use the suggested questions provided below: - What have they learnt about themselves? - What have they learnt about gender stereotypes from this activity? Facilitators shall encourage a reflection about the cultural aspect of gender and of gender stereotypes.

References:

The decentering exercise is used as part of training courses about intercultural conflict and interaction, and was developed by a French organization and is inspired by the methodology of Critical Incidents developed by socio-psychologist Margalit Cohen Emerique.

Please find Appendix for this activity on the next page.

Decentration photos

Title:	Discussing Gender-Based Violence
Duration:	40 minutes
Audience:	Teachers and Parents
Objectives:	This Activity aims to help participants to acquire a comprehensive definition of gender-based violence. Through this activity the facilitators will provide examples of different types of gender-based violence. By the end of the activity, the participants will be in a position to realize that anyone can be the target of gender-based violence, but that some groups are more likely to be targeted than others. • Awareness • Empathy • Information • Respect • Diversity
Instructions	**Materials:** • black or white board / flipchart paper • pens/markers/chalk **Instructions:** Firstly, is recommended that the facilitator should thoroughly explain to the trainees, that there are many types of discrimination and violence, including verbal, physical, and psychological types of violence. Ask them what do they think, who are some of the groups and individuals who are more likely to experience discrimination and violence? Build a list of responses on the board. Then explain to the participants that around the world women tend to experience more gender-based discrimination than men. However, some men also experience gender-based discrimination, especially men who do not conform to gender norms. In this activity we are going to talk and think about gender-based violence.

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Ask trainees to recall what is meant by the term gender. (See Activities "**Introducing Gender concepts**" and "**Gender and sex**"). Explain that when the terms violence and gender are put together, we get the concept of gender-based violence.

Provide the following definition of gender-based violence:

Gender-based violence is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to someone (male, female or transgender people) based on gender role expectations and stereotypes. Gender-based violence occurs as a result of normative role expectations associated with one's gender, and unequal power relationships between genders. Gender-based violence can affect anyone (including males, females, intersex and transgender people).

Ask trainees to provide some examples of gender-based violence. Aim to get examples for each of the categories physical, psychological, verbal, and sexual. Some examples are provided below.

Examples of gender-based violence:

Physical: A husband hitting his wife for not having dinner ready when he wants it.

Verbal: Young men calling out mean comments to another man because he seems feminine.

Psychological: A boy threatening to damage the reputation of a girlfriend if she does not do as he wants.

Sexual: A man forcing a woman to have some form of sexual contact with him against her wishes

Explain that trainees will work in small groups. They will be assigned some gender-based violence scenarios (examples provided in Annex 5), and they will be asked to create a scenario of their own. These scenarios will provide an

example of a form of gender-based violence that might happen to young people, in or around a school. They will have to name the type or types of gender-based violence that are occurring in the scenarios. They will also have to think about what can be done to prevent or respond to this type of gender-based violence. Distribute scenarios to the groups.

Ask them to discuss the following questions:
- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

Arrange for groups to report back on what they discussed, and on what suggestions they had for both prevention and response.

Evaluation & Reflection	Gender-based violence is violence that targets people on the basis of their gender. It can affect anyone, but it is most often experienced by people who do not conform to gender norms. It can go unnoticed because it is seen as part of the gender norm to use violence against those who do not conform to gender expectations. We can work against gender-based violence by learning to identify it in all its forms. Naming it as a wrong action can be a first step in efforts to prevent or respond appropriately to the problem. We can work to reduce the harm caused by gender-based violence through a combination of prevention strategies and through effective response strategies. Facilitators can remind trainees of privacy by saying, "It can be easy to start telling stories about what others have done in the past. This can lead to arguments and blaming. Thus, we will use our scenarios to help us discuss the issues. We will also focus on what we can do to make things right in the future. In your writing tasks it will be important to protect people's privacy if you are

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> writing a story based on a personal experience. This means not using their names or other details that will point to who they are. This is one way in which we can show respect for each other, and help each other to learn well together."

References:

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

Please find Appendix for this activity on the next page.

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Scenarios

Scenario 1

On Thursday Laura was walking to school. Usually she walks with her friends, but that day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started whistling at her and one of them touched her on the legs as she walked past.

Discuss these questions:
- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)?
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

Scenario 2

John is an 6th grade student. His classmates have started teasing him, and telling him he is too much like a girl. When he went to play basketball on Wednesday as usual, his teammates told him they did not want him on the team anymore. Later he asked his friend if he knew what happened to make his friends turn against him. His friend told him that someone had posted fake photo-shopped pictures all over Facebook which showed John dressed as a girl.

Discuss these questions:
- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)?
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

Scenario 3

Joana is 12 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and making signs to show her breasts have grown. Then the others would laugh. She started to wish she had never come back to school.

Discuss these questions:
- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

Make your own scenario

Discuss these questions:
- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)?
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

Title:	Visualizing Gender Sensitive School
Duration:	40 minutes
Audience:	Teachers and Parents
Objectives:	This Activity encourages the participants to visualize and deeply contemplate the attributes of a gender sensitive school. • Visualization • Awareness • Respect
Instructions	**Materials:** N/A **Instructions:** Brainstorm the idea of gender sensitive schools (without writing down the ideas that emerge). Tell the group that you will now introduce visualization, a new a way to use one of the most powerful resources we possess – our minds – to collectively envision a point of reference towards which we should aspire. Explain the basic steps for creative visualization as follows: **Steps for creative visualization** • **Relax** • **Set a goal** • **Create a clear picture** • **Focus on it** • **Connect your thoughts with positive energy** Let the participants know that being relaxed is essential to the process, as it makes us more receptive. Tell the trainees to close their eyes, relax, and imagine themselves as popular, gender sensitive educators. In a slow, soothing voice, read out the steps to help them relax. **Relaxing for creative visualization**

Sit in a chair with your feet flat on the ground, your eyes closed and your spine straight.

Breathe in.

Allow the breath to move to the base of your stomach. As you breathe out, feel the tension leave your body.

Continue breathing deeply, relaxing every part of your body as you breathe.

Begin with your feet and work upwards towards your calves, knees, thighs….

Let your chair bear all the weight of your body as you relax your buttocks and pelvis. Let your legs relax at the hips. Release the tightness in your lower back and abdomen.

Breath slowly and smoothly, relax the middle of your body, inside and out. Release the tension in your fingers... hands... wrists... forearms... elbows….

Let your arms dangle loosely from their sockets. Release the tightness in your shoulders. Feel your chest soften. Relax your neck and throat.

Soften your jaws. Relax all the tiny muscles around your mouth. Relax your cheeks and the muscles around your eyes. Feel your eyes relax in their sockets. Release the tightness in your forehead, ears and scalp.

Continue to breathe gently and smoothly. Feel the floor support your feel. Focus on your breath.

Guide the trainees into the visualization exercise with a low, slow, calming voice. Modify the instructions if necessary.

<u>Visualization instructions</u>

Close your eyes and imagine you are walking along a beach. Smell the salty air.

Feel the sand between your toes. Feel the sun embracing your face.

Is it warm or cool?

Watch the waves rolling in and out. Listen to the cries of the seagulls.

You walk through a narrow park close by and reach a *Liberty* road.

A bus comes along. The passengers are talking excitedly. You jump in.

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The driver announces that you are travelling into the future. Feel the excitement.

The bus picks up speed. You move faster and faster.

You pass through 2019... 2023....

You are in 2030.

You get off the bus and find yourself in a gender sensitive school. You feel excited and confident.

Look around you.

What do you see?

What kind of setting are you in, a city or a rural area?

Observe the people you are working with.

What do they look like? Are they women or men? Are they young or old? How are they dressed?

Walk around the school.

How do the classrooms look? Observe the seating arrangements. What are the students doing? Are they drawing, acting, singing? Do you hear music? What else do you see?

Inspect the infrastructure. Look at the walls, doors, windows, the compound and garden.

Do you see any students? School authorities? How do they interact with each other and with you?

Conduct an activity in the classroom.

How are the girls and boys interacting with each other in the classroom?

Open a textbook.

What do you see? Are you glad to be doing the kind of work you do? Do you consider it an important contribution to your community?

After that you should instruct the audience accordingly in order to conclude the visualization journey.

Conclude the visualization.

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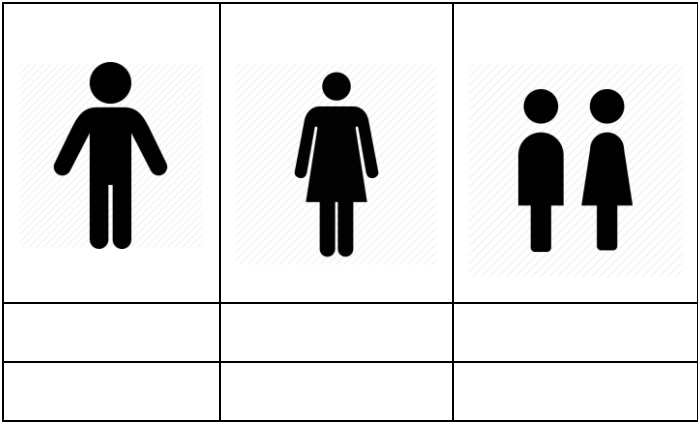|	
	Take a last look around, knowing you can return any time you like. Notice how you feel. Slowly become aware of your breathing once again. Feel your feet on the floor.
	Take three more deep breaths. When I count to five, open your eyes, feeling relaxed and refreshed.
	One... two... three... four... five.
	Ask the trainees to describe or draw what they visualized. They may work in pairs. Display the drawings, if any. Summarize the responses.
Evaluation & Reflection	In a gender sensitive school, the teachers, students, parents and community understand and practice gender equality. Gender sensitive schools cultivate an academic, social and physical environment that acknowledges the distinct needs of girls and boys. School management systems, policies and practices are democratic and inclusive. They recognize and address gender- and sex-based needs, and practice equality in governance and operations. Academic delivery (teaching methodologies, learning aids, classroom interaction and management of academic processes) is gender sensitive.
	The physical environment (buildings, furniture and equipment) is gender friendly. Facilitators can remind trainees of privacy by saying, "It can be easy to start telling stories about what others have done in the past. This can lead to arguments and blaming. Thus, we will use our scenarios to help us discuss the issues. We will also focus on what we can do to make things right in the future. In your writing tasks it will be important to protect people's privacy if you are writing a story based on a personal experience. This means not using their names or other details that will point to who they are. This is one way in which we can show respect for each other, and help each other to learn well together."

References:

UNDERSTANDING GENDER - A training module for teachers

Activities for Children 8-9 Years Old

Title:	Gender Roles and Characteristics
Duration:	30 minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity is especially designed to reveal children's attitudes towards gender roles and gender characteristics in order to encourage further speculation, critical thinking and self-reflection. • Awareness • Information • Reflection
Instructions	**Materials:** • black or white board / flipchart paper • pens/markers/chalk **Instructions:** On a black (white) board / large sheet of paper or print out handouts (provided in next pages) recreate the Genders table in Figure (a) below. The facilitator should explain to children the appendix and what the figures mean. Pick two statements from the first table under Figure (b) - Gender Roles (which are gender specific) and an additional six statements from the second

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box. Please randomize the order of the eight statements to make the activity more challenging for the children.

Figure (b) – Gender roles

Facilitators/ teachers should choose two of the statements below and ask who does this – a girl of woman, or a boy or man, or either or both?	
Will be an uncle when they get old	Will be a father when they get older
Will be an aunt when they get older	Will be a sister
Will be a mother when they get older	Will be a grandfather when they get older
Will be a brother	

Facilitators/ teachers should choose six of the statements below		
Cooks dinner	Washes the dishes	Cleans the house
Fixes things	Is good at math	Is good at reading
Stays at school after 14	Goes to university	Likes skipping
Plays football	Plays dressing up	Likes sweets
Cries	Likes action cartoons/ movies	Wears a blue t-shirt
Has short hair	Thinks about how they look	Wants to be a superhero
Wants to get married	Plays with trucks	Likes studying

Go through the statements one at a time and ask children: 'Who does this describe – a girl or woman, a boy or man, or either?' (i.e. 'Who washes the dishes?' 'Who is good at math?').

Ask the children to place a sticker on or mark the column which they think best describes the type of person the statement is about (i.e. this statement is about a girl/woman, a boy/man, or either).

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Evaluation & Reflection	Facilitator shall explain that gender is created by the world around us. It refers to the roles, behaviors, activities that people and society consider appropriate or acceptable for women and girls, or men and boys.
	In addition is important to point out that equality means being given the same opportunities and choices but that often boys and girls are not given them and this creates inequality.
	If children are not able to read with ease, facilitator/teacher may instead use a table of images, using simple symbols and illustrations for different genders and attributes.

References:

Voices against violence handbook by World Association of Girl Guides and Girl Scouts and UN Women

Please find Appendix for this activity on the next page.

Genders table

1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			

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Title:	Only For
Duration:	30-45 minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity aims to create awareness regarding socially constructed gender expectation and common beliefs, in order to cultivate a deeper understanding of the negative effects that gender stereotypes and related behaviors can inflict to individuals and society in general. • Awareness • Critical Thinking • Empathy
Instructions	**Materials:** • black or white board / flipchart paper • pens/markers/chalk **Instructions:** The facilitator should firstly explain the objective(s) of the exercise using simple words, such as the following: "During this activity, we will discuss what you think boys and girls do differently, why this is so, and what you think about it." Explain to the children that during the activity, everyone's ideas will be valued, respected, and shared without interruption. Divide the board into two columns 'girl' and 'boy' with a line between them. a) Ask children to give examples of what is 'ONLY FOR' boys and girls. b) Write down EVERY suggestion, even (and especially!) very controversial ones (such as 'playing sports' for boys or 'tidying up' for girls). After 8-10 minutes, or when suggestions begin winding down, ask who among the girls has done at least one of the things listed in the boy's column, and vice-versa. Children can identify which, but should not be forced to share information that might make them uncomfortable. You can also ask if there are any disagreements on the items in the different columns.

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	Ask children "How many of you have ever been told you couldn't do something because you were a boy or a girl?" (raise hands). "How did that make you feel?" Ask children "What could you say to someone who tells you or someone you know that you cannot do something just because you are a boy or a girl?". To conclude the activity, the facilitator/teacher can remove the line between the columns. S/he can highlight that preconceived notions of how boys and girls should act are much different today than they were in the past and that they will continue to change.
Evaluation & Reflection	Optional extended learning: facilitator could encourage children to interview a family member about their own experience of being told they could not do something, because of being a boy or a girl. Enable children to read books that are supposedly specifically written for girls or boys exploring activities or interests that are often not associated with their gender

References:

Voices against violence handbook by World Association of Girl Guides and Girl Scouts and UN Women

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Title:	Strong Children
Duration:	40 minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity aims to support children in order to be able to identify how different situations of our everyday lives might make us feel. In addition, they will become aware of the power they have to control their feelings and thoughts. Furthermore, it will introduce to children, notions like authority and following orders – instructions. • Awareness • Self-awareness • Self-regulation • Resilience • Mindfulness
Instructions	**Materials:** • Feelings cards (Appendix) • A Ball • 1-2 Hats **Instructions:** Preparation: **Make the Feelings Cards:** Make flash cards of different feelings (you can use the Feelings Template for inspiration, and as the children learn more feelings you can add new flashcards to the pack). Sit down in a circle. Tell the children that today they will learn about emotions and feelings. Holding the ball, tell the class how you feel. Tell them that the ball will pass around, so that each of them can say how they feel. Pass the ball around the circle until all children have had the chance to say how they feel. Take note on the different feelings that come up. Ask them to remember and name all the different types of feelings that were mentioned.

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Tell them that there are many different types of feelings, and bring out the Feelings Cards and spread them out in the center of the circle. Ask them if they know the feelings on the cards, going through each card one by one. Introduce any new feelings they are not familiar with, by using examples of situations they might encounter (i.e. stereotypes, gender, social pressure, etc.). You can introduce new feelings such as bored, anxious, silly, thankful, relaxed, curious, etc.

Tell them that now they will play a game called "An order is an order". Explain that one of them will wear a hat, and that meanwhile they are wearing the hat they can give the others instructions and that the others have to follow those instructions. Put on the hat and give an example: "Sit down (they all should sit down). Stand up (they all should stand up). Touch your head…" Ask for a volunteer or pick a child. You can do this with the entire group, or divide the group in two (using two hats). Let different children take turns at wearing the hat.

Sit back in a circle and ask them how they felt during the game (you can spread out the Feelings Cards on the floor to help them connect with the different feelings): "How does it feel to be in a position of power/authority?" Ask them why they felt that way: what they liked, what they did not like. Ask them about how it felt to wear the hat, and how it felt to follow the orders. Which orders were fun and which orders were not, etc.

Evaluation & Reflection	The Facilitator can invite children to share different moments when they have to follow orders that they do not like: in the playground, in the class, in their homes, at the doctor's. Facilitator is encouraged to ask children how they feel about following those orders, and reflect with them if it is important to follow these orders or not, and what happens if we do and if we don't. In addition, the instructor can help children reflect about how they can address, or how they can express their feelings in a polite and respectful manner. The facilitator can bring to children's attention that we can tell others when we feel

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"good", and also when we feel "bad" (i.e. I feel happy when we play together... I feel hurt if you hit me..." etc.).

References:

Facilitator's Handbook - activities to foster diversity in early childhood education, BODI project.
http://bodi-project.eu/en_resources_io4.html

Please find Appendix for this activity on the next page.

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Feelings Flashcards Template

Worried	Sad	Angry
Embarrassed	Nervous	Ill
Tired	Scared	Surprised
Excited	Happy	Loved

Title:	Examining Gender Stereotypes
Duration:	30 minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity helps children to identify the physical and psychological effects that school related gender-based violence has on students. • Awareness • Empathy • Respect • Equality
Instructions	**Materials:** • black or white board / flipchart paper • pens/markers/chalk **Instructions:** Arrange the chairs in a circle around the room - pushed back so that there is enough space for everyone to walk freely in between. Explain to the children that this exercise will look at how people show their gender identity to others through the way they move. Tell them to walk around the room in any direction they like and at any speed (keeping in mind that it cannot be too fast due to safety issues). Ask them to speed up / slow down. Now ask them to walk as if they are a man. Ask them to do a range of activities as if they are a man (celebrate their favorite team scoring a goal, saying hi to a friend, dancing, driving, being angry). Ask them to go back to their normal walk / pace. Repeat the exercise with the opposite gender. Ask them to sit down and ask them the following questions one by one. Initiate a conversation using the following questions: - What did you notice when people were walking / dancing etc. as a man? - Were there any common features to people acting as men?

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	Write points on the whiteboard (blackboard or flip chart paper) and then do the same for the opposite gender.
	- How did it feel to act as a man / woman (especially for those acting as the opposite of their gender)? Note it down.
	- Why did it feel like this? Why do you think that people acted like X when they were acting like men / women?
	- Do you think that this will change the way you see your own movement as boys or girls? Or that of your parents?
Evaluation & Reflection	This exercise encourages children to examine gender stereotypes. It is particularly significant in terms of examining children's attitudes towards enactment of strength / weakness as informed by gender. Children are therefore encouraged to question the gendered norms of bodily movement.

References:

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

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Title:	Rainbow Room
Duration:	40 minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity helps children to comprehend how unpleasant and traumatic discrimination can be, as well as being treated unfairly. Through this Activity the children will gain awareness and by the end of the activity they will be in a position to understand that everyone should be treated equally regardless of how diverse their identity might be or their personal characteristics in general. • Awareness • Respect • Empathy • Fairness • Justice • Diversity • Equality
Instructions	**Materials:** • One blank sheet of paper per child • Art Supplies (paint, brushes, pencils, pens, etc.) **Instructions:** Present to the children the art supplies and give to each one of them a blank sheet of paper. Ask them to choose their favorite color and paint it on the piece of paper. Tell them to choose their own color (the one they feel/think it represents them the most) and that there are no right or wrong colors, that they all can make up their own mind. Some might choose the same color if they like to– and that's okay. Create a rainbow across the room to show all the different colors and explain that all children and all humans in general are different.

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	Ask all children which chose a particular color (select the most popular color) to stand in the middle of the room. Tell the rest of the group to imagine that these children will be given less food than the rest of them. Then ask the children with that color and with another distinguishing feature (like wearing black shoes) to remain in the middle.
	Tell the group to imagine that these children will be given less food and they will not be given any medicine when they get ill. Is this fair? Will these children be harmed?
	Then ask children who chose another color to go into the middle and tell the group to imagine that those children will not be allowed to go to school. Choose another color and tell the group to imagine that these children will not be allowed to speak. If children feel uncomfortable doing this do not make them stand in the middle and just ask them to imagine that that they are.
Evaluation & Reflection	For the Evaluation and Reflection part of this Activity, the Instructor is encouraged to explain to the children that all people are different and it is important to respect everybody for who they are without any exceptions.
	In addition, point out that all children have the right to food, to get an education and to be heard. Explain that some children are treated unfairly because of their sex, ethnicity, socio-economic status, caste, ability, sexuality or religion. Explain these terms in an age appropriate way.
	On that note the Facilitator can bring to participants attention the fact that girls are sometimes treated unfairly because of inequality between boys and girls. Some girls are hurt, neglected and not given what they need just because of their gender. Facilitator should explain that some girls who are poor or disabled may be further disadvantaged and be at increased risk of being hurt or neglected. Elaborate on the aforementioned notion and inform the children that this kind of treatment is considered abusive and it dismisses the child's rights. Close the reflection part with a positive note and remind the participants that all children have the right to be treated equally and to not be hurt and that we must all contribute in our way to make this happen.

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References:

[Voices against violence handbook by World Association of Girl Guides and Girl Scouts and UN Women](#)

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Activities for Children 10-12 Years Old

Title:	Moving Debate
Duration:	20 minutes
Audience:	Children 10-12 Years Old
Objectives:	This Activity aims to enable children to critically reflect on their attitudes towards gender and gender – based violence. • Awareness • Information • Critical Thinking
Instructions	**Materials:** N/A **Instructions:** 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. **Examples of statements:** 1. Saying 'you throw like a girl' is just a saying - it doesn't mean anything. 2. 'I would play any kind of sport with anybody, regardless of their gender.' 3. Physical fighting is fine, as long as nobody gets hurt. 4. Boys should never hit girls. 5. Girls are less violent than boys. 6. Boys and girls respond to violence in different ways. 7. Girls experience more violence than boys.

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	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

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Title:	Boundaries
Duration:	20 minutes
Audience:	Children 10-12 Years Old
Objectives:	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.
Instructions	**Materials:** N/A **Instructions:** 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. The first instructions to them will be: "Face each other. Now number 1 get one step closer to number 2". Now explain that they **may feel uncomfortable** 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. **Nobody is allowed to speak**. 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]. Now release.

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(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?

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	- 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.
Evaluation & Reflection	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.

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

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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.

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Title:	Effects of Gender-Based Violence
Duration:	30 minutes
Audience:	Children 10-12 Years Old
Objectives:	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. • Awareness • Empathy • Critical Thinking • Respect
Instructions	**Materials:** • Blank sheets of paper • Pens / Markers **Instructions:** 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. 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. 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). On the inside of the body, write all of the feelings that these kinds of violence might cause for the person who experiences these forms of violence (see the example below).
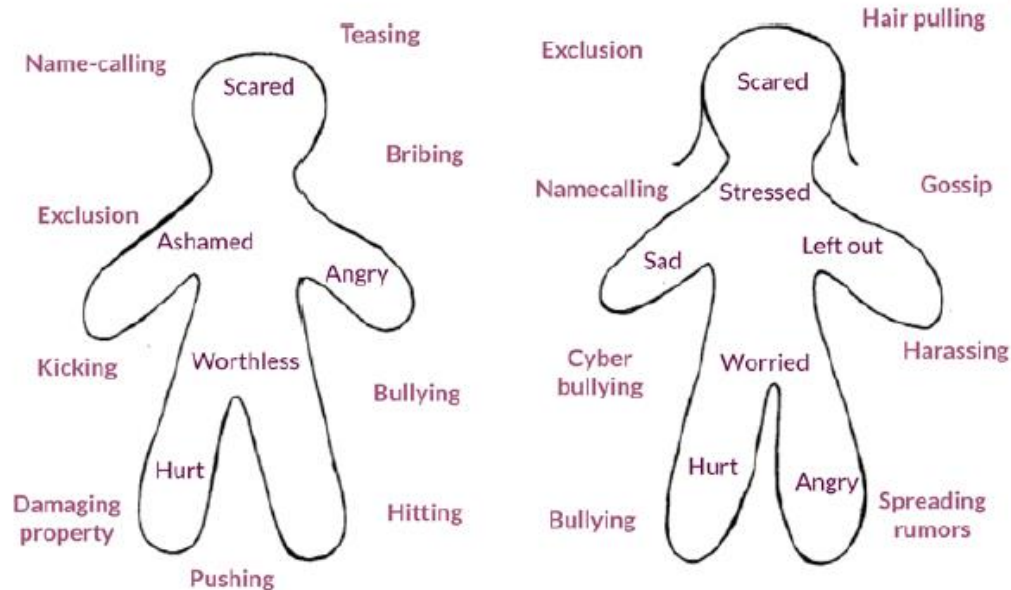
During the reporting back phase, compare the kinds of violence experienced by males, females and transgender young people.

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)

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Title:	The Bridge
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	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). • Awareness • Information • Empathy
Instructions	**Materials:** • Statements which contain gender and language stereotyping that aim to diminish or discourage **Instructions:** 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. Give a role to each child from the bridge formation and provide them a sentence and ask to memorize to say it out loud. **Examples for sentences:** • You look like a girl/boy. • Are you gay? • Why don't you smile? • Are you shy? • You look sexy. • Why are you hiding your nice boobs? • You are beautiful • You are smart • 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".

Evaluation & Reflection	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? - 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

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Title:	**Ball – Toss** **(in follow up to the Activity "Effects of Gender-Based Violence")**
Duration:	20 minutes
Audience:	Children 10-12 Years Old
Objectives:	This Activity is especially designed in order to explore children's emotional responses to the issues discussed in the previous exercises. • Awareness • Critical Thinking
Instructions	**Materials:** • A small ball **Instructions:** 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.
Evaluation & Reflection	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.

References:

YPEER manual - Theatre-Based Techniques for Youth Peer Education: A Training Manual

Title:	Express Yourself!
Duration:	20 minutes
Audience:	Children 10-12 Years Old
Objectives:	This Activity enables children to think about positive concepts associated with gender equality and to reflect on gender equality notion. • Awareness • Self-awareness
Instructions	**Materials:** N/A **Instructions:** 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.
Evaluation & Reflection	N/A

References:

 Friends of the Earth training toolkit

Life Skills

Literature Review

According to Wilson (2003), gender is referring to a social construct which is considered difficult to access and address, since it differentiates from the biological meaning of sex which can be measured statistically. On the other hand, gender has more subtle distinctions referring to male and female roles, whereas the discrimination and the gender-based violence are uncovered topics in the literature.

Life skills are defined as psychological abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO definition). The subject varies greatly depending on social norms and community expectations but skills that function for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills. The World Health Organization in 1999 identified the following core cross-cultural areas of life skills (WHO, 1999):

- **decision-making and problem-solving;**
- **Creative and critical thinking;**
- **communication and interpersonal skills;**
- **self-awareness and empathy;**
- **assertiveness and equanimity;**
- **resilience and coping with emotions and coping with stress.**

UNICEF listed similar skills and related categories in its 2012 report (United Nations Children's fund 2012).

Life skills education is a structured program of needs and outcomes based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and

practice psycho-social skills that minimize risk factors and maximize protective factors. Life skills education programs are theory and evidenced based, learner focused, delivered by competent facilitators and appropriately evaluated to ensure continuous improvement of documented results.

Below, the concepts of "self-regulation", "self-awareness", "social skills" and "healthy relationships" will be discussed. Research findings of life skills education on children's (pupils) mental health and development in general (e.g. stress management, conflict resolution, anger management, healthy relationships) as well as research findings of life skills associated with gender-based violence and equality of gender (as prevention and intervention measure) will also be discussed.

Morin (2011) also summarizes the literature relating the constructs of "self-awareness" and "consciousness" (two terms often confused). The four levels of consciousness can be found in the table above: **Table 1: Four levels of consciousness**

1–Unconsciousness	Being nonresponsive to self & environment
2–Consciousness	Focusing attention on the environment; processing incoming external stimuli
3–Self-awareness	Focusing attention on the self; processing private & public self-information
4–Meta-self-awareness	Being aware that one is self-aware

Starting with the concept of self-regulation we can generally define it as the ability to control one's impulses, emotions or behaviours in the service of achieving goals and it involves complex questions about the nature of volition and its relation to our genetic endowment, psychological development and social experience. The psychological literature has examined its various aspects and research has found that greater self-regulation is positively associated with well-being (e.g. Skowron, Holmes, & Sabatelli, 2003). Furthermore, it is seemed that self-regulation activities can help many vulnerable populations to recover (survivors of gender-based violence) (Cohen, 2013).

Self-regulation develops initially from social sources (e.g. during infancy) and gradually shifts to self-sources, however, social influences do not disappear with advancing self-control. Developmental psychology conceives of self-regulation in terms of progressive cognitive changes that allow children to exert greater control over their thoughts, feelings, and actions. In addition, cognitive developmental theory emphasizes the role that language plays in self-regulation and establishes a strong link between inner speech and of self-regulation. From an information processing perspective, self-regulation is roughly equivalent to metacognitive awareness, i.e. knowledge about task demands, personal qualities and strategies for completing the task. Social constructivists view self-regulation as the process of acquiring beliefs about abilities and competencies, the structure and difficulty of tasks, and the way to regulate effort and strategy use to accomplish goals. According to operant theory, self-regulated behavior involves choosing among alternative courses of action, typically by suspending an immediate reinforcer in favor of a different and usually greater future reinforcer.

Psychologists generally refer to two specific types when they use the term "self-regulation": a) Behavioral self-regulation, i.e. "the ability to act in your long-term best interest, consistent with your deepest values" (Stosny, 2011) and b) Emotional self-regulation, i.e. control of, or at least influence over, one's emotions , especially negative ones like anger and stress. Emotional awareness and relaxation techniques are highlighted as critical in achieving self-regulation.

A key concept within the self-regulation literature are the Executive Functioning Skills (EFs), i.e. an umbrella term for higher order cognitive processes in the prefrontal cortex, such as working memory, inhibitory control, and attention flexibility. Mounting evidence suggests that EFs predict academic achievement (Moffitt et al., 2011), social–emotional competence (Diamond, 2012), and long-term life success. EFs strengthen significantly throughout childhood and adolescence and can be influenced by environmental enrichment. The late childhood years, just before the transitional period of puberty, are a time of considerable synaptic overproduction in the prefrontal cortex and this appears to set the stage for advances in EFs.

So, research suggests that middle school years are an important time for the development of self-regulation, as children's brains and cognitive abilities grow and their overall levels of self- and social understanding are getting significantly higher: they become less egocentric and able to

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consider the feelings and perspectives of others; they develop a sense of right and wrong and have the capacity to act prosocially. Children of this age can self-regulate because they are able of self-awareness and self-monitoring, i.e. the deliberate attention to one's behavior and emotions; self-awareness and self-monitoring are considered as precedents to self-regulation. Regarding the variable of gender, the majority of studies find significant statistical differences in self-regulation (Matthews, Ponitz, & Morrison, 2009).

Moreover, **self-compassion**, i.e. treating oneself with kindness, care, and concern in the face of negative life events, is another important concept within the self-regulation literature; it promotes self-regulation by lowering defensiveness and reducing self-blame that may inhibit behavioral & emotional regulation. Thus, people high in self-compassion have greater self-regulatory resources because they cope better with stressful events.

The way to support the development of self-regulation (EFs included) in children is through strengthening their self-awareness and practicing mindfulness (Zelazo & Lyons, 2012). Mindfulness in specific is defined as a mental state or trait, as opposed to a set of practices (Roeser, 2014 and it refers to the ability to focus on thoughts, feelings, or perceptions that arise moment to moment in a cognitively non-elaborative and emotionally non-reactive, way.

Many studies have already been conducted regarding the impact of self-compassion on victims of gender-based violence, which highlighted the vital role of treating yourself with kindness when you are suffering (Karakasidou & Stalikas, 2017). Self-compassion can be used as a different way to positivity by enhancing well-being and reducing negative aspects of mental health. It seems to have a protective role in highly challenging and stressful situations. Finally, the capacity to extract meaning from adverse situations and from life in general is one of the most important skills (Southwick, Vythilingam, & Charney, 2005) and cultivating self-compassion may help people commit to a more valued purpose.

According to the Cambridge English Dictionary, the term "**Self-awareness**" is the: "good knowledge & judgment about oneself". In the psychology literature, the term represents the: "capacity to focus attention on one's own thoughts, emotions, traits, motives, goals, needs, etc. and to self-evaluate". According to Morin (2011), when in state of self-awareness, one actively identifies, processes and stores information about the self and thus has the capacity of becoming

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the object of one's own attention. Self-awareness also entails a sense of continuity as a person across time and includes a feeling of self as being distinct from the rest of the environment.

The study of self-awareness emerged as a field within psychology in the 1960's, despite being discussed in philosophy since ancient times. Its beneficial contributions to psychological functioning have been highlighted; without self-awareness, people would not be able to self-regulate, exercise empathy / take the perspectives of others, or experience pride and self-confidence. However, self-awareness may also have negative facets, i.e. lead to self-criticism. Research suggests that the positive and negative facets of self-awareness are reconciled when people have reasonable self-standards and when they are optimistic about meeting their standards.

Self-awareness and self-management skills are described as prerequisites in the prevention of behavioral problems and in achieving school and life success. Morin (2011) suggests that we develop and maintain self-awareness through: social interactions from infancy to adulthood, cognitive processes (e.g. memory, inner speech, imagery, etc.), exposure to physical stimuli (e.g., mirrors, social media, etc.) and activation of specific neural networks (i.e. medial prefrontal cortex and peripheral brain structures).

During middle childhood and early adolescence (i.e. 6 to 14 years of age), important developmental advances (biologically, cognitively and socially) support children's capacity to establish a sense of identity. Brain development and cognitive advances heighten children's ability to reflect on themselves, their learning, successes or failures and plan consciously. Almost all theories of development point to age six as the time when children begin to actually "reason" and develop key thinking or conceptual skills. Also, new social relationships help children learn about the world outside the family, compare themselves against others and grow their ability to take the perspective of others. The middle childhood and early-adolescent years are viewed by developmental psychologists as a time of change in the way children view themselves, as they consider what possibilities are available to them and try to come to a deeper understanding of themselves and others around them. Especially early-adolescent development (ages 10-14) is characterized by an increasing capacity for abstract thinking, desire for autonomy, orientation

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toward peers and self-consciousness. It is a time when concern over sexual relationships and identity issues are prominent.

Self-awareness is one of the key psychological challenges that children face during middle childhood and early adolescence. Effective education including practices that strengthen children's social–emotional competencies would be beneficial in supporting their psychological well-being.

The second important concept which will be discussed are the **Social Skills**. Social Skills are defined as the ability of people to interact with each other. The effectiveness of the interaction between two or more people is explained based on the received information. Social skills development is a process by which individuals develop and maintain social relationships, resolve conflicts with other people, understand others' feelings and support others' values and beliefs (Humphrey, et al. 2010). Researchers evaluated the effectiveness of certain educational programmes (e.g., PATHS, Chicago Child-Parent Center- CPC, CASASTART, Quantum Opportunities Program-QOP) and concluded that these type of programmes, which promote social skills to children and young people, are effective in reducing violent acts as well as cultivating positive communication competencies and positive social relationships (World Health Organization, 2009).

From the early developmental stages, children learn to interact and communicate with other people by using non-verbal cues (such as play, observing, peer-interaction, etc) (Oswalt, 2018). The complexity of children's social interactions becomes apparent following the development of linguistic and cognitive abilities as well as the prevalence of more complex verbal and non-verbal cues in children's communication abilities (Cherry, 2018). Teachers' methods utilize in class are considered vital for the development of student's social skills (Selimović, et al. 2018).

For the purpose of this project, four main elements that constitute social skills of children at the age of 8-12 will be included in the SAFER curriculum. More specifically, these are:

1) Verbal and non-verbal interactions:

Verbal and non-verbal interactions are vital for enhancing communication among people. Children communicate with each other through a process of exchanging words with verbal and/or written cues (such as verbal discussions, writing texts, emails etc.). Information can be also exchange by using non-verbal cues (such as, tone of voice, facial expression, body language and gestures, the speed of the voice, etc). Interventional programmes focused on the importance of communication skills among participants and indicated their effectiveness in increasing healthy relationships. Specifically, "Gender Integration" approaches are utilized successfully to increase communication skills and equality among gender in low-income groups (Public Health Foundation of India, et al, 2014).

2) Empathy and active listening:

People who have a developed ability for empathy, tend to understand the feelings and conditions expressed and shared by other people. Adults need to assist children in effectively identify and get aware of their feelings by just listening to them. Avoiding to provide direct solutions and suggestions to a problem and by focusing more on understanding others' feelings and the conditions they might experience, are some of the ways people show empathy to others that will lead to the development of more healthy relationships among individuals (Ioannidou & Konstantikaki, 2008).

3) Conflict resolution and resisting peer pressure:

Building strong relationships based on mutual understanding and espousal values of respect and feelings of empathy are some of the factors that will enable individuals to resolve conflicts. Participating actively in a group which embraces the expression of different opinions lead to an effective collaboration among members. This group is also considered a healthy environment to accept conflicting opinions and ideas in order to find constructively solutions for the successful achievement of group's goals (Cohen, 2010).

4) Team Work (trust, critical thinking and decision making):

In order to enhance the dynamic of a team, certain elements must be successfully fulfilled. Specifically, the ability of an individual to observe cause-effect relationships, to evaluate the

validity of the information received from others, to trust others, to set goals with others and distinguish positive and negative effects, assist in the development of critical thinking skills. When team members felt free to provide their own ideas and respect the ideas of others, when flexibility and support are embraced in a group, this will result in nourishing a learning environment of social development (Florea, Hurjui, 2015).

The third important aspect which will be discussed are healthy relationships. Healthy relationships, according to Antle, Sullivan, Dryden, Karam & Barbee (2011), was considered as a possible educational topic which could prevent relational violence in teenagers. They support this on the notion that healthy relationships are a wider term which consists of both healthy and unhealthy relationship patterns, communication and conflict resolution skills, general problem solving and dating violence.

According to Adler – Baeder (2007) an educational program on healthy relationships should begin with exploring key concepts, identifying behaviours and then associating the practices with the previous knowledge. Some key concepts are maturity (social, emotional, mental, mature love), relationship boundaries and what an unhealthy and a healthy relationship looks like. Specifically, on the matter of healthy and unhealthy relationships they propose a focus on signs of abuse and recognizing the warning signs, while on the healthy relationships to emphasize on practices of stable relationships such as commitment, positive communication skills and conflict management (including the role of forgiveness and repairing the relationship).

Great efforts have been made in the last 30 years to associate gender equality with education (Fenell and Arnot, 2008). Still, there is lucking research connecting gender equality (emphasizing discrimination and gender-based violence) and healthy relationships for children between the ages 8 to 12, while the numbered researches on the topic focus on teenagers (Adler – Baeder, Kerpelman, Schramm, Higginbotham & Paulk, 2007).

Based on the trainings of the life skills module, which includes self-regulation, self-awareness and healthy relationships, teachers will transfer appropriate knowledge and skills to children to manage their behaviours, avoid, prevent and report violent behaviours. Consequently, they will be able to build healthy relationships with others. Moreover, teachers will be competent to

identify, recognize, prevent and know how to respond to incidents of Gender based violence (GBV).

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Summary Table

Title	Audience	Overview	Evaluation & Reflection
My Buttons	• Children 8-9 years old	This Activity aims to help children realize that we all have our "buttons", i.e. that specific events act as triggers for negative feelings. **Main Skill: Self-Regulation**	Through discussion, the facilitator should help the children identify the events which act as triggers for negative feelings. The facilitator should highlight the "chain effects" of upsetting incidences, i.e. the thoughts, feelings and behaviors that follow and initiate a conversation about similarities and differences in personal triggers and brainstorm ways to handle similar situations in the future.
Positive Gossip	• Children 8-9 years old	The goal of this Activity is to make children familiar with the idea of "public self", i.e. how others see them, and does so in a positive way. **Main Skill: Self-Awareness**	At the end of this Activity the facilitator is advised to initiate a conversation about the concept of self and especially about the public self and how we feel when we were listening to the others describing us in a positive way,
Brainstorming	• Children 8-9 years old	This Activity aims to help children understand the different kinds of relationships that exist and that we create throughout our lives. In addition, the participants will be able to identify the components of healthy and unhealthy relationships. Moreover, the activity will focus on social factors and how they affect relationships in general. **Main Skill: Healthy Relationships**	Initiate a discussion with children about their feelings and thoughts. Identify if they understood the meaning of gender-based violence and gender equality and what did they learn about healthy and unhealthy relationships.
Find a Solution	• Children 8-9 years old	This Activity aims to identify ways to deal with violence within relationships and to explore possible solutions regarding this. Also, to identify possible obstacles and how they can protect themselves as well as others from violence within relationships. **Main Skill: Healthy Relationships**	Through discussion we try to help children realize the choices and help they have.

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Verbal and Non-Verbal Interactions	• Children 8-9 years old	This Activity enhances children's verbal and non-verbal communication skills. In addition, it will give them the capacity to understand that verbal as well as non-verbal cues are interconnected and crucial to achieve an effective interaction. **Main Skill: Social Skills**	By the end of this Activity the participants will be more aware about verbal and non-verbal cues and will be able to observe them in others and improve their social interactions in general.
Teamwork	• Children 8-9 years old	By using commands, the team will try to lead the blindfolded member to the hidden treasure. **Main Skill: Social Skills**	The purpose of this Activity is to demonstrate to the participants the importance of "trust" in our social communications, interactions and relationship.
Emotional escalations	• Children 8-9 years old	The goal of this game is to help children realize that there is a grading in emotional experience; emotions have similarities and differences in terms of quality and/or intensity; this will help them identify their own emotional states and accordingly regulate to avoid emotional escalations. **Main Skill: Self-Regulation**	We discuss about emotions and how they can feel stronger or weaker at times. Also, we highlight that emotions come and go and that's normal and we talk about how things start and then stop, how feelings come, escalate and go.
My Own Newspaper Cover	• Children 10-12 years old	The goal of this Activity is to have children turn their attention inwards and use the material provided to present themselves through a newspaper cover. **Main Skill: Self-Awareness**	At the end of the activity, a "gallery" of newspaper covers is created; the children walk around the room all together; each one presents his work to the rest and they all learn more about each other. It is a very good team building exercise, as well as a very good chance to introduce each member to a team.
Brainstorming	• Children 10-12 years old	This Activity aims to help children understand the kinds of relationships that exist and that we create throughout our lives and be able to identify the components of good and bad relationships. An important aspect is the ability to recognize and understand the social factors that affect relationships. **Main Skill: Healthy Relationships**	Make a discussion with children about their feelings and thoughts. Identify if they understood the meaning of gender-based violence and gender equality and what did they learn about a good and a bad relationship.
Vote with your feet	• Children 10-12 years old	This Activity aims to identify ways to deal with violence within relationships and to explore	Through discussion we try to help children realize the choices and help they have. .

		possible solutions regarding this. Also, to identify possible obstacles and how they can protect themselves as well as others from violence within relationships. **Main Skill: Healthy Relationships**	
Empathy and Active Listening	• Children 10-12 years old	Ask the students to write down what makes them worried and reflect on that emotion as a method to actively observe their emotions and the emotions and/or social cues of others. **Main Skill: Social Skills**	This Activity will help children to understand other's emotions and be able to be in another person's shoes by assisting children in effectively identifying their own emotions.
Conflict Resolution and Resisting Peer Pressure	• Children 10-12 years old	Using scenarios regarding bullying enable participants to empathize and speculate how such an occurrence might make someone feel and react. **Main Skill: Social Skills**	By the end of this Activity the participants should be aware that with effectively resolving conflicts in a group, leads to the development of strong relationships that are based on mutual understanding and respect.

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Activities for Life Skills Module

Activities for Children 8-9 Years Old

Title:	My Buttons
Duration:	45-50 minutes
Audience:	Children 8-9 Years Old
Objectives:	The goal of this activity is to help children realize that we all have our "buttons", i.e. that specific events act as triggers for negative feelings. In that way they will be able to better regulate their own feelings and behaviors and be aware and respectful of other people's feelings and vulnerabilities. • **Main Skill: Self-Regulation** • Self-Awareness • Empathy • Respect
Instructions:	**Materials:** • Colorful Post-Its • Pens / Pencils • "Buttons" cards / post-its **Instructions:** The facilitator should create "buttons" of upsetting events by writing the following phrases on colored paper plates: - **Not getting my way** - **My body is hurt** - **Being called names or teased** - **Having to do something I don't like** - **Not getting something what I want** - **Personal space invaded** - **Being criticized** - **Being confronted about doing something wrong**

	- **My feelings being discounted** - **Something being taken away from me** - **Somebody breaking their promise to me** - **Sarcastic remarks** Make available colored plates and pens for children to create their own "buttons" if required. Wonder around the room and pick a "button" of yours, i.e. an occasion that when occurs it makes you feel bad. When you find one raise your hand and wait for your turn to share it with the rest of the class. After sharing it aloud, please go and stick it on that wall and ask the other children to raise their hand if that button is theirs too. Write on the plate the number of children that raised their hand. If you have a button that is not already there, please feel free to create it and share it with the rest of the class.
Evaluation & Reflection:	As children share their "buttons", ask for the emotions that followed the incidence, do all children that share the same button agree on the negative emotion? Highlight the "chaining effects" of upsetting incidences, i.e. the thoughts, feelings and behaviors that follow; could they have reacted otherwise? Talk about similarities and differences in personal triggers and brainstorm ways to handle similar situations in the future. Indicative triggers of negative emotions: 1) Body: someone hits or does physical harm to your body, 2) Property: someone takes or breaks your belongings, 3) Values: someone acts in ways that are inconsistent with what you believe (e.g. justice, honesty, respect), 4) Self-esteem: someone discounts you, teases you or says something untrue about you or makes you feel ashamed, 5) Guilt: you did something wrong and got angry when confronted, 6) Unmet expectations: you didn't get what you wanted.

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Title:	Positive Gossip
Duration:	45-50 minutes
Audience:	Children 8-9 Years Old
Objectives:	The aim of this activity is to introduce to children the notion of "public self", i.e. how others see them, and does so in a positive way. • **Main Skill: Self-Awareness** • Self-Regulation • Communication
Instructions:	**Material:** • Chair • Empty sheets of paper • Pencils **Instructions:** Prepare a chair that faces the wall, as well as papers and pencils near-by; the rest of the team sits behind this chair. "We will all, in turns, sit on this lonely chair there. As each of us sits, the rest will pretend that s/he is not in the room and we will discuss about her / him. But everything we say should be good and positive. For example, what we admire in her/him; something really good s/he has done lately; her/his greatest talent; something s/he did that inspired or surprised us, a good idea s/he shared; her/his abilities, etc. The one who sits on the chair writes down the team's comments."
Evaluation & Reflection:	For the Evaluation and Reflection part the facilitator is encouraged to initiate a conversation regarding the experience. You can use the suggested statements provided below: - How did you feel when you were listening to the others describing you? - Did you expect what you heard? - Were there surprises?

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Title:	Brainstorming
Duration:	45-50 minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity aims to enable participants in order to grasp the meaning of the term "relationships", the different kinds of relationships that exist and we create throughout our lives. By the end of this activity they will be able to recognize and understand the social factors that affect relationships, identify the components of good and bad relationships and comprehend the significance of successful communication and safety in the foundation of a healthy relationship. In addition, all the aforementioned notions will be connected with gender equality and gender norms as well as rights (human and sexual). • **Main Skill: Healthy Relationships** • Communication • Awareness • Self-Awareness • Respect
Instructions:	<u>**Material:**</u> • Human figure • Relationship Pictures Examples (Appendix) • Markers • Violence and Equality Tabs • Stars • Recipe Posters <u>**Instructions:**</u>

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Facilitators place a big cardboard representing a human figure at the board. Around the figure we stick pictures that represent the kinds of relationships, since children recognize them. We tell children that every person creates and develops various kinds of relationships throughout his/her life. At the same time, we ask children to identify what feelings does each person experience in each relationship and how does he/she behave in it? Do they all behave the same way?

After the conversation we tell kids that we will play a game. We divide the children into 4 groups (4-5 children each group). We ask the children to give a name to their group. Facilitators assume the role of TV presenters and read some statements. Children must recognize whether the statement represents "equality" or "violence". Each group holds two tabs (one writes equality and the other violence).

After the presenter reads the statement, each group discusses for a few seconds and the fastest gives the answer by picking up the correct tab. If the team finds the right answer then wins a star. The team that wins the most stars is the winner.

Once the game has been completed, we clarify some concepts such as gender based violence (violence directed against a person because of that person's gender (including gender identity/expression) or as violence that affects persons of a particular gender disproportionately), and gender equality (women and men, girls and boys enjoy the same rights, resources, opportunities and protections). We mention that there are elements that make relationships good or bad. Through the statements and answers of the children we define the ingredients of a good relationship and a bad relationship. We present on the board two recipes (good and bad relationships - which we have prepared before) and teams are asked to identify good and bad relationships' ingredients.

The statements for the game are:

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	• Boys and girls can both become doctors: equality.
	• Girls can enroll in the army just like boys: equality
	• Girls and boys have equal rights to education: equality.
	• Girls and boys have equal rights to recreational activities: equality.
	• Girls and boys have equal rights for equal amounts of pocket money: equality.
	• Girls and boys have equal right to express their sadness by crying: equality.
	• When a boy prevents his young sister from going to the cinema: GBV.
	• When a boy obliges his sister to fetch him water: GBV.
	• If a boy wants to kiss a girl forcibly: GBV.
	• If a boy takes money from other kids: violence
	• If a kid was bullied by his friends and not allowed to be part of their group: violence.
	• If a girl was mocked because she is fat: GBV.
	• If a boy curses another boy: violence.
	• If a girl goes for shopping, and someone follows her and says bad words: GBV.
Evaluation & Reflection:	Initiate a discussion with children about their feelings and thoughts. For example, you can ask: - How do they feel? - What did they learn about the different kind of relationships? - Identify if they understood the meaning of gender-based violence and gender equality. Finally, identify what they learned about a good and a bad relationship.

References:

Save the Children & Abaad – Resource Center for Gender Equality (2013). Playing for Gender Equality.

SPAVO (2014). Project B Here: Building Healthy Relationships.

Please find Appendix for this activity on the next page.

Relationship Pictures

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Title:	Find a Solution
Duration:	45 minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity aims to enable children to identify ways to deal with violence in relationships and explore possible solutions. Be in a position to recognize the obstacles that often make it difficult for people to oppose violence in relationships (non-recognition of violence, fear, isolation, no system support, they do not know what to do / what to do etc.). Moreover, by the end of this activity the participants will be able to understand how they can protect themselves and others from violence in relationships. • **Main Skill: Healthy Relationships** • Communication • Awareness • Self-Awareness • Respect • Empathy
Instructions:	**Materials:** • Scenarios • Blank papers • Pens **Instructions:** We divide the children into 4-5 groups (5-6 persons each group). We give them a piece of paper. We read each scenario and then ask them to write down what each protagonist could do in each story. We give them a few minutes for each scenario and then we ask each group to present what they wrote. We make a discussion about different ways to react which people who are faced

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with violence in their relationships can use.

Questions for discussion:

- What kind of violence do they recognize in each scenario?
- Why do they think they have behaved like the protagonists?
- What do they want to achieve with their behavior?
- How do the actors feel?
- Is it really easy to talk a young person with their parents about what's going on? What can prevent them from doing so?
- Is it really easy to talk a young person with a Counselor or a teacher? of what's happening? What can prevent them from doing so?
- Is it easy to simply separate from someone to get rid of the problems in your relationship? Why? Why not?
- Can friends help in such cases? In what way way?
- Would you trust your friends' advice? Why; Why not;
- Is it easy to talk to your partner about the problems of your relationship? Can communication help or change anything?
- A complaint could be made somewhere to help the individual manage what is going on

Scenarios:

1. Natalia and Martha are very good friends. Martha and her family moved to another area so Martha changed school. In the new school, Martha is quick to make friends with her new classmates. Martha still continues to hang out with Natalia and talks to her about her new friends. Indeed, she has spent time with them sometimes in the cinema or on a walk. Natalia tells Martha that she is the only friend of hers because they know each other for years and is constantly complaining when Martha talks to her new friends outside of school. Martha feels bad but says that Natalia behaves so because she loves her.

2. Anna and Kostas have a relationship, but after a few weeks Kostas has no frequent contact with her. Sometimes he does not answer Anna's messages

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	until the next day. Anna is constantly sending messages to him and she calls him until he answers. Anna wants to know what's going on. So, she asks Kostas to give her the password for his Facebook's account, telling him that couples have to share everything and have no secrets. Kostas refused and so Anna was very angry, telling him that he did not really love her and that if he loved her, he would give her his password. 3. Maria is the new student in the school because she came from another city. At school there are many negative comments about Maria. Many boys and girls don't speak to her because she is new and they don't trust her. Most girls avoid her and don't share things with her. Eleni, a classmate, approaches Maria and tries to get to know her better. The rest of the girls and boys tease Eleni for this. 4. Katerina is the eldest child of the family and the only daughter. Her parents work long hours each day and return home at night. They ask Katerina to clean the house when she returns from school so she hasn't time for her homework. When she doesn't clean the house, they shout at her and tell her not to repeat this to anyone. Katerina feels pressure and believes her homework is more important.
Evaluation & Reflection:	Through discussion we try to help children realize that the best choices about their response need to include: - Positive claim and assertive behavior. They need to do something, and they can't ignore the facts. The cycle of violence stops only by intervention. - As hard as it may be, talk to an adult if the issue is serious. - Use positive communication (explain how and what) to solve conflicts and to solve problems in their relationship. - Friends are a good support and it is important to ask for their help. But friends cannot always advise us properly about how to react. Especially in serious cases it is important to engage an adult.

References:

Save the Children & Abaad – Resource Center for Gender Equality (2013). Playing for Gender Equality.

SPAVO (2014). Project B Here: Building Healthy Relationships.

Title:	
Duration:	45 minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity enhances children's verbal and non-verbal communication skills. It will enable them to gain a deeper understanding of how verbal and non-verbal cues are interconnected for an effective communication. • **Main Skill: Social Skills** • Communication • Awareness • Self-Awareness • Empathy
Instructions:	<u>**Materials:**</u> N/A <u>**Instructions:**</u> Place all children into pairs and assign them the title of "A" and "B" (e.g., one will be A and the other one will be B). Ask A to think about a funny event that he/she remembers and describe it to B in 2 minutes. (Help children to use any facial expressions, gestures, and vocabulary). Now, B has to listen very carefully of what A is describing. Then, ask B to describe A's event as if it is their own event to an A person from another pair (called "C") (assigned by the instructor). C has to listen very carefully of what B is describing. C has to describe the event in the whole class as if it is his/her own event. A evaluates how accurate the initial description is.
Evaluation & Reflection:	For the Evaluation and Reflection part the facilitator should initiate a conversation regarding the activity. Below you will find a list with suggested questions: - Was the exercise easy or difficult to remember?

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	- Do we notice other people's non-verbal behavior? (body posture, facial expressions, movements, etc.)? - Where did you pay more attention? (on verbal or non-verbal cues?) - How different is the information described by each person?

Title:	
Duration:	45 minutes
Audience:	Children 8-9 Years Old (It can be adjusted accordingly for Children 10-12 Years Old)
Objectives:	The purpose of this exercise is to facilitate understanding of the importance of trusting others. When team members trust other people the support and understanding increases as well as nourishing a learning environment of social development and change. • **Main Skill: Social Skills** • Communication • Teamwork • Empathy
Instructions:	**Materials:** • Scarves or anything that can be used for blindfolding • Any object "treasure" that will be decided by the facilitator **Instructions:** Separate the class into 3 groups. Ask one volunteer in each group that will be the blind-folded. Hide the "Treasure" object in a place that the blind-folded will not know and show the place only to the other team members. All the other members of each group will guide the "blind-folded" with **ONLY 2-3 words/command** to find the hidden "Treasure" without touching (e.g., turn left, go one step forward, etc.). Each command must be followed with one positive feedback by the team-member (e.g., great work buddy, excellent effort, etc.).
Evaluation & Reflection:	Allow some time for the children to discuss with each other and then as a whole group: - How difficult/easy was the exercise? - Was it easy to trust other's instructions?

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	- When do we trust other people? - Other examples of blind-folded exercises could be found online at: http://www.ventureteambuilding.co.uk/blindfold-challenges/

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Title:	Emotional Escalations
Duration:	45 minutes
Audience:	Children 8-9 Years Old
Objectives:	The goal of this Activity is to help children realize that there is a grading in emotional experience; emotions have similarities and differences in terms of quality and/or intensity; this will help them identify their own emotional states and accordingly regulate to avoid emotional escalations. • **Main Skill: Self-Regulation** • Self-Awareness • Empathy
Instructions:	**Materials:** • Flipchart • Markers • Post-It Notes **Instructions:** Hang on the walls 6 flipcharts with stairs pictured on them; each flipchart is labeled by an emotion: Anger, Disgust, Fear, Happiness, Sadness, and Surprise. Divide the children in 6 teams and assign an emotion per team. Make available post-its. Ask the participants to work in teams, in order to brainstorm and write on post-its words that describe different kinds of the emotion you are working on. Stick your post-it notes on your flipchart, on the responding step of the stair depicted (e.g. "rage" and "annoyed" where anger is concerned would not be on the same step, right?)."

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Evaluation & Reflection:	Start a conversation by stating that emotions can feel stronger or weaker at times" have you ever realized that your emotions are graded? Also, emotions come and go and that's normal; talk about how things start and then stop, how feelings come, escalate and go. How can we recognize the signs in ourselves that an emotion is getting upsettingly strong? What could we do with it?

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Activities for Children 10-12 Years Old

Title:	My Own Newspaper Cover
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	The aim of this activity is to have children turn their attention inwards and use the material provided to present themselves through a newspaper cover. • **Main Skill: Self-Awareness** • Communication • Self-Presentation
Instructions:	**Materials:** • Magazines • Scissors • Glue • Colored pens (pencils or markers etc.) • Empty Paper one for each child **Instructions:** Tell the children to imagine that tomorrow a newspaper selects them for its central theme, what should they include in their cover? Assume the editor's role and use this big paper in front of you to create the cover that best describes you. You can include anything you wish, for example: personal achievements, latest news/ events in your lives, important people, hobbies & interests, strengths & talents, etc. A demonstration of the teacher's own newspaper cover would be very helpful.
Evaluation & Reflection:	At the end of the activity, a "gallery" of newspaper covers is created; the children walk around the room all together; each one presents his work to the rest and they all learn more about each other.

Title:	Brainstorming
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	The main goal of this Activity is to enable the participants to understand what we mean by "relationships", the kinds of relationships that exist and we create throughout our lives. Through this activity they will be able to recognize and understand the social factors that affect relationships. In addition, they will be able to relate gender equality and gender norms as well as rights (human and sexual). This activity will give them all the necessary tools in order to be able to identify the components of good and bad relationships and be aware of the significance of communication and safety in our relations • **Main Skill: Healthy Relationships** • Self-Awareness • Communication • Empathy
Instructions:	**Materials:** • Human figure • Relationship Pictures Examples (Appendix) • Markers • Violence and Equality Tabs • Stars • Recipe Posters **Instructions:** Facilitators place a big cardboard representing a human figure at the board. Around the figure we stick pictures that represent the kinds of relationships,

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since children recognize them. We tell children that every person creates and develops various kinds of relationships throughout his/her life. At the same time, we ask children to identify what feelings does each person experience in each relationship and how does he/she behave in it? Do they all behave the same way?

After the conversation we tell kids that we will play a game. We divide the children into 4 groups (4-5 children each group). We ask the children to give a name to their group. Facilitators assume the role of TV presenters and read some statements. Children must recognize whether the statement represents "equality" or "violence". Each group holds two tabs (one writes equality and the other violence). After the presenter reads the statement, each group discusses for a few seconds and the fastest gives the answer by picking up the correct tab. If the team finds the right answer, they win a star. The team that wins the most stars will be the winner. Once the game has been completed, we clarify some concepts such as gender-based violence (violence directed against a person because of that person's gender (including gender identity/expression) or as violence that affects persons of a particular gender disproportionately), and gender equality (women and men, girls and boys enjoy the same rights, resources, opportunities and protections). We mention that there are elements that make relationships good or bad. Through the statements and answers of the children we define the ingredients of a good relationship and a bad relationship. We present on the board two recipes (good and bad relationships - which we have prepared before) and teams are asked to identify good and bad relationship ingredients.

Statements for the game:

- Boys and girls can both become doctors: equality.
- Girls can enroll in the army just like boys: equality
- Girls and boys have equal rights to education: equality.
- Girls and boys have equal rights to recreational activities: equality.

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	• Girls and boys have equal rights for equal amounts of pocket money: equality. • Girls and boys have equal right to express their sadness by crying: equality. • When a boy prevents his young sister from going to the cinema: GBV. • When a boy obliges his sister to fetch him water: GBV. • If a boy wants to kiss a girl forcibly: GBV. • If a boy takes money from other kids: violence • If a kid was bullied by his friends and not allowed to be part of their group: violence. • If a girl was mocked because she is fat: GBV. • If a boy curses another boy: violence. • If a girl goes for shopping, and someone follows her and says bad words: GBV.
Evaluation & Reflection:	Make a discussion with children about their feelings and thoughts. For example, you can ask: - How do they feel? - What did they learn about the different kind of relationships? Also, identify if they understood the meaning of gender-based violence and gender equality. Finally, identify what they learned about a good and a bad relationship.

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Relationship Pictures

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Title:	Vote with your Feet
Duration:	45 minutes
Audience:	10-12 Years Old
Objectives:	The main goal of this Activity is to enable the participants to find ways to deal with violence in relationships and explore possible solutions. To be able to identify the obstacles that often make it difficult for people to oppose violence in relationships (non-recognition of violence, fear, isolation, no system support, they do not know what to do / what to do etc.) By the end of this activity the participants will gain knowledge on how they can protect themselves and others from violence in partnership. • **Main Skill: Healthy Relationships** • Communication • Self-Awareness • Resilience
Instructions:	**Materials:** • Tabs with options A, B, C, D to be posted in the four corners of the classroom • Scenarios **Instructions:** We give some scenarios and ask volunteers to present them. We then read to the participants some statements about the different ways of reaction which people who are faced violence in their relationships can use. We have previously posted the A, B, C, and D options in the four corners of the class. In each case, four possible "solutions" or ways of reaction will be given. Each possible solution corresponds to one of the corners of the classroom. Option (a) corresponds to the corner indicated by (a), option (b) corresponds to the

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corner indicated in (b), and so on. Participants are invited to take position and move to the corner of their choice. Once the possible 'solutions' for one case have been read, each participant has to 'take a stand' in the relevant corner of the room. All participants must take their seats. If some are not sure they can stand in the 'Something else' option. Invite participants to explain why they chose to stand there. Try to create a debate between them by challenging their arguments. The goal is to present concrete 'hard-hitting' arguments to persuade the 'rivals' that this possible solution is 'right'.

Questions for discussion:

- What kind of violence do they recognize in each scenario?
- Why do they think they have behaved like the protagonists?
- What do they want to achieve with their behavior?
- How do the actors feel?
- Is it really easy to talk a young person with their parents about what's going on? What can prevent them from doing so?
- Is it really easy to talk a young person with a Counselor or a teacher of what's happening? What can prevent them from doing so?
- Is it easy to simply separate from someone to get rid of the problems in your relationship? Why? Why not?
- Can friends help in such cases? More way?
- Would you trust your friends' advice? Why? Why not?
- Is it easy to talk to your partner about the problems of your relationship? Can communication help or change anything?
- A complaint could be made somewhere to help the individual manage what is going on.

Scenarios:

1 Natalia and Martha are very good friends. Martha and her family moved to another area so Martha changed school. In the new school, Martha is quick to

make friends with her new classmates. Martha still continues to hang out with Natalia and talks to her about her new friends. Indeed, she has spent time with them sometimes in the cinema or on a walk. Natalia tells Martha that she is the only friend of hers because they know each other for years and is constantly complaining when Martha talks to her new friends outside of school. Martha feels bad but says that Natalia behaves so because she loves her.

a. Talk to Natalia about her behavior and how she makes her feel

b. Ignore Natalia. Over time, she will accept it

c. Talk to her friends to advise her

d. Something else

2. Anna and Kostas have a relationship, but after a few weeks Kostas has no frequent contact with her. Sometimes he does not answer Anna's messages until the next day. Anna is constantly sending messages to him and she calls him until he answers. Anna wants to know what's going on. So, she asks Kostas to give her the password for his Facebook's account, telling him that couples have to share everything and have no secrets. Kostas refused and so Anna was very angry, telling him that he did not really love her and that if he loved her, he would give her his password.

How do you think Kostas must react?

a. Talk to Anna explaining how he feels with the pressure she puts on him and set out his limits

b. Give his code to Anna.

c. Break up with Anna since she does not trust him.

d. Something else

3 Maria is the new student in the school because she came from another city. At school there are many negative comments about Maria. Many boys and girls

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don't speak to her because she is new and they don't trust her. Most girls avoid her and don't share things with her. Eleni, a classmate, approaches Maria and tries to get to know her better. The rest of the girls and boys tease Eleni for this.

How do you think Eleni must react?

a. Stop being friendly with Maria

b. Explain to other children that excluding Maria is not right

c. Speak to the teacher

d. Something else

4. Katerina is the eldest child of the family and the only daughter. Her parents work long hours each day and return home at night. They ask Katerina to clean the house when she returns from school so she hasn't time for her homework. When she doesn't clean the house, they shout at her and tell her not to repeat this to anyone. Katerina feels pressure and believes her homework is more important.

How do you think Katerina must react?

a. Explain to her parents how she feels

b. Ignore them

c. Talk to her teacher

d. Something else

Evaluation & Reflection:	Through discussion we try to help children realize that the best choices about their response need to include: - Positive claim and assertive behavior. They need to do something, and they can't ignore the facts. The cycle of violence stops only by intervention.

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	- As hard as it may be, talk to an adult if the issue is serious. - Use positive communication (explain how and what) to solve conflicts and to solve problems in their relationship. - Friends are a good support and it is important to ask for their help. But friends cannot always advise us properly about how to react. Especially in serious cases it is important to engage an adult.

Title:	Empathy and Active Listening
Duration:	45 minutes
Audience:	10-12 Years Old
Objectives:	This Activity is especially designed in order to help children understand other's emotions and be able to be in another's person's shoes by assisting children in effectively identifying their own and other's feelings. By focusing more on understanding others' feelings and the conditions they might experience, children may increase empathy to others' conditions that will lead to the development of more healthy relationships among individuals (Ioannidou & Konstantikaki, 2008). • **Main Skill: Social Skills** • Communication • Empathy • Self-Awareness
Instructions:	**Materials:** • Post-It Notes • A Hat (or a Box) **Instructions:** Ask children to write in 1 word to a title of what makes them **worried.** Ask them then to write 2 lines under their title to describe their worry and to put their post-it note in the hat. The facilitator asks each participant to pull a post-it from the hat and read it aloud. Do not elicit any feedback or comments from the group. Remind them to "Just Listen". When all post-it notes are read, the facilitator ask the class to discuss: 1) What did you find common? 2) How do you feel?

	3) Was it easy to just listen and understand how the other person felt?
	4) How did you feel when others just listen to your worry?
	Optional:
	Ask children to write in 1 word a title of what makes them **excited.**
	Ask them then to write 2 lines under their title to describe their excitement and to put their post-it notes in the hat. The facilitator asks each participant to pull a post-it from the hat and read it aloud. Do not elicit any feedback or comments from the group. Remind them to "Just Listen"
	When all post-it notes are read, the facilitator ask the class to discuss:
	1) What did you find common?
	2) How do you feel?
	3) Was it easy to just listen and understand how the other person felt?
	4) How did you feel when others just listened to your worry?
Evaluation & Reflection:	Encourage students to understand other's emotions and feelings. Ask students to listen carefully when other's talk to them in order to understand how the other person feels. Initiate a conversation around the notion of "Empathy".

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https://www.icebreakers.ws/medium-group/fear-in-a-hat.html

http://www.holliseaster.com/p/fears-in-a-hat/

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Title:	Conflict Resolution and Resisting Peer Pressure
Duration:	45 minutes
Audience:	10-12 Years Old
Objectives:	Effectively resolving conflicts in a group leads to the development of strong relationships that are based on mutual understanding. This exercise embraces the expression of different opinions that will lead to an effective collaboration among members. • **Main Skill: Social Skills** • Communication • Empathy • Self-Awareness
Instructions:	**Materials:** • Large Flip Chart or a Large Piece of Paper • Colored Markers • Post-It notes • Scenario Handouts (Annex & References) **Instructions:** Provide Scenario(s) of bullying and ask everybody to read it silently for 2 minutes. Divide the class into smaller groups of 3-4 members. Ask each group to take colored markers and separate their flip chart paper into 3 parts and title each part as ("ME" "TOGETHER" and "YOU"). Ask each member of the group to write on a post-it "how does it make you feel" and "what will you do" and then place it on the "ME" part. Ask them to work with the other members of the group to write on post-its together "what will you do as a group" and place their answers in the "TOGETHER" section. Finally, ask all members of each group to provide answers on post-it's to "What will you advise the

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	person/victim to do?" and place their answers on the "YOU" part.
Evaluation & Reflection:	Encourage students to discuss about the activity and what they learnt through it. You can use the suggested questions provided below: - How did you feel about the activity? - Did you find some difficulties to answer? - Was it easier to find solutions with the group than by yourself?

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Examples of Bullying Scenarios can be found in the work of: Flowers, N., Brederode Santos, M. E., Claeys, J., Fazah, R., Schneider, A., Szelényi, Z. (2007). Compasito: Manual on human rights education for children (2nd ed.). N. Flowers (Ed), Budapest: council of Europe, Directorate of Youth and Sport.

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Scenario 1

Three of your (female or male) classmates are calling you names and persuade other kids in the class to stop playing with you in the school yard. What should you do?

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Character Education

Literature Review

Promoting and Enhancing Values as a Measure to Eliminate Gender Based Violence

The English word "character" is derived from the Greek *charaktêr*, which originally was a reference to markings engraved upon coins. With the years passing the word "character" came to mean a distinctive set of features by which one thing was distinguished from the rest and subsequently when referring to individuals, to mean the combination of qualities and traits that distinguish one person from another (Homiak, 2007).

When it comes to Social Sciences and children, the word "character" usually refers to the composite of psychological characteristics that impact the child's capacity and tendency to be an effective moral advocate, i.e.: to be socially and personally responsible, ethical, and self-managed (Berkowitz & Bier, 2007). "**Good Character**" is not the absence of deficits and problems, but rather a well-developed family of positive traits (Peterson & Skiba, 2009). In addition, character traits are also "concerned with a person's moral worth" (Goldie, 2004). Many might theorise that having character simply means that you "follow the rules" and avoid involvement in socially undesirable behaviours and motivations. However, character is not just about following the rules, but is to cultivate an intrinsic desire to do what is best for your own good and to be respectful about the welfare of others as well. Put simply, character is the realization of one's positive development as a person – intellectually, socially, emotionally, and ethically. To be a person of good character is to be the best person that one can become (Battistich, Schaps, & Wilson, 2004).

To have a strong, great, or honourable character is to be a person of merit, worthy of admiration and honour. Good Character is not formed automatically, alas it is developed over time through a sustained process of teaching, example, learning and practice (Pala, 2011). Everybody desires to have affiliations with people that have a good character and this becomes especially compelling when it comes to the upbringing of children. A holistic pedagogical approach should aim to foster to children qualities like honesty, respect in general, self-respect and respect to diversity, decision

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making, empathy, compassion and citizenship. These things do not happen on their own, it takes effort both from parents-home and the support of the school community.

In addition to providing youth with basic academic knowledge and skills schools have increasingly been called upon to play a primary role in promoting children's character development as well. Although traditionally both family and religion entities may have been considered as the main vectors in this process, few deny that the schools also play a pivotal role in children's character development and overall functioning socialisation (Skiba & Peterson, 2000). Ergo a specific pedagogical approach named "Character Education" was developed as a tool for teachers and the general school community, to foster to children from early age values and behaviours, that will facilitate the creation and - as the years pass- the establishment of a good and honourable character.

Character Education Definition

At times, different definitions of Character Education have been proposed. For example, the theory that character education is the strategic instruction that promotes social and personal responsibility and the development of the good character traits and moral virtues that make this possible (Vessels & Boyd, 1996). Others (Fertman & van Linden, 1999), have proposed that it is the formal instruction in honesty, trust, cooperation, respect, responsibility, hope, determination, and loyalty. Tomaselli and Golden (1996) defined it as everything the school does to help students make better, more effective choices and decisions; the students must identify, understand, and learn how to act on their own values.

In general, "Character Education" is a term used to describe an educational approach which aims to help children to develop moral, civic and socially acceptable thinking and behavior. Using all the dimensions of school life, "Character Education" is taught to children with optimal aim to foster character development (Battistich, Schaps, & Wilson, 2004). Subsequently "Character Education" is linked to various educational programs, which are targeting to promote and enhance children's healthy development and overall well-being, such as social and emotional learning, life skills education and health education (Tatman, Edmonson, & State, 2012).

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Traditionally "Character Education" teaches children about "**values**" which act as a psychological response to three universal requirements faced by all individuals and groups: to satisfy biological needs, to achieve smooth social interaction, and to meet social institutional demands for group welfare and survival (Feather 1994). The teaching of good character through values education, is particularly important in today's society since primary and secondary education grade face many challenges derived directly from internet and social media impact (American Academy of Paediatrics, 2009), limited parenting or poor parenting styles, peer pressure (Brown, Clasen, Eicher, 1986) and violent or aggressive behaviors (Frick & White, 2008).

Furthermore, children nowadays are bombarded with many more negative influences through the media and other external sources prevalent in today's culture that are unknown to earlier generations (Skiba & Peterson, 2000). Thus, it is challenging for children to find reliable and consistent ethical paradigms that will direct their development and later life. This reality highlights the need for schools to create the kind of social environments where students will feel accepted, supported and valued as important members of the school community and hence members of a larger society.

"Character Education" focused on the causes of violence and aggression will promote and ensure a safe environment at school, where such behaviors will be detected early on and prevented (Schaeffer, 1999). Schools have the responsibility of student's academic development but they do play an important part in children's' socialization and teaching them ethical values and prepare them to become contributing citizens one day. A good citizen is one that knows and understands rights and responsibilities in their society (Schaeffer, 1998). Hence the school needs to educate children on the aforementioned values and relevant behaviors from early on.

Firstly, a supportive classroom environment needs to be established, where students have the opportunity to express themselves in a free manner, and be tolerant and respectful of other people's opinions (Brady, 2011). Values can be cultivated under age appropriate and carefully designed educational methods in order to increase pupil's intrinsic motivation towards values and encourage them to practice and implement those values in their everyday life. For instance, a value such as respect can be successfully learnt and absorbed only when children act on it, which means showing, expressing respect under specific circumstances (Lickona & Davidson, 2005).

In addition, "Character Education" has been suggested as an important, well promising prevention strategy for violence and deviant behaviors. More specifically, students from primary schools (elementary grade) who attended a Character Education programme were found to have increased levels of social competence (Miller, Kraus, & Veltkamp, 2005) which is generally defined as the ability to handle social interactions effectively and it is a construct strongly linked to social skills. By placing emphasis on enhancing good, moral behaviors in children, a promotion of healthy development and thriving in various domains was reported (Park & Peterson, 2009). Also, it is suggested that children demonstrated significant increase in behaviors related to valuing diversity and helping others (Scales, Blyth, Benson, & Leffert, 2000).

As previously mentioned, Schools are Educational Institutions that have a dual role - not only to facilitate children's cognitive development but to also teach them values and important social skills, both crucial for their development and overall wellbeing. Numerous "Character Education" programmes were developed to help school communities reach the aforementioned benefits. The "REACH Beyond Tolerance" programme for example, is especially designed to enhance responsibility and relevant behaviors to primary (elementary) grade pupils. The programme aims to help students adapt and function effectively within an ethnically and culturally diverse world - which includes a vast variety of characteristics and categories such as race, ethnicity, culture, gender identity and gender expression (Hollingsworth, Didelot, & Smith, 2011).

Different approaches and programmes teach and suggest a vast variety of values, however since our Project is focusing on the prevention and elimination of Gender Based Violence, 5 specific values were chosen (Respect, Justice, -Active- Citizenship, Love, Peace) that reflect with greater accuracy the general notion of SAFER Project and are more closely linked to the project's objectives.

Focusing on the link among "Character Education", values and current challenging societal issues such as gender equality and gender-based violence, UNESCO (2019), in collaboration with other world known humanitarian organizations, developed the "Connecting with Respect" classroom-based curriculum, which aims to prevent Gender Based Violence. Among the concepts which are

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suggested, the value of "respect" is highly regarded and promoted, along with gender pedagogics and other important psychoeducational concepts (e.g., communication skills, peer support skills). Moreover, self-respect is another essential aspect that refers to valuing ones' own self and making the right choices in order to amplify feelings like self-worth, self-confidence and self-motivation. Just as with our respect for others, self-respect involves cognition, valuation, affect, expectation, motivation, action, and reaction, that leads to an appreciation of oneself as having morally significant worth (Dillon, 2016).

"Justice" Moral Value

The value of "Justice" is another notion that is pivotal in the attempt of raising children's awareness regarding Gender Based Violence. According to Feather, 1994, Justice is closely linked to the concept of fairness and is a mostly socially constructed principle, meaning that what is perceived as fair in one culture, or society might be perceived very differently to another. Thus, it is focal to educate children about the concepts of justice and fairness from a universal holistic point of view, which involves accepting or at least tolerating diversity of gender identity and/or gender expression and engage into the necessary actions in cases of non-fair, discriminative actions. Furthermore it is of utmost importance to cultivate the value of justice under the umbrella of "accepting diversity", because an individual's critical thinking on what is "fair or not", is significantly influenced not only by the relationship between the immediate involved actors, but is driven by values, norms, and conventions of the greater society the person lives and interacts (Feather 1994).

"Citizenship" Moral Value

The value of "Citizenship" (also defined as "Active Citizenship"), refers to getting involved in local communities and democracy at all levels, from towns to cities to nationwide activities (European Economic and Social Committee, 2012). For many years, the field of prevention was fixated on the idea that people involved in problematic behaviors had some personal "deficits" that might put them at risk. However, through this kind of approach the importance of "belonging" was overlooked. The feeling that one is a competent, contributing and valued member of a prosocial group is a critical component of doing well in life and making the right choices. In the same way according to research findings young individuals who attend schools where they feel accepted,

competent and valued are much less likely to become involved in problematic behaviors (Battistich, Schaps, & Wilson, 2004).

Furthermore, when emerging into adulthood, the students will come to the understanding that the general notion of "Active Participation", underlines the crucial need of involvement needed from citizens in different issues, activities and occasions which are directly or indirectly affecting (their) own human rights, overall wellbeing and prosperity.

As about Gender-based violence specifically, at times, different campaigns were running on local and national levels regarding Gender-based violence policies and practices. According to Universal Human Rights Declaration "*gender equality, identity and expression*", fall under the category of basic human rights and any activities and operations that promote in a respectful to others manner those notions and beliefs, are not only supported but encouraged as well (International Commission of Jurists, 2010). One of the most important difficulties that these campaigns had to overcome was the misconception that Gender-based violence is an issue that concerns and it is advocated only by females.

Subsequently many believed that only women and girls needed to be thoroughly informed about Gender-based violence and equipped on how to handle relevant situations that might put at risk their physical or psychological well-being. In order to challenge and ultimately to deconstruct the aforementioned fallacies, male participation was also encouraged in relevant campaigns, including men of different ages and socioeconomic backgrounds in order to raise awareness regarding Gender-based violence and how it affects each and every one regardless of their gender and/or age. Specifically, "MenEngage Alliance", which is an alliance who its members work collectively and individually toward advancing gender justice, human rights and social justice, embraced this notion and actively promotes involvement, respect and collaboration of men and young boys to combat different forms of discrimination against women and Gender-based violence in general (MenEngage Alliance, 2018).

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"Love" Moral Value

Another value that was chosen as one of the most important to prevent Gender-based violence is the concept of "Love". Love is a feeling characterized by good intentions, unselfish acts and strong interest. It can extend to philanthropy and altruism that involves actions of love. Love is also a strong component of the emotional literacy as it is clearly mentioned in different emotion related theories (Lazarus, 1996). Love as a value can be distinguished between different concepts which involve types and levels of affectionate dedication and emotional bond between people and things (Cooper, 1977). For instance, one might feel love for partner, family, job and colleagues or certain activities which are targeting the good of its self or the benefit of other people. Love can be described as strong component in awareness campaigns and measure taken against the marginalization and discrimination of specific groups.

Naturally by teaching children the value of love we also teach them on how to see beyond only themselves and cultivate empathy and compassion to others around them. Even though we cannot demand from them to feel or express love towards everybody, however we can teach them on how to understand that everyone has the capacity to love and to be loved, therefore the least we can do is practice kindness, approach people with good intentions and avoid excluding or mistreating individuals in under any circumstances.

"Peace" Moral Value

Last but not least, the value of "Peace" underlines the need of individuals to live in communities and contexts where there is absence of violence, discrimination and any form of conflict (Piechowski, 1991). Inner peace is another aspect of the general value of "Peace" which is highly regarded and valued from all individuals. Inner Peace is the mental condition where an individual achieves staying under psychological or spiritual calm, despite the potential presence of stressors (Piechowski, 1991). Inner peace as a term, is also closely associated to the moral conscious judgement and the impact of different actions that the individual might take. More specifically, when our actions are aligned with our consciousness on what is right or wrong, then we find our self on a situation of inner peace. Therefore is essential to teach these values to children from early age, so they will comprehend the dual effect that "doing the right thing" has: as an individual you

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get to enjoy prolonged periods of inner peace and also as an inseparable part of a greater community/society you get to contribute to the greater good.

The moral development during childhood and the understanding of the impact (positive or negative) of ones' actions, is a strong component of Kohlberg's moral development theory, 1958, on which moral judgement must be aligned with a moral behavior. An implication of the theory is the fact that a moral teenager, youth or adult is not involved in "wrong" action towards its self or to other individuals. By promoting the positive development of children, not only when it comes to their academic performance but also emotionally, ethically and socially it will enhance students' overall positive development as individuals and citizens, but also effectively prevent the occurrence of a wide range of current social problems like is Gender-based violence.

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Summary Table

Title	Audience	Overview	Evaluation & Reflection
The Circle	• Children 8-9 Years Old • Can be adapted for other Age Groups	By using the example of a flower, help students understand how can words and a supportive environment can affect your life significantly and accordingly you may flourish or perish. **Central Moral Value: Love**	Words are a powerful tool and have a great influence on our lives. Through the example of a flower, participants will become aware how encouraging words, positive comments and constructive feedback can benefit those around them.
Happy Hands	• Children 8-9 Years Old	Ask participants to trace their hand up to the elbow and cut out the figure, ask them to write their name and pass the cut-out around the classroom so each student can write something nice for their classmate. **Central Moral Value: Love**	This Activity will help students understand that we shouldn't judge others superficially and we should keep a positive attitude towards others and invest time and energy to get to know them.
The Magic Kettle	• Children 8-9 Years Old	This Activity is recommended for debriefing. Present the "Magic Kettle" to the group, which is filled with notes stating all the qualities, skills and experience previous participants left behind. Ask the participants to take something and leave something in the Magic Kettle for the people to come. **Central Moral Value: The Magic Kettle**	This Activity focuses on the significance of contribution and sharing your gifts and aptitudes for a common cause and the greater good.
Cards of Caring	• Children 8-9 Years Old • Can be adapted for other Age Groups	Create cards of appreciation for people that work hard to create and sustain a safe environment for all people to enjoy. It could be a person or group of people that work at School or other members of your community like local Firefighters, Police or the Elderly. **Central Moral Value: Citizenship**	This Activity aims to enhance participants awareness on how people around us affect greatly the reality we live in. Subsequently we all have a responsibility to do the best we can as well and show our appreciation to others as often as possible.
Fair Treatment	• Children 8-9 Years Old • Can be adapted for other Age Groups	Bring a sack of candy (or another treat) containing a few pieces less (3-4 less) than the total number of participants. The participants will discover that there is not enough candy for everyone and act accordingly. **Central Moral Value: Fairness**	This Activity will reveal thoughts, aptitudes and feelings that arise from being treated unequally or seeing others being treated less than the rest.

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The Write Around	• Children 8-9 Years Old	Pass around the especially designed for this Activity Handouts and ask students to complete it accordingly and write something nice for their classmate. Ask for volunteers to share one or two of the positive notes' others wrote for them. **Central Moral Value: Love**	This Activity encourages participants to put an effort on observing and appreciating something that they might find positive or admirable in every person, even if that person might not be that close with them.
Human Bingo	• Children 10-12 Years Old • Can be adapted for other Age Groups	With the use of a Human Bingo Sheet ask participants to mingle and fill up their entire sheet with signatures of people who match the different descriptions. **Central Moral Value: Love**	This Activity aims to encourage participants to get to know each other. In addition will enable them to find similarities with the other members of the group and appreciate diversity and how each and every one brings different characteristics to the team's tapestry.
I am My Own Hero	• Children 10-12 Years Old • Can be adapted for other Age Groups	Prompt the participants to write down their own heroes/ines and their admirable values and/or characteristics. **Central Moral Value: Citizenship**	This Activity will enable participants to understand that each and every one of us, regardless the gender, carries admirable characteristics and we could become a good example and inspire others to cultivate values and respect.
Love Unites	• Children 10-12 Years Old • Can be adapted for other Age Groups	Using the Appendix ask - participants to contemplate and write down different ways people express love to each other. **Central Moral Value: Love**	By the end of this Activity, participants should come to the understanding that there are different ways of showing love and that every human being, regardless the gender, deserves to be loved and treated accordingly.
The Recipe of Respect	• Children 10-12 Years Old • Can be adapted for other Age Groups	With the use of a cauldron cook the Recipe of Respect. Ask - participants to write down different examples and/or behaviors linked with respect which you will use as ingredients. **Central Moral Value: Respect**	This Activity aims to give different examples of how we can exhibit respect to one-another.
Tina and All the Others	• Children 10-12 Years Old	Give participants a Handout with a case study regarding the story of a girl who is different than the norm and how others perceive and react to that. **Central Moral Value: Peace**	The main focus of this Activity is for participants to comprehend and contemplate on the notion of "diversity". The Activity links the values of respect and collaboration in creating a friendly and peaceful environment that people can flourish.
Just Me Outside of the Box	• Children 10-12 Years Old	Read with the whole group the diary entries of two different students and discuss about their thoughts, feelings and challenges. **Central Moral Value: Justice**	This Activity aims to help students familiarize themselves with the concept of "authenticity", and how being accepted for who you are can affect your wellbeing greatly.

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Activities for Character Education

Activities for Children 8-9 Years Old

Title:	The Circle
Duration:	30 – 45 Minutes
Audience:	Children 8-9 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	This Activity will help participants to understand how we can show and value love and support to others. In addition, this activity aims to enable students to express themselves and their emotions. By the end of this exercise participants will be more aware how their behavior can affect others around them. • **Central Moral Value: "Love"** • Respect • Empathy • Self-Awareness
Instructions:	**Materials:** • A chair • An open space • A flower which will be located at the chair • Two human figures at flip chart / board / black board **Instructions:** Place the chair with the flower in the middle of the classroom. Inform the students that you will tell them the story of a girl named Lucky. Introduce the flower and tell the students that this is Lucky…." Show them the two human figures and tell the students that one of them is receiving regularly good comments / feedback / appraisal and that the other one is constantly receiving negative comments and criticism. After that ask the students to contemplate how each of the two aforementioned people might be feeling and what kind of thoughts will be crossing his or her mind. The

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	facilitator can write student's responses inside or around the two human figures. After that the teacher prompts the students to stand up forming a circle around the Lucky the flower. Each student has to say something positive and encouraging to Lucky the flower.
Evaluation & Reflection:	Discuss with students how words are a powerful tool and have a great influence to all people's lives and overall wellbeing. In addition, let them know that that words do not always speak the truth and we shouldn't take heavily at heart some harsh comments or criticism, that might make us feel negatively about ourselves, others or life in general. Furthermore, bring to their attention that we have the power to positively affect other people's lives with encouraging words, positive comments and constructive feedback. Link the flower with a human being and how when a person receives encouragement and positive comments blossoms, just like a flower. Focus on the importance of being polite and supportive to each other and how important it is to be mindful of the words you are using to communicate with those around you.

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Title:	Happy Hands
Duration:	30 – 45 Minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity is designed to help participants to understand that each and every one has positive traits; regardless how different they might seem in relation with ourselves. During this activity students will be prompted to discover their positive traits as well and also realize that they might have common characteristics with people that they might not have a close relationship with. Moreover, it will help students to realize whom/what they love and what skills they personally hold, that they could possibly use in order to contribute for the greater good. The "Happy Hands" Activity creates a positive and supportive atmosphere, as students are asked to find positives in their fellow classmates. • **Central Moral Value: "Love"** • Respect • Love • Empathy • Self-Awareness
Instructions:	**Material:** • Pencils • Long Paper (for the hand – arm tracing) • Pencils **Instructions:** The facilitator / teacher must be involved in this game, because they need to make sure ALL comments are POSITIVE. Hence the facilitator will be the last person who writes a comment on the "hand" Step 1: Give a long piece of paper to each participant together with the rest of the materials and ask them to trace their hand up to the elbow and cut out the

	figure. When they have finished, ask them to write their own name on the hand and pass it on to the child sitting next to them. The person that receives the hand must write a positive comment on the arm. It can be something they like about their classmate, something they admire or something that he/she did or said, that they found positive. Then they can fold it and pass it on to the next child. All the hand cut-outs must be passed by each participant. The facilitator will be the last one to comment, and he/she will have to make sure all other comments are positive. The result is that every child has "their hand" with positive comments from classmates, and it was reciprocated. Step 2: Discuss in what ways they can contribute to a better world using the qualities they discovered for themselves during this activity.

Evaluation & Reflection:	Ask - participants how they felt about each of the cut outs and to reflect on the whole experience. You can use the following questions:
	
	   - What did you learn about yourself during this activity?
	   - How did it feel when you read what your classmates said about you?
	   - How did it feel saying something positive to fellow-classmates?
	   - Do you think you can apply some of these in your everyday life?
	
	Talk about how this Activity relates to judging someone superficially without getting to know them first and/or empathize with their situation and/or identity. Point out that even though people might seem or even be different from us, we all still have positive characteristics and the ability to love, respect and contribute to the greater good.

Title:	The Magic Kettle
Duration:	30 – 45 Minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity is recommended for debriefing or reflection on an experience that - participants just took part in, thus is good for establishing a spirit for cooperation and to enable and accentuate the benefits of active participation. This is an opportunity for the facilitator to help participants connect through sharing personal experiences, actions and beliefs. Moreover, this Activity will help the Trainer to reinforce any skills or beliefs he or she is hoping participants will carry beyond the activity and the training overall. • **Central Moral Value: "Citizenship"** • Communication • Respect • Diversity • Creativity • Honesty • Self – Awareness
Instructions:	**Materials:** • A Kettle • Make sure you place little cards or Post-It notes with different qualities (values, positive characteristics, skills, talents etc). **Instructions:** Firstly, ask the participants to sit in a close circle. Tell - participants that you are holding a "magic kettle" filled with all the qualities of people who have come here before to your school and taken this Training. Pretend that you are taking a kettle or cauldron off a high shelf, in a way that shows reverence for those who have come before. Explain that the magic kettle will be passed around the circle and each participant should "take something" (a skill or idea that is new)

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	and "leave something" (a personal strength or point of view that can help future participants).
	Begin by modelling the activity yourself and then passing the magic kettle on to the participant next to you. For example, you could say, "I am going to take the skill of patience out of the cauldron and leave the skill of teamwork."
	Imagination is very important to make this Activity fun as much as educating, so do not be afraid to improvise. You can tell some examples or stories of previous visitors and what they left in the kettle. Treat the kettle with tenderness and reverence, imploring others to do the same, like it is something valuable and of great importance.
Evaluation & Reflection:	Ask - participants how they felt about each of the cut outs and to reflect on the whole experience. You can use the following questions:
	- What did you learn about yourself during this activity?
	- How did it feel when you read what your classmates said about you?
	- How did it feel saying something positive to fellow-classmates?
	- Do you think you can apply some of these in your everyday life?
	Talk about how this Activity relates contributing to the greater good and how each and every one of us regardless the gender holds desirable and admired qualities and characteristics. In addition, point out the significance of sharing those gifts and aptitudes with the team and the importance of contribution and collaboration.

References:

Peace First – Youth Led Peace-making Projects

Retrieved from: https://www.peacefirst.org/

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Title:	Cards of Caring
Duration:	30 – 45 Minutes
Audience:	Children 8-9 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	This Activity is designed to bring into participants' awareness the fact that many people work to make a community (school, church, region, town, city) a nice and safe place for them to stay. People that we have grown so accustomed to, that we might even notice how much they contribute and put an effort for everything to work properly. In addition, discuss with - participants how important it is for someone to feel appreciated for their hard work and contribution and how showing appreciation is an act of love and kindness. • **Central Moral Value: "Citizenship"** • Love • Empathy • Citizenship • Responsibility
Instructions:	**Material:** • Pen / Pencils • Paper • Crayons and/or Coloured Pencils and/or Coloured Markers **Instructions:** <u>School Community:</u> Prompt - participants to make cards/write notes of appreciation and encouragement to someone in the school e.g.: teachers, the principal, cafeteria workers, office staff, and bus drivers. Arrange with the classroom teacher to have the students personally deliver their caring cards. <u>Caring Within the Community:</u> Have - students make cards for people in your community. This can be local fire fighters or police, soldiers, elderly people living in a home, children at the children's hospital, families at a homeless

	shelter, Refugee families, etc. Please make arrangements to deliver these cards to the appropriate agents.
Evaluation & Reflection:	Ask - participants to choose on their own to whom -team or person- they want to send their card to and why. Ask them to reflect on their feelings of appreciation for them. You can use the following questions: - Why do you think is important to send a card to that person/group of people? - How would you feel if you were at the receiving part of this gesture? This activity aims to enhance participants awareness of how people around us affect greatly the reality we live in. It is important to be aware, that each person strives to do the best they can at what they do and that, has an immediate effect to others around them. Subsequently, we have a responsibility to do the best we can as well and show appreciation as often as possible, because everyone is fighting a battle every day to be the best version of themselves.

Reference:

Retrieved from:

http://schools.cms.k12.nc.us/beverlywoodsES/PublishingImages/CaringDecember.pdf

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Title:	Fair Treatment
Duration:	30 – 45 Minutes
Audience:	Children 8-9 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	This Activity is designed to bring into the participants awareness the notion of "fairness" and how we can contribute into creating an environment that promotes fairness and equality. • **Central Moral Value: "Citizenship"** • Justice • Fairness • Respect • Responsibility
Instructions:	**Materials:** • Sack of Candy, Gum, Apple or Almonds (have a few alternatives in case that one has some kind of intolerance) **Instructions:** Bring a sack of candy containing a few candies less (maybe 3-4) than the total number of participants in the group. Pass the sack around and tell everyone they can take only one. When - participants will discover the unfair situation and that there is not enough candy for everyone, discuss the following questions: 1. How did those participants that did not get the candy feel? 2. How about those that did? 3. What would be the fair solution to the problem? Can you think of another situation when people might feel left out or rejected?

Evaluation & Reflection:	Ask - participants to reflect on their feelings after this Activity. - How did it make you feel? - How will use this example in real life situations? - Do you feel / think we have a share of responsibility when something unfair happens to someone else? Using a simple example of excluding a few persons from enjoying a piece of hard candy with the rest of the team, will reveal feelings and aptitudes from both parts – the group of people that got candy and the others who did not. Both situations and the feelings that may arise can be unsettling and it is important that we facilitate a conversation in a manner, that will shed a light on how a person might feel when it's neglected and/or marginalized. Moreover, it will be a good for to the participants to understand that we all have a shared responsibility regards accepting or disapproving behaviours that can be unfair to others or even us.

Reference:

Retrieved from: http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Janjustice.pdf

Title:	The Write Around
Duration:	30 – 45 Minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity aims to make every participant feel a part of the Team, enhance team spirit and give the shyer participants or the ones that do not speak often a chance to express their gratitude and appreciation towards others. • **Central Moral Value: "Love"** • Kindness • Respect • Gratitude • Inclusion
Instructions:	**Materials:** • Handout with seven sentence stems (or starters) **Instructions:** The facilitator / teacher must be involved in this game, because they need to make sure ALL comments are POSITIVE. Hence all the documents when finished should pass from the facilitator. Step 1: Pass around the handouts and ask each participant to write only their name at the top of the paper. Collect the handouts and pass them out once again, randomly this time. Make sure each student received a different student's handout. They can respond to just one sentence stem or several if they have more good things to say about the particular person. Step 2: After the few minutes are up, have each student pass the handout to another student (not the handout's owner, yet). Encourage - students to complete whichever sentence stem calls to them, whether another student has completed it or not. After doing a few rounds of this, pass all of the papers back

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	to their owners and give them a chance to read all of the nice things their peers have written about them.
Evaluation & Reflection:	Ask for volunteers to share one or two of the positive things on their handout. It will make the reader feel good, the writer feels good, and encourage everyone to be a little more positive and express their gratitude more often. This activity encourages participants to put effort into observing and appreciating something that they might find positive or admirable to every person, even if they might not be that close with that person or share any common characteristics and/or interests.

Reference:

Retrieved from: https://www.edutopia.org/blog/kindness-lesson-plan-rebecca-alber

Please find the Appendix included in the next pages

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The Write Around

We can cooperate when doing this project_____ because…

_____

_____

_____

I think that this _____ trait of yours is a great addition to our team/class because…

_____

_____

_____

A characteristic we have in common is…

_____

_____

_____

Your skills in _____ can be used to help others to…

_____

_____

_____

If we play the game (name) _____ you will be good at _____ position, because…

_____

_____

_____

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Activities for Children 10-12 Years Old

Title:	Human Bingo
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	This Activity is recommended to be implemented as one of the first 2-3 Activities to encourage - participants to get to know each other or kept as a closing activity near the end of the training, so participants will leave the training feeling energized and positive. This activity will help participants to learn and remember the names of their peers, find qualities that they share or new qualities that each member brings to the team's tapestry and to realize how important is to feel accepted, loved and acknowledged. • **Central Moral Value: "Love"** • Communication • Teamwork • Peace • Appreciating Diversity • Identifying similarities and differences
Instructions:	**Materials:** • Pen / Pencils • Bingo Sheets (Appendix) **Instructions:** Give everyone a "**Human Bingo**" Sheet (see sample on page 13). In each box they will find a characteristic or description of something a person possesses. Examples include, "can sing," "has a brother," or "has the same birthday month as me." Once everyone has a Bingo Sheet, encourage participants to mingle with each other and ask them to try and fill up their entire sheet with signatures of people who match the different boxes.

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	There is only one rule: No one may sign more than one box on any person's sheet. Once one of the players has completed their sheet, tell them to find a seat and wait for the rest of the group to finish or until time runs out. When everyone has their sheets completed or the time is up, ask participants to share some things that they have learned about their peers. Variation: Create a new Bingo sheet that responds to the needs, interests or shared goals of the group.
Evaluation & Reflection:	Ask - participants to reflect on their feelings after this Activity. You can follow the questions below: - What information/characteristic were you least expecting a certain person would have? - What did you learn about your peers after this activity? This Activity aims to promote teamwork, effective communication and to remind participants how important it is investing time into really getting to know the people around you. Furthermore, it shows participants how exhilarating it is to feel appreciated and that others have put in effort to actually map your traits and characteristics. It will enable participants to empathise with each other and find similarities with those around them and maybe spark a conversation on the same topics. In the same light, the activity indorses appreciation for diversity and finding common ground with people that at a first glance you wouldn't think that you might have similarities with.

References:

Retrieved from:

http://schools.cms.k12.nc.us/beverlywoodsES/PublishingImages/CaringDecember.pdf

Please find the Appendix included in the next pages

HUMAN BINGO

Directions: Find a person who matches a description from one of the boxes below. Have that person sign your Bingo Sheet on the appropriate box's line. Each person can only sign one box per sheet. Try to find a person who matches the description in each box. Note that the "Free" box is automatically signed—no one must sign it. It's a gift to get the game started.

B	I	N	G	O
Can SWIM _____	Likes POTATO CHIPS _____	Eats VEGETABLES _____	Plays SPORTS _____	Has a DOG _____
Has TRAVELED to another COUNTRY _____	Has a SISTER _____	Is a MIDDLE CHILD _____	Has FAMILY member BORN in another COUNTRY _____	Likes CHOCOLATE _____
Can WHISTLE _____	Has a PET other than a CAT or DOG _____	FREE	Can ride a BIKE _____	Has the same BIRTHDAY MONTH as you _____
Likes FLOWERS _____	Likes to DRAW _____	Can READ _____	Runs FAST _____	Likes ICE CREAM _____
Does their HOMEWORK _____	Likes MATH _____	Has the same favorite COLOR as you _____	Has the same EYE COLOR as you _____	Has a BROTHER _____

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Title:	I am My Own Hero
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	To enable participants to understand that each and every one of us, regardless of gender should be equally respected. Each person carries characteristics that can be admired and appreciated and we can learn a lot by accepting people for what they are and following their example regarding behaviors and/or attitudes we find praiseworthy. Furthermore, it will enable participants to think which of their own characteristics or capabilities they can put in good use so they can contribute to the greater good. • **Central Moral Value: "Respect"** • Love • Self-Respect • Responsibility • Accepting Diversity
Instructions:	<u>**Materials:**</u> • Pen / Pencils • Post It Notes (it is advisable that you avoid colours that might be perceived as reference to gender stereotypes) <u>**Instructions:**</u> Initiate a discussion about values (you can use the literature review information that you will find in the trainings package). Then, ask students to think and discuss about their own heroes and heroines, people from fiction (books, movies, cartoons), famous people (artists, scientists, politicians, business men and women) or people from their approximate social circle.

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	Ask them to write down on the post it's a list with their favorite (or the ones that influenced them or inspire them the most) heroes/oines. Then, you can ask them to choose their most favorite hero/ine and write down three values and/or characteristics of their hero/ine that they find admirable and how those inspire them.
Evaluation & Reflection:	The facilitator is advised to initiate a conversation, where he or she will encourage the participants to challenge gender stereotypes by pointing out that the aforementioned values or characteristics do not indicate the gender of the hero/ine and that regardless of the gender each and every one can be a hero/oine, inspire others and set a good example. Link the hero / heroines with gender stereotypes (masculinity, femininity e.t.c). and include in the conversation the notion of active citizenship, respect towards others and altruism. Explain that all heroes/heroines represent these and other values and that regardless of gender anyone can cultivate those qualities.

References:

Adapted from the: Co- Funded Erasmus + Programme of the European Union: Happiness, Optimism, Positivity and Ethos at Schools (HOPEs), (2016).

Title:	Love Unites
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	This Activity aims to encourage participants to express their inner feelings and especially love to others around them. It will enable participants to cultivate the value of love and empathize with other people's feelings and thoughts. In addition, they will become more supportive, respectful, caring towards others and will create a sense of responsibility and duty. • **Central Moral Value: "Love"** • Respect • Collaboration • Responsibility • Citizenship
Instructions:	<u>**Materials:**</u> • What is Love? (Appendix) • Pencils / Pens • Blackboard / Board <u>**Instructions:**</u> Hand out the worksheets and ask students to think about words, thoughts, actions and different types of love and write them down on the Worksheet. Encourage them to contemplate about what makes them feel loved and in what ways they themselves can show love to other people. Ask them to write down on the worksheet different ways that people show their love to others. Inform them that there are indeed different kinds of love and ways that people exhibit their feelings using a plethora of words, actions, gestures and repetitive

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	behaviours. Let them know that love can be: Love for our self, for family members, for friends, between partners, loving a pet or a specific activity. The teacher asks participants to share at least one point they have written down on their worksheets. Ask the participants to try and identify if they can see the similarities and the differences between boys and girls expressing loving feelings. Then, a guided discussion starts based on the "Evaluation and Reflection" section below.
Evaluation & Reflection:	By the end of the activity students should be more aware, that love has no gender as there are different kinds of love, different ways to show it, but there is only one universal meaning of what it is and feels like. Explain to students that every human being, boy or a girl, deserves to be loved and treated equally. Explain to students that even within the boy's group there are boys who share strong differences in the way they love and they may share strong similarities with girls. Similarly, the same thing goes for girls as well. You can use the questions below to guide a conversation around the aforementioned themes: - Do you feel surprised when a boy exhibits love for someone more than you would if you saw a girl doing the exact same thing? - What would happen if someone, a boy or a girl loves specific things, topics, or activities which according to the general belief (stereotypes) is more suitable for the opposite gender? (you can use ballet, football, playing with trucks, fashion, to amplify your statement) - Are there ways to exhibit love which are appropriate for one gender and inappropriate for the other? And if yes, why is that? What makes them appropriate or inappropriate for any given gender? Challenge different stereotypes of love and try to explain to students that the stereotypes are linked to society norms and behavioural etiquettes, many of which are outdated and they are fading with years and decades passing. Briefly mention to them that years ago women had no right to vote, that it was rare or

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even frowned upon to do any sports if you were a female as they were considered mostly as "masculine activities", and that in some countries, women were not even allowed to go to school and had no right to formal education. In addition, inform them, that in the past men were not allowed to do any housekeeping related activities and they even refrained from active participation in children's caregiving and upbringing.

References:

Adapted from the: Co- Funded Erasmus + Programme of the European Union: Happiness, Optimism, Positivity and Ethos at Schools (HOPEs), (2016).

Please find the Appendix included in the next pages

Love Unites

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Title:	The Recipe of Respect
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	This Activity aims to help encourage participants to become respectful towards others and will enable them to treasure and cultivate a peaceful environment where each person can grow and expand to their full potential. • **Central Moral Value: "Peace"** • Collaboration • Respect • Harmony • Responsibility • Citizenship
Instructions:	**Material:** • A Pot / Cauldron • Colorful Post-It Notes **Instructions:** Initiate a conversation regarding the theme and importance of "Respect" among the students/participants. You can start by asking them to define what they perceive as "Respect" and give an example of behaviors or attitudes linked with respect and synonymous words or concepts. Hand out the post-it notes. Inform participants that you are planning to cook "Respect" and ask for their support in order to find out the secret recipe of "Respect". Prompt participants to write down on the post-it notes different examples of "respect" - how a person can show respect to another. Allow them a few minutes to think and write down their notes and then pass around the cauldron asking the students to place their post-it notes in it. Whilst

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	gathering the notes, inform them that those would be the ingredients of "Respect". Afterwards, pass around the pot and one by one each student should pick a post-it and read aloud the "ingredient" – note written on the post-it. Comment or encourage students to elaborate if you find suitable.

Evaluation & Reflection:	The teacher starts a guided discussion about respect and gender. You can use the example questions provided below:
	  - How do we show respect to someone who is different from us? (might not be the same age, gender, have different interests)
	  - Is there a difference between showing respect to girls and boys?
	Also, the discussion needs to include the term of consent:
	  - How can we know that someone felt disrespected or not by a certain behaviour and/or comment?
	  - How can we help someone feel accepted and inclusion?

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Title:	Tina and All the Others
Duration:	30 – 45 Minutes
Audience:	10-12 Years Old (it can be adapted accordingly for other Age Groups)
Objectives:	Students are expected to gain understanding around the values of respect and collaboration and link the values of respect and collaboration in creating an inclusive, friendly and peaceful environment free of conflict where people can flourish and reach their full potential. • **Central Moral Value: "Peace"** • Respect • Collaboration • Acceptance • Empathy • Harmony • Responsibility
Instructions:	**Material:** • Tina and All the Others Appendix **Instructions:** Pass around the Appendix – Case Study so each student-participant will have a copy. In case that there is a student/participant within the group with the same name "Tina" then please change the name. Firstly, the facilitator should begin a brain storming discussion around the themes of collaboration and respect. The brainstorming discussion is advised to include some topics/questions such as: 1. What is respect? 2. What is collaboration? 3. Who wants to share some examples of collaboration and respect? 4. Why it is important for people to be respectful and respected?

The teacher starts a guided discussion about respect and gender. You can use the example questions provided below:

- How do we show respect to someone who is different than us? (might not be the same age, gender, have different interests)
- Is there a difference between showing respect to girls and boys?

Also, the discussion needs to include the term of consent:

- How can we know that someone felt disrespected or not by a certain behaviour and/or comment?
- How can we help someone feel accepted and inclusion?
- Can you think some problems / difficulties which might arise in the absence of respect?
- Can you think some problems / difficulties which might arise in the absence of collaboration?
- Could you please provide some examples when people do not respect each other?
- Could provide some examples when people do not collaborate effectively?

When the brainstorming and guided discussion are completed, the facilitator should hand out the Appendix sheets and he/she wants to can separate students into groups (according to the audience number you can separate the class into 2, 3 or 4 smaller groups) or ask the students to read individually the story included in the Appendix .

Give a few minutes to students to read the story and then initiate a conversation about it. It is extremely important that the teachers will find ways to connect the values of respect, collaboration and diversity and to challenge different stereotype that might prevent people to treat each person equally.

Find some suggested guidelines/questions provided below:

1. Contemplate the story you read and Tina's everyday school routine. How do you think she might feel and why?

	2. What do you think Tina's classmate think and feel about her?
	3. What can Angela do so that she can help Tina make new friends?
	4. If Tina's classmates were more aware regarding the values of respect and collaboration, what do you think they would do differently?
	5. In the case that a boy was the only boy in the class how might he feel like? Do you think it would be easy or difficult for him?
	6. Give ideas and suggestions on how we can build respect and collaboration among boys and girls.
	Ask students to perform different short role plays based on the case study vignette. Ask the students to alter the story or come up with a sequence that will change the course of the story in such a manner that it will lead to a happy ending.
Evaluation & Reflection:	After - students do the role play activity, the facilitator should enable the participants to contemplate and absorb all the information they received during the activity regarding the meaning and notion of "diversity". Highlight that "diversity" is an important aspect of everyday life and it cannot be overlooked.

Similarly challenge and reframe different gender stereotypes, religion, race, social economic status, gender, body type, appearance etc. Point out that in the absence or respect and collaboration it would be impossible for people to live harmoniously and be able to grow, develop and reach their full potential. |

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Tina and all the Others

"…. Tina is ten-year-old girl who has just moved at the end of the street. She has recently started attending the fifth grade of her new school. Tina is different than the other girls and she is also different than the other boys, though she is really pretty. At home, she spends a significant amount of time playing basketball and three times a week she has basketball classes with some other girls and boys. She really enjoys playing basketball. She feels strong and free when she plays basketball. Sometimes, really early at night, before she goes to bed, she watches the basketball matches. Unfortunately, Tina, does not feel as happy playing basketball when she is at her new school. At home they are asking her if she made any new friends but most of the time, she doesn't reply to them. Tina thinks that the reason that she does not make any friends is because she shares some similarities with boys, and some differences with girls. A student from her class is thinking about approaching Tina and asking her to play basketball together. Although, he is afraid that some other boys might start teasing that he plays basketball with a girl and this girl might be better than him …."

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Title:	Just ME Outside of the Box
Duration:	30 – 45 Minutes
Audience:	Children 10-12 Years Old
Objectives:	This Activity aims to help students to familiarize themselves with the concept of "authenticity". In an attempt to eliminate and exclude any gender stereotypical characteristics, this activity aims to teach students to appreciate in others and cultivate themselves the qualities of authenticity, acceptance, diversity, justice, altruism and inclusion. • **Central Moral Value: "Justice"** • Authenticity • Respect • Acceptance • Diversity • Inclusion
Instructions:	<u>**Materials:**</u> • Appendix <u>**Instructions:**</u> Firstly, the facilitator should inform - participants that all together they will discuss some extracts of two different student's diaries. It is very important to not imply or give any clue regarding the gender of the students who supposedly wrote the aforementioned diary entries. Asks from a student to read My Diary, Tuesday 18th and My Diary, Friday the 20th aloud for the whole class to hear. After, the facilitator should initiate a discussion among the participants regarding the diary entries and how the people who wrote them feel. Some suggested questions could be:

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	1. Based on the first diary, describe in which situation the student currently is.
	2. According to the first entry, how is the student feeling about the aforementioned situation?
	3. Make the same questions for the Second Diary Entry.
	Now ask the participants to imagine that they are a teacher and the students who wrote those diaries are coming to you for advice regarding the issues and challenges they are currently facing mentioned in their diary entries:
	1. Based on the value of Justice what would you say to those students?
	2. Based on the values of justice and respect how should other students should act towards those two students?
	3. Do you think that other people have a responsibility towards those two students? And if yes what kind of responsibility and why?
Evaluation & Reflection:	During the evaluation process, the facilitator is advised to initiate a discussion regarding the gender of two aforementioned students. Most probably by that point students will be wondering about the gender or the names of those two students. On the same note the facilitator can ask - participants if it is important to know / find out the gender of the students and why?
	Elaborate on that and explain to - participants that regardless of gender we all have the right to be ourselves, to be treated equally and to have equal opportunities, at home, at school, for hobbies, leisure time e.t.c. Also, that we all have responsibility to share this message and values and make sure that we set an example with our behavior by treating everybody equally with respect and integrity.

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Thoughts and Feelings of a Student

"Today I had to deal again with the same thing …."

"I feel a bit lonely and scared sometimes"

"I think I might need to talk to someone…."

"I don't understand we they are doing this…. I am different… but I am still a beautiful person…"

"They all gathered around me and they were telling me different things …. Maybe I should do something about things …. Who can I talk and get support?"

"Is this so bad if I don't like the same staff as other children in my classroom…"

Diary Tuesday the 18th and Friday the 20th

Dear Diary,

Tuesday the 18th,

"…. Again, the same difficult day …. All over again… I wanted to play the way I want to, but I couldn't, I wanted to speak with the people the way I want to but I couldn't… I just want to be myself… why people cannot understand that is me…. I am just like others…. What's wrong if I really like playing and discussing mostly with girls and not that much with boys…. What's wrong with not liking maths and preferring literature and languages …."

Dear Diary,

Friday the 20th,

"…. Why do I have to explain to everyone why I want to go to karate and why I really enjoy football …. People do not see me as I am, and they expect me to do different things …. I am a strong, determined person and I can perform equally well in different sports and people tend to be surprised because of that…."

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Resilience

Literature Review

Gender-based violence is increasingly recognized as a significant public health issue which has serious consequences (Williams et al., 2014). Recent research in educational settings, has shown one in three female and one in five male students (aged 12 - 18 years) disclose experience of sexual harassment **victimization**, whilst almost 10% report perpetration (Clear et al., 2014). Importantly, individual risk factors for experiencing gender-based violence include the experience of child abuse and maltreatment, historical exposure to violence, prior sexual victimization and drug and alcohol abuse. Risk factors for perpetration of gender-based violence also include exposure to maltreatment and violence, poor social competencies and conflict management skills, hostility towards members of the opposite sex, low resistance to peer pressure and a lack of positive social connections. At a broader community level, traditional gender norms and social norms which are supportive of violence (e.g. where men are viewed as superior and of higher social status, ideologies of male sexual entitlement), as well as disadvantage and inequality have also been associated with the occurrence of gender-based violence (Wells et al., 2012).

Resilience – a definition and overview

Importantly, research relating to the risk factors associated with gender-based violence suggest that young students' resilience may be an important modifiable factor which may help, on one hand, to mitigate the negative effects of gender-based violence when it occurs, as well as helping to prevent its perpetration (Foshee et al., 2016). Indeed, there has been growing interest in recent years in resilience as a means of fostering optimal child developmental outcomes (World Health Organization [WHO], 2018). Resilience can be thought of as the ability to bounce back from adversity and is essential to promoting the functioning and wellbeing of children, particularly those who have experienced adversity and/or trauma. **Resilience** has been defined as *"the process of adapting well in the face of adversity, trauma, tragedy or even significant sources of stress"* (American Psychological Association, 2014). Thus, resilience relates to be able to cope with challenging circumstances, achieving positive outcomes despite traumatic events and avoiding negative paths linked with exposure to environmental risks (Masten, 2014). An essential requirement of resilience is the presence of protective factors helping to promote positive

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outcomes or reduce negative outcomes (Fergus & Zimmerman, 2005). Resilience theory, therefore, is focused on strengths as opposed to deficits; it focuses on understanding healthy development and good outcomes in spite of exposure to risks.

Resilience is complex and is determined by a range of **individual factors** (both biological and psychological), as well as social and cultural factors that interact with one another and influence responses to adverse life events (Masten, 2014). **Personal traits** which help young people be more stress-resistant include social and emotional competence, a strong sense of self-efficacy and a positive outlook (Shatté, Pulla, Shatté, & Warren, 2012). Social processes, including interactions with other people, are also important. Increasingly, resilience is being viewed through an ecological or social framework (Masten, 2014; Ungar, 2011). This approach places an emphasis on the child's social interactions within their environment and the role that systems, structures and services play in facilitating positive child development (Kassis et al., 2013; Ungar et al., 2017). That is, resilience can be conceptualized as a dynamic construct which can be cultivated through the presence of several key environmental resources, including access to education, supportive networks and a sense of **personal mastery** and self-esteem, as well as experiences of social justice and connectedness. These resources can be augmented within a school environment in a manner in which facilitates the growth of children's resilience and, in turn, wellbeing (Southwick et al., 2014).

Resilience and children's well-being.

Mental ill health is the priority health issue for children and young people and is the primary cause of disability, dysfunction and mortality in early life (Hoare & Stanfield, 2010; Rosenberg, 2012). Social, emotional and behavioral disorder (SEBD) in childhood have been shown to impact negatively on children's academic lives and may result in poor educational performance, school disengagement, absenteeism and early school leaving (Chan et al., 2017). Children with SEBD are also much more likely to experience dysfunctional familial relationships, as well as negative relationships with teachers and peers, and are at greater risk of depressed mood and low self-esteem (Lorber & Egeland, 2011). If left untreated, these difficulties can increase the risk of antisocial and violent behavior, delinquency, psychopathology, substance abuse, social welfare dependency, and poor adult relationships later in life (Britto et al., 2017). These kinds of

challenges in young people can emerge within the context of a range of interacting risk factors, including individual risks (e.g. impulsivity, negative temperament, cognitive deficits) and environmental factors such as adverse social circumstances, economic disadvantage, impoverished living conditions, exposure to domestic or community violence, discrimination and maltreatment (Metzler et al., 2017).

In a school context, **poor peer relationships**, bullying and negative teacher-pupil interactions are associated with increased risk of conduct disordered behaviors and poorer academic outcomes (Lal et al. 2014). Nevertheless, research has shown that children who experience heightened risk factors can also develop normally and demonstrate resiliency in the face of stressors (Rutter et al., 2006). That is, children who are resilient function better in their social and academic environment, demonstrate more prosocial behavior and are less likely to experience the negative effects of adverse circumstances or have ongoing difficulties later in life (Bellis et al., 2018). Children's social and emotional competence, including their coping and problem-solving skills, as well as their ability regulate their emotions are important protective factors and have been linked to better social and emotional functioning, more positive peer relationships and better academic outcomes (Rutter et al., 2006). Positive social interactions have also been found to predict good child psychological and behavioral adjustment in the classroom (Ungar, 2011). Importantly, children who end up doing well despite adversity usually have at least one positive, supportive relationship with at a parent, caregiver or another adult (Hobcraft & Kiernan, 2010).

These **supportive relationships** play an important role in helping children develop adaptive social and emotional skills, thereby providing a foundation for further skill development and achievement (Heckman, 2008). Engagement within a supportive school milieu, including supportive peer groups and positive teacher-student relationships, can also significantly promote child adjustment, help children to develop a more positive self-perception and achieve their full academic potential (Cleary et al., 2004; Southwick et al., 2014).

Preventing gender-based violence and its adverse outcomes – strengthening resilience

Creating **positive environments** within educational settings can promote child resilience. Strengthening resilience amongst students can, in turn, help to prevent the emergence of

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inappropriate and aggressive behavior, whilst also promoting social and emotional functioning and wellbeing in children exposed to violence, bullying or sexual harassment (Hjemdal et al., 2011; Raver et al., 2008). Resilience is influenced by young people's access to multiple resources while at school (Ungar et al., 2017). Some of these resources and their role in tackling the issue in gender-based violence are described below:

1. Access to educational supports:

Lower educational levels have been found to increase the risk of experiencing sexual violence (WHO, 2013). On the other hand, access to educational programming can strengthen resilience, particularly amongst those who are most vulnerable and disadvantaged (Tatlow-Golden et al., 2016). Importantly, schools provide children and young people with access to opinions and ideas outside of their immediate family context (Motti-Stefanidi & Masten, 2013). Participation in a school-based child sexual abuse prevention programme has also been found to be an important protective factor in the lives of children, reducing the likelihood of being a victim and / or perpetrator of sexual violence (Wells et al., 2014). Overall, enabling access to educational resources and school-based prevention programmes can enhance resilience, particularly amongst more vulnerable and disadvantaged groups, thereby enhancing individuals' capacities to resist sexual violence (Russell, 2008).

2. Supportive relationships:

The ability to form and maintain trusting relationships with others has been consistently identified as being critical to resilience (Kumpfer, 1999; Ungar, 2008). Indeed, resilience can also be conceptualized as being rooted in relationships and emerging from supportive relationships with parents, family and friends. In turn, these supportive relationships act as a buffer in times of stress and challenge, as well as providing an important foundation for ongoing social and emotional skill development (Raver et al., 2008). Within an educational context, building supportive teacher-pupil relationships has shown to be beneficial with regard to fostering a sense of resilience (Ungar et al., 2017). Studies have shown that students who have a more supportive relationship with their teachers are more likely to have a sense of purpose in their lives, have higher levels of autonomy and problem-solving skills, be more engaged at school and receive higher marks while demonstrating more social competence (Morrison & Allen, 2007; Sharkey et

al., 2008). Conversely, Pottinger and Stair (2009) found that a negative student-teacher relationship (which included bullying and verbal humiliation) resulted in their resilience being negatively affected and showed increased rates of negative behaviours and depression in a Jamaican sample. Similarly, in Israel, verbal abuse from a teacher resulted in students becoming more withdrawn and disengaging from educational activities (Geiger, 2017). Conversely, in schools where positive relationships exist between staff and students, teachers report lower levels of student aggression, whilst previous research has also shown that supportive teacher-student relationships are associated with reduced incidents of sexual harassment in schools (Crowley et al., 2018).

3. Positive personal identity and a sense of power and control:

Higher levels of emotional distress, low sense of self-worth has been associated with increased violence, bullying, and sexual harassment among adolescents (Foshee et al., 2016). Building a positive sense of how one thinks about themselves (and their goals, values and strengths) is important in promoting resilience (Costigan et al., 2009; Evans et al., 2012; Kvarme et al., 2009; Kvarme et al., 2010). A range of international studies have shown that students with higher self-esteem, who also feel a sense of mastery with regard to their school-based activities, are more resilient and achieve better developmental outcomes when compared to youth with lower self-esteem (Cefai, 2007; Greene et al., 2004; Kumpulainen et al., 2016; Shek & Ma, 2012). This is particularly the case for more vulnerable and disadvantaged populations (Carranza, 2007; Kidd & Davidson, 2007). For instance, homeless and abused youth with a high sense of control have been shown to have greater social competence and a better capacity to cope with adversity and challenges (Cauce et al., 2003; Lin et al., 2004). Students who express a strong and positive sense of their own identity tend to exhibit the capacity to cope better when confronted with experiences bullying or victimization in a school context. Thus, possessing a strong sense of identity has also been found to be associated with better awareness of personal strengths, rights and a capacity to resist victimization.

Indeed, high self-efficacy is as an important protective factor for sexual violence perpetration and may decrease or buffer against risk of experiencing sexual violence (Wells et al., 2012). Importantly, research has shown that students in South Africa who came from structurally

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disadvantaged areas, reported that an integral part of their resilience originated and was strengthened by teachers who encouraged them to have a prospective sense of control over their futures (Theron & Theron, 2014). Sanders and Munford (2016) also found that school-based professionals supported vulnerable youth in New Zealand by enabling them to have a sense of control in their situation, when they were helping them to moderate risks in their lives. Thus, positive interactions within a schooling environment can play an important role in buttressing self-efficacy in young people.

4. Experiences of Social Justice:

Students' perceptions of discrimination, prejudice and alienation can play an important role in resilience. An environment which condones attitudes which are supportive of gender-based violence and/or where there is a tolerance for male sexual entitlement can increase their risk of sexual violence and the perpetuation of prejudicial and stereotypical gender stereotypes (WHO, 2010). Environments which are accepting of gender-based violence, as well as exposure to violence itself, can negatively shape and reinforce attitudes towards violence. In turn, a personal attitude which is demonstrative of greater acceptance of violence can make a person more vulnerable to sexual violence victimization. A school climate which is perceived as more tolerant of gender-based violence has been associated with poorer outcomes in students, including emotional and psychological distress, as well as disengagement from school and educational activities (Ormerod et al., 2008). Perceived acceptance of violence at a school level is also associated with more incidences of sexual harassment and victimization perpetrated by students (Crowley et al., 2018).

Teachers and schools play a significant role in pupils' experiences of social justice. Unfair patterns of discipline and 'pet-student' preferences have been associated with increased levels of behavioral disorders in the classroom, as well as lower levels of academic achievement (Chin et al., 2013). Tinsley and Spencer (2010) found that young people's own expectations for themselves were accounted for by their teachers' expectations of their potential for success, as well as the students' perception of the educational opportunities available to them and their ability to succeed. Berg and Connell (2016) found lower levels of victimization and bullying in schools where teachers used appropriate and fair disciplining strategies, whilst supportive teacher-

student relationships have also been linked less student aggression and an increased perception of safety in schools (Crowley et al., 2018). Overall, where students feel that school policies, including those regarding gender-based violence, are fair and likely to be enforced, they are less likely to engage in inappropriate and aggressive behaviors. Moreover, positive student-teacher relationships can promote engagement with educational activities aimed at preventing victimizations, as well as increasing the likelihood of reporting and help seeking after the experience of gender-based violence (Crowley et al., 2018).

5. Social Cohesion:

Social cohesion relates to students' feeling that their presence and their life matters, and that their life has meaning in other ways (Ungar et al., 2017). School engagement have been found to act as protective factors for young people who are at risk from family, peer or community risk factors (Fredricks, Blumenfeld & Paris., 2004). A school climate that celebrates student diversity has been argued to help foster resilience in students and is also acknowledged as a factor influencing sexual harassment and school victimization (Cohen et al., 2009; Motti-Stefanidi & Masten, 2013). Ahmed (2008) also found that students were more likely to intervene and censure instances of school victimization where they also held a high sense of school connectedness. Strengthening bonds with school has been identified as a key preventative measure for youth violence (WHO, 2007). Research has also shown that a sense of school belonging and commitment to school is important in promoting the resilience of individuals who have experienced sexual violence (Theron & Phasha, 2015). Overall, engagement within an enriched school environment can provide children with a space where they can experience positive social connections that promote skill development and learning, and in turn, help to strengthen a students' sense of self-worth and self-efficacy (Ungar et al., 2017). Importantly, students who attend schools which are characterized by positive disciplining climates and high teacher-student support, are also less likely to report school victimization and sexual harassment (Crowley et al., 2018).

Conclusion

Schools, and educators therein, can play an important role in tackling the issue of gender-based violence. Initiatives and practices which are aimed at building student awareness, bolstering student personal competences and creating a supportive schooling climate can strengthen student resilience and reduce gender-based violence.

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Summary Table

Title	Audience	Overview	Evaluation & Reflection
My 30 Second Advertisement (A Positive Identity Exercise)	• Children 8-9 Years Old • Can be adapted for other Age Groups	Students are asked to create a billboard campaign and accompanying 30 second advertisement, designed to present their conceptualization of their "best self" to the world.	Students should consider which elements of their identity they are most proud of and contemplate what makes them "who they are".
Helping Hand	• Children 8-9 Years Old	Students create a personalized and decorated version of the HH worksheet which will outline a selection of their core strengths, greatest achievements and core sources of support and guidance.	Students should reflect upon the importance of knowing who can offer them support in times of need or adversity in their lives.
"Don't Judge a Book by its Cover" (Draw the Profession)	• Children 8-9 Years Old	Stereotypes are explored with the students by asking them to draw their "typical" representation of a selection of professions.	Students should reflect upon whether a gender imbalance can be noted in terms of the drawing produced and, if so, should consider why this might be the case.
Vision for A Brighter Future	• Children 8-9 Years Old • Can be adapted for other Age Groups	Students are tasked with creating a collage to represent the changes they would like to see in the world in relation to gender and a collection of role models whose lead should be followed in order to bring about these changes.	Students should reflect upon how it felt to consider a future free of gender-based discrimination and consider any changes they may make based on the learning they have garnered through the completion of the activity.
Gender Sensitive Advertising	• Children 10-12 Years Old • Can be adapted for other Age Groups	Students explore how advertisements can perpetuate or dispel stereotypes and are then tasked with creating their own gender sensitive ad.	Students should reflect upon how the portrayals of men and women in the media impact upon their views of what is "normal" or "socially acceptable" for people of both genders.
The "Journey Towards Gender Equality" Timeline	• Children 10-12 Years Old	Students learn about and document the gender equality movement through the creation of a timeline intended to include seminal developments in the pursuit of gender equality.	Students should reflect upon the developments that have occurred in terms of the gender equality movement and consider how it feels to know that the actions of individual can have such an impact on society.

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Character Building	• Children 10-12 Years Old	Students get to know a very different side of their classmates by using the questions provided on the CB worksheet to build a character profile of one of their peers.	Students should reflect upon the new information they have acquired about their classmates and consider whether their initial perceptions of their partner have changed in the light of the exercise.
Multiplication Bingo (A Gender Equality Experiment)	• Children 10-12 Years Old • Can be adapted for other Age Groups	Students learn about the inequalities which are present in the world by participating in an unfairly weighted competition, and a resulting discussion pertaining to gender inequality.	Students should reflect upon what they learned from engaging in this experiment and how other societal imbalances may affect peoples' capacity to function effectively/flourish within their environment.
The Wheel of Consequences	• Children 10-12 Years Old	Students explore how discriminatory actions might have a ripple effect and may affect individuals, communities, and societies in both the short and longer term using the WOC worksheet.	Students should consider what they deem to be the primary aims of the activity, whether the activity will impact upon their long-term actions and, finally, whether any aspects of the activity were surprising/unexpected.
Empowering Bystanders	• Children 10-12 Years Old	Students learn about the bystander effect and gain a selection of strategies which can help them to become an ally to those who may fall victim to GBV.	Students should reflect upon the skills they have gained from participating in this activity, brainstorm any alternative actions they could take to be an active ally and assess their confidence in terms of their capacity to be an active ally moving forward.
Play Your Role in the Gender Equality Movement	• Children 10-12 Years Old	Students explore gender stereotypes, discriminatory behavior, and how best to respond to them via a selection of role-playing activities.	Students should reflect upon the case study school within the scenarios and determine whether these schools are typical of schools in the modern world.
Dreams Don't Have A Gender (A Message to my Younger Schoolmates)	• Children 10-12 Years Old	The older students in the school are asked to act as positive role models for their juniors by writing them a letter (or recording a video for them), which outlines the ways in which they have overcome barriers (which may have been gender related) and doubts to achieve some of their most treasured goals.	Students should think about the impact role models can have in the lives of young people and whether they will have an increased awareness of how their actions can guide those of their younger schoolmates.

Activities for Resilience

Activities for Children 8-9 Years Old

Title:	My 30 Second Advertisement (A Positive Identity Exercise)
Duration:	45 minutes
Audience:	Children 8-9 Years Old (Can be Adapted for other Age Groups)
Objectives:	This Activity aims to develop student's sense of self-awareness by encouraging them to focus upon their core traits and attributes that make them who they are, as well as areas which they may need to work upon and develop. To hone students' self-presentation skills by promoting a deeper consideration of how they approach their environment and the people within it. To foster and tap into student creativity by offering the opportunity for varied and innovative means of expression within their own personal advertisement • Self – Awareness • Self – Presentation • Creativity
Instructions:	**Materials:** • My 30 Second Ad Worksheet • Pen/Pencil **Instructions:** Students are provided with the "My 30 Second Ad" worksheet and asked to design their own 30 second advertisement. This ad should encapsulate how they think of themselves as a person and the image they wish to project to others. (To add a further dose of creativity to the task, students could be asked to answer a quirky person-specific criterion within the advertisement e.g. "If I was

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<table>
<tr><td></td><td>an animal, I would be…" or "The famous personality, past or present, I am most similar to is …… because ……").

Upon completion of their advertisement, students are then invited to premiere their advertisement in front of their classmates. They may choose to avail of a variety of accompaniments (props, accompanying music or sound effects etc.) in order to add color and vibrancy to the end product.

(Alternative to ensure students take the activity seriously & to aid shyer students who may not feel comfortable with excessive self-promotion: Students may partner off and swap their ad with that of their partner. Students are then required to present their partner's advertisement to their classmates, as per the outline devised upon the worksheet.</td></tr>
<tr><td>**Evaluation & Reflection:**</td><td>Ask participants to reflect on their feelings after this Activity. You can follow the questions below:
- How did it feel to have to capture your best qualities in 30 seconds?
- If you had to redo the activity, is there any aspect your advertisement you would change? If yes, why?
- Why do you think this activity is important?
- What is the main takeaway point you have learned from completing this activity?</td></tr>
</table>

Reference:

Adapted from the Erasmus+ funded SUCCESS (Strategies to Utilize and Cultivate positive Characteristics and Employability Skills in Schools) Project

Please find the Appendix for this activity on the next page.

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My 30 Second Advertisement

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Title:	Helping Hand
Duration:	45 minutes
Audience:	Children 8-9 Years Old
Objectives:	This Activity is especially designed in order to help young people to identify the people that they can go to should they need help or support. Ensuring that incidents of discrimination are appropriately reported represents a key priority within the project and equipping young people with the knowledge of who they can rely upon for support is a crucial component of this process. • Awareness • Support • Social Skills
Instructions:	**Materials:** • Pencil • Coloring Pencils/Markers/Crayons/Paints • Magazines • Photographs **Instructions:** Firstly, students are given a copy of the "Helping Hand" Worksheet (or can draw around their own hand on a sheet of paper for an extra personalized touch). On the palm of this hand, students are asked to create a collage of images, cutouts, photographs or words which encapsulate their personality, values, interests and achievements. Students should be encouraged to be as creative as possible in how they choose to decorate the palm of this hand in order to give as accurate a representation of their character strengths and personality. Once this element of the task has been completed, students should then think to themselves of times where they have overcome adversity or challenges in

	their lives. What should become clear is that, in many of these cases, obtaining support and guidance from others can be a crucial component of any such successes or achievements. Students are next asked to glue or draw an image (photographs, drawn depictions or symbolic images) of a person they can go to in times of adversity or challenge in their lives, at each of the five fingertips. These people might be parents/guardians, siblings, cousins, friends, teachers or coaches etc. On each of the fingers, the student should write a way in which the person at the end of the fingertip has supported them in their lives e.g. "My music teacher believed in me even when I was struggling to learn a new piece on the piano" or "My sister took the time to listen to me and help me to decide on the best way to resolve an argument I had had with my best friend." Upon completion, this Helping Hand collage will act as a valuable reference point which will be a reminder of challenges the young person has overcome, boost their positive emotion and help identify the various supports they have in their lives.
Evaluation & Reflection:	Ask participants to reflect on their feelings after this Activity. You can follow the questions below: - How do you feel after completing this activity? - Why do you think it is important to have knowledge of your support network?

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HELPING HAND WORKSHEET

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Title:	Don't Judge a Book by Its Cover
Duration:	45 minutes
Audience:	Children 8-9 Years Old
Objectives:	To show that one's professional life should not be dictated by one's gender but rather by one's interests, strengths and skill set. To empower young people by giving them powerful role models who exemplify the fact that gender stereotypes can and are defied on a regular basis. • Self-Awareness • Self Confidence • Motivation

Instructions:	**Materials:**
	• Paper & coloring pencils
	• Labels of the Professions (One Accompanied by the "Female", the other labeled "Male") (x2)
	• Blue Tac
	• Pictures of Influential Professionals Relevant to Each of the Professions
	• *Alternative: Neutral photographs of generic/typical male and female professionals
	Instructions:
	Students are asked to draw (using a separate piece of paper for each one) a picture representing individuals who are working in the following roles
	(Feel free to add your own examples):
	    1. Dancer
	    2. Scientist
	    3. Prime Minister
	    4. Successful Tennis Player
	    5. Nurse

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6. *Fashion Designer*

7. *Famous Rock Star*

After the drawings are complete, the teacher should stick up two labels corresponding to each of the professions requested, at various points around the classroom (For Example: Two labels for Doctor should be visible: One which reads "Male Doctors" & the other which reads "Female Doctors" on opposite sides of the classroom).Students must then take some blue tac and stick their drawing under the corresponding label within the classroom depending on which gender they chose to portray the professional as.

Then, once this process has been completed for all of assigned professions, the teacher goes through each profession and compares the gender balance within the drawings. In cases where a gender imbalance is present, the teacher leads a discussion on why this might be the case and whether the imbalance is reflective of reality.

Next, famous or prominent examples of people who defied/are defying the stereotypes which may surround certain jobs are presented to the class e.g. Jacinda Ardern as New Zealand's Prime Minister, Michael Flatley as world renowned dancer in Riverdance, Steffi Graf as the most decorated tennis player of all time or a video of a day in the life of a male nurse/female plumber.

The class should look at the strengths of the various individuals exhibited to be successful in their respective fields and note that it is these strengths which determine whether a person is successful as opposed to one's gender.

*Alternative Method:

As it may be very time consuming to engage in drawing each of the professionals, an alternative method may involve providing young people with a selection of generic photographs of male and female professionals in which no indication is given as to their job role.

	Students must then select one of these professionals having them stick the photograph of the most likely person to fill each of the professions up next to the label of each of the professions.
Evaluation & Reflection:	Ask participants to reflect on their feelings after this Activity. You can follow the questions below: - Why do you think there is such an imbalance in the gender of the drawings for certain professions? - How does seeing successful examples of people completing jobs that are not typically associated with their gender make you feel? - What changes do you think need to occur in the world to achieve a more balanced outcome to this activity?

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Title:	Vision for a Brighter Future
Duration:	45 minutes – 1 hour* ** May require an initial preparatory piece, where students given time to contemplate what they will include in their collage*
Audience:	Children 8-9 Years Old (Can be Adapted for other Age Groups)
Objectives:	This Activity is especially designed to promote a sense of optimism about the potential for progress and improvement that still remains within our society. To allow the class to reflect upon the seriousness of the issue but also everything they have learned. To build connections within the class and develop the students' capacities to collaborate harmoniously and productively. • Optimism • Reflection • Social Skills • Collaboration • Respect
Instructions:	**Materials:** • Magazines • Coloring Pencils/Markers/Crayons • A2 Paper • Internet Access for the Printing of Researched Materials (Not essential but may allow more scope for students to create their preferred mural) **Instructions:** Students are informed that they are going to create a wall mural which is designed to depict a completely gender equal society. Students are advised that they can use all available resources (magazine/newspaper cutouts, famous quotes, facts photographs, drawings, words etc.) to complete their mural.

	Students should also be given advance notice ahead of the completion of this activity so they can plan and research as necessary.
	Students should be divided into groups of 4/5 participants and provided with a large sheet of paper, magazines, newspapers and drawing materials.
	The mural should represent at least three changes that students would like to see in the world and four/five role models (each student should choose and represent at least one role model for equality) whose example has been followed in order to reach this desired society. The mural should also represent (via the use of words, quotes, images etc.) three characteristics which served as the cornerstones in bringing about the changes depicted on the poster (e.g. passion, perseverance, courage etc.).
	Upon the completion of this task, students should present their mural to the class group, with each student outlining why they chose their role model for equality and how they inspire them.
	A designated location, entitled "Our Vision for a Brighter Future", should be selected within the classroom and these murals should be put on permanent display to serve as a reminder of the more equal and just society that the class group is working towards achieving.
Evaluation & Reflection:	Ask participants to reflect on their feelings after this Activity. You can follow the questions below: - How did it feel to think of a future free from gender discrimination and inequality? - How do you think you (as an individual and the class more broadly) can contribute to the pursuit of a more equal society? - Having seen the murals created by your classmates, were you surprised by any of the suggestions made? - If you had to redo this activity, are there any changes you would make to your mural? - What are you going to do to try to create a gender equal future in your daily life?

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Activities for Children 10-12 Years Old

Title:	Gender Sensitive Advertising
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	Advertising has tended to portray men and women in stereotyped roles which undermine and neglect the diverse array of qualities people of all genders can exhibit. This exercise aims to help young people challenge and move past such stereotypes, to allow them to think more flexibly and critically about what it means to be a man or a woman. • Critical Thinking • Awareness • Respect • Equality
Instructions:	**Materials:** • Magazines/ Access to YouTube • Pencil and Paper **Instructions:** The lesson begins with students being provided with a copy of the 1950s advertisements, which exhibit the extent to which gendered discrimination was prevalent within society. The teacher should talk around the progress which has been made in recent times with respect to reducing the acceptability of gender stereotyping and discrimination. Next, students are asked to examine recent/modern day advertisements that they have seen on television/in magazines and identify common stereotypes which remain for both males and females across the modern media. All stereotypes which are presented by the students should be brainstormed and discussed by the teacher, who should attempt to counteract the

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preconceived notions propagated within the stereotyped advertisement with examples which act in opposition to the stereotyped views. Students should also discuss as a class how this stereotyped view of each gender might have negative consequences e.g. unrealistic expectations about what is expected of each gender, unhappy/unrealistic body appearances etc.

Next, students should be shown some of the recent examples of more gender sensitive advertisements which have begun to be released by large multinational corporations (Nike "Show Them What Crazy Can Do": https://www.youtube.com/watch?v=DEa2p3YihII ; Gilette "The Best A Man Can Be": Always "Like A Girl").

Having viewed these exemplars, students should then be broken into small groups of 3/4 students (preferably the group should consist of pupils of both genders) and tasked with creating their own gender sensitive advertisement. The students can choose to present the ad in their preferred format (poster, video, role play, or storyboard) and for a product/event of their choosing.

Evaluation & Reflection:	Ask - participants to reflect on their feelings after this Activity. You can follow the questions below: - Do you think stereotyped advertisements affect how one thinks and feels about oneself? In what ways? - Was it difficult to create your version of a gender sensitive advertisement? Why? - What was the main message you wanted to communicate through your advertisement? Why did you choose this message? - Do you think you will be more aware of examples of gender stereotyping in future and its negative effects?

Please find Appendix for this activity on the next page

Sample 1950s Advertisements

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Title:	The "Journey to Gender Equality" Timeline
Duration:	45 minutes
Audience:	Children 10-12 Years Old (Can be Adapted for other Age Groups)
Objectives:	This Activity aims to help young people to better understand how the gender equality movement has developed over time. To instill a sense of agency in young people with respect to the influence they can exert on their life course and surroundings. To build optimism within young people regarding the potential for further positive change in relation to gender equality in the future and the role they can play within said change • Respect • Diversity • Awareness • Positive Relationships
Instructions:	**Materials:** • The Journey to Gender Equality Timeline Worksheet (Print in A3 to allow enough space to complete the activity) • Internet Access for Research Purposes • Photographs of the Student Groups **Instructions:** The aim of the exercise is to empower young people by allowing them to see the extent to which the move towards gender equality has gathered momentum over the last century. By focusing upon the achievements to date, young people should also be capable to view the future in an optimistic manner, hopeful that their actions can influence positive change moving forward. The first component of the exercise involves students researching a prominent achievement or event in the gender equality movement in the past century (e.g.

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	Marie Curie is the first woman to win the Nobel Prize, Vigdís Finnbogadóttir becomes the first democratically elected female president in Iceland in 1980, or Billie Jean King wins the Battle of the Sexes Tennis match viewed by 90 million people worldwide in 1973). The students should get a picture symbolizing the event and write a short passage about the event under the "Past" section of the Gender through the Ages Timeline. Next, students should choose a significant occurrence in terms of gender equality which has taken place in recent times (Emma Watson kick starts the HeForShe Movement with address the UN in 2014, Conchita Wurst wins the Eurovision for Austria in 2014, Bennedict Cumberbatch vows not to take any more movie roles in which a disparity exists between the male and female actors). Similar to the first event, students should acquire an image that accurately represents the significant milestone and write a brief accompanying piece regarding its significance. Finally, the group should brainstorm significant changes that they would like to see happen as part of a move towards a more equal society for individuals of all genders. Once a consensus is reached within the group, a group selfie should be taken and stuck onto the "Future section" of the timeline. Alongside this selfie, students should write/draw the intended actions they will take in order to help bring about the agreed change.
Evaluation & Reflection:	Ask participants to reflect on their feelings after this Activity. You can follow the questions below: - How has life changed for people of both genders over the past 200 years? - How does it make you feel to know that people are currently working on making our world a more gender equal place? - How does it feel to know your actions can help to shape a more equal world for people of all genders and sexual identities? - What actions can you take in your everyday life to bring about the stated aim of your group?

Please find Appendix for this activity on the next page.

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The Journey to Gender Equality Timeline

FUTURE

Title:	Character Building
Duration:	45 minutes
Audience:	Children 10-12 Years Old (Can be Adapted for other Age Groups)
Objectives:	This Activity aims to allow the group to understand that it is reductive to judge someone solely based on their gender. Each of us has unique character strengths, talents, opinions and views, all of which enable us to add value and color to the world in a variety of different ways. To boost positive emotions among members of the class, build connections between students who do not regularly interact and enhance the self-image of the students within the class. • Diversity • Acceptance • Respect • Collaboration • Inclusion
Instructions:	**Materials:** • Pen and Paper • The Character-Building Worksheet **Instructions:** Students should be broken into pairs (preferably with a partner who they do not know too well). Using the "Character Building" Worksheet, the students should take turns in interviewing their partner in order to obtain answers to all of the questions presented on the worksheet. (The questions are deliberately abstract to ensure the exercise involves some critical thinking and interpretation from

	the interviewer. They can be tailored to be more direct dependent on the level of the class).
	Once all of these answers have been gathered, the student must then use this information to develop a (positive) character profile about their partner.
	This profile should focus on their strengths, qualities and achievements. This character should also be accompanied by a suggestion for the type of story (comedy, drama, thriller, horror, superhero) that this character would be suited to, which role they would play in this particular story (loyal sidekick, source of humor, planner and organizer of how to defeat the villain, main superhero etc.) and why.
	Once this activity has been completed, each student should exchange their profile with their partner so that everyone in the class finishes the activity with a positive personalized profile, completed by a classmate. Having a resource of this nature can be hugely beneficial for students during future periods of adversity in their lives.
Evaluation & Reflection:	Ask participants to reflect on their feelings after this Activity. You can follow the questions below: - Do you feel like you know your partner in this exercise better than before? Were you surprised by any of their answers? - How has your view of this partner changed since completing this exercise? - Were there any surprises that emerged from your own character profile? - How did you feel completing this activity?

Please find the Appendix for this activity on the next page.

The Character-Building Question Sheet

(Choose a selection of the following questions to inform the development of your character)

1. If you were to pick one song — and only one song — to describe your character, what would it be and why?
2. If your character was forced to eat one thing for the rest of their life, what would they choose and why?
3. If you had the world's attention for 30 seconds, what message would you send?
4. If you were at home on a rainy afternoon, what film would you most like to watch?
5. If you could only use 3 words for the remainder of this week, what words would you choose and why?
6. What is your life motto/catchphrase? Why?
7. What is your favorite joke?
8. What is your pet peeve? (pet peeve = seemingly innocuous/inoffensive thing that annoys you most in the world)
9. What is your weirdest habit/characteristic?
10. What is your most treasured memory?
11. What quality do you value most in a best friend?
12. What is your favorite color?
13. What is your ideal pet and why?
14. If you could make one change (big or small) to the world, what would it be?
15. Who is your role model and why?
16. Describe your average morning routine (if there is one) and how you feel during it?
17. If you could go back in time to any point in history to relive one day, what day would it be and why?
18. If you could invite 3 people (living or dead) to a dinner party, who would they be and why would you choose them?
19. What is your biggest regret?
20. What do you think is the most overrated quality in people?
21. What do you consider to be your greatest achievement?
22. If a genie granted you three wishes, what would they be and why?
23. If you could have any superpower, what would it be?
24. What does a perfect world look like to you?
25. If you were stranded on a desert island, what three items would you choose to bring with you?
26. What is top of your bucket list?
27. If you could only travel to one more place in the world, where would you choose?
28. If you could choose anywhere in the world to call home for the rest of your life, where would it be and why?
29. What is your signature dance move?
30. What's your favorite smell and why?
31. What's the best bit of advice you ever received?
    (Feel free to add you own questions, the more varied and interesting the better!)

Title:	Multiplication Bingo: A Gender Equality Experiment
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	This Activity aims to introduce the young people to the idea of social justice and exhibit how gender biases and discrimination act as a major stumbling block in women's attempts to progress their education/careers/recreational endeavors. In highlighting these inequalities, the teacher can also lead into the work around empowering bystanders and informing young people that one of the crucial ways in which inequality can be eroded is for those in privileged positions to campaign on behalf of those being discriminated against. • Empowering • Awareness • Justice • Respect
Instructions:	**Materials** • https://www.youtube.com/watch?v=QKgKaQzil1A (Before commencing the activity, teachers should familiarize themselves with this video in order to gain a clearer understanding of the purpose of the endeavor) • Multiplication Bingo Question Sheet • Multiplication Bingo Answer Sheet • Calculators • Pens/Pencils **Instructions:**

Having viewed the above video, teachers should tell the class that they will be taking part in a game of Multiplication Bingo. Students will be randomly divided into mixed groups of three/four and told that they must try to provide the correct answer to each of the questions on the Bingo Question Sheet and fill in this answer in the corresponding square on the Bingo Answer Sheet.

The teacher should inform the students that the aim of the task is to get the correct answers to all of the questions in as quick a time as possible and that this is a race. The incentive to finish quickly can potentially be enhanced further by offering a reward (more yard/computer time, no homework for the evening, sweets etc.).

Before students begin, the teacher should distribute calculators randomly to half of the groups participating in the Multiplication Bingo competition. The groups of students must work together and compete against the other groups to be the first group to have the Bingo sheet completed. Once half of the class has finished, the teacher should call time on the exercise. Student reactions to the lack of fairness in the competition should be taken note of.

As part of the evaluative component of the exercise, the teacher should explain the purpose of the lesson to the students, perhaps with the aid of the video. The teacher should explain how unfairness and a lack of an equal opportunity is something which many people have to deal with in their lives, though that may not always be as obvious as during this experiment. The exercise shows how some people have to put in twice as much work as other people to get the same reward and that some people can work just as hard as others but due to societal inequalities might held back from reaching their goals. All groups would be able to do the sums equally well, if they were given the right equipment and opportunities.

Some of the following statistics could help the students to recognize the considerable imbalances which exist between men and women across areas of life.

	Statistics: - At the present rate of progress, it will take 450 years before women reach equality with men as senior managers. - Women hold less than 5 per cent of the top positions in international organizations like the United Nations and the European Union. - Worldwide, women's wages are 30-40 per cent lower than those of men doing comparable work. - In 2005 there were 42,832 MPs in the world. 15.7 per cent are women. Only around 6 per cent of government ministers worldwide are women. - Of the 150 million children in the world aged 6-11 who do not attend school, over 90 million are girls. (Feel free to add more statistics, perhaps those with more country specific relevance where available) Students are asked to think of other inequalities which may exist in society and how these issues prevent individuals from achieving their potential. To finish, students may brainstorm how this lack of fairness might be addressed and corrected moving forward (e.g. they could have shared the calculators among the groups, companies could hire an equal number of men and women etc.) Remind students of the bystander module and discuss ways in which those skills could be used here.
Evaluation & Reflection:	Ask participants to reflect on their feelings after this Activity. You can follow the questions below: - What did you learn from participating in this experiment? - How did it feel to be the privileged/underprivileged party in the experiment? - Can you think of any other ways in which society is unequally weighted towards either men or women? What can be done to create

| | a better balance between how people of both genders are treated within society? |
| | - Were you surprised by any of the facts and statistics provided to you about the gender inequality which exists in our society? |

Please find the Appendices for this activity on the upcoming pages.

Multiplication Bingo Problem Sheet

B	I	N	G	O
39 x 30	27 x 25	48 x 44	23 x 22	44 x 37
12 x 17	41 x 16	19 x 18	39 x 28	14 x 16
44 x 43	29 x 11	FREE	46 x 24	39 x 26
48 x 39	49 x 18	25 x 22	48 x 33	36 x 22
28 x 14	13 x 18	42 x 13	12 x 23	40 x 18

Multiplication Bingo Answer Sheet

B	I	N	G	O
		FREE		

Title:	The Consequence Wheel
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	This Activity aims to help instill a sense of empathy in students around the effects that instances of gender discrimination can exert in the immediate, short-term and long-term aftermaths of the event. Equally, this exercise can be used to exhibit how positive actions towards the attainment of gender equality can lead to the creation of a number of positive changes in both the short medium and longer term. • Awareness • Equality • Empathy • Respect
Instructions:	**Materials:** • The Consequence Wheel Worksheet (CDVEC & PDST, 2012) • Pens/Pencils **Instructions:** The class should be divided into smaller groups, with each group receiving two copies of the Consequence Wheel Worksheet. Each group in the class will be assigned with two gender-relevant scenarios, one positive and one negative. **Examples of Negative Scenarios:** 1. The boys' sports team receives three times the amount of funding as the girls' sports team in a school. 2. A woman with higher levels of qualification and more experience is overlooked for a promotion to a management position in a company, in favor of a male applicant.

3. A male lead in a blockbuster movie receives a payment for their work which is twice the amount received by the female lead in the same movie.

Examples of Positive Scenarios:

1. Organizers of the Wimbledon Tennis Tournament agree to grant equal prize money to male and female competitors participating in the competition.

2. A female candidate is democratically elected into a position of leadership within your home country.

3. A classmate speaks out against an incident of gender discrimination which occurs on the schoolyard.

   (*Feel free to add or select your own examples for the purpose of this activity*)

Students should write their scenario in the center circle of the worksheet. In the spaces directly surrounding the innermost circle, students should write two/three short term consequences which might arise as a result of the event. These consequences may affect them as an individual, their immediate community or broader society as a whole.

In the outmost circle, students should think of more long-term consequences which may be brought about by the event in question. These may follow on from the short-term consequences and again may be either personal or societal in nature.

For example: A short-term consequence of a student speaking out against an incident of gender discrimination may be the immediate cessation of this incident, while a longer-term implication may emerge in the form of the broader class group refusing to tolerate such behaviors moving forward.
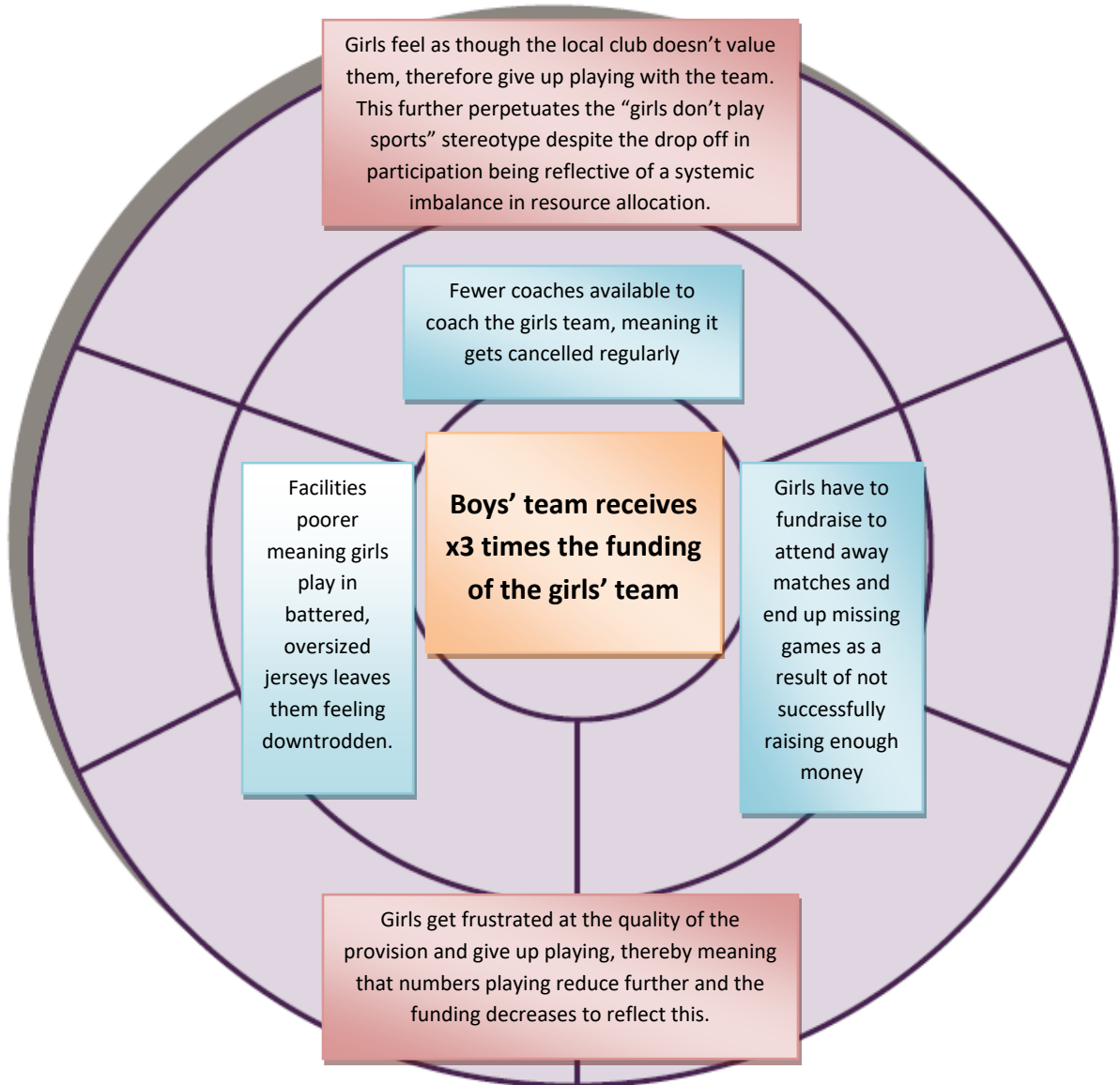
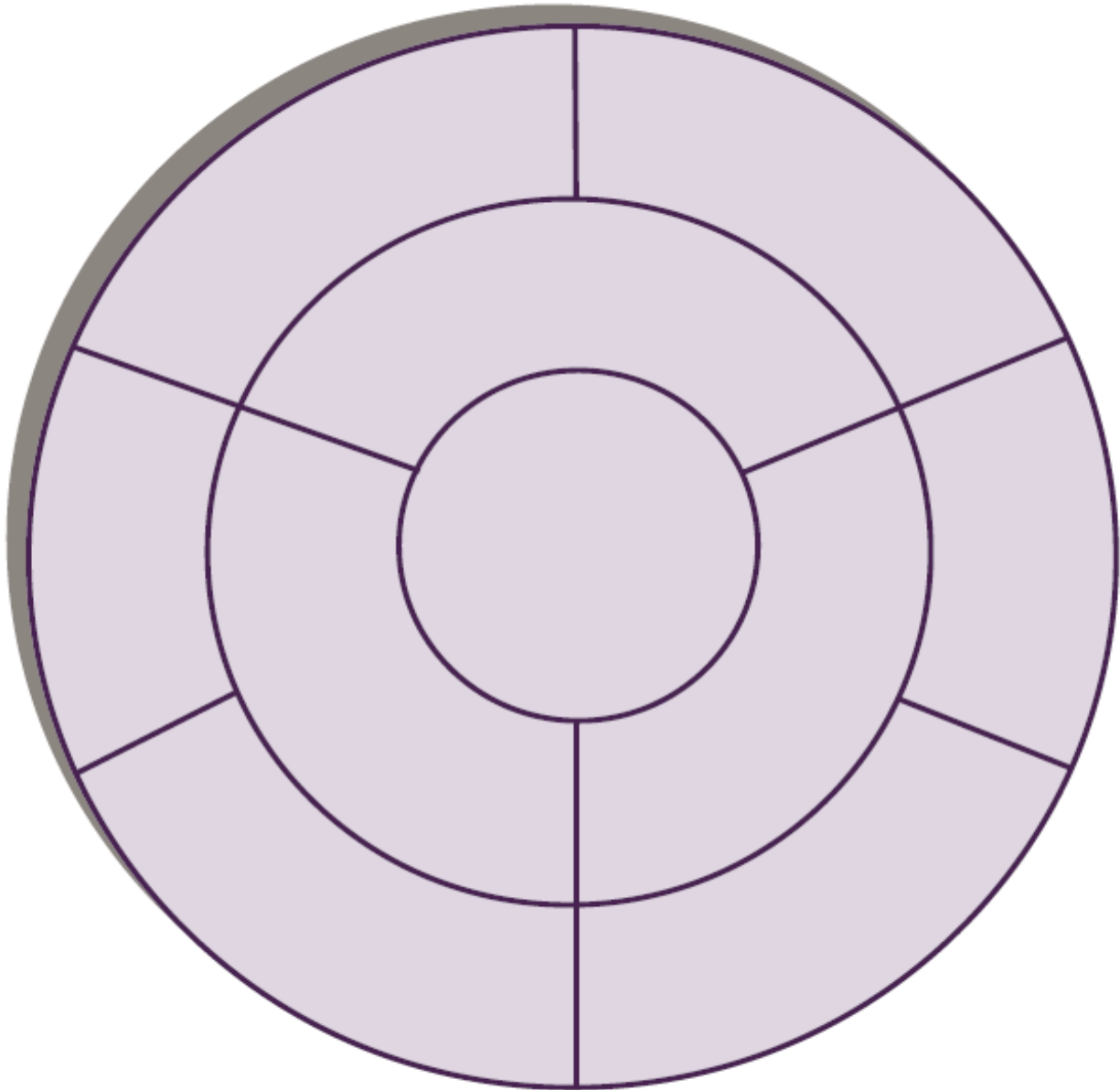|	
	Students should be encouraged to think of the consequences of the same event for both genders (to show that gender inequality against one gender can affect both genders). Once the smaller group has completed this activity, they present their conclusions to the broader class group. The broader class group can reflect and add to the suggestions already presented within the group and all suggestions can be listed on the whiteboard. Finally, students should consider the categories which the consequences fall into (e.g. individual consequences, community-based consequences etc.). Students will likely be able to offer further suggestions in this regard
Evaluation & Reflection:	Ask participants to reflect on their feelings after this Activity. You can follow the questions below: - What do you think was the main purpose of this activity? - What did you learn from completing the activity? - How will the conclusions reached within this activity shape your thinking and behavior moving forward? - Do you think this activity will help you to consider the long-term consequences of your actions? - Were you surprised by how far some of the consequences might reach? - Were you surprised how some of the consequences affected boys as well as girls, even though at first it might seem like it only affects one gender?

Please find the Appendix for this activity on the next page.

Sample Consequence Wheel (Demonstration for Teachers)

Girls feel as though the local club doesn't value them, therefore give up playing with the team. This further perpetuates the "girls don't play sports" stereotype despite the drop off in participation being reflective of a systemic imbalance in resource allocation.

Fewer coaches available to coach the girls team, meaning it gets cancelled regularly

Facilities poorer meaning girls play in battered, oversized jerseys leaves them feeling downtrodden.

Boys' team receives x3 times the funding of the girls' team

Girls have to fundraise to attend away matches and end up missing games as a result of not successfully raising enough money

Girls get frustrated at the quality of the provision and give up playing, thereby meaning that numbers playing reduce further and the funding decreases to reflect this.

The Consequence Wheel Worksheet

Title:	Empowering Bystanders
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	This Activity aims to empower young people who may be bystanders to incidents of gendered discrimination or gender-based violence and provide them with the requisite skills. • Awareness • Motivation • Social Skills • Empowerment
Instructions:	**Materials:** • Pen/Paper • The GLSEN "10 Ways to Be Ally" Handout (GLSEN, 2008) • "Keys to Being an Ally" Worksheet (CDVEC & PDST, 2012) **Instructions:** Firstly, students should brainstorm reasons why people may choose to remain as a silent bystander during an incident of bullying, abuse or exclusion (fear, relief it's not them, "it's none of my business" etc.) and these should be recorded on one side of the whiteboard. Next, students should consider, and list the key characteristics which are required for someone to be an active ally and exert a positive influence in cases where they observe the mistreatment of another (courage, proactiveness, assertiveness, kindness, confidence etc.) These should be listed on the other side of the whiteboard. The teacher will then lead a discussion around GLSEN's 10 recommendations for how to be a positive ally. The students should be informed that they possess

agency in scenarios where they are bystanders. By highlighting the 10 ways to be an ally, students will see that they can be positive change makers in their environments based on how they respond in cases where they witness cases of bullying (verbal or physical), discrimination, violence or exclusion towards others.

Next, students should be split into smaller groups of 2/3 students, wherein they will discuss an assigned scenario (see the Empowering Bystanders Scenarios) in which they witness an incident of someone being discriminated against because of their gender.

Following on from their discussions, students should decide upon which actions from the list of "10 Ways to be an Ally" they would take in each of the presented scenarios and use the "Keys to Being an Ally" Worksheet to fill out their responses. It is important to remember that certain scenarios require different responses (e.g. it is not always wise, safe or possible to intervene directly, therefore it may be safer and more effective to adopt a different approach which can help reach a positive solution whilst also preserving your safety).

As well as identifying the appropriate course of action, students should also include one/two "key" character strengths that they believe would assist the bystander in removing the barrier (door) preventing them from becoming an active ally rather than a passive bystander.

Finally, the consequences/benefits of intervening should be discussed among the group, with students outlining two/three ways in which each of the approaches they have adopted would be of benefit to the subject of the abusive/discriminatory behavior, themselves and all those affected by the incident.

Evaluation & Reflection:	Ask participants to reflect on their feelings after this Activity. You can follow the questions below: - What skills do you think you have gained from completing this activity? - Have you ever been a passive bystander in a case of discrimination? Would you do anything differently following the completion of this activity? - Can you think of any other ways (apart from the 10 ways provided) that you could be an active ally in a case of gender-based discrimination or bullying? - Why do you think this activity is important? - Would you be more confident being an active ally now than before you completed the exercise?

Please find the Appendix for this activity on the next page.

10 Ways to Be an Ally Handout

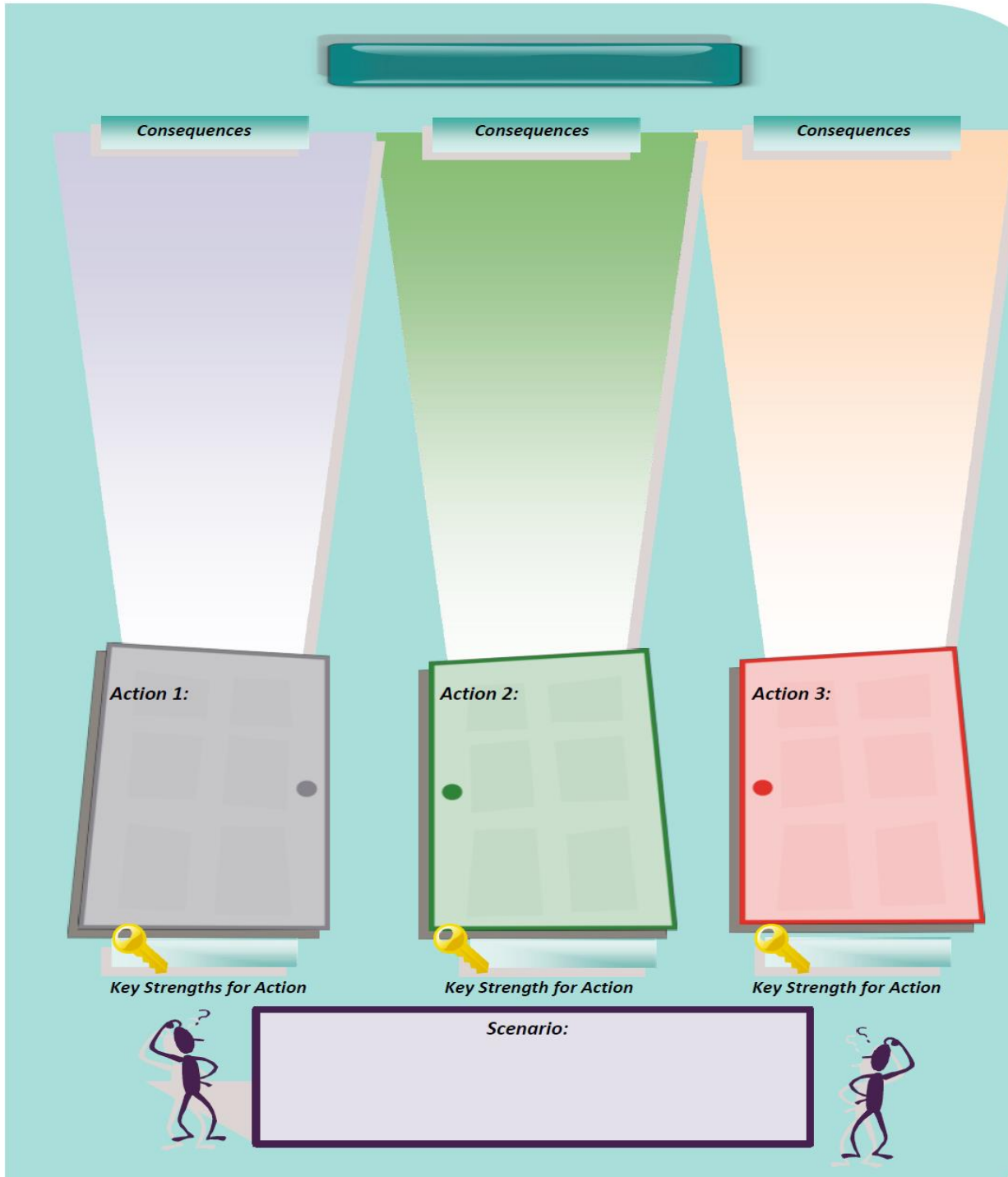**<u>10 Ways to Be an Ally</u>**

(GLSEN, 2008)

1. **DON'T LAUGH**: Let others know that jokes and comments based upon one's gender or sexual orientation are simply not funny.
2. **SPEAK UP**: If it feels safe to do so, let those who are perpetrating the disrespectful or abusive behaviors that their behavior is not acceptable nor appreciated.
3. **CHALLENGE BYSTANDERS**: If it feels safe to do so, let spectators know they are not helping.
4. **DON'T "GET EVEN"**: Responding to meanness with meanness won't help matters.
5. **BE A FRIEND:** Show kindness and support to the targets of negative behavior.
6. **INVOLVE ADULTS:** Tell a teacher or counselor about ongoing incidents and get support at home from parents and family members.
7. **BE NONJUDGMENTAL:** Demonstrate to others that you are willing to listen and talk with an open mind.
8. **BE INCLUSIVE:** Ensure that your language and behavior are respectful to all people.
9. **BE SELF-REFLECTIVE:** Be aware of your own prejudices and work to change them
10. **TAKE ACTION:** Speak out against bias in your community and in the media.

Reference:

Adapted from GLSEN (2008). *ThinkB4USpeak: Educator's Guide.*

Keys to being an Ally Worksheet

Consequences   Consequences   Consequences

Action 1:   Action 2:   Action 3:

Key Strengths for Action   Key Strength for Action   Key Strength for Action

Scenario:

Empowering Bystanders Scenarios

1. You are with a group of boys who are having a discussion amongst themselves. They are talking about two of your classmates. One person describes one boy's clothing choices as "so gay" in a disgusted tone. The others laugh and agree with him.
    Another of the group then proceeds to make comments about the appearance of one of your female classmates, specifically certain parts of her body. Again, others join in insulting your female classmate by making some very crude sexual remarks.
    You feel extremely uncomfortable with the comments that are being made.
    What do you choose to do?

2. A group of young people have visited the local park and are having a really enjoyable time playing on the roundabout, the swings and the monkey bars. Unfortunately, David falls from the monkey bars and grazes his knee. The fall was quite painful and David begins to cry. However, rather than receiving sympathy, the boys say David is being a "sissy" and that boys shouldn't cry over something so small.
    You feel sorry for David but are slightly worried the boys might tease you if you stand up for him. **What do you choose to do?**

3. A boy in your class is in a really happy mood because he received a gift of a new t-shirt from his sister yesterday evening. He thinks it is really cool and hasn't seen anyone else in the group wearing anything like it before. Later in the day, he gets a chance to show off the t-shirt during gym class and is excited to hear what everyone thinks. However, instead of receiving the compliments he expected, a group of girls in the class begin to call him names and make fun of the t-shirt, claiming it isn't something a boy should wear. After the teasing stops, you notice no one is willing to sit beside this boy at lunch or let him join in any of the games in the schoolyard. **What do you choose to do?**

4. *A group of girls are hanging out after school and start chatting about fashion and the type of clothes they would like to buy if they got the chance. You notice Izzy is not getting involved in the conversations and doesn't seem to understand why everyone seems so hung up about the clothes they wear. Izzy prefers to spend her time outdoors exploring forests and climbing trees. The group ask Izzy what she is going to wear to Tom's party on Saturday. She shrugs and says she hasn't thought about it because she doesn't think it is important. The group begins to laugh at her, make fun of her clothes and tell her that she is weird because "Girls should care about what they wear." Izzy blushes and leaves to go home soon after.*

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You think that it more interesting for people to have a variety of interests and think that the group of girls were being quite mean to Izzy.
What do you choose to do?

(Feel free to create your own scenarios based upon the examples included above)

Title:	**Play Your Role in the Gender Equality Movement**
Duration:	45 minutes
Audience:	Children 10-12 Years Old
Objectives:	This Activity is especially designed to enable participants to understand and empathize with the manner in which gender can influence one's actions and decision-making process. To enhance one's critical thinking skills, as well as the practical skills required to address and combat instances of gender discrimination. • Critical Thinking • Social Skills • Awareness • Empowering
Instructions:	**Materials:** • SAFER Role Play Case Studies Handout • SAFER Storyboard Worksheet • Pencils/Coloring Pencils/Markers **Instructions:** Students are divided into small groups and provided with a case study scenario, wherein the protagonist's gender is inhibiting them in a particular stated way (See Case Study Examples and feel free to create your own!). Students are asked to consider the scenario and represent the current situation with a drawing in the first (or first two) panel(s) of the storyboard worksheet. Once this has been completed, students should read the "What happens next?" section of their given scenario. In these questions, students will be asked to take different perspectives in each of the scenarios (the role of a bystander in the case

of Jenny, the first-person perspective of Simon and the role of change advocate in the case of Ms. Ryan).

Students should use their answers to the questions in each of the situations to complete the remainder of their storyboard panels, indicating the actions the person in their role should take to bring about a positive resolution to the situation.

When the group has completed their storyboard for their scene, they should then choose a selection of volunteers from the group to role play the initial problem they were presented with as a group, as well as the positive outcome they devised within their own storyboarding of the scene.

The class should then discuss the different scenarios and the solutions devised by the groups.

Evaluation & Reflection:	Ask - participants to reflect on their feelings after this Activity. You can follow the questions below: - Do you think Forest Green represents a typical school in your country? - Why do you think no one decided to step forward and stand up for Jenny? - Jenny believed the girls' teams were treated differently to the boys' teams – why do you think this might be the case? How could this issue be addressed? - Simon assumed that he would be teased by the other boys if he chose his preferred subject. Do you think it is common for people to experience such doubts related to the choices they make and their gender? Have you ever chosen to avoid doing something because you were worried about what other people might think of your decision? What would you have done if you were Simon? - Did you expect the CEO of Digitech Ltd. to be a woman? Why? Do you think the assumptions that people make about others based on job titles are an issue?

| | - What ways are boys and girls treated differently at your schools? Do these differences create any problems or issues? If so, how would you recommend that these issues are addressed? |
| | - Did you find this activity to be helpful? What skills do you think you gained from completing the role plays/storyboards? |

Please find the Appendix for this activity on the next page.

Case Study Scenarios for the SAFER Role-Playing Exercise

Scenario 1:

Jenny

For as long as she can remember, Jenny's favorite thing in the whole world to do has been to play football. Since she was old enough to walk, her most prized possession has been a football and she spent hours of her childhood in her back-garden practicing and improving her skills.

Recently, Jenny transferred from Red Oak School to Forest Green School. At Red Oak, Jenny was the star player on the school's mixed-sex football team. However, at Forest Green Primary, Jenny was surprised to learn that the teams were divided into a boys' team and a girls' team. Jenny enjoyed playing with the girl's team as they had some excellent players and she also made some really cool new friends. However, before long, she noticed that the boys got all the new equipment, trained on the best kept training pitches and received all the attention in the school announcements. This left Jenny feeling frustrated as the girl's team had reached the cup final without receiving much praise or recognition from the teachers or fellow students.

In PE class, Jenny did get the opportunity to play against the boys and regularly scored some spectacular goals past Bobby, the goalkeeper for the boy's school team. Following one match in which Jenny had scored three goals, Bobby decided that they didn't want to play with Jenny anymore and started to tease her in front of the entire class. He said she was "too athletic" for a girl and started to call her "the beast". Jenny's classmates looked very uncomfortable but many of them giggled nervously. Nobody said anything.

What happens next?

- Imagine you are an onlooker in this situation and have witnessed Bobby being unkind to Jenny.
    - How do you think Jenny would have felt in this situation?
    - Why do you think no one spoke up for Jenny in this situation?
- In the first two panels of your storyboard worksheet, draw two images which accurately represent the scenario presented above.
- Now imagine the "best" version of yourself you can think of in this situation. How do you think this "best self" would have acted?
  Using as many of the remaining panels in the storyboard as you need, draw in the best response that an onlooker or onlookers could have made in this situation.
- Once you have completed your storyboard, select a member from your group who will play each of the roles within the scenario and prepare the role play of the "best possible outcome" that you will perform for your classmates

Scenario 2:

Simon:

Simon was just finishing his first year Forest Green School and it was almost time for him to choose the subjects that he would continue with for the next school year. Simon's father ran a carpentry business in the local area and was keen for Simon to continue to study Woodwork in order so that he would have the skills to join the business once he finished school.

Simon is not disinterested in Woodwork but, in order to continue with it, he would have to drop his favorite subject, Home Economics. Simon loves to cook and spends much of his time after school searching for interesting new recipes online or cooking the dinner or baking delicious treats for his family and friends. Everyone he cooks for always compliments the quality of his work.

Simon is concerned, however, that because the majority of the Home Economics class were girls, the boys in the school would make fun of him for his choice and they would refuse to let it go. He was afraid of being excluded by the others based on the decision he would make.

The day before subject selections had arrived and Simon is still faced with a dilemma. He doesn't want to let the opinions of others decide the path he will take but he is still unsure about how others would react if he chooses to continue with Home Economics.

What happens next?

- Imagine you are Simon in this situation and are faced with this difficult situation.
  - How do you think Simon feels to be faced with such a dilemma?
  - Have the opinions of other people ever had an influence over the personal decisions you have taken in your own life?
- In the first two panels of your storyboard worksheet, draw two images which accurately represent the scenario presented above.
- Now, take some time to imagine the best possible outcome to this scenario. What steps or actions would be required to allow this ideal outcome become a reality?
  Using as many of remaining panels in the storyboard worksheet as you need, draw the series of steps that would be required to help Simon reach the best possible outcome for him as a person. The final frame should accurately show what the best possible outcome to the situation actually is.
- Once you have completed your storyboard, select a member from your group who will play each of the roles within the scenario and prepare the role play of the "best possible outcome" that you will perform for your classmates.

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Scenario 3:

Ms. Jones:

Many of the students in the Forest Green School were extremely interested in technology and computing, therefore Ms. Jones thought it would be very useful and enjoyable for the students to hear about how about the professional journey of someone who had achieved success in this field. She had tried, with little luck, to get a CEO from the major technology company in the area for almost two months, and, so, was delighted when the CEO from Digitech Ltd. agreed to visit the school to talk to the students about what their daily workload looks like and consists of on a day-to-day basis.

Ms. Jones arranged for the talk to take place at 3:00pm (just after school) and was not surprised to see that over 35 students were in attendance on the day in question. However, she was surprised to see that only two of the students there were girls. Before the CEO of Digitech Ltd. arrived, the students chatted excitedly about the advice and tips they expected to get from the speaker and wondered what kind of fancy car they would be arriving in.

As the CEO arrived, many of the student's mouths fell open with astonishment and a shocked hush fell over the students. Before long, small groups of students began to laugh among themselves, with a few students even beginning to make snide jokes and comments about the new arrival. No one had expected the CEO of such a powerful and significant company to be a woman.

What happens next?

- Imagine you are Ms. Jones watching on as this event unfolds:
    - How do you feel about the reaction of the students?
    - What would your response to this reaction be?
- In the first two panels of your storyboard worksheet, draw two images which accurately represent the scenario presented above.
- Now, imagine Ms. Jones organizes a meeting with her principal following this event in order to address the issues which arose during the talk (the lack of female attendees and the discriminatory attitudes displayed by the boys in attendance). Using as many of remaining panels in the storyboard worksheet as you need, draw a representation of the conversation which would occur between Ms. Jones and the school principal including the suggested improvements which Ms. Jones believes could be made to Forest Green School in order to educate young people on gender equality and bring a about a more equal and respectful school environment. Use the final panel to represent the best possible outcome to the scenario in question.
- Once you have completed your storyboard, select a member from your group who will play each of the roles within the scenario and prepare the role play of the exchange between Ms. Jones and the principal and the best possible outcome for the school following this conversation.

Role Play Storyboards Worksheet

Scene:	Scene:	Scene:

Scene:	Scene:	Scene:

Create your own at Storyboard That

Title:	**"Dreams Don't Have a Gender"** **(A Message to My Younger Classmates)**
Duration:	45 minutes *This may be conducted over a longer period, even in the form of a term-/year-long mentoring model, wherein a younger student is paired with an older student who can act as a guide and advisor for them over the course of a school year.
Audience:	Children 10-12 Years Old
Objectives:	This Activity aims to enable young people to reflect critically on their lives and determine areas where they feel their gender impacted upon their life outcomes. To emphasize times when young people have encountered and overcome gender stereotyped expectations in their lives. To promote self-compassion, a crucial component in meeting and surmounting life's adversities and challenges. To provide younger students within the school with positive role models who they can look up to and take their lead from. To provide students with a sense of social cohesion – that their presence and life matters and has meaning in many ways for many people. Instilling a sense of agency and self-efficacy in the students – that they can start to make a difference. • Critical Thinking • Reflection • Empathy • Inclusion • Social Skills
Instructions:	**Materials:** • Pen and Paper • Alternative Method: Video Recording Software

Instructions:

Role Model: *An individual who others look to or admire for the example they set and the manner in which they conduct themselves. Role models inspire people to attempt to imitate or match up to their behavior. Having a role model can provide individuals with a reference point for what they want to become and can help improve our capacity to plan or set goals to achieve this.*

Students are asked to think of a role model that has acted as a source of inspiration for them throughout their lives. They should think of the qualities, strengths and actions that this person exhibits that they find to be so admirable. Next, the teacher should explain to the students that they too can act as role models for the younger students who are coming through the school.

As a means through which to provide this guidance, students should be encouraged to reflect on their time in primary school. Students should outline times where their gender initially acted as a barrier to them pursuing certain goals or interests, only for them to overcome these doubts and engage in enjoyable, rewarding and fruitful ventures.

Students should compose a letter to their younger schoolmates in which they explain to their peers that gender stereotypes are restrictive and outline how they have profited from defying and disregarding these limiting ideas. The letter should offer encouragement to these younger students to follow their heart and express themselves in whatever way feels natural to them, irrespective of if said aspirations act in opposition to perceived gender norms or stereotypes.

The older class should then pass on these letters to a younger student in one of the classes below them and keep a copy for themselves as a reminder of how they have overcome obstacles in their lives to date and how they should remain true to themselves wherever possible.

	*Alternatively, the oldest class could record an inspirational video communicating the above message using the theme: "Dreams Don't Have Gender" *
Evaluation & Reflection:	Ask participants to reflect on their feelings after this Activity. You can follow the questions below: - What do you think you learned from this activity? - What importance do you think role models have within the gender equality movement? - What impact do you think these messages might have upon your younger schoolmates?