



HerBoundaries

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Introduction

Welcome to the HerBoundries Handbook. We are providing you with workshop scenarios focused on strengthening the psychological and physical boundaries of women. The intention behind their creation was to develop a set of tools that, when used, will support workshop participants in building personal agency, self-confidence, assertiveness, sisterhood, and solidarity.

This document is intended to be used with the provided Slidedeck and the Handouts, to assist you in delivering the content of the workshops. The HerBoundries workshop is split into 10 scenarios. Within each scenario we have provided a breakdown of the key slides and activities, including trainer notes, a breakdown of any materials and equipment required, and some further tips to help you deliver the content. At the beginning of this document, we have provided some general set-up instructions.

Equipment Required for the workshops

This equipment for your workshop is described in each scenario please remember to prepare it in advance. We tried to make workshops as much convenient as possible, so mostly what you will need are simple tools eg. flipchart stands, with flipchart pad/paper and marker pens, sticky notes / post-it notes, sellotape, pens or pencils.

In most instances, you will be expected to present from your laptop and bring your own 'clicker' to the workshop. However, you can always request a technical support person to be available on the day to support any troubles you have connecting to display equipment, audio, and getting the presentation ready.

The workshop scenarios have been designed to be implemented both in-person and online. Before online workshops, make sure you have a stable Internet connection and access to a platform that allows participants to be divided into smaller groups (so-called breakout rooms). The workshops should last 3 hours, including elements related to integration, getting to know the group members, evaluation, and the main substantive part. You can conduct the workshops at your workplace, school, or university, adapting them to the specifics of the group you are working with.

Materials

This document is designed to be used in conjunction with:

- HerBoundries scenarios
- HerBoundries Power Point presentation
- HerBoundries additional materials (links, cards, images etc.)

Setup

- Ensure you have read through this document in detail, familiarised yourself with all content and rehearsed your presentation/workshop.
- The more familiar you are with the slidedeck transitions and animations in advance of delivering, the easier you will find it!
- Plan your session in advance using our suggested timings to fit around the time you have available.
- Plan a break within your content delivery. We have provided a suggestion for a natural break point in this trainer pack, however we ask you to read the room. If you prefer to give several shorter breaks, then this is absolutely your call!
- Ensure that you have checked the equipment, materials, and handouts in advance of delivering the session.
- Before workshop please check if any of the workshop participants have any condition that may prevent them from participating in the workshop activities. It is still best practice to ask at the start of the workshop about any reasonable adjustments that participants may require. For instance, if participants have a disability that would prevent them from standing, then plan around that in your activity instructions. If participants struggle to read slides, then consider arranging for a printout of the slidedeck to help aid their learning.
- Remember that your role is to facilitate the learning. You are not there as an expert on all things introduced in scenarios, and therefore it is expected that you will not be able to answer every question that arises during the discussions that take place.

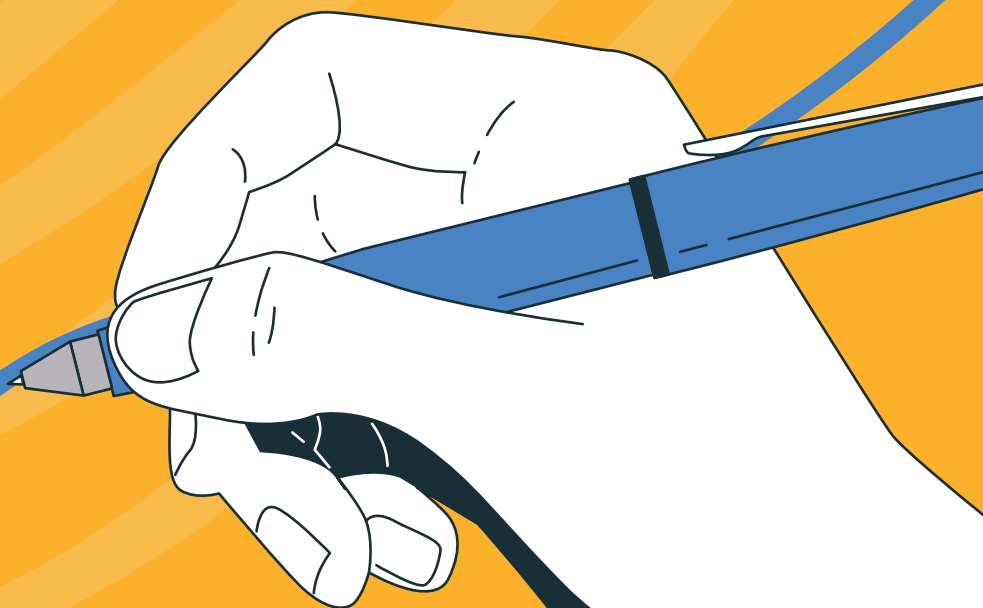
We wish you successful workshops.

Scenario:

**Analyze and prevent gender
violence dynamics through
the Theater of the Oppressed**

Author:

Chiara Bocci



Workshop title	Analyze and prevent gender violence dynamics through the Theater of the Oppressed.
Chapter title	The explosive device and the protective barrier
Suggested Timing	10 minutes
Target	Prepare, engage with the group, energize the body, and heighten levels of attentiveness.
Materials & Setup Instructions	Arrange the group in a circle.
Trainer Note	<p>Instruct students to silently select two individuals and assign them roles: one as "bomb" and the other as "shield". This should be done discreetly.</p> <p>Upon your cue of "go", the students are to proceed, ensuring that their "shield" is always positioned between them and the "bomb".</p> <p>Movement should be continuous without pauses. After a period, prompt a "Change!".</p> <p>At this point, the "bomb" transitions to being their "shield", and vice versa.</p> <p>Conclude the exercise by having students reveal their designated "bomb" and "shield".</p>

Workshop title	Analyze and prevent gender violence dynamics through the Theater of the Oppressed.
Chapter title	Theater Image
Suggested Timing	10 minutes
Target	Enhance the expression and portrayal of emotions. Explore their significance and our perception of them.
Materials & Setup Instructions	Partition the group into pairs.
Trainer Note	<p>One individual will act as the sculptor while the other will embody the statue. The sculptor's task is to position the statue to convey a specific emotion carefully. Once completed, they will blend into the setting, becoming part of it. Subsequently, roles will be swapped.</p> <p>Following this, participants will form a circle and discuss the feelings evoked, explaining their choice of emotions and reflecting on their experience within the scene. Caution is advised, as intense emotions like anger or despair may arise, potentially affecting the exercise partner.</p> <p>It is essential to observe participants closely, to ensure their well-being. Participants are free to disengage from the activity at any point without justification or the need to disclose their feelings.</p>

Workshop title	Analyze and prevent gender violence dynamics through the Theater of the Oppressed.
Chapter title	Forum theater
Suggested Timing	90 minutes
Target	Enhance intuitive, sensorial, and rational capacities through dialogue to foster a transformation of oppressive societies.
Materials & Setup Instructions	Create a brief script depicting a narrative of oppression. Normally, the presentation comprises a minimum of 3 scenes. Each scene should include an oppressor, an accomplice of the oppressor, and the oppressed individual. Guiding the activity will be the character of the Joker, who will engage the group through inquiries and contemplations.
Trainer Note	<p>A scenario of discrimination unfolds, depicting the protagonist enduring subtle patriarchal oppression. Initially performed in its entirety, the scene provides insight to the audience. Subsequently, the scene is replayed, granting the audience the opportunity to intervene by altering characters or introducing new ones. The goal is to suggest alternatives to disrupt the cycle of violence. Each public intervention is scrutinized within the scene to assess its impact and feasibility. Rather than seeking a simplistic resolution, diverse possibilities are examined.</p> <p>The "Mediator," who bridges the gap between the audience and actors, fosters contemplation and engagement through inquiries and remarks. Ultimately, the emerging alternatives are summarized and collectively assessed. The aim is not to offer ready-made solutions but to engage the spectator, positioning them as the central figure in seeking resolutions and fostering accountability in the face of injustice and oppression.</p>

**Examine and deter
the dynamics
of gender-based
violence through
the Theater
of the Oppressed**



Theatre of the Oppressed

The Theatre of the Oppressed was developed by Augusto Boal in the 1960s in Brazil to offer tools for personal, social, and political change to individuals facing oppression. It encompasses a range of techniques designed to engage the audience actively, breaking down the barrier between actor and spectator.

It is grounded on the concept that "the entire body thinks" and seeks to cultivate intuitive, sensory, and rational abilities through dialogue, to foster a change in oppressive societies.

The use of this methodology in preventing and combating gender violence.

Theatre of the Oppressed can serve as a potent tool to increase awareness, empower, and mobilize communities in combating gender violence, operating on both an individual and collective scale.

It enables the representation of situations of violence and oppression, shedding light on dynamics that are frequently concealed and unrecognized. Engagement of the audience, eliminating the barrier between actor and spectator. Spectators are encouraged to participate by suggesting solutions and alternatives to disrupt the cycle of violence.

3) Facilitates the identification of stereotypes and biases that underlie gender-based violence.

It transforms into a tool for empowerment and personal and social transformation.

Warm-up routines:

The Bomb and the Shield (10 minutes)

- Arrange the group in a circle.
- Instruct students to mentally select two individuals and assign them roles: one as "bomb" and the other as "shield". Encourage them to keep this information private.
- When the command "go" is given, students are required to move while ensuring their "shield" is always positioned between themselves and the "bomb", without pausing.
- After some time, announce "Change!". The "bomb" will now be their "shield" and their "shield" will now be their "bomb".
- After the task, encourage students to reveal their "bomb" and "shield" partners.

Warm-up routines: Theater Image (10 minutes)

- Organize the group into pairs.
- One individual will act as the sculptor while the other will take on the role of the statue.
- The sculptor will need to position the statue in a pose that conveys an emotion.
- Once completed, it will seamlessly blend into the scene, integrating it.
- The transformation occurs.

Theatre Forum:

- A scenario of discrimination is depicted, where the main character experiences subtle or overt patriarchal oppression.
- The enactment of the scene provides the audience with a full understanding for the first time.
- The scene is then replayed a second time, allowing the audience to intervene by altering it, substituting a character, or introducing new ones.
The objective is to suggest alternatives to disrupt the cycle of violence.
- Every public intervention is "tested" on the stage to assess its consequences and feasibility.
The focus is on exploring multiple possibilities rather than seeking a simple solution.
- The "jester", a character who bridges the gap between the audience and the performers, encourages contemplation and engagement through inquiries and comments.
- Ultimately, the emerging options are consolidated and assessed collectively.

The goal is to avoid providing ready-made solutions but to engage the audience, empower them to take the lead in finding answers and encourage them to take responsibility in the presence of injustice and oppression.

Dialogue and debate moment

After finishing the forum theatre, establish a discussion circle to gather the sensations and emotions experienced by the group. This is a crucial moment to gain a better understanding of the reactions and reflections that have been triggered. Individuals will have the opportunity to express their diverse perspectives, enhancing the overall shared experience.

Attention!

The methodology of the oppressed theatre is potent, but it is essential to consider certain risk factors.

1. Emotional vulnerability: the portrayed scenes frequently address delicate subjects and may trigger trauma or painful recollections in individuals. Establishing an atmosphere of trust and respect, along with offering sufficient emotional assistance, is crucial.
 2. Power dynamics: when not properly handled, the process can perpetuate the same dynamics of oppression it aims to address. The facilitator needs to be cautious not to enforce their perspective and to allow room for all voices.
 3. Simplification: seeking quick fixes may oversimplify intricate issues. It is crucial to steer clear of simplistic viewpoints and explore the underlying roots of oppression.
 4. Frustration and a feeling of helplessness can arise when the suggested options appear unattainable or unfeasible, leading participants to feel disheartened. It is crucial to appreciate each input and emphasize that bringing about change demands sustained dedication.
 5. Exposure to Evaluation: Presenting oneself in front of others can be daunting for some individuals. It is crucial to establish a non-judgmental setting where everyone feels welcomed and appreciated.
- To reduce these risks, the presence of a facilitator is essential, requiring a strong background in group management and emotional dynamics.

HerBoundaries

Thank you for your attention.



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the European Union

Scenario:

**Teach women to enhance
their assertiveness by focusing
on the body and recognizing
their positioning
and boundaries**

Author:

Chiara Bocci



Workshop title	Teach women to enhance their assertiveness by focusing on the body and recognizing their positioning and boundaries
Chapter title	Introduction
Suggested Timing	10-15 minutes
Target	Introduction and goal's explanation
Materials & Setup Instructions	No materials are required
Trainer Note	<p>Workshop goals:</p> <p>Enhancing women's capacity to communicate clearly, directly, and respectfully, effectively expressing their needs, opinions, and feelings.</p> <p>Enhance body awareness to establish stronger assertiveness, master how to centre yourself in the current moment, manage emotions, and convey messages through body language.</p> <p>Recognizing and affirming personal boundaries, both physical and emotional, is essential in learning to respect them in interpersonal relationships.</p> <p>Engage in practical activities like assertively saying no, making requests appropriately, and visualizing asserting your boundaries.</p> <p>Provide participants with tangible tools to care for themselves and cultivate healthier and more balanced relationships in all aspects of life.</p>

Workshop title	Teach women to enhance their assertiveness by focusing on the body and recognizing their positioning and boundaries
Chapter title	What makes the body such a potent medium?
Suggested Timing	10-15 minutes
Target	Introduction to the concept of the body as a tool for assertiveness and setting boundaries
Materials & Setup Instructions	No materials are required
Trainer Note	<p>The body communicates signals when personal boundaries are violated. Sensations like tension, discomfort, or anxiety could suggest that one's boundaries are being disregarded. Understanding and deciphering these signals is crucial for setting and preserving healthy boundaries.</p> <p>Assertiveness is also demonstrated through body language. Sustaining direct eye contact, adopting an open posture, and employing gestures that highlight speech are all factors that play a role in assertive communication. These nonverbal cues aid in expressing confidence and mutual respect.</p>

Workshop title	Teach women to enhance their assertiveness by focusing on the body and recognizing their positioning and boundaries
Chapter title	Socialization, women and assertiveness
Suggested Timing	10 - 15 minutes
Target	The assertiveness term explanation including gender perspective
Materials & Setup Instructions	No materials are required
Trainer Note	Assertiveness involves expressing one's needs, opinions, and feelings clearly and respectfully while safeguarding one's rights without disregarding those of others. Individuals socialized as females often encounter challenges in being assertive because of societal norms that prioritize personal sacrifice and prioritizing others' needs over their own. Throughout history, traditional gender roles have promoted nurturing and submissive traits in females, which have hindered self-assertion. Conquering these barriers and demonstrating assertiveness is a crucial step towards empowering women.

Workshop title	Teach women to enhance their assertiveness by focusing on the body and recognizing their positioning and boundaries
Chapter title	Confident attitude
Suggested Timing	20-30 minutes
Target	Experiencing the impact of an open and confident posture on mood and communication.
Materials & Setup Instructions	No materials are required
Trainer Note	<p>Invite the participants to walk around the room with a closed and insecure posture: hunched shoulders, low gaze, shuffling steps. Ask them to notice how they feel. Now, request a posture change: ensure your back is straight, shoulders are open, chin is parallel to the ground, and take decisive steps. Once more, acknowledge any sensations that you experience.</p> <p>Split the class into pairs. One individual will assume the insecure posture, while the other will take on the assertive posture. They will engage in a brief role play where the assertive person makes a request and the insecure person attempts to decline. Afterwards, switch roles.</p> <p>During the plenary, consider the impact of posture on your presentation, voice, and communication effectiveness. Emphasize that maintaining an open and confident posture is crucial for assertive communication.</p>

Workshop title	Teach women to enhance their assertiveness by focusing on the body and recognizing their positioning and boundaries
Chapter title	Rooting and boundaries
Suggested Timing	20-30 minutes
Target	Enhancing one's sense of rootedness and personal space to reinforce boundaries.
Materials & Setup Instructions	No materials are required
Trainer Note	<p>Arrange the participants in the room with space around them. Encourage them to close their eyes and feel the contact of their feet with the floor. Breathe deeply as you visualize roots extending into the earth.</p> <p>Now instruct them to envision a sphere of light surrounding their body, approximately the distance of an arm's length. This sphere symbolizes their individual space. With this awareness, participants should open their eyes and walk slowly around the room, being mindful not to invade others' personal space.</p> <p>If an individual approaches too closely, request them to raise a hand to indicate "stop" while keeping eye contact. Then calmly move away. Consider the impact of having our boundaries honoured or breached and the significance of clearly and compassionately setting our boundaries.</p> <p>Participants should be reminded that the more they are rooted and aware of their space, the more natural it will be to assertively enforce it in everyday life.</p>

Workshop title	Teach women to enhance their assertiveness by focusing on the body and recognizing their positioning and boundaries
Chapter title	Boundary dance
Suggested Timing	20-30 minutes
Target	Investigate the sensation of having your boundaries honoured or breached through movement.
Materials & Setup Instructions	Notebook or for phone to play a music
Trainer Note	<p>Establish an open area and encourage individuals to position themselves within the space.</p> <p>Background music is played to encourage free and spontaneous movement. Permission is given to take up all the space and move expansively.</p> <p>After a few minutes, instruct the participants to envision the space narrowing. They should keep moving without making contact, honouring others' boundaries even within a confined area.</p> <p>Introduce a rule where, at random, one person can briefly invade another person's space. The person being "invaded" must indicate it with a clear gesture (e.g. raising a hand), and the invader must then withdraw.</p> <p>Conclude the dance and have the participants sit in a circle. Invite them to share how they felt at different stages: when they could expand freely when they had to be careful not to touch others, and when their boundaries were violated.</p> <p>Reflecting collectively on how this experience can be applied to everyday life and the significance of clearly indicating when our boundaries are violated.</p>

Workshop title	Teach women to enhance their assertiveness by focusing on the body and recognizing their positioning and boundaries
Chapter title	Dialogue and debate moment
Suggested Timing	20-30 minutes
Target	Sharing experience and expanding perspective in terms of assertiveness
Materials & Setup Instructions	No materials are required
Trainer Note	<p>Upon finishing the body awareness activities for assertiveness, establish a sharing circle to delve into the group's experiences. Motivate participants to contemplate their feelings during the assertive posture exercise, observing any shifts in their energy and communication.</p> <p>When it comes to grounding and boundaries, encourage individuals to express their emotions when their personal space is respected or violated, and how to effectively communicate their boundaries.</p> <p>Inquire about the impact of mindful breathing on assertive self-expression in couple interactions.</p> <p>Finally, delve into how the practice of boundary dancing can be applied to daily life, understanding how to heed the body's cues to establish personal boundaries. The sharing of knowledge will enhance the overall understanding, incorporating lessons more profoundly. Remember that the development of assertiveness requires practice and self-compassion.</p>

Workshop title	Teach women to enhance their assertiveness by focusing on the body and recognizing their positioning and boundaries
Chapter title	Reflection
Suggested Timing	20-30 minutes
Target	Summary
Materials & Setup Instructions	No materials are required
Trainer Note	<p>Previous encounters with conflict or rejection while attempting to assert oneself. Establishing a secure, non-critical atmosphere where all individuals feel at ease sharing their thoughts is crucial.</p> <p>Barriers to self-affirmation caused by limiting beliefs and low self-esteem Remember that cultivating assertiveness requires practice and self-kindness, which can be quite challenging for some individuals.</p> <p>Fear of judgment from others or of damaging relationships by expressing oneself openly. Passive or aggressive models are internalized from role models during childhood. Gender conditioning that discourages assertiveness in females. Past trauma from violence or abuse that hinders the establishment of boundaries</p>

Teach women to enhance their assertiveness by focusing on the body and recognizing their positioning and boundaries.



Workshop goals

- Enhancing women's capacity to communicate clearly, directly, and respectfully, effectively expressing their needs, opinions, and feelings.
- Enhance body awareness to establish stronger assertiveness, master how to centre yourself in the current moment, manage emotions, and convey messages through body language.
- Recognizing and affirming personal boundaries, both physical and emotional, is essential in learning to respect them in interpersonal relationships.
- Engage in practical activities like assertively saying no, making requests appropriately, and visualizing asserting your boundaries.
- Provide participants with tangible tools to care for themselves and cultivate healthier and more balanced relationships in all aspects of life.

What makes the body such a potent medium?

The body communicates signals when personal boundaries are violated. Sensations like tension, discomfort, or anxiety could suggest that one's boundaries are being disregarded. Understanding and deciphering these signals is crucial for setting and preserving healthy boundaries. Assertiveness is also demonstrated through body language. Sustaining direct eye contact, adopting an open posture, and employing gestures that highlight speech are all factors that play a role in assertive communication. These nonverbal cues aid in expressing confidence and mutual respect.

Socialization, Women, and Assertiveness

Assertiveness involves expressing one's needs, opinions, and feelings clearly and respectfully while safeguarding one's rights without disregarding those of others.

Individuals socialized as females often encounter challenges in being assertive because of societal norms that prioritize personal sacrifice and prioritizing others' needs over their own. Throughout history, traditional gender roles have promoted nurturing and submissive traits in females, which have hindered self-assertion.

Conquering these barriers and demonstrating assertiveness is a crucial step towards empowering women.

Lesson 1: Confident stance

Objective: experiencing the impact of an open and confident posture on mood and communication.

- Invite the participants to walk around the room with a closed and insecure posture: hunched shoulders, low gaze, shuffling steps. Ask them to notice how they feel.
- Now, request a posture change: ensure your back is straight, shoulders are open, chin is parallel to the ground, and take decisive steps. Once more, acknowledge any sensations that you experience.
- Split the class into pairs. One individual will assume the insecure posture, while the other will take on the assertive posture. They will engage in a brief role play where the assertive person makes a request and the insecure person attempts to decline. Afterwards, switch roles.
- During the plenary, consider the impact of posture on your presentation, voice, and communication effectiveness. Emphasize that maintaining an open and confident posture is crucial for assertive communication.

Lesson 2: Rooting and Limits

Objective: Enhancing one's sense of rootedness and personal space to reinforce boundaries.

- Arrange the participants in the room with space around them. Encourage them to close their eyes and feel the contact of their feet with the floor. Breathe deeply as you visualize roots extending into the earth.
- Now instruct them to envision a sphere of light surrounding their body, approximately the distance of an arm's length. This sphere symbolizes their individual space.
- With this awareness, participants should open their eyes and walk slowly around the room, being mindful not to invade others' personal space.
- If an individual approaches too closely, request them to raise a hand to indicate "stop" while keeping eye contact. Then calmly move away. Consider the impact of having our boundaries honoured or breached and the significance of clearly and compassionately setting our boundaries.

Participants should be reminded that the more they are rooted and aware of their space, the more natural it will be to assertively enforce it in everyday life.

Lesson 3: Boundary Dance

Objective: Investigate the sensation of having your boundaries honoured or breached through movement. Directions: Establish an open area and encourage individuals to position themselves within the space.

1. Background music is played to encourage free and spontaneous movement. Permission is given to take up all the space and move expansively.
2. After a few minutes, instruct the participants to envision the space narrowing. They should keep moving without making contact, honouring others' boundaries even within a confined area.
3. Introduce a rule where, at random, one person can briefly invade another person's space. The person being "invaded" must indicate it with a clear gesture (e.g. raising a hand), and the invader must then withdraw.
4. Conclude the dance and have the participants sit in a circle. Invite them to share how they felt at different stages: when they could expand freely when they had to be careful not to touch others, and when their boundaries were violated.
5. Reflecting collectively on how this experience can be applied to everyday life and the significance of clearly indicating when our boundaries are violated.

Dialogue and debate moment

Upon finishing the body awareness activities for assertiveness, establish a sharing circle to delve into the group's experiences. Motivate participants to contemplate their feelings during the assertive posture exercise, observing any shifts in their energy and communication.

When it comes to grounding and boundaries, encourage individuals to express their emotions when their personal space is respected or violated, and how to effectively communicate their boundaries.

Inquire about the impact of mindful breathing on assertive self-expression in couple interactions.

Finally, delves into how the practice of boundary dancing can be applied to daily life, understanding how to heed the body's cues to establish personal boundaries.

The sharing of knowledge will enhance the overall understanding, incorporating lessons more profoundly.

Remember that the development of assertiveness requires practice and self-compassion.

Considerations:

- Previous encounters with conflict or rejection while attempting to assert oneself.
- Establishing a secure, non-critical atmosphere where all individuals feel at ease sharing their thoughts is crucial.
- Barriers to self-affirmation caused by limiting beliefs and low self-esteem
- Remember that cultivating assertiveness requires practice and self-kindness, which can be quite challenging for some individuals.
- Fear of judgment from others or of damaging relationships by expressing oneself openly
- Passive or aggressive models are internalized from role models during childhood.
- Gender conditioning that discourages assertiveness in females.
- Past trauma from violence or abuse that hinders the establishment of boundaries

HerBoundaries

Thank you for your attention.



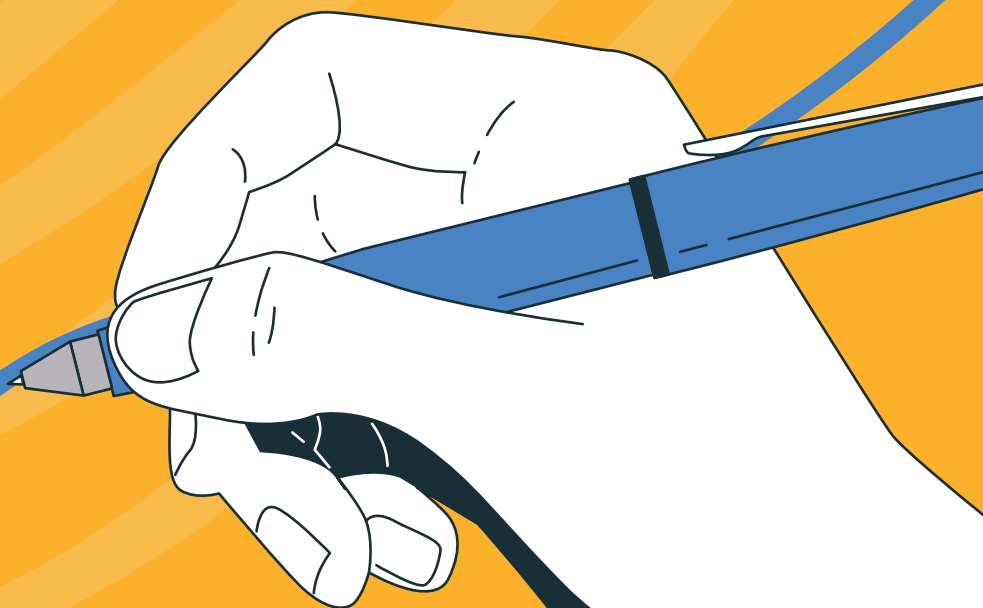
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Scenario:

Voice as a Tool for Self-Defense

Authors:

***Katarzyna Paterek,
Małgorzata Kulczycka***



Workshop title	Voice as a Tool for Self-Defense
Chapter title	1) Introduction, Presentation, Rules, and Objectives of the Workshop
Suggested Timing	10 minutes
Target	Introduce yourself, highlighting the key objectives of the meeting and its agenda. Present the agenda to the participants.
Materials & Setup Instructions	<p>Ensure everyone has paper and a pen/pencil for notes.</p> <p>Use a flipchart or large paper to write down the rules and break plan.</p>
Trainer Note	<p>GUIDELINES FOR THE TRAINER BEFORE STARTING THE WORKSHOP:</p> <p>Before the workshop, familiarize yourself with what WenDo is.</p> <p>Ensure you have all the necessary materials when coming to the training:</p> <ul style="list-style-type: none"> - Flipchart with a pad/paper and markers, or brown paper to stick on the wall for writing instructions - Sticky notes - Adhesive tape and paper tape - Pens or pencils (at least one per participant) and markers - Cups for drinking and water for each participant <p>Plan breaks. We suggested a few in the description, but consider the participants' fatigue—the workshop topic is often energizing but also demanding. If you prefer to give several shorter breaks, that's also fine.</p> <p>Example materials to read/watch before the workshop:</p> <ul style="list-style-type: none"> - Online article: "Skąd się bierze siła w głosie" (Where the strength in the voice comes from) source https://easyvoice.pl/skad-sie-bierze-sila-w-glosie/ - Online article: "Moc złości" (The power of anger) source https://www.polityka.pl/jamyoni/1568809,1,moc-zlosci.read - Video: "Ćwiczenia na emisję głosu" (Voice emission exercises) source https://www.youtube.com/watch?v=eFe_LWkasLg - Online article: "Ćwiczenia wzmacniające głos - ku inspiracji, poglądowo" (Voice strengthening exercises - for inspiration, illustrative) source https://www.poradnikzdrowie.pl/psychologia/rozwoj-osobisty/zostan-mowca-doskonaly-cwiczenia-wzmacniajace-glos-aa-uzf1-dcfG-t1wE.html

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Introduction, Presentation, Rules, and Goals of the Workshop
Suggested Timing	10 minutes
Target	Introducing Yourself, Presenting the Key Objectives of the Meeting and Its Agenda, and Then Presenting the Meeting Plan to the Participants.
Materials & Setup Instructions	Paper and Pen/Pencil for Note-taking for All Participants Flipchart/Large Gray Paper for Writing Down Rules and Break Schedule.
Trainer Note	<p>After welcoming the workshop participants, introduce yourself and your professional experiences. It is important to emphasize and establish both credibility and knowledge—why you are leading this training and not someone else.</p> <p>What is your own experience in working with the voice, or when did you first encounter self-defense?</p> <p>Before the workshop, reflect on why you focus on the significance of voice and confidence in the context of self-defense. If you can share your personal connection to the topic of voice and self-defense, it will be very helpful, especially if you have experienced how your confidence and assertiveness in your voice have influenced your self-esteem and belief that you have the right to maintain your boundaries.</p> <p>Presenting the Key Principles of the Workshop At this stage, establish some basic rules that ensure comfortable participation in the workshop:</p> <p>Voluntary participation in suggestions Responsibility for your own engagement Confidentiality Use of “I statements,” meaning speaking for oneself: “I feel, I think, I believe” instead of “It is that..., people think that this and that.” Encourage participants to take paper for note-taking throughout the workshop so they can record what happens and their observations about themselves. During the session, brief breaks will be proposed for making notes.</p>

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Introduction of Participants - Names/Nicknames and Pronouns
Suggested Timing	Depending on the number of participants, about 5 minutes
Target	Increasing feelings of safety and getting to know each other.
Materials & Setup Instructions	Optional: Name stickers or paper tape and a marker for writing names and pronouns.
Trainer Note	<p>Invite participants to share their name/nickname, as well as the pronouns they wish to be addressed by.</p> <p>Suggested Communication: Invite participants to take turns saying clearly and as loudly as possible, "I am..." or "My name is..." "My pronouns are..."</p> <p>Optionally, provide blank stickers or paper tape with markers for participants to write their names and pronouns and stick them in a visible place. It's important that people first state their name out loud to practice saying it confidently.</p>

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Individually and Loudly Naming the Needs Participants Have Regarding the Workshop
Suggested Timing	10 minutes
Target	To articulate and vocalize what participants bring to the workshop. Create a space for sharing and exchange.
Materials & Setup Instructions	Colorful sticky notes, pens/pencils, flipchart or large paper.
Trainer Note	<p>If you want to shorten the workshop, you can skip this part.</p> <ul style="list-style-type: none"> • Process: Distribute sticky notes and pens, inviting participants to write down their needs, expectations, and concerns related to the workshop. It is very important for participants to express their needs and expectations regarding voice and self-defense, as well as what they are bringing to the workshop. Creating a space for them to voice their fears is equally crucial. • Display Setup: Hang two large empty papers on the wall: <ol style="list-style-type: none"> 1. Needs and Expectations 2. Concerns Example Questions to Ask: <ol style="list-style-type: none"> 1 .What do you need and expect from this meeting regarding voice and self-defense? 2.What are your concerns about the workshop on these topics? • Writing Time: Give each person sticky notes and writing materials, then allow 4 minutes to write. • Sharing Process: Ask participants to come up and stick their notes on the appropriate papers. • Reading and Grouping: Read aloud what has been written

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Voice and Gender
Suggested Timing	35 minutes -50 minutes
Target	<p>Awareness of how socialization affects women's voices.</p> <p>Discussion and exchange of insights on stereotypes and beliefs about women and girls that cause their voices to stop being an ally.</p>
Materials & Setup Instructions	<p>flipcharts/2 large gray pieces of paper 4 markers</p>
Trainer Note	<p>This exercise clearly illustrates how being loud is perceived in society when it comes to girls and women. Statistically, girls are silenced much more often than their male peers. Being loud, assertive? This is often seen as inappropriate for girls.</p> <p>Exercise Flow:</p> <p>Introduction (2-3 minutes): Explain the instructions and form 2 groups. Ask participants to count off to two to create groups (ones in one group, twos in the other).</p> <p>Distribute Materials: Give one flipchart and one marker to each group.</p> <p>Ask the first group to list on the flipchart all associations with the question: "What should/must girls and women do?" Ask the second group to list all associations with the question: "What should/shouldn't girls and women do?" Emphasize behavior, appearance, and morality, including sayings and stereotypes they have heard from family, school, or society.</p> <p>They don't have to agree with these terms; they might feel anger just thinking about them. However, it is important to write them down. An example could be the belief that "Girls must be quiet and well-behaved," etc.</p>

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Voice and Gender
Suggested Timing	35 minutes -50 minutes
Target	<p>Awareness of how socialization affects women's voices.</p> <p>Discussion and exchange of insights on stereotypes and beliefs about women and girls that cause their voices to stop being an ally.</p>
Materials & Setup Instructions	<p>flipcharts/2 large gray pieces of paper 4 markers</p>
Trainer Note	<p>You can also mention emotions that are socially not welcomed in girls and women, citing the proverb "Anger harms beauty" and ask participants to find similar sayings related to gender. Encourage them to write down all associations. Give the groups 10 minutes to work together and write down their answers. Towards the end of the 10 minutes, you can ask if they need more time.</p> <p>Reading Responses: Duration: 5-10 minutes Combine both groups and ask each to read what they wrote. You can ask a specific person from the group to read, or leave it up to the group to choose who reads. If any term is unclear to you or the participants, ask for clarification on what the person who wrote it meant.</p> <p>Discussion: Duration: 10-15 minutes After reading, ask if there were any observations or difficulties in finding answers. Often, both groups will list contradictory things such as: "A woman should be modest yet sexy." "A woman shouldn't spend money on herself but should look like a million dollars." Ask about double standards – for example, a guy with many girlfriends is seen as a great guy, but a girl with similar experiences is called derogatory names. Ask if participants know other examples of different treatment based on gender.</p> <p>Next Exercise on Voice: Duration: 15-25 minutes depending on group size</p>

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Voice and Gender
Suggested Timing	35 minutes -50 minutes
Target	<p>Awareness of how socialization affects women's voices.</p> <p>Discussion and exchange of insights on stereotypes and beliefs about women and girls that cause their voices to stop being an ally.</p>
Materials & Setup Instructions	<p>flipcharts/2 large gray pieces of paper 4 markers</p>
Trainer Note	<p>The Next Part of the Exercise: Voice (15-25 minutes, depending on group size)</p> <p>If the group is already tired from the discussion, you can take a break at this stage or introduce an energizer to revitalize the group.</p> <ol style="list-style-type: none"> 1. Divide Participants into Small Groups: <ul style="list-style-type: none"> - Split the participants into small groups (2-4 people). - Ask the formed groups whether any of the answers written on the flipcharts in the first part of the exercise relate to the voice. 2. Flipcharts: <ul style="list-style-type: none"> - Hang or place the flipcharts with the answers from the first stage of the exercise in a visible place for everyone. Groups can approach the flipcharts. 3. Time for Finding Answers: <ul style="list-style-type: none"> - Give the small groups 3 minutes to find the answers. 4. Gathering the Groups: <ul style="list-style-type: none"> - After this time, bring the groups together and ask if any answers have emerged. - You can highlight the answers related to the voice with a marker during the exercise. - If any phrase or slogan is unclear, ask for clarification on how it relates to the voice. 5. Discussion: <ul style="list-style-type: none"> - Ask how the participants understand this in the context of self-defense. - Ask the following questions: <ul style="list-style-type: none"> - Does the lack of permission for girls to shout affect their ability to use their voice in self-defense? - Does urging girls to be quiet translate into how they function and how they are treated? - Allow time for willing participants to share their thoughts. 6. Closing the Discussion and Break: <ul style="list-style-type: none"> - Close the discussion and invite the participants for a 10-minute break.

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Increase feelings of safety, self-awareness, and awareness of one's voice and emotions in pairs.
Suggested Timing	20 minutes Pair exercise: 12 minutes total plus explanation of rules 8 minutes for discussion and feedback
Target	Increase feelings of safety, self-awareness, and awareness of one's voice and emotions in pairs.
Materials & Setup Instructions	Paper Notepads Something to write with
Trainer Note	<p>Introduction: The way we communicate greatly influences how we are perceived. Whether we speak loudly or softly, stand straight or slouch, all contribute to this process. Loud and quiet sounds are part of the whole experience. Factors influencing confidence in one's voice include: tone, speed of speech, eye contact with the listener, gestures, body posture while speaking, and volume. Additionally, our mood, energy level, fatigue, or stress from previous interactions can also affect our voice.</p> <p>Working on confidence impacts various parts of ourselves. Sometimes it changes how we gesture, while other times it alters how we speak. If you feel your voice is an area to improve, I invite you to participate in this pair exercise.</p> <p>Pair Exercise: Participants will form pairs, ideally by sitting next to each other.</p> <p>Determine Speaking Order: Decide who will speak first and who will listen. Example instruction: "Agree now on who wants to speak first and who wants to listen."</p> <p>First Round (2 minutes): One person shares a few sentences about themselves—what they like, a talent, or interests. The listener observes and notes their body posture, tone of voice, and impressions.</p> <p>Switch Roles (2 minutes). Second Round (2 minutes): The same speaker talks about something they dislike or a negative experience, possibly something embarrassing or behaviors they dislike in others. The listener observes and notes tone, gestures, and facial expressions.</p> <p>Switch Roles (2 minutes). Thanking Each Other in Pairs.</p> <p>Group Discussion: Ask the whole group what they noted, what they observed, and how they see the connection between tone of voice, body posture, and emotions related to the message.</p>

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Brainstorming: What Helps to Have a Strong, Powerful Voice 10 minutes
Suggested Timing	10 minutes
Target	Raise awareness of what helps connect with a sense of vocal strength.
Materials & Setup Instructions	Marker Flipchart
Trainer Note	<p>WARNING: If you need to shorten the workshop, you can skip this part.</p> <p>Invitation: Encourage participants to recall moments when they felt their voice was strong, heard, and clear. If they can't remember any personal experiences, suggest thinking of characters from films, series, books, or games who seemed to have a strong, courageous voice.</p> <p>Prompt: Invite participants to share what helps them have a clear, strong voice. If there are no immediate responses, you can suggest:</p> <ul style="list-style-type: none"> ● Standing up straight ● Chest often pushed forward ● Standing firmly on their feet ● Diaphragmatic breathing (deep inhale through the nose into the belly, exhale) ● Supportive environment, friendly group ● Knowing that those around them are allies and supportive ● Good well-being ● Familiar surroundings where they feel safe.

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Experiencing the Voice – Body Position, Vowels, and Group Exercise (Part 1)
Suggested Timing	10 minutes
Target	Experience your voice in a group setting and understand how voice is amplified through body posture.
Materials & Setup Instructions	Open space for each participant
Trainer Note	<p>Invite participants to stand straight or sit with an upright spine. Suggested commands:</p> <ul style="list-style-type: none"> • You can sit in a circle. Make space for yourself next to others. • Straighten your spine. • Uncross your arms and legs. • Stretch your neck upward while lowering your shoulders—taking a deep breath can help, pulling your shoulders briefly to your ears, then releasing them as you exhale. • Repeat this a few times. • Gently bend both knees and straighten them a few times (e.g., 4 times). • Feel that both parts of your body touch the ground symmetrically. • Take a deep breath through your nose into your belly. • Exhale through your mouth. Repeat a few times. <p>Add Sound:</p> <ul style="list-style-type: none"> • Next, inhale through your nose and exhale on the vowel sound "U," sustaining the sound until the end of your breath. • Pay attention to your pelvis. • Repeat the inhale and exhale on the vowel "U." • Feel your pelvis and make a few circular movements to the right and left (e.g., 3 circles each direction). • Inhale through your nose and exhale on the vowel "E," sustaining it until the end of your breath. Repeat a few times. • Be mindful of your throat. If it hurts or is scratchy, take a break or drink some water.

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Bears and Trees
Suggested Timing	10 minutes
Target	Exercise stable body posture, prepare for physical contact with another person, and activate the voice.
Materials & Setup Instructions	none
Trainer Note	<p>This exercise serves as both a preparation for pair work and a fun activity.</p> <p>Instructions: 3 minutes: Introduce the rules and demonstrate the exercise. Ask participants to pair up. In each pair, there will be person A and person B. Inform them that they will switch roles every 2 minutes.</p> <p>If you're leading the workshop with a co-facilitator, demonstrate the exercise together. If not, invite a volunteer to play the role of the tree.</p> <p>Important: Before starting, ensure that all participants feel comfortable with the exercise and remind them of the principle of consent.</p> <p>Explain that they can rub against each other's backs, sides, and calves, but not the front of the body. Ask the pairs to agree on what type of touch is acceptable for them.</p> <p>Share a story about how after a long winter sleep, a bear wakes up and rubs against a tree because its fur itches. The bear finds a tree to scratch against, making growling sounds. Encourage participants to use their voices, modeling the sounds a bear would make.</p> <p>After the demonstration, ask the pairs to begin the exercise.</p> <p>Timing: 2 rounds of 2 minutes each = 4 minutes</p> <p>Person A becomes the tree: stands stable and "roots down." Person B transforms into a bear just waking from hibernation: stretches, makes noises, and starts rubbing against the tree. The bear's goal is to test the stability of the tree, while the tree's goal is to endure. 3 minutes: After both rounds, ask what helped them feel stable as trees and how they felt making sounds as bears.</p>

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Silencers
Suggested Timing	10minutes
Target	Activate voices and encourage teamwork
Materials & Setup Instructions	A loud area in the room
Trainer Note	<p>Let participants know that this exercise will involve shouting. Not everyone is comfortable with loud noises, so prepare them.</p> <p>Setup: Divide participants into three groups of equal size. If necessary, one group can have an extra member. Ideally, you need at least 9 participants.</p> <p>Group Positions:</p> <p>Group 1: One end of the room Group 2: Opposite end Group 3: Center of the room</p> <p>Instructions:</p> <p>Group 1 will secretly decide on a short phrase (2-3 syllables) to shout towards Group 2. Ask Group 1 to whisper their chosen phrase to you. Group 3 will attempt to drown out Group 1's shout with their own noise.</p> <p>Objective:</p> <p>Group 2's task is to hear the phrase from Group 1. Once they hear it, they should raise their hands. You'll check if they guessed correctly.</p> <p>Role Reversal: After each round, switch roles so every group experiences each position.</p> <p>Wrap-Up: Encourage hydration to protect their voices. After the exercise, ask participants for their reflections. Were there any challenges? What was new or interesting?</p>

Workshop title	Voice as a Tool for Self-Defense
Chapter title	Experience with Voice Body Positioning, Vowels, and Group Exercise of Shouting “I am”, “Stop”, “No”, “Yes” (Part 2)
Suggested Timing	10 minutes
Target	Experience of Your Voice in a Group, and How Voice is Strengthened by Body Posture Experience your voice and its potential possibilities.
Materials & Setup Instructions	Free space for every participant.
Trainer Note	<p>Proposed Instruction for the Trainer:</p> <p>Find Your Place: - Spread out around the room and find a spot where you feel the safest.</p> <p>Visualization: - Try closing your eyes and imagine that you are standing on a high mountain. Feel very proud of having reached it and want to announce to the whole world that you exist and have a lot of power! - Try to shout the word HEY! three times with your eyes closed. - Open your eyes and shout it three more times with your eyes open. - Then shout the word I AM! - I AM SAFE!</p> <p>Optional: - You can also suggest that participants choose their own word.</p> <p>NOTE: - If you want to shorten the workshop, you can skip this part. - If you have time, you can expand this exercise and suggest: - Shout the word I AM with the emotion of joy, greeting. - Observe what happens to your body – where it is straightened, where it tenses. - Then try shouting I AM with the emotion of anger. - Observe what happens to your body – where it is straightened, where it tenses. - Then try shouting I AM with sadness, regret. - Observe what can help you have a louder voice. - Next, try the same with the words STOP, NO and YES, if you still have time.</p> <p>Return to the Circle.</p>

Workshop title	Voice as a Self-Defense Tool
Chapter title	Summary, Conclusion
Suggested Timing	10 minutes
Target	Summary and encouragement for participants to consider what from this workshop can serve them in their daily lives.
Materials & Setup Instructions	Notes of the participants.
Trainer Note	<p>Encourage participants to reflect on what they want to take from this workshop into their daily lives, what they would like to incorporate into their routines, and what observations from the workshop may be useful to them.</p> <p>Proposed Invitation for the Final Round: “Let’s sit in a circle. Take a deep breath and think for a moment about which observation or experience during this workshop may be useful for you in using your voice for self-defense in everyday life.</p> <p>Choose one thing. Say it out loud.</p> <p>We invite people to share one by one. Let the first person start who already has an idea.”</p> <p>After everyone has shared, it’s necessary to give applause and congratulations to the participants for engaging with the topic of standing in their power. “Congratulate yourselves for standing in your power and realizing that the tools to defend yourselves have always been within you.”</p>

Scenario:

Understanding and Preventing the Dehumanization of Minorities

Author:

Veronica Pinto



Workshop title	Understanding and preventing the dehumanization of minorities
Chapter title	Introduction
Suggested Timing	10-15 minutes
Target	The workshop focuses on understanding dehumanization, the process by which people are treated as less valuable. Participants will engage in practical and theatrical exercises, as well as reflections, to better understand this topic within the context of social sciences. They will explore the ways in which dehumanization can manifest in various areas, such as media, institutions, and everyday life.
Materials & Setup Instructions	Printed photos, symbols, a computer, a projector, and speakers for music
Trainer Note	In the first part of the workshop, we will examine definitions of dehumanization according to psychological research and its various forms. In the second part, we will focus on the objectification of women, exploring contemporary feminist topics and drawing inspiration from Martha Nussbaum's work "Objectification".

Workshop title	Understanding and preventing the dehumanization of minorities
Chapter title	A game for women
Suggested Timing	30-35 minutes
Target	An introduction to dehumanization and its most recognizable forms: objectification, animalization, and demonization
Materials & Setup Instructions	No materials are required
Trainer Note	<p>The facilitator introduces the group to the workshop by recalling a childhood game: “If I were... I would be...,” adding a playful element to the activity. Participants are encouraged to categorize themselves as an animal, an object, or a superhuman figure and reflect on the reasons behind their choice.</p> <p>During the presentation, each participant has the opportunity to self-identify and explain the motivation behind their selection.</p>

Workshop title	Understanding and preventing the dehumanization of minorities
Chapter title	Images from herstory
Suggested Timing	25-30 minutes
Target	Introduction to dehumanization and its most recognizable forms: objectification, animalization, and demonization
Materials & Setup Instructions	Printed photos, symbols, a computer, projector, and speakers for music
Trainer Note	<p>The facilitator places a set of images depicting various forms of dehumanization in the center of the room. Beside them is a set of cards labeled with different forms of dehumanization (objectification, animalization, demonization). Music plays softly in the background. Participants are invited to move freely around the space in silence, observing the images carefully.</p> <p>After the observation phase, the facilitator invites participants to share the impressions they have gathered from the images. She encourages them to identify any historical events that may be represented, speculate on the backstories of the people shown, and consider the social groups represented.</p> <p>As participants share their narratives, even those that may not have been evident, the facilitator offers stories that could be connected to the images.</p> <p>Next, the facilitator asks the group to review the images once more and collectively classify each image according to the dehumanization labels. Participants engage in open discussions about their experiences and join in conversations about newer forms of dehumanization: biologization, mechanization, and invisibility-induced dehumanization.</p>

Workshop title	Understanding and preventing the dehumanization of minorities
Chapter title	Scenarios of dehumanization in everyday life
Suggested Timing	25-30 minutes
Target	Introduction to the concept of infrahumanization – collective sharing of participants' experiences
Materials & Setup Instructions	No materials are required
Trainer Note	The facilitator divides the group into actors and observers. No specific requirements are imposed. The facilitator suggests an improvisation theme for the group of actors. The participants take on various roles: customers, employees, employers, parents, and children. They introduce different motivations into the scenarios, such as a hurried customer, a distracted employee, a goal-focused employer, an employee requesting a reduction in working hours, and so on.

Workshop title	Understanding and preventing the dehumanization of minorities
Chapter title	Individual object
Suggested Timing	30 - 40 minutes
Target	Understanding the features of objectification according to Martha Nussbaum
Materials & Setup Instructions	Everyday items
Trainer Note	<p>Starting with participants' perceptions of the objects themselves, the facilitator introduces the seven features of objectification described by philosopher Martha Nussbaum: Instrumentality, Denial of Autonomy, Inertness/Passivity, Fungibility, Violability, Ownership, and Denial of Subjectivity.</p> <p>After exploring these dimensions and examining the varying degrees to which they may interact, the facilitator leads an open discussion on the objectification of women.</p> <p>To conclude the discussion, the facilitator presents the pros and cons of controversial topics like feminist pornography and sex work, allowing the group to freely express their opinions.</p>

Workshop title	Understanding and preventing the dehumanization of minorities
Chapter title	Conclusions
Suggested Timing	20-30 minutes
Target	Summary
Materials & Setup Instructions	No materials are required
Trainer Note	<p>Discussion and open debate on the topics covered. Feedback from the facilitator and participants.</p> <p>The workshop concludes with a closing circle, where participants silently explore the space once more, now cleared of objects and markers, accompanied by the same music that played at the beginning.</p>

HerBoundaries

Understanding and Preventing The Dehumanization of Minorities



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Presentation

The workshop will concentrate on analyzing the processes of dehumanization in various forms such as animalization, biologization, objectification, and demonization of minorities and socially marginalized groups. Participants will engage in experiential and theatrical exercises, along with guided reflections, to explore this field of investigation within the social sciences. They will uncover both the overt and subtle manifestations of dehumanization in public contexts like media, institutions, private settings, and personal interactions. The first part of the workshop will cover the concept of Dehumanization as defined in social psychology studies, exploring all known forms of this phenomenon. In the second part, the focus will shift to the objectification of women, delving into themes from current feminist discourse and drawing insights from Martha Nussbaum's work "Person Object."

Duration of workshop: 3 hours Attendees: maximum of 15 individuals Required materials: printed images, signs, PC, speakers for music Ample space needed

First Activity: A Game for Females

- The facilitator presents the group with the presentations by evoking the childhood game: if I were... I would be... and introducing the activity playfully.
- Participants are prompted to categorize themselves as an animal, an object, or a superhuman figure and contemplate the reasons behind their selection.

During the presentation round, each participant must identify and explain the motivation behind their choice.

Introduction to Dehumanization and its primary forms: objectification, animalization, demonization. Historical instances.

SECOND ACTIVITY: STORY IMAGES

- The instructor positions a set of images depicting various forms of dehumanization in the middle of the room and beside them, a set of cards with the names of the dehumanization forms. Play some music.
- He instructs the participants to freely move in the space, in silence, and to carefully observe the images. After completing the observation phase, he instructs the participants to discuss the impressions they gathered from the images. They are encouraged to identify any historical events depicted, speculate about the stories of the individuals shown, and consider the social groups represented.

Sharing and recounting all the narratives, even those that have not been uncovered, as narrated by the facilitator.

- The facilitator then instructs the group to review the images once more and, through group collaboration, categorize each image under the labels of the dehumanization processes depicted.

Participants engage in open discussions about their experiences and take part in guided conversations regarding new processes of dehumanization: biologization, mechanization, and dehumanization through invisibility.

THIRD ACTIVITY: DAILY DEHUMANIZATION SCENARIOS

- The facilitator separates the group into actors and spectators, actresses and spectators.
- It offers a theme for improvisation to a group of actors and actresses. Participants include customers/workers, employers and employees, parents and children, etc. They provide motivational input for various scenarios: a customer in a hurry, a worker distracted by something, an employer focused on production goals, an employee requesting reduced working hours, and so on.

Introduction to the concept of Infrahumanization, collective sharing guided by the participants' experiences.

FOURTH ACTIVITY: INDIVIDUAL ENTITY

The instructor positions a set of frequently utilized items in the middle of the space, invites the attendees to approach and examine each object carefully, grasp it, inspect it, and contemplate, quietly, what distinguishes it from others.

Leading the discussion, beginning with the participants' perceptions of the objects themselves, the facilitator will present the seven characteristics of objectification outlined by the philosopher Martha Nussbaum: Instrumentality, Denial of autonomy, Inertia/passivity, Fungibility, Violability, Ownership, Denial of subjectivity.

After exploring these dimensions and their strong or weak interaction, the facilitator guides an open and circular discussion on the concept of objectification of the social group of women.

She concludes by presenting pros and cons on the divisive issues of feminist pornography and sex work, allowing the group free expression.

FOURTH EXERCISE: PERSON OBJECT

Example list of objects:

Mirror: Symbol of reflexivity and appearance, can stimulate discussions about body perception and autonomy.

Doll: Represents inertia/passivity and fungibility, useful for exploring gender stereotypes.

Key: Symbol of instrumentality, can be used to reflect on control and access.

Chair: Everyday object representing practical use (instrumentality) and denial of subjectivity.

Cup: Represents fungibility (can be easily replaced) and passive use.

Closed book: Symbol of potential denied knowledge, useful to discuss the denial of autonomy.

Rope: Can evoke violability or physical control, stimulating reflections on power dynamics.

Clock: Symbol of time as an instrumentalised resource, useful for discussing the value of work and human life.

Comb: Represents aesthetic care and can stimulate reflections on social pressure related to appearance.

Photograph (of an anonymous woman): Can evoke discussions about the denial of subjectivity and visual objectification.

Glove: Symbol of protection or manipulation, useful for exploring violability.

Coin: Represents material value and property, useful for discussing the concept of commodification of the body.

Artificial flower: Symbol of lifeless beauty, useful for reflecting on inertia/passivity and fungibility.

Empty basket: Represents the concept of container, useful for discussing the negation of subjectivity

Workshop Closure

Discussion and open debate moment on workshop topics. Feedback from the facilitator and participants: strengths and areas for improvement.

- The circle opens with a return to exploring the space cleared of objects and signs, in silence, with the same music as the start.

Greetings

HerBoundaries

Thank you for your attention.



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Tagging forms of dehumanisation

Objectification

Animalisation

Demonization

Biologization

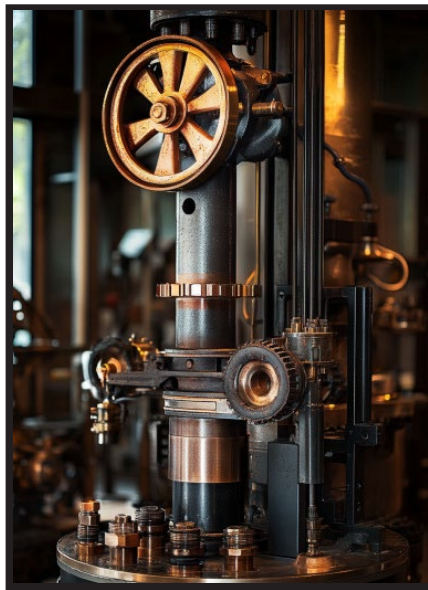
Mechanisation

**Dehumanisation by
invisibility**

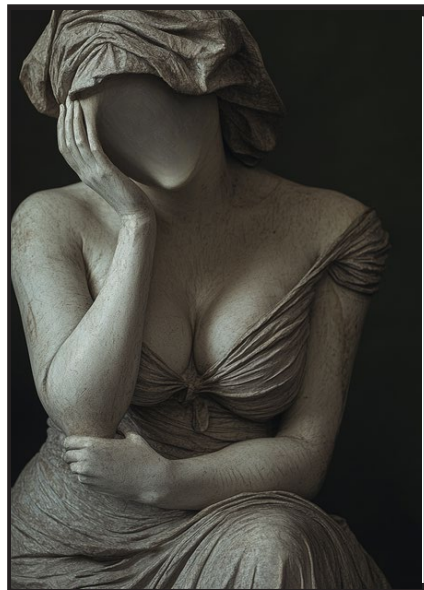
Infrahumanisation



Animalizzazione



Meccanizzazione



Oggettificazione[



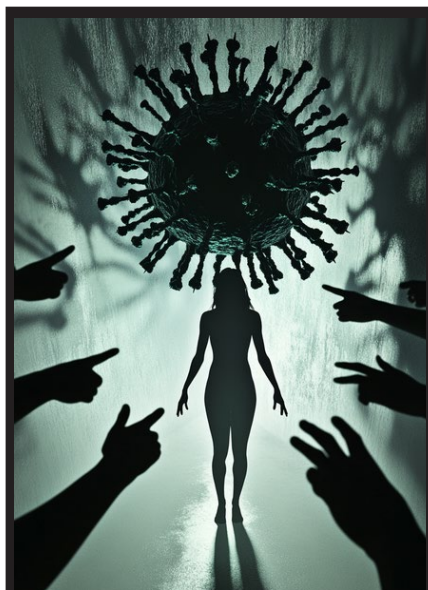
Demoniozzazione



Invisibilizzazione



Infraumanizzazione



Biologizzazione



Demoniozzazione



Animalizzazione



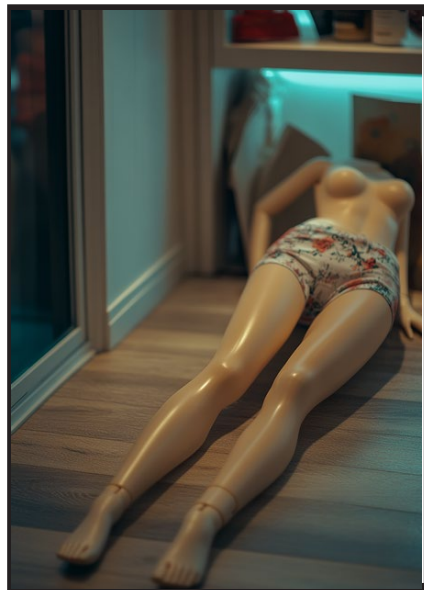
Invisibilizzazione



Animalizzazione



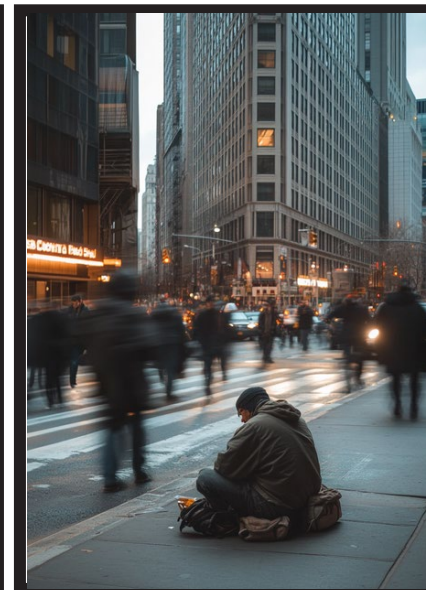
Meccanizzazione



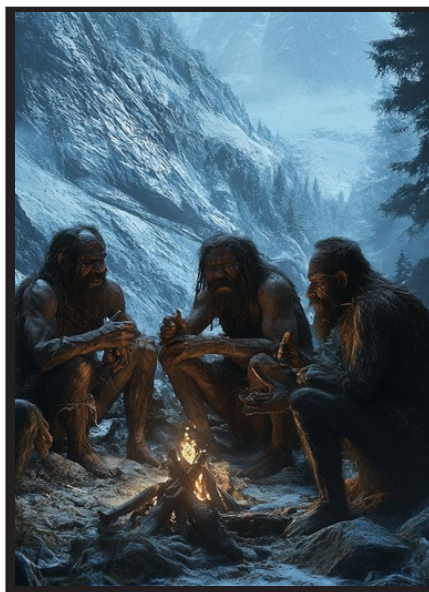
Oggettificazione



Demoniozzazione



Invisibilizzazione



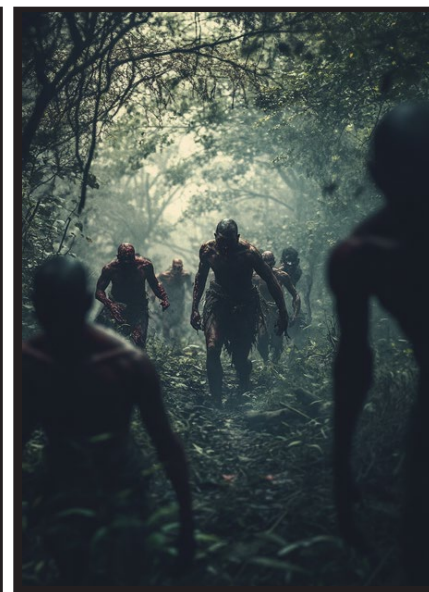
Infraumanizzazione



Biologizzazione



Demoniozzazione



Infraumanizzazione



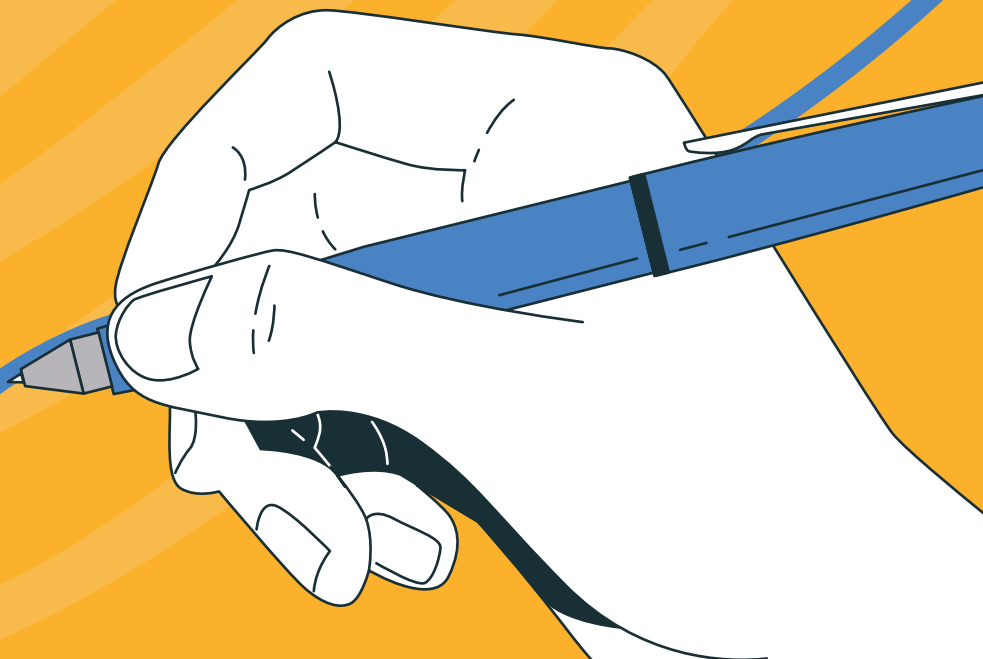
Oggettificazione

Scenario:

**The origin of prejudice:
Exploring stereotypes to fight
discrimination**

Author:

Veronica Pinto



Workshop title	The origin of prejudice: Exploring stereotypes to fight discrimination
Chapter title	Introduction
Suggested Timing	10-15 minutes
Target	Exploring psychological mechanism of prejudices and stereotypes
Materials & Setup Instructions	No materials are required
Trainer Note	<p>The workshop aims to concentrate on the thorough examination of the psychological mechanisms that form stereotypes and prejudices. Attendees will have the opportunity to explore the psychological and social origins, as well as the widespread and automatic nature, of these cognitive products through theatrical and experiential activities.</p> <p>In the initial segment of the workshop, we will analyze the concepts of Social Categorization and delve into Tajfel and Turner's Theory of Social Identity. Subsequently, we will investigate the notion of stereotype, precisely outlining its configuration and role within the social framework.</p> <p>The session will wrap up with a conversation about prejudices and discrimination, encompassing both their explicit and implicit displays, with a specific focus on gender discrimination and the complexities of multiple discrimination.</p>

Workshop title	The origin of prejudice: exploring stereotypes to fight discrimination
Chapter title	Interior-Exterior
Suggested Timing	20-30 minutes
Target	Introduction to social categorization, social stereotype, and social identity theory
Materials & Setup Instructions	No materials are required
Trainer Note	<p>The instructor divides the class into 2 or more smaller groups based on the number of students and instructs each group to select among food, film, or sport to identify a common preference. (Consensus Approach, not Majority Vote)</p> <p>After the groups are established, the facilitator instructs each group to choose a name and enthusiastically enhances the sense of belonging among group members.</p> <p>The initial group forms a circle and moves while the members of the second group take turns attempting to pass through the centre. The first group can decide silently and randomly whether to allow the individual to pass, by opening or closing the circle. This process is then repeated with the groups reversed.</p> <p>After closing the exercise, participants form a circle to openly share their experience, beginning with establishing the group: selecting a common object of pleasure, choosing a name, and deciding on the process type.</p>

Workshop title	The origin of prejudice: exploring stereotypes to fight discrimination
Chapter title	Stereotypes
Suggested Timing	30-40 minutes
Target	Introduction to stereotypes
Materials & Setup Instructions	Paper, scotch, notebook or phone to play music
Trainer Note	<p>The instructor places a positive and a negative stereotype on the back of each participant. Play some music.</p> <p>Participants are required to move freely in the area, without speaking, and to observe others closely based on the stereotypes linked to them. After completing the observation phase, he instructs the participants to interact with others and inquire about them to foster acquaintance, adjusting their conduct based on the stereotypes linked to them.</p> <p>Provide your name to an individual tagged as AGGRESSIVE or SENSITIVE. Questions proposing to do something together. Shall we go to the cinema tomorrow? To an individual holding the card: LAZY or LATE, etc.</p> <p>The facilitator emphasizes the significance of fostering genuine dialogue with interaction.</p>

Workshop title	The origin of prejudice: exploring stereotypes to fight discrimination
Chapter title	Discrimination in everyday life
Suggested Timing	30-40 minutes
Target	Discrimination recognition and reaction on it
Materials & Setup Instructions	No materials are required
Trainer Note	<p>The facilitator separates the participants into actors and spectators. A minimum of 8 individuals are required on stage.</p> <p>It offers a group of actresses and actors a theme for improvisation: organizing a trip or party together while considering associated stereotypes. Three participants cannot join due to these stereotypes. The group must figure out how to convey this information. The excluded individuals will then briefly carry on with the improvisation until it naturally concludes.</p> <p>Discussion regarding participant experiences.</p> <p>A brief discussion with facilitation on discrimination processes and multiple discrimination.</p>

Workshop title	The origin of prejudice: exploring stereotypes to fight discrimination
Chapter title	Conflict survival strategies exercise
Suggested Timing	30-40 minutes
Target	Exploration of strategies for conflict resolution by using improvization in pairs
Materials & Setup Instructions	No materials are required
Trainer Note	<p>The facilitator will suggest improvisations for pairs, assigning each duo a distinct personal and social identity, along with a conflict to escalate and then try to resolve.</p> <p>In the same building, upstairs a young Iranian girl sings and plays loudly as she prepares for an audition she deeply values; downstairs, a 50-year-old Romanian woman has come back from work with a severe headache and wishes to rest.</p> <p>Discussion regarding participant experiences.</p>

Workshop title	The origin of prejudice: exploring stereotypes to fight discrimination
Chapter title	Summary
Suggested Timing	20-30 minutes
Target	Workshop closure
Materials & Setup Instructions	Notebook or phone to play music
Trainer Note	<p>Discussion and open debate moment on workshop topics. Feedback from the facilitator and participants: strengths and areas for improvement.</p> <p>Commencement of the sequence of movements with a stroll, accompanied by the same music as the start. A moment of quiet reflection and fresh observation among all participants, now without the use of cards.</p> <p>Greetings.</p>

**The origin
of prejudice:
Exploring
stereotypes
to fight
discrimination**



Presentation

The workshop aims to concentrate on the thorough examination of the psychological mechanisms that form stereotypes and prejudices. Attendees will have the opportunity to explore the psychological and social origins, as well as the widespread and automatic nature, of these cognitive products through theatrical and experiential activities.

In the initial segment of the workshop, we will analyze the concepts of Social Categorization and delve into Tajfel and Turner's Theory of Social Identity. Subsequently, we will investigate the notion of stereotype, precisely outlining its configuration and role within the social framework. The session will wrap up with a conversation about prejudices and discrimination, encompassing both their explicit and implicit displays, with a specific focus on gender discrimination and the complexities of multiple discrimination.

Duration of Workshop: 3 hours Attendees: maximum of 15 individuals Resources: post-it notes, personal computer, speakers for music Ample space needed

FIRST ACTIVITY: INTERIOR/EXTERIOR

- The instructor divides the class into 2 or more smaller groups based on the number of students and instructs each group to select among food, film, or sport to identify a common preference. (Consensus Approach, not Majority Vote)
- After the groups are established, the facilitator instructs each group to choose a name and enthusiastically enhances the sense of belonging among group members.
- The initial group forms a circle and moves while the members of the second group take turns attempting to pass through the centre. The first group can decide silently and randomly whether to allow the individual to pass, by opening or closing the circle. This process is then repeated with the groups reversed.

After closing the exercise, participants form a circle to openly share their experience, beginning with establishing the group: selecting a common object of pleasure, choosing a name, and deciding on the process type.

Introduction to social categorization, social stereotype, and social identity theory.

SECOND ACTIVITY: STEREOTYPES +/-

- The instructor places a positive and a negative stereotype on the back of each participant. Play some music.
- Participants are required to move freely in the area, without speaking, and to observe others closely based on the stereotypes linked to them.

After completing the observation phase, he instructs the participants to interact with others and inquire about them to foster acquaintance, adjusting their conduct based on the stereotypes linked to them.

Provide your name to an individual tagged as AGGRESSIVE or SENSITIVE.

Questions proposing to do something together.

Shall we go to the cinema tomorrow? To an individual holding the card: LAZY or LATE, etc.

The facilitator emphasizes the significance of fostering genuine dialogue with interaction.

Participants freely discuss their experiences.

A brief discussion on the concepts of positive and negative stereotypes, on the transition from stereotype to prejudice, and the responses elicited when realizing being stereotyped.

THIRD ACTIVITY: DAILY DISCRIMINATION SCENES

- The facilitator separates the participants into actors and spectators. A minimum of 8 individuals are required on stage.
- It offers a group of actresses and actors a theme for improvisation: organizing a trip or party together while considering associated stereotypes. Three participants cannot join due to these stereotypes. The group must figure out how to convey this information. The excluded individuals will then briefly carry on with the improvisation until it naturally concludes.

Discussion regarding participant experiences.

A brief discussion with facilitation on discrimination processes

And multiple discrimination.

Lesson: Conflict Survival Strategies Exercise

- The facilitator will suggest improvisations for pairs, assigning each duo a distinct personal and social identity, along with a conflict to escalate and then try to resolve.

In the same building, upstairs a young Iranian girl sings and plays loudly as she prepares for an audition she deeply values; downstairs, a 50-year old Romanian woman has come back from work with a severe headache and wishes to rest.

Discussion regarding participant experiences.

Workshop closure

Discussion and open debate moment on workshop topics.
Feedback from the facilitator and participants: strengths
and areas for improvement.

- Commencement of the sequence of movements with a stroll, accompanied by the same music as the start. A moment of quiet reflection and fresh observation among all participants, now without the use of cards.

Greetings.

HerBoundaries

Thank you for your attention.



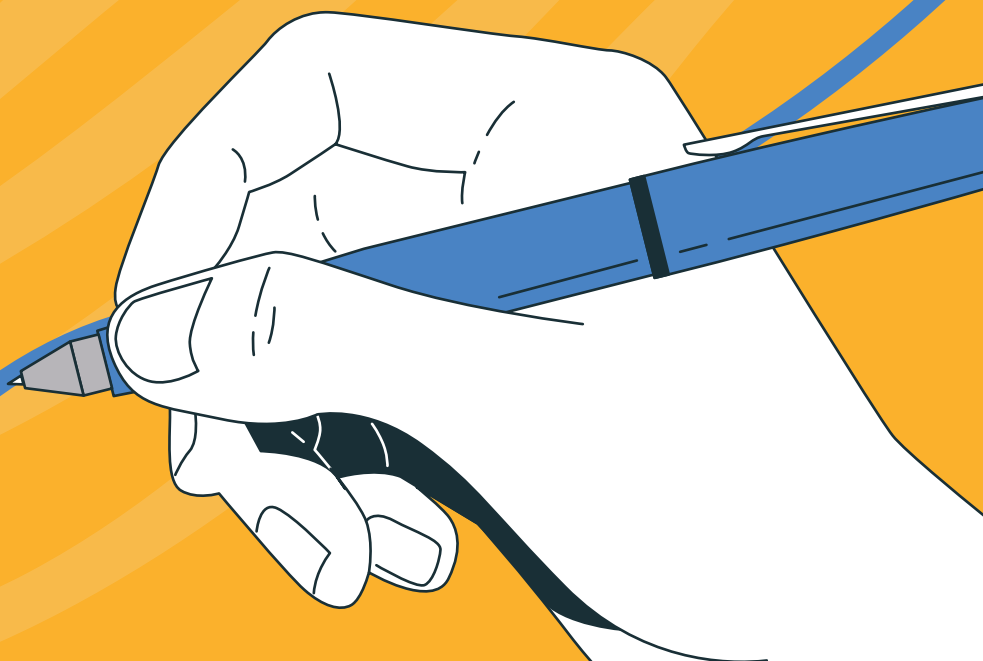
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Scenario:

**How to Speak
to Avoid Harm?
Workshops on Inclusive
Language**

Author:

**Jolanta
Siekiewicz-Prochowicz**



Workshop title	How to Speak Without Harming? A Workshop on Inclusive Language
Chapter title	How I want people to talk to me
Suggested Timing	15-20 minutes
Target	To bond the group and build an atmosphere of openness and trust
Materials & Setup Instructions	Dixit cards or other images (can use a set of postcards or other pre-printed graphics) PowerPoint presentation (slide 1)
Trainer Note	<p>Initial setup: Chairs in the room arranged in a circle. In the center of the circle, scattered Dixit cards or graphics prepared by the facilitator. IMPORTANT: There should be more cards than the number of participants in the workshop.</p> <p>The facilitator introduces themselves, using the sentence: "I would like you to call me... (name, nickname)" and briefly introduces their experience and affiliations. Participants then choose one card/graphic that they feel best expresses their personality.</p> <p>The facilitator asks the participants to introduce themselves by asking the question: "How do you want to be addressed?" Participants share their reflections on the graphics, answering the question: "Why did this card catch your attention? What does it say about you?"</p> <p>The facilitator gives a brief introduction to the workshop topic based on slide 1.</p>

Workshop title	How to Speak Without Harm? Workshop on Inclusive Language
Chapter title	Certain rules apply here. About the contract
Suggested Timing	15-20 minutes
Target	Naming and listing the rules that apply during the workshop to ensure participants feel safe and comfortable working together.
Materials & Setup Instructions	Post-it notes, flipchart, marker
Trainer Note	<p>The facilitator distributes Post-it notes and asks participants to identify and write down their needs and suggested rules that could help create a safe space. Participants stick the notes on the flipchart, the facilitator organizes them, and asks for consent on the proposed rules. If consent is not obtained, the facilitator discusses the necessity of the rule with the group.</p> <p>For an online workshop, use Mentimeter instead of Post-it notes, source: https://www.mentimeter.com/.</p> <p>IMPORTANT: be sure to familiarize yourself with the application's functionality and prepare this exercise in advance.</p>

Workshop title	How to Speak Without Harm? Workshop on Inclusive Language
Chapter title	What Do You See When You Hear This?
Suggested Timing	30 minutes
Target	Making participants aware of how language shapes our beliefs about people and phenomena.
Materials & Setup Instructions	PowerPoint presentation (slide 2) Paper and pen for each participant to write down their associations
Trainer Note	<p>The facilitator asks participants to write down their first association with the words they hear. IMPORTANT: the facilitator emphasizes not to fear negative associations and to write down everything that comes to mind.</p> <ul style="list-style-type: none"> -cripple -faggot -gypsy -old hag -brat <p>What images come to mind when we hear certain words? Why are they harmful? How does language influence our thoughts about people from certain social groups? Facilitator-led discussion (with slide 2 for support) The facilitator asks participants to write down their first association with the words they hear.</p> <ul style="list-style-type: none"> -person with a disability -LGBTQ+ person -Romani person -older person -younger person <p>Have the associations changed when the language used to describe certain social groups changed? Facilitator-led discussion.</p>

Workshop title	How to Speak Without Harm? Workshop on Inclusive Language
Chapter title	Innocent Sayings or Deeply Ingrained Stereotypes?
Suggested Timing	25-30 minutes
Target	To make participants aware of the ethical significance of words and phrases rooted in language, and to encourage reflection on the way we speak.
Materials & Setup Instructions	<p>Cards with idioms or sayings ingrained in the language</p> <p>Examples for Polish:</p> <p>"Children and fish have no voice"</p> <p>"A woman off the wagon makes it lighter for the horses"</p> <p>"Manly conversation, womanly chatter"</p> <p>"You cry like a woman"</p>
Trainer Note	<p>Note for the translator — find equivalents of idioms and sayings in the given language.</p> <p>For an online workshop, write the sayings for each group in the chat.</p> <p>Divide the group into teams of three (preferably randomly).</p> <p>Each group draws a card. Your task is to discuss what we are actually saying about the world when we use these sayings. What stereotypes are we reinforcing? Then each group creates two new sayings or idioms that reflect their ideal world.</p> <p>Afterwards, the groups share their results with everyone.</p> <p>(For a longer workshop, you can suggest creating posters with the dream sayings).</p>

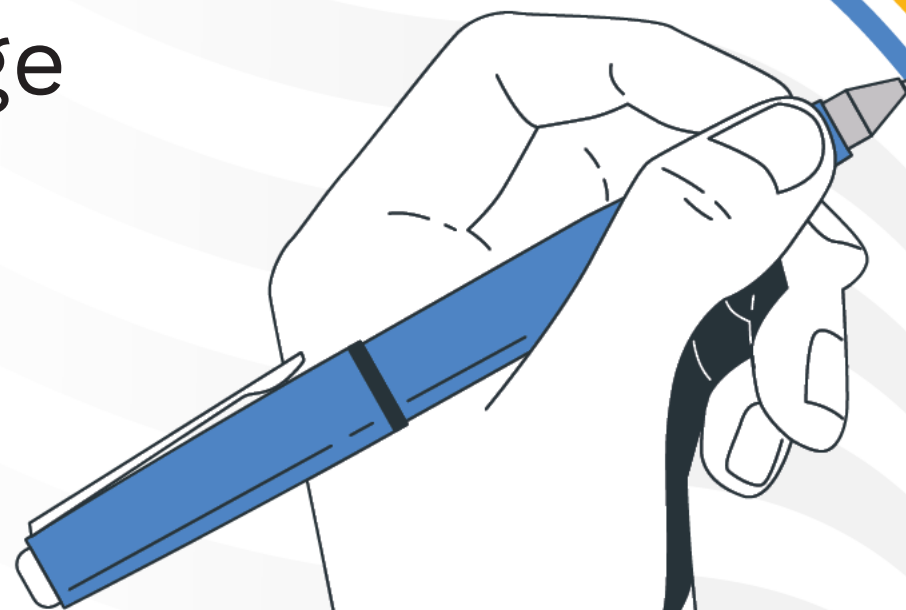
Workshop title	How to Speak Without Harm? Workshop on Inclusive Language
Chapter title	So, We Can't Say Anything Anymore? About Inclusive Language Rules
Suggested Timing	30 minutes
Target	To provide participants with tools and guidelines useful for everyday use of inclusive language.
Materials & Setup Instructions	PowerPoint presentation (slides 3-4)
Trainer Note	The facilitator uses a lecture method incorporating the knowledge from slides 3-4 and leads a discussion on the individual guidelines for inclusive language.

Workshop title	How to Speak Without Harm? Workshop on Inclusive Language
Chapter title	Speak to Me... Inclusively
Suggested Timing	30 minutes
Target	Practicing the practical application of inclusive language in everyday communication
Materials & Setup Instructions	None.
Trainer Note	<p>The facilitator divides the group into teams of three. IMPORTANT: ensure the group composition is different from the previous exercise. The facilitator assigns each group the task of creating a message using inclusive language.</p> <p>1) Inform your neighborhood about a community picnic happening this weekend. Design inclusive events for the picnic and describe them. 2) Write a job advertisement for a construction worker. Propose clear and non-discriminatory criteria. 3) Write a press release for local media about a new idea for inclusive activities by the local women's association in your town. Invent the activity. Each group presents the result of their work to the forum. The facilitator gathers and supportively summarizes the key reflections from each group.</p>

Workshop title	How to Speak Without Harm? Workshop on Inclusive Language
Chapter title	Inclusive Language Means to Me...
Suggested Timing	10-15 minutes
Target	Collecting and organizing acquired knowledge and experiences
Materials & Setup Instructions	Mentimeter application, source: https://www.mentimeter.com/
Trainer Note	The facilitator uses the Mentimeter application to gather reflections on inclusive language that emerged during the workshop. IMPORTANT: prepare the application in advance and familiarize yourself with its functionality.

Workshop title	How to Speak Without Harm? Workshop on Inclusive Language
Chapter title	Washing Machine, Suitcase, Bin
Suggested Timing	10-15 minutes
Target	Workshop evaluation
Materials & Setup Instructions	Graphics depicting a washing machine, suitcase, and bin; Post-it notes For an online workshop: survey or mentimeter.com
Trainer Note	<p>The facilitator points to the illustrations of the washing machine, suitcase, and bin and asks participants to consider what they are taking with them in the suitcase ("Will actively use"), what goes in the washing machine ("Need to think about more"), and what was unnecessary.</p> <p>IMPORTANT: for this exercise, the facilitator can leave the room to ensure participants' anonymity.</p> <p>This exercise aims to gather valuable feedback for the facilitator and should not be discussed in the group.</p> <p>Conclude the training by thanking all participants for their activity and engagement.</p>

Workshops on Inclusive Language **How to Speak to Avoid Harm?**



Inclusive language (IL) is a way of speaking that includes everyone, taking into account minority groups and those at risk of exclusion. It is a language free from stereotypes and prejudices, where the speaker takes responsibility for their words and the sense of safety of the recipients.

Language shapes reality—it influences how we perceive a given social group. The use of specific words or expressions can create or reinforce prejudices and often reflects unconscious stereotypes. By using inclusive language, we acknowledge that how we speak is, on one hand, a reflection of our worldview, and on the other, it affects how the people we talk about and interact with daily are perceived in the world. The language we use impacts both our thinking and our actions.

In inclusive language (IL), the responsibility to speak in a way that does not harm lies with the majority group (such as those with the privilege of citizenship in the country they inhabit). Minority groups at risk of exclusion are not obligated to educate the majority about their rights—remember, this is unpaid and often exhausting work.

IL is not a closed set of rules but rather a collection of guidelines aimed at fostering awareness. It is in a constant process of development, which means that in our efforts to communicate inclusively, we will make mistakes. It's important to be aware of this and to be ready to apologize and change the way we speak about certain topics, individuals, or phenomena.

In inclusive language (IL), it is important not to assume that we are all the same (for example, that we share similar experiences related to background and education), and therefore have similar needs. It is crucial to listen carefully to how the people we speak with communicate.

An important element of IL is simplicity. It is essential to formulate messages so that they are understandable to as broad an audience as possible, including those without specialized knowledge in the field and those for whom our language is not their first language. In inclusive communication, especially in intercultural and multilingual environments, it is important to avoid metaphors, jargon, idioms, and acronyms that may be incomprehensible to everyone.

HerBoundaries

Thank you for your attention.



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Notes for the Trainer

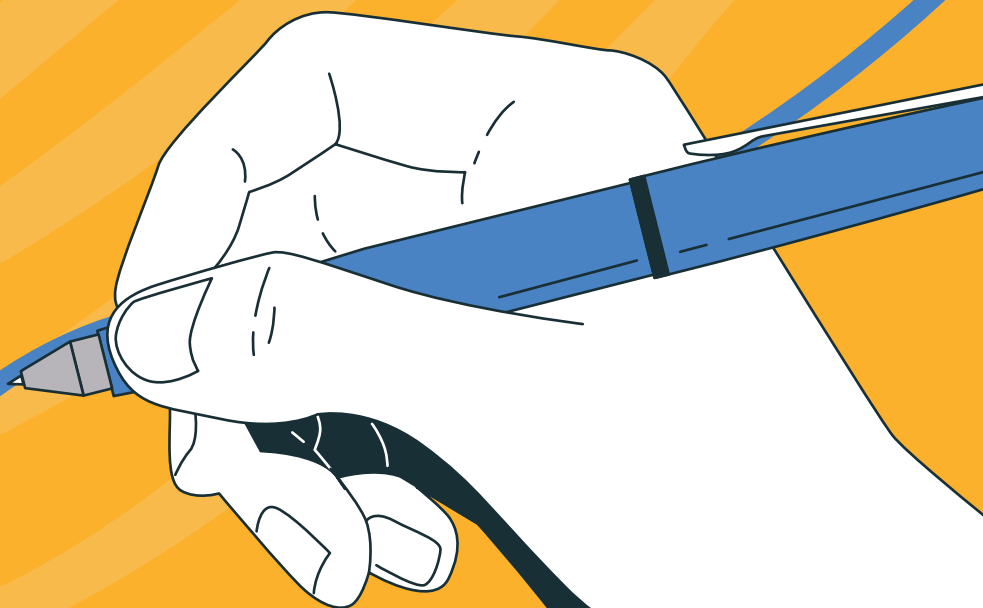
Prepare: flipchart, markers, pens, A4 sheets, post-it notes, Dixit cards or printed graphics (these can be illustrations from fairy tales that can serve as a starting point for participants to introduce themselves during the training); In the case of online training, familiarize yourself with the [mentimeter.com](https://www.mentimeter.com) application in advance and prepare the Dixit cards/graphics in JPG format; Remember that during the workshop, the language you use will serve as a model for the participants. Therefore, avoid generalizations and assuming shared experiences in the group (e.g., “We all understand that...” or “As everyone knows...”). Make sure to address participants according to their preferences, which you will learn during the introductory exercise—this will build their agency. Keep in mind that in inclusive language, the most important thing is the safety of those participating in the communication. During the workshop, you are responsible for this. Don’t be afraid to apologize. Inclusive language is a process in which we all make mistakes. It may happen that you make one during the workshop—what matters here is honest communication and willingness to change.

Scenario:

Storytelling as a tool for self-awareness

Author:

Stephan Taverna



Workshop title	Storytelling as a tool for self-awareness
Chapter title	Introduction
Suggested Timing	20-25 minutes
Target	Goal's intriduction
Materials & Setup Instructions	No materials are required
Trainer Note	<p>Storytelling is a powerful storytelling technique that can be used to better explore and understand yourself.</p> <p>This workshop is designed for people socialized as women and aims to use storytelling as a transfeminist tool to improve self-awareness and self-esteem. By telling their own stories, participants will be able to reflect on their experiences, recognize their value and strengthen their self-esteem.</p>

Workshop title	Storytelling as a tool for self-awareness
Chapter title	Herstories and storytelling as a tool of self-awareness
Suggested Timing	20-30 minutes
Target	Herstories and storytelling introduction as a tool of self-awareness
Materials & Setup Instructions	No materials are required
Trainer Note	<p>Storytelling is a powerful tool for feminist self-awareness. Telling your story allows women to reflect on their experiences, recognize their successes and face challenges with a new perspective. Narration helps organize experiences into an understandable sequence, facilitating reflection and personal growth. Through storytelling, women can share common stories creating a sense of belonging and solidarity, allowing them to find mutual support.</p> <p>Storytelling promotes empowerment, self-esteem, and the development of emotional intelligence, offering a powerful tool for self-awareness and social change.</p>

Workshop title	Storytelling as a tool for self-awareness
Chapter title	How to tell our herstory?
Suggested Timing	30-40 minut
Target	Recognition of building herstories and storytelling structure
Materials & Setup Instructions	No materials are required
Trainer Note	<p>A well-defined narrative structure is essential to telling our story.</p> <p>Point of view: The starting situation Describe the initial context of your story, providing the information necessary to understand the situation. It introduces the main characters (including yourself) and their relationships. Set the tone and atmosphere of the story.</p> <p>Problem: The tension or conflict you experienced. Introduce the element of conflict or challenge you faced. Explain how this problem has created tension or imbalance in your life. Describe your emotions and thoughts when faced with this difficulty.</p> <p>Solution: How the conflict was overcome Tell the actions you took to address the problem. Highlight the difficult choices you've had to make and the lessons you've learned along the way. Show how you found the inner strength to overcome obstacles and reach a resolution.</p>

Workshop title	Storytelling as a tool for self-awareness
Chapter title	The map of life
Suggested Timing	30-40 minutes
Target	Developing awareness of life experiences in shaping one's personal heartstory.
Materials & Setup Instructions	Paper, pencil/pen
Trainer Note	<p>Distribute a sheet of paper and a pen to each participant. Invite them to draw a horizontal line in the centre of the sheet, which will represent their timeline.</p> <p>Ask them to mark on the line the significant events of their lives, starting from birth to the present. These events may include turning points, challenges overcome, milestones achieved, or experiences that have had a lasting impact on them.</p> <p>Next to each event, ask them to write a short description and the year it occurred.</p> <p>Once the map is completed, ask participants to reflect on how each event influenced their personal growth and self-esteem. They can ask themselves questions like: What did I learn from this experience? How did this event make me feel? How has it shaped my perception of myself? What strengths or qualities have I developed as a result of this experience?</p>

Workshop title	Storytelling as a tool for self-awareness
Chapter title	Changing our point of view
Suggested Timing	30-40 minutes
Target	Expanding skills of recognizing and developing different perspectives
Materials & Setup Instructions	No materials are required
Trainer Note	<p>Ask participants to narrate an event in which they faced a challenge. Explore alternative viewpoints: Try telling the story from the perspective of another person involved, or imagine how it might appear to an outside observer.</p> <p>Question your beliefs: Critically analyze your interpretations of events and ask yourself whether other plausible explanations exist. Try to identify any biases or assumptions that might influence one's perspective.</p> <p>Resilient storytelling: Focus on how you faced challenges and what you learned from them, rather than the negatives.</p> <p>Use of metaphors: Metaphors can be a powerful tool for communicating abstract concepts or complex emotions. Find a metaphor that resonates with your experience and use it to enrich your narrative and offer a new perspective.</p> <p>Be honest with yourself: Authentic storytelling requires honesty and vulnerability. Sometimes just putting some experiences on paper in an honest way can be transformative.</p>

Workshop title	Storytelling as a tool for self-awareness
Chapter title	Changing our point of view
Suggested Timing	30-40 minutes
Target	Expanding skills of recognizing and developing different perspectives
Materials & Setup Instructions	No materials are required
Trainer Note	<p>A workshop on storytelling and self-narration may have some trigger warnings which include:</p> <p>Gender-based violence and abuse: Stories describing physical, sexual or psychological attacks suffered by women.</p> <p>Discrimination and harassment: Tales of sexism, misogyny, objectification, or unequal treatment based on gender.</p> <p>Eating disorders and body dysmorphia: Narratives focused on body image issues and harmful eating behaviours.</p> <p>Self-harm and suicidal ideation: Stories that touch on themes of depression, self-harm, or suicidal thoughts.</p> <p>It is essential to warn participants of the possible presence of this sensitive content so that they can consciously decide whether to participate or take care of their emotional well-being. Equally important is to use trigger warnings in an accurate and non-generic manner to prevent them from becoming counterproductive.</p> <p>Providing support resources and debriefing is equally important to creating a safe and caring environment during the workshop.</p>

Storytelling as a tool for self-awareness



Introduction

Storytelling is a powerful storytelling technique that can be used to better explore and understand yourself.

This workshop is designed for people socialized as women and aims to use storytelling as a transfeminist tool to improve self-awareness and self-esteem. By telling their own stories, participants will be able to reflect on their experiences, recognize their value and strengthen their self-esteem.

Storytelling as a means of self-awareness.

Storytelling is a powerful tool for feminist self-awareness.

Telling your story allows women to reflect on their experiences, recognize their successes and face challenges with a new perspective. Narration helps organize experiences into an understandable sequence, facilitating reflection and personal growth. Through storytelling, women can share common stories creating a sense of belonging and solidarity, allowing them to find mutual support.

Storytelling promotes empowerment, self-esteem, and the development of emotional intelligence, offering a powerful tool for self-awareness and social change.

How to tell our story

A well-defined narrative structure is essential to telling our story.

1) Point of view: The starting situation Describe the initial context of your story, providing the information necessary to understand the situation.

It introduces the main characters (including yourself) and their relationships. Set the tone and atmosphere of the story.

2) Problem: The tension or conflict you experienced. Introduce the element of conflict or challenge you faced.

Explain how this problem has created tension or imbalance in your life.

Describe your emotions and thoughts when faced with this difficulty.

3) Solution: How the conflict was overcome Tell the actions you took to address the problem. Highlight the difficult choices you've had to make and the lessons you've learned along the way.

Show how you found the inner strength to overcome obstacles and reach a resolution.

Exercise: The map of life

- Distribute a sheet of paper and a pen to each participant.
- Invite them to draw a horizontal line in the centre of the sheet, which will represent their timeline.
- Ask them to mark on the line the significant events of their lives, starting from birth to the present. These events may include turning points, challenges overcome, milestones achieved, or experiences that have had a lasting impact on them.
- Next to each event, ask them to write a short description and the year it occurred.
- Once the map is completed, ask participants to reflect on how each event influenced their personal growth and self-esteem. They can ask themselves questions like:

What did I learn from this experience?

How did this event make me feel?

How has it shaped my perception of myself?

What strengths or qualities have I developed as a result of this experience?

- Encourage participants to share their reflections with the group if they feel comfortable doing so. Listening to each other's stories can create a sense of connection and mutual support.

Exercise: Changing our point of view

Ask participants to narrate an event in which they faced a challenge.

Explore alternative viewpoints:

Try telling the story from the perspective of another person involved, or imagine how it might appear to an outside observer.

Question your beliefs:

Critically analyze your interpretations of events and ask yourself whether other plausible explanations exist. Try to identify any biases or assumptions that might influence one's perspective.

Resilient storytelling:

Focus on how you faced challenges and what you learned from them, rather than the negatives.

Use of metaphors:

Metaphors can be a powerful tool for communicating abstract concepts or complex emotions. Find a metaphor that resonates with your experience and use it to enrich your narrative and offer a new perspective.

Be honest with yourself:

Authentic storytelling requires honesty and vulnerability. Sometimes just putting some experiences on paper in an honest way can be transformative.

Some aspects to take into consideration:

A workshop on storytelling and self-narration may have some trigger warnings which include:

- Gender-based violence and abuse: Stories describing physical, sexual or psychological attacks suffered by women.
- Discrimination and harassment: Tales of sexism, misogyny, objectification, or unequal treatment based on gender.
- Eating disorders and body dysmorphia: Narratives focused on body image issues and harmful eating behaviours.
- Self-harm and suicidal ideation: Stories that touch on themes of depression, self-harm, or suicidal thoughts.

It is essential to warn participants of the possible presence of this sensitive content so that they can consciously decide whether to participate or take care of their emotional well being. Equally important is to use trigger warnings in an accurate and non-generic manner To prevent them from becoming counterproductive.

Providing support resources and debriefing is equally important to creating a safe and caring environment during the workshop.

HerBoundaries

Thank you for your attention.



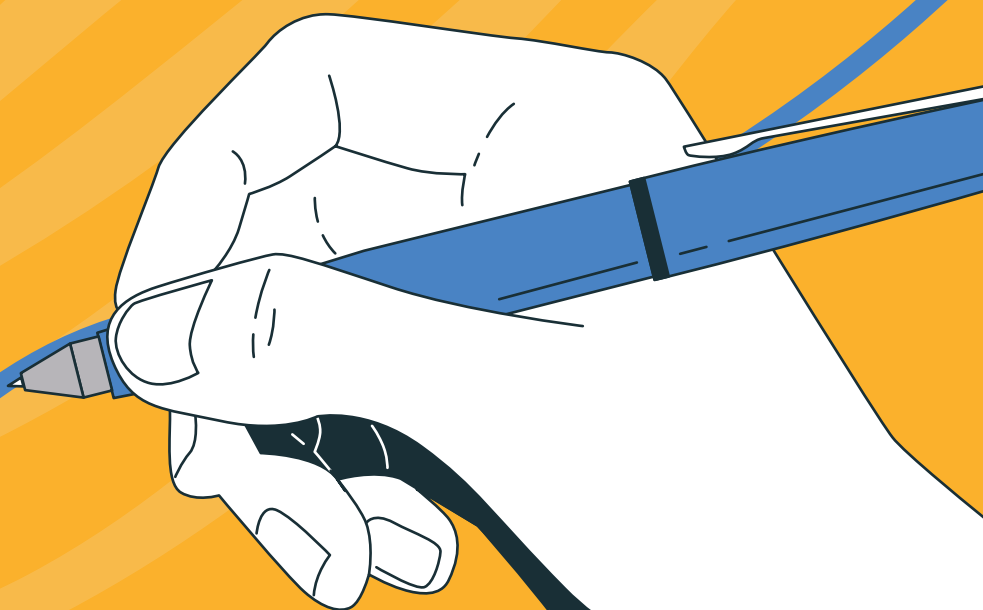
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Scenario:

**Small and Innocent?
Microaggressions –
How to Respond to Them?**

Author:

Marta Trawińska



Workshop title	Small and Innocent? Microaggressions — How to Respond to Them?
Chapter title	What I would like you to know about me
Suggested Timing	20-25 minutes
Target	Formation of the group, introduction of participants and the facilitator, fostering trust and safety, creating a friendly atmosphere
Materials & Setup Instructions	Picture cards like Dixit, metaphorical and meditative, photographs or prints, self-adhesive labels or painter's tape with markers for creating "identifiers"
Trainer Note	<p>Room setup: Chairs arranged in a circle. The facilitator lays out picture cards (visual materials) on the floor in the center of the circle before the workshop begins. The cards are uncovered and arranged so that all are visible.</p> <p>Workshop start: The facilitator briefly introduces herself, establishing credibility in her role as a trainer (mentioning her training and professional background, affiliations). The facilitator wears a nametag with her name and preferred pronouns, informing the group of this.</p> <p>Roundtable: The facilitator invites participants to examine the laid-out cards and choose one that speaks to them. Each participant introduces themselves in a round, addressing three aspects: 1. Preparation of their identifier and information for the group: "Please refer to me as... My pronouns are...". 2. "I am here because...". 3. "I chose this card/object because it represents me...".</p> <p>Online version: The roundtable proceeds similarly, except participants find an object in their surroundings that represents them. During the introduction, participants show this object and explain why they chose it. They are also asked to prepare an online identifier, including their preferred pronouns.</p> <p>Brief introduction to the workshop topic: The facilitator might say, "Today's workshop will focus on microaggressions. We will learn what they are and their impact on those who experience them. We'll also practice responding effectively. Microaggressions affect many social groups, and today we'll specifically focus on the experiences of LGBTQ+ women."</p>

Workshop title	Small and Innocent? Microaggressions — How to Respond to Them?
Chapter title	What do you need when you're learning in a group?
Suggested Timing	10-15 minutes
Target	Understanding the needs of participants related to their group learning experience, preparing a group contract, and enhancing a sense of safety
Materials & Setup Instructions	<p>Flipchart, markers, sticky notes</p> <p>Online version — Miro board (source: https://miro.com/), board prepared in advance</p>
Trainer Note	<p>Participants receive sticky notes and markers. Their task is to write down their needs (question: What do you need when learning in a group?) and rules (question: What rules will help meet these needs?) The facilitator collects the sticky notes, organizes them on the board, and informs the group about emerging issues. The next step is to establish group rules (contract) in collaboration with the participants. The facilitator may also propose a rule.</p> <p>For online workshops, it's recommended that the facilitator prepares technical rules in advance on a virtual board like Miro (or similar). Recommended rules may include muting microphones when not speaking, using cameras, using chat for questions or comments, punctuality, rejoining if disconnected, etc. The procedure for needs and other rules is the same as above, working on Miro or similar virtual boards. Time should be allotted for practicing adding sticky notes and organizing them. The board should be prepared in advance by the facilitator, including a title/header, layout schema, potential graphic elements, etc.</p>

Workshop title	Small and Innocent? Microaggressions — How to Respond to Them?
Chapter title	How should this be understood?
Suggested Timing	30-35 minutes
Target	Developing skills in identifying microaggressions, interpreting them, and understanding their consequences for particularly vulnerable groups.
Materials & Setup Instructions	Worksheet, pen, flipchart, markers. PowerPoint presentation (Notes for the facilitator)
Trainer Note	<p>Depending on the group size, the task can be done in pairs or threes. Each pair or trio receives one worksheet with two examples of microaggressions. Participants read the material and answer the questions. Time: 10 minutes. Read the descriptions of situations involving microaggressions. Answer the questions.</p> <p>A. The principal to parents and a non-binary student who uses neutral forms ("they/them, zi/zir, it/its, xe/xem..."): "That is not correct language It is not grammatically correct. You need to convince your child to choose whether they are a man or a woman. 1) Who is this microaggression directed at? What characteristic or element of this person's identity is it related to? 2) How can this statement be interpreted? 3)What could be the consequences of this microaggression for the person experiencing it?</p> <p>B. At a birthday party, a man meets a couple. After a few minutes of conversation, he asks them, "Which one of you is the man in this relationship and which one is the woman? 1) Who is this microaggression directed at? What characteristic or element of this person's identity is it related to? 2)How can this statement be interpreted? 3)What could be the consequences of this microaggression for the person experiencing it?</p> <p>(continued)</p>

Workshop title	Small and Innocent? Microaggressions — How to Respond to Them?
Chapter title	How should this be understood?
Suggested Timing	30-35 minutes
Target	Developing skills in identifying microaggressions, interpreting them, and understanding their consequences for particularly vulnerable groups.
Materials & Setup Instructions	Worksheet, pen, flipchart, markers. PowerPoint presentation (Notes for the facilitator)
Trainer Note	<p>C. A woman overheard a conversation between two neighbors standing outside her window. They were talking about her. One of them said, "I'm not even surprised she lives with a woman. It's hard for someone in a wheelchair to find a husband.</p> <ol style="list-style-type: none"> 1) Who is this microaggression directed at? What characteristic or element of this person's identity is it related to? 2) How can this statement be interpreted? 3) What could be the consequences of this microaggression for the person experiencing it? <p>D. At a family gathering, a distant relative says to a woman, "To me, you will never be a real woman. Besides, under those women's clothes, you can still see a man's body.</p> <ol style="list-style-type: none"> 1) Who is this microaggression directed at? What characteristic or element of this person's identity is it related to? 2) How can this statement be interpreted? 3) How might the person feel who is being targeted by this statement? <p>E. A mother to her daughter: "I hope this is just a phase and you'll get over this lesbian thing. I really want you to have a family and children. I want to have grandchildren.</p> <ol style="list-style-type: none"> 1) Who is this microaggression directed at? What characteristic or element of this person's identity is it related to? 2) How can this statement be interpreted? 3) What could be the consequences of this microaggression for the person experiencing it? <p>(continued)</p>

Workshop title	Small and Innocent? Microaggressions — How to Respond to Them?
Chapter title	How should this be understood?
Suggested Timing	30-35 minutes
Target	Developing skills in identifying microaggressions, interpreting them, and understanding their consequences for particularly vulnerable groups.
Materials & Setup Instructions	Worksheet, pen, flipchart, markers. PowerPoint presentation (Notes for the facilitator)
Trainer Note	<p>F. At the playground, two women who do not know each other start a conversation while their children play together. At some point, one of them asks, "What does your husband do?"</p> <ol style="list-style-type: none"> 1) Who is this microaggression directed at? What characteristic or element of this person's identity is it related to? 2) How can this statement be interpreted? 3) What could be the consequences of this microaggression for the person experiencing it? <p>G. A woman to a coworker: "Really, you're a lesbian? I wouldn't have guessed. You don't look like one."</p> <ol style="list-style-type: none"> 1) Who is this microaggression directed at? What characteristic or element of this person's identity is it related to? 2) How can this statement be interpreted? 3) How might the person feel who is being targeted by this statement? <p>H. A teacher in class during a homeroom lesson: "Of course, I'm not a homophobe, but I think lesbians and gays flaunt their orientation too much."</p> <ol style="list-style-type: none"> 1) Who is this microaggression directed at? What characteristic or element of this person's identity is it related to? 2) How can this statement be interpreted? 3) What could be the consequences of this microaggression for the person experiencing it? <p>In the group forum, these situations are discussed one by one. The facilitator writes the consequences of microaggressions on the flipchart. The facilitator can supplement the list of consequences based on their knowledge. Time: approximately 15 minutes.</p> <p>(continued)</p>

Workshop title	Small and Innocent? Microaggressions — How to Respond to Them?
Chapter title	How should this be understood?
Suggested Timing	30-35 minutes
Target	Developing skills in identifying microaggressions, interpreting them, and understanding their consequences for particularly vulnerable groups.
Materials & Setup Instructions	Worksheet, pen, flipchart, markers. PowerPoint presentation (Notes for the facilitator)
Trainer Note	<p>Summary of the experience — discussion moderated by the facilitator: What reflections do you have after this exercise? What would you like to share? Time: 10 minutes.</p> <p>Online version: Materials for each pair/group should be prepared on a virtual board (e.g., Miro), and work should be organized in breakout rooms. Pairs or groups work on their assigned section of the board and answer the questions there.</p>

Workshop title	Small and Innocent? Microaggressions — How to Respond to Them?
Chapter title	Some key points about microaggressions
Suggested Timing	5-20 minutes + 10-minute break
Target	To establish a common understanding of microaggressions, their characteristics, types, and consequences.
Materials & Setup Instructions	PowerPoint Presentation (slides 1-5) (wkleić slajdy z prezentacji) Flipchart and markers PowerPoint Presentation (Facilitator's Notes)
Trainer Note	The facilitator uses a lecture method (using a PowerPoint presentation) combined with discussion, encouraging participants to comment and ask questions. When presenting slide 6, the facilitator can refer back to the flipchart with the consequences of microaggressions (Alvin Poussaint's idea refers to the cumulative effects of these "small" events). After the lecture part, the facilitator asks for reflections and thoughts. A 10-15 minute break is suggested after this part.

Workshop title	Small and Innocent? Microaggressions — How to React to Them?
Chapter title	Reacting to microinequalities
Suggested Timing	45-50 minutes
Target	Providing knowledge on the importance of reacting to microaggressions, the range of possible reactions, and practicing reactions to various microaggressions
Materials & Setup Instructions	Worksheets from the "Understanding This" chapter with examples of microaggressions that participants have already worked on, pens PowerPoint presentation (slides 6-8) (wkleić slajdy z prezentacji)
Trainer Note	<p>The facilitator begins with a lecture (slides 7-9), discussing issues related to responding to microaggressions. They start by addressing the challenges that recipients of microaggressions may face. Emphasizing why it can be difficult for recipients to respond, they then present possible micro-interventions and show examples of assertive responses. Duration: 10 minutes.</p> <p>Participants return to their worksheets from the "Understanding This" chapter, working in pairs or trios to prepare responses to microaggressions they've previously discussed during the workshop. They should prepare reactions either from the perspective of the person targeted by the microaggression or from the perspective of someone who witnesses it. They are to write down their responses. Time allocated for preparing responses: 10 minutes.</p> <p>Participants present their responses. The facilitator can ask additional questions such as: What do you think about this reaction? Does anyone have a different idea? Initially, each pair/trio presents one reaction. If time permits (depending on the duration of the first round), a second round can be conducted. Duration: 20 minutes.</p> <p>Summary of the exercise. The facilitator encourages participants to share their feelings about the exercise (e.g., How did you find doing this exercise?). They then ask for sharing insights such as: What was useful? Why? Why is it important to respond? What does responding give us? Duration: 10 minutes.</p> <p>Online version: Prepare materials for each pair/group on a digital board (e.g., Miro) and organize work in breakout rooms. Pairs or groups work on their section of the digital board.</p>

Workshop title	Small and Innocent? Microaggressions — How to React to Them?
Chapter title	Hand
Suggested Timing	25 minutes
Target	Workshop Summary and Evaluation
Materials & Setup Instructions	A4 sheets, pens or markers, flipchart with a drawn hand and questions
Trainer Note	<p>The facilitator summarizes the workshop — reminding participants of what happened during it.</p> <p>Then, they distribute A4 sheets and pens/markers to the group. The facilitator prepares a flipchart in advance with a large hand and labels on each finger:</p> <p>"What was the best part of the workshop?" on the thumb;</p> <p>"What did I pay particular attention to?" on the index finger;</p> <p>"What was the weakest aspect?" on the middle finger;</p> <p>"What would I change?" on the ring finger;</p> <p>"What did I learn/what will I use?" on the little finger.</p> <p>Participants trace their hands on the sheets and then, according to the legend, write responses on each finger of their hand drawing. Each finger should contain an answer to one question.</p> <p>The workshop concludes with a sharing session using the hand drawings."</p>

Small and Innocent?

Microaggressions –
How to Respond to Them?



Microaggressions

These are small, deprecating verbal and non-verbal behaviors directed towards marginalized groups (source: L. Spanierman, D. Sue, *Microaggressions in Everyday Life*, John Wiley & Sons 2020).

“Micro” refers to the interpersonal and subtle nature of these actions (micro-communications in relationships between individuals).

“Aggression” refers to the negative consequences that these behaviors cause.

Microaggressions are also referred to as “subtle acts of exclusion.”

Who do they target?

They target minority groups in a given context—those that are distinct from the majority.

These are often individuals with lower status, less power, or those who are unprivileged/marginalized due to: skin color, gender, psychosexual orientation, social class, nationality/ethnicity, religion, health status and level of ability, age, and legal status (e.g., citizenship).

Behaviors and Words:

- Avoidance, ignoring, e.g., omitting someone during a greeting, not introducing a person at a meeting;
- Body posture, gestures, facial expressions, e.g., “rolling eyes,” sighing, turning away;
- Disparaging comments, whispering about someone on the side; interruption,
- Laughter, jokes, humor;
- Assigning tasks based on stereotypes rather than competencies (e.g., women making coffee);
- Stereotypical remarks related to a certain feature or element of identity (“You don’t look non-binary”).

Features of Microaggressions

They are directed at individuals solely because of their group membership or a characteristic that individuals cannot influence.

They are often unintentional, which leads to justifications (“I didn’t mean anything bad”).

They are also sometimes considered funny.

The reaction to them is often met with accusations of being oversensitive.

They are ubiquitous, and individuals from minority groups do not experience them incidentally; their cumulative effects are severe.

Death by a Thousand Nicks

— This is how Alvin Poussaint, a professor of psychiatry at Harvard, describes the cumulative impact of experiencing microaggressions.

(source: L. Williams, *It's the Little Things: Everyday Interactions That Anger, Annoy, and Divide the Races*, HarperCollins 2000)

HerBoundaries

It can be an emotional challenge.

Difficulties with identification:

Am I overreacting?

Maybe it was unintentional?

Maybe I imagined it?

Doubts about whether to respond:

Is the situation safe?

Should I say something?

Confront the person? I'll ignore it, but I'll still be internally upset.

How likely is it to make a difference?

Is it worth the effort?

They'll think I'm oversensitive

I'm overreacting – I'm wasting energy analyzing this for no reason.

Assertive Microinterventions:

Explain, ask a question: *What do you mean? What are you trying to communicate? How does this relate to our work? Are you suggesting that being a lesbian is something bad?*

Request repetition: *Could you repeat that?*

Ouch! That hurts! (if in a group this is an agreed-upon code to signal microaggressions or unequal language)

Emphasize good intention, explain consequences: *I understand that you're curious, but such a comment hurts me.*

My partner is family to me.

Refer to your own process: *I used to think that feminatives were unnecessary too, but I read a bit about it and changed my mind.*

Assertive Microinterventions:

Use feedback that includes: your reactions (e.g., feelings) and a description of specific behavior.

You can add expectations and explain why it was not okay.

I'm surprised by your question about our roles in the relationship. I don't like it because, firstly, it's quite an intimate question. Secondly, it assumes that same-sex couples replicate heteronormative patterns.

I don't like your comment about Joanna. You are questioning her identity. I want everyone in this team to feel welcome and be treated with respect.

I don't like it when you say "That's so lesbian." It sounds as if it's something bad or wrong. Please find another term for things you don't like.

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Thank you for your attention.



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Notes for the Trainer:

You can use this information in exercises where you highlight the consequences of microaggressions to potentially supplement the participants' knowledge. Below are also some tips for discussing how to respond.

Microaggressions can lead recipients to:

- Lower self-esteem;
- Decreased engagement or reduced quality of work;
- Increased stress levels;
- Large amounts of unchanneled or repressed anger;
- Frustration and strong, uncontrolled emotional reactions (e.g., outbursts when feeling they can no longer tolerate it);
- Significant emotional costs, persistent thoughts, and wasted time analyzing (e.g., “I keep reliving it; I couldn’t sleep; I couldn’t concentrate for the rest of the day”);
- Confirmation of expectations – microaggressions can act as self-fulfilling prophecies (e.g., girls hear that math is not for them and lose interest in it).

Responding to microaggressions can be difficult for those targeted – it may raise concerns about safety (e.g., “What will be the consequences of my reaction?”). This involves the issue of power relations and inequality – those targeted by microaggressions are unprivileged groups with lower social ranks, lower prestige, and lower social positions. Such individuals may also have developed a compliance mechanism through socialization, as obedience was expected from them, thereby sustaining social inequalities (e.g., gender or race-related). Moreover, perpetrators of microaggressions often react with comments that undermine the legitimacy of the reaction: “I was just joking; You’re oversensitive; It’s just an innocent question; You’re overreacting.”

Notes for the Trainer:

People experiencing microaggressions may feel discouraged after multiple attempts to respond to them (“I’ve had enough”). They may give up on responding after witnessing numerous failures of others (“I don’t even try; I saw how Monica was treated”).

Responding may also be associated with fears of being excluded, exposed to hostility, overlooked for promotions, etc. (“They will see me as difficult, confrontational”).

Selected Benefits of Responding:

- Increased sense of agency, feeling of influence;
- Behavior consistent with values;
- Possible reduction of tension, relief, pride in overcoming resistance, sense of solidarity;
- Modeling — setting an example, contributing to social change, others may begin to emulate us;
- The person experiencing microaggressions receives support, expressions of respect and recognition, their sense of security may increase, and feelings of isolation may decrease.

Sources: D. Cieślukowska, *Anti-discrimination Education: Knowledge [in:] Anti-discrimination Education. Trainer’s Handbook*, eds. M. Branka, D. Cieślukowska, Anti-discrimination Education Society, Villa Decius Association, Warsaw-Krakow 2023.

Remember to use inclusive and non-discriminatory language. Your verbal and non-verbal behaviors model the situation during the workshop.

Scenario:

ABC of Gender-Based Anti-Discrimination

Author:

Katarzyna Zabratańska



Workshop title	ABC of Gender-Based Anti-Discrimination
Chapter title	Getting to know each other
Suggested Timing	20-25 minutes
Target	Group formation, participants and facilitator introductions, building trust and a sense of safety, creating a friendly atmosphere
Materials & Setup Instructions	Picture cards (e.g., Dixit, metaphorical, meditative, photographs, or prints) Adhesive labels or painter's tape and marker for making "name tags"
Trainer Note	<p>Room Setup: Chairs arranged in a circle, optionally participants can sit on cushions or the floor.</p> <p>Instructions:</p> <p>Preparation by the Facilitator: Before the workshop begins, the facilitator places the cards (visual materials) on the floor in the center of the circle. The cards should be laid out in such a way that all are visible.</p> <p>Workshop Start: The facilitator briefly introduces themselves, establishing their credibility as a trainer (mentioning their professional background and affiliations). The facilitator has an adhesive label with their name and pronouns and informs the group about it.</p> <p>Introduction Round: The facilitator invites participants to look at the laid-out cards and choose one that says something about them. The facilitator then invites participants to take turns introducing themselves, covering three points:</p> <ol style="list-style-type: none"> 1) Prepare their label and inform the group: "Address me as... My pronouns are..." 2) "I am here because..." 3) "I chose this card because it says..." <p>Online Version: The introduction round proceeds the same way except for the use of cards. The facilitator asks participants to look around their surroundings and find one object that says something about them. For the third point of the introduction, the participant shows this object and says, "I chose this because...". Participants are also asked to prepare an online identifier with their pronouns.</p> <p>Brief Introduction to the Workshop Topic: You can say: "In today's workshop, we will introduce the topic of counteracting gender discrimination. We will learn what unequal treatment is, the individual consequences it has for girls and women, and people socialized as women. We will also practice ways of responding."</p>

Workshop title	ABC of Gender-Based Anti-Discrimination
Chapter title	What do you need when Learning in a group/with a group?
Suggested Timing	10-15 minutes
Target	Understanding the needs of participants related to the group learning experience, preparing a group contract, enhancing the sense of safety. The word "contract" can be replaced with "collaboration guidelines". Due to the limited duration of the workshop, the facilitator may present pre-prepared proposals, such as Confidentiality, Punctuality, Avoiding vocal judgments, Respect, Openness, Mutual listening, etc.
Materials & Setup Instructions	<p>Flipchart, markers, sticky notes</p> <p>Online Version: Use a virtual board like Miro (source: https://miro.com/), prepared in advance.</p>
Trainer Note	<p>Participants receive sticky notes and markers. Their task is to write down their needs (question: What do you need when learning in a group?) and the rules (question: What rules will help you meet these needs?). The facilitator collects the sticky notes, organizes them on the board, and informs the group about the emerging issues. The next step is to establish the rules (contract) with the group. The facilitator may also propose a rule.</p> <p>Online Workshop: It is recommended that the facilitator prepares a virtual board in advance with "technical rules" and presents them to the group. Suggested rules: mute microphones when not speaking; use the camera; use the chat for questions or comments; be punctual; rejoin if disconnected, etc.</p> <p>For needs and other rules, the procedure is the same as above—working on Miro or other similar virtual boards. Time should be allocated for practicing adding and writing sticky notes. The board should be prepared in advance by the facilitator—consider a title/header, organizing content on the board, possible graphic elements, etc.</p>

Workshop title	ABC of Gender-Based Anti-Discrimination
Chapter title	Circle of Identity: Who Am I?
Suggested Timing	15-20 minutes
Target	<ol style="list-style-type: none"> 1. Building awareness about what identity is on an individual and social level. 2. Drawing attention to the relationship between identity and the experience of inequality and discrimination.
Materials & Setup Instructions	<p>Flipchart, markers, sheet of paper, pen or crayons PowerPoint presentation (slides 1-2) (wklicić slajdy 1-2 z prezentacji)</p>
Trainer Note	<p>The facilitator distributes sheets and writing utensils to the participants. Then, they draw a circle on the flipchart and divide it into 6 sections. They ask the participants to make a similar drawing on their sheets. Next, they instruct each participant to fill each of the 6 sections with an answer to the question: "Who am I?". The facilitator can suggest answers such as woman, human being, employee, teacher, mother, person without religious affiliation, etc. At the same time, the facilitator emphasizes avoiding the question "What am I?". They may also note that if someone finds it difficult to come up with 6 answers, fewer responses are acceptable.</p> <p>Afterward, the facilitator initiates a discussion by asking the group how they felt during the exercise. They might inquire: What are you thinking about now? Did you find this exercise easy? Did you find this exercise challenging?</p> <p>Following the discussion, the facilitator provides definitions of primary, secondary, and organizational identity. In an online version, the identity circle can be displayed on a slide.</p>

Workshop title	ABC of Gender-Based Anti-Discrimination
Chapter title	Unconscious Bias - How Our Brain Works
Suggested Timing	15-20 minutes
Target	1. Presentation of the definition of unconscious biases and their impact on unequal treatment based on gender.
Materials & Setup Instructions	Power Point Presentation (slides 3-4) (wkleić slajdy 3-4)
Trainer Note	<p>The facilitator asks if there is anyone among the participants who would like to help with the next exercise. Once a volunteer comes forward, the facilitator shows a slide and asks the participant to describe the colors they see. The task is to name the colors from left to right as quickly as possible. After completing this task, the facilitator displays the second part of the slide and asks the participant to do the same thing: describe the colors they see. After completing the exercise, the facilitator asks the participant if they notice any differences between the two parts of the exercise.</p> <p>Next, the facilitator explains the function of the two systems in the human brain: System 1 is fast, reflexive, operates on autopilot, and aims to conserve energy. System 2 is slow, reflective, and consumes energy. The facilitator then explains that unconscious biases often arise as a result of the operation of System 1. They display the definition of unconscious bias on the slide.</p> <p>Following this part, a suggested break of 10-15 minutes is recommended.</p>

Workshop title	ABC of Designer-Based Anti-Discrimination
Chapter title	Unconscious bias based on gender
Suggested Timing	15-20 minutes
Target	1. Providing knowledge about the significance of unconscious biases in the context of gender
Materials & Setup Instructions	Power Point Presentation (slide 5) (wkleić slaj 5)
Trainer Note	<p>The facilitator tells the story of Heidi Roizen, an American entrepreneur from Silicon Valley. Facilitator explains to the group that Heidi's story was used for a certain experiment. Specifically, two different groups were given Heidi's biography, with one group seeing the name changed to Howard. Aside from the name change, the biographies were identical and described Heidi's life facts—her achievements, career, etc. Each group was then asked several questions: "Do you think the person whose biography you read is competent? Do you think the person you read about is likable? Would you like to work for the person you read about?"</p> <p>Next, the facilitator explains that while both groups answered the first question similarly, the responses to the other questions differed. Further explanation is provided using slides.</p> <p>After explaining the difference in the experiment, the facilitator asks the participants: What do you think caused this difference? The mini-discussion concludes with the statement that this is due to unconscious biases related to gender and stereotypes.</p> <p>Following this part, a 10-minute break for the group can be suggested.</p>

Workshop title	ABC of Designer-Based Anti-Discrimination
Chapter title	Stereotypes about women
Suggested Timing	30-40 minutes
Target	1. Identifying examples of gender stereotypes
Materials & Setup Instructions	A4 sheets of paper, pens or markers, sticky notes (Post-it notes), PowerPoint presentation (slides 6-7), Internet access (wstawić slajdy 6-7)
Trainer Note	<p>The facilitator displays the entire or part of an animated film from the source: https://www.youtube.com/watch?v=B6uulHpFkuo. Then, they distribute sticky notes (Post-it notes) to the participants and ask them to write an example of a stereotype they have encountered or heard about regarding women. In the case of online sessions, a virtual whiteboard (e.g., Miro) should be prepared. The facilitator organizes the examples, categorizing stereotypes related to appearance, work, parenting roles, personality traits, etc. They display the definition of stereotypes and prejudice on a slide, explaining that gender discrimination can manifest in poorer treatment of women in hiring, salary raises, or limited access to services. Additionally, they note that women often experience discrimination not only based on gender but also on sexual orientation, age, disability status, etc.</p> <p>Next, the facilitator divides the group into teams of 3-4 people and provides each team with a case description (slide 7), asking them to determine whether the situation involves discrimination. In the online version, participants should be divided into breakout rooms and assigned specific cases for analysis.</p> <p>The cases should be printed out and distributed to the groups. For online sessions, they can be saved in a Word document or displayed on slides and shared in the chat of each breakout room. During the discussion of the exercise, the facilitator can display a slide with case descriptions and answers, revealing the cases and answer key gradually.</p>

Workshop title	ABC of Designer-Based Anti-Discrimination
Chapter title	How to respond to unequal and discriminatory behavior based on gender
Suggested Timing	30-40 minutes
Target	1. Developing intervention strategies for situations of unequal and discriminatory treatment based on gender
Materials & Setup Instructions	Cards, markers, sticky notes (Post-it notes), flipchart PowerPoint presentation (slide 8) (wkleić slajd 8)
Trainer Note	<p>The facilitator divides the participants into 3 groups. The first group develops strategies for responding at home (towards family members or friends), the second group for responding in the workplace, school, or university, and the third group for responding in public places (such as on the street, in a doctor's office, or in a store). The facilitator asks each group to formulate their strategies in the form of specific messages (spoken words), behaviors, and guidelines on where to seek help if needed.</p> <p>Groups write down their ideas on flipcharts or Post-it notes, and then each group presents their findings to the forum.</p> <p>The facilitator summarizes the presentation, emphasizing the importance of responding to unequal and discriminatory behavior, highlighting various mechanisms and stressing the importance of empowerment in this regard.</p>

Workshop title	ABC of Designer-Based Anti-Discrimination
Chapter title	Summary
Suggested Timing	10-15 minutes
Target	1. Workshop summary, identification of what was valuable to the participants, areas they want to work on for change, and their perceived needs
Materials & Setup Instructions	Picture cards, e.g., Dixit, metaphorical, meditative, photographs, or prints
Trainer Note	<p>The facilitator lays out the cards in the middle of the room and asks each participant to choose one that symbolizes their response to the following questions: What am I concluding with (emotions, reflections, experiences)? What was valuable? / What am I taking away? What do I want to work on? / What change do I want to implement? What more would I need on this workshop?</p> <p>For online workshops, you can display a collage of the cards as a slide or just the questions themselves on a slide.</p>

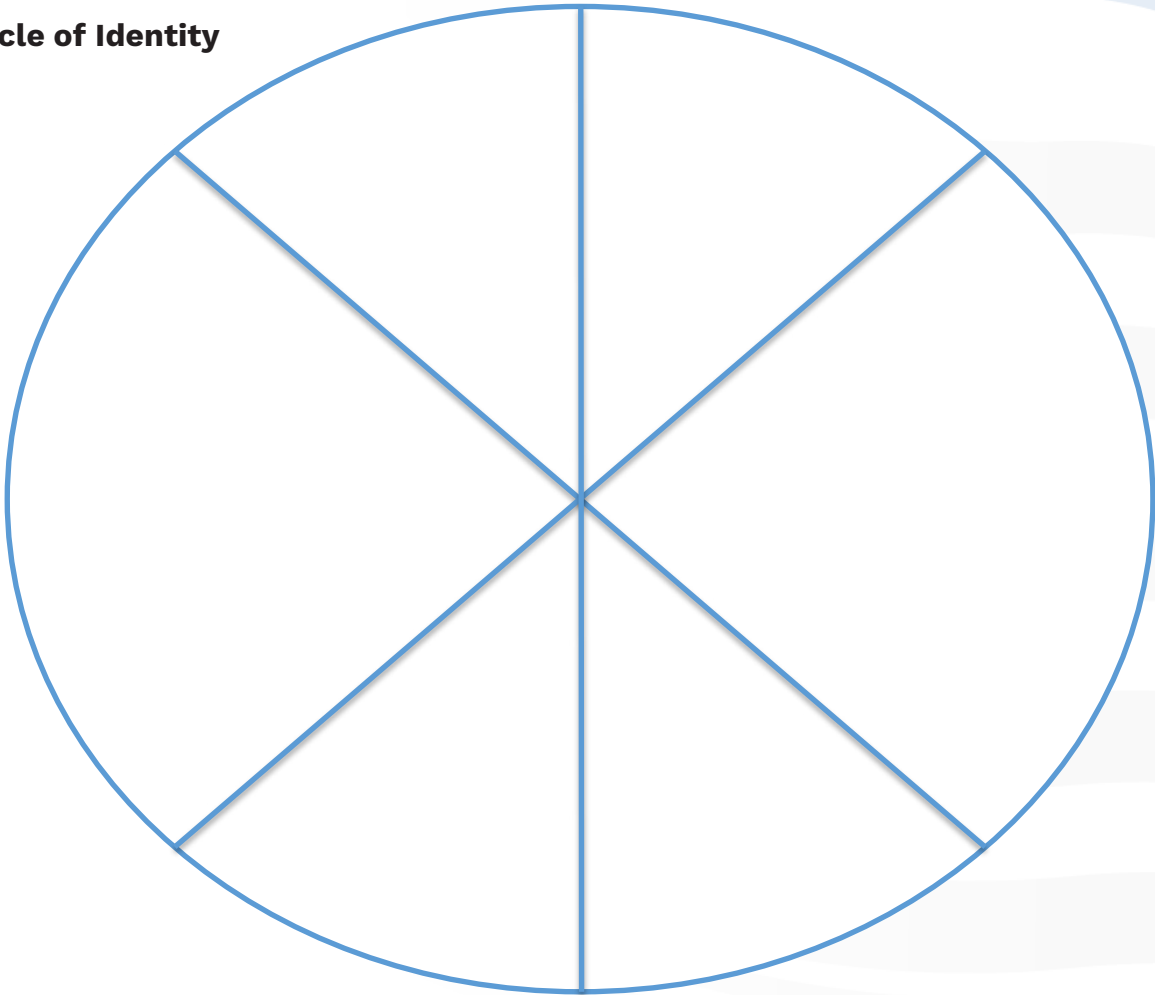
ABC of Gender-Based Anti-Discrimination



HerBoundaries



Exercise: Circle of Identity



HerBoundaries

Identity is the way we define ourselves, a collection of answers to the question: "Who am I?". We distinguish between two types of identity – personal and social.

Personal (individual) identity is personality

– unique and different from everyone else due to physical and psychological traits. Personal identity is built on experiences, beliefs, opinions, judgments, and self-perceptions.

Social (group) identity allows us to integrate

into a community, define ourselves as members of an important reference group, emphasize belonging and similarity, and benefit from the sense of security and acceptance that the group provides.

Primary identity –

gender, age, nationality, ethnicity, race, religion, disability, sexual orientation.

Secondary identity –

economic and social status, appearance, profession, marital status, family status, beliefs, education, etc.

Organizational identity –

position, formal and informal power, salary level, influence, networking, work style, etc.

HerBoundaries



Exercise: Name the colors you see.

Red Green Blue Yellow Pink Black Gray Blue Orange Green Pink Black Red
Green Pink Red Green Blue Yellow Pink Black Blue Yellow Green Pink Red
Orange Black Gray Black Blue Yellow Green Pink Blue Gray Red Orange

Red Green Blue Yellow Pink Black Gray Blue Orange Green Pink Black Red
Green Pink Red Green Blue Yellow Pink Black Blue Yellow Green Pink Red
Orange Black Gray Black Blue Yellow Green Pink Blue Gray Red Orange



System 1

Fast
Automatic
Effortless
Without a sense of conscious control



System 2

Slow
Requires attention and effort
A sense of conscious control

Unconscious biases are cognitive errors and perceptual mistakes based on stereotypical assumptions about specific social groups.

HerBoundaries

Heidi

Competent

But

Selfish

Aggressive

Unpleasant!

wouldn't want to work for her

Howard

Competent

And

Brilliant

Likeable

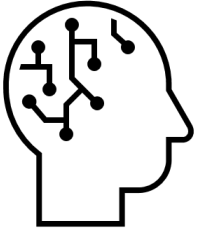
Friendly

I would want to work for him



Heidi Roizen,
przedsiębiorczyni z Doliny Krzemowej

HerBoundaries



Stereotypes are culturally and historically conditioned, enduring, generalized, simplified, and therefore false beliefs about a given social group (and/or its members), distinguished based on selected traits or aspects of identity.



Prejudice is a negative evaluation or judgment accompanied by a negative emotional attitude (e.g., reluctance, disgust, anxiety, fear, contempt, hatred) towards a social group distinguished by a selected identity trait (or traits), based on the actual or presumed membership of individuals in that group. Prejudice is an affective, emotional component of attitude, representing a relatively stable relationship towards a group of people, shaped over time and difficult to change.



Discrimination is unequal, inferior, and often illegal action, omission, criterion, or regulation concerning individuals or groups based on their actual or presumed identity traits, such as gender, gender identity, skin color ("race"), language, national and/or ethnic origin, religion, belief or non-belief, worldview, health status and degree of ability, age, psychosexual orientation, social and economic status, etc.

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Situation 1: During a job interview, the candidate is asked about her family situation and whether she has or plans to have children.

Response: Yes, this is direct discrimination. During recruitment, questions about family situation and other personal matters should not be asked.

Situation 2: In a pub, there is a job opening for a kitchen position. The ad states that they are looking for an experienced male chef.

Response: Yes, indicating a preferred gender is a form of discrimination. The criteria for selection should be skills, experience, and knowledge.

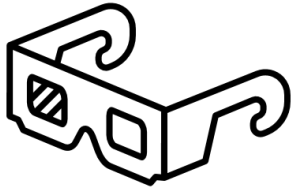
Situation 3: Kasia and Ola are a couple searching for an apartment. While viewing one, the owner implies that they do not rent to "such couples" and that the offer is only for those who are married.

Response: Yes, this is discrimination based on both gender and sexual orientation.

Situation 4: As Kasia walks down the street, she sees several men sitting on a bench who whistle and shout "Kitten," "Little one," "Darling" at her.

Response: Yes, this is discrimination in the form of sexual harassment.

Podsumowanie



1. What do I end with (emotions, reflections, experiences)?
2. What was the value?/What am I taking away?
3. What do I want to work on/What change do I want to implement?
4. What would I need more of in the workshop?

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Thank you for your attention.



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Scenario:

Unleash your confidence

Author:

Snizhana Ziaziun



Workshop title	Unleash your confidence
Chapter title	Introduce Yourself
Suggested Timing	15-20 minutes, depending on the number of participants.
Target	Getting to know each other and the facilitator, creating an atmosphere of trust and openness, developing imagination
Materials & Setup Instructions	None.
Trainer Note	<p>The facilitator shares about herself, what will happen during the meeting, and how long it will last. Then, she proposes a fun way to get to know each other. Each participant states her name and comes up with an adjective starting with the same letter as her name. It is very important to choose a word that highlights the participant's personality. Ensure that the adjectives are not repeated.</p> <p>The participant first states the name and adjective of the participant who introduced herself before, then her own name, and so on. The facilitator starts.</p> <p>Afterward, ask each participant to share a few words about what motivated them to attend the workshop.</p>

Workshop title	Unleash your confidence
Chapter title	Why is it important to strengthen self-confidence?
Suggested Timing	10-15 minutes
Target	A brief discussion with participants and an exercise to form an image of a confident person
Materials & Setup Instructions	A3 sheets for each group or large flipchart sheets, pens or markers
Trainer Note	<p>Ask participants why they believe it is important to build self-confidence. Then divide the participants into two groups. Each group receives a sheet (preferably A3 or a large piece of paper) to write down the traits of a confident person and what helps people become more self-confident—5 minutes to complete the task.</p> <p>Afterward, one participant from each group presents the results. Finally, discuss and compare the suggested traits of a confident person. Ask each participant to share how they felt working in the group and whether they agree with the proposed traits.</p>

Workshop title	Unleash your confidence
Chapter title	Self-Confidence: Self-Assessment + Sense of Self-Worth
Suggested Timing	10-15 minutes
Target	Discussion of Concepts: Self-Confidence, Self-Worth, Self-Assessment, and Self-Acceptance
Materials & Setup Instructions	Video on self-confidence (from 17 seconds to 4:30 minutes), source: https://www.youtube.com/watch?v=UuFraIDBqOY PowerPoint Presentation (Attachment 1)
Trainer Note	<p>Tell the participants that everything they mentioned is correct and that all these traits can be developed within themselves, which is why we are here. Discuss where self-confidence comes from and what needs to be worked on. The core text is in Attachment 1.</p> <p>After the mini-lecture, play the video segment about what a confident person does not do.</p>

Workshop title	Unleash your confidence
Chapter title	Who am I? What am I like?
Suggested Timing	1 minute for each participant's response + 7-10 minutes for introduction and reflections after the exercise
Target	Practice speaking about oneself in a group, learning to name character traits, sharing feelings, and strengthening self-confidence
Materials & Setup Instructions	Paper napkins (of the same size, can be in different colors)
Trainer Note	<p>Participants receive napkins. The facilitator says: Each of you has a napkin in your hands. Tear the napkin into as many pieces as you feel necessary.</p> <p>Game Rules: Each participant must name as many personality traits as they have torn pieces. The traits can be positive or negative—but only those they believe should be shared.</p> <p>Questions for the group after the exercise: Was it difficult to talk about yourself? What was harder to say: good traits or bad ones?</p> <p>Thank the participants for their openness and honesty.</p>

Workshop title	Unleash your confidence
Chapter title	I am strong. I am weak.
Suggested Timing	10-15 minutes, depending on the number of participants
Target	Practically demonstrate how our self-confidence and power depend on how we think about ourselves
Materials & Setup Instructions	None.
Trainer Note	<p>Each participant takes their neighbor's hand on the right (or places their hand on their right shoulder). Then they stand in pairs facing each other. The first participant in the pair extends their hand forward (they can use both hands). The second person in the pair tries to push the partner's arm down, applying pressure. The first participant must try to hold their arm up, saying loudly and firmly: "I am strong."</p> <p>They then repeat the same exercise, but the first person says: "I am weak," expressing it with appropriate intonation, i.e., quietly and gloomily.</p> <p>Next, the individuals in each pair switch roles and repeat the exercise.</p> <p>After the exercise, ask the participants the following questions:</p> <ol style="list-style-type: none"> 1. When was it easier for you to hold your arm up: the first or the second time? 2. Why do you think that? 3. What feelings did you experience while doing this exercise? 4. What impact did saying "I am strong" or "I am weak" have on your results?

Workshop title	Unleash your confidence
Chapter title	Things I Do Wrong
Suggested Timing	10-20 minutes, depending on the number of participants
Target	Self-discovery, building trust, group integration
Materials & Setup Instructions	None.
Trainer Note	<p>Make sure the participants have enough space to move around.</p> <p>Before starting this exercise, it's good to tell the group: Insecure people do not believe us when we tell them something good about their work, but they believe strongly when they are criticized. This is psychology, and we won't delve into it, but to boost self-confidence, it's important to remember this and practice—first in praising ourselves, and second in accepting compliments. Now, let's move on to the next exercise.</p> <p>In a circle, each participant takes turns saying what they are weak at: "I am weak in..."</p> <p>In the next round, participants say: "I am good at..."</p> <p>In the following round, they say: "I know that I am good at..."</p> <p>In the final round, invite participants to walk around the room. When they meet someone, they boast: "I am a master at..."</p> <p>The last point is to discuss the feelings participants experienced during each round.</p> <p>After this block, a break is recommended, as we will continue working with metaphorical cards, "talking" to the subconscious, and strengthening self-esteem. This will be a longer segment, so it's good to take a break beforehand.</p>

Workshop title	Unleash your confidence
Chapter title	Discovering Your Worth — an associative card exercise
Suggested Timing	1-2 hours depending on the number of participants
Target	To build and strengthen self-worth; to pause and remind oneself: Who am I? What is valuable in me? What prevents me from appreciating myself? What can help me strengthen my worth? Training in speaking about oneself in a group.
Materials & Setup Instructions	Associative metaphorical cards (universal, “OH”, “Dixit”), pens, A4 sheets for participants, PowerPoint presentation (slides 3-4).
Trainer Note	<p>Before starting, say a few words about working with metaphors and show an image from slide 3. Ask participants what they see and how they would answer the questions. This will help them understand how to work with associations. You can say: “I invite you to the exercise Discovering Your Worth.”</p> <p>Show the 6 main questions from slide 4 one by one. Each participant asks, “How do I feel right now?” and chooses a card. The facilitator asks additional questions to clarify feelings. Repeat this for all 6 questions. The answers will describe the participant's internal state.</p> <p>The facilitator guides the exercise, asks questions, and passes the voice to the next participant. If someone struggles to speak, support her and invite her to swap cards.</p> <p>Main Questions for Associative Cards: “How do you feel?” What is depicted in the image? How does it connect to your current feelings? What emotions does the image convey? Are you in the image? What do you think? How do you feel? What do you like about it, and what do you dislike?</p>

Workshop title	Unleash your confidence
Chapter title	Discovering Your Worth — an associative card exercise (Block: Working on Self-Worth)
Suggested Timing	The exercise may take a long time — 1-2 hours, depending on the number of participants and their openness.
Target	To build and strengthen self-worth; to pause and remind oneself: Who am I? What is valuable in me? What prevents me from appreciating myself? What can help me strengthen my worth? Training in speaking about oneself in a group.
Materials & Setup Instructions	Metaphorical cards (universal, “OH,” “Dixit”), pens, and A4 sheets for participants to write down their ideas. PowerPoint presentation (slides 3-4, attachment 2).
Trainer Note	<p>1.“What is valuable in me?” What is unique about the image? What human qualities does it convey? How valuable are these qualities? How much do you feel these qualities in yourself? How can you show them?</p> <p>2.“What do others see and appreciate in me?” What is special about this image? What qualities does it show? What do you like about it, and what do you not like?</p> <p>3.“What can I love and appreciate about myself now (or what qualities am I grateful for)?” What is depicted in the image? What do you like about it, and what do you not like?</p> <p>4.“What prevents me from appreciating myself?” What is depicted in the image? What do you like about it, and what do you dislike?</p> <p>5.“What can I do in the next 3 days to improve and increase my self-esteem?” What is in the image? What does it mean to you? What feelings does it evoke?</p> <p>After completing the exercise, each participant will have a chain of cards: from how they feel, what values they hold, what others notice, what blocks their self-esteem, and what needs to be done to increase it. Remind participants that they can take photos of the cards; usually, after the meetings, participants continue to reflect and come to new insights.</p> <p>IMPORTANT: At the beginning, say that if a participant has insights they do not wish to share, that is okay, and they do not have to express them in the group, but it is advisable to write them down on paper.</p> <p>For 1-3 questions, all participants can respond aloud, and then you can give the floor only to those willing or allow 2-3 participants to answer each question — so the exercise does not take too much time.</p>

Workshop title	Unleash your confidence
Chapter title	Today Better Than Yesterday — an associative card exercise (Block: Working on Self-Worth)
Suggested Timing	3-5 minutes for each participant’s response + 15-17 minutes for participants to choose a card at the beginning of the exercise and for the summary.
Target	The goal of the exercise is to remind participants of their successes and strengths that have helped and will help them survive temporary difficulties. It is important to shift participants’ attention to their own successes and changes. In migration (and not only), people compare themselves to those who have achieved greater success, not knowing their life paths, and feel sad that everyone is better, thus devaluing their own successes.
Materials & Setup Instructions	Metaphorical cards, inspirational cards with positive images (universal, “OH,” “Dixit”) + an addition at the end of the exercise — cards with positive affirmations, pens, and A4 sheets for participants to write down their ideas.
Trainer Note	<p>The facilitator lays out the cards on the table/floor with images facing up and asks participants to voice the question: “How am I better today than yesterday?” and choose 1 card that resonates with them the most.</p> <p>Then, in a circle, each participant takes turns answering the questions:</p> <p>“What is depicted on the card?” “What does this image convey?” “What personal inner progress does this image show for you?”</p> <p>The facilitator asks each participant these 3 questions in turn and waits for their response. If there are affirmation or message cards, the facilitator then suggests drawing a card and reading the affirmation aloud. This is repeated for all participants.</p> <p>Finally, ask participants to share their impressions of working in the group, how they feel now, and whether they feel more confident.</p>

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**FREE YOUR
CONFIDENCE**



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Why is it Worth Strengthening Self-Confidence?



Self-Confidence: Self-Assessment + Sense of Self-Worth



“Low self-esteem is like driving through life with the handbrake on.”–
MAXWELL MALTZ

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1. What do you see in the picture?
2. What do you like?
3. What don't you like?
4. What do you feel when you look at the picture?
5. How does what you see relate to your current mood?
6. Are you in the picture?
7. What does this picture mean to you?
8. What caught your attention first?
9. What is special about this photo?
10. What character traits does the picture show?

Practice: Discovering Your Value

1. How do I feel?
2. What is valuable in me?
3. What do other people see and appreciate in me?
4. What can I love and appreciate about myself right now (or what traits am I grateful for)?
5. What holds me back from appreciating myself?
6. What can I do in the next 3 days to improve and increase my self-esteem?

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Thank you for your attention.



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Attachment 1

Self-confidence is not an innate trait but an acquired one that can and should be strengthened.

Self-confidence is: sense of self-worth + self-esteem + self-acceptance.

Self-esteem is our assessment of ourselves based on what others say about us and how they evaluate our actions.

Self-esteem can rise when everything goes according to plan and fall when things get out of control. For self-confidence to remain stable and independent of external factors, a sense of self-worth must be built, which is the so-called internal support—what a person knows about themselves, understanding themselves, being confident in their abilities, and allowing themselves to not know everything or make mistakes.

This means that self-worth is not about appearance, achievements, or status, but about an internal indicator of self-esteem.

Self-worth is the foundation of self-esteem. While self-worth allows us to recognize ourselves as individuals (or not), self-esteem compares us to a certain norm (often socially imposed) to see what knowledge, skills, and traits we need to develop to achieve our goals (to fit the norm).

When we evaluate ourselves, we subconsciously prepare for criticism. If we rely on self-esteem rather than self-worth, we may overlook or downplay our achievements, feel dissatisfied with our appearance, blame ourselves, and consider ourselves unworthy of a better life, position, or partner. Society dictates who we should be, how much we should earn, how we should dress, and how much we should weigh. To be accepted, we often have to become someone else, adopt a certain image—fashionable and appropriate in society. By conforming to generally accepted frameworks and applying societal standards to ourselves, we destroy our self-worth and, along with it, the space and opportunity to realize our inner potential. Ultimately, only by being ourselves, understanding our uniqueness and our capabilities, can we become self-actualizing and self-confident individuals.

Self-confidence is how we think about our abilities and can vary depending on the situation. Self-worth relates to our overall well-being; how much respect we have for ourselves, positive self-esteem, or self-love.

Source: [Cardiff and Vale University Health Board, Mental Health Foundation](#)

Attachment 2

Confidence is how we think about our abilities and can vary depending on the situation. Self-worth relates to our overall well-being; how much respect we have for ourselves, positive self-assessment, or self-love. Confidence is a state where you feel good in your own skin. It involves accepting yourself along with all your imperfections and appreciating who you are. It's one of the most important tasks in personal development. Psychologist Philip Zimbardo defines self-esteem as a generalized assessment of one's self. In English, the term self-worth is treated as a synonym for self-esteem. In Polish, it starts with the word "poczucie," indicating the realm of experiencing and feeling emotions. Thus, self-worth is a mental state, while self-esteem is an attitude towards oneself. Just as the feeling of anger comes from the thought "He shouldn't have insulted me," the state of self-worth directly results from our self-assessment. These concepts are closely related and can be treated as synonyms at a broader level. The basis of self-worth and healthy self-esteem is the belief in one's value, expressed as "I am valuable." Self-acceptance is being at peace with yourself, regardless of who you are. It involves not having unrealistic expectations of yourself and focusing on appreciating who you are, rather than an idealized version of yourself.

Attachment 3

Metaphorical associative cards (MAC) are a projective psychological technique. They help individuals understand themselves better and improve their mental state. These cards provide advice and suggest where our resources—external or internal strengths—can be utilized for our benefit.

Metaphorical associative cards were developed through the collaboration of a psychotherapist and an artist. The first deck of metaphorical associative cards was created in 1975 by Ely Raman, a Canadian art professor, who aimed to bring art out of galleries and closer to people. This deck was named “OH” (an exclamation expressing surprise in English). Together with psychotherapist Joe Schlichter, they developed the principles and guidelines for using the cards as a psychological tool.

The main principle of the metaphorical cards is that they serve as a guide to work with our unconscious. Each person sees only their personal interpretation of the drawing on the card. The cards do not have intrinsic meaning. Individuals must describe the image, what they see, what they feel, and whether they see themselves in the picture.

Thus, the first and fundamental rule of working with metaphorical cards is: never share your interpretation with another person.

Attachment 4

Questions to Help Interpret the Cards

What do you see on this card? What is happening here?

Identify the elements of the image and their arrangement.

How do you feel when looking at the card?

What thoughts and emotions arise? Pay attention to your emotional reactions.

What draws your attention on the card? Why? Consider what catches your eye and why.

What do you dislike about the card? Why? Reflect on elements that irritate or disturb you.

Do you see yourself in this picture? You might identify with a character or an object.

How does this or another character feel on the card? What does he want to do?

Analyze the emotions and intentions of the character.

What advice might the character receive? Imagine what advice could help the character.