Peer training curriculum

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This project is co-funded by the Erasmus+ Programme of the European Union

GIRLACT

Peer training curriculum

Introduction

The GIRLACT project

The project "Empowering Girls to Be Socially and Financially Strong Actors – GIRLACT", supported by the Erasmus+ Programme of the European Union aims to introduce and enhance an innovative model of learning based on exchanges between Program (Netherlands and Belgium) and Partner Countries (Serbia and Albania), as well as learning mobility and cooperation between youth CSOs and non-formal education providers. This is achieved through piloting a new Aflateen+ Program for Girls in Serbia and Albania, developed by the Dutch partner Aflatoun and sharing the Belgian and European experiences of the European Peer Training Organisation (EPTO) in mobilising and empowering youth to become peer educators, thus strengthening non formal education in Partner Countries.

In order to develop culturally, developmentally and educationally appropriate programme for Serbia and Albania, the project started with analyses of the current international trends in social and financial education, the available programmes in two target countries and the missing knowledge and skills based on the opinions and attitudes of young people and their teachers.

Taking into account these analyses, in particular the project's first intellectual output which is a review of the missing knowledge and skills gaps in social and financial education of young people in Serbia and Albania, we have compiled an innovative and comprehensive peer training curriculum meant for young people to start their path as peer trainers and tackle important social issues.

What is peer education?

A peer is a person who belongs to the same social group as another person or group. Peers are individuals who share related values, experiences and lifestyles and who are approximately the same age. The connecting element, or "peer factor", can also be based on other aspects of a person's identity such as ethnicity, religious or philosophical belief, gender, sexual orientation, occupation, socio-economic and/or health status, physical or personality traits, history or origin, etc.

We learn a lot of what we know and who we are throughout our lives from our peers. Peer education is a way of giving an intention to such an important influence. It is a way of influencing our peers' life in a way that is positive.

Peer education is a "non-formal learning process that gives empowerment, confidence and independence to young people whatever their background".[1]

Peer education happens when young people carry out informal or organised activities with their peers, over a period of time, to develop their knowledge, skills, beliefs and attitudes enabling them to be responsible for themselves and others and to create a space where they can feel well, safe and respected.[2]

Peer education rests on the idea that "young people are the experts on their own lives and are therefore the best starting point in any learning process"[3]. Peer education enables youth to deal effectively with problems that affect them. The process can be partly social; thereby establishing forums for young people to explore new frontiers; helping to solve problems; and letting people in positions of authority gain a better understanding of the point of view of youth.

As obvious as it may sound, the success of peer education initiatives lies first and foremost in one's capability to truly consider youth as equal partners. According to the Domino Manual produced by the Council of Europe:

- Youth are ready-made experts. They have a unique perspective on the issues that affect them and can often "make things happen".

- As role models to their peer group, youth have the potential to demonstrate effective communication styles and approaches. This may be accomplished through workshops and games, music and mass media, discussion or story telling.

- Where resources are limited and large numbers of people have to be reached, peer group education has a multiplier effect. Such programmes also have an informal cascade effect, creating "buzz" in a local community.

- If encouraged and supported, youth can control the process of education and information exchange. Whether or not this occurs depends upon the setting in which a programme is

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1   Ibid.

2   Adapted from United Nations Population Fund and Youth Peer Education Network (2005). *Youth Peer Education Toolkit. Training of Trainers Manual*, New York (USA).

3   SALTO Youth Cultural Diversity Resource Centre. *PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects.*

operating. Peer group education can help to foster youth participation in programmes of formal and informal education.[4]

If we focus in this project on peer education by, with and for young people, it is worth noting that it can be used with many populations and age groups for various goals.

Peer education can take place in any setting where young people feel comfortable: in schools and universities, clubs, churches, community centres, workplaces, on the street, on the Internet... It can happen in small groups or just between two people.

Peer education can be as simple and informal as when your friend is teaching you how to use makeup, how to juggle, how to play an instrument, how to fix your radiator… It can also be more "formalised". Here are some examples of youth peer education activities:

- Within schools: training a group of peer trainers who could raise the awareness of other youngsters on specific topics (for instance by organising a 2h workshop in a classroom, by participating in a thematic week/day in the school, by contributing to an external activity with classmates…).

- Within youth organisations/youth centres: training a group of peer trainers who could organise specific activities for the other members (for instance through workshops, sport, exhibitions, music, drama, street education…).

- Within youth movements: scouts, guides and others have been using peer education for years. Some of them could be trained on issues they would like to address and discuss with others (for instance how to deal with cultural diversities when organising camps abroad).

- Within institutions for young offenders: training a group of peer trainers who could support newcomers (for instance by negotiating the ground rules, by raising awareness on stereotypes, by being more aware of their rights and responsibilities as citizens…).

- Within the media: training young journalists on how to support and mentor colleagues in dealing with sensitive issues, on how to use specific techniques and materials...

- Within political groups, within a group of volunteers, within a community centre, within a healthcare institution, within a group of students, in your neighbourhood, with your friends and family, with your fitness club…

What is peer training?

The method of peer training is based upon the belief that young people deliver a message to their peers that is often more credible and efficient than when it is delivered by authority figures. Contrarily to formal education settings where the transmission of knowledge is vertical (typically: a lecture delivered by a teacher to its pupils), peer training is a horizontal process where peers educate each other in a spirit of mutual learning. It assumes that all individuals are both learners and teachers and that the knowledge of a group is necessarily greater than the knowledge of one individual.

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4   Council of Europe (1996). *DOmino. A manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance*.

Peer training methods have been used by many over the years, from upholding the theories of Aristotle to joint educational systems, which were very popular in Europe in the 18th century.

Peer training is now an increasingly important form of non-formal education in the youth sector, providing opportunities for youth empowerment through the development of self-awareness, social consciousness, special skills or talents, intercultural competencies and community-based projects.

It requires a pedagogical reflection about how to support young people in the long term to develop competences such as a growth mindset, self-awareness, self-confidence, communication skills, teamwork skills, public speaking skills, facilitation skills, leadership skills, etc. Therefore, it entails designing training processes for young people, defining learning outcomes, and creating mechanisms to support youth in assessing, improving and transferring their competences in their personal and professional lives constantly.

Furthermore, peer training is, as an independent process, a political action that facilitates youth participation in society. Through training, young people experience intercultural microcosms, learn to articulate values and concerns, gain valuable skills, and can be motivated to take social or political action. Whether they are conscious social or political actors, or merely getting through life, youth have influence in a variety of sectors. The great potential they have to make positive contributions to society with consciousness and intention has not been fully tapped.

Educating and supporting young people as change agents of any kind can ultimately inspire a general evolution in the culture at large. Adults, organizations, and institutions can consider youth perspectives and needs when making decisions. If the general youth culture has an intercultural consciousness and demonstrates new competences to succeed in a diverse world, many other sectors in society will follow.

Peer training for youth empowerment and anti-discrimination

In the frame of the GIRLACT project which aims at mobilising and empowering youth, especially girls, from Serbia and Albania to become peer educators, EPTO, in collaboration with CEJI – A Jewish Contribution to An Inclusive Europe, has developed a tailored peer training programme meant for young people to start their path as peer trainers and tackle important social issues.

Though developed specifically for the sake of the "GIRLACT" project, this curriculum draws upon materials and tools developed by EPTO and its partners over the years, the most notable being:

- the 'Peer training programme' of the Anti-Defamation League A WORLD OF DIFFERENCE® Institute;

- the award-winning BelieforamaTM (religious diversity and anti-discrimination training) programme of CEJI-A Jewish Contribution to an Inclusive Europe;

- the 'Learning for Well-Being' framework of the Universal Education Foundation.

Through specifically designed and chosen pedagogical approaches and training tips, this curriculum is meant for young peer educators to achieve the following objectives:

- developing self-awareness of participants' personal and cultural identity;

- developing appreciation for sociocultural diversity;

  - developing empathy, critical thinking, and communication skills;

- recognising own and others' stereotypes and prejudices and their manifestations;

- identifying personal and group actions for change; transferring and disseminating the learning.

The pedagogical process of this curriculum is designed as a learning journey, with several steps to take in order to create the experiences fostering the necessary competences of the participants.

The process evolves as follows:

Unit 1 – Introduction and Building the Foundation

- To establish a positive tone for participants to be actively engaged in the training.

- To create a safe space for the participants to share their opinions, beliefs, personal experiences or feelings.

- To outline goals, objectives and logistics.

- To link the training to the needs of the participants.

Unit 2 – Culture and identity

- To provide a space for participants to explore and discuss their own identities.

- To establish the connection between identity and personal prejudice.

- To present activities which allow participants to examine their own and others' prejudices.

- To explore concepts of stereotyping and discrimination, notably related to gender.

Unit 3 – Examining prejudice and discrimination

- To consider the effects of prejudice and discrimination on individuals and groups, and the potential impact of confronting these phenomena.

- To explore different roles people can take in confronting prejudice.

- To identify and practice possible strategies for actively confronting prejudice and discrimination.

Unit 4 – Confronting prejudice and discrimination

- To identify opportunities and resources for participants to take action in their own environment (community, organisation, school, etc.).

- To identify small or large, individual or group actions for change.

Unit 5 – Facilitation skills

- To develop peer trainers' skills as facilitators.

  - To be equipped to deal with difficult, or potentially difficult situations.

Unit 1 – Introduction & Building the foundation

Introduction

RATIONALE

The introductory session gives an overview of the programme and introduces the main elements that define it (objectives, participants, training assumptions, agenda etc.). It plants the spirit-seeds of the whole programme from the very beginning: fun, open way of learning how to create a more inclusive environment. This session introduces also one of the main learning tools: the learning diary.

OBJECTIVES

- Getting acquainted to the objectives and roadmap of the training;

- Understanding the principles, which will guide the work.

REQUIREMENTS

- Materials: one copy of the daily agenda, for each participant.

- Time: 30-45 min., depending on the size of the group.

DESCRIPTION

1. Start the training by introducing the facilitators. Allow the participants to say a few words about themselves. One idea for a name game is the following:

   ◦ Ask participants to introduce themselves by answering the following questions (it may be helpful to write them on a flip chart):

   ◦ Name (or how they would like to be called);

   ◦ Three words, pointing to something essential about their life at that particular moment. For example, one might choose "Albania" (where he/she is from, or "youth work" (his/her current work);

   ◦ A consistent quality that they bring to any group they belong to.

2. Present the goal of the training: for instance, learning about how prejudice is manifested and how to prevent this from happening;

3. Emphasize the fact that the aim of the training is not to determine the participants to think in a specific way. The facilitators don't plan to tell them what is good and what is bad, but rather to help them explore the issues around peer training and anti-discrimination;

4. Introduce the proposed themes and agenda.

5. The programme assumptions (starting points) will then be presented:

   ◦ "Voluntary" – the programme relies on the fact that participants are there on a voluntary basis, because they are genuinely interested in learning about the topic;

   ◦ "Interactive" – the training is designed to be very interactive and participants are expected to honestly contribute to the discussions;

   ◦ "Mutual learning" – we are here to learn from each other and each individual experience is important. The trainer is not the only source of information, but merely one person facilitating the exchange of knowledge and the development of skills and attitudes through different experiences;

   ◦ "Other's shoes" – we are willing and actively trying to put ourselves in the "other's shoes" in order to learn more about the realities surrounding different genders;

   ◦ "Leaving the comfort zone" – participants are ready and willing to leave their comfort zone while engaging in various experiences provided by the training;

   ◦ "Fun" – the proposed experiences are meant to help us enjoy the learning process, so the participants are expected to be relaxed and to be themselves during the programme.

   ◦ "Never enough time" – there will be times when the discussions may seem too short and when a lot of the participants will want to add something, and while we are flexible there will be times we will need to stop before everyone could express.

   ◦ "No right answer" – the purpose of the training is not to find the right answer, but rather to start a reflection process about this.

6. Throughout the training, at the end of the day or at the end of specific activities, participants will have few minutes to write down in the learning diary what they have learned from the recent experiences, what they have discovered about gender related issues, what attitudes changed and what "A-ha moments" they had.

Story of my name

RATIONALE

This activity is an icebreaker/group building exercise. It is also a name game that enables participants to remember others names by associating them with a story/anecdote.

RESOURCES

- Time: 20-30 min according to the number of participants.
- Materials: not required.
- Preparations: no special preparation is required.

INSTRUCTIONS

1. Ask the participant to take 3-5 minutes to think about their name and the story behind it. You can explain that they can think about how their parents give their name, if there is a special story related with it, if it has any significance for their family or personal significance. If is a common name or a special name in their country or community.

2. After ask each participant to share the story with the others. The story should not exceed 1 minute.

3. If the group is smaller you can first ask the participants to pick a partner (preferably a person that is not familiar) and to share the story. Give about 10 minutes for this sharing process and then ask each of the participants to share the story of their partner.

DEBRIEFING AND EVALUATION

The activity can be used without debriefing, but the following questions can be used if you want to discuss.

- How was it to think about your name and the story behind it? Did you ever think about this before?
- How was it to learn about others stories? Was anything surprising?
- Did you manage to find any cultural connections with the names of other participants/ any similar stories and situations? How did that feel?

3 Truths 1 Lie

RATIONALE

This activity is an icebreaker/group building exercise. It enables participants to find out more about the others and to relate better. It can be put in practice at the beginning of training as a great method to break the ice.

RESOURCES

- Time: 30-40 minutes, according to the group size.

- Materials: Papers and coloured pencils for all the participants.

- Preparation: no special preparation is required.

INSTRUCTIONS

1. Ask the participants to think about their life and to come up with 3 true facts about themselves and with one false fact.

2. Tell them that they can write/draw on a piece of paper these true and false facts.

3. Give the participant 10-15 minutes to show their paper to as many participants as possible and to have them guess which one is the true fact and which are the lies. Have them talk with as many people as possible and to discover as many true things about the others.

DEBRIEFING AND EVALUATION

The activity can be used without debriefing, but the following questions can be used

- How was to think about the facts? Was it easy to come up the false facts?

- Did you manage to find out about the true facts of others? Was anything surprising?

Sociometric Map[5]

RATIONALE

This activity is a series of "sociometric" questions, which require participants to arrange themselves in space, in relation to other people according to various individual and social characteristics. The activity has the purpose to give participants the opportunity to become aware of the diversity in the group and to learn about one another. The dynamic in the activity also contributes to creating a friendly atmosphere.

RESOURCES

- Time: 20-30 minutes

- Materials: more or less 10 questions prepared beforehand for clustering, a big space where participants can be spread out.

INSTRUCTIONS

1. Talk about the activity objective and ask participants to be aware of the diversity in the group as this activity is undertaken.

2. Tell participants that the activity will last "x" time.

3. Invite them to scatter around the room before starting the activity.

4. Start asking the series and sequence of questions for forming clusters as molecules or talking lines:

   For molecules – Ask participants to arrange themselves in groups according to:

   o The religious/belief group they identify with (e.g. Christian, Atheist, Jewish…).

   o Family configuration they identify with (e.g. single, couple, couple with children, married, married with children, single parent).

   o The topic of the training with which they feel more comfortable.

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[5] Jacob Moreno developed Sociometry in the 1930s. The word sociometry comes from the Latin "socius", meaning social and the Latin "metrum", meaning measure. Participants could be clustered in three different ways looking always to highlight the commonality or differences among the group. These three ways are: molecules, nets and talking lines.

The activity is based on James Neil´s activities posted on Wilderdom´s webpage: http://www.wilderdom.com. This content is Copyleft ☺.

o Which means of transport were used to get to the venue (e.g. train, subway, bus, car, walking, two means of transport) – have them talk about the time they spent travelling until arriving at the venue, etc.

For talking lines – Ask participants to line up according to:

o How many youth events they attended in the last 12 months

o How many events related to peer training they attended in the last 12 months.

o How many events related to gender they attended in the last 12 months.

o Their level of English

o How easy it is for them to speak in public / in a group, etc.

DEBRIEFING AND EVALUATION

• What kind of information shared has stood out for you from the newly built clusters?

• How would you describe the diversity in the group in few words?

• How did you feel to be part of certain molecules and not others? How did you feel in certain parts of the lines?

• As the course proceeds, what are the things we need to be aware of, taking into account the specificities of the participants?

FACILITATOR'S NOTES

• Prepare questions beforehand and take into consideration relevant points for clustering according to registration form information.

• Ease the task of forming clusters by having post-its to indicate the variable being used for clustering.

• Be prepared to facilitate participation of people with any physical impairment (mobility, hearing & visually impaired), e.g.: flipcharts with questions.

• Give enough time for people to talk about the cluster subject.

• You may use some background music as clusters are being formed.

• You can also take photos of the different positions taken by the group as a way to report as an alternative to writing.

• Use and adapt this activity as an icebreaker, creating and/or adapting questions suggested.

Names and adjectives

RATIONALE

This activity is an icebreaker and also a name game. It enables participants to remember the name of the others by associating it with an adjective.

RESOURCES

- Time: 20 minutes according with the group size.
- Materials: No materials required. The participants must sit in a circle.
- Preparations: no special preparation is required.

INSTRUCTIONS

1. Ask the participants to think about their name and to find an adjective that starts with the first letter of their name (e.g. Alex- Awsome).
2. Have the participants; one by one say their name and the adjective. Tell them to be as clear as possible so that everybody understands.
3. Second step: ask one of the participant to tell the name and the adjective of the person in their left and then their own name and adjective. Next the person in their right must continue by starting with the first participant, continuing with the one on their left and finishing with themselves. The game continues until the last participant in the circle must tell the name and adjective of all the others.

DEBRIEFING AND EVALUATION

The activity can be used without debriefing.

Group juggle

RATIONALE

This works as a great icebreaker during the forming stage of a team. The group stand in an inward facing circle and are asked to throw juggling balls amongst the group in a specific order. As the activity develops more juggling balls are introduced and the pressure to work well as a group increases.

RESOURCES

- Time: 30 minute according with the group size.

- Materials: Juggling balls, beanbags (or even a rolled up sock).

- Preparations: no special preparation is required. Can be delivered indoor or outdoor.

INSTRUCTIONS

1. Organize the group into a circle, and set up a juggling system that processes juggling balls by throwing them across the circle of team members from one person to the next.

2. When a ball is thrown the thrower must shout the name of the recipient

3. They catch it and throw to another group member.

4. This continues until each group member has caught & thrown the ball at least once. (It should have eventually ended back at the start point).

5. Ask each group member to identify whom he or she received the ball from and whom he or she threw it to.

6. Test this out by throwing the ball in the same original order until it arrives back at the start point.

7. The next stage is to introduce more balls and see how many you can get moving round the circle in the original order. You can also add another ball to be sent in reverse order to add a bit of confusion to the mix.

DEBRIEFING AND EVALUATION

The   activity   can   be   used   without   debriefing.

Concentric circles

RATIONALE

This activity is an icebreaker/group building exercise. It facilitates conversations and provides basic information about each other. The activity allows getting to know each other in a dual way: what we assume about others is also a way to show how we are, just as much as the real answers to the questions.

RESOURCES

- Time: 45-50 minutes.

- Materials: 1 assumption sheet and 1 pen for each participant.

- Preparation: copies of assumption sheets, prepare a double circle of chairs facing each other, with equal number of chairs in both circles.

INSTRUCTIONS

1. Ask the participants to sit in the two circles that face each other.

2. Explain that in the first part of this exercise we will try to get to know the other by discussing some topics that the facilitator is presenting them. For each question there will be 2 minutes in which they can give the answer, 1 minute for each. The facilitator will give the questions/statements, count the time, announce when the first minute is up and after two minutes will ask the persons in the outer circle to move one seat to the right.

3. Read the first statement and ask participants to look at the person in front of them and each discuss for one minute about it. Announce when 1 minute is up.

4. After 2 minutes, have the persons from the outer circle move one chair to the right.

5. With the newly created pairs, repeat the process: give the statement, count the first minute, after 2 minutes ask the outer circle to move.

6. Repeat this process until all the statements are complete.

DEBRIEFING AND EVALUATION

The activity can be used without debriefing, but the following questions can be used if you want to discuss the issues of stereotypes or group composition.

- How did it feel to share this information with your partners?

- Without naming the person, what did it make you feel that you were listened to?

  - Was there anything surprising or new to you in the exchange?

- Which questions were more difficult to answer and why?

- Which questions did you enjoy answering?

- What, if anything, you learned from this activity?

Concentric circles – questions/statements

1. What is your favourite holiday and why?

2. Describe your favourite teacher from primary school. Why was he/she your favourite?

3. Describe a person of a different gender than you that inspired you

4. Describe an idea about gender differences that you received while growing up

5. Share with your partner a preconception about your gender that disturbs you

6. Describe a preconception about your gender that you feel you does not apply to you

7. Describe an idea/prejudice you had about the opposite gender that proved to be wrong. How did it change?

8. Describe one advantage you would have if you would belong to a different gender

9. Describe a time when you were discouraged to do something because of your gender

10. Describe a time when you witnessed an act on prejudice on someone because of his/her gender. How did you respond?

11. Which gender do you think has more privilege in your society and why?

Unit 2 – Culture and identity

Heroines and heroes[6]

RATIONALE

This activity enables participants to reflect on history teaching and to appreciate different perspectives on shared historical events and the heroes and heroines associated with them. It is also meant to critically analyse the significance of heroes and heroines as role models and how gender stereotypes take their roots in our history, culture and everyday life.

RESOURCES

- Time: 90 minutes.

- Materials: flip chart, A4 papers, pens, markers.

INSTRUCTIONS

1. Give people five minutes to think about which national heroines and heroes (historical or living) they particularly admire.

2. Hand out paper and pens and ask each participant to draw two columns: in the first column they should (using the red pen) write the names of three or four heroines plus a brief description of who they are and what they did for their country. At the bottom of the paper they should write key words to describe the heroines' personal characteristics. Repeat the process (using the blue pen) for three or four heroes. Write this information in the second column.

3. Then ask the participants to get into small groups of between five and seven people to share their choices of heroines and heroes. Ask the groups to come to a consensus on the four most worthy heroines and four most worthy heroes.

4. Reconvene the group and write the names of each group's heroines and heroes in two columns on the flipchart. Add the key words that describe their personal characteristics.

DEBRIEFING AND EVALUATION

Start the debriefing by reviewing the activity and what people learnt about heroes and heroines.

- What kinds of people are heroines and heroes: ordinary men and women? Kings?

- What did they do: fight? Write poems?

- How did you learn about them?

- What were the differences and similarities between the two lists of characteristics?

- What values do the heroines and heroes stand for?

- Are these values the same for both, or are there differences?

Move on by addressing stereotypes in general and how they influence people's perceptions and actions, using some of the questions below:

- Does the list of characteristics produced in this activity reflect common gender and/or national characteristics?

- What kind of stereotypes do these heroes convey? How true are stereotypes? Are stereotypes always negative?

- Do you personally, and people in your society in general, have general stereotypes and expectations of men and women?

- Do you feel limited by these expectations? How?

Depending on where the groups is in its learning process and/or how far you want to go in the reflection and/or where, you can go further by using the questions below:

- To what extent are social and cultural barriers in general the result of stereotyped thinking?

- In what ways does gender stereotyping deny people their human rights?

- Can you identify strategies to break away from cultural norms and values related to masculinity and femininity?

Gendered behaviours and their consequences

RATIONALE

The activity aims to help participants identify and understand the differential behavioural norms described to men and women, the sources that influence and reinforce these behaviours, and their consequences.

RESOURCES

- Timing: 60 minutes.

- Resources: cards with the statements on men and women.

- Preparations: no special preparations are required.

INSTRUCTIONS

Divide the participants into groups of five. Each group gets to enact one of the following:

- How would a bride/bridegroom behave on their wedding day?

- How would a young woman/man walk through the busy market after dark?

- How would a woman/man laugh in a gathering?

- How would a woman/man show anger?

- How would a woman/man show pain?

DEBRIEFING AND EVALUATION

- Do you find women and men behaving differently in these situations? Why?

- How and where are these behaviours learned?

- At what stages of our lives do we learn these behaviours?

- What impact do these norms have on the lives of men and women?

Facilitator's Notes: socialization is a process of informal education, which imparts certain values, attitudes, and behavioural codes to individuals. These behavioural codes are different for men and women. They often put greater restrictions on the freedom of choice, expression and movement for women in comparison to men in most societies. Socialization is a continuous process. Several institutions, starting with the family into which a child is born, help in the process of socialization. The sources where we learn gender-based behaviours are family, friends, tribe, peer groups, society, religion, culture, traditions, schools, customs, proverbs, media, legal provisions, etc. There is no exact period or phase when we learn these behaviours, as socialization is a life-long process. So strong is the

influence of these images in our lives that we perform the roles ascribed to us almost automatically. We ourselves begin to judge others by how accurately they perform these roles. We do not realize the far-reaching consequences these prescribed roles and norms have on the ability of individuals to realize their full potential.

Changing gender roles

RATIONALE

The activity aims to help participants identify and understand the different behavioral norms ascribed to men and women and the sources that influence and reinforce these behaviors

RESOURCES

- Time: 30 minutes.

- Resources: girl and boy things/objects.

- Preparations: no special preparations are required.

INSTRUCTIONS

1. Prior the break, ask participants to bring to the training the things or stuff which:

   - Girls must bring a thing/object which belongs to GIRLS.

   - Boys must bring a thing/object that belongs to BOYS.

2. Make a place for stuff of GIRLS and for those of BOYS. Ask participants to put the stuff they brought in the corresponding places.

3. Ask boys to take female stuff and girls to take male stuff, and try to play the roles of the opposite gender with using them.

DEBRIEFING AND EVALUATION

1. How did you feel impersonating the other gender?

2. What was appropriate in the impersonation of the others and what was wrong?

3. How do the behaviours/objects you observed got associated with the genders?

4. Can you give example of other behaviours/objects associated to one gender or another?

5. Could you give example of behaviours that before were not associated to one gender, but presently they are?

Unit 3 – Examining prejudice and discrimination

Developing a common language *

RATIONALE

When talking about discrimination, often we use "big words" that everyone understands differently. Such words have meanings and refer to various social groups or phenomena. This activity will allow everyone to have a common understanding of working words and definitions.

RESOURCES

- Time: 45-60 minutes.

- Materials: two sets of cards: one set with the words, one with definitions for the words (multiple sets depending upon the number of participants, e.g. one card per participants, being sure there are matching definitions and words if not needing a full set).

- Preparation: materials to prepare in advance, actions needed to be taken by you or participants, everything needed so that the activity runs well.

INSTRUCTIONS

1. Explain the rationale to the participants. The purpose of the activity is to get a common understanding of different terms that are associated to gender and gender equality. It is not necessary that there are the only "correct" or "good" definitions, but they will be the working definitions for us.

2. Divide participants into groups of 4-5 people. Distribute one set of definition cards to each group and ask them to silently read the word or information on their cards.

3. Instruct groups to try to match each of the word cards with one definition card. Have them place the matching pairs on the floor of the room (max 10 minutes)

4. After the process is finished, ask the groups to walk silently around the room, comparing their matches to the matches of the other groups.

5. Ask groups to return to their definitions and discuss if they want to make any changes to the pairs of words – definition, based on what they observed with the others. Then ask the participants to share in their group experiences that they had, witnessed or know from different sources about each of the words. Offer 20-30 minutes for that.

   ◦ Option 1: Regroup all the participants and start reading each of the words and their corresponding definition, asking that for each one of them participants to share one example. Ask then the rest of the group if they agree with the example or if there were

something they would like to add.

- ◦ Option 2: Ask groups to choose one of the words and do a short role-play (1 minute maximum) describing the meaning of it and somebody trying to intervene or confront that negative situation. Allow 10 minutes for that. Then have the groups perform the role-play and ask the other participants about what they observe and what is the word they think is presented.

DEBRIEFING AND EVALUATION

- What did you learn during this activity? Were you familiar from before with all the words and definitions? Did anything surprise you?

- How was it to find examples about each definition?

- Do you agree with all the definitions? What about the examples that were offered? Any comments regarding them?

Annex: Words and Definitions list

Diversity	Different or varied. Europe is made up of diverse nations, peoples, languages and cultures.
Culture	The pattern of daily life learned by a group of people. These patterns can be seen, among other places, in languages, governing practices, arts, customs, holiday celebrations, food, religion, dating rituals, and clothing, to name a few examples.
Sex	Biological and physiological differences between men and women. Traditionally considered to be either "male" or "female", it may not always be possible to define sex along the dichotomous lines of male-female only, as is made evident by inter-sex individuals.
Stereotype	(idea) An oversimplified generalisation applied to an entire group of people without regard for individual differences. E.g. "all Muslim women wear headscarves".
Prejudice	(feeling) Is a negative or hostile attitude toward a person or group formed without accurate or sufficient knowledge and based on negative generalisations. E.g. "He is from the Balkans, so I cannot trust him".
Discrimination	(action) An unfair treatment of a person or members of a group generated by negative generalisations that you assume about that group or negative attitudes towards that group.
LGBTQ	Gay, lesbian, bisexual, transgender, queer.
Gender roles	A socially constructed definition of women and men. It does not refer to biological characteristics of women and men, but rather determined by the conception of tasks, functions and roles attributed to women and men in society, and in public and private life.
Gender identity	Refers to a person's internal, deeply-felt sense of being either male, female, something other, or in between.
Sexism	Prejudice or discrimination based on gender. Like the other isms, sexism can be personal, as when someone tells a joke or makes a remark that demeans a woman or a man because of his or her gender, or institutional, as when a woman is paid less for the same job as a man.

Feminism	Collection of social theories, political movements, and moral philosophies largely motivated by or concerned with the liberation of women from subordination to men. In simple terms, it is a belief in the social, political and economic equality of the sexes, and a movement organized around the conviction that biological sex should not be the pre-determinant factor shaping a person's social identity or socio-political or economic rights.
Homophobia	Fear of homosexuals, or people thought to be lesbian, gay, bisexual or trans-gendered. Homophobia can lead to discrimination and violence. Institutionalised discrimination or cultural exclusion against gays and lesbians is referred to as heterosexism. For example, a lack of social or institutional recognition for same-sex partnerships is a form of heterosexism.
Bullying	A series of repeated actions or threats of action by one or more people who have or perceive themselves to have more power or better status than the person who becomes the target of their actions and cause them fear, distress or harm.
Xenophobia	A fear and hatred of anyone who is considered strange or foreign. Similar to racism, xenophobia may be used to justify social exclusion, discrimination and persecution of persons or groups of persons identified as strange or foreign.
Racism	Prejudice or discrimination based on belief in the superiority or inferiority (genetic and/or cultural) of one "race" over another. Personal racism occurs when one judges a person based on the colour of his/her skin (or another visible sign of ethnic difference), for example, as dangerous or criminal. Institutional racism is discrimination based on tradition, power, or authority used to the advantage of one group over others. School and housing segregation are examples of institutional racism.
Antisemitism	Prejudice or discrimination against Jews, based on negative perceptions of their religious beliefs and/or on negative group stereotypes. Modern-day anti-Semitism is based upon stereotypes, such as "Jews are controlling the media" and can be seen in the vandalism of Jewish institutions, such as synagogues and schools. Anti-Semitism can also be a form of racism, as when Nazis and others considered Jews as an inferior "race".
Islamophobia	Prejudice or discrimination against Muslim individuals and communities as a result of fear, negative ideas and group stereotypes. The idea that Muslims are extremists is a negative stereotype that can lead to social exclusion. Islamophobia can also be a form of racism, such as when international travellers with Muslim names are interrogated more closely than others.

Romaphobia	Fear, dislike or hate of Roma people. The term 'Roma' refers to the wide variety of groups and communities, mostly from Central and Eastern Europe, who recognize themselves as Roma. The term 'Roma' or 'Gypsy' also refers to other groups, such as Manouche, Kale, Sinti and Travellers, which although may be related to the Roma people, do not recognize themselves as such. In this case, we can also say 'anti-Gypsyism'.

Diversity	Culture
Sex	Stereotype
Prejudice	Discrimination
LGBTQ	Gender roles
Gender identity	Sexism
Feminism	Homophobia

Bullying	Xenophobia
Racism	Antisemitism
Islamophobia	Romaphobia

Different or varied. Europe is made up of diverse nations, peoples, languages and cultures.

The pattern of daily life learned by a group of people. These patterns can be seen, among other places, in languages, governing practices, arts, customs, holiday celebrations, food, religion, dating rituals, and clothing, to name a few examples.

Biological and physiological differences between men and women. Traditionally considered to be either "male" or "female", it may not always be possible to define sex along the dichotomous lines of male-female only, as is made evident by inter-sex individuals.

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(action) An unfair treatment of a person or members of a group generated by negative generalisations that you assume about that group or negative attitudes towards that group.

Gay, lesbian, bisexual, transgender, queer.

A socially constructed definition of women and men. It does not refer to biological characteristics of women and men, but rather determined by the conception of tasks, functions and roles attributed to women and men in society, and in public and private life

Refers to a person's internal, deeply-felt sense of being either male, female, something other, or in between.

Prejudice or discrimination based on gender. Like the other isms, sexism can be personal, as when someone tells a joke or makes a remark that demeans a woman or a man because of his or her gender, or institutional, as when a woman is paid less for the same job as a man.

Collection of social theories, political movements, and moral philosophies largely motivated by or concerned with the liberation of women from subordination to men. In simple terms, it is a belief in the social, political and economic equality of the sexes, and a movement organized around the conviction that biological sex should not be the pre-determinant factor shaping a person's social identity or socio-political or economic rights.

Fear of homosexuals, or people thought to be lesbian, gay, bisexual or trans-gendered. Homophobia can lead to discrimination and violence. Institutionalised discrimination or cultural exclusion against gays and lesbians is referred to as heterosexism. For example, a lack of social or institutional recognition for same-sex partnerships is a form of heterosexism.

A series of repeated actions or threats of action by one or more people who have or perceive themselves to have more power or better status than the person who becomes the target of their actions and cause them fear, distress or harm.

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Walk in my shoes

RATIONALE

Often, discrimination is generated by the inability of a person to show empathy and understand what is it like for the other to face different barriers. This activity allows participants to put themselves in the position of someone who is of a different gender.

RESOURCES

- Time: 45-60 min.

- Materials: printed role cards, one for each of the participants.

INSTRUCTIONS

Depending one the type of training you are making, there are two ways of doing this activity:

- Addressing the more complex issues regarding agender, bigender and transgender). In this case, at the end of the activity you also need to explain that the list of genders that was included is not exhaustive (there are more gender identities than the 5), but the objective was not to introduce them all but to put participants in the shoes of different genders.

- Addressing gender in the simplistic, dual way (masculine and feminine), especially useful in short workshops, when you don't have the time to discuss the differences between gender and sex and the various gender identities that exist.

Option A: offer some of the participants one of the "Gender" cards (see annex). Tell participants not to reveal their identity to the others just yet. Ask them to read it and imagine that they just woke up as a different person, the one that is on the card they got (in case they are not very clear about the definitions, participants are encouraged to ask the trainers for more info in private).

Option B: ask participants to imagine that they just woke up as a person of the opposite sex (females woke up as males and vice versa).

1. Explain the rationale of this exercise, the fact that we rarely take the time to think what is it like for the other to live in our society. This activity allows participants to put themselves "in the shoes" of someone who is of a different gender.

2. Offer each participant one copy of the handout of this activity and offer them 10 – 15 minutes to reflect on the questions they have there.

3. Option A: ask participants to group by the card they got (all persons with "agender", all the ones with "bigender", etc.).

   Option B: ask participants to group by sex (all women and all men).

4. Have all the groups align in a big circle and divide them into 5 groups (or two groups for

option b), by counting each of them from 1 to 5. Like this you will make 5 teams who have at least one of each identity.

5. Ask participants to share their answers in the teams.

6. Reconvene the group and ask each of them to share their identity, also explaining what each of them means.

DEBRIEFING AND EVALUATION

- How did you feel to participate in this activity?

- Were there any answers that surprised you?

- Where there any questions that you considered to be more difficult?

- Some of you declared to have felt bad. If just imagining this for few minutes made you feel bad, can you imagine how it is for the people who live a whole life like this?

- What was your answer to question number 10 ("Would your life be better or worst...?") and why?

- Did you manage to imagine how it would be to have this different identity?

- How can this activity help us understand gender based discrimination?

Walk in my shoes – Definitions

Agender

A person with no (or very little) connection to the traditional system of gender, no personal alignment with the concepts of either man or woman, and/or someone who sees themselves as existing without gender. Sometimes called gender neutrois, gender neutral, or genderless.

e.g. a person for whom wearing clothes or having hair styles that are typically associated to males feel equally comfortable as wearing clothes or having hair styles that are typically associated to females.

Bigender

A person who fluctuates between traditionally "woman" and "man" gender-based behaviour and identities (and sometimes a third gender); e.g. a person who in some aspects of life feels it identifies more with the male gender while in other with the female gender.

Transgender

A person who lives as a member of a gender other than that assigned at birth based on anatomical sex.

The gender that does not currently represent you between "masculine" and "feminine".

Source of the definitions: http://itspronouncedmetrosexual.com

Walk in my shoes – Individual questions

1. What are the main changes that will happen in your life?

2. As this new person, do you think you will have more power in society or less (regarding relationships with the other members of the society, how others value you, having a political involvement or even a political career, etc.)?

3. As this new person, do you think you will have more chances of having a good carrier or less (being promoted, becoming the manager of your department or company, etc.)?

4. Will there be some jobs that will not be as accessible to you as they are now? Will there be some that are more accessible than they are now?

5. Will you feel safer in your environment or less safe (at home, going out, at work, travelling)?

6. How will your role in the family change (related to your partner, your parents, your siblings, your children, to your household duties, decision making in the family, safety, etc.).

7. Will you face some pressure from society, family, friends, colleagues, etc. that you are currently not facing?

8. Will there be things you are able to do now that you cannot do anymore?

9. What changes in your attitude do you think might happen?

10. Compared to your current situation, would this new identity bring you a better or worst life?

Cobweb of prejudice

RATIONALE

The purpose of this activity is to give to the participants a close look on how discrimination works and how the issue is affecting the targeted person.

RESOURCES

- Time: 40 minutes depending on the group size.
- Materials: rope (15 metres).
- Preparation: no special preparation is required.

INSTRUCTIONS

1. Instruct the participants that the following activity can become too intense for some of them. If this will be the case, they are free to disengage from it at any point.

2. Invite one male participant as a volunteer and offering him to play a role:

   ◦ a young girl or woman who become sexually active prior to marriage;

   ◦ a woman who wants to divorce her husband;

   ◦ a girl or woman who drinks alcohol.

3. Tell the volunteer that if he considers the activity to be too much he can just say it anytime.

4. Ask participants to make a semicircle with the volunteer sitting in the centre. Ask participants to start telling negative phrases that women would typically get from society according to the option chosen before (e.g. "you are a bad person", "you are a mother, what a shame on you"). Each person telling something will simultaneously wrap the volunteer with a rope (1 circle from each speaker).

5. After everyone have told his/her negative words at least once, take a moment of silence to let the situation sink in.

6. Then ask the participants to encourage the volunteer by telling him positive words (e.g. "don't listen to them, you are still a great person", "this is your life and you can live as you want") while, at the same time, releasing a volunteer from the rope (in reverse order).

7. At the end of the activity, explain the participants that it was just a game and a volunteer is a very good and amazing person.

8. Reconvene all the participants in a circle and ask them to shake off their hands and legs, to release the emotions of the activity.

Notes for the facilitator:

- This activity can be quite emotional, so use it with great care and with groups in which participants are already very comfortable with each other. Do not use this activity in short trainings or in the beginning of training.

- Check how the volunteer and the participants are feeling, as this can be a very emotional activity, hurting their feelings or making them feel bad. In extreme cases it can be necessary to stop early the sharing of negative thoughts and to move to the positive ones. Take also into account the possibility of stopping the activity early, moving directly to the shaking off and debriefing.

DEBRIEFING AND EVALUATION

- How was it? How did you feel during this activity?

- For the volunteer: how did you feel being told all the negative stuff? How did you feel being encouraged?

- For the others: what did you feel when you told the negative and positive phrases?

- Is this similar with any situation from your community? Could you give examples?

- Is there a similar attitude to men who fall into these categories (divorced, drinks and smokes)?

- What could we learn from this activity? How can we solve this problem?

Unit 4 – Examining prejudice and discrimination

4 Quadrants Activity[7]

RATIONALE

This activity allows participants to think about situations in which persons were discriminated or even aggressed because of their gender. Its objectives are:

- To raise awareness on the different manifestations of discrimination and exclusion in society;

- To start identifying what each participant can do to prevent these from occurring or continuing.

REQUIREMENTS

- Time: 45 min.

- Materials: 1 copy of the "4 Quadrants" handout for each participant.

INSTRUCTIONS

- Give each participant a copy of the 4 quadrants handout. Explain to each of them the meaning of the 4 words, also offering a personal example.

- Ask participants to select a partner and to share in these pares an example of a time when they played one of these roles.

- Reconvene the group and discuss the following:

DEBRIEFING AND EVALUATION

- Was it easy to identify these 4 occasions? Which one was the most difficult to remember?

- How did it make you feel to remember those 4 situations?

- How did you feel remembering about times when you were the perpetrator? What made you act as one? How could have someone prevented you from doing that?

- How can a "bystander" be turned into a "healer"?

- What can we learn from this activity?

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[7] Adapted from: Nancy Flowers, with Marcia Bernbaum, Kristi Rudelius-Palmer, and Joel Tolman (2000), The Human Rights Education Handbook. Effective Practices for Learning, Action and Change, Human Rights Resource Center, University of Minnesota, 2000.

4 Quadrants Activity

Remember a situation in which you were a:

"Victim"	*"Perpetrator"*
A time when, because of your gender, someone said or did something to you that hurt you	A time when you disadvantaged someone because of his/her gender.

"Bystander"

A time when a person was disadvantaged because of his/her gender and you just witnessed it without intervening.

"Healer"

A time when a person was disadvantaged because of his/her gender and you intervened to stop it.

Sculpture: what needs to change?[8]

RATIONALE

Oppression is expressed in various forms and we have all experienced examples of oppression in our lives. Through body sculptures, participants will create a vision of gender oppression found in society and through physical space and actions, experiment strategies to change these "sculptures of oppression".

REQUIREMENTS

- Group size: 10+.

- Time: 40-60 minutes.

- Materials: A room large enough.

INSTRUCTIONS

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8   Inspired from the "Fruitcakes" manual, EPTO, 2007, and from the "The Oxfam Gender Training Manual" © Oxfam UK and Ireland, 1994.

- Introduce the theme of the sculpture: 'Women and Men Worldwide: What needs to change?' Allow participants 5-10 minutes to brainstorm ideas.

- Explain how sculpturing works (see Facilitator's notes). Ask for a volunteer to be the first sculptor. It needs one courageous person to start the ball rolling! Stress that everyone creates the sculpture and each person sculpts one idea only.

- Ask participants need to break into small groups, and ask each group to produce a human sculpture illustrating one idea they have about the theme. Each group then shows their sculpture to the other groups. Then one of them explains what the sculpture represents.

- Invite the first group to present their sculpture and explain it to the audience. Ask everyone what he or she thinks about the sculpture. Does anyone want to add another idea? Someone in the actual sculpture can ask for a replacement, step out and become a sculptor.

- Once there is a final sculpture, initiate a discussion in the group, based on the following questions:

  ◦ What have you noticed about the current situation?

  ◦ What changes do you think are needed for this to become real?

  ◦ Who may be the main actors of this change?

  ◦ What can be your personal contribution?

- Write up the main ideas raised. Ask participants to think about the proposed changes and write in their learning diaries what could be their personal contribution to one or more of them.

- Repeat the process for all teams.

- At the end you can also find ways of combining all the sculptures into a single work of art. Also, you could take a photograph to keep a record of it.

Notes for the facilitators:

- This is an energising exercise, helpful when people seem tired, muddled or lacking in direction.

- 'Living sculpture' is a method that can be used to express any concept in a visual, physical way, rather than verbally. (It has been used to express empowerment, machismo, etc.) One-person acts as sculptor to arrange the others to represent the concept as a tableau or single image. People then take it in turns to be the sculptor and change the sculpture until it represents all the ideas.

- It is important to finish the session on a hopeful note: that changes are possible.

- This activity can be used after discussion about gender roles and needs, or later in the workshop, as a preparation for defining strategies and action plans.

A better me!

RATIONALE

Even if most of us have a general knowledge about what we should do or not do, we often do not acknowledge them. "Each trip starts with the first step". So, change start with us acknowledging what we need to change about us and start making concrete plans.

REQUIREMENTS

- Group size: 10+

- Time: 40-60 minutes

- Materials: a room big enough.

INSTRUCTIONS

1. Introduce the theme of the activity.

2. Give each participant a copy of the "A better me" handout. Ask participants to assess themselves from 1 to 5, based on how much those statements represent them.

3. Following the assessment, ask participants to start thinking about things that they should start doing, stop doing or do differently in order for them to effectively take action against discrimination.

4. Offer about 20 minutes for the activity. Once this is finished, group the participants in a circle and start the debriefing process.

DEBRIEFING AND EVALUATION

- Was there anything that surprised you while making the self-assessment?

- What can be something you can immediately change about you?

- What are the biggest challenges you foresee in making these changes in your life?

- How did it feel to write concrete things you plan to change?

- What can you learn from this activity?

A better me! – Handout

Please rate your own behaviour from 1 to 5.

1 means you don't recognize yourself at all in the description, 5 means that the description is an essential part of your life/work.

I educate myself about the culture and experience of other groups (racial/ religious/ ethnic/ economic, etc.) by attending classes, workshops, cultural events, reading, etc.

I spend time reflecting on my own childhood/upbringing to analyse where and how I received racist, sexist and other prejudiced messages.

I look at my own attitudes and behaviours to determine how I am perpetuating or combating racism in our society.

I evaluate my own use of language to see if I use terms or phrases that are degrading or hurtful to other groups.

I avoid stereotyping and generalising about persons based on their group identity, gender, etc.

I am aware of, and can explore and discuss with comfort, issues of racism and other forms of discrimination.

I am open to having someone of another "race" point out ways in which my behaviour may be insensitive.

I give equal attention to all my acquaintances regardless of "race," religion, socio-economic class, or physical ability.

I consciously monitor TV programmes, newspapers, social media and advertising for prejudicial content.

I feel free to confront persons who use are using discriminatory language or show discriminatory behaviour and ask them to stop.

I volunteer for the cause of promoting equality and non-discrimination.

After you complete the checklist, please make a list of areas you think you should improve. Then create for yourself specific goals for becoming more inclusive in your life and for promoting a more inclusive world.

I should start doing...

I should stop doing...

I should do differently...

Unit 5 – Facilitation skills

Mistakes in facilitation

RATIONALE

When facilitating, especially for the first time, it is only natural that you will make some mistakes. The activity aims at presenting in a direct way the typical mistakes that a facilitator might do, while supporting participants develop strategies on how to avoid them. This activity aims at understanding the presentation skills that a facilitator should have and at starting developing the necessary strategies for avoiding the most typical facilitation mistakes

REQUIREMENTS

- Material: One ticket with a facilitation mistake for each two-three participants

DEBRIEFING AND EVALUATION

1. Explain the rationale of the activity.

2. Divide the participants into pairs or groups of 3 and share with each of the groups one of the tickets presenting different mistakes in facilitation.

3. Instruct each group to read the ticket they got and offer 10 minutes for them to prepare a 1 minute sketch describing the error. Each group will afterwards perform their sketch and the others will be invited to guess what the mistake is.

4. Allow each group to present its performance and write down what are the suppositions that the others are making. Also ask the participants how they feel by seeing a facilitator doing such a mistake.

DISCUSSION TOPICS

This activity can be organised without a debriefing, or the facilitator can ask at the end about:

- What potential strategies we may use for avoiding such situations?

- How can we become aware of making such mistakes?

The activity is also very good for introducing the concepts of peer feedback, check in or check out, evaluation, etc.

Mistakes in facilitation – Handout

No enthusiasm when facilitating
No eye contact
No/bad visual aids (images, slides, etc.)
Speaking too low (not enough volume)
Showing nervousness, shyness
Coming unprepared/not knowing what you should do
Not explaining the rules properly
No interaction with the participants
You feel offended by the feedback of the participants
You make fun of the participants
You are yelling at the participants
You are not managing the time properly (finishing too late or too early...)
You are too energetic for the activity/group
Not adapting to the needs of the participants

Supporter supported

RATIONALE

This activity helps participants understand how difficult it is to support and get supported if you cannot talk. It also creates an awareness about own support needs and how one would react when supported without having asked for it. Supporter supported is often used during train-the-trainer seminars in order to create awareness in working with a co-facilitator.

REQUIREMENTS

Time: 20-30 minutes

Materials: no materials needed, a large room for couples to stand with their arms spread

INSTRUCTIONS

1. Ask participants to form couples. If you have an uneven number of participants, either allow for one group of three or have one of the facilitators join.

2. Instruct participants to choose the person who starts. This person will be supported, close his/her eyes and stretch out the arms like a T. The other person is supposed to support the T for the next 5 minutes without talking, just by assuming when the T needs support.

3. After five minutes the roles change. The supported become the supporters and vice versa. Optionally, during the role change, you can allow a 2 minute discussion about a potential strategy.

4. After 10 minutes debrief the activity.

DEBRIEFING AND EVALUATION

- For the times people were supported: How did it feel? Were you helped too early/late/just in time?

- Did you realize what you were expecting? Did it happen?

- For the times people were supporters: What was your strategy to support the T?

- To all: What did you learn during this exercise?

- What do you think you could learn from this exercise when it comes to supporting others/ asking for support/ co-facilitation?

The feedback process

RATIONALE

This simple feedback process will allow you to look at and evaluate yourself and your peer training team within a supportive environment. Use this feedback process during practice sessions and following actual workshops and programmes. The feedback process is an important tool for identifying strengths and skills that need additional development.

When providing feedback to other peer trainers, it is helpful to follow a certain number of guidelines. You can introduce those feedback "rules" to the participants before beginning the facilitation practice.

REQUIREMENTS

- Time: 15 to 30 minutes, depending on questions from participants.
- Materials: flip chart paper.

INSTRUCTIONS

1. Present the feedback process to the group, including the definition, and a summary of key points on how to give and how to receive feedback.

Definition

Feedback is an information about reactions to a person's performance of a task, etc., used as a basis for improvement.

It is also the modification or control of a process or system by its results or effects.

It can (and should!) be positive and negative. Feedback is a gift that can help us learn and improve ourselves through constructive observations that we get from others.

Key points on giving feedback

- Immediate: as soon as possible after the event or situation takes place

- Wished: feedback does not help anyone if it's forced, if the person who is supposed to receive it cannot or doesn't want to hear it

- Descriptive: without interpretations and judgments, without urging the other person to justify him/herself

- Specific: without generalising but in direct relation to a precise situation or talk

- Useful: what's been criticized should not be unrealistic to change, indications and advices must be achievable

- Adapted to the person to which you're giving feedback and to the situation in which you're giving it. The needs of the feedback receiver are also to be taken into account, not only the needs of the one giving it.

- Subjective: using "I" statements. "I" statements are important for avoiding generalisations and for keeping comments and suggestions focused on your own personal experiences, rather than speaking from what you believe others think. "I think your presentation would have been more effective if you had explained all the directions before you told people to form small discussion groups."

- Balanced: both positive and negative (instead of "negative", it is better to refer to "constructive criticism"). We tend to only see what has not functioned, but it is also important to observe what has been properly done and not to consider that all that works is obvious or "normal". In providing helpful feedback to one another, begin by clearly articulating those areas of strength you observed. Then, address in a constructive way areas in need of improvement. Avoid providing positive feedback as an introduction or add-on to your constructive feedback. For example, avoid saying, "I thought you were well prepared, BUT..." Remember, although peer trainers learn from constructive feedback, the positive comments are equally important in building confidence and affirming existing strengths. Begin by clearly describing what was done well. "Your group was well prepared. I appreciated that you knew the activity and you all seemed to work well together." "I liked the way Roberto wrote the responses on the chart paper while Ella generated responses from the group. The story you told was a great addition, too." After this positive feedback, you can add any suggestions that might make the presentation even better. "I was sitting in the back and I had a little trouble hearing your voice when you asked some of the discussion questions...."

Key points on receiving feedback

- Be open: it's better to say if one is not at ease to receive feedback and when will be the right moment.

- Actively listen: don't reply with explanations, justifications, arguments but really focus first on what is being said and try to understand it well: it is about putting oneself in the other's shoes! Don't hesitate to repeat or reformulate what the other has said to check

2. After each facilitation team has finished their activity, you can initiate the feedback process using the questions below.

   ◦ What did you do well?

   ◦ What could you have done differently?

   ◦ Other comments?

Handling difficult training situations

RATIONALE

This activity aims to familiarize participants with ways of handling difficult situations in trainings. The most important is that participants have the chance to draw conclusions out of their own experiences and brainstorm about possible problems and solutions they might encounter as trainers.

RESOURCES

- Time: 90 to 120 minutes

- Materials: flip chart paper, creative materials participants might use for the role plays, a flexible space to be organized both for more formal presentations and for role plays presentations.

INSTRUCTIONS

1. Present examples of the difficult situations that the facilitator and participants might encounter in trainings or workshops:

    ◦ One participant is too engaged.

    ◦ Only one point of view is represented.

    ◦ A conflict occurs.

    ◦ One person does all the talking.

    ◦ Misinformation is presented.

    ◦ Discussion stops / does not start.

    ◦ Someone starts crying.

    ◦ Participants are not participating.

    ◦ You are offended personally.

2. Divide the participants in small groups (4 to 6 people). Give them 30 minutes, for each group to:

    ◦ Identify one difficult situation that one of them has encountered in a workshop/training (it can be a situation from the list or another kind of difficult situation; it's better if it comes from a real situation, not a fictitious one);

    ◦ Create a play representing that situation and proposing one solution to tackle/solve it.

3. Explain them that they will have 3 minutes for playing the scene for the whole group and afterwards they will need to replay it for maximum 3 times, allowing other participants to come with other possible solutions for those situations (in a sort of forum theatRe style). Also mention that they are free to give any context to the play so that the group understands better the situation (especially needed for the teams playing situations from later stages of the debriefing).

4. Invite each team to play the situations one by one. After a play the facilitator allows space for the group to first identify the situation and the solution suggested by the group in the play, and then invites volunteers to try out other possible solutions that they can come up with. Not all situations need to be acted out and in the end the facilitator needs to summarize on a flipchart all the possible – minimum 40-60 min (in case you cannot have more than 10 min/group, there will be no time for replaying the situation, only for discussing other solution and summarizing them).

5. After each team has presented the situations allow at least 10' for discussing about what they learned from the activity and what doubts they still have. You can use the following guiding questions for it.

6. Give hand-outs and invite participants to continue the discussions and even come with further questions they might have in the spare time.

DEBRIEFING AND EVALUATION

- How was it to discuss about the difficult situations and possible solutions you might encounter while handling a debriefing? Did you discover something new?

- In what way did it help you to identify the different phases of the debriefing?

- What did you learn from this activity?

- How do you imagine to use this learning in your activity as trainer?

Peer Trainer Path[9]

RATIONALE

This activity is meant for participants to recollect life experiences (knowledge, passions, abilities…) that shaped them, to realize what are their existing strengths to count on as peer trainers. It will also help them reflect upon what they still want to learn and develop in order to become better peer trainers.

REQUIREMENTS

- Time: 60-90 minutes (depending on the time given for the debriefing).

INSTRUCTIONS

1. Introduce the rationale and indications.

2. Give to each participant an A4 paper and ask them to draw a line on it. The line would represent their lives. Ask them to write on the timeline the key moments/experiences connected with their passions, their learning experiences, and their relation to non-formal education, peer education, non-discrimination. Include:

   ◦ the first contact with non-formal education and/or peer education;

   ◦ the best and worst training and what they learned from them;

   ◦ what were the significant training/workshops/classes they attended and what they learned from them;

   ◦ what other experiences contributed to their learning: passions, hobbies, that enriched them as a trainer.

   Allow around 15 minutes for this individual task.

3. Ask participants to fold another A4 paper in 3. Have them intuitively pick 3 key experiences, recollect a key moment from each experience, drawing a sketch and giving a title for each one of them. Then under each drawing, ask them to write what they learned from that experience or in what way that passion/interest/learning helped them to be a better trainer.

4. Invite participants to put their drawings on the floor, and to walk around in order to have the chance to look at the experiences of the whole group. Ask them to find another person with whom they would like to share about it. Remind them that at any moment, each person is free to choose what information he/she shares and that it is fine to keep things to him/herself and say no to the questions of the others.

5. Return to the big group and facilitate a discussion in order to help participants to draw conclusions on the activity and for each of them to share what they learned/realized.

DEBRIEFING AND EVALUATION

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9   This activity is inspired by the Biographic Art method.

- How was it to think back at these experiences?

- How was it to share with another person?

- Did you find anything surprising/new about yourself?

- What about the others?

- How does this experience help you look at yourself as a trainer?

- What are you taking from this experience?

For further learning

There are many ways to learn and grow in the fields of youth, training and anti-discrimination. Our advice to go about learning is to combine research and experience.

Below are some simple ways to gain new knowledge, experience, and opportunities (and most likely new friends too!).

• Read novels, poetry, biographies and non-fiction stories written from different cultural backgroundsthan your own. Try to get as many perspectives as possible on a situation. The personalaccounts and life stories are effective ways to develop understanding and empathy.

• Attend cultural events of groups with which you might not have much contact.

• Take courses or follow a training programmes to improve your knowledge and skills in areas thatinterest you.

• Find ways to have contact and conversation with people who come from different backgroundsthan you. Ask questions (appropriately) and share information about your own cultural experienceas well.

• Contact local organisations representing different minority groups for information on the issuesthat are of concern to them.

• Watch television programmes and movies that can inform you about other cultural backgrounds or experiences.

• Monitor television, radio, newspapers and magazines for prejudicial content.

• See movies, old and new, that have dealt with topics of prejudice and discrimination.

• Spend some time travelling, living, studying or working abroad. Learn a new language and have experiences outside of the comfort zone of your culture.

• Visits parts of the city where you live that you would not normally go to. Spend an afternoon, have a meal, and visit a cultural or community centre.

• Join other networks and associations that are dealing with topics of diversity, anti-discriminationand training, and can provide you with further information or experience.

• Do some volunteer work in disadvantaged areas.

• Take notice of patterns and trends in social relations and equal opportunities. Challenge yourself to continue asking "Why?".