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Youth MIND Education: Youth Migrants'/Minorities' Inclusion, Non-violence, Diversity Education (yMIND)

Comprehensive diversity competence training in school setting

Selected methods and interactive activities for workshops
with students and trainings for teachers and other
education practitioners

HANDOUT

01.11.2017

SPI Forschung gGmbH



Technical coordinator

DIVERSITY COMPETENCE

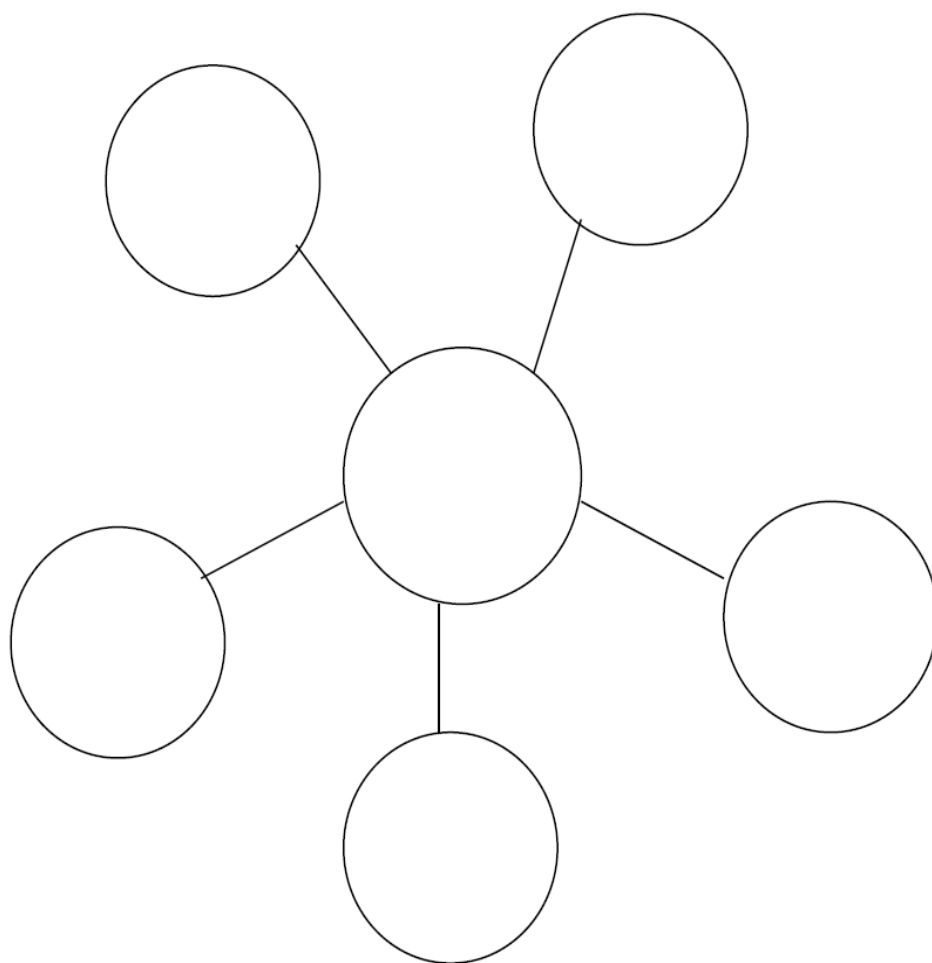
No 1: Topic	Diversity: sensitisation towards commonalities and differences
Title of the activity	All those who.....
Age	7 - 16 years and adults
Time	10-15 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To warm-up and sensitise to the topic of diversity ▪ To raise awareness about commonality and differences.
Preparation	Set of statements referring to different dimensions of diversity– change and adapt them as appropriate to group’s age and specifics.
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ The participants sit in a circle. ▪ Tell the group that in a while you are going to read aloud one statement and all those for who this is “true” will stand up, look around the circle and then sit down. All those who do not “identify themselves“with the statement will remain sitting. <p>Step 2</p> <ul style="list-style-type: none"> ▪ Start reading the statements one after the other. Do not make any comments and/or explanations between the sentences : <ul style="list-style-type: none"> - I was born and grew up in D. - My parents speak very little or no D. - I am physically and mentally unimpaired. - I do/could do well in school. - Other persons in school/in my job can pronounce and write my name only with difficulty. - I have/had friends in school. - I have two or more siblings. - I am a single child. - I have no children. - In my family we are Christian. - I am atheist. - I am white. - I have/had a friend whose skin colour is different than mine. - I have/had a bisexual/homosexual friend. - I am a good at sports. - I can rely on that my family always has enough money. - I have unlimited access to health care. - I could study/get the occupational training I wanted to. - My parents visited university. - I can read in more than two languages. -
Reflection	<ul style="list-style-type: none"> ▪ How did it feel to take part in this activity? ▪ What does it make you think of? What ideas do you have now in mind? ▪ Did you experience something new about the others in the group? And about yourself?
Source(s)	Adapted from: <ul style="list-style-type: none"> - SPI Forschung gGmbH and Grenzläufer e.V. based on Quarcoo C (2017): Documentation Diversity Competence Workshop at SPI Forschung.

No 2: Topic	Diversity: Recognising the multifacetedness of own identity
Title of the activity	Crumpled onion
Age	13-16 years and adults, up to 15 participants
Time	30 -60 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To get to know each other better in the group, to identify group belonging and identity; ▪ To recognise diversity of group and individual persons; ▪ To gain awareness of the multiple roles each individual fulfils.
Preparation	Group work space with chair circle, coloured DIN-A5-paper in six different colours (one set of six coloured papers per participant), pens, six questions.
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Each participant receives a set of six coloured DIN-A5-paper (one in each colour). ▪ The first question will be read aloud and everybody writes their answer anonymously (no name written on the paper) one the first coloured paper, same for everybody (for instance, green). After that each one crumples the paper. The second question will be read, everybody writes the answer on the second coloured paper (yellow) and crumples the paper around the first one. In this way all questions are answered and the papers crumpled to form a multilayered ball, like an onion at the end. <p>Questions for the coloured paper – please keep the sequence:</p> <ul style="list-style-type: none"> - One of my outward appearance features (for instance: wear sneakers, have long hair etc.) - One of my hobbies (eg, sports, books, music, videos, meeting friends etc.) - Something typical of me (gesture, language, appearance, style for instance, joyfully laughing) - Something the others like about me - Something I like about myself - Something important to me in my life (for instance values, love, leisure time, family etc.) <p>Step 2</p> <ul style="list-style-type: none"> ▪ The balls are thrown and mixed in the middle of the circle. Everbody takes now one ball. The first participant starts „peeling“ the onion layer after layer reading the answers on the coloured papers, and tries to guess whom this ball belongs. The other participants can help with assumptions. When the person is identified, he/she starts to guess the next person and so on till everybody is being identified. <p>Alternative Step 2</p> <ul style="list-style-type: none"> ▪ When everybody gets a ball all stand up and start moving freely in the room. ▪ When two participants meet each other they ask themselves whether the first answer belongs to them, or they try to guess. ▪ All participants have to find who the owner of their ball is before they sit together in the circle. <p>Step 3</p> <p>Reflection and evaluation in whole group:</p>
Reflection	<ul style="list-style-type: none"> ▪ Was it easy to guess who the owner of the ball was? ▪ What gave you the decisive clue, what helped you to identify the person? ▪ Did something surprise you about the answers? ▪ Did you learn new things about each other? ▪ What was important to you by that activity?
Source(s)	Bildungsteam Berlin-Brandenburg e.V., Online: http://www.diversity.bildungsteam.de/diversity , accessed: 15 October 2017.

No 3: Topic	Diversity: Exploring own identity
Title of the activity	Identity molecules Part I: Identify your diverse personality facets
Age	10 - 16 years and adults (a group of 10 to 20 participants)
Time	45 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To acknowledge oneself/others as complex and diverse personalities; ▪ To become aware of different dimensions of diversity. ▪ To understand how belonging to different groups decides over different positions and power in the society;
Preparation	Copy of Worksheet identity molecule for each participant, pens, sets of moderation cards
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ At the beginning introduce briefly the concept of diversity: <ul style="list-style-type: none"> -Diversity means the condition of being composed of differing elements or qualities. -Diversity is also about commonalities and differences, about belonging/being affiliated to various groups and the intersections among these groups. ▪ Tell the group that the exercise is about how we define ourselves; not about 'how we are' (serious, funny, silent or talkative), but about 'which groups we feel we belong to'. ▪ Give some examples what group belonging might be eg: an Austrian, a son, white, girl, coloured, born in Pakistan, Muslim, Jewish, grass-hockey player, friend, gay etc. <p>Step 2</p> <ul style="list-style-type: none"> ▪ Spread the Worksheet identity molecule and invite everyone to fill-in their names in the middle circle. ▪ In each of the other circles they now fill-in the name of a group they identify themselves with. These may be groups of persons or of activities with particular importance to the person in the current life phase, a snapshot of this. The participants do not have to fill-in all circles, but they can add more circles if needed. ▪ Allow 10 minutes for individual work with the molecule, no sharing with other participant or the group at this stage. <p>Step 3</p> <ul style="list-style-type: none"> ▪ Having finished, everyone has to select only two groups, which are particularly important to her/him to be shared with the group. These are written down on two cards. <p>Step 4</p> <ul style="list-style-type: none"> ▪ The cards (without participant's name) are spread on the floor in the middle of the sitting circle. Now you will read aloud the cards and all who feel affiliated to the respective group (even though not their own card) will stand up. Ask the participants while still standing to look around the circle (who else is standing, who is sitting) and to remember what their feeling at the moment is.

	<p>Alternative Step 4</p> <ul style="list-style-type: none"> ▪ After having filled in all circles, each participant defines which two facets are the most important to them at the current stage of life. Then they make a double circle around them, or write them down, each on a separate card. ▪ Ask everyone to team up with another participant, whom they know less than the others - the group is divided in pairs (one group of three in case of odd numbers). ▪ Each pair discusses which the positive aspects (advantages) are and the negative aspects (disadvantages) of the facets pointed out as most important. These are written down. ▪ Back in the plenary group a sharing round follows on similarities and differences in the subjective perception of identity facets as advantages or disadvantages.
Reflection	<ul style="list-style-type: none"> ▪ How did it feel for you to name different group belonging/affiliations? How was it to select two particularly important to you and to share these with the group? ▪ What made you feel fine? What made you feel uneasy? ▪ Which questions occur when we perceive the commonalities and differences among us? ▪ Are there new advantages/disadvantages related to your personality facets you discovered during the talk with your partner? Can a positive aspect for some participants be experienced as negative aspects by other? Why is that so?
Tips	<p>In the reflection part some participants may touch upon issues as: new view angle towards own self-image, perception of one's self and the others, different meaning and importance of same identity facets. Build upon these issues in the next session/identity molecule part II.</p>
Source(s)	<p>Adapted from:</p> <ul style="list-style-type: none"> - AMS-Forschungsnetzwerk. Online: http://ams-forschungsnetzwerk.at, accessed October 8, 2016. - Winkelmann, A S (2014). More than culture. Diversitätsbewusste Bildung in der internationalen Jugendarbeit. JUGEND für Europa, nationale Agentur Erasmus +. Online: https://www.jugendfuereuropa.de, accessed: January 20, 2017.

Worksheet: Identity molecules



No 4: Topic	Diversity: Identity and power differences
Title of the activity	Identity molecules Part II: Identity, diversity and power differences
Age	13-16 years and adults (a group of 10 to 20 participants)
Time	30 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To visualise power structures and privileges related to diverse facets of the identity ▪ To increase understanding of discrimination related to various facets of identity and group belonging ▪ To raise awareness and exchange personal experiences with privileges and discrimination.
Preparation	
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Introduce the issue of power and power differences in the society related to the different groups individuals belong to and that diversity has to do with anti-discrimination. ▪ Most of all power differences occur at the particular intersections among two or more groups of belonging/identity, eg, being/identifying oneself as white, male, heterosexual, married, academic or as coloured, homosexual or as coloured, homosexual, elderly, migrant. ▪ With regard to that the individual facets/identity sources can be seen by oneself as a privilege (P), as source for discrimination (D) or as both (P/D). <p>Step 2</p> <ul style="list-style-type: none"> ▪ Ask the participants to go back to their personality molecule and look for a while again at the circles/facets. ▪ Let them define which of the facets they see as a privilege, which as discrimination and which as a mixture of both, writing respectively P, D or P/D in the circles. <p>Step 3</p> <ul style="list-style-type: none"> ▪ Participants split up in small groups of three-four and exchange on their molecules focusing on the division between privileges and discrimination.
Reflection	<ul style="list-style-type: none"> ▪ What did you experience about yourself and the others with this exercise? ▪ Which facets of other's identity are familiar to you? Which unknown? With which do you feel comfortable/ uncomfortable? ▪ Which privileges could you identify, related to your personality molecule? Which privileges are related to the intersections of two or more facets? ▪ How do you feel about/handle your privileges?
Tips	-
Source(s)	Adapted from: <ul style="list-style-type: none"> - Quarcoo C (2017). Documentation from Diversity competence workshop at SPI Forschung on 28.03.2017.

No 5: Topic	Diversity: Sensitisation towards prejudices and pigeonholing
Title of the activity	Lemons
Age	10-16 years and adults (a group of 10 to 20 participants)
Time	90 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To reflect and exchange on personal experience with prejudices and pigeonholing ▪ To promote critical attentiveness towards stereotypes, pigeonholing and discrimination. ▪ To discuss action steps how to prevent/hinder pigeonholing.
Preparation	Lemons, at least half the size of the group (eg, 10 lemons for group of 20), flipchart paper, pens, coloured cards
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ The participants sit in a circle. Show a lemon and ask everybody to describe it: “How are lemons like?” Let the group brainstorm for a while collecting ideas and associations on the flipchart/white-board. ▪ Ask now the participants to pair with somebody they know least in the group and to sit together. Give each pair a lemon, which they can look at, examine, study for a while. <p>Step 2</p> <ul style="list-style-type: none"> ▪ After a couple of minutes collect all lemons and mix them together in a large bowl, putting it in the middle of the circle. ▪ Each pair has now to find their own lemon; one after another the pairs come to the middle and try to identify their lemon. <p>Reflection:</p> <ul style="list-style-type: none"> ▪ How could you find “your own” lemon? ▪ What surprised you hereby? ▪ What do you think when referring to the lemon? <p>Step 3</p> <ul style="list-style-type: none"> ▪ The first part of this activity has to do with generalisation and pigeonholing – naturally we put all lemons in the same box, as they all seem same to us. ▪ What does this have to do with our everyday life? <p>Step 3</p> <ul style="list-style-type: none"> ▪ Introduce the topic of stereotypes, attributions and valuing of features and characteristics of certain persons and groups. Based on these we often build prejudices about the person/group, which have nothing to do with their characteristics. Such processes happen daily and we are all involved in them: “putting not only lemons but people as well in boxes”. ▪ Split the participants randomly in groups of three to four. With the help of the discussion questions below each group exchanges on personal experience and cases of pigeonholing. ▪ Emphasise on the trust needed to share such experiences and on the confidentiality to be respected. The small groups do not report the shared individual stories and cases to the plenary. ▪ Emphasise as well that the purpose is not to discuss what “right and wrong” behaviour is, but rather to talk and reflect together on the mechanisms that trigger prejudices. The point is to sharpen attentiveness and understanding of how pigeonholing sets a trap for our own perception of diversity, as

	<p>pigeonholing reduces and simplifies diversity.</p> <p>Small-group discussion questions:</p> <ul style="list-style-type: none"> ▪ When did you last feel pigeonholed/as if “put into a box”? How would you label this “box” (gender, ethnical background etc.)? ▪ How did you feel about it? How did you react? ▪ When did you last pigeonhole somebody else? Why did you do that? What made you react like that? <p>Step 4</p> <ul style="list-style-type: none"> ▪ Back to the plenary invite the participants to provide feedback on the activity: How was it to share and to listen about stories of pigeonholing? ▪ Ask the group to share some of the boxes’ labels without telling personal details and stories. ▪ Collect the different labels and prejudices on a flip-chart. ▪ Close up the discussion emphasising on the feelings associated with being pigeonholed/pigeonholing others and on what steps can be undertaken to hinder pigeonholing. ▪ Write down the diverse action steps suggested by the group.
Reflection	
Tips	<p>The length of this activity may require splitting it in two parts eg, using part one (lemon basket) as a warm-up and sensitisation to the topic and part two as the essential group work on prejudices.</p>
Source(s)	<p>Winkelmann, A S (2014). More than culture. Diversitätsbewusste Bildung in der internationalen Jugendarbeit. JUGEND für Europa, nationale Agentur Erasmus +.Online: https://www.jugendfuereuropa.de, accessed: January 20, 2017.</p>

No 6: Topic	Diversity: Stereotypes and pigeonholing
Title of the activity	Green in the face
Age	6 - 13 years
Time	30-40 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To prevent and combat prejudices related to skin colour ▪ To sensitise towards stereotypes and pigeonholing, to experience and discuss diversity.
Preparation	Worksheets, paper, pastels, different colour pens.
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Split the participants in several small groups. ▪ Provide drawing/painting materials to each group. ▪ In the small groups they will read together the worksheet you will hand out to each group. <p>Step 2</p> <ul style="list-style-type: none"> ▪ After reading the text each participant solves the two tasks alone for herself/himself. <p>Step 3</p> <ul style="list-style-type: none"> ▪ In the whole group everyone presents their results (the painted colour of their skin), which are at the end discussed and the main discussion conclusions listed on the board.
Reflection	
Tips	
Source(s)	GealtFREI leben – Du & Ich, adapted from „Ganz schön intim“ AÖF, (http://www.aof.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Dulch_Druck.pdf).

Worksheet: Green in the face

The skin is neither yellow, nor red, neither blue, nor black, or grey, or pink or green or white.....

The skin has as many different colours, as many different people are out there in the world. Each skin is different than all others. People define themselves how they see themselves and behave. Some would tell: "I am black", others: "I am brown", or: "I'm white", while others would tell: "I am of colour", or "light" or "dark", or.. "sometime so, other times so.."

Even if people describe themselves with colours, they have never exactly the same colour, because the skin of two persons can never be exactly the same. Besides, the skin colour changes throughout life. The hairs become grey or white, but never completely white. And the grey is never the same grey. Moreover, one and a same person has different skin colour at different places of the body.

There are many feelings, moods and states of mind, we describe through our skin and its changing colours. We say for instance:

- To turn white like a chalk
- To be white as the wall
- To turn beet-red
- To bronzen (sunburn)
- To be green with envy
- To be black and blue (to be beaten)
- To have black out (to faint)
- To be black and white (very clear)
- To see red (to be very angry)
- Etc.

It is now time for your task:

- Find three spots on your body, where the skin has different colours!
- Paint your own skin colour!

GENDER, GENDER EQUALITY AND GENDER-BASED VIOLENCE (GBV)


No 6: Topic	Violence prevention: getting started
Title of the activity	Four corners of violence
Age	All age groups (select and adapt the examples according to the age group)
Time	20 -30 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To introduce the topic of violence. ▪ To classify and differentiate various forms of violence. ▪ To display different subjective perceptions of violence.
Preparation	List of statements, 4 paper sheets (A3 or A4), labeled: Aggression, Offence, Violence, Other.
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Attach the paper sheets with the terms each in one corner of the room. ▪ Explain that in a while you are going to read aloud different statements related to the themes around violence. ▪ After each statement the participants will have time to position themselves in one corner of the room depending on their opinion. <p>Step 2</p> <ul style="list-style-type: none"> ▪ Start reading the statements. ▪ After each statement ask couple of participants (different by each statement) on the grounds of their decision, why did they position themselves in the respective corner. ▪ Discuss briefly with the other participants in the group and continue with the next statement.
Reflection	
Tips	
Source	GewaltFREI leben – Du & Ich, adapted from Männerberatung Wien, AÖF, (http://www.aof.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Dulch_Druck.pdf).

Worksheet: Four corners of violence (Statement examples)

A spouse beats and insults his wife.	Two young women shout at each other in a restaurant, the one pulling the hair of the other.
Two adolescents provoke each other, until the one calls the other "son of a bitch".	"You, loser!"
Philipp thinks that it is the task of a man to take decisions for himself and his wife.	Two boxers in a boxing ring, shortly before the fight starts.
Three policemen intervene by a fight among several adolescents in a park.	Because Sabine does not like to drink any alcohol at a party she has to hear constantly: "Come on, don't be that stuffy"
Klaus becomes defiant and offended when his girlfriend speaks to other men.	You get a nice smile from somebody you like.
Home arrest.	A mother shouts at her kid: "Stop it being so annoying!"
Nadine asks Abdul, whether he could borrow her one Euro.	A 16-old boy likes to have sex with his girlfriend, who had already told him that she does not like this now. Nevertheless he asks her the same half an hour later.
In the tram you observe how an elderly man gazes greedily at a young girl from top to bottom.	An adolescent goes out to the street. Suddenly another pedestrian bumps into him.
A father beats his son, because he returned home two hours later than agreed.	Peter often destroys objects at home when being furious.
Anton likes to scare girlfriends driving boldly his car.	Aunt Margit kisses Michael from top to bottom all times when she visits his family, though he does not like this at all.
Two male friends sit opposite a girl in the underground. All of a sudden the one says to the girl: "Will you give me a blow job/Will you suck my dick?" Both boys laugh loudly.	You get a great praise from someone you feel close.
Isabella and Aisha throw stones on their cat and lock it in a box.	A girl steals another girl's purse in a swimming pool.
"Queer hog!"	Piotr's father asks him to bring the garbage bin away. He replies: "Do it yourself"
In the youth centre a boy passes by a group of girls. He stumbles and almost falls down. The girls laugh at him.	You notice that someone talks bad about you behind your back.
In a disco club a boy approaches a girl saying: "You have hot legs"	An adolescent is attacked by a group of youngsters on the street. They threaten him and like to have his mobile. As he tries to defend himself, one of the attackers falls on the pavement breaking his nose bone.

No 8: Topic	Violence in intimate relationships: getting started
Title of the activity	It is violence when.. (Sociometric lines)
Age	13 -16 years and adults
Time	20 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To sensitise to the topic of gender-based violence ▪ To help participants to find out/define their clear position against violence: What is violence for me personally? When does violence begin for me?
Preparation	List with statements (adapt names as appropriate), room with enough space for all participants to stand along a sociometric line
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Explain to the participants that in this exercise there are no wrong answers or opinions: “This exercise is designed to explore and set your own boundaries as to violence in partnership”. ▪ Explain that in a while you are going to read aloud statements and each participant will have to decide for herself/himself if this is violence or not and will have to take a position along an imaginary sociometric line. <p>Step 2</p> <ul style="list-style-type: none"> ▪ Mark an imaginary line from the one to the other end of the room. Explain that on the one end the position “Yes, this is clearly violence to me” is marked, while on the other end - “No, this is no violence to me” and in the middle: “I’m not quite sure, or I do not know exactly” ▪ After each statement each participant will have to find their own position along the line and go to the respective place. <p>Step 3</p> <ul style="list-style-type: none"> ▪ Start reading the statements one by one: <ul style="list-style-type: none"> <u>Violence in young relationships</u> 1. Goran picks up his girlfriend Sonja from school every day. 2. Markus gives his girlfriend Ivana a slap in the face when she contradicts him. 3. Andreas is calling his girlfriend names like "you slut", "whore", "disabled" in front of all the others. 4. Klaus posts the personal photos of his girlfriend on the Internet. <u>Violence in couples</u> 5. After a quarrel in Bayer’s family, Mr Bayer often does not speak a word with his wife for days and treats her like air. 6. Mrs. Führer has recently come to Vienna with her family. She does not know anyone here and feels very alone. Her husband does not want her to leave the house without him to get to know other people. When she recently said that she wanted to go to a college, he forbade it. The children were too small to leave them alone home. <p>Step 4</p> <ul style="list-style-type: none"> ▪ After each statement give everybody some time to find their position and then start with processing and discussion. ▪ Go to several participants one by one, inviting them to explain their decision: “Why do you stand here? What do you think? Why is that violence/no violence for you?” After you collect the answer of the particular participant ask again: “Is

	<p>there anybody else who thinks like that as well? What do the other think?" Explore for as many possible views and positions as possible before you move to the next statement.</p> <ul style="list-style-type: none"> Proceed in similar way with all statements, take care of not asking only few participants every next time, and try to get everybody sharing their views and position. Allow for discussion among the participants, but take care that the discussion topic does not shift to too general debate. Keep the group focused to the next statement.
Reflection	
Tips	
Source	Based on Experience of AÖF (http://www.aof.at/).

No 9: Topic	Violence prevention: reflection and perception
Title of the activity	Stop
Age	All age groups
Time	20 - 40 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To identify one's individual boundaries, to perceive and respect the others' boundaries ▪ To involve individually with and examine feelings of proximity, distance and bodily contact.
Preparation	Large room with enough space for all participants to stand in two lines facing each other.
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Spilt the participants in pairs on random basis (eg, counting 1-2, or picking a coloured paper strip/card). Participants in each pair stand facing each other, but as far as possible from one another (at minimum 10 meters distance). Thus one participants' line at the one end of the room faces the other line at the opposite end.  <p>Step 2</p> <ul style="list-style-type: none"> ▪ The participants in the one line receive the task to remain standing on the spot. The participants in the other line have the task to approach slowly (!), heading step-by-step towards their pair partner, until the partner gives them a Stop-Signal. ▪ Keeping an eye contact with the partner should help to perceive any changes in their condition while the walking participants come closer and closer to them. ▪ The standing participants have the task to detect how close they would like to let their partner come to them. When a standing participant feels that the partner has already approached close enough then she/he should say "Stop!". The partner stops and remains standing, until all other walking participants have stopped. <p>Step3</p> <ul style="list-style-type: none"> ▪ The walking partners go back to their starting positions for the second round. They will start again to approach their pair partners slowly. This time the standing partners will not say "Stop", but will give a sign rising their hand, when they feel that the approaching person has come close enough to them. <p>Step 4</p> <ul style="list-style-type: none"> ▪ The third round is the most challenging one and requires lot of attentiveness and calmness in the group. The walking participants should this time - without any sign – discern by themselves when they have to stop, when they have approached their partner close enough. ▪ Following that the three rounds are repeated with changed roles, the standing participants now approach their partners, who have to give signs saying "Stop", rising a hand, or finally giving no sign.
Reflection	Let some time for the participants to discuss in their pair which of the three rounds felt most comfortable/ uncomfortable for them. Following discuss in the whole group how did the participants feel when experiencing proximity and distance. Ask them whether they learned something new about their personal boundaries and the ways to communicate this?

	Refer to differences in the personal boundaries which might have appeared in the group: How to handle with respect other people's personal boundaries?
Tips	
Source	GewaltFREI leben – Du & Ich, adapted from „Ganz schön intim“ AÖF, (http://www.aoef.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Dulch_Druck.pdf).

No 10: Topic	Violence prevention: reflection and perception
Title of the activity	Who is allowed to do that?
Age	7- 10 years
Time	30 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To enhance the perception of feelings and setting boundaries ▪ To thematise body contact with different persons ▪ To sensitise toward the right of the child to set own boundaries and limits as to body contact.
Preparation	Worksheet for each participant and pencils.
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Give each participant the worksheet. ▪ In the different columns they can write the names of different persons: the best friend, a classmate, the brother, the sister, the neighbour child, the parents, an unknown child at the playground or in the bus, a child, which gender you do not know, my cousin, my class teacher etc. ▪ Each participant works now alone and makes either a X or colours in one of the traffic- light colours (red-yellow-green), which of the persons is allowed to perform the respective body-contact action described in the worksheet. <p>Step 2</p> <ul style="list-style-type: none"> ▪ The answers are confidential, only those who like to share with the group or with other participant can do that.
Reflection	Conclude the activity with the message: “Nobody is allowed to touch a (another) child in a way, he/she does not like to be touched”
Tips	
Source	GewaltFREI leben – Du & Ich, adapted from „Ganz schön intim“ AÖF, (http://www.a oef.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Dulch_Druck.pdf).

Worksheet: Who is allowed?

Who is allowed..	Name:	Name:	Name:	Name:
..to caress my head?				
..to stick one's tongue at me?				
..to give me a kiss?				
..to hug me?				
..to put a hand on my shoulder?				
..to kick in my shin?				
..to give me a push?				
..to hold my hand?				
..to touch my knee?				
..to pinch me?				
..to lean on me?				
..to insult me?				
..to touch my testicles, between my legs, my vagina?				
..to fondle my back?				
..to show me a secret thing?				
.. to tickle the bottom of my feet				
..				
..				

No 11: Topic	Violence prevention: reflection and perception
Title of the activity	Discussing attitudes
Age	From 13 years
Time	40 - 45 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To encourage exchange and reflection in the group on role attributions and internalised role models. ▪ To question gender role attributions based on stereotypes that foster gender inequality.
Preparation	Statements (can be adapted accordingly) written on flip-chart paper or projected with a beamer, music recorder, stop watch.
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ The participants stand in a circle (the room is free from chairs and tables). ▪ Explain the objectives of the activity: to discuss and exchange with other participants on as many different topics as possible for a short time. <p>Step 2</p> <ul style="list-style-type: none"> ▪ Everybody starts walking freely around the room, the moderator plays some music. ▪ When the music stops, each participant has to find a discussion partner, somebody who stands close to her/him. The first statement will be read aloud/projected on the screen. Each pair has two minutes to discuss the statement. Important: the two partners in each pair have to have time to share their views. They have to avoid only talking or only listening to the other partners. <p>Step 3</p> <ul style="list-style-type: none"> ▪ After two minutes the music will start again, so everybody has to continue moving around the room until the next stop signal. ▪ When the music is stopped then each participant should form a pair with a new partner and discuss the second statement (read aloud or projected by the moderator). Again each pair has two minutes ▪ You can decide on the number of statements to be discussed and this on the length of the activity.
Reflection	
Tips	
Source	GewaltFREI leben – Du & Ich, adapted from Regina Raw AÖF, (http://www.aof.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_DuIch_Druck.pdf).

Worksheet: Discussing attitudes

The strong one does not show weakness.	A school head forbids another language than German (change with own language) to be spoken on the school yard.
You cannot choose the one you love.	There are visible and invisible forms of violence.
It makes a difference if a boy gives a girl a slap in the face or the other way around.	Violence is problem of men.
Men and women have equal rights nowadays. Trans* persons not yet.	Many persons do not live as a man or a woman. In some countries there is already the possibility to have the option "other", next to masculine, feminine under the category gender in your passport.
There are occupations, which can be practiced only by men, and such - practiced only by women.	It is a seriously threatening situation to live as an asylum seeker or person without papers in European countries.
Violence is a commonplace.	Is it easy for you to be of a different opinion than your friends?
Violence starts with words.	There is no situation, in which violence can be justifying means.
What happens in a family is a private issue and does not concern anybody else.	A child can be growing up as happy with gay or lesbian parents as with heterosexual parents.
Is it easy for you to tell others when you are angry about something?	It is difficult to deny a request of people you like very much.
When policemen on a train control only people of colour and no "white" passengers, this is a violation of human rights and a racist violence.	I have once already stepped up against discrimination.
The family is a dangerous place for some people.	When a person of colour says that he/she is a German (change nationality), it is discriminatory to ask where does he/she "really" comes
When somebody wolf-whistles a women on the street, that is a compliment.	It is okay if a job offer says: "People with disabilities will be favoured"
Sometimes a slap in the face has to be.	Sexual violence is still a great taboo.
The children's boundaries are often transgressed in our society.	It is sometimes better not to interfere in conflict situations.
It is not at all easy to perceive and set your own boundaries.

No 12: Topic	Gender and gender mainstreaming
Title of the activity	Do qualities have a gender?
Age	From 12 years
Time	60 - 90 minutes
Learning objectives	<ul style="list-style-type: none"> To encourage individual involving, reflection and questioning of societal gender role attributions.
Preparation	The worksheet copied for each participant, the qualities written on small cards, two posters.
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> Spread the worksheet. Each participant has to decide for each quality, is it seen by the society rather as “masculine”, or as “feminine” or as “neutral” and mark this with a X on the worksheet. Following everyone has to tack with X the qualities he/she possess as well. <p>Step 2</p> <ul style="list-style-type: none"> When all are ready, the results are being compared. This can be done through discussing each card with a certain quality. If the group agrees that a certain quality is rather attributed to women or to men the respective card is attached to the poster labelled man and woman. For qualities that can be attributed to both genders the group should attach the quality to both posters. At the end emphasize that qualities are by their nature neither masculine nor feminine, but can be possessed by both women and men (and namely irrespectively of their occupation, social environment, current life situation). <p>Step 3</p> <ul style="list-style-type: none"> Ask now the girls’ group whether they have tacked for themselves qualities, which according to the society are attributed as masculine and vice versa the boys’ group – whether they have tacked for themselves qualities seen by the society rather as feminine. In the whole group discuss as a next step what the consequences are when certain qualities are attributed only to a particular persons’ group and denied to other ones. <p>Step 4</p> <ul style="list-style-type: none"> On choice you can end the activity with an interactive presentation of the qualities. Give each participant a card and let them one by one present the quality to the rest of the group through a body image (frozen image). The group has to guess what quality is being presented.
Reflection	
Tips	
Source	Toolbox: Handbuch zur Förderung von Gender Mainstreaming in der Kinder- und Jugendarbeit, adapted from Leeb, P. et al. (2008). Gender, Geschlechtergerechtigkeit, Gleichstellung. Texte, Unterrichtsbeispiele, Projekte, Zentrum polis, Wien, Österreichische Kinder- und Jugendvertretung (www.jugendvertretung.at)

Worksheet: Do qualities have a gender?

Quality	Seen rather as „masculine“ by the society	Seen rather as „feminine“ by the society	Neutral	Me
adventurous				
aggressive				
adjusted				
persistent				
modest				
cool				
dominant				
reckless				
empathetic				
emotional				
sensitive				
accommodating				
peaceable				
violent				
challenging				
pretty				
intuitive				
belligerent				
competent				
cooperative				
passionate				
logical				
curious				
talkative				
realistic				
venturesome				
calm				
sporty				
technically gifted				
superior				
trustful				
dreamy				
benevolent				
touchy				
reserved				
cynical				

BULLYING PREVENTION

No 13: Topic	Bullying prevention
Title of the activity	Freeze
Age	13-16 years and adults (a group of 10 to 15 participants)
Time	20 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To create safe space to experience and deal with unpleasant feelings, confrontation and exclusion; ▪ To promote and enhance empathy through “getting into the shoes” of a person affected by bullying; ▪ To sensitise the group to the topic of bullying and prepare a session on bullying prevention.
Preparation	Enough space in the room for a chairs’ circle
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ All participants sit in a circle. Invite a volunteer ready to leave the room for a moment to go outside and wait there until you invite her/him to re-enter the room. ▪ When the volunteer leaves the room instruct the other participants to start looking towards that person in a hostile manner immediately upon her/his return. ▪ This is a silent “freeze” game; no words will be exchanged. <p>Step 2</p> <ul style="list-style-type: none"> ▪ All participants start to express nonverbally (in their own way) disinterest, disapproval, antipathy and/or hostility towards the volunteer without saying a word. ▪ If the volunteer starts asking questions nobody should answer. The reply of the group should be only non-verbal eg, gazing, frowning, frozen facial expressions, disapproving looks, observing or neglecting. ▪ Maintain for a while the tension of the unpleasant atmosphere and then (after 5 minutes) give a clear sign to stop the exercise. <p>Step 3</p> <ul style="list-style-type: none"> ▪ Invite the volunteer to talk about her/his feelings, thoughts and impressions. Do not comment and interpret, listen actively and allow for an emotional sharing. ▪ Invite the other participants to talk about their feelings, thoughts and perceptions during the exercise. <p>Step 4</p> <ul style="list-style-type: none"> ▪ The activity can be repeated with new volunteer, if the group is ready.
Reflection	<p>Discussion questions for the follow-up group reflection:</p> <ul style="list-style-type: none"> ▪ How does it feel to “get into the shoes” of an outsider? ▪ How does it feel to be part of a “strong group”? ▪ What can we learn from this exercise about confrontations and relationships of power imbalance? How is this related to bullying? ▪ What can we do recover the power imbalance?
Tips	In students’ groups take care that no “outsiders” take the volunteer’s role as the exercise can be emotionally engaging and upsetting.
Source	8UNG IN DER SCHULE–Unterrichtsmaterial zur Gewaltprävention, Initiative Gesundheit und Arbeit. Online: www.iga-info.de , accessed 15 May 2015.

No 14: Topic	Bullying prevention
Title of the activity	Exclusion – a variation of the freeze activity
Age	13-16 years and adults (a group of 10 to 15 participants)
Time	20 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To perceive and understand how exclusion functions.
Preparation	Enough space in the room for a standing circle
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ A volunteer, ready to leave the room for a while goes outside. The rest of the group is divided in participants and observers. The observers sit outside of the circle, the participants stand in a circle facing each other. ▪ Upon a signal given by you (eg, nose rubbing, ear touching) all participants will make the circle closer around the volunteer who has now re-entered the room. ▪ Tell the volunteer that the situation might make her/him feel uneasy, but that nobody will touch her/him, without explaining further details. The volunteer can speak and ask questions. S/he can interrupt the exercise saying “Stop!” at any point should it become unbearable. ▪ Everyone gazes at the volunteer long and silently. If a participant cannot follow the instruction and feels like laughing, then s/he has to turn with the back to the circle or leave the circle, joining the observers’ group. <p>Step 2</p> <ul style="list-style-type: none"> ▪ Upon your renewed signal (take care that it remains invisible to the volunteer) all participants will cross their arms in front of their chests and continue gazing silently. ▪ Keep an eye on the volunteer and be ready to interrupt the exercise immediately by a sign of overload. <p>Step 3</p> <ul style="list-style-type: none"> ▪ The exercise is finished with a last signal after a maximum of five minutes. Everybody cheers the volunteer. ▪ All participants take a sit in the circle for the reflection.
Reflection	<p>Questions to the volunteer:</p> <ul style="list-style-type: none"> ▪ What happened here? What did the others exactly do? ▪ How was that for you? How did you feel? What was pleasant, what – unpleasant? ▪ Was there a moment when you felt you come close to a limit? <p>Questions to the participants:</p> <ul style="list-style-type: none"> ▪ What was difficult for you? What was easy? ▪ How did you feel? <p>Questions to the observers:</p> <ul style="list-style-type: none"> ▪ What did you observe? Did something strike you? <p>Questions to all:</p> <ul style="list-style-type: none"> ▪ Have you experienced or observed situations similar to this in school? ▪ What can you do to avoid/to interfere in such situations? ▪ How can you help the one exposed to exclusion?
Tips	In students’ groups take care that no “outsiders” take the volunteer’s role as the exercise can be emotionally engaging and upsetting.
Source	8UNG IN DER SCHULE – Unterrichtsmaterial zur Gewaltprävention, Initiative Gesundheit und Arbeit, Online: www.iga-info.de , accessed 15 May 2015

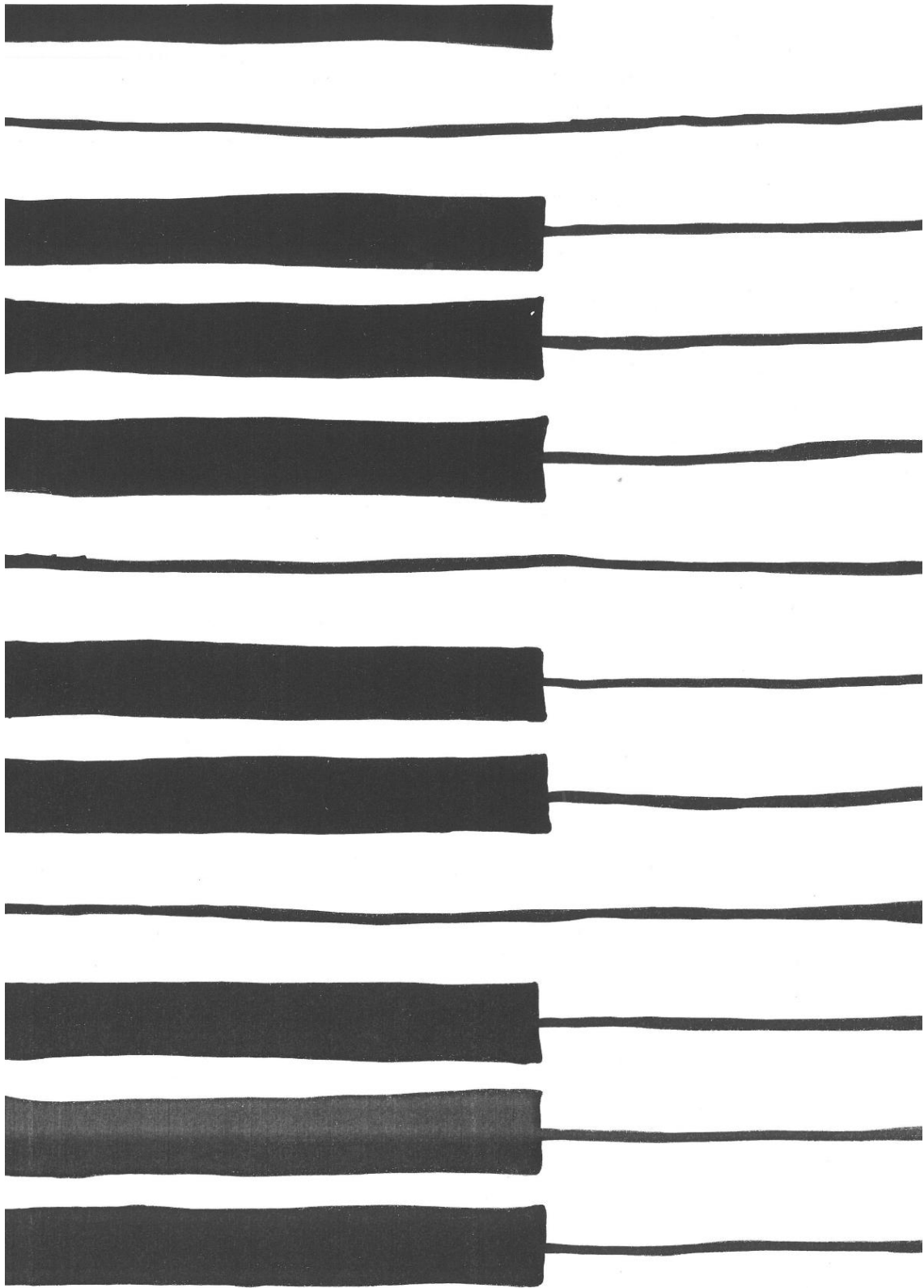
No15: Topic	Bullying prevention
Title of the activity	The bullying triangle/rectangle
Age	13-16 years and adults (a group of 10 to 15 participants)
Time	45 to 60 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To create safe space for experience-based learning and exercise of empathy through taking different roles in a bullying situation. ▪ To sensitise the group to the topic of bullying and to prepare for a bullying prevention and intervention input/session.
Preparation	Four flipchart paper sheets, markers, crepe tape, four A4-paper sheets each titled with one bullying rectangle role: bully, victim, followers, bystanders
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Start in plenary introducing briefly the main parties involved in a bullying situation, which is usually a group situation. Very important hereby is to emphasise that the roles are determined by certain behaviours and not by personality qualities: <ul style="list-style-type: none"> - Bullies – active, initiate and take the leading role, attacking the victim and bringing others (follower) about to help them. - Victims – can be anybody, they who do not have any guilt for the situation they are involved, but have no chance as well to defend themselves and to cope with. - Followers – the bully’s assistants, they fancy and support the bully. They do not take initiative and become active bullies, but cheer on the bullies. - Bystanders – the observers, who do not encourage the bullying, but neither take a position. ▪ In plenary the participants discuss now all the roles in a row defining the typical behaviours, reactions, attitudes and positions. Write all ideas about the particular role on a separate flip-chart sheet. <p>Step 2</p> <ul style="list-style-type: none"> ▪ Divide the group in four small groups, each engaging with one of the roles in the bullying situation. You can divide the groups randomly or according to participant’s personal preferences. Beware to avoid “sensitive” role choices (see the tips below). <p>Step 3</p> <ul style="list-style-type: none"> ▪ For 10 minutes each small group decides on a common gesture, pantomimic or body expression, most characteristic for their role and prepares to show it through a group “still image”. ▪ While the groups are working mark the bullying rectangle on the floor in the middle of the room with crepe tape, sticking the sheets with the four roles on each side of the rectangle. <p>Step 4</p> <ul style="list-style-type: none"> ▪ Invite all groups to come together. One after another they take their position on the bullying rectangle’s side and by command freeze in their group’s still image. The rest of the participants observe the still image and exchange ideas on: <ul style="list-style-type: none"> ▪ How does this image look like? What does it express? What might have happened?

	<ul style="list-style-type: none"> ▪ What does it say? How does it feel? ▪ How does this image affect you? What do you think of? What do you feel? <p>▪ After collecting ideas on the questions “de-freeze” the first still image group and proceed with the next one.</p> <p>Step 5</p> <ul style="list-style-type: none"> ▪ After all still images are exhibited discuss the power relations and balance in the bullying rectangle and try out different change and solution options. ▪ Invite the students to go back to their small groups discussing for 10 minutes how the power imbalance could be recovered. What new gestures, expression, body image can they create to bring across the message of new power distribution in the bullying rectangle? ▪ When all groups are ready they gather again and take their positions at the respective rectangle side. Each group shows in a row their changed still image, while the other observe and share impressions. ▪ Alternatively, you can invite one participant another role who has a particular idea to intervene, “modelling” the still image of the presenting group. After this intervention ask the frozen image characters how do the feel now, whether something has changed for better for them in the bullying situation for them. After all body images were re-modelled de-role all participants and proceed with reflexion discussion.
Reflection	<ul style="list-style-type: none"> ▪ How did the bullying situation change from the first to the second stage? ▪ What changed exactly? How does the change influence the involved parties? ▪ What changed in the power constellation/relations? ▪ How can we help to change the power imbalance? ▪ What can we do to avoid “freezing” in imbalanced power relations? ▪ For which roles is it most easy to change their body image/position/behaviour? For which it is most difficult? ▪ What kind of support do they need in order to be able to change? ▪ How can we learn and show empathy and social support? ▪ What concrete action steps can we undertake in our daily school life in order to support to those who are bullied? <p>If the time allows you can write down concrete ideas for support/help on a flip-chart paper and post them afterwards in the classroom.</p>
Tips	<p>With students’ groups take care that no students who might be involved in a situation of bullying at the moment take the role of the victim. This exercise can be strongly emotionally engaging and upsetting.</p>
Source(s)	<p>Adapted from Bundeszentrale für politische Bildung. Info 05.06 Mobbing-Dreieck. Online: www.bpb.de/lernen/grafstat/mobbing/4666/info-05-06-mobbing-dreieck, accessed 15 May 2015.</p>

STRENGTHEN SELF-CONFIDENCE AND SUPPORT

No16: Topic	Strengthening personality's resources
Title of the activity	Piano
Age	From 12 years
Time	30 – 45 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To identify (self-)resources and to strengthen self-confidence; ▪ To demonstrate that a variety of support and problem solving strategies are available ▪ To empower for (gender-based) violence and bullying prevention
Preparation	Worksheet "Piano" copied on A3-size paper for each participant, marker
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Explain that you are going to tell a story: "Imagine, you have a bad day, on which everything goes wrong....." <p style="background-color: #FFD700; padding: 5px;">the day begins already wrong: the alarm clock was not set and does not ring. You are late, hurry through the flat looking for your favourite jeans, which you must wear today. It is the laundry basket. You argue with your mother/father why was the jeans not washed? In the meantime the rain outside has become that strong, that you cannot ride your bike without getting completely soaked. You have to take the bus, which is crowded and will take you even later to school. In the second lesson you get your math test back, you got the lowest grade. During the break you a quarrel with your best friend for an unimportant thing. After school you like to meet another friend who does not come to your place. When you call her/him, she/he tells you that she/he completely forgot about your appointment. That's the last straw! You only like to go home now.... </p> <p>What can you do at home, that would make you feel better...? Write down on the piano keynote all your ideas."</p> <p>Step 2</p> <ul style="list-style-type: none"> ▪ The participants can write down any idea that comes to their mind. ▪ If they write some self-harming or destructive strategies these will be brought into question afterwards. <p>Step 3</p> <ul style="list-style-type: none"> ▪ When everybody is ready, all the pianos can be placed in a line on the floor – shaping a huge keyboard. ▪ Look closely to all strategies and resources listed, turn attention on the similarities and differences ▪ Question the self-harming strategies if any are shared and discuss how the support strategies can empower the participants to feel and do better in such situations.
Reflection	Highlight the variety of different strategies and emphasize that there is always more than one way to console yourself or to take comfort when you have a problem.
Tips	
Source	GewaltFREI leben – Du & Ich, adapted from „Body Talk“-Workshop, FEM Wien, AÖF, (http://www.aoef.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Dulc_h_Druck.pdf).

Worksheet: Piano



No17: Topic	Strengthening self-awareness and personality's resources
Title of the activity	Water lilies
Age	All age groups
Time	30 minutes
Learning objectives	<ul style="list-style-type: none"> ▪ To identify (self-)resources and to strengthen self-awareness ▪ To boost self-confidence and self-esteem;
Preparation	Worksheet "Water lilies" on different colour A4-paper for each participant, marker
Step by step	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Each participant receives the water lily worksheet. Important is tell them that nobody has to show their water lily after they have finished. ▪ Ask them now to fill-in the worksheet with their answers according to a specific preliminary defined facilitation question (depending on the theme you work on): <div style="background-color: #f9e7d9; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> - What helps me when I have fear? - Which are my most characteristic qualities? - What makes me unique? - </div> <p>Step 2</p> <ul style="list-style-type: none"> ▪ When all are ready, those who like can fold their water lily and lay it down in an imaginary pond in the middle of the circle. Nobody has to present their answers. ▪ At the end the participants can take water lily home.
Reflection	
Tips	
Source	GewaltFREI leben – Du & Ich, adapted from Stucki, Franziska (2008): Praxis Buch. BeziehungsWeise: Gefühlsleben, AÖF, (http://www.a oef.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Du_Ich_Druck.pdf).

