

TOOLKIT



A GUIDE FOR FACILITATING AND
PROMOTING GENDER EQUALITY.
YOUTH POWER



Find the Spanish version of
the digital guide and digital
annex [HERE](#)



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INTRODUCTIONS

Hola everyone,

Holaaa world.

Good morning, *little stars!*

The earth says, “Hola!”

Heyyyy! How have you been? Yeah, yeah. Hahaha, hello to all. Now let's get down to business, right to the point...

Welcome to this new world of content!

Have you ever gone to workshops or activities and felt soooo connected to everything they said? Or the other way around, the workshops seemed soooo interesting, but the way they were done was boring. **Well, here's the solution!**

😊 **Introducing:**



An incredible document from which you'll learn a lot. But what exactly is the The Toolkit? It's a document that will teach you how to facilitate and provide information on topics in cool ways, without dying in the attempt ;)

The Toolkit is aimed at young people like you who have a base of information and training on comprehensive sexuality education or on the prevention of gender-based violence. It will help you guide debates, reflections, analysis, and provide feedback so that each participant can conclude their individual and collective ideas on these topics. And, obviously, it's called a toolkit because you'll have resources available to choose from to achieve your **action for change**.

WHO ARE WE?

This group is made up of people from three spaces: Jóvenes Power^[1], CEPAM Guayaquil^[2] and Equimundo^[3]. We've come together to give you a tool that will open you up to a world of possibilities so that you can achieve everything you want to talk about and achieve in promoting gender equality.

WHY IS THIS DOCUMENT IMPORTANT?

I can assure you that this doc will convey a lot of confidence and closeness when you read it :) We won't deny that sometimes there is a lot of text, but the information is summarized in the most precise way. It's true, there are other toolkits, but none are like ours, since this one has the soul, life, and heart of those of us who wrote and rewrote it. It has a youth-friendly style, including idioms, slang, emojis, and even memes ;) In short, it's our own essence, and we've added references to youth culture to make you feel comfortable.

This document also covers a broader concept than what we're going to cover. It offers theoretical content on the key concepts that are part of this society, such as feminism, patriarchy, gender-based violence, gender roles, and stereotypes.

It also includes the approaches that will be used to facilitate activities so that it provides an alternative education to what we receive in school. Finally, it also explains the methodology you can use in your actions for change. In other words, it teaches you the path and means to conduct a youth-to-youth workshop, which we call peer processes.

HOW DID WE MANAGE TO MAKE THIS TOOLKIT?



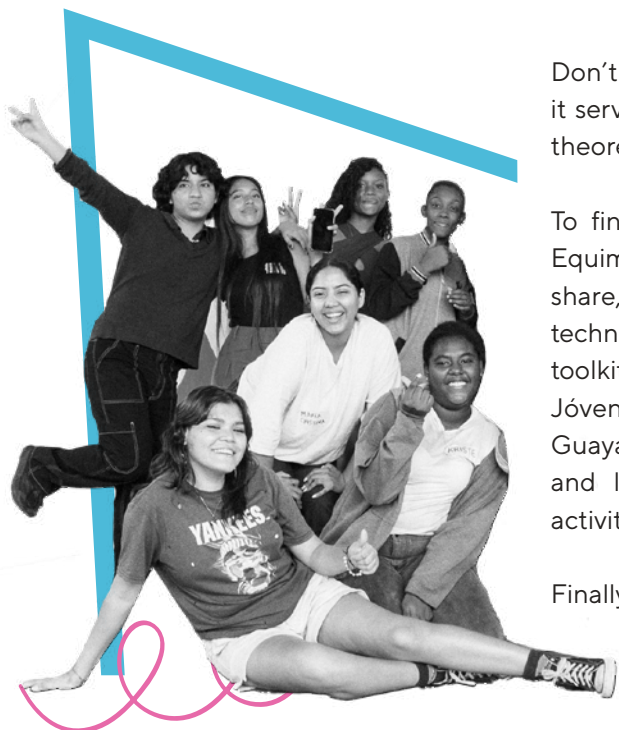
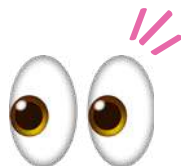
Jokes, haha. To achieve this, Equimundo held two workshops with young facilitators, identifying their needs and proposals for change. Then, the Equimundo team drafted a proposed document, and based on that document, we—the Youth Power committee—began reviewing, editing, and adapting it to ensure that the content would be useful to other young facilitators.

BETWEEN FEBRUARY AND AUGUST 2024, IN CLOSE COLLABORATION, WE, JÓVENES POWER, CEPAM GYE, AND EQUIMUNDO, MANAGED TO CO-CREATE THIS TOOLBOX.

CHISME

*GOSSIP!

ONE DAY WE DEBATED THE
THEORETICAL POSITIONS ON
EACH TOPIC.



Don't worry, no one was hurt. In fact, it served to collectively agree on the theoretical positions to include.

To finish the doc, with the help of Equimundo, we held a meeting to share, experience, and socialize the techniques and activities found in this toolkit, so that all participants in the Jóvenes Power network and CEPAM Guayaquil could validate the content and learn how to carry out each activity.

Finally, we rewrote the document, added the * Latinx youth style, and that's!

*This is the gender inclusive way to refer to ALL Latin people.

TIME

HOW IS

THE TOOLKIT

ORGANIZED?

THE DOC IS ORGANIZED IN THE FOLLOWING MANNER:

CH 1...

is about power concepts, that is, content that can help you feel confident when facilitating a youth meeting or workshop. Some topics include the patriarchal system, machismo, feminism, the social construction of gender identities, gender-based violence, the boxes of humanity, such as masculinity, femininity, and others, the violence that often occurs among adolescents and young people, and tips for building healthy relationships.

ABOUT CH 2...

we share the approaches and methodologies you can use for youth facilitation, with the goal of offering an alternative education to what we receive in school 🧐, so that participants can actively participate in the activities you propose.

The approaches and methodologies that make up this toolkit are the popular education approach, the experiential approach, the gender-transformative approach, and the playful learning approach (don't worry, we'll explain what each approach means later).

FOR CH 3...

You'll learn the methods and techniques of facilitation, or in other words, how to conduct a youth-to-youth activity without dying in the process :D. The methods teach you the way to teach a youth-to-youth workshop, what we call peer processes. So, if the method is the path, participatory techniques are the means of transport. They are the tools used to implement the methodology and are integrated into the chosen method in a coherent manner.

FINALLY, IN CH 4...

We're sharing all the activities you can do based on the power concepts and the methods and techniques we shared in the previous chapters. They're super organized so you can select the one you want for your application ;)

IN EACH CHAPTER, YOU WILL SEE FOOTNOTES REFERRING TO A **DIGITAL ANNEX. YOU CAN FIND THIS ON THE CEPAM-G AND EQUIMUNDO WEBSITES (ALONG WITH THIS GUIDE). IT IS A SUPERB DOCUMENT WITH MANY **ADDITIONAL RESOURCES**.**

FIND THE DIGITAL GUIDE
AND DIGITAL ANNEX



SOOOOO, WE HOPE ALL THAT YOU FIND HERE IS SUPER HELPFUL...

and you can use it in the best possible way in your activities - in communities, towns, schools, neighborhoods, social circles, youth organizations, friends - and in your own life.

Remember, we were thinking of you when co-creating this document :) With this presentation, we invite you to be part of the change we all want to see to achieve equality.

GOOD LUCK, FRIENDS!



GOODBYE, COWBOYS

LEARN MORE ABOUT THE ORGANIZATIONS THAT CREATED THIS TOOLBOX:



* [1] **Jóvenes Power** is a youth network made up of groups of adolescents and young people from Guayaquil, Ecuador, who seek to take action for change regarding Comprehensive Sexuality Education (CSE) to achieve a life free of violence. These groups include Pasos & Huellas, Fundación Nia Kali, and Movimiento Mi Cometa.



[2] **CEPAM Guayaquil** is a feminist organization that works to raise awareness of the consequences of sexual and gender-based violence (SGBV). Through specialized services that include psychological, social, and legal care, we provide comprehensive support so that victims can exercise their right to a life free from violence. This document was created within the framework of the Feminist Futures Free from Violence project, coordinated by Fós Feminista.



[3] **Equimundo: Center for Masculinities and Social Justice** is an organization dedicated to achieving gender equality and social justice by transforming intergenerational patterns of harm and promoting caring, nonviolence, and shared responsibility among boys and men throughout their lives.

01

POWER CONCEPTS

Essential topics that you
must know for your project of changeeee



(1) The following documents have been utilized to develop this chapter: **Glosario de términos - Adolescencias y Cuerpos - Transformando realidades - Medicus Mundi Sur, España**

¡Welcomeeeeeee!

It's time to know what contents you need to master, know and understand, so that you can share it in your activities with your peers that can be your friends, companions, your people.



● **Some topics are:**

- 1.1 The patriarchal system and el machismo: patriarchy, feminism.
- 1.2 Social construction of gender identities, what the relationship and difference between sex and gender entails.
- 1.3 Gender-based violence.
- 1.4 Boxes of Humanity: femininity, masculinity and others.
- 1.5 Violence among adolescents and young people.
- 1.6 Healthy lives and relationships.

The chapter we show you next will cover very important topics you need to know 🧐



1.1

THE PATRIARCHAL SYSTEM AND MACHISMO

The Barbie movie has taught us that patriarchy and machismo not only affect women but also men and diverse people. This movie also showed us one of the perspectives of feminism, like when all the Barbies organized to reclaim their identity and remembered their abilities to be whatever they want to be 🧑.

Be careful, there is more than one feminism. That's why we call them 'feminisms'.

In this section, we will explain how this patriarchal system works, what machismo is, and how feminisms can be a path toward the pursuit of equity among the multiple gender diversities.



THE PATRIARCHY

Patriarchy is a system of social organization in which key positions of power (political, economic, social, religious and military) are held, exclusively or predominantly, by men

ONU Mujeres defines patriarchy as follows:



A traditional form of **social organization** that usually is the base of gender inequality where ... **more importance is conferred to men**, and all that being a man entails, than to women. A traditional form of social organization that is often the basis of gender inequality, where [...] more importance is given to men and everything that being a man entails than to women. Traditionally, societies have been organized in such a way that property ownership, residence, offspring, as well as decision-making in all areas of life, have been the domain of men. The foundations for this phenomenon often invoke biological reasons (women are naturally more suited to being caregivers, for example) and continue to underpin many types of **gender discrimination**".

I'll also tell you that the patriarchy "has been such a lamp" In addition to developing power relations, the patriarchy imposes the obligation to be heterosexual 😊 😡. Patriarchy, don't mess with us. 😊 😡.

THIS IS CALLED HETEROPATRIARCHY.

⁽²⁾A polysemic and Guayacan expression that, in this case, is attributed to a notion of surprise or astonishment. In this case, it refers to being surprisingly bad, deceitful, self-serving, and generating distrust.

THE HETEROPATRIARCHY 🙄

It refers to a sociopolitical system in which the male gender and heterosexuality have supremacy over other genders and over other sexual orientations. It emphasizes that discrimination against both women and LGBTQI+ people is based on the same sexist social principle.

The heterocentric and heteronormative nature of the patriarchy is based on the assumption that is it “normal” to be heterosexual and what is weird or what deviates from the norm, is to be gay, bisexual, transgender, or queer. The patriarchy is profoundly homo/lesbo/bi/transphobic. How shameful...

It's incredibly hard to see how these social issues, which are still part of our context, function in such a way that when we look at them with a more informed and critical perspective, they resonate deeply.

EL MACHISMO / SEXISM ³

Sexism is a set of cultural attitudes, norms and behaviors that strengthen and preserve the patriarchy. In other words, it is a practice within the patriarchy that reflects the belief in the superiority of men over women and the practices commonly considered “manly” over any other. Machismo exalts, as masculine values, manliness, virility and the power of men, assigning to them the use of violence and force.

The term ‘machista’ is primarily used in Latin America to refer to the sexist attitudes and conduct and homophobia of men that offends and hurts women, LGBTQI+ people and ‘non-masculine’ men, violating their integrity, their opportunities and their rights.

⁽³⁾Source: <https://www.plannedparenthood.org/es/temas-de-salud/identidad-de-genero/sexo-e-identidad-de-genero/que-son-los-estereotipos-de-rol-de-genero>

THE COSTS/EFFECTS OF PATRIARCHY AND MACHISMO IN SOCIETY 😬⁽⁴⁾⁽⁵⁾

- ★ It makes boys feel superior to girls.
- ★ It normalizes and increases the use of violence between men and by men against women and people of other genders.
- ★ Patriarchy develops gender stereotypes and influences the way institutions and states provide opportunities to people (in some countries, being gay is criminalized).
- ★ The costs of patriarchy not only affect relationships between people, but also affect the environment, as it promotes male superiority over natural resources and stigmatizes caring practices.
- ★ The patriarchal system promotes gender discrimination, abusing male power over the feminine and diverse, and requires the use of violence to maintain its power over others.

FEMINISM

AND THE FIGHT AGAINST THE PATRIARCHY



FEMINISM⁷ REFERS TO **THE SOCIAL AND POLITICAL MOVEMENTS** THAT FORMALLY BEGAN AT THE END OF THE 18TH CENTURY AND THAT INVOLVED **GROUP AWARENESS⁸ OF WOMEN ABOUT THEIR RIGHTS.**

Throughout history, feminist movements around the world have fought against the oppression, domination, and exploitation that women have experienced at the hands of patriarchy and have demanded that states guarantee their rights as citizens on par with men. **Feminism does not seek fewer rights for men, but it does seek equal rights for all people, and therefore, it also benefits men.**

⁽⁴⁾ Taken from a virtual course developed by Equipundo and Vital Voices.

⁽⁵⁾ If you'd like to learn more about the costs and effects of patriarchy and machismo in society, check out this [toolkit's digital appendix](#): p.7

INTERSECTIONALITY

A SOCIOLOGICAL THEORY THAT EXAMINES HOW THE INTERACTION OF DIFFERENT CATEGORIES OF SOCIALLY AND CULTURALLY CREATED DISCRIMINATION AND PRIVILEGE CONTRIBUTE TO SYSTEMATIC INEQUALITY.

According to intersectionality, traditional models of oppression based on ethnicity, gender, sexual orientation, religion, nationality, age, social class, and physical or intellectual abilities are interrelated and create a hierarchical system of oppression that increases the level of discrimination people face due to the intersection of the diverse characteristics they hold.

This is as far as we've come in this section. As we told you, patriarchy and machismo have developed gender stereotypes and roles based on the sex you were assigned at birth, and they claim that gender roles are innate to people based on their sex. 🧑 Please, keep reading so you have arguments to support that gender is a social construct that shapes us throughout life.

⁽⁶⁾ If you'd like to learn more about the historical trajectory of feminism, check out this [toolkit's digital appendix: p.9](#)

⁽⁷⁾ Source: [¿Qué entendemos por feminismo? Aclaremos el concepto](#)

⁽⁸⁾ This group awareness connects with "power with," a type of power based on collective strength and numbers in defense of a common goal. Understanding women as belonging to a group whose common characteristic is being women was significant for the struggles and demands defended.

1.2

THE SOCIAL CONSTRUCTIONS OF GENDER IDENTITIES

WE HAVE ALL TALKED ABOUT SEX AND GENDER AT SOME POINT, AND SOMETIMES WE GET CONFUSED OR BELIEVE THEY ARE THE SAME (LOCAL AND NATIONAL GOVERNMENTS, TEACHERS, DOCTORS, STATE INSTITUTIONS, THE ARTS INDUSTRY, AND HISTORY ITSELF DO THIS 🤔).

But in reality, there is a big difference, and we'll explain it here.

1.2.1 SEX AND GENDER⁹

Sex is a category that refers to the genitals, gonads, chromosomes, hormones, organs of the sexual and reproductive system, and other **biological** characteristics, both internal and external, that people are born with. Gender is a social and personal construct about how we would like to present ourselves physically and as a person to society.

⁽⁹⁾ If you want to learn more about sex, gender, and gender roles and stereotypes, consult [the digital appendix to this toolkit](#): p.10

HOW ARE PEOPLE RAISED, EDUCATED, AND SOCIALIZED BY GENDER?¹⁰

The differentiated socialization process imposed by the binary gender system molds us so that our individual identities reflect the norms of traditional models. Men must develop a “masculine identity,” and women, a “feminine identity.”

Gender Identities: CIS, TRANS, Intersex, Non-Binary, Queer, Fluid, and Gender Non-Conforming

Gender identity is the way a person perceives themselves. According to the binary system, a person’s gender identity refers to whether or not they identify with the sex they were assigned at birth. It addresses the appearance and feelings related to people’s self-concept as psychosocial and sexual beings, and the individual and internal experience of living gender.

ARE GENDER ROLES AND FAMILY THE ONLY THING THAT DEFINES A PERSON'S IDENTITY?

Of course not. Gender isn’t the only thing that constructs people’s identities. Other categories, such as social class, ethnicity, race, and religion, also influence this. Furthermore, people’s internal definitions and external expectations can vary widely.

Other social institutions, such as churches, the educational system, the media, the film and music industries, and government entities, also have a significant influence on the socialization of binary gender identities. They constantly reinforce the beliefs, attitudes, values, and behaviors that the binary system indicates.

⁽¹⁰⁾ If you’d like to learn more about gender socialization, check out [the digital appendix to this toolkit](#): p.11

⁽¹¹⁾ If you’d like to learn more about gender identities, check out [the digital appendix to this toolkit](#): p.13

AND NOW, THE MILLION-DOLLAR QUESTION: HAVE WE ACHIEVED GENDER EQUALITY?



¹³

Well... :(We're not going to deny that it's a difficult question to answer. However, we must recognize that various activists, organizations, and militancy groups of women, the LGBTQI+ community, and trans men and women have developed struggles that have managed to influence and bring about changes not only in laws but also in society to achieve greater

acceptance, inclusion, and rights. But we also won't deny that many changes are still needed because women and LGBTQI+ people continue to face barriers and discrimination when trying to access jobs, services, educational opportunities, and more. Inequality persists and continues to be very violent.

TO ACCOMPLISH THIS, WE NEED YOU AND EVERYONE
YOU KNOW TO AFFIRM THAT EQUALITY, RESPECT
AND LOVE ARE NOT EXCLUSIVELY WHITE NOR
HETEROSEXUAL.

LOVE IS FREEDOM.

⁽¹³⁾ If you'd like to learn more about gender equality and gender equity, check out the digital appendix of **this toolkit**, p.16

1.3

THE BOXES OF HUMANITY, MASCULINITY, FEMININITY, AND OTHERS⁽¹⁴⁾

The categories of masculinity and femininity generated by patriarchy perpetuate rigid notions of how to be men (being strong, being a protector, etc.) and women (being beautiful, delicate, etc.), thus limiting women's empowerment and generating gender inequality. These categories sustain patriarchal structures of power inequality between men and women. In fact, they not only harm women, but also men and non-binary people¹⁵.

But, framing **the boxes of Humanity** means reclaiming the positive aspects attributed to both genders so that every person, regardless of their gender identity or sex, can decide to incorporate them into their way of being. This means, at the same time, **REJECTING** the aspects of both boxes that negatively affect us and others. For example, repressing emotions is

extremely painful for anyone :(and it's something attributed to men. These decisions must: be based on individual choices as people and human beings; aim to promote well-being; and not be imposed based on gender¹⁶.

IN THE NEXT SECTION,
YOU'LL READ A LITTLE
MORE IN-DEPTH
ABOUT HOW GENDER
INEQUALITY MANIFESTS
ITSELF IN DIFFERENT
WAYS IN GENDER-BASED
VIOLENCE. **BEST OF
LUCK :)**

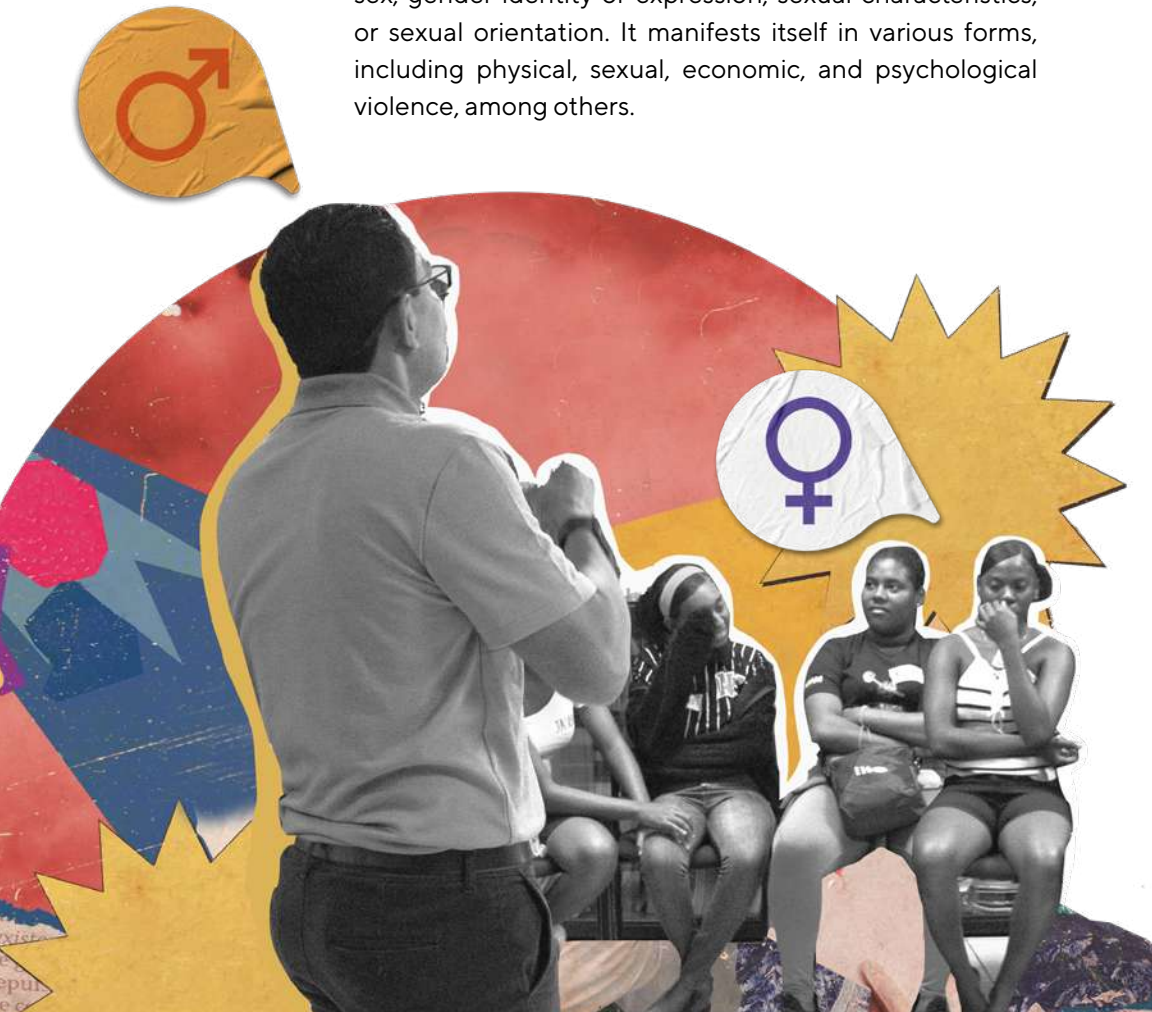
⁽¹⁴⁾Source: [Masculinidad vs Feminidad: Similitudes y Diferencias](#)

⁽¹⁵⁾Source: [MenCare 50/50 Facilitators Guide - South Africa](#)

1.4

GENDER-BASED VIOLENCE (GBV)

Gender-based violence (GBV) refers to any threat or harmful act directed at a person or group based on their sex, gender identity or expression, sexual characteristics, or sexual orientation. It manifests itself in various forms, including physical, sexual, economic, and psychological violence, among others.



⁽¹⁶⁾ If you'd like to learn more about the Humanity, Masculinity, Femininity, and other boxes, check out [this toolkit's digital appendix](#): p.25

⁽¹⁷⁾ For more information on gender-based violence, see the digital appendix of [this toolkit](#): p.16

1.5

VIOLENCE AMONG ADOLESCENTS AND YOUNG PEOPLE

DATING VIOLENCE ¹⁸

Adolescence and young adulthood are often periods in life when people begin to experience affection, sexual attraction, and fall in love. However, dating relationships are also often influenced by expectations, roles, and gender stereotypes, which can lead to violence dynamics.¹⁹ 😞

GENDER-BASED VIOLENCE IN THE SCHOOL ENVIRONMENT ²⁰

Gender-based violence in the school environment can be defined as acts or threats of sexual, physical, or psychological violence that occur in and around schools, on the way to and from school, and through cyberspace. Key examples of gender-based violence in the school environment that are frequently experienced by women, LGBTQI+ people, and non-binary students, and that are often considered “normal” behavior, include:

★ Bullying/School Bullying

★ Bullying

★ Homophobic School Bullying

★ Sexual Harassment

On the other hand, gender-based violence that manifests itself through cyberspace may involve one or more of the following actions:

★ Cyberbullying

★ Digital gender-based violence

★ Cybercontrol

★ Symbolic cyberviolence

★ Cybermisogyny

★ Sextortion ²¹

**BEING VIOLENT OR ENDURING THE VIOLENCE OF
ANOTHER MAN DOESN'T MAKE YOU MORE OF A
MAN, IT JUST MAKES YOU ANOTHER ACCOMPLICE IN
THE PATRIARCHAL REGIME :(**

In the school environment, girls, adolescent women, and young women from the LGBTQI+ and gender-diverse communities are more likely to experience psychological bullying, cyberbullying, harassment, and sexual violence. Boys and men, adolescents, and young men face higher rates of corporal punishment with the expectation that they must endure it like “real men.”

Experiencing and/or witnessing gender-based violence in the school environment has a very negative impact on physical and emotional well-being and health, and often leads to lower academic performance. It can also harm their cognitive and emotional development and be one of the factors that “normalize” gender-based violence in the future.

TO PREVENT AND REDUCE GENDER-BASED VIOLENCE IN SCHOOLS, IT IS NECESSARY TO ADOPT HOLISTIC APPROACHES THAT CONSIDER THE WHOLE SCHOOL, KEY STRATEGIES OF WHICH INCLUDE:

- ★ Effective school leadership and community engagement to create safe and gender-sensitive learning environments.
- ★ Establish and enforce a code of conduct and coexistence.
- ★ Develop the capacity of teachers and educational staff to build respectful environments for adolescents and young people.
- ★ Improve reporting, follow-up, and accountability procedures.
- ★ Provide immediate and effective responses to incidents of gender-based violence in the school environment.
- ★ Strengthen surveillance in physical learning environments such as restrooms, classrooms, school access routes, etc.
- ★ Involve parents and student representatives in promoting and building healthy environments.
- ★ Empower students about children’s rights, participation, and gender equality
– **you can use the activities in this guide to do this!**

1.6

HEALTHY LIVES AND RELATIONSHIPS

HEY, FRIEND! IS IT JUST US OR ARE THERE MOVIES YOU THOUGHT WERE SOOOO ROMANTIC WHEN YOU WERE YOUNGER, BUT NOW THAT YOU'VE GROWN UP ALL YOU SEE IS RED FLAGS 🚩?

Well, it happened to us, and not just us, but to many other folks as well. Anyway, we're here to talk about a super cool topic: respectful lives and relationships.

But but what is it? 🤔 Well, respectful relationships are those in which both people feel supported, valued and validated.



⁽¹⁸⁾Primary source: "Quiero Volar – Relaciones de noviazgo sin violencia". 2009. Puntos de Encuentro, managua Nicaragua

⁽¹⁹⁾ If you want to learn more about dating violence, see the digital appendix [of this toolkit](#): p.30

This doesn't only apply to romantic relationships but also to our friends and family, of course 😊🌟, and in turn, it helps us maintain a healthy life with others.

Sometimes, society, stereotypes, and harmful norms make us believe that these things aren't important to living a healthy and stable life. That's why here we bring you some tips that will help you establish more beautiful, respectful relationships free of discrimination and violence. 🌟

EMOTIONAL INTELLIGENCE 🧠

It's about knowing and managing ourselves better. Emotional self-control or self-regulation, self-motivation, recognizing emotions in others or empathy, and interpersonal relationships or social skills are key things that will guide us fully in our growth. ❤️🍪

INTERPERSONAL INTELLIGENCE 🔍

It is the ability to understand ourselves. This means being able to:

- ★ Connect with our feelings and emotions.
- ★ Reflect on why we are the way we are.
- ★ Deepen our introspection and self-understanding.

INTRAPERSONAL INTELLIGENCE 🌐

It is the ability to understand people beyond what we see or hear, and this involves:

- ★ Capture and understand the gestures and words of others.
- ★ Understand their objectives and goals.
- ★ Empathize and connect emotionally with people.

⁽²⁰⁾ Sources: Guía [Orientaciones internacionales: violencia de género en el ámbito escolar](#) de UNESCO Paris 2016; and *A Whole School Approach to Prevent School-Related Gender-Based Violence (SRGBV): Minimum Standards and Monitoring Framework*. United Nations Girls' Education Initiative. 2019

⁽²¹⁾ To learn more about acts of gender-based violence in schools and online, see the digital appendix of [this toolkit](#): p.32

It is the perception we have of ourselves, influenced by our experiences and interpersonal relationships.

A study conducted by the World Health Organization (WHO) in 2018 indicated that 1 in 4 people between the ages of 7 and 17 have low self-esteem and report symptoms of post-traumatic stress, anxiety, and depression. Low self-esteem in adolescents can lead to emotional and mental problems such as depression and suicide. According to the WHO, in 2023, suicide was the third leading cause of death among young people aged 20 to 24 in the Americas ²³...

The following table compares the characteristics of high and low self-esteem.

HIGH SELF-ESTEEM	LOW SELF-ESTEEM
Act with maturity appropriate for your age.	Difficulty being friends.
Be proud of your achievements.	Continuous negative moods, such as feeling sad, anxious, ashamed, or angry.
Accept frustration and manage it with respect.	Low motivation.
Try new things and face new challenges.	Feeling affected by body image.
Help with whenever possible.	Drinking alcohol and/or consuming drugs excessively to feel better.

(22) Sources: [La Autoestima. Qué es y Cómo mejorarla en 8 sencillos pasos \(psicoactiva.com\)](#); [Cómo trabajar el autoestima en adolescentes \(centrointegraldepsicologia.com\)](#)

(23) Source: [Generalidades sobre el Suicidio PAHO](#)

(24) Source: [Manual de AutoCuidado](#)

SELF-CARE 🌸²⁴

It's about taking responsibility for actions that strengthen our overall well-being and prevent disease.

This includes taking care of our physical, emotional, mental, social, and spiritual health. The key principles of self-care are:

★ **Engaging life:** It makes us protagonists in our health care and is a voluntary process.

★ **Responsibility and commitment:** It is a daily task and is supported by both the healthcare system and our support networks.

★ **Certainty of improvement:** By practicing self-care, we seek to improve our health.

★ **Personal development:** It requires constantly strengthening our self-concept, self-control, self-esteem, self-acceptance, and resilience.



BUEN TRATO/TREATMENT 💖

This term, coined by feminist psychologist Fina Sanz, refers to creating healthy relationships as opposed to abuse. Instead of basing our relationships on power and abuse, a model of coexistence based on and for good treatment is proposed, which includes:

★ **Personal, relational, and collective space:** Create good treatment in all areas of our lives.

★ **Abandon old beliefs:** Leave behind values and behaviors that reproduce abuse.

★ **New values:** Develop ways of relating based on respect for differences, cooperation, solidarity, harmony, and peace.

⁽²⁵⁾ To assess whether a dating relationship is healthy or not, and what to do if it isn't, see the tool developed by Planned Parenthood in [the digital appendix of this toolkit](#) p.33

⁽²⁶⁾ Borrowed from: [Superando el adultocentrismo. UNICEF Chile 2013](#)

HOW TO HAVE HEALTHY EMOTIONAL BONDS?

With the following tips, we can achieve more beautiful and healthy relationships. Remember, consent is the most important thing. ❤️🥰

★ **Sincerity and honesty:** To express your thoughts, feelings, and concerns in a respectful and reciprocal manner. Be **transparent** in all interactions.

★ **Mutual respect:** Recognizing and valuing the other person's opinions, boundaries, and needs.

★ **Support and reciprocity:** Both people must be willing to be present and provide emotional support during difficult times.

★ **Trust:** To ensure that everyone feels safe.

★ **Equitable relationship**

It's essential to emphasize that in a healthy relationship, **there should be no abuse of any kind**, whether physical, emotional, or verbal. There should be no insults, humiliation, or any form of violence. Each person should feel safe and respected at all times ²⁵.

And with regard to adults, how can I relate?²⁶

Often, relationships between adolescents and adults can be very hierarchical, where the voices and opinions of adolescents are not heard.



THERE ARE A COUPLE OF CONCEPTS THAT HELP US UNDERSTAND WHY:

ADULT-CENTRICITY

Superiority of adults over younger generations.

Privileges simply for being an adult.

Being an adult is the model ideal of personhood: considering children, adolescents and young people as unfinished.

ADULTISM

Doubting the capacities of adolescents for being younger.

Not listening to adolescents.

Examples: “when you’re older, you can give your opinion”, “it is better for me to decide because I have more experience than you.”

Despite all the technology and innovation available, adolescents are still discriminated against because of their age and supposed lack of experience. However, it is sometimes necessary for adults, as those responsible for caring for their children, to make socialized decisions with their children for their own good. That is, we should not assume a maturity they don’t possess, as ignoring this can have dangerous consequences.



INTERPERSONAL COMMUNICATION⁽²⁷⁾

THE MOST DIRECT WAY TO IMPROVE COMMUNICATION IS TO LEARN TO LISTEN. ALMOST EVERYTHING COULD BE IMPROVED BY LISTENING BETTER, FROM FAMILY MATTERS TO WORK ISSUES.

Becoming good listeners entails changes in attitudes and behaviors because listening involves deconstructing stereotypes, attitudes, and power dynamics determined by gender norms to develop communication skills and practices based on respect and equal rights for men and women, rather than on a paradigm of male superiority and female inferiority.

Here are some red and green flags to keep in mind.

⁽²⁷⁾ Borrowed from: [Change Trial Manual](#). 2027. Sonke Gender Justice Network, South Africa 2017, páginas 94– 97.



RED FLAGS

Believing you already know what the speaker wants to say before they have finished.

Thinking about how to solve what you perceive as the speaker's problem.

Treating the discussion as a competition.

Trying to influence or impress the speaker.

Stopping listening when people talk about "equal opportunities."

GREEN FLAGS

Showing respect and empathy for the speaker.

Keeping your mind open to new ideas.

Focusing completely on the conversation.

Making eye contact. Avoiding actions that may cause distraction. Showing affirmative nods and appropriate facial expressions.

Speaking long enough for the other person to speak as well.

Asking questions. Paraphrasing.

02

METHODOLOGY AND FACILITATION

DID YOU KNOW? THE SERIES OF ACTIVITIES CARRIED OUT TO DEVELOP PROJECTS OF CHANGE ARE BASED ON METHODOLOGIES AND APPROACHES THAT **DISTINGUISH US FROM FORMAL** OR TRADITIONAL EDUCATION.



IN THIS CHAPTER, YOU WILL LEARN SOME METHODOLOGIES TO APPLY IN PROJECTS OF CHANGE AND TO BE A FRIENDLY YOUTH FACILITATOR.

The approaches and methodologies that make up this toolkit are:

- ★ Popular Education
- ★ Experiential Methodology
- ★ Gender Transformative Approach
- ★ Playful Learning Approach



2.1

POPULAR EDUCATION

**HAVE YOU HEARD ABOUT
POPULAR EDUCATION?
WHY DO YOU THINK IT'S
CALLED POPULAR?**



“Popular” doesn’t mean trendy, like a song or dance, but rather something that is unique to the town, neighborhood, communes, and communities and is aimed at the people who live in their area.

Popular education has emerged as an alternative to traditional education and takes into account the knowledge and sharing of both teachers and participants. Have you ever felt bored in class or given overly-complicated homework and felt like you weren’t learning anything? Or it also happens that the teacher talks, we’re all forced to listen, and no one is motivated to express an opinion. These situations characterize traditional education, despite its strong suitability for planning, as it is a “set of

strategies, procedures, and actions organized and planned by teachers, consciously and thoughtfully, with the aim of enabling student learning and achieving the stated objectives.” However, this form of education has become linear, monotonous, routine, and, unfortunately, boring 😞. **#sad**

Be careful, there are exceptions, some teachers who seek to break away from this traditional style. (We love you, teachers 😊) We must also consider that each generation always brings change, and education should be open to these proposals.

Well, we can tell you that popular education does.

In popular education, you can respectfully debate and question, address topics of interest based on participants' proposals, create a space of trust to encourage active participation among children, and even implement recreational activities such as games, body dynamics, and crafts. The most important aspect of popular education is the integration of rules for living together and, above all, motivating you to continue learning.



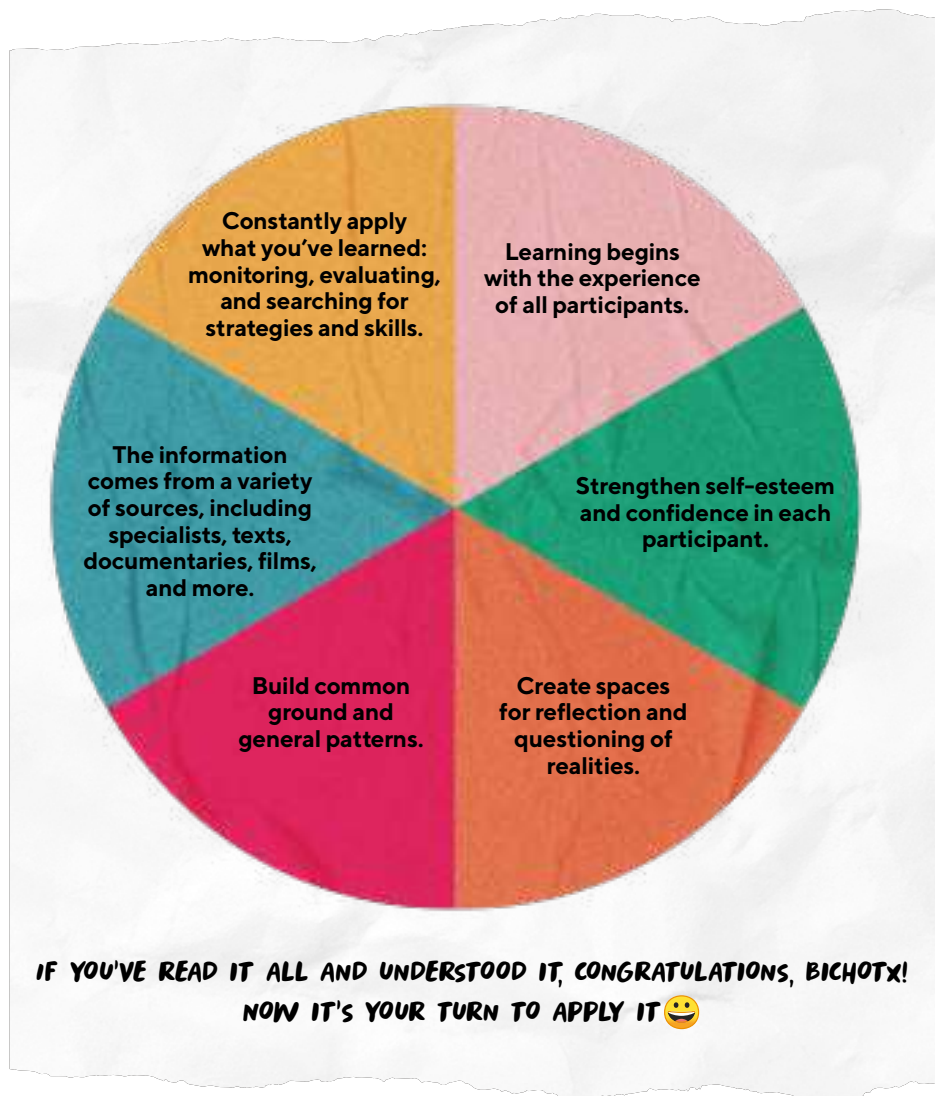
Therefore, popular education has a clear intention to transform society toward the achievement of conditions of equality and justice. In Latin America, popular education has its roots in the work and thought of Brazilian educator and philosopher Paulo Freire, and has historically been closely linked to the struggles of urban and rural social movements for social justice. Thank you, Paulo! 😊

WITHOUT NEGLECTING THE THEORETICAL CONTRIBUTION, POPULAR EDUCATION IS DEFINED AS FOLLOWS:

"A structured and systematic process of training and capacity building aimed at building a just and humane society. It proposes that a better world, a "utopia," is possible as long as people take responsibility for changing their reality and are willing to critically analyze it and jointly articulate proposals for its transformation²⁸".



TO APPLY THIS APPROACH BASED ON POPULAR IN A COOL WAY, THERE ARE 6 METHODOLOGICAL PRINCIPLES YOU CAN TAKE INTO ACCOUNT :)



⁽²⁸⁾Núñez, C. (1989). Educar para Transformar, Transformar para Educar.

2.2

EXPERIENTIAL METHODOLOGY ⁽³⁰⁾

A common component of popular education is the use of a methodology known as “experiential,” **as it is based on the experience and beliefs of each participant, focusing on their individual and social construction in a specific historical context.**



⁽³⁰⁾Adapted from: “Promoviendo procesos de sensibilización y capacitación en género y masculinidad con niñez, adolescencia y juventud”, REDMAS, Nicaragua 2008.

THE USE OF EXPERIENTIAL METHODOLOGY HAS MANY ADVANTAGES FOR EDUCATIONAL WORK WITH ADOLESCENTS AND YOUNG PEOPLE:

★ It connects the topics covered with specific individual experiences, connecting participants with feelings and emotions, thereby enabling them to express themselves.

★ It provides guidelines for open and honest dialogue in a safe and trusting environment.

★ It generates a process of personal rethinking: goals, dreams, relationships, personal habits, personal and professional development, etc.

★ It allows for body awareness and incorporates relaxation and healing techniques.

★ It breaks isolation and loneliness, as by sharing experiences, participants realize that their peers have experienced or are experiencing similar situations.

2.3

THE GENDER TRANSFORMATIVE APPROACH (GTA)

When you apply popular education along with an experiential methodology to gender stereotypes, roles, and relations, you promote a **gender transformative approach (GTA)**.



This involves facilitating processes of reflection and analysis to critically review attitudes, values, and behaviors resulting from our gender socialization that cause harm to others and to ourselves, in order to transform them in such a way that they contribute to equal rights and opportunities for all people, regardless of their gender identity.

IN OUR EDUCATIONAL AND AWARENESS-RAISING WORK AMONG ADOLESCENTS AND YOUNG PEOPLE, THE APPLICATION OF A GENDER-TRANSFORMATIVE APPROACH IS SUUUPER RELEVANT FOR THE FOLLOWING REASONS:

★ Harmful gender-based social norms affect adolescents' and young people's self-esteem, behaviors, and relationships with each other. All of this has direct impacts on their academic performance, health, life opportunities, and leads to bullying and other types of violence 😞.

★ Compared to more top-down educational approaches that impose certain ways of thinking on young people, GTA can achieve significant and permanent long-term changes.

★ The butterfly effect: small changes achieved in the attitudes, beliefs, and values of those who participate in training spaces can multiply and effect changes in behaviors and relationships in families, classrooms, friendship groups, and the community.

THE GENDER TRANSFORMATIVE APPROACH

1

It encourages a critical examination of gender inequalities, roles, norms, and relations.

2

Recognizes and strengthens positive norms that support equality and an enabling environment to achieve it.

3

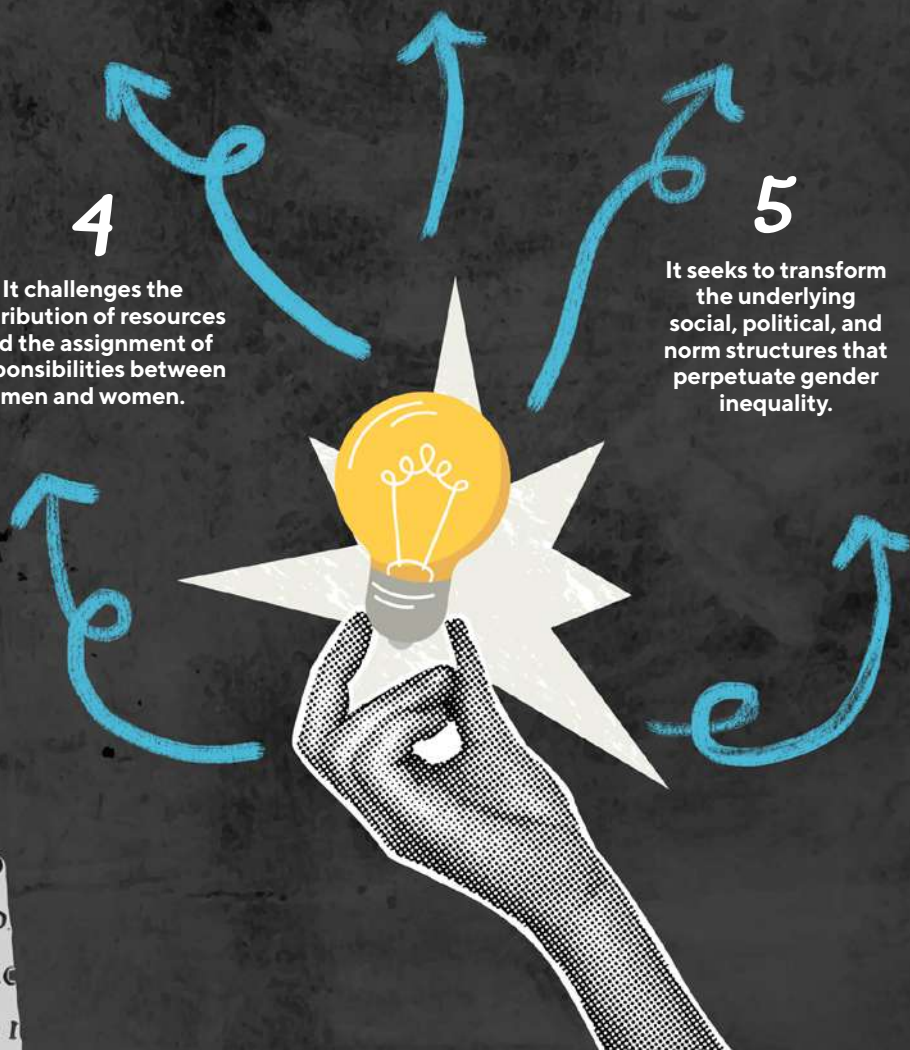
Promotes the relative position of women, girls, and marginalized groups.

4

It challenges the distribution of resources and the assignment of responsibilities between men and women.

5

It seeks to transform the underlying social, political, and norm structures that perpetuate gender inequality.



THE PLAYFUL APPROACH TO LEARNING ⁽³¹⁾

replacing the analytical approach with leisure, but rather **building playful dynamics that reinforce and foster the desired learning and transformation processes**, adapted to the topics to be taught, the ages and gender identities of those participating, and the available spaces.

45

THE PLAYFUL APPROACH TO LEARNING HAS PROVEN WIDELY EFFECTIVE, SINCE IT DEPARTS FROM TRADITIONALLY ESTABLISHED EDUCATIONAL PATTERNS AND HAS THE FOLLOWING VIRTUES:

1 It's engaging and deeply engages the group of participants, as it presents them with fun challenges to overcome.

2 It is socially interactive, thus encouraging peer dialogue and socialization.



3

It is diverse and highly adaptable, as all kinds of games can be proposed, adapted to the needs of the training process and the available spaces and resources.

4

It encourages active participation, breaking with the passive role assigned to the group of participants in traditional school education.

2.5

WHAT DOES ' FACILITATION ' MEAN?⁽³²⁾

In general terms, facilitation is about making things happen easily, or about making something possible. Facilitation is an enabling and guiding process that creates and supports a pleasant and safe space for meaningful participation and interaction for the group of participants. Facilitation involves using participatory methods and techniques to stimulate reflection and analysis, thereby creating a horizontal and supportive environment that is conducive to mutual learning and empowerment, and that is both engaging and fun.

FACILITATION IN GTA PROCESSES MEANS:

- ★ Taking responsibility for planning and implementing reflection, analysis, and learning processes that empower and engage participants.
- ★ Focusing attention on participants as key players in the learning process.
- ★ Deconstructing power relations between educators and participants, and among participants themselves, especially when the group is diverse.

⁽³²⁾Text adapted from [Manual de facilitación](#) 2011. Amnistía Internacional. Página 20

2.6

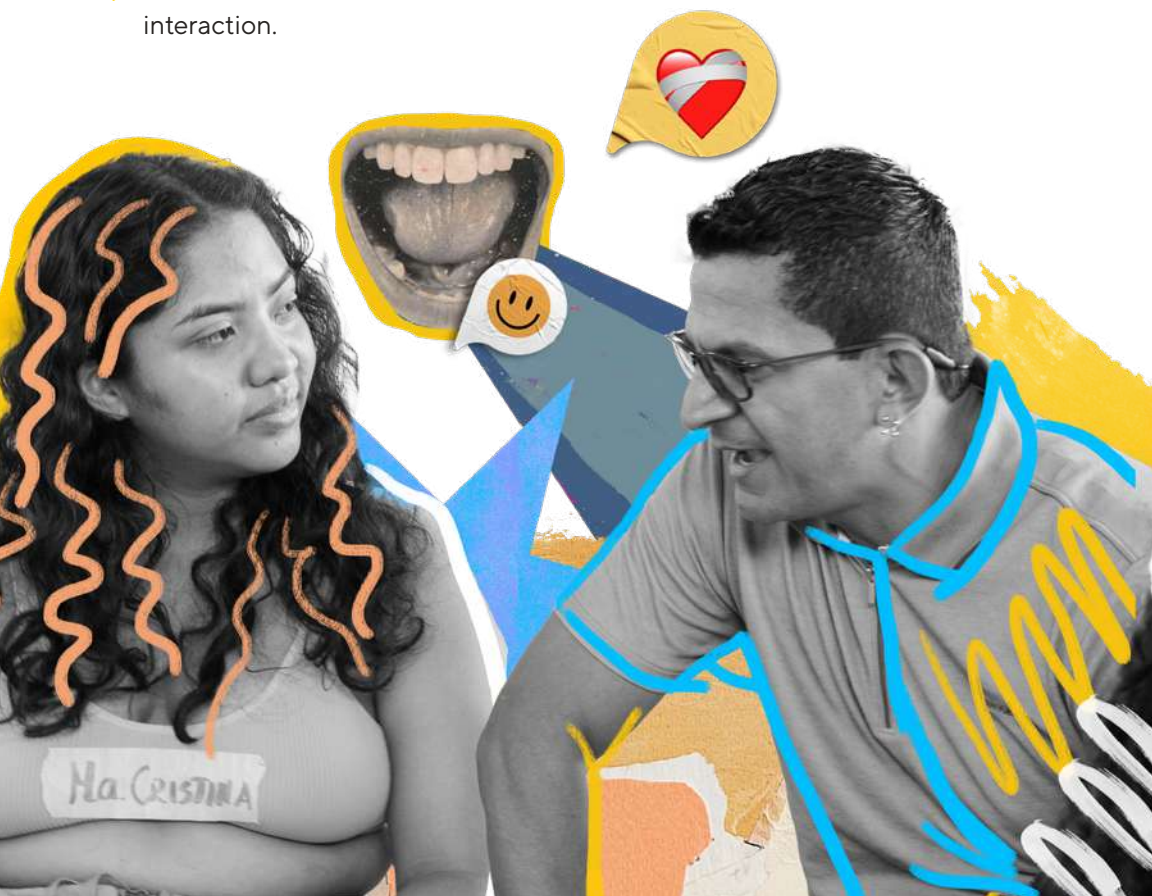
TIPS FOR POWER FACILITATION⁽³³⁾

THE FOLLOWING TIPS WILL
HELP ENCOURAGE AND
CREATE A RESPECTFUL
ENVIRONMENT IN WHICH THE
GROUP OF PARTICIPANTS FEEL
COMFORTABLE SHARING THEIR
OPINIONS AND EXPERIENCES,
AS WELL AS LISTENING TO AND
LEARNING FROM OTHERS³⁴.



⁽³³⁾Main source with adaptations: [Engaging Men for Gender Equality](#) 2023. USAID Engendering Industries/Equimundo programme. Páginas 24-25.

- ★ Create and maintain a welcoming and safe environment
- ★ Avoid criticism
- ★ Promote inclusion
- ★ Address participants' concerns
- ★ Know and use referral services
- ★ Manage conflicts respectfully
- ★ Appreciate honesty and transparency
- ★ Promote movement and interaction.
- ★ Manage your time.
- ★ Show respect for your presence and appearance.
- ★ Be careful with topics that could re-traumatize any participant.
- ★ Avoid letting discussions stray too far from the key messages



⁽³⁴⁾ To learn more about these tips for successful facilitation, see the digital [appendix of this toolkit](#): p.36

2.7

ADDRESSING SENSITIVE OR TABOO TOPICS AND DEALING WITH DIFFICULT SITUATIONS⁽³⁵⁾

GENDER-TRANSFORMATIVE TRAINING PROCESSES OFTEN ADDRESS SENSITIVE AND CULTURALLY TABOO TOPICS.

If participants become restless, lose focus, try to sabotage the discussion and dialogue, or engage in aggressive behavior, this can often be a sign that they feel threatened by the sensitive topics being discussed.



⁽³⁵⁾Text adapted from [Facilitation Manual](#), 2011. Amnesty International. Page 30

During facilitation, you can strategically use your personal experience with taboo topics to encourage participants to open up and participate more fully in the learning process.

You should always challenge controversial or scandalous statements and allow them to unpack the biases behind them. Avoid engaging in direct conflict or tit-for-tat discussions with individual participants; instead, invite them to explain why they feel the way they do. When they have done so, ask the group if they agree or if they have other opinions or perspectives on the topic. Otherwise, present an alternative opinion to stimulate debate and discussion. At the end of the discussion, cite statistics or concrete examples, if possible, to clarify the issue, but without humiliating or belittling the person or people who made the controversial statement.

In most cases, especially when the statements refer to stereotypes, norms, and deeply rooted cultural phobias, it is highly unlikely that participants will openly and immediately change their minds. However, the group of participants will be more willing to consider and, hopefully, adopt other opinions later.



KEEP IN MIND THAT SOME VERY SENSITIVE TOPICS CAN BE DEALT WITH HUMOR: YOU SHOULD KNOW WHEN TO LAUGH AND WHEN TO LISTEN, AND BE OPEN TO OPINIONS ON TOPICS THAT MAY NOT REFLECT YOUR OWN VALUES **(SUCH AS OPINIONS ON ALCOHOL, DRUGS, OR SEXUAL BEHAVIOR).**

2.8

HOW TO DEAL WITH FEELINGS AND EMOTIONS ⁽³⁶⁾

BEFORE BEGINNING TRAINING PROCESSES, CREATE A LIST OF THE EMOTIONAL SUPPORT RESOURCES AVAILABLE AT THE SCHOOL AND IN THE COMMUNITY TO WHICH YOU CAN REFER PARTICIPANTS, IF NECESSARY.

Remembering and sharing past experiences can provoke a wide range of emotions in and among participants, and they should feel able to express them freely. The same can happen when reflecting on and analyzing situations of abuse of power, violence, and discrimination. When someone shares emotional personal stories, show your appreciation, understanding, and empathy.

For some, these conversations can provoke feelings of sadness, anger, guilt, and shame, which can be expressed through crying. Don't be afraid to allow participants to share their emotions or cry.

⁽³⁶⁾Text adapted from [Manual de facilitación](#). 2011. Amnistía Internacional. Página 31

**RECOGNIZE
THE EMOTION
THEY ARE
SHARING
AND SHOW
EMPATHY.**

IT'S IMPORTANT
TO LET THEM
SHARE, BUT
ALSO TO
MOVE ON
**AND KEEP
THE ACTIVITY
FLOWING.**



If any participant needs help, you can talk to them privately afterward to provide them with information on where they can seek support, referring to the list of resources you compiled.

Openness and honesty when sharing feelings and emotions are a sign of a trusting and safe environment and are essential for achieving group cohesion. They are also essential for recognizing the harm and damage that violence and discrimination cause to individuals, teams, and work environments.

03

WHAT ARE PARTICIPATORY METHODS AND EDUCATIONAL TECHNIQUES?



⁽³⁷⁾Borrowed and adapted from: Verdejo, M. et al. 2001. [Preparación y ejecución de talleres de capacitación: una guía práctica](#), Centro Cultural Poveda, República Dominicana.

Did you know? To implement a gender-transformative approach in educational processes with adolescents and young people, and to impact participants, we can use a variety of participatory methods and techniques.

BUT DO YOU KNOW HOW THEY DIFFER?



A PARTICIPATORY METHOD IS THE PATH, THE WAY WE CHOOSE TO IMPLEMENT AN ACTIVITY. IT REFERS TO THE MODALITY AND FORM OF THE ACTIVITY, AND INCLUDES METHODS SUCH AS WORKSHOPS, SEMINARS, AND TALKS.

So, if the method is the path...

Participatory techniques are the means of transportation, such as airplanes, cars, and bicycles, that allow us to travel that path. They are the tools used to implement the methodology and are integrated into the chosen method in a coherent manner. Participatory techniques are pedagogical tools that facilitators can use to motivate participants.

An example of a participatory technique is workshops, which can consist of a series of different techniques that follow a sequence according to a plan.

The techniques you can use in a workshop can be:

★ Group work

★ Role-play

★ Plenary session

★ Among others

All the techniques applied together contribute to achieving the workshop objectives. NOTE: They should NOT be considered ends in themselves, but should be used in relation to specific educational learning objectives.

It should be kept in mind that participatory techniques are merely tools that enable awareness, empowerment, and motivation to continue learning.

In addition to participatory methods and techniques, there are also **dynamics**, which involve activities that greatly help break the ice, build trust, socialize, get to know each other and make friends, overcome shyness, and encourage the group during moments of fatigue or lack of concentration.

3.1 EDUCATIONAL METHODS

Now that we know what educational methods are, we'll share with you some that you can put into practice:

★ Training Workshops

★ Forum

★ Film Forum

★ Debates

★ Talks



3.1.1 THE TRAINING WORKSHOP³⁸

The workshop is a learning space that aims to reflect on the knowledge, values, attitudes, and practices held regarding a specific issue in a group or community, and which are expressed in the daily life of each participant³⁹.

3.1.2 THE FORUM

The forum is a tool that provides an opportunity to generate a space for dialogue and debate among adolescents and young people.



⁽³⁸⁾Borrowed and adapted from: Verdejo, M. et al. 2001. [Preparación y ejecución de talleres de capacitación: una guía práctica](#), Centro Cultural Poveda, República Dominicana.

⁽³⁹⁾ If you'd like to learn more about educational methods, check out the digital appendix to [this toolkit](#): p.40

3.1.3 THE FILM FORUM⁴⁰

In the film forum, we immerse ourselves in a debate or discussion on a specific topic, using a film or video related to that topic as a basis.

3.1.4 DEBATES⁴¹

Debates are fun and a great learning tool that we can use in our work with adolescents and young adults. Everyone loves seeing different speakers take opposing sides of the same topic and try to win people over with their arguments.

3.1.5 TALKS⁴²

Giving a talk, particularly to people your age, can be nerve-wracking, but it serves to inform, convince, or persuade, although we can go further. We want the audience to be emotionally engaged and inspired to take their own actions for gender equality, no matter how big or small.

The goal of your talk should be to lift your audience to a greater understanding, to inspire them with your story so that their lives can change with your experience.

⁽⁴⁰⁾ Adapted from: [Manual educativo y el cine-foro o debate](#), 2013. Asociación Católica Latinoamericana y Caribeña de Comunicación (SIGNIS ALC)

⁽⁴¹⁾ Borrowed and adapted from: [Conducting a Class Debate](#)

3.2

EDUCATIONAL TECHNIQUES ⁽⁴³⁾

HIIIII! WE KNOW, THIS CHAPTER IS A BIT LONG, BUT I ASSURE YOU IT WILL BE VERY ENRICHING FOR YOU AND YOUR ACTIVITIES.

Remember that when we refer to educational techniques, we are talking about pedagogical tools for implementing the methodology.

They are super important because facilitators can use the ones they like best to motivate participants.



⁽⁴²⁾ Borrowed and adapted from [the following sources](#).

⁽⁴³⁾ The educational techniques in this section have been borrowed and adapted from various sources: [Técnicas participativas \(compilación\)](#). Programa estratégico de educación cívica 2005-2010. Dirección ejecutiva de capacitación electoral y educación cívica. México; [Técnicas participativas para la educación popular Tomo 1](#). 1999. ALFORJA. Costa Rica.

THE TECHNIQUES YOU CAN USE IN A WORKSHOP CAN BE:

- ★ Group work with a plenary session
- ★ Brainstorming
- ★ Sociodrama
- ★ Role-play: Be the protagonist for a moment
- ★ Audiovisual materials: from songs to cool videos
- ★ Artistic activities 🎨
- ★ Dynamics to build trust
- ★ Techniques for relaxing moments
- ★ Others you may know ⁴⁴



⁽⁴⁴⁾ If you want to learn more about educational techniques, consult the digital appendix of [this toolkit: p.56](#)

04

ACTIVITIES

YOU CAN USE TO BE A



POWER FACILITATOR



5 TRANSFORMATIVE ACTIVITIES

AS A POWER FACILITATOR, YOU WILL BE READY AND EMPOWERED TO ENGAGE IN ACTIVITIES THAT PROMOTE EQUALITY AMONG YOUNG PEOPLE.

Here we share five activities to do with peers. Each activity is designed with a gender-transformative approach and a methodology based on popular, fun, and experiential education. The activities are:

	Name of the Activity	Theme	Time
1	Cultural models of men and women	Gender and socialization of gender identities and gender roles	2 hours
2	Sculpting Power	Gender and Power	30 minutes
3	How do we learn violence?	Gender and Violence	70 minutes
4	Let's talk about sex	Gender, sexualities, health and sexual and reproductive rights	30 minutes
5	Health and unhealthy relationships	Gender, relationships and violence	45 minutes

To achieve a successful facilitation, we recommend that you plan, plan, and plan, thoroughly reading the activity, its objectives, the time it will take, the materials you will need, key messages, and the steps to follow.

Let's go!

CULTURAL MODELS OF MEN AND WOMEN⁽⁴⁵⁾

ACTIVITY ON GENDER AND SOCIALIZATION OF GENDER IDENTITIES AND ROLES⁴⁶

(Identification of gender characteristics)



TIME:

2 hours

OBJECTIVE:

Participants will be able to identify the characteristics associated with being men and women in their culture and understand the relationship between biological and anatomical characteristics (sex) and socially constructed characteristics (gender).

⁽⁴⁵⁾ Borrowed from: "El Significado de Ser Hombre" 1999 (2ª edición 2001), CANTERA, Nicaragua.

⁽⁴⁶⁾ For more activities on gender and the socialization of gender identities and roles, see the digital [appendix of this toolkit](#) p.74

KEY MESSAGES

- ★ “Sex” is a biological and anatomical category that makes men and women different.
 - ★ “Gender” is a social and cultural category that leads to inequalities between women and men (attitudes, values, feelings, roles, opportunities, rights, access to resources).
 - ★ Society attributes different characteristics, attitudes, and behaviors to men and women and assigns them values. Generally, everything related to being a man is given greater social and cultural value.
 - ★ Both men and women, to a large extent, assimilate the characteristics, roles, and identities that their culture deems appropriate for them, and when they deviate from these, they are invariably ridiculed, scorned, marginalized, or punished.
 - ★ A person’s “gender” is socially constructed based on their biological “sex.” A newborn boy or girl is identified by the presence of a penis or a vagina and is raised according to society’s vision of how men and women should be, think, feel, and act.
-

MATERIALS

- ★ 2 old newspapers
- ★ 4 large sheets of paper (flipchart paper)
- ★ 6 plastic bags
- ★ 2 balloons
- ★ 4 sheets of cardstock in different colors
- ★ 4 sheets of crepé paper
- ★ 1 piece of masking tape
- ★ 4 markers of different colors
- ★ 1 stapler
- ★ 1 pair of scissors
- ★ 4 sticks or rulers (about 50 cm long each)
- ★ Glue

PREPARATION

- ★ Prepare materials in advance in “packages.”
 - ★ If it’s not possible to obtain all of these materials, try to obtain most of them.
-

STEPS TO FOLLOW

STEP 1:

Instructions

🕒 5 minutes

- 1 Divide participants into 6 same-sex groups (3 men and 3 women) with 4 to 5 members in each group. Non-binary individuals can decide for themselves whether they want to participate in a men’s or women’s group, or form their own group.
- 2 Give each group the materials described above. Explain that each group has been given exactly the same materials, detailing what they are.
- 3 Tell the men’s groups that they must use the materials they have been given to create a model of a man from their culture/city, incorporating traits, attitudes, values, and behaviors that society considers appropriate for men. Emphasize that they are not being asked to create the “ideal” or “perfect” man, but rather one typical of their own society/culture. Similarly, for the women’s groups, indicate that they must create a model of a woman from their culture/city (a realistic one, not an ideal version).
- 4 Inform the groups that they can use other materials they have or have access to. They can be as creative as they want!
- 5 Tell the groups that at the end of the exercise, their created models **will be judged** based on three criteria: height, stability, and physical beauty.
- 6 Ask the groups if they have any questions and clarify any concerns they may have.
- 7 Tell the groups they have **30 minutes** to create their models of men and women.

STEP 2:

Group Work: Creating Models of Men and Women

 30 minutes

- ① During group work, observe the **internal dynamics** of each group: who makes decisions and how; leadership and coordination methods and styles; who is excluded and why; types of power and how they are used; use of language (verbal and body language); physical contact, etc.
- ② Also, record the **relationships established between groups**: competition, collaboration, communication, use of language (verbal and body language), physical contact, etc.
- ③ Notify the groups when there are only 10 minutes left.
- ④ Tell the groups that they can give their model a name if they wish.
- ⑤ If necessary, allow a few more minutes to allow all groups to finish their models.

STEP 3:

Plenary Session

 30 minutes

PRESENTATION OF MODELS OF MEN AND WOMEN

- ① Invite participants to return to the plenary session and form a semicircle with their chairs facing the top of the room, but remaining together as groups.
- ② Decide with the participants whether the men's groups or the women's groups will present their models first.
- ③ Depending on the prior decision, ask the first men's or women's group to present their model, explaining the characteristics, features, attributes, etc. they have incorporated into their model and why.
- ④ Jot down anything that stands out and that you would like to ask the group about later.
- ⑤ Invite the other groups to ask clarifying questions and make comments, without entering into a deep discussion on this issue.

- ⑥ Repeat steps 2 through 4 for the following groups, ensuring that the presentations from the men's and women's groups do not overlap.

DISCUSSION AND DEBATE

- ① Once all groups have presented their models, initiate a discussion using the following questions as a guide.

a) What characteristics do the different models of women have in common? Why?

b) What differences are there between the models of women? Why?

c) What other characteristics do women have in your culture that are not expressed in the models? Why not?

Repeat the previous questions for the models of men (or women, if you decide to analyze the models of men first).

d) Looking more closely at all the models, what characteristics do women and men share in your culture?

e) Are there characteristics in the models of women that men can also have? (and vice versa) Why?/Why not?

- ② Analyze the dynamics of cooperation and domination **within** groups (leadership, decision-making, individual and collective initiative, shared responsibility, etc.), using the following questions as a guide and incorporating your own observations into the discussion:

a) Invite participants to share how they felt while working within the group. (Allow them to differentiate feelings from thoughts and opinions.)

b) How did you feel about the way decisions were made within the group?

c) Who took the initiative and how?

d) Was anyone left out or ignored? Why? How did they feel?

e) How did cooperation and collaboration occur within each group? What allowed this to happen? What prevented it?

f) Point out the marked differences between the internal coordination and dynamics of groups of men and women.

3 Analyze the dynamics that occurred **between** the groups using the following questions as a guide and informing the discussion with your own observations of the relationships that developed between the groups (competition, rivalry, collaboration, coordination, aggression, etc.):

a) How did competition and rivalry manifest between the groups, and why?

b) Which groups did you pay more attention to: those of your own sex or those of the “other” sex? Why?

4 To conclude the discussion, ask participants if they think the exercise would have been different if it had been conducted only with women or only with men. How? Why?

STEP 4:

Judgment!

 5 minutes

1 Remind participants that you said at the beginning that the models would be judged on their height, stability, and physical beauty. In a playful way, discuss these three aspects of each of the female and male models, but without reaching any final conclusions. Complement all groups' work.

2 Explain to the group that this was an intentional dynamic to provoke competitiveness between the groups.

3 Ask them to express the ways in which men and women compete and rival each other (men/men, women/women, and men/women) on a daily basis.⁴

NOTES FOR THE TEAM FACILITATOR

★ **For men and women who have never had the opportunity to reflect on these issues,** the discovery that the inequalities that exist between men and women are not natural can be a truly revelatory and enlightening moment. It is important that participants understand the basic concepts of sex and gender and the relationship between the two before moving on to the following activities.

★ **Keep a critical eye on the different situations, dynamics, and processes that emerge** as participants develop their models and use them to inform moments of discussion and analysis. Remember that most participants will be reproducing the attitudes, values, and behaviors they have learned as men and women, not only in the activity but also when they interact with each other and with the activity itself.

★ **As a facilitator,** it's important to maintain a relaxed approach to this activity, keeping in mind the learning objectives. This activity, as a starting point for a training process, allows participants to quickly get to know each other and develop the trust and confidence essential for future activities of a more intimate nature. It also allows you to gain their trust.

⁽⁴⁷⁾ If you have not previously addressed the differences between sex and gender, consult the digital [appendix of this toolkit](#) for step 5 of this activity: conceptualizing “sex” and “gender”: p.75

02

SCULPTING POWER

ACTIVITY ABOUT GENDER AND POWER ⁴⁸



TIME

30 minutes

OBJECTIVES

1. Reflect on the impact of power when it is used to gain domination and control over others..
2. Identify other types of power that involve cooperation and collaboration.

MATERIALS

Ample space to move around.

⁽⁴⁸⁾ For more activities and audiovisual resources on gender and power, see the digital appendix of [this toolkit](#): p.104

KEY MESSAGES

- ★ There are different types of power: power over, power with, power to, and power within.
- ★ Power doesn't always have to be used to control and abuse other people.

STEPS TO FOLLOW

STEP 1:

Sculptures of power

 15 minutes

- 1 Form 4 mixed groups. Assign and give each group one of the following definitions related to power. Ask them not to let the other groups see their definition.

● **Power OVER:**

The power to dominate others. Power is seen as external control over something or someone else. The source is authority.

● **Power WITH:**

The power of mutual support, solidarity, and collaboration; this comes when groups work together toward a common goal. The source is other human beings.

● **Power FOR:**

The power that comes from the ability to achieve something. The source is one's knowledge, education, skills, or talent.

● **INNER Power:**

The power of internal beliefs, attitudes, and habits. This has to do with a person's sense of self-worth and self-knowledge. This source can be self-confidence, faith, ideology, or sense of purpose.

- 2 Each group has 5 minutes to produce a human sculpture that represents the concept of power they have been given. To do so, they must discuss the concept and agree on the main ideas, representations, and relationships they want to convey in their human sculpture. They may use other props, if they wish, but no written or spoken words.

- 3 Invite the first group to present their human sculpture. Now ask the other participants to share their thoughts on the type of power just shown.

Allow for different ideas to be expressed and a discussion to take place. Conclude by asking the group to share and explain the power they displayed through the sculpture. If the group wishes, encourage further discussion about the differences between the group's intention and the interpretations of the other participants.

- 4 Repeat the previous step for the other three groups.
- 5 Allow time for further reflection, observations, and questions.

STEP 2:

Analyze how power is used and by whom

 15 minutes

- 1 Ask: What characteristics of a person's or group's identity make them more likely to use "power over" others, and in what situations? (*Probe here: gender, race, age, sexual orientation, religion, ethnicity, immigration status/background, etc., and how they intersect; situations they have witnessed in the school setting (such as bullying), community*)
- 2 What are the consequences for individuals and groups when others use power over them?
- 3 How does "power over" relate to bullying? What are the consequences for students who are bullied?
- 4 Ask participants to give examples of how they have seen the other three types of power used:

a) in families	c) in schools
b) in the community	d) in society in general
- 5 Summarize the 4 types of power. There are different types of power that can be used in different ways:

●POWER OVER:

Control over someone or a situation negatively, usually associated with repression, force, corruption, discrimination, and abuse. Exercising this type of power means taking it away from someone else and then using it to dominate and prevent others from taking it: a situation in which not everyone wins.

●Power WITH:

Power based on collective strength and/or numbers: having power with people or groups, finding common ground, and building a common goal that benefits everyone involved in the relationship. This type of power multiplies individual talents and knowledge and is based on support, solidarity, and collaboration.

●Power TO:

The ability to shape and influence one's own life. It means having the ideas, knowledge, skills, money, and ability to convince each other and others to do something. With many people who have this type of power, we create "power with."

●INNER Power:

A type of power related to a person's sense of self-worth and self-knowledge. It is related to that person's ability to imagine a better life for themselves and to have hope and the feeling that they can change the world: the feeling that they have rights as a human being. It involves trusting yourself and valuing yourself for the fact that you exist.

6 Share the following characteristics about power:

●**Power exists in relation to other people:** We often think about our power in comparison to another person. We may or may not have power, or we may have less or more power, in relation to another person or a group.

●**Power also exists within us:** We also have internal power that influences what we can and cannot do. As we become more aware of our inner potential and nurture it, we become empowered, and our relationships with others change.

●**Power is not fixed:** It is not something we have all the time. We constantly enter and exit situations and relationships in which we have more or less power.

●**Positive and negative feelings:** We often feel positive and in control when we feel powerful, and have negative feelings when we feel less powerful. This affects our ability to influence and act in a situation.

NOTES FOR THE TEAM FACILITATOR

★ In some contexts, some participants, for cultural or other reasons, may feel uncomfortable with the proposed “body sculpture” exercise. If so, you can hold a plenary session for groups to report back on the main points of their discussion in small groups, or you can prepare a drawing/image.

03

HOW DO WE LEARN VIOLENCE? (CHILDREN'S GAMES) ⁽⁴⁹⁾

ACTIVITY ABOUT GENDER AND VIOLENCE ⁵⁰



TIME:

70 minutes

OBJECTIVES:

1. Analyze how games can reinforce gender stereotypes and contribute to the internalization of power and violence as attributes of masculinity and submission and kindness as attributes of femininity.
2. Explore ways to raise boys equitably that break gender stereotypes and promote children's games based on cooperation, collaboration, and mutual respect.

⁽⁴⁹⁾ Adapted from [Sonke Change Training Manual](#), Workshop 1 schedule, pages 53–55; Retrieved from “The Meaning of Being a Man” (Gender Awareness Training Manual for Men) 1999 (2nd edition 2001), CANTERA, Nicaragua. This version has been adapted from a version prepared by KIND USA as part of a gender and adolescent migration project in Guatemala and Honduras 2024.

⁽⁵⁰⁾ For more activities and audiovisual resources on gender and violence, see the digital appendix of [this toolkit](#): p.129

KEY MESSAGES

- ★ Many children's and youth games often reproduce gender stereotypes and norms that can lead to the normalization of harmful power relations and violence between men and women.

MATERIALS

- ★ Flipcharts
- ★ Masking tape
- ★ Markers

PREPARATION

- ★ Read the steps of the activity carefully.

STEPS TO FOLLOW

STEP 1:

Brainstorming exercise

🕒 15 minutes

- 1 Invite participants to name games they played as children or currently play as teenagers and young adults, explaining what each game is about. Write the game names on a flip chart, with three columns: one for games **ONLY** played by boys or girls, one for games **ONLY** played by girls or girls, and one for games played by both boys and girls.

Games that ONLY boys play	Games that ONLY girls play	Games that both boys and girls play

2 When participants can't think of more games, encourage reflection with the following questions:

- *Why do we/did we play these games and not others?*
- *What do these games teach us/did they teach us about what it means to be a man and a woman?*
- *Which games are/were girls excluded from and which games were boys excluded from, and why?*
- *Which games did both boys and girls play, and why?*
- *Do we still see games divided by gender?*
- *What do boys' games have in common? What do girls' games have in common?*

STEP 2:

Group Work

 20 minutes

- 1 Form single-gender groups with about 4 or 5 participants in each group. Invite each group to select a game from the list that they will practice and then play in front of the other groups. Make sure each group chooses a different game. Tell the groups to be imaginative and creative if they need specific materials for the game.
- 2 Give the groups 10 minutes to practice their game.

STEP 3:

Plenary Session – Let's play!

 35 minutes

- 1 Invite each group to play their game in front of the others, instructing them to pay special attention to how the game is played and how the participants interact with each other during the game.

2 After each group demonstrates their game, encourage reflection and analysis with the following guiding questions:

- *What caught their attention most about the game and why?*
- *Who was in charge/giving orders, and how did they do it?*
- *In what ways were cooperation and solidarity present during the game?*
- *In what ways were aggression and violence manifested during the game?*
- *Why is it so important for men to win and not lose? Is it the same for women?*

Ask the people who just played the game:

- *How did you feel while playing?*

3 *(This question can be directed at specific individuals, depending on their level and quality of participation during the game.)*

When all groups have finished, prompt further discussion and debate using the following questions as a guide.

- *What other feelings did you have while playing or watching the games?*
- *What factors affected the type of game you played and their influence on your personal development? (e.g., socioeconomic circumstances, rural/urban setting, ethnicity, etc.)*
- *Why are children's games in particular laden with aggressive, competitive, and/or violent elements?*
- *Where does violence come from?*
- *Is it a natural instinct or a learned behavior?*

NOTES FOR THE FACILITATION TEAM

- ★ This exercise is **extremely dynamic and fun for the participants**, but don't let its playful nature detract from the seriousness of the reflection and analysis it seeks to provoke. While playing, make sure that participants (especially men!) don't become so involved that they risk physically hurting themselves or others in the group.
- ★ If you think this is about to happen, stop the game immediately and use that as a starting point to begin reflecting on and analyzing the game.

- ★ This activity can be done outdoors, if there is a patio or open space available.
- ★ Encourage participants to play the games as they did when they were children, without simulating how the game was played. It's important that they identify with the game and its objectives.
- ★ Make sure feelings and emotions are expressed freely.

AUDIOVISUAL RESOURCES

TO TALK ABOUT SEXUAL VIOLENCE IN THE EDUCATIONAL CONTEXT:

I'll explain it to you with Claymation - Paola Guzmán Albarracín Case:

<https://youtu.be/XDGfQ1OLWks?si=enKes6QXNpSVvDhE>

04

LET'S TALK ABOUT SEX ⁽⁵¹⁾

ACTIVITY ON GENDER, SEXUALITIES, AND SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR) ⁵²



TIME

30 minutes

OBJECTIVES

1. Identify the characteristics of people we consider sexy.
2. Begin to talk about sexuality without shame or fear.

⁽⁵¹⁾Developed by P Welsh for Sonke staff training processes Gender Justice, South Africa, August 2013.

⁽⁵²⁾For more activities and audiovisual resources on gender, health, and sexual and reproductive rights, see the digital [appendix of this toolkit](#): p.146

MATERIALS

- ★ Blank paper
 - ★ Music on cell phone or computer
 - ★ Writing Utensil
 - ★ Talking
-

STEP TO FOLLOW

STEP 1:

Identifying what we consider sexy about others

 10 minutes

- 1 Each participant thinks of a famous person or historical figure they consider sexy.
- 2 Write the name of the famous person or historical figure on a piece of A4 paper, followed by three characteristics of that person that make them sexy. (Allow 3 or 4 minutes for this.)
- 3 At the bottom of the page, write: *"The sexiest thing about me is..."* (completing the sentence).
- 4 Participants stick the paper to their chests and model around the room silently, reading each other's sexy characteristics of celebrities and allowing them to read theirs.

While they do this,  *"Let's talk about Sex"*  by Salt and Pepper plays in the background (or "I want your sex baby" by George Michael, or another youth contemporary song; this can make the activity fun).

STEP 2:

Share in the plenary

 20 minutes

- 1 Gather the group and begin a discussion using the following questions as a guide:
 - *What caught your attention most about the chosen famous people and their characteristics?*
 - *Which characteristics were most and least common? Why?*
 - *Which characteristics do you think are positive/negative? Why?*
 - *Who is generally considered to be sexy: women/girls or men/boys? Why?*
 - *How do these characteristics contribute to or detract from a person's well-being?*
 - *What do we mean by "sexy" and "sexuality"?*
- 2 Finally, share the key message of the activity, linking it to what the participants shared.

AUDIOVISUAL RESOURCES

What is sexuality?

<https://youtu.be/uZO7ZIXvHJw?si=3T8orc7dGjYX-DLk>

HEALTHY AND UNHEALTHY RELATIONSHIPS⁽⁵³⁾

ACTIVITY ABOUT GENDER, RELATIONSHIPS AND VIOLENCE⁵¹

**TIME:**

45 minutes

OBJECTIVE:

Identify healthy and unhealthy attitudes and behaviors within romantic and romantic relationships.

⁽⁵³⁾ Adapted from: Engaging Boys and Men in Gender Transformation: The Group Education Manual. The ACQUIRE Project/EngenderHealth and Promundo 2008. Pages 191-193

KEY MESSAGES

- ★ Healthy relationships are based on respect, equality, shared responsibility, honesty, and happiness.
-

MATERIALS

- ★ Flipchart paper
 - ★ Markers
 - ★ Tape
 - ★ Cards (or pieces of paper) with “Healthy,” “Unhealthy,” and “It Depends”
-

STEPS TO FOLLOW

STEP 1:

Brainstorming about healthy relationships

🕒 15 minutes

- 1 Introduce the activity by saying: *“Romantic relationships can be healthy or unhealthy. In healthy relationships, both partners are happy to be with each other. In unhealthy relationships, one or both partners are dissatisfied with the relationship due to one or more issues.”*
- 2 Brainstorm with participants about the qualities that describe healthy relationships, writing their contributions on a flipchart. *(Try to get participants to agree that respect, equality, responsibility, and honesty are some of these qualities.)*

STEP 2:

Work in pairs in plenary

 10 minutes

- ① Form pairs of participants. Give each pair three or four possible situations from the list below that can occur in relationships.
- ② Point out to participants the three signs you have placed in different parts of the room: “Healthy,” “Unhealthy,” or “It depends.”
- ③ Ask the pairs to examine the possible situations they have been given, analyze them, and determine whether they fall into the “Healthy,” “Unhealthy,” or “It depends” category.
- ④ Invite participants to come to the front of the room and place the cards with the possible situations they were given and assign what they think is most appropriate.
- ⑤ After all the cards have been placed, review each one and discuss with the entire group whether the possible situations fall into the “Healthy,” “Unhealthy,” or “It depends” category. Allow for dialogue and discussion, as well as the sharing and analysis of different opinions and ideas.

The Scenarios

1. The most important thing in a relationship is sex.
2. You should never disagree with your partner.
3. Your partner should never criticize you, especially in public.
4. You spend time alone without your partner.
5. Your partner spends quality time with their best friends.
6. You have fun being with your partner.
7. Your partner remains close to their ex-boyfriend or girlfriend.
8. You feel closer to your partner as time goes on.
9. You would do anything for your partner.
10. Sex is not discussed.
11. You generally make all the decisions about matters related to your relationship.

12. You stay in the relationship because it's better than being alone.
13. You are in control and capable of doing what you want to do for yourself.
14. You or your partner constantly sends WhatsApp messages and expects an immediate response.
15. Sometimes you have to slap or hit your partner when they become disobedient or too demanding.
16. You talk about problems when they arise in the relationship.
17. You argue and/or fight often.

STEP 3:

Reflections and analysis

 20 minutes

- 1 Conclude this activity by facilitating reflection and analysis, asking the group the following questions:
 - a) *What makes a relationship healthy*
 - b) *What makes it unhealthy?*
 - c) *Why do you think many women stay in unhealthy relationships?*
 - d) *Why do many men stay in unhealthy relationships?*
 - e) *How can friends and family help people in unhealthy relationships?*
 - f) *Can unhealthy relationships improve? Can they change from unhealthy to healthy over time? How?*
 - g) *Can relationships worsen? Can they change from healthy to unhealthy over time? Why?*
 - h) *Is it advisable to manage an unhealthy relationship or walk away from it?*
 - i) *When is the best time to leave an unhealthy relationship?*
 - j) *Is a relationship unhealthy if your partner doesn't get jealous?*

NOTES FOR THE FACILITATION TEAM

★ If you don't have cards, you can simply read each situation aloud to participants and ask them to determine whether it falls into the "Healthy," "Unhealthy," or "It Depends" category. The main purpose of this activity is to define what is healthy and what is not.

★ When participants are divided on this issue, return to the qualities of a healthy relationship (respect, equality, responsibility, honesty, and happiness) and see if they apply to the situation.

AUDIOVISUAL RESOURCES

Sexual consent, as simple as ceviche:

<https://youtu.be/lUxUsJ36jQA?si=OeDtbkJNPnmSHCct>

Healthy vs. unhealthy relationships:

<https://www.youtube.com/watch?v=lie2l7jWWkU>

THANK YOU FOR READING AND BEING A PART OF THE CHANGE!

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A space for youth groups to come together, with the support of:

