

Let's talk about sex



Tool Box

- **Locations: Cornus (France) & Ponta Delgada (Portugal, Azores Archipelago)**
- **Hosted by: Du grain à moudre**

This project was funded by Erasmus+ KA1



Erasmus+

Context and Background of the Project

In an increasingly connected, intercultural and sexualized society, young people and adults alike find kinds of information on the Internet. Series, websites, advertisements, sexuality is omnipresent in our daily lives. Although the media has an open discourse about sexuality, this often involves many stereotypes, discrimination and gender norms.

So where do we turn when young people have questions? Family, school, religions, peers, etc., all will have different elements of response. Youth workers often witness those questions and

sometimes clumsy, even violent gestures. Our role as youth workers is to raise awareness, welcome different visions and words, but also to raise questions so that everyone can create their own vision.

Youth workers are sometimes lost in all the concepts and variety of tools to be able to interact with young people about sexualities and genders. There are not many places where youth workers can train and reflect on the subject in order to be able to offer young people an inclusive and open vision of sexual education and gender. We wanted to propose a mix of theoretical content and tools so that youth workers can address sexual education in their project and explore the link between gender stereotypes and what this implies about sexuality.

Teaching respect for their own and other people's bodies and listening to their emotions and needs, sexuality education gives future teenagers and adults the psychosocial skills they need to develop autonomy, self-confidence, empathy and healthy, balanced relationships with others. Subsequently, Sex education helps to promote sexual and reproductive health rights and to identify, prevent and combat sexist and sexual violence and cyber-violence, including violence against the very young, whether incestuous or not, as well as LGBTQIAphobic discrimination and violence. Taking a positive approach, reducing violence and discrimination and improving mutual respect contribute to the well-being of pupils, their success at school and a calmer climate in schools and beyond.

UNESCO defines comprehensive sexuality education as "a teaching and learning process [...] that addresses the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with the knowledge, skills, attitudes and values that will enable them to fulfil their potential - respecting their health, well-being and dignity - to develop respectful social and sexual relationships, to reflect on the impact of their choices on their personal well-being and that of others, and to understand and defend their rights throughout their lives "

This project was created in partnership between Du grain à moudre in France and Associação Planeamento Familiar in Azores. Other organisations joined the project: ESTYES from Estonia, Experimentaculo from Portugal, La Xixa from Spain, Focus from Bulgaria and EYCB from Czech Republic.



DU GRAIN À MOUDRE



ASSOCIAÇÃO
PARA O PLANEAMENTO
DA FAMÍLIA

Aim & Objectives

Those trainings had many objectives:

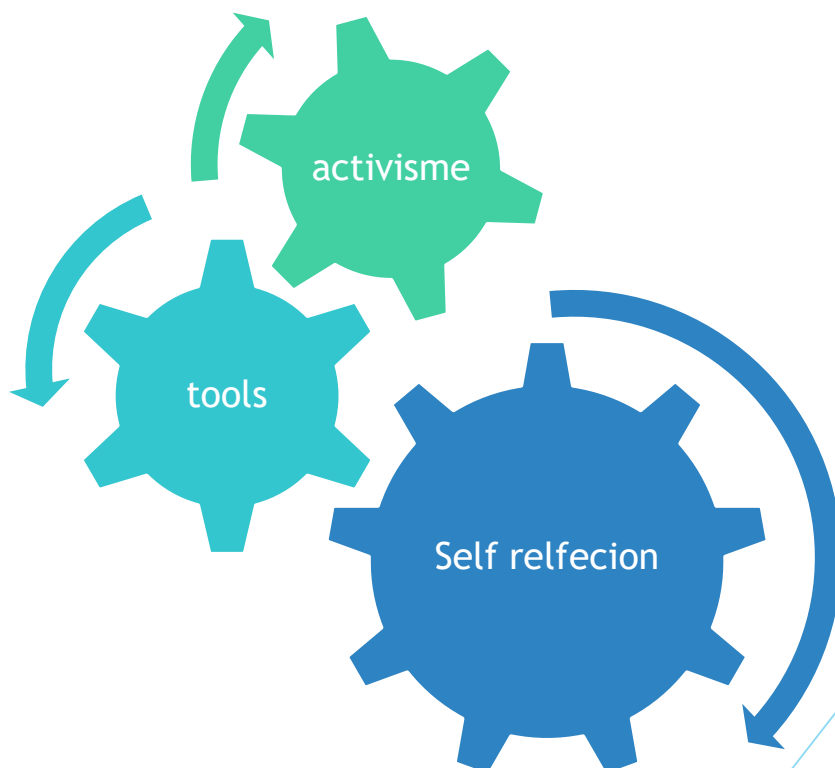
- exchange good practices from participating organizations on sexual and gender education;
- deepen theoretical knowledge around sexualities and genders;
- compare the different systems to which young people have access in the different partner countries;
- create an easily disseminated toolbox to arm new youth workers;
- experiment the Human library and other tools as part of a general public event;
- encourage peer education.

Educational Approach

The educational approach of the trainings “Let’s talk about sex” is a combination of the approaches of non-formal education, experimentation and self-reflection

NFE has objectives, ideally defined bottom-up, in a participatory way. At the same time, it is flexible, learner-centred and contextualized. Participants are aware of their learnings, there is an evaluation of the learning process and outcomes done by the participant themselves and supported by a facilitator.

The program has been constructed around 3 main items:



Activism:

In this project, we wanted to emphasize everyone's activism. Indeed, as youth workers, we are committed to young people, and through our work, our actions, we are a link in the educational community.

We wanted to emphasize that there are different forms and levels of activism and that it is not necessarily easy to find where to place yourself as a youth worker. However, we seek to open a dialogue between people who declare themselves active and politically engaged, and people for whom the concept of activism may be a little scary.

We see in this project an opportunity to find inspiration so that everyone can leave with new ideas for projects and commitment.

Tools:

Through this project, we achieved the creation of a functional toolbox for youth workers that could be disseminated easily in the partner's network. Facilitators invited participants to experiment with numerous tools throughout the first seminar. The aim of these tools is to enable the establishment of a common vocabulary, and a knowledge base allowing a healthy dialogue between participants. On the second training, participants offered to share their tools and to experiment the Human library.

Self-reflection:

Through this project, we examined the practices specific to each country, not for the purpose of comparison but in order to identify good practices from which we could draw inspiration. To do this, participants were invited to reflect on their national context but also on their own journey in their connection to sexuality.

Facilitators and participants



Damien Salomon
Freelance trainer



Marie Visse
Freelance trainer



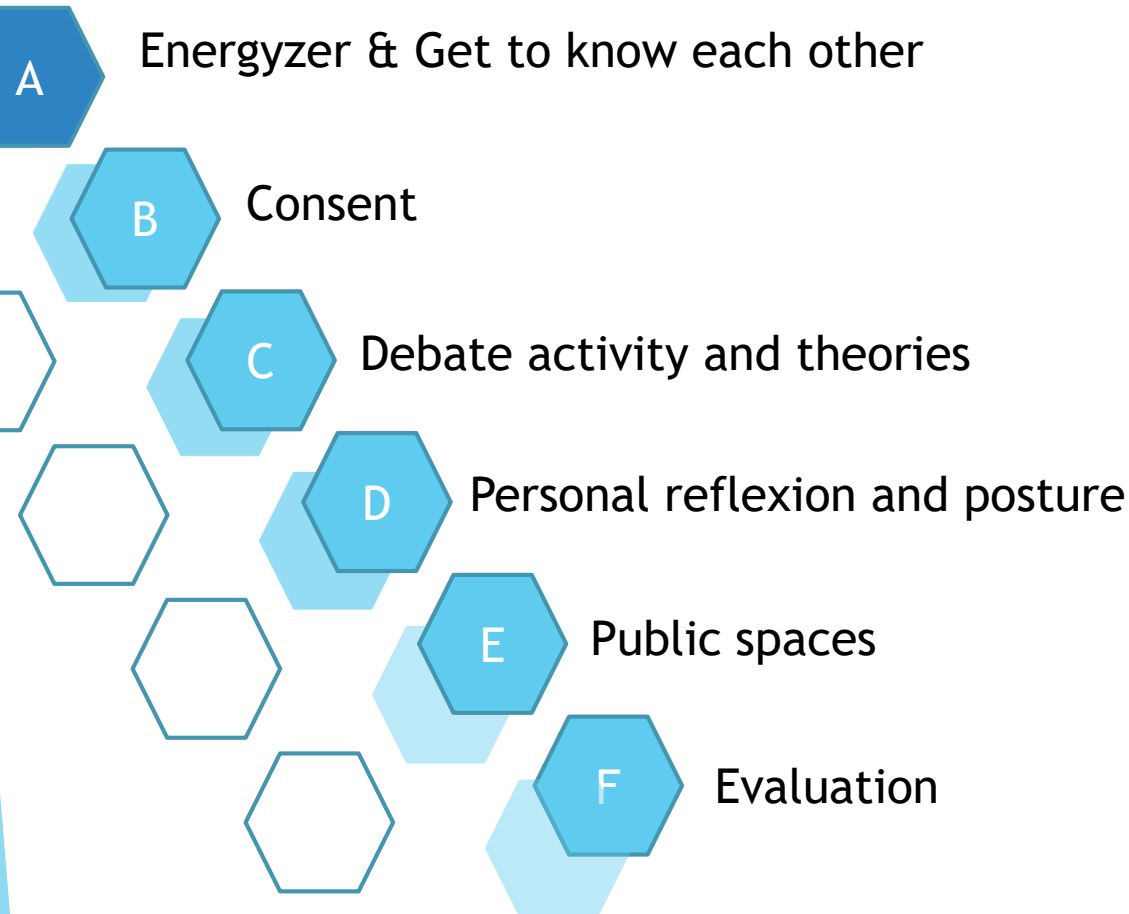
Cecil Gomez
Freelance trainer



Joana Amen
Freelance trainer

The group was composed of 4 trainers and 26 wonderful participants.

Table of content tools



I) Energyzers, group dynamic and get to know each other

In order to get into the different activities, and to warm up a bit, we started every session with different energizers.

Shaking hands:

Shake someone's hand and introduce yourself : "hi, I m Veronika", "Hi I m Lada".

⇒ Now Veronika will introduce herself as Lada, and Lada as Veronika etc... etc...

Human Body:

Write down different part of a human body on little papers (ankle, eyebrow, butt etc..). Then, you have to find a partner, connect these two parts and, for example, run around a table .

Balloon and needles:

All the participants are balloons except 3 that are needles. The needles want to blow up the balloons touching them. Once a balloon is touched, they kneel and stop moving. The other balloons can save the deflated balloons "blowing" them counting 1.2.3 touching them .

The game goes on as long as needed

A rope:

Put a rope between 2 trees in a height of 1.5meter. Now the whole group has to go to the other side of the rope without going around.

Dance:

Participant line up in a circle, one remains outside the circle (they can not see or hear what happen in the circle)

=> Participant in the circle choose one person that will make some move that the others need to reproduce

=> The one excluded come back and need to guess who leads the dance

7 circles

All participants pick one participant in their mind. When the leader says to, everyone need to run around the chosen person 7 times.

What's in the box :

present a box to the participant : it's a huge box with many things inside.

The person next to you should ask you "what's in the box ? " , pull of with mimic your (imagined) object to show to everyone and tell what is it (ex : a cute puppy).

Repeat this until everyone one have took an object out of the box



Sound theatre exercise

The activity is organized according to the following steps:

Step 1 : Create teams of 3-5 people. Give a paper with a localisation wrote on it (forest, supermarket, beach, ...)

Step2 : Invite the team to reflect for 3min of how make guess this localisation to the other person (who will be eyes closed) only with sounds

Step3 : One after the other each time will propose their sound theater.
The other participants (the audience) sit in a little circle. Announce that the actors will perform moving around them.

Thematic	Theater warming up
Objectives	Warming up, understand the power of sounds
Duration	10-15'
Material	papers

The audience should remain silent until a signal from the facilitation, at this signal they can give their guess about the subject of the theater (here a localisation).

Humain machine

The activity is organized according to the following steps:

Step 1 : Create a stage space that everyone understand.
Choose a topic in the way you want.
For example under the sea.
The idea is to collectively create a machine which will represent the topic.

Step2 : One by one the participants will go on the stage and take a position with a little move and little sound (as a moving gear in a machine).
Beware to not take a too uncomfortable position or sound as this exercise will last a little.

Thematic	Theater
Objectives	Warming up
Duration	15'
Material	None

Underline to let the time for the audience (the participants who are not yet in the machine) to watch the machine each time a new person join it.
The implementation should be slow, not kind of all the person going in the same time

Step3 : When the machine is complete (all the participant are part of), announce that the machine is going a little faster ... and a little more ... and more again ... oh the machine is going crazy fast ... and exploded !

Get to know each other

Those activities can be done in any order, we recommend to do it at the beginning of a training, or session. They allow participants to get to know each other, but also to maintain a climate suitable for the exchanges. They also allow participants to understand the frame and put some limit on it.

For every intervention linked to sexual education, we recommend to set a frame understood by all the participants. All along the training the participant referred to the creation of this frame.

The frame is also here to maintain a confident atmosphere where everyone can express themselves, it maintains the rules of respect and confidentiality that we want to preserve in this kind of session

The frame can be co-create with participants, especially in a scholar environment. This co-construction allows participants to express their needs, fears but also to understand from where they are speaking and what are the particularity of this space.

Example of rules that can contain the frame

- Respect the different opinions
- What is said here stay here
- All questions are welcome
- I can leave the room where I feel uncomfortable
- I can stay quiet
- We speak with "I"

Activity 1 :

Round of name and pronoun: invite the participant to share their name and pronoun.

Activity 2 :

Place where I feel good: invite the participant to share their name with a place they feel good

Activity 3 :

Ball name: the participant must throw a ball to a person saying his/her/their name first

Activity 4 :

Maps on the floor: the participant imagine a map on the floor and they place themselves according different questions :

- 1) Where do you live?
- 2) Where do your parents come from?
- 3) Where do your grandparents come from?

Where do you dream to go ?

Activity 5 :

Draw your neighbour: Draw your partner 2 circles of participants looking at each other. Each participant starts drawing the eye of the participant in front of it. Then, the 2 circles turn, and each participant needs to draw the mouth, etc. until the whole face is completed.

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Activity 7 :

Mission impossible : give a list of 10 tasks participants need to realize in less than 10 minutes. The main idea is to ask them to cooperate and organize themselves.

ideas of tasks : calculate how many kilometres done to come here, group picture, collect red object, create a choreography, etc...

Activity 9:

Snow ball : by pair, participants need to think about rules that are important for them, then in group of four the participant put in common what they already wrote and discuss the different rules, then in group of eight etc..

Activity 6 :

Calendar meeting : Each participant receives a piece of paper with the seven days of the week written on it. Invite the participant to take an "appointment" every day with another participant. Once everyone has a full scheduled week, it's time to start. Announce loudly "we are monday find your appointment and discuss about the next topic...."

ideas of topic: what is your love language, something I'm grateful in the previous month, a naughty thing you did being a kid, what you love the most in your job, what kind of movie your life would be, etc.

Activity 8 :

Stick Dance : Invite the participant to create couples, each couple receive 2 pens, they have to hold it using only their index finger (1 index of each participant to hold one pen). Then, put music and invite them to dance and explore all what they can do. Next step is to invite them to create group of 4, then 8 etc...

Café rencontre

The activity is organized according to the following steps:

Step 1 : Invite the participant to seat on different tables, explain the rules of the activity :

- The trainers are now the waiters, and will come for orders. They serve beverages and food to the participants.
- Participants will stay in their room for the next 15 to 20 minutes and then will change **and** discuss with other persons.
- Every round the table receive a different subject of conversation

Thematics	Network
Objectives	-Create small group conversation -Understand different background -raise awareness on who is on the training
Duration	50 min
Material	tea, coffee, biscuits, fruits
Subject here :	
<ul style="list-style-type: none"> • Who are you, what is your organisation? • A fun story connected with the public you are working with • When did society confronted you to your assigned gender? 	

II. Consent

Consent affects all areas of our life and not just sexuality. Consent is a practice to develop and transmit to other as young as possible in order to create a consent culture.

Consent is :

- Freely given (not given under distress or pressure)
- Reversible (able to be taken back at any time for any reason)
- Informed (all information necessary to make a good decision was there)
- Engaged (signal presence and authenticity)
- Specific (not assume to carry over to more than one situation)

Our consent can be influence by different bias: these biases are not good or bad, they are just there. To be aware of our different bias can help us to understand why we take certain decision. It can also help us to understand why others take some decision and what is our influence on it.

Analyse bias is like to put glasses and observe a situation and try to analyse it

- education (family, school..)
- fear of guilt
- fear of exclusion
- difference in social status, aura
- altered state of consciousness
- Patriarchy
- Scarcity of opportunities
- need for recognition
- desire to remain consistent*
- fear of confrontation

During the training we experimented several activity link to consent : butterfly and trees, consent fresque, gate and wall, playfight, etc.

The consent fresco

The consent fresco is a tool develop by the NGO's La Caravane des Sexualités Joyeuses.

The goal is to give people word and definitions through cards, let them share stories about it.

Create a good space for sharing by setting some rules.

The cards are available on the annexe of this document

thematics	Consent
Objectives	<ul style="list-style-type: none"> - Name consent biases - connect them to our story
Duration	1h to 3h
Material	Consent fresco card

Butterfly and trees

The activity is organized according to the following steps:

Step 1 : explain to participants the different rules:

- there will be 2 types of characters: trees and butterfly

Butterfly can fly from trees to trees and touch them. Before to touch a tree, they need to ask “can I touch you”

Trees can not move their legs, but they can speak and move their arms.

Thematics	Consent
Objectives	experiment the “no”
Duration	30 min
Material	
<p><u>decline</u> : Trees can decline the touch at any moment</p> <p><u>redirect</u>: trees can also redirect the touch of the butterfly by grabbing their hand and putting it somewhere else,</p> <p><u>double touch</u>: when the tree tap twice the hand of the butterfly, it's the signal that the it doesn't want to be touch anymore. The butterfly needs to ask again the tree “can i touch you” before to touch it again</p> <p>It's recommended to have twice more butterfly than tree, and to really invite the tree to experiment the different tools they have in order to change or decline the touch.</p> <p>It's also recommended to the butterfly to annoy the tree so they can also experiment the withdrawal of consent</p>	

Gate & Wall

The activity is organized according to the following steps:

Step 1 : explain to participants the different rules: Participants are in circle, one of them is invited to go out of the room.

Step 2 : Participants in the circle are invited to focus and to stay stoic, they can not move, make mimic or sound.

2 Participant side to side are chosen to be the gate (the only way to get out of the circle will be between those 2 participants.)

Thematics	Consent
Objectives	Feel the “no”
Duration	15 min
Material	
<p>Participant need to focus on their energy and eye expression. If they are not a gate, they need to be closed, if they are a gate, they need to be open. The frame is also here to maintain a confident atmosphere where everyone can express themself, the frame is also here to maintain the rules of respect and confidentiality that we want to preserve in this kind of session</p> <p>Step 3 : the participant that have been outside is invited to come back inside the circle and has to go out of the circle, they can make several attempt</p>	

Playfight

There is different types of playfights :

The rules we suggest :

- no obligation to fight
- the limit of the ring is the people, the arena refocuses the fighters
- 2 minutes long maximum
- double pat if you want to take a break or stop the game
- traffic lights : everyone can ask the colors = green, yellow or red
- check, eyes closed, to see if some people don't feel comfy.
- the person who wants to fight goes in the ring : two possibilities .she chooses someone who can refuse or .she suggests a way to fight and wait for someone to come
- before each fight they set the limits (bitten, scratched, tickled, hair, slaps and spansks and parts not to be touched) and medical problems (use a pen)
- facilitators put timer and music at the same time
 - stop whenever you want" before the end of two minutes

thematic	Consent/ Space of violence/ Game
Objectives	For the facilitator, the objective is to set rules and be sure of people's consent. For participants, the objective is to connect differently, feel their own bodies, be happy. For others, the objective is to observe and feel that happens inside them
Duration	2 hours
Material	Mattresses! a Timer Speakers
Difficulties for the facilitators	Many questions about many subjects. Be able to handle injuries or get someone who can. Different types of dissociations can also occur so get some information about it beforehand, or find someone who knows about them and can take care of the people.
<p>=> after setting the rules, do a demonstration at the beginning</p> <p>Ideas for playfighting : cats, monkeys, affection, fishes, shoulders to the ground, socks pulled, keep eyes closed...</p>	

III) Debate activity and theories

Debate activities are useful to point light on different opinions and give the speech to the one that are not use to have it. It also helps to understand different perspectives. The frame settled at the beginning of the session is really important to this kind of activity. The facilitator needs to think if they want to be part of the debate or if they are just here to put the frame. Once again, keep in mind that the facilitators have an influence link to their position.

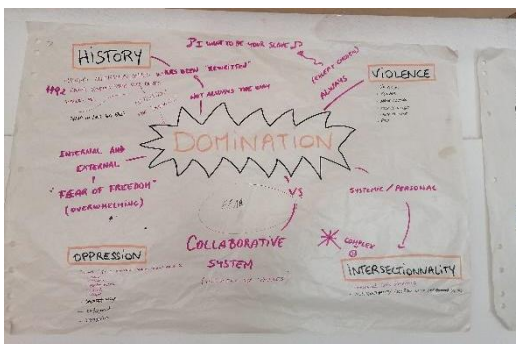
We use to tell to participants that there is no good or bad answers, they can change their mind at any moment and the idea of this kind of activity is to help everyone to create their own path of thinking.

Common definition

The activity is organised according to the following steps:

Four flipcharts are spread on four tables;

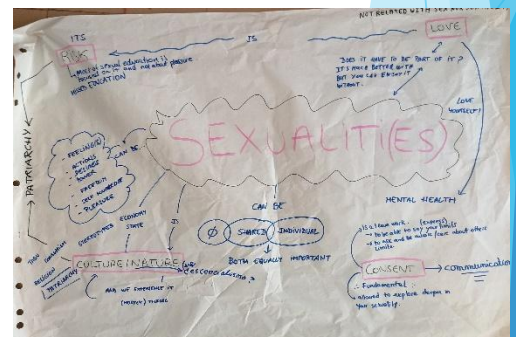
- On each flipchart, one concept is written with some other words related or not to the main term. In small groups, participants need to discuss the term and can add an arrow, sign or sentences on the flipchart.
- After 15 min, groups swap flipchart with another group, and can add comment, sign etc... to the other flipchart.
- After 3 rounds, the last group needs to try to make a definition that sums up all the reflections present on the flipchart. We discuss then in plenary the definitions.



Thematics	Debate & common language
Objectives	<ul style="list-style-type: none"> - Introducing the thematic - Define concepts - Set basic elements of language for the rest of the week
Duration	1h
Material	Flipcharts, markers

Word on the flip chart here :

1. Domination
2. Sexualiti(es)
3. Heteronormativity
4. Activism



Fish bowl debate

The activity is organized according to the following steps:

Step 1 :

Set the room with a big circle of chairs (1 per participant). In the center of the circle, place 3 chairs looking to each other.

Step 2 :

Invite participants to reflect on questions, thematic they would like to discuss with the group. Invite them to write them down on a paper and place the papers on a hat.

Step 3 :

The participant seat on the chairs, and the trainers give the rules :

thematic	Debate
Objectives	<ul style="list-style-type: none"> – Debate – Listen to different perspectives – Interrogate the collectif
Duration	1.5h to ...
Material	chairs

-only the 3 participants seating in the middle can discuss, the other are observing and listening.

- if someone want to join the conversation, they stand come to the middle and touch the shoulder of one of the participant, this participant give up their seat and go in the big circle

-if someone from the middle want to leave the conversation, the person raises their hand and one participant from the big circle need to come to replace them

Step 4 :

Let's debate !

question for our debate :

- *Is everybody able to say a clear no?*
- *dating apps how they serve hetero/homosexual people*
- *should we put sex or gender on the I.D?*
- *Is pornography a good tool for sex education?*
- *Should we legalise prostitution ?*

Intersectionality is an [analytical framework](#) for understanding how individuals' various [social and political identities](#) result in unique combinations of [discrimination](#) and [privilege](#). Intersectionality identifies multiple factors of advantage and disadvantage. Examples of these factors include [gender](#), [caste](#), [sex](#), [race](#), [ethnicity](#), [class](#), [sexuality](#), [religion](#), [disability](#), [weight](#), [species](#) and [physical appearance](#). These intersecting and overlapping social identities may be both [empowering](#) and [oppressing](#).

Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.

The wheel of intersectionality can be a good introduction to the notion of privileges and power we can meet in a group.



National to international

The activity is organised according to the following steps:

Step 1 :

Screening of “Le dessous des cartes”

<https://www.arte.tv/fr/videos/108458-011-A/le-dessous-des-cartes/>

to see the main differences at the international level

Step 2 :

Work in small group by nationality. Participants need to choose one news link to the thematic : gender equality, sexuality, LGBT. Participants discuss for 15 min about which event they want to introduce to the rest of the group

thematic	International perspective
Objectives	<ul style="list-style-type: none"> – Understand different politics – Get inspired by some projects
Duration	2 hours
Material	Screen, projectors, papers

Step 3 :

In Plenary, participants introduce the event they have chosen.

Step 4 :

In a small international groups, participants introduce “what is my reality link to the thematic”. Each participant introduces how they perceive the society where they live.

Step 5 :

With a brain storming the participant make a list of actions that they consider a good practice in their country related to the thematic.



Skim reading / arpentage

The activity is organized according to the following steps:

Step 1 :

Choose a book that is link to you thematic, easily splitable on different chapter, with a level of vocabulary adapted to your public

Step 2 :

Introduce participants the history of the methodology: used by workers during the industrial revolution in order to have access to knowledges and be able to create unions and defend their right.

Step 3 :

Introduce the methodology:

Split the group in small group, they should be as many group as chapter you want to study. Each group receives the chapter and must read it.

Invite the participant to write the main ideas that they harvest from their chapter.

Step 4 :

In plenary, groups explain their chapter one by one and recreate collectively the content of the book.

thematics	Cooperation / Gender/ sexual violence/ empowerment
Objectives	-Desacralized the books -Give access to knowledges -Empower people from any background through collective reading
Target group (if specific)	All Ages
Duration	depend of the book
Material	Book, papers

Not mandatory :

In order to add symbolic into it, you can cut the book in front of them and then re-stick it together once the book is read

Books suggested here:

King Kong Theory - Virginie Despentes

Time line

The activity is organized according to the following steps:

Step 1 :

Participant are in small group and need to list different historical events that had an influence on sexuality in general. It can be a person, an event, a discovery, etc

Step 2 :

Back in plenary, participant sit in circle and come one by one in the middle, introducing one of the event they choose in small group. They then need to place themselves or the card created with the date and the detail in good order following a time line.

thematic	Debate activity
Objectif	Set milestone
Duration	1h
Material	papers
<ul style="list-style-type: none"> -2022 death of Masa Amini (Iran) -2016 first representation of clitoris -2020 abortion strike (Poland) -2022 erasement of federal abortive law (US) -1981 1st case of HIV -1980 decriminilization of same sex relationship (Portugal) -1949 second sex by Simone de Beauvoir -2001 1st same sex mariage after WWII (Netherland) -1953 1st Playboy magazine -1920 Russian Soviet Federative Socialist Republic first government to legalize abortion -1889 Freud "Hysteria" -1896 1st porn movie -1893 the Colony of New Zealand was the first to acknowledge women's right to vote -1855 1st rubber condom -1800 institutionalization of obstetric violence -1500 None & priest masturbation thx to sextoy -1494 Syphilis -12th century Inquisition (church power) -2400BC 1st same sex couple documented -3000 bc Kamasutra -6000 BC 1st documented prostitute 	

Media representation

The activity is organized according to the following steps:

Step 1 :

Invite the participant to split in small group according to different thematic :

Exotism, rape erotization, queer, consent orgasm.

Step 2 :

Each group work on one thematic with helped by "culbute documentary"

<https://www.arte.tv/fr/videos/RC-022068/culbute/>

Step 3 :

The, each group needs to discuss about the actual representation and some good/ bad example of movies/song/videogame link to the thematic .

thematic	Media
Objectives	<ul style="list-style-type: none"> - Have an overview of the actual representation - Collect good examples of representation
Duration	1.5h
Material	Laptop, paper, markers,
Filmographie : <ul style="list-style-type: none"> – <i>Sex education (serie)</i> – <i>Janette monae (music video)</i> – <i>Female pornography</i> – <i>Bridget jones</i> – <i>I feel pretty</i> – <i>Sense 8</i> – <i>The owl house</i> – <i>Crush</i> – <i>Umbrella academy</i> – <i>Heart stopper</i> – <i>Frozen</i> – <i>Looking</i> – <i>And then we danced</i> – <i>Aphro-ismes (book)</i> – <i>Les Mauresques</i> – <i>Handmade tales (serie)</i> – <i>Mad Max fury road</i> – <i>I may destroy you</i> – <i>Promising young women</i> – <i>The last of us</i> – <i>She said</i> – <i>Les grageuses (book)</i> 	

Tales and archetype

The activity is organised according to

the following steps:

Step 1 :

Introduce the workshop with the reading of a tale to the group.

Step 2 :

Split the group in small groups and hand out different tales to the different groups. For 20 minutes, each group needs to read the tales and extract the different archetypes they perceived during the reading.

Step 3 :

Groups need to prepare a representation of their tales using different theatre techniques : classical, dance, story board, only voices, etc.

thematic	Archetype, youth,
Objectives	<ul style="list-style-type: none"> – Analyse tales – Reflect about archetype and their influence – Use our body
Duration	2h
Material	tales

Step 4 :

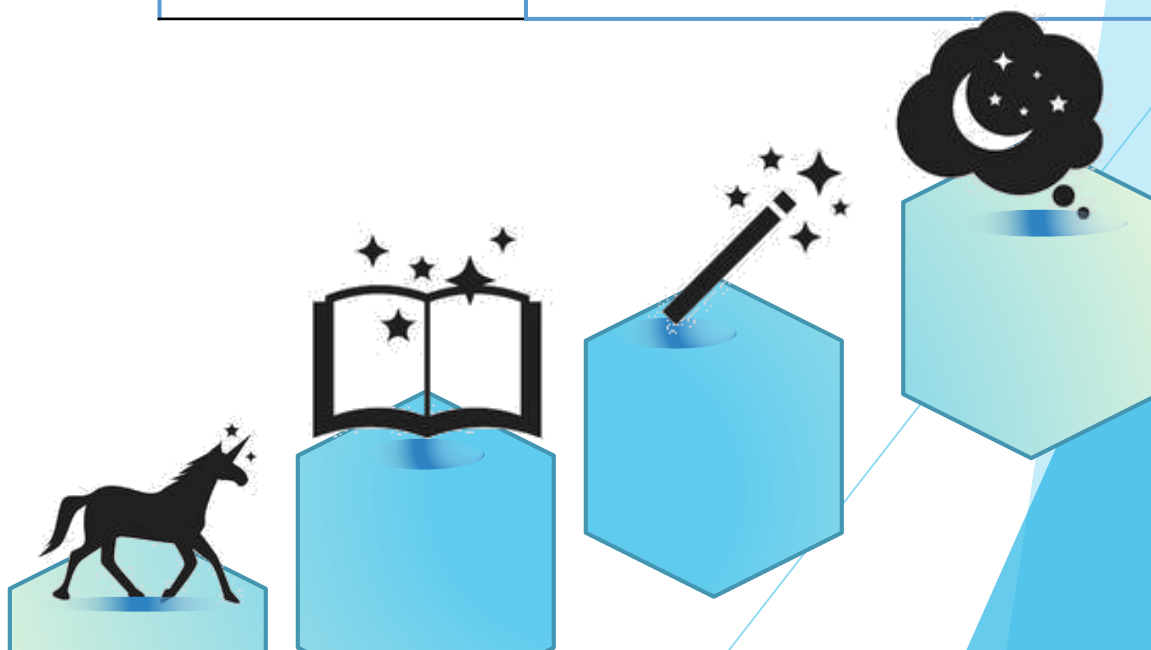
Each group perform on stage in front of the other groups.

Step 5 :

2 groups are combined in order to have an open conversation about "What archetypes touched you ? do you want to share why ?"

Step 6 :

In plenary, open the conversation about the roles and functions of archetypes and how they influence us.



V) Personal reflexion and posture

We believe that sexuality education should allow everyone to find what interests them without judgment and being open to different questions without taboo. Sexuality education is carried out throughout life, and leads to crossing a multitude of paths each one travels at their own pace and in the direction they wish, there is not just one way of doing things but billion. The objective of the following tools is to allow everyone to express or hear different stories, while having an individual reflection on how their story influences their posture.

As a trainer, we also need to be aware and pay attention to the power structure and our own role into them. This power structure can create pressure into the group and even in a “safe” space people can feel this pressure.

Body language is an important part of our work with the public, we need to pay attention to our body language but also the one of the public. It's important to observe the group and adapt to their body language: if the group seem sleepy or uninterested, it might be time to change activity or start an energizer in order to get active again. The setting of the group/ room implied lot of things the reaction and concentration will not be the same if we are in circle sitting on the floor, all stressed on the same bench, sitting on raw etc...

Our own body sends different messages and we can use it as a tool to maintain attention of the group (people focus for 15 min no more) our behaviour and posture can catch the attention: the facial expression, the position of the arm etc... We need to pay attention to our place in the space and use it wisely. For example: our backs can create a space of intimacy or exclude someone.

Each professional need to reflect on the distance they want to keep between the participant and them (too much distance // too much proximity) this will depend on each of us.



My story in history

The activity is organized according to the following steps:

Step 1 :

Invite the participant to reflect about their own journey link to their sexual education. It can be an open invitation, a guided meditation etc....

Step 2 :

Then invite the participant to draw a line that represent their life and invite them to complete their line adding all the elements that came through their mind.

Step 3 :

In small group, set a frame of care and safety with simple rules :

“ share what you want to share”

“what will be share in the small group will remain in this group, no need to talk about it after the workshop”

thematics	Self reflection,
Objectives	<ul style="list-style-type: none"> - Reflect on our own journey - Hear differents stories - Develop empathy
Duration	2-3 hours
Material	Paper, pen
Difficulties for the facilitators	<p>Create a safe space where the people feel comfortable to exchange and discuss.</p> <p>Some stories can be hard to say/ listen.</p>

Step 4 :

Conclude the activity with an emotional releasing activity like a drawing, a dance in order to close up.

Me, Myself and my activism

The activity is organised according to the following steps:

Step 1 :

Introduce the notion of activism and different scales of activism. Explain the relation between activism and youth work.

Step 2 :

Place 3 flipcharts in the room

1. Persons/movement
2. Concept
3. Actions / tools

Invite participants to add on the flip chart the sources of inspiration they got according to the title of the flipchart.

After a while, invite participants to encircle the words they don't know on the flipchart.

Step 3 :

In plenary, coming back to the different concept/ person/ action that are encircled to make sure everyone understand them.

thematic	Activism / Reflection/
Objectives	<ul style="list-style-type: none"> – Get inspired – Open a dialogue between people with different level of activism
Duration	1,5h

Step 4 :

Invite each participant to choose one tool/action noted on the flip chart or experimented during the week, and ask them to take a personal time to adapt it to their own context.

Step 5 :

In pairs, participants are invited to experiment "mutual interview group". One after the other, participants will introduce how they adapt the previous tool to their own context and how they want to implement it. The listener is here to ask question in order to clarify all the aspect of the tool freshly adapt

Reflection



Co-writing

The activity is organized according to the following steps:

Step 1 :

Participants are in group of 3. Each group receive catchphrase "we are in 2040 after a big event, the society is now..."

During 15 minutes, participants decide collectively the main action of the story and who write the different part :

Introduction: set the atmosphere of the story + introduce the character

Middle : present the actions + the development of the story

thematics	creativity
Objectives	- Democratize writing - Develop creativity
Duration	1h45

Conclusion : lead to a conclusion to the story

Step 2 :

During 30 minutes, participants write individually their part without communicating with the rest of the trio

Step 3 :

During 15 minutes, the trio comes back together and reads what each member wrote. They try to harmonize the story and write junctions between the different parts.

Step 4 :

Enjoy the reading of the stories all together

Forum Theatre

The activity is organised according to the following steps:

Step 1 :

Warming up the group physically, mentally and emotionally using some theatre of oppressed exercises as an improvisation.

Step 2 :

Split the group in small groups and hand out different subjects related to gender and sexual orientation diversity issues. Discussion about the main rules to build up a Forum Theatre scene

thematics	Debate, non-formal education
Objectives	– Build up a Forum Theatre scene – Present a Forum Theatre scene
Duration	2h00
Material	Only a few objects that can be used during the performance

Step 3 :

The groups build up the scene and present it to other groups

Step 4 :

The big group decide what scene is going to be used for the debate

Step 5 :

Debate according to Forum Theatre roles

D Personal reflexion and posture

“The milkshake of pleasure”

The activity is organised according to the following steps:

Step 1 :

Draw a chronologic line



Step 2 :

Give a paper with an action during a sexual intercourse to every participant and ask them, if they want, to place it in a chronological way or if they think it don't have a place in the sexual intercourse

Step 3 :

Facilitator can ask questions to help the audience

thematics	Sexuality, pleasure, sex, consent
Objectives	– To develop a thinking skills with regard to the norms and representations associated with sexual relations
Duration	1 h
Material	papers



E-Shop of Love

The activity is organised according to the following steps:

Step 1: Introduction to E-Shopping

Start by explaining how online shopping works. Discuss how we look for certain parameters while shopping online, such as photos of the product, reviews, price, shipping options, etc.

Step 2: Building the E-Shop of Love

After setting the context, ask the students to imagine they are creating an E-Shop for Love. The goal is to find the right partner. Ask them what parameters they would look for. It could be the person's photo, age, name, sexual orientation etc. Encourage them to think creatively and discuss among themselves.

thematics	on-line dating, social media, dating
Objectives	This activity aims at making students understand the concept of online dating and social media platforms in a nuanced way. It also helps them to understand their own preferences and expectations when it comes to love and relationships.
Duration	0.5h
Material	Laptop, paper, markers

Step 3: Group Discussion

Once the students have come up with their parameters, facilitate a group discussion. Ask them why they chose these specific parameters and how they think it will help them find the "right love".

Step 4: Redirecting the Discussion

At the end of the activity, ask them where they can already find such information about others. The answer should lead to social media platforms, which are essentially E-Shops for love where people can find such information.

VI) Public Space

Sex education has a number of objectives, which it fulfils through its preventive approach. It responds directly to public health and individual health issues, particularly in relation to sexual and reproductive health rights: it raises awareness of early or unwanted pregnancies, sexually transmitted infections (e.g. HIV), contraception and female circumcision, among others. It also touches on notions of equality and the fight against discrimination. The aim of sex education is to deconstruct prejudices linked to gender roles and to promote a genuine culture of equality from the earliest age. It serves these various interests and helps in the fight against violence by raising awareness and encouraging everyone to become more aware. SE promotes a set of positive values and concepts such as "respect, inclusion, non-discrimination, equality, empathy, responsibility and reciprocity", as well as the principle of non-violence, which occupies an essential place in our legal corpus. The principle of non-discrimination is given special protection under Article 14 of the European Convention on Human Rights. It provides a safe space for dialogue, where questions can be asked freely. It provides young people with the keys to understanding all aspects of gender identity and sexual orientation. It has a positive impact on social cohesion and public order. It encourages children to adopt a more respectful attitude and helps to establish an equitable society. Its scope of action includes sexual violence, incestuous or otherwise, against children. Ensuring the implementation of sexuality education sessions in schools and guaranteeing information content adapted to the development of children at different age stages is an effective and recommended means of preventing violence of all kinds and identifying child victims.

Ideas of actions:

Stamps on piece of fabric, Stencils,
embroidery etc...



Word Carrier (porteur de parole)

The activity is organized according to the following steps:

Step 1 :

The trainers choose a question or a sentence that can lead to several interpretation (ex. "who should be responsible of sexual education"?)

Step 2 :

Make the sentence visible writing on a wall, a shop, etc...

Step 3 :

In small groups, ask participants to walk around and ask the people passing by their reaction, or the answer they could bring. Participants should take note and write big enough on paper in order to complete the display with all the answers.

thematics	Public space
Objectives	<ul style="list-style-type: none"> – Harvest opinion from public – Involve local community – Create a dialogue – Make the thematic visible in public space
Duration	1h
Material	Papers, markers
Difficulties for the facilitators	authorization might be required for using the public space

Step 4 :

Conclude the activity with all the participants, giving the time to the passers by and participants to read all the answers.

You can then make a debrief about the answer that surprise them. It's interesting to repeat the same action with the same question on various areas, to see the evolution of thoughts according to the public you meet.



Human library

The human library is a place where you can borrow books and discover their stories.

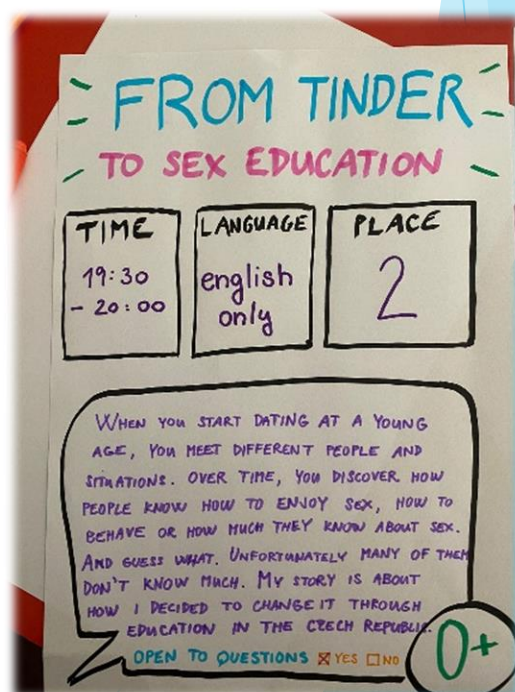
The only difference is that in this case books, are humans present here to share their story.

Logistic & communication are a big part of this event it's important to settled everything in advance. You need a space where people can have intimate space in order to listen a book .

thematics	Public Space, raise awareness
Objectifs	Give power to personal stories,
Duration	
Material	

For the communication, readers need to know that the event is organised with the opening hours and place (except if you organize one during a festival)

A complete guide is available on the Council of Europe website if you want to know everything about it. <https://rm.coe.int/16807023dd>



Final evaluation

The activity is organized according to the following steps:

Step 1 : tale of the week

Invite participants to lay down comfortably in the grass, invite them to close their eyes and tell the story of the training coming back on the planning, but also what happened during the non formal time.

Step 2 : genital gallery

Invite participants to draw on a paper the genitals of their choice, ask them to identify 5 points on this drawing, and use them to give feedback on the week according to the 5 thematic:

1. Something positive
2. The next step/ action to do going back home
3. The WTF moment
4. The favourite activity
5. The little story/ gossip you d like to share

thematics	Evaluation / closure
Objectives	-Harvest feedback on various thematic -Conclude the training -make a first step out of the training
Duration	
Material	

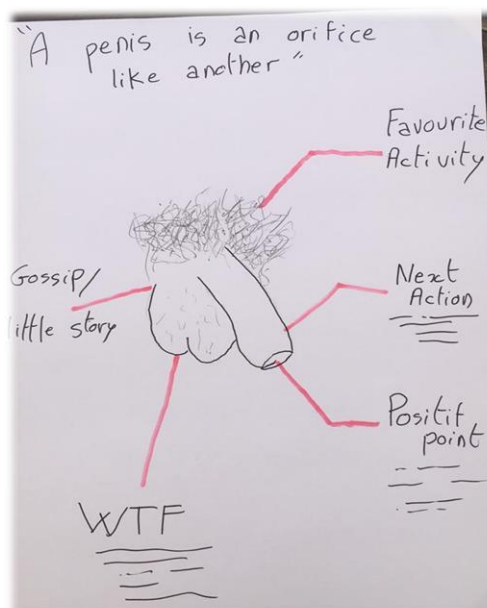
Step 3 : logistical evaluation

On a flipchart draw a target divided into 4 parts:

- A. Transport logistic
- B. Food
- C. Accommodation
- D. Communication before the training

Step 4 : What I want to say

In plenary, invite participants to express to the rest of the group "what do you want to say to the group & what do you want to say to yourself"



NEED FOR RECOGNITION

-0.0:

If I know that certain behaviors are socially more recognized, which might bias my choices.

DIFFERENCE IN SOCIAL STATUS, AURA

-0.0:

A teacher, coach, facilitator, etc. will often be perceived more favorably than they would be perceived without their role or in another context.

-0.0:

FEAR OF EXCLUSION

-0.0:

I may feel pressure to do what the majority of a group is doing in order to avoid feeling judged or excluded.

FEAR OF CONFRONTATION, DISCOMFORT, OR HURTING SOMEBODY

-0.0:

The fear of causing discomfort to others can make it difficult to say No or stop an interaction. It costs me more to say No.

EDUCATION



My environment (school, family, state) taught me to obey and to follow learned habits and scripts.

ALTERED STATES OF CONSCIOUSNESS (ASC)



Certain substances and practices can reduce my ability to consent. ASCs also include strong emotions and shocks.

PATRIARCHY



Patriarchy creates a power relationship of men over women and of cis over trans people. As an AFAB (assigned female at birth), I am less considered when I speak and take decisions. Patriarchy expects me to take care and be nice. As an AMAB (assigned male at birth), patriarchy expects me to be more pushy, to insist and to lead.

SCARCITY OF OPPORTUNITIES



I don't want to miss out on an experience that may not happen again (soon). This bias is also called FOMO (fear of missing out).

DESIRE TO REMAIN CONSISTENT



My wish to remain consistent with my words and and past actions may influence my decisions.