

Gender A B C

Education Programme
for Secondary Schools



Group Building

MODULE 7/12

The GenderABC project is coordinated by



and implemented by



This publication was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)



Education Programme
for Secondary Schools

Group Building

This educational module was developed by **AIDOS**
in the framework of the project GenderABC.

Summary

Summary 2

Section I - Introduction 3

1. Purpose 3

2. Main topics 3

3. Keywords 3

4. Learning objectives 3

5. List of activities 4

Section II - Activities 5

Activity 1: *Trust Agreement* 5

• Background 5

• Scenario 5

• Brief 6

Activity 2: *The Interview Game* 7

• Background 7

• Scenario 7

• Brief 8

Activity 3: *We are the Wood* 9

• Background 9

• Scenario 9

• Brief 10

Session Plan 11

Modules List 13

Section I

INTRODUCTION

1. Purpose

The aim of the module is to explore the group climate, to establish shared rules for carrying out the project and to help participants work together, listen carefully and communicate clearly. The activities give participants the chance to focus on positive aspects of themselves and their partners, and to get to know each other and build trust as a community. It is suggested to implement this module at the very beginning of the educational programme.

2. Main topics

- Relationships in the class or group
- Cooperation and collaboration
- Group cohesion, common agreed rules, trust and community
- Empathy and expression of emotions
- Communication, listening, and problem-solving skills





3. Keywords

Active listening • Empathy • Identity
Critical thinking • Group cohesion • Trust

4. Learning objectives

- Enhance participants' awareness of themselves as a group, with its characteristics, resources and problems
- Promote behaviours built on empathy
- Reinforce self-awareness, active listening and effective communication
- Establish shared rules to carry out the activities
- Promote critical thinking and respect of different points of view

5. List of activities

				
	Activity name	Total duration	Materials	Importance ¹
1	Trust Agreement	20 minutes	<ul style="list-style-type: none">• Pens• Poster	☆☆☆
2	The Interview Game	40 minutes	<ul style="list-style-type: none">• Pens• Poster	☆☆☆
3	We are the Wood	35 minutes	<ul style="list-style-type: none">• Coloured cards• Felt-tip pens• Scissors	☆☆☆

¹ Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for “highly recommended”.

Section II
ACTIVITIES

Activity I Trust Agreement ☆☆☆



Total delivery time

20 minutes
Preparation: 5
Delivery: 10
Follow-up: 5



Materials

- ☐ Pens
- ☐ Poster

→ BACKGROUND

The aim of the activity is to **draw up an agreement with the educators**. The content of the educational programme is built and shared with the group.

Educators present the workshop mode, its characteristics and what makes it different from an everyday lesson with teachers. Participants are told that they need to work by **sharing their experiences and emotions**.

→ SCENARIO



Important rules that should come up in the agreement are:

- One must respect one’s privacy and one should not tell others what a companion says or does in the circle of trust
- Participants are never forced to say or do something that makes them uncomfortable
- They must always listen when others talk
- They must not judge others
- They must respect everyone’s differences and points of view
- Put the chairs and desks back in the original place after each workshop

→ BRIEF

Participants and educators sign the pact. They hang the poster in the room where the educational programme takes place.

Educators ask participants questions such as:

- Which are the effects of these rules within the group?
- What do they provide?
- Having established these rules, what is now easier? What is more difficult?



Considering the answers, the educators highlight why it is important to draw up an agreement and establish together rules that preserve privacy and ensure mutual respect within the circle.

Activity 2 The Interview Game ★★



Total delivery time

40 minutes
Preparation: 5
Delivery: 20
Follow-up: 15



Materials

- ☐ Pens
- ☐ Poster

→ BACKGROUND

The aim of the activity is **to gain familiarity with the group, enhancing listening skills and encouraging participants to explore and accept others’ point of view.**

Educators introduce the activity as a role-play game in which journalists and interviewees take turns, gathering facts and data about each other. Each participant is asked to listen carefully to the partner’s answers. At each interview, participants need to take the answers of the partner or partners they have interviewed as their own.

The interview takes about **3 minutes per participant**, questions are asked in turns.

→ SCENARIO

At the beginning, the educators specify that the participation is not compulsory: participants are free not to answer if a question makes them feel uncomfortable.



Educators choose 3 or 4 questions for the interviews.



Participants are divided into pairs making sure not to bring the closest companions or friends together.

Questions suggested for newly formed groups:	Questions suggested for groups who have known each other for at least 1 year:
<ul style="list-style-type: none">• Which emotions do you feel frequently at school?• What do you like to do in your spare time?• Which emotions do you feel most often?• What scares you the most in life?• Tell me about your best friend• The best memory you have with your pet	<ul style="list-style-type: none">• What do you hate most in the world?• What is your best quality?• What is your biggest flaw?• Which book or song moved you the most? What is it about?• As a grown-up, how do you picture yourself? (job, family, etc.)• Tell me "That time when...": the biggest lie you have ever told

→ BRIEF

When returning to plenary, the educators help participants acknowledge how they felt expressing the point of view of the interviewed comrade.

Educators may ask questions as following:

- What was the easiest part about listening?
- What was the hardest part about listening?
- What was the easiest part about reporting back on the partner/s' answers?
And the hardest one?
- What did you like most about the activity?
- What did you enjoy the least about the activity?



Activity 3 We are the Wood ★★



Total delivery time

35 minutes
Preparation: 10
Delivery: 15
Follow-up: 10



Materials

- ☐ Coloured cards
- ☐ Felt-tip pens
- ☐ Scissors

→ BACKGROUND

The aim of the activity is **focusing the attention on similar and different aspects of individual and group identity.**

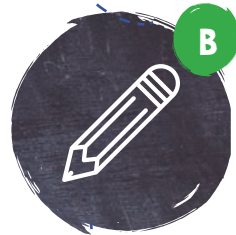
The activities are introduced by a brief brainstorming on identity and its variables (personal character, interests and hobbies, family history, gender, country of birth, language, etc.).

Note that this activity is particularly suitable for groups with foreign or second - and third - generation participants or in groups where there are several differences related to opinions, social and economic conditions, family, sexual orientation, etc.

→ SCENARIO



Educators ask each participant to draw a tree. The foliage and its characteristics should reflect the participant's personality.



Educators ask participants to write their names and surnames on the trunk; they can also add their nicknames or the names they wish they had. Roots refer to the things that are important to the participant: origins, family or any experience or characteristics that builds up the personal identity. Participants choose the most relevant aspects to write in the tree.



Educators give about 15 minutes for individual work and, when drawings are completed, they will make a poster including all the trees and discuss it.



The poster is hung on a wall by the participants.

→ BRIEF

Educators may investigate the impact of the activity by asking the following questions:



- What have you discovered about yourself? Which new aspects or qualities?
- What surprised you most? Which aspects of the general plan are unexpected?
- What made the arising of these new aspects possible?
- How do you feel regarding what have arisen?
- What has changed?
- What are the results and the consequences? As individuals and as a group?

Educators could help participants reflect on the complexity of a group, showing characteristics that exceed those of individuals, and promote a good consideration and a positive attitude towards the group.

Session Plan

Name of the module: Group Building

Venue / school: _____

Focal point / teacher: _____

Class (grade and reference): _____

Nº of participants: _____

Date: ____ / ____ / ____ Duration: _____

Activity/(ies) chosen: _____

Materials (all checked): ☐ yes ☐ no

NOTES:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULES LIST

- 01 *Cyber Violence*
- 02 *Early Forced Marriage*
- 03 *Empowerment and Communication*
- 04 *Female Genital Mutilation*
- 05 *Gender-Based Violence*
- 06 *Gender Social Norms and Stereotypes*
- 07 ***Group Building***
- 08 *Human Rights and Children's Rights*
- 09 *Intimate Partner Violence*
- 10 *Sexual Orientation and Gender Identity*
- 11 *Sexual and Reproductive Health and Rights*
- 12 *Sexual Violence*

- 01** *Body Safety / Female Genital Mutilation*
- 02** *Empowerment and Communication*
- 03** *Gender-Based Violence*
- 04** *Gender Social Norms and Stereotypes*
- 05** *Human Rights and Children's Rights*
- 06** *Sexual Orientation and Gender Identity*

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary

✉ For more information please contact: info@endfgm.eu



A project by:



End FGM
EUROPEAN NETWORK



ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



AIDOS
ASSOCIAZIONE ITALIANA
DONNE PER LO SVILUPPO



This project is co-funded by
the European Union