

INTRODUCTION MAP

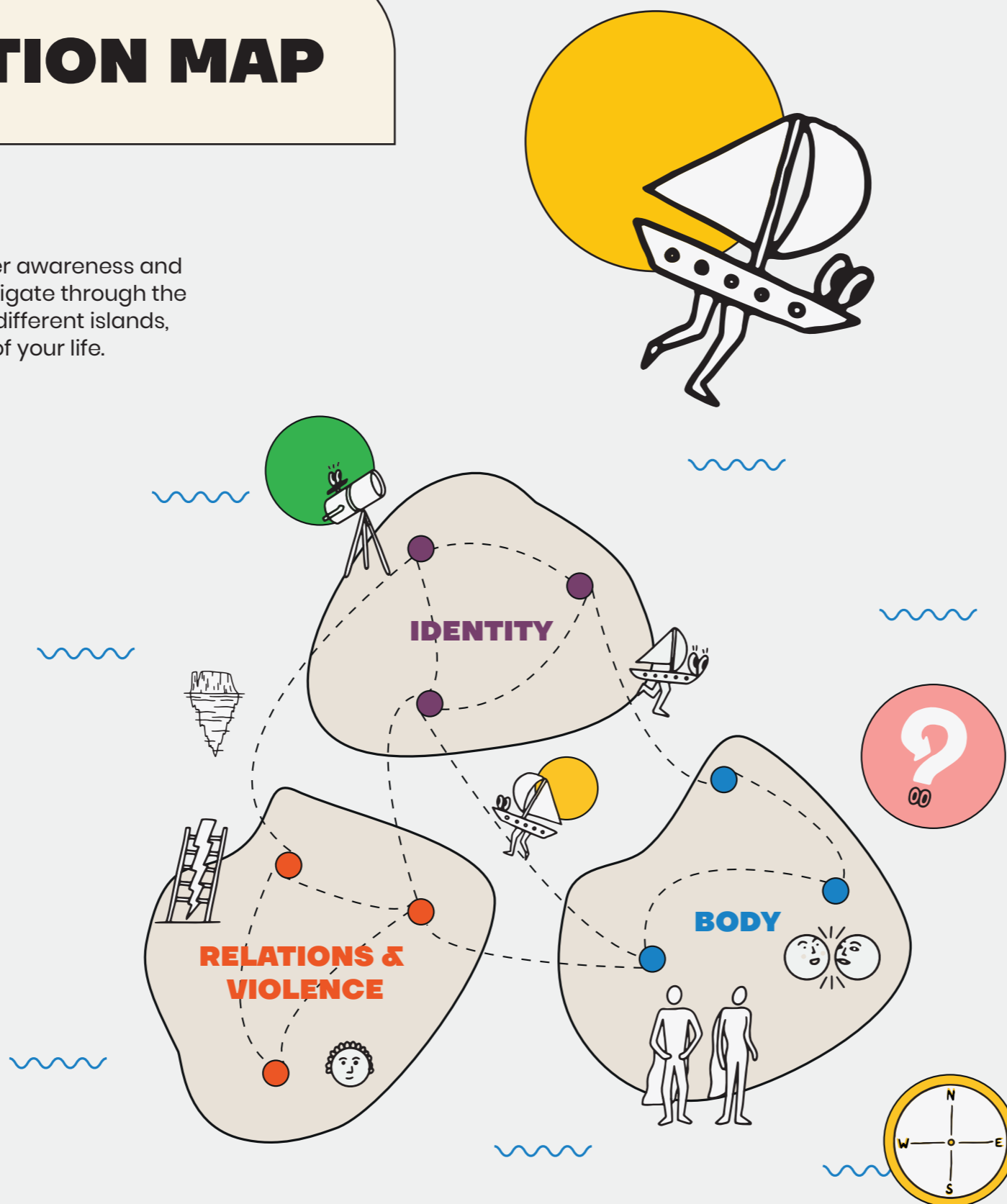
WELCOME ON BOARD!

We invite you to a journey into gender awareness and transformation. Together, we will navigate through the seas of gender topics, stopping at 3 different islands, which represent important aspects of your life.

LET'S GO!

There are 3 different islands:

- On each island, you can do different activities around this topic. Each activity is on a card.
- The color of the card indicates the island you're at.
- On each card you will find icons that will give you more information on the card type.
- Have you become curious? The QR code will take you to our information posters and extra activity material. Everytime the QR code appears on the card there's more to explore...
- No competition in this game! Explore topics together and benefit from each other's knowledge.



ICONS OVERVIEW



Awareness card:
This activity helps to recognize a gender issue and how it's related to you and our society.



Transformation card:
It's time to change the narrative! In this card, you can think of tools or ways to promote more equality.



No deeper level of trust within the group necessary for this card.



For this card, the **level of trust** within the group should be **high**. Ask yourself: Do I want to share some personal information and go deeper/explore the topic more?



The estimated **time** for this activity.



You will need **extra material** for this card.

CREDITS

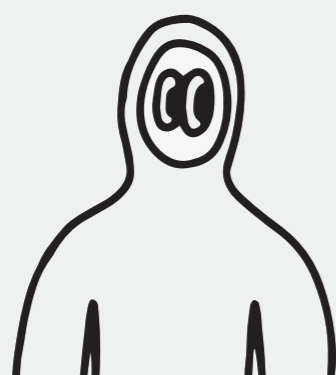
Design & Layout
Sandra Treisbach - sandratreisbach.com
Illustrations
Mathias Forbach - fichtre.ch



Scan me!

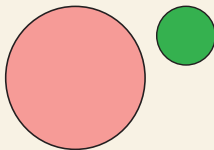
MATERIAL

prepare markers, pens, sheets of papers, scissors, glue, postits, if possible: access to the internet and a printer. If you need specific material, we'll let you know on the card.



00

CREATE A SAFER SPACE!



For this journey, it is key to create a **SAFER SPACE**. In order to share personal feelings and experiences in a trusting way:

- Promote **ACTIVE LISTENING**.
- Be **EMPATHETIC** (put yourself in someone else's shoes).
- Welcome **DIVERSITY** of voices and experiences.
- Promote **SELF CARE**: encourage yourself and others to listen to their limits, pay attention and take care of each other.
- **RESPECT LIMITS** ! We are working with sensitive content and people might react differently. (aggressiveness/nervous laughter etc). When someone seems uncomfortable, give some space, slow down, do not push!
- **RESPECT SILENCE** when someone doesn't want to participate.
- **DON'T BE ASHAMED** ! It is ok if you don't know everything or work on certain topics for the first time.
- We can all make mistakes... **ADMIT A MISTAKE** and **APOLOGIZE** if needed.



00

ICONS OVERVIEW



Awareness card:

This activity helps to recognize a gender issue and how it's related to you and our society.



Transformation card:

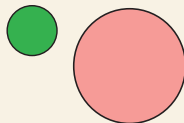
It's time to change the narrative! In this card, you can think of tools or ways to promote more equality.



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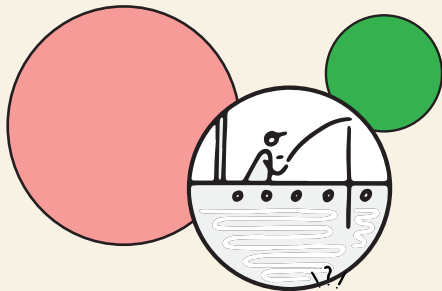
You will need **extra material** for this card.



01

• IDENTITY

OCEAN OF WORDS



DESCRIPTION

DISCUSS IN COUPLES

- What is gender?
- For each one of these terms, write their meaning on a post it:
 - gender, gender identity, gender expression, sexual orientation, sex assigned at birth.

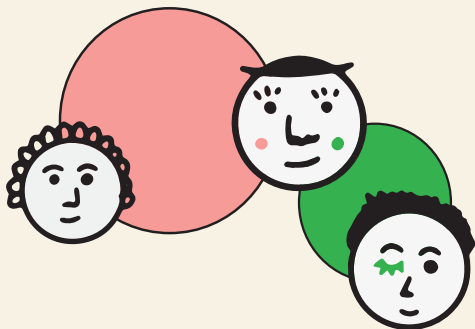
DISCUSS IN THE BIG GROUP

- Do you know the meaning of all the words mentioned? Have a look at the infographic if any definitions are missing!
- Are there any other words you would like to add to the list of definitions?

15

Minutes



**DESCRIPTION**

- You have 3 minutes in total to write down the names of three women for each of the following categories:
 - Poets, Singers, Teachers, Doctors, Actors, Astronauts, Famous Chefs, Historical Figures.
- Share the names you've written down with your group:
 - How many names did you manage to write down in each category?
 - How did your peers do?
 - Would you have needed more time to think of other names?
- Now repeat the same exercise with the same categories, but try to write down the names of three men for each category.
- Do you notice a difference?

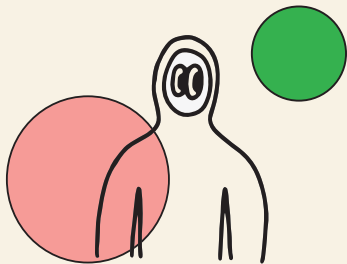
15

Minutes



03

• IDENTITY
**CATCHING
STEREOTYPES**



DESCRIPTION

Make a circle to pass the ball to each other. In each round, there is a question. The person receiving the ball has to answer it with the first thing that comes to their mind. Then pass the ball to someone else. Repeat until everyone has answered at least one question. Move to the next round.

FIRST ROUND

What is something that society expects from **men** in terms of behaviour, appearance, attitudes, clothes, professions, etc.?

SECOND ROUND

What is something that society expects from **women**?

THIRD ROUND

What is something that society expects from **transgender people**?

One person should write down the answers on post-its and keep them for **CARD 5**.

15

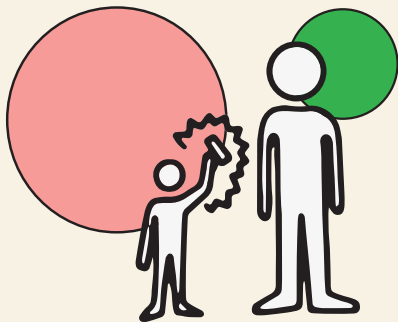
Minutes



1 Ball



GROWING UP WITH STEREOTYPES



DESCRIPTION

Divide yourselves in small groups and think back to your childhood / early teens:

- What messages did you hear about how to behave depending on your gender identity? Think about which behaviours were encouraged and rewarded and which ones were not.
- Which were the sources of these messages?
- How many gender identities did you know existed?
- When does gender socialisation start? And how?

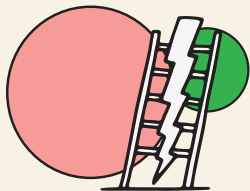
Write the messages that you have received on post-its and put them on the wall. Go around the room and read them all.

45

Minutes



THE LADDER



DESCRIPTION

- Take a look at the notes taken during the previous cards and think about characteristics connected to the different gender identities (you can use the same post-its from **CARD 3** and **CARD 4**).
- Draw a ladder and put these characteristics in order, considering:
 - **ON TOP:** the most valued and recognized in our society
 - **ON THE BOTTOM:** the less valued and recognized
- Reflect:
 - Are there values / behaviours that are considered more valuable? To which gender identities do they connect to?
 - How do we see this hierarchy in different spaces and situations of life? (advertisement, media, etc.)
 - How does this affect our daily life?
 - How do you think people “go up” or “go down” this ladder?
- Which role is at the top of the ladder? Describe this role. How is violence connected to this role?

30

Minutes



**DESCRIPTION****IN SMALL GROUPS**

- Think of a common advertisement that you've seen on TV or social media.
- Write down any stereotypes towards men, women and nonbinary people.
- Discuss which stereotypes you have identified and if and how those stereotypes might be harmful.

DISCUSS IN THE BIG GROUP

- Which stereotypes have you identified in your advertisement?
- Which norms are these stereotypes reproducing/upholding?

45

Minutes



07

• IDENTITY

CHANGE THE NARRATIVE!



DESCRIPTION

Following up on **CARD 6**:

- Go back to the same small groups as in **CARD 6**.
- Think about how you could change the advertisement you saw:
 - How can you promote the same product/ service without using any stereotypes?

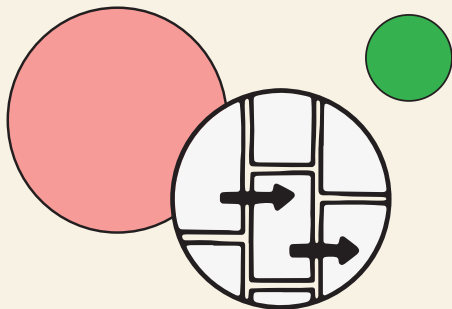
You can use any creative form of expression you want: you can draw, write, act it out etc.!

- Present it to the whole group!

45

Minutes



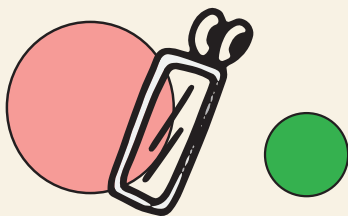
PRIVILEGE RACE**DESCRIPTION**

- Check out the extra material.
- Each participant takes a description of a person's profile from the list. Then, line up next to each other and follow the instructions.
- After the exercise, reflect on the following questions:
 - How did you feel in this race?
 - What different axes of oppression were represented during this race?
 - Why do we think some people were able to „take a step forward“ - what might this mean in real life?
 - What reflections come to you regarding the last question?

30

Minutes



POWER FLOWER**DESCRIPTION****PERSONAL REFLECTION**

- Take a look at the Power Flower:
 - The inner circle lists different categories of identity.
 - The petals in the middle represent your own personal identity in relation to that category.
 - The outer petals represent the "norm" or "dominant" identity in that category in our society.
- Fill out the Power Flower.

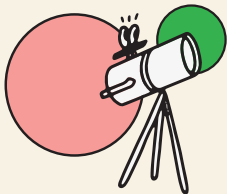
REFLECT IN THE BIG GROUP

- Do you have petals that are different from the dominant outer petals? How does this make you feel?
- Do you have petals that are the same as the dominant outer petals? How does this make you feel?
- Which identity element do you think about most often? Which one do you think about the least?
- How do these relate with the flower? Do you see any pattern?

30

Minutes



**DESCRIPTION****STEP ONE**

- Take a piece of paper and reflect on the following questions:
 - Who is the family member you feel closest to?
 - What are jobs you'd like to have or work fields you'd like to be in?
 - What dreams do you have for yourself in the next 5 years?
 - Is there something that you fear or are concerned about?

STEP TWO

- Open the document and choose an identity profile that is very different from you.
- Now answer the same questions according to your new profile.

STEP THREE

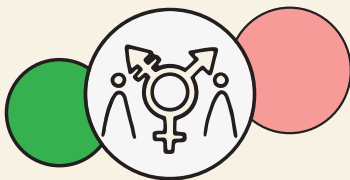
- Discuss in the big group:
 - Did you expect your answers to change according to your identity?
 - If your answers are different with the new identity, why did they change?

45

Minutes



MY GENDER STORYLINE



DESCRIPTION

- Draw a horizontal line and divide it in different sections of five years, one for each timeframe of your life.
- Mark down events that were important for shaping your understanding of your gender.

For example:

- What's your first memory of being part of your gender group?
 - When did you first experience yourself or someone else being treated differently because of gender expectations?
 - Were there times in which you actively chose to live and express your gender in a certain way?
 - What or who were/are your biggest influences in understanding your gender identity?
-
- Choose a person that you feel comfortable with and share some reflections on your timeline if you want. What do you notice?

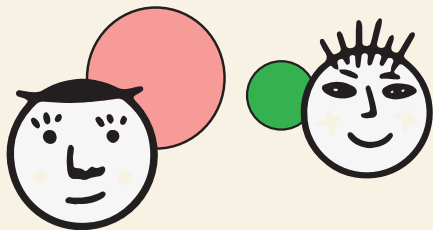
45

Minutes



12

• IDENTITY
**MY STEREOTYPICAL
LIFE?**



DESCRIPTION

IN PAIRS

- Take turns. At each turn, one partner will be the "speaker" and the other partner will be the "listener".
- Share for 1 minute each: What are the things about yourself that are coherent with stereotypes of your gender?
- Share for 1 minute each: What are the things about yourself that are NOT coherent with the stereotype of your gender?

REFLECT IN THE BIG GROUP

- How was the activity? Was it easy/difficult/fun?
- Which part was easier for you and which was challenging?
- Did you uncover any stereotypes about yourself that you didn't know you had before?

30

Minutes



13

• IDENTITY

THE MESSAGES I WANT TO GIVE OUT



DESCRIPTION

Think about what you've learned about gender norms and stereotypes.

IN SMALL GROUPS

- Which messages would you want to give out now to younger generations regarding gender identities and expressions?
- You can decide which channel of communication you prefer to use to convey this message: posters, articles, images, videos, photos etc. Get creative!
- Prepare at least a first draft and present it in the big group.
- You can share it on social media and use the hashtag **#gateprocess** or tag our account.

30

Minutes



BOTTLE OF LOVE

This card is specially designed for women and non-binary people.

DESCRIPTION

- Personal reflection: Which are the things, aspects, experiences and situations that fill you up with love?? Write them down.
- Visualization (Check the QR!):
 - put some low music, and ask everybody to get comfortable and if they want, close their eyes.
- Slowly, open your eyes. Write down or draw any important insights, learnings or ideas that popped up during the visualization.
- Did you take into account the relationship with yourself as an essential way to feel good in life?
- Make a round with a talking piece, and create a confidential space for those who would like to share their experience.
- Take some time to build your bottle of SELF love, putting the intention to each element you put inside. Take it home as a reminder of filling up your bottle also with SELF love!

60

Minutes



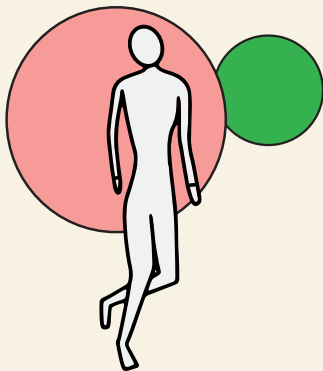
1 nice bottle,
different things
to fill it up with
(special
meaning)



15

◦ RELATIONS & VIOLENCE

BECHDEL TEST



DESCRIPTION

The Bechdel test is a way of evaluating whether or not a film or other work of fiction portrays women in a way that is sexist or characterized by gender stereotyping.

- Personal reflection: Choose 5 movies, tv series, stories etc. that you like.
- Do they pass the Test of Bechdel?
 - The movie has at least two women in it, as main characters
 - who talk to each other
 - about something other than a man.

IN THE BIG GROUP

- discuss the conclusions.

40

Minutes



16

◦ RELATIONS & VIOLENCE

FAIRYTALE'S IMPACT



DESCRIPTION

PERSONAL REFLECTION

- Which are the stories and movies that you loved when you were a kid? Mention 5 examples.
- What are those stories about? Which is the representation of women? And men? And other gender identities?
- How is the relationship between them?

IN SMALL GROUPS

- Share in small groups of 3 people and write your results on post-its.

IN THE BIG GROUP

- gather the post-its and discuss.

30

Minutes



17

◦ RELATIONS & VIOLENCE

CHANGE THE STORY!



DESCRIPTION

IN SMALL GROUPS

- Choose one of the movies, series, etc. from **CARD 16** and change the story regarding gender situations and attitudes. Prepare a role play with the new version.

IN THE BIG GROUP

- Act it out in front of the big group.

Other options: choose a song that is popular and sexist and change the lyrics; or choose a children's tale and change the story so it is no longer sexist.

40

Minutes



INTERVENTION WITH A PRINCESS



DESCRIPTION

IN SMALL GROUPS

- Think of one of the main female characters of a classic fairy tale children's movie.
- One person will be the friend with a "gender perspective" and the other will be the princess character.
- Which conversation would you have, in order to bring more awareness to the princess about the gender dynamics of her story?

Examples:

- *Beauty and the beast (she falls in love with her kidnapper).*
- *Little Mermaid (she gives up all her life and identity "for love").*
- *Snow White (she falls in love with a guy that kisses her when she is unconscious).*

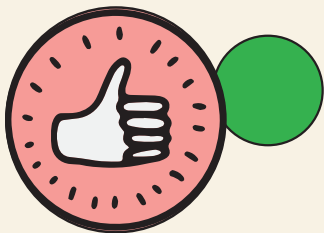
Check out the source and get inspired!

- Act out the role play in front of the big group.
- Afterwards, the rest of the group can share further ideas and advice the friend could have given.
- **Reflection and debate:**
 - What do you see in all these examples?
 - How does this affect our expectations in (romantic love) relationships?

60

Minutes



**DESCRIPTION**

Nowadays, there are new stories coming up that show different gender roles: do you know any?

IN SMALL GROUPS

- please reflect: Is it really changing the stereotyping?
- Do you know about Pink and rainbow washing?

Example: *Announcing superman being bisexual, is it really changing all the other masculine characteristics and stereotypes that are promoted?*

- Can you name any good representation of diverse gender identities in movies, series, music? Mention some examples, and be careful of the Pink Washing!

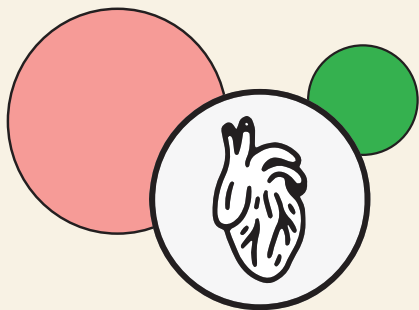
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Minutes



20

◦ RELATIONS & VIOLENCE
**ROMANTIC LOVE
EXPECTATIONS**



D E S C R I P T I O N

PERSONAL REFLECTION

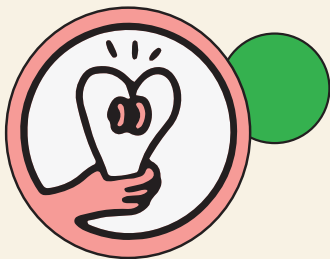
- What is a good romantic love relationship for me?
- Which are the characteristics I would like to find in a relationship?
- What are my fears regarding this relationship?

IN THE BIG GROUP

- Where do these expectations and fears come from?
- How do they affect us in terms of the needs and desires we put in our relationships?

30
Minutes



**DESCRIPTION**

Think of attitudes that are **violent (physical or verbal)** and not accepted in a relationship with a partner.

- Self reflection: write one per post-it.
- Share in groups of 3. Assign similar ideas.
- Share the post-its in the big group.
- Place these attitudes in the Pyramid of Violence (check the QR!)
- Some important topics to talk about:
 - monogamy
 - jealousy-control
 - property claims ("you are mine")
 - proofs of love

Which are the mechanisms you can use to set limits...

- ...if you are suffering from some of these red flags?
- ...if someone you know and love is suffering from them?

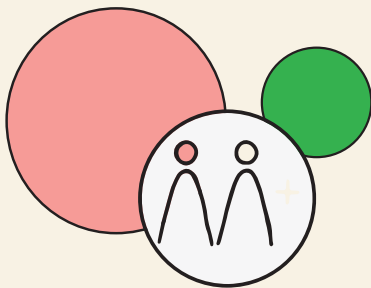
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Minutes



◦ RELATIONS & VIOLENCE

MY RELATIONSHIP SYSTEM



DESCRIPTION

- Consider the different relationships you have in your life: family, friends, neighbors, partners, pets, colleagues, yourself, etc.
- Draw a solar system, where you are the sun, and all your relationships are going around you as planets, closer or further to you. Identify a place for the different people in your life depending on the time and priority you give them.

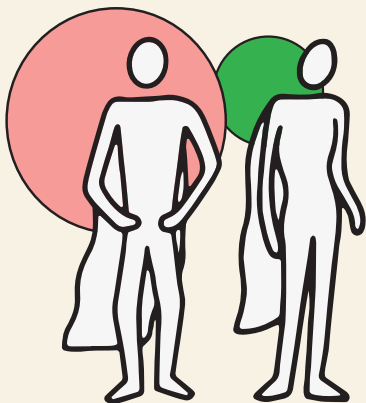
IN SMALL GROUPS

- Share your relationship system if you want.
- Do you think the people further away from you deserve more attention, time, and care? Why?
- Do you think, in our society, people give more importance to romantic love relationships? How? Why?

30

Minutes



**NEW
SUPERHEROINES/
SUPERHEROES****DESCRIPTION**

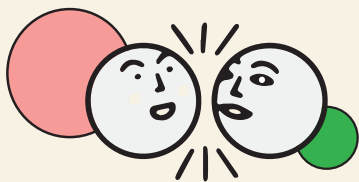
- Imagine & draw your favorite heroine/hero.
- Which superpowers would she/he/they have in terms of gender attributes? Write them down.
- How can you become more and more like this heroine/hero? Write 3-5 actions you can take in your daily life to include this intention.

30

Minutes



DAILY GENDER-BASED VIOLENCE IN YOUTH



DESCRIPTION

- Divide in 3 groups. Think of a situation in which young people can suffer gender-based violence (physical or verbal).

For example: a couple has a violent discussion in the street where the boyfriend shouts at his girlfriend.

- Act it out or explain the situation in front of the big group.

FOR THE OTHER GROUPS

- Write down which factors of the gender system are at work in the violent situation. (jealousy, control etc.)
- What could have happened before to lead to this violent situation?
- How could you change this scene or what happened before (by changing the attitude of the perpetrators and/or bystanders)?

IN THE BIG GROUP

- Discuss your observations in the big group
 - Reflect on the "compliance of men": what is it?

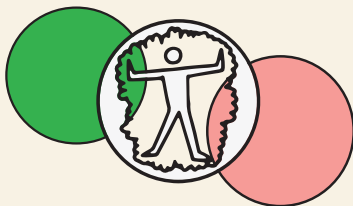
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Minutes



◦ RELATIONS & VIOLENCE

GENDER BASED VIOLENCE MAP



DESCRIPTION

- Draw a map of a neighborhood, city, or spaces you all usually spend time at.
- Identify in each place of the map what type of gender based violence may occur.

For example: catcalling in the streets, micro-aggressions/sexism at work or at school etc.

SHARE IN SMALL GROUPS

- How do you live and move through these places?
- Do you take any precautions when you are in these places alone?
- If you see a situation of gender-based violence, what do you usually do? And what would you like to do?

SHARE IN THE BIG GROUP

Note if there are gender-based differences in the answers.

- Form small groups and each one chooses a different place in the map. Share at least **3 ways of preventing gender-based violence in this specific place.**

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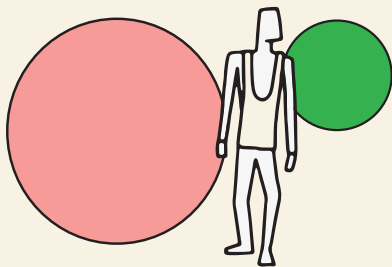
Minutes



OO

non mixed
groups
recommended



**DESCRIPTION****INDIVIDUAL REFLECTION**

- Are you in a group chat where you are mostly men? If yes, are sexist jokes or discriminatory comments against women, homosexuals or other diversities made in this group? Can you remember any? Have you received pornographic content, or a nude photo shared without the person's consent?
- Share examples in the group and discuss:
 - What were the reactions in the group chat?
 - What have you done about it? Did you say something against this kind of abusive behavior? If not, why didn't you say anything?
- The silence is a situation that happens everywhere in the world between men regarding these situations. Why is this happening?
- How can men change this situation within their group of friends, families, etc.?

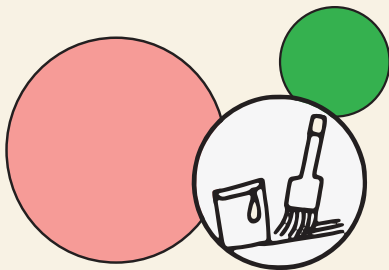
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Minutes



This card is specifically intended for individuals identified as men.



**DESCRIPTION**

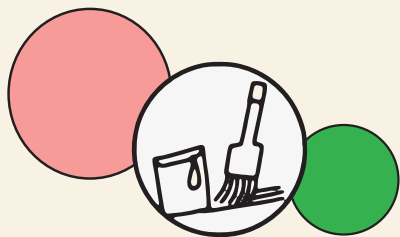
- Draw a comic that represents a situation that young people could experience regarding gender-based violence (in A4 format, vertical).
- Share the comics as an Art Exhibition. Comment on the different situations and think about how to avoid or change them.
- Collect the comics, and create a publication that you can share in social networks, by email, or that you can print and put in a classroom/ in the corridors, etc.

Please share with **Gate process** to our email, Fb or Instagram. Post with **#gateprocess!**

60

Minutes





DESCRIPTION

PERSONAL REFLECTION

- Take 3 minutes to think about ideas for a sensibilization campaign for social networks to promote awareness on gender-based violence.
- Share these ideas with the big group.
- Now, with all the ideas that you have and listened to, choose an original way to give your message. It can be as a poster, a comic, a post in social networks, a video, a photo, a song etc.
- Present the creative production as an Art Exhibition. Share and comment on the results and inspirations you had.
- How do you think you could share this creative result to reach more audience and create an impact? Think together about strategies and next actions.

Please share with **Gate process** to our email, Fb or Instagram. Post with #gateprocess!

60

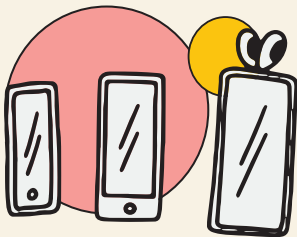
Minutes



1 big poster per participant



MAINSTREAM BODY IMAGE



DESCRIPTION

When thinking of mainstream media (advertisement, music videos, movies, famous instagram channels, etc.):

- What body type is presented as “beautiful”? How do the people look? What messages are conveyed?

IN SMALL GROUPS

- Draw a silhouette of this mainstream body type:
 - How does this body image make you feel?
 - What does the “perfect” body image leave out?
 - Why do you think this body image is promoted by companies and advertisements?

Write down your thoughts on post-its and pin it on the silhouette.

IN THE BIG GROUP

- Share your notes and debate.

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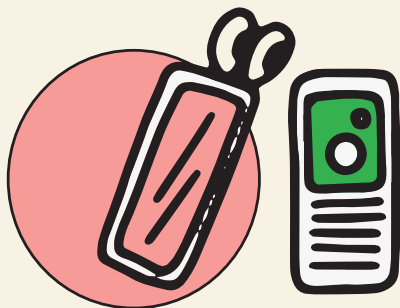
Minutes



30

• BODY

WHOM I FOLLOW, WHAT I SUPPORT



DESCRIPTION

IN SMALL GROUPS

- Check your phones and share your favorite people/channels that you are following.
- Which beauty standards and values are promoted? What does the "perfect" body image leave out?
- Is there diversity of body types in your personal feed?
 - if **yes**: is there a difference in how you feel after checking your phone depending on which profile you have looked at?
 - if **no**: why do you think your feed is so uniform?

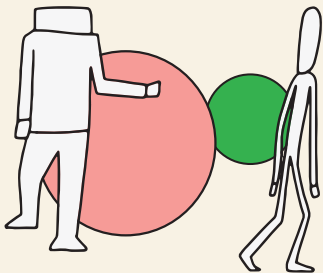
IN THE BIG GROUP

- Discuss your findings.

30
Minutes



BODY SHAMING



DESCRIPTION

IN SMALL GROUPS

- What do you think is body shaming?
- Think of things you could say about/to yourself or say about/to others. Remember: It can be a statement that is meant well or is supposed to be a compliment but on the second look is body shaming.

Examples: "I feel so fat today!", "you look so skinny in that!"

- Why are we saying these things?
- Why shouldn't we use these sentences?

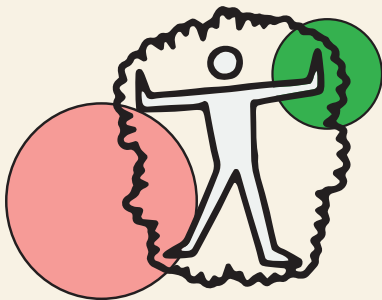
IN THE BIG GROUP

- Share your findings.
- Also think about which other aspects of our body can be subject of body shaming that wasn't mentioned?

40

Minutes





DESCRIPTION

FIND A PARTNER AND DISCUSS

- Have you ever heard of fat phobia? What is it?
- Which fatphobic thoughts or actions do you know from yourself or others?

Examples: trying to feel better about your body by comparing it to fatter bodies. Thinking fat people shouldn't wear certain clothes etc.

- Have you realized that we link being thin with being healthy? Can you think of examples why this is not true?
- How does fat phobia affect us and/or others in everyday life?

DISCUSS IN THE BIG GROUP

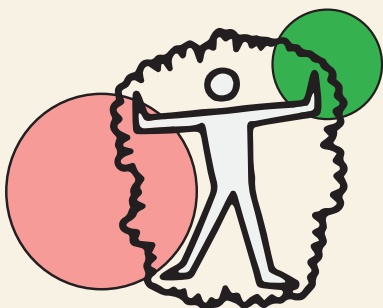
- How does fat phobia impact fat people on a personal, interpersonal, and structural level and what can be obstacles in everyday life?

30

Minutes



UNLEARN FAT PHOBIA!



DESCRIPTION

IN SMALL GROUPS

- What can you do...
 - ...in everyday life to counteract fatphobia?
 - ...to unlearn your fatphobic thoughts?

IN THE BIG GROUP

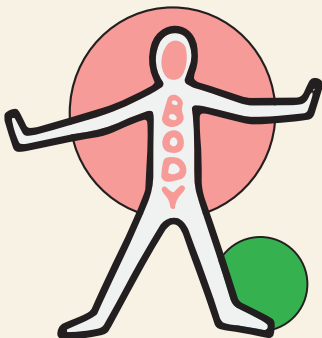
- Share your ideas and insights on this topic.

30

Minutes



MY BODY AND ME



DESCRIPTION

- Personal reflection:
 - How is the relationship that I have with my body
 - What does my body do for me?
 - What do I like about my body? (optional)
 - What's unique about my body?
 - What can I do to be kinder to my body?

DISCUSS IN THE BIG GROUP

What do you think about the relationship we have with our own bodies? Does this relationship depend only on ourselves? How do other aspects influence this relationship?

30

Minutes



**DESCRIPTION**

- Individually, draw a silhouette of a person:
 - On the inside of the silhouette, write down positive qualities about yourself: physical, emotional, intellectual or social qualities, etc. and place it on the body part which it is connected to.
 - On the outside of the silhouette, also place all the comments and "Must Do's" that you receive from the outside.

Practice to stop listening to negative comments and influences from the outside. Stop giving power to them as they make us feel so bad and try to focus on the things you wrote inside of the silhouette!

- As a first step, cut the external part, rip it and throw it in the bin!

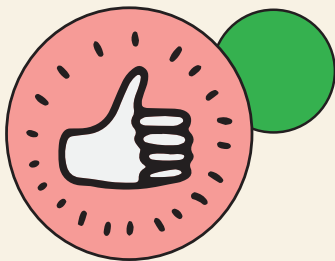
Keep the liberated silhouette for **CARD 36**.

30

Minutes



RESHAPE YOUR BODY IMAGE!



DESCRIPTION

As we're shaking off all the negative messages from the media and society, concerning ourselves and our bodies, let's create a collage with positive messages that contain the values, ideas and goals that YOU have.

- Select images from magazines, the internet, art-work etc. (role models, quotes, values and goals, photos of loved ones, silhouette from activity "shake it off!").
- Glue or tape your images to a poster.
- Keep it or take a picture and look at it whenever you feel consumed by negative body images to remind yourself of the values of yourself and others that really matter.

60

Minutes



Magazines,
photos, Image
from **CARD 35**



RELATE MORE WITH YOUR BODY



DESCRIPTION

We all receive a lot of pressure regarding our outer appearance from the negative body image of mainstream media and society itself. Let's create a powerful internal voice to promote self acceptance and tackle toxic beauty standards!

- In couples, think about ways to promote a more fluid connection with our own body.

For example: Write down positive affirmations and messages on self acceptance.

IN THE BIG GROUP

- Share some ideas and insights.

30
Minutes



LET GO OF SHAME!

**DESCRIPTION**

Menstruation! Menstruation! Often seems like an uncomfortable topic to talk about.

IN THE BIG GROUP

- name different ways we call menstruation in our social surroundings
- What are the misbeliefs about the period in our society? Think about how the period is promoted in advertisements for menstrual hygiene items or the secrecy and shame on menstruation.

IN SMALL GROUPS

It's time to change the narrative!

- What is being left out? What are people who menstruate facing every month? How do people that do not menstruate connect with it?
- Write down or draw these hidden experiences.

How can these experiences become more visible and better acknowledged in society?

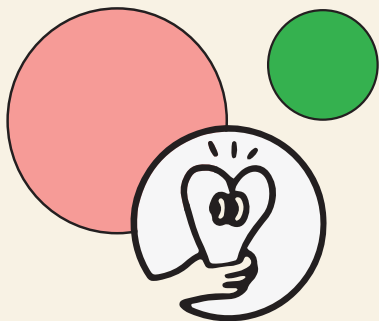
IN THE BIG GROUP

- Discuss and think of an action you can all implement right now, even if it is a little one.

30

Minutes



THINK ABOUT SEX!**DESCRIPTION**

Close your eyes, and be aware of the first images and thoughts that appear when we talk about SEX...

- What comes to your mind?
- Now think of **SEXUAL ORGANS**. Are you thinking about a penis and a vagina? Can you think of any other organ that can come to mind?
- Now think of the **BIGGEST** sexual organ. Are you thinking about a penis again?!
- And an organ that only serves to **GIVE PLEASURE**? Any ideas?

IN THE BIG GROUP

- Share your results. Do you notice similarities?

15

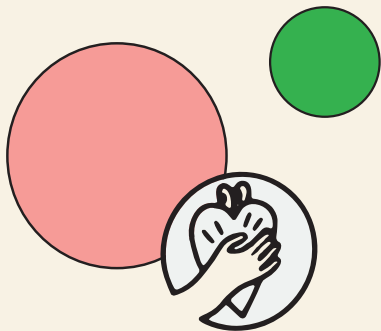
Minutes



40

• BODY

MAINSTREAM SEX



DESCRIPTION

IN SMALL GROUPS

- think about how sex is being portrayed in mainstream movies, TV, reality shows, even porn:
 - What do you see? What clichés are shown?

For example: no use of protection, sex between man and woman, women always available, men always ready, orgasms at the same time, no communication etc.

DISCUSS IN THE BIG GROUP

- Which are the negative impacts of these mainstream beliefs and clichés in our sexual life?

30

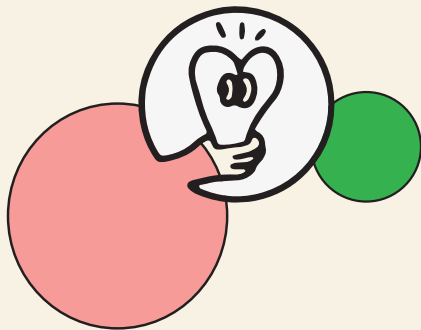
Minutes



00

non mixed
groups
recommended



SEX IS OUR SEX!**DESCRIPTION****IN SMALL GROUPS**

- What are the aspects of sex you don't see in mainstream media? What would you wish to become more visible?
- Do you have examples for sex positivity and diverse sex in the media? (Instagram channels, movies, series etc.)

IN THE BIG GROUP

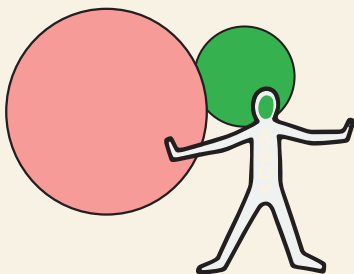
- Collect your answers on post-its and share them.

30

Minutes

**00**non mixed
groups
recommended

BEING SEXUAL VS. BEING SEXUALIZED



DESCRIPTION

DISCUSS IN SMALL GROUPS

- What does being sexual mean?
- What does being sexualized mean?
- How does our society react to cis women and trans women being sexual? How does our society enable the sexualization of them (even from an early age on)? Can you think of examples? (social media, media, advertisement?)
- How could people possibly feel when they embrace being sexual voluntarily?
- How on the other hand could people feel when they are being sexualized?
- Why do you think being sexual and the sexualization of women* are being treated so differently in our society?

IN THE BIG GROUP

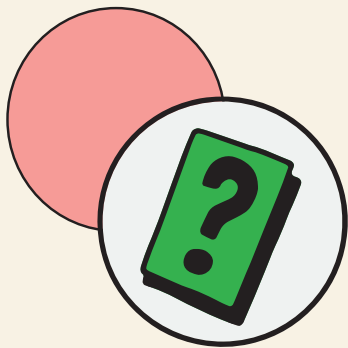
- Discuss in the big group and check out the source!

XX

Minutes



WHAT IS CONSENT?



DESCRIPTION

IN SMALL GROUPS

- Form a definition.
- Think of situations (non-sexual social situations) a person can give consent to.
- Think of situations where it is difficult to say no or to understand the consent of another person.
- Why do we agree to sth. even if we don't want to?
- Give examples for obstacles of giving free & informed consent.

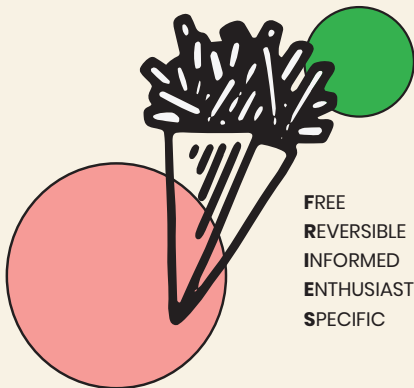
IN THE BIG GROUP

- Discuss the results.

30

Minutes



NO FRIES?!

FREE
REVERSIBLE
INFORMED
ENTHUSIASTIC
SPECIFIC

DESCRIPTION

- Go through the 5 aspects of consent.
- In which situations is one of the FRIES aspects not given or not clear?
- Discuss words/reactions/body language of a person that indicate no clear consent.
- What can you do if there is no clear consent?

Remember: "Without full FRIES there is NO CONSENT!"

30

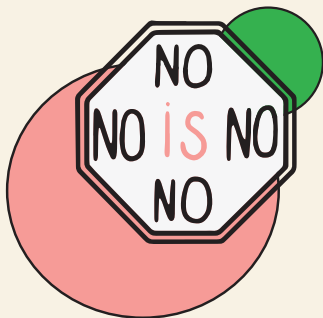
Minutes



45

• BODY

CONSENT - YES OR NO? (1 / 2)



DESCRIPTION

- Divide the situations that are described in the activity sheet among yourselves.

IN SMALL GROUPS

- Prepare them, then in the big group act them out or describe them (whatever feels more comfortable) and discuss if meaningful consent was given or not. Are there FRIES?
- If not: what were the obstacles? How could the people involved have acted differently to avoid assault?

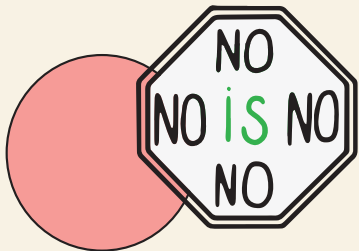
Check out **CARD 46** for the group discussion!

45

Minutes



CONSENT - YES OR NO? (2 / 2)



DESCRIPTION

DISCUSS IN THE BIG GROUP

- Why is consent in relationships also important and why do you think it is often not talked about enough?
- Also think of myths around seduction and how they influence consent.

For example:

"I paid for dinner so I expect a sexual favor in return"

"asking for a kiss is not sexy, just do it"

"women want to be conquered, just keep trying until they say yes"

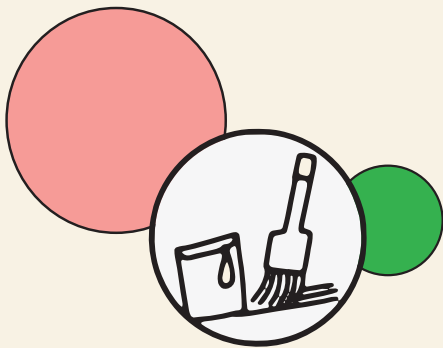
- What can we do (as the person that is receiving consent) to make sure that we have FRIES? What is the right reaction when we receive no clear FRIES or even a NO?

Reminder: Sex and sexual activity is always consensual. There is no non-consensual sex or sexual activity. It's rape or sexual assault!

45

Minutes



DRAW A POSTER**DESCRIPTION**

After what you've learned about consent: think about a **campaign** that you can share within your network to raise awareness. It can be a slogan, a poster, a comic, a video, a photo, a song etc.

You can share it on social media and use the hashtag **#gateprocess** or tag our account.

60

Minutes



1 big poster per participant, creative materials.





IDENTITY PROFILES

- **PERSON 1:** trans woman, 25 years old, bisexual, white, lives in the same country in Europe she was born in, has a bachelor degree, works as a freelancer, but is not happy with it. Sometimes she doesn't mention that she is trans because she fears negative reactions.
- **PERSON 2:** cis man, 22 years old, gay, white, migrant, low income, going to college on half scholarship, happy with his studies, sometimes lies about his sexuality in order to avoid unpleasant situations, could not afford therapy if needed.
- **PERSON 3:** cis woman, 45 years old, questioning her sexual orientation but most of the times just confirms that she is heterosexual to avoid questions/confrontation, person of colour, immigrant from latin america, has experienced discrimination because of her skin colour, receives government assistance, no university studies, could not afford therapy if needed.
- **PERSON 4:** cis woman, 24 years old, heterosexual not questioning her sexuality, white, with a physical disability, lives in the same country in Europe she was born in, has a university degree, looking for her ideal job, has suffered sexual abuse.
- **PERSON 5:** cis man, 35 years old, heterosexual, not questioning his sexuality, white, lives in the same country in Europe he was born in, christian, middle class, has a university degree, speaks several languages and works as a freelancer.

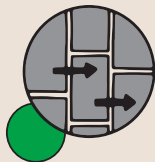




IDENTITY PROFILES

- **PERSON 6:** cis woman, over 75 years old, heterosexual not questioning her sexuality, white, lives in the same country in Europe she was born in, retired with small pension, has no university degree, has suffered from depression in the past, could not afford therapy.
- **PERSON 7:** cis man, 42 years old, black, heterosexual, not questioning his sexuality, migrant, muslim, has no university degree, high income, happy at his job, has to face discrimination based on his skin colour and religion, has to come up with excuses about his origin and religion from time to time in order to avoid unpleasant situations.
- **PERSON 8:** non-binary, 50 years old, white, queer, lives in the same country in Europe they were born in, university degree, high income, doctor, happy at their job, had a alcohol addiction in their 20's.
- **PERSON 9:** cis man, 25 years old, black, christian, heterosexual, not questioning his sexuality, lives in the same country in Europe he was born in, university degree, happy at his job, has to face discrimination based on his skin colour and religion, has to come up with excuses about his origin and religion from time to time in order to avoid unpleasant situations.
- **PERSON 10:** cis woman, 40 years old, white, queer, migrant, has a physical disability, university degree, works as a teacher, not happy at her job, sometimes lies about his sexuality in order to avoid unpleasant situations.





PRIVILEGE RACE

**LINE UP NEXT TO EACH OTHER.
ONE PERSON READS OUT THE INSTRUCTIONS STEP BY STEP:**

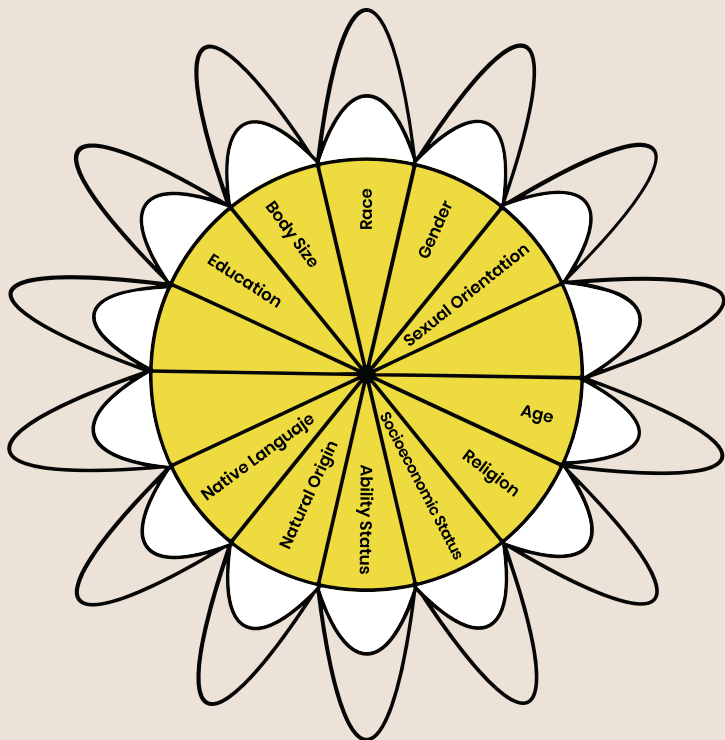
- If you are a European citizen, advance one step.
- If you have a university degree, advance one step.
- If you are a woman or non-binary, remove one step.
- If you do not have a physical disability, advance one step.
- If you are queer or sometimes perceived as queer, remove one step.
- If you have never lied about your sexuality, advance one step.
- If you have never been discriminated against because of your skin color, advance one step.
- If you can buy medication if you need it, advance one step.
- If you have never questioned aspects of your identity, advance one step.
- If you have never had an addiction, advance one step.
- If you have never suffered sexual abuse or harassment, advance one step.
- If you have never lied about your religion/ethnicity/other aspects in self-defense or to avoid unpleasant situations, advance one step.
- If you can afford therapy, advance one step.
- If you are happy with your job/studies, advance one step.
- If you have advanced more than 6 steps, advance 2 more.



• IDENTITY



POWER FLOWER





BOTTLE OF LOVE

VISUALIZATION (ONE PERSON READS OUT):

For living fulfilled and connected to ourselves, imagine inside of us, we have a bottle that needs to be full of love, in order to have energy each day to move, live, feel good, connect with our dreams and do what we want.

It is very important that we fill this bottle constantly, because it is like the fuel we need for life. It is possible to fill this bottle with our SELF LOVE: with the connection we have with ourselves, and the love and respect we give to our own self, our opinions, our actions, our decisions, our spaces, our self awareness and self acceptance.

Imagine this bottle inside of you, how is it actually? Do you take care to fill this bottle, especially with self love/self acceptance?... Which are the moments, situations, things you can do to connect more with the love towards yourself? Which are the things that make it difficult to connect with your self love?





CONSENT : YES OR NO? ROLE PLAY

1. Lee is at a party and dancing wildly. Theo is watching her. Later at the bar she starts to flirt with Theo. At one point he leans over and kisses her. Did Lee give free and informed consent?
2. Gia is at a party at the house of some students, and they are drinking a lot. Gia's partner, with whom they had sex before, pulls them into a bedroom and starts taking off Gia's clothes. Gia is fading in and out of consciousness. Can they give free and informed consent?
3. Tim and Alex are dating for 2 months now. Tim is insecure and wants to take things slow. One day, Tim and Alex are making out and Tim communicates, that he is ready to take his clothes off and to explore each other's bodies by touching. They both get aroused and after a while, Alex puts on a condom and wants to penetrate Tim. Can Tim give free and informed consent?
4. Luca and Emma met at a party and decided to go to Luca's place. They both had one beer. They start kissing. After a while Luca is asking if he can take off Emma's clothes. She replies with a clear yes. There are no further signs of hesitation. Free and informed consent?
5. Quinn and Charlie are friends and the last time they went out, they had sex when they got home. 2 weeks later, they are having a good time at a bar and Quinn stays over at Charlie's place. Charlie falls asleep. They wake up because of Quinn touching them. Did Charlie give free and informed consent?
6. Sara and Andrea are out on a date. They have a nice time and talk and laugh a lot. At the end of their date Andrea brings Sara to the bus stop. They both say that they had fun and want to meet up again. Before the bus arrives, Andrea kisses Sara. Free and informed consent?
7. Jan and Jules are in a relationship and having consensual sex. During the sexual activity, Jules starts to feel uncomfortable and asks Jan to stop. He doesn't. Free and informed consent?
8. Ana and David are dating. David wants to have sex with Ana. He is asking her a lot. When she says no, he gets disappointed or angry. One time he starts listing things he does for her and that she should be grateful and return the favours by having sex with her. Ana doesn't feel comfortable having sex but agrees. Can Ana give free and informed consent?

[FIND THE RESULTS ON THE REVERSE SIDE!]





ROLE PLAY CONSENT – YES OR NO?

9. Maria, Lea and Sophie are dating. Maria and Lea are asking Sophie if she wants to have sex. Sophie is not sure as she wants to get more information on protection to avoid any risk. Maria and Lea really want to explore sex with Sophie but respect her decision. After a while Sophie feels ready and tells both of them. They talk and inform themselves about protection. Free and informed consent?

10. Liam and Roberta are occasionally having sex with each other. They always use a condom. One day, both Liam and Roberta want to have sex and communicate it clearly, but Liam doesn't feel like using a condom this time. Without Roberta noticing it, he removes the condom and proceeds. Free and informed consent?

1. No, clothing, dancing or flirting doesn't mean there is consent to physical action. Theo should have asked her. **2.** No, Gia is drunk and nearly unconscious. They is unable to decide for themselves, and Gia's partner is not communicating with them. Just because they have had sex before, doesn't mean that Gia is giving consent this time. **3.** No. Just because someone says yes to one type of sexual activity doesn't mean that it's a yes to another type of sexual activity. Consent is a process and Alex should have made sure to ask if he can go further.

4. Yes. Luca asked specifically for consent and Emma replied with a clear yes. Even if a clear yes is given, make sure you don't sense any hesitation. If you're unsure, ask again or stop! **5.** No. Someone who is asleep cannot give consent. Also, consent is not a onetime thing. It must be asked for again. **6.** No. Andrea did not ask Sara and Sara didn't communicate the desire to kiss. Just because a date is going well and everyone is having fun, doesn't automatically give consent to get physical. Social myths around dating are suggesting that (especially men) should just "go for it" but guess what: asking for consent IS sexy! **7.** No. Even if there was consent in the beginning, consent is not a one-time question but an ongoing process. Consent is also reversible as every person is entitled to change their mind. Also: Being in a relationship doesn't automatically give consent.

8. No. There is no consent when someone is guiltling another person in having sex or putting pressure on their partner. Also, it is not free consent if a person says yes, out of fear the other person could get angry or attack them. **9.** Yes. After informing herself and making sure she is ready, Sophie can give free and informed consent.

10. No. Even Roberta did say yes to having sex with Liam, you can only consent to something if you have the full story. if you agree on using a condom and then the other person doesn't, there isn't informed consent.

