

# CORE LIFE

Teaching Life Skills  
as Empowerment for Girls

## Imprint

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# Introduction

This booklet has been created to act as an additional guide for teachers and trainers working with the CORE program with a special focus on how to include life skills as a way to empower girls. It builds on practical experiences with teaching CORE – mainly in Greek refugee camps since 2018, in Lebanon since 2020, in Italy since 2021, and in Egypt since 2022. The booklet can be used either as an addendum to the CORE

program or as additional teaching material for any other form of training working on gender equality and empowerment. It is available in English, Greek, Arabic, Dari and Italian (for more information on the CORE program itself, please see [tiny.phzh.ch/kiwix](https://tiny.phzh.ch/kiwix) (KIWIX, offline version) and/or [tiny.phzh.ch/iliasonline](https://tiny.phzh.ch/iliasonline) (Ilias open access learning platform, online version).



# How to use

This booklet is a guide to ways of exploring gender-based discrimination – mostly in informal educational settings – among marginalised, vulnerable groups such as displaced young girls and women. It works with a life skills approach in order to strengthen both transversal skills and the self-competencies of students as a way of teaching self-awareness, critical thinking, interpersonal relationship skills, effective communication and coping with stress and emotions. This booklet is written for young girls and women potentially suffering from various traumata, lack of social networks and personal safety, and who are trying to cope with constant physical, material and emotional insecurities on a daily basis. As a result, the teaching materials provided aim first and foremost at creating safe spaces and making room to slowly explore topics that are highly sensitive and possibly triggering to the students. In order to gradually regain and increase self-esteem and trust, the booklet combines approaches from both somatic and arts therapy, visualisation techniques and co-constructive processes of learning. As it is based on life skills, the aim of the tasks is to build on a person's life and lived experiences with respect to gender-based discrimination and forms of physical, sexual, emotional and verbal violence while at the same time present participants with strategies and options on how to seek help and deal with potentially abusive situations. Its goal is to help create new perspectives, to guide towards self-reflection and self-assessment and to present students with tools and strategies to enable them to deal with gender-based discrimination.

This booklet explains the following three steps for eliminating gender-based discrimination:

→ **Understanding** What is gender-based violence? How does it work, and why does it work this way?

→ **Relating** How does this affect me? How does this make me feel?

→ **Preventing** Creating healthy boundaries; learning to say no; knowing your rights

It includes both measures aimed at preventing violence through learning to listen to one's own body and emotions, and getting to know one's own rights and potential. It furthermore provides rehabilitative methods which access resourcefulness and strengths and help to create new ideas and beliefs around gendered societal norms. Teachers and trainers working with these materials need to understand that this is not designed to be an all-encompassing guide to tackling gender-based discrimination, but merely presents general ideas and methodologies that need to be accompanied and supported by other materials and information relevant to the specific cultural context and the concrete needs of the participating group.

Although this guide was developed for displaced young girls and women in collaboration with women's and refugee centres across Greece and Egypt, Magdalena Bardaka, Dimitra Skempi and Kostas Nosa Achile believe that the material presented is highly relevant to all young people and young adults regardless of their gender or cultural background, level of education and socio-political surroundings. As a result, tasks and exercises have been designed broadly enough to ensure they do not fall into the trap of culturalising violence and experiences of abuse. Materials thus can and should be specified and amended by the teachers to respond to both the needs of their students and the context of their teaching.

**The materials do not work directly with the acts of violence or abuse themselves, but rather focus on their effects on an emotional level in order to make students understand how they feel and help them develop coping mechanisms.**

# Structure of the booklet

The booklet is structured into three topics split into three units each. The topics are as follows:

## **Topic 1** **Respect myself, respect others**

Topic 1 focuses on self-perception and the perception of others, building healthy social interactions and critically challenging gendered social norms and stereotypes.



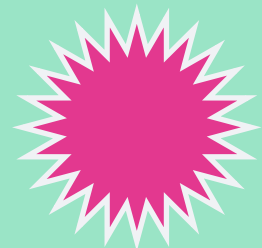
## **Topic 2** **NO! to violence, NO! to discrimination**

Topic 2 covers dealing with complex emotions and learning how to differentiate between healthy and abusive social relationships, and encourages setting clear boundaries.



## **Topic 3** **Knowing my rights, knowing my possibilities**

Topic 3 discusses the topic of women's rights from different angles and aims to create female role models for students.



Each topic is structured into three units, which in turn are structured into three steps for the exercise to be completed. At the end, you will find a list of recommended physical exercises from dance movement therapy with short explanations on how to use them and clear instructions. Physical exercises can be done alone, in pairs as well as in the whole

group. It is highly recommended that they are integrated on a regular basis into the training. However, it is intentionally left open how and when to work with embodiment and visualisation techniques, as they will depend on the progress and the dynamics in the group, as well as on the experience of the assigned teacher.



# Topic 1

## Respect myself, respect others



**Unit 1: How do I feel about myself?**

**Unit 2: How do I see others? How do others see me?**

**Unit 3: Mirroring (physical exercise)**

See also: CORE Topic 1 “This is me” and Topic 2 “That’s important to me, you and us!”

### Goals

Students will learn to...

- reflect on their self-perception and on how they perceive others.
- develop new perspectives around gendered social norms.
- set healthy boundaries in social interactions in a self-determined way.

## Unit 1

# How do I feel about myself?



**Materials:** mirror, recording device, pen and paper



**Time:** 90 min



**Setting:** alone, plenary

## Note to teacher

The intention of this exercise is to capture a momentary snapshot of the students' self-evaluation. It allows for tapping into their emotions and explores how they feel about themselves as well as how they emotionally relate to their outer appearance at a specific moment in time.

The first step is a spontaneous self-description, ideally in a quiet and private room without anyone observing or listening in. The second step consists of self-reflection on how they relate to themselves and their bodies. The self-evaluation with the circled and underlined words is less about socially and culturally normative standards of what counts as positive or negative, but rather about self-esteem. The aim is to make students aware how they feel about themselves and which body parts they like or do not like so much. The plenary discussion in the third step should, on the one hand, lead to a certain self-awareness of how we

feel about ourselves and how these emotions can change over time. On the other hand, it should make students aware of how self-perception and social norms can clash and result in conflict. For example, while a student might acknowledge to herself that she actually likes how she feels in her body, she still might circle her self-description as negative because it does not correspond to normative aesthetics.

The aim of this unit is thus to learn and differentiate between gendered social norms, our own self-perception and the perception of others. The physical exercise "Mobilise your body" (see chapter at the end) builds towards bodily self-acceptance and can be included in this unit.

Moreover, it might be helpful for students if the teacher herself engages in the exercise and shares her own learning experiences.



## Step 1

### alone at home

- Look closely at yourself in the mirror.
- Describe your features and your body as you look and feel at this specific moment. Describe them as precisely as possible in your own mother tongue. Try to be specific enough as if you had to describe yourself to someone who cannot see you.
- Record your own words with any recording device (for example the voice recording function on your phone).
- Take a break.

## Step 2

### alone at home

- Later in the day, sit down and listen to your own voice.
- Write down the exact words on a piece of paper just as you recorded them.
- Read the text and ask yourself how you have described yourself. Are there hidden evaluations in your words?
- Circle every word you believe might have a negative connotation and underline every word you feel carries a positive meaning.
- Now ask yourself: which parts of yourself and your body do you like/don't you like? Do you have more circled or more underlined words on your paper?

## Step 3

### plenary

- Bring your piece of paper with the circled and underlined words along to the next session. Don't write your name on it. Put your paper on a wall where everybody can see it. Take a look at how other participants have described themselves.
- Do they show more negative/more positive emotions towards themselves?
- Exchange ideas in the group. What did you learn from this exercise about yourself? What can we learn as a group? Have we all had similar experiences?
- Why do you think it is we judge ourselves and our bodies in a certain way?

## Unit 2

# How do I see others? How do others see me?



**Materials:** coloured pencils, coloured paper



**Time:** 90 min



**Setting:** plenary, group work

## Note to teacher

This unit is about reflecting on gendered social norms with respect to femininity and masculinity. Students will learn to challenge culturally accepted and expected qualities for men and women, and to evaluate critically where they see themselves among different social standards.

Step 1 brings a wide range of qualities to the fore, including qualities that are typically considered to be exclusively masculine or feminine, as well as some qualities that could be both. Students are advised to reflect on gendered social norms and on what they consider positive qualities

(this might also trigger a discussion about which quality is helpful and suitable in which context). In the second and third steps, they might hopefully realise that these norms vary according to different socio-political and cultural upbringings and start reflecting on their own qualities. The aim of this unit is to engage in a discussion on personal strengths and goals, and to encourage students to self-reflect independently of gendered social norms. It is important for them to realise what their own strengths and beliefs are, regardless of whether these align with certain gendered standards or not.

## Step 1

### plenary; alone

- Have a look at the following words.
- In your opinion, which ones usually refer to femininity, and which are used to represent masculinity? Colour them in two different colours of your choice.

- |                           |                        |                           |
|---------------------------|------------------------|---------------------------|
| • self-confident<br>..... | • nurturing<br>.....   | • emphatic<br>.....       |
| • dependent<br>.....      | • aggressive<br>.....  | • organised<br>.....      |
| • tough<br>.....          | • competitive<br>..... | • chaotic<br>.....        |
| • emotional<br>.....      | • sensitive<br>.....   | • loud<br>.....           |
| • strong<br>.....         | • active<br>.....      | • rigid<br>.....          |
| • quiet<br>.....          | • graceful<br>.....    | • self-assertive<br>..... |
| • rebellious<br>.....     | • controlled<br>.....  | • indecisive<br>.....     |
| • gentle<br>.....         | • competent<br>.....   | • talkative<br>.....      |
| • passive<br>.....        | • successful<br>.....  | • logical<br>.....        |
| • independent<br>.....    | • creative<br>.....    |                           |

- Can you think of any other “typical” qualities that are usually assigned to girls/women and boys/men? Write them down.
- Which of these words do you consider positive qualities you would like to see in yourself? Circle them.

## Step 2

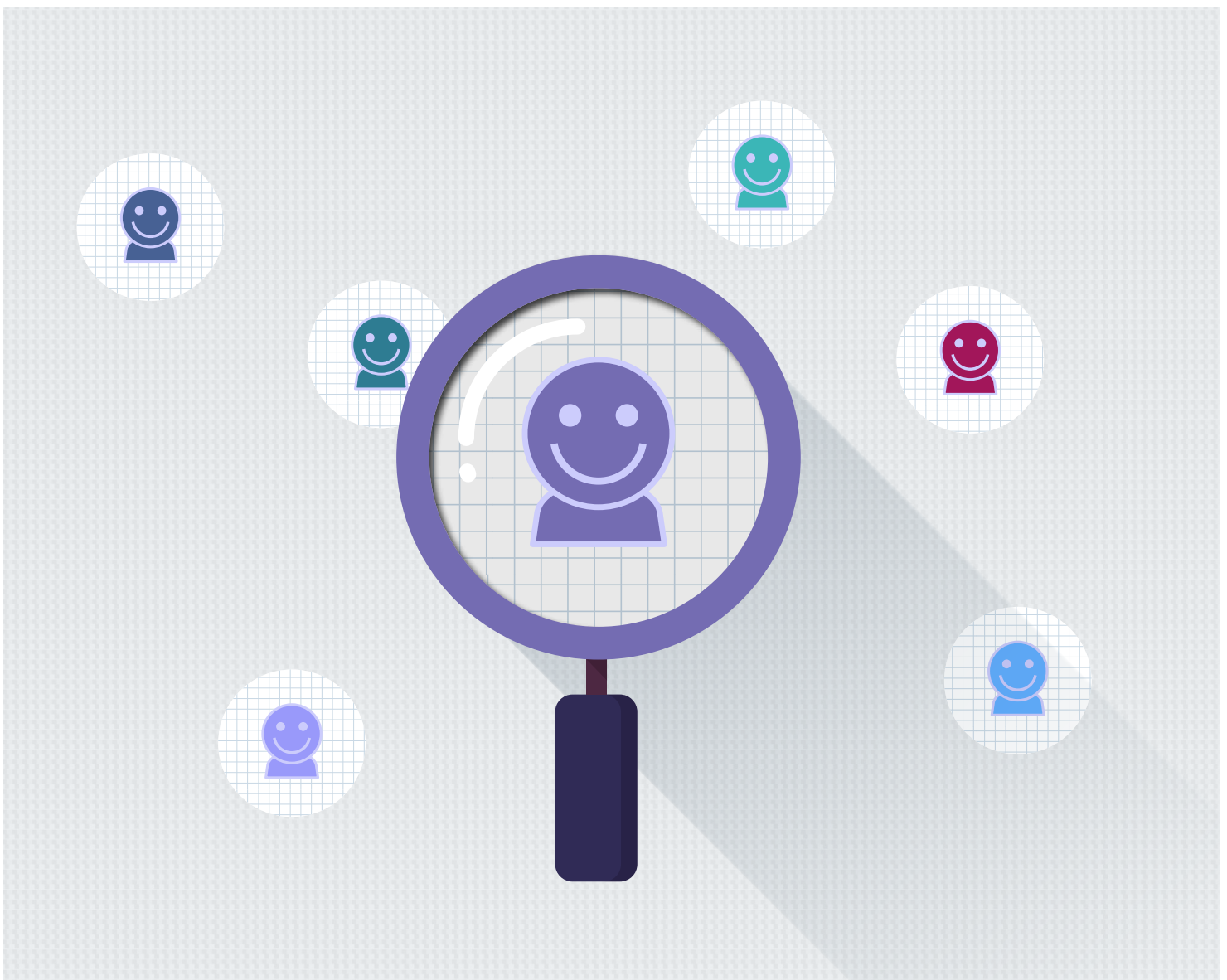
### group work

- Form groups of four.
- Did you highlight the same qualities for femininity and masculinity? Are there any differences?
- Discuss what you personally agree with, and what you feel is based on social bias. Why?

## Step 3

 group work; plenary

- Think of other qualities which you feel represent how you see yourself.
- Write down four new qualities on coloured paper.
- Share them in your group.
- Put all the coloured paper on the wall.
- Are there differences between how we see ourselves and how social norms teach us to differentiate between feminine and masculine qualities?
- Do the qualities we deem as positive align more with what we consider feminine or masculine qualities? Why?



## Unit 3

# Mirroring (physical exercise)



**Materials:** loose clothing (to move around freely), paper with questions from step 2



**Time:** 60 min



**Setting:** pair work, plenary

## Note to teacher

As a physical exercise used in dance movement therapy, this activity is both a reflection on one's own behaviour as well as an exploration of one's own social interactions. It is not topic-related and can be used in different units over the course of the training.

As a first step, two instructors should show the students how the physical exercise works as an idea, without introducing the questions for reflection. Once the students finish the mirroring exercise and have had time to calm down, hand out the questions prepared on a piece of paper to each pair. The following discussion (first in

pairs, then in the plenary) should allow on the one hand enough room to collect their personal experiences and their experiences as a team. On the other hand, lead the students towards reflecting on their learning experience from this physical exercise for social interactions in general.

Further questions for the students might include: Did you move as you liked, or did you move according to your role? Did you take note of your peer in each role? Did you allow your peer to follow? Or maybe were you more concerned with your peer than with your role? etc.

## Step 1

 in pairs

- Work in pairs. Stand in front of each other. Establish eye contact.
- One student starts moving. The other mirrors the first student's movements. The one leading the movement is entirely free to move as she wishes and feels comfortable with. The one who is mirroring the movements should try to copy them as precisely as possible. There should be no speaking. Any form of communication should be via eye contact only.
- Continue for 15 min, and then change the roles.

## Step 2

 alone

- Reflect alone on the following questions:
- How did I lead? How did I follow?
- How did I feel in both roles? How do I think my peer felt in both roles?

## Step 3

 in pairs; plenary

- Exchange ideas with your peer. Do your opinions match in your respective roles? Where do you disagree?
- Exchange ideas in the group as a whole. What did you learn from today's exercise?



## **Topic 2**

# **NO! to discrimination, NO! to violence**



### **Unit 1: My safe space**

### **Unit 2: Dealing with complex emotions**

### **Unit 3: Unhealthy / toxic relationships**

See also: CORE Topic 5 “My feelings and myself” and Topic 8 “My present situation”

### **Goals**

Students will learn to...

- deal with complex emotions.
- differentiate between healthy and unhealthy relationships.
- say no to transgressive behaviour.

## Unit 1

# My safe space



**Materials:** student's personal items, posters, coloured pencils, paint, brushes, scissors, glue



**Time:** 3 hrs



**Setting:** alone, plenary

## Note to teacher

The unit entitled “My safe space” is an exploration of an inner, emotional and very personal safe zone. This can be based on memories of a beloved person, a place, an experience, or it can be based on a specific form of activity or social interaction (the inspiration itself is unimportant). The most important thing is that it causes your students to feel safe, loved, cared for, secure and confident. In order to explore this room, you will need to allow enough time for students to open up. It is recommended you work over several sessions with the

notion of the “inner safe space” and to integrate it as a recurring topic into your lesson plans. Physical exercises can help enhance the creation of a “inner safe space”, especially the following: ① re-centring exercise; ② building trust; and ③ embodying emotions (see chapter at the end for detailed instructions). These exercises can also be used before starting the unit altogether to help students tap into positive emotions, which they then can build on.

## Step 1

### alone at home

- Think of three things that are of particular value to you and which make you feel safe, comfortable and confident. You might find yourself thinking of a person, an activity, a place, a song, food, clothing or something else entirely. Think of why this person/object/memory makes you feel this way. Try to remember everything about it in as much detail as possible.
- Prepare pictures of what you would like to share. Alternatively, you might want to draw something.
- Bring your representations with you to class.

## Step 2

### plenary

- Share with each other the stories behind the person, object, memory, place or activity and tell your colleagues why they make you feel safe and confident.

## Step 3

### plenary

- Create a poster that portrays your very own personal “safe space”. Use pictures and coloured pencils or paint to express these important memories in your life.
- The posters should then be put in a visible place in the classroom.

## Unit 2

# Dealing with complex emotions



**Materials:** large paper, paint, paint brushes



**Time:** 3 hrs



**Setting:** plenary, alone, group work

## Note to teacher

Working directly using the terms violence or abuse, or confronting students with specific incidents of violence, is not recommended. Instead, the exercises should cover how survivors of abuse deal with its effects on an emotional level. Always assert to your students that there are no “negative” emotions in this sense, but that it is normal to experience difficult emotions and feel discomfort. The exercises aim to give them the tools to understand where their emotions come from, such as unhealthy relationships, trauma, abuse, violence, structures of inequality and dynamics of power and control (see also the “Power and Control Wheel” and the “Equality Wheel” on pages 31). The following steps should be adapted based on the needs of the students and the specific group dynamics.

As in Unit 1, it can sometimes help to include physical exercises to explore difficult emotions. However, this depends both on the level of progress and trust you’ve achieved with your students, as well as on your experience as an instructor. Physicality can trigger many hidden feelings as well as helping overcome them.

The three steps in approaching discomfort and difficult emotions are not about the underlying cause or incident that triggers them. Rather, it is about opening up and expressing how it feels, and about exploring what personal strategies we employ to deal with them.

## Step 1

 plenary; alone

- You have explored your “safe zone”, where you feel strong, happy, safe, confident, assertive and unharmed. However, you may also experience other strong emotions which are more challenging to deal with.
- Ask yourself if you sometimes feel any of the following emotions:
 

• sad .....	• insecure .....	• afraid .....	• hurt .....
• angry .....	• powerless .....	• lost .....	• helpless .....
- Can you think of any other similar emotions that can be difficult to deal with?

## Step 2

 alone

- Try and tap into one of these emotions.
- Think of a situation in which you felt particularly afraid, insecure, lost, hurt, angry or sad.
- Take a large piece of paper, paint and brushes and paint a picture of how you felt in that moment.

## Step 3

 in pairs of free choice

- Share your picture with another person of your choice in the classroom.
- Tell her about the emotions you have painted. Have you both had to deal with similar feelings?
- What do you do when these emotions come up?
- Do you have a personal strategy that helps you in such moments?

## Unit 3

# Unhealthy/toxic relationships



**Materials:** papers, pencils



**Time:** 2 hrs



**Setting:** plenary, alone, group work

## Note to teacher

This unit is particularly sensitive, broaching the topic of abusive social behaviour with the help of imaginary situations of third persons. This way, students can relate based on their own personal experiences, learn from their peers in dealing with similar situations and explore different options for how to respond in a safe way.

As a first step, prepare a few sketches playing out some of the power and control mechanisms in an abusive and unhealthy way. You can consult the classic “Power and Control Wheel” scheme for more potentially abusive situations and the corresponding “Equality Wheel” for healthy social interactions. We have explicitly refrained from providing you with specific examples of what these sketches might look like. We suggest that

you base your sketches either on your own personal experiences or pick up on what you might have collected from your students during the previous units.

As a second step, the students are instructed to reflect on how they would feel and react in a given situation, and what they would like to do if they had the possibility. Developing an imaginative story can help them think through different possibilities for how they might react and respond with the help of their peers. The aim of the open discussion at the end is to think through and collect strategies for how the students might react if they find themselves in abusive and possibly threatening situations.



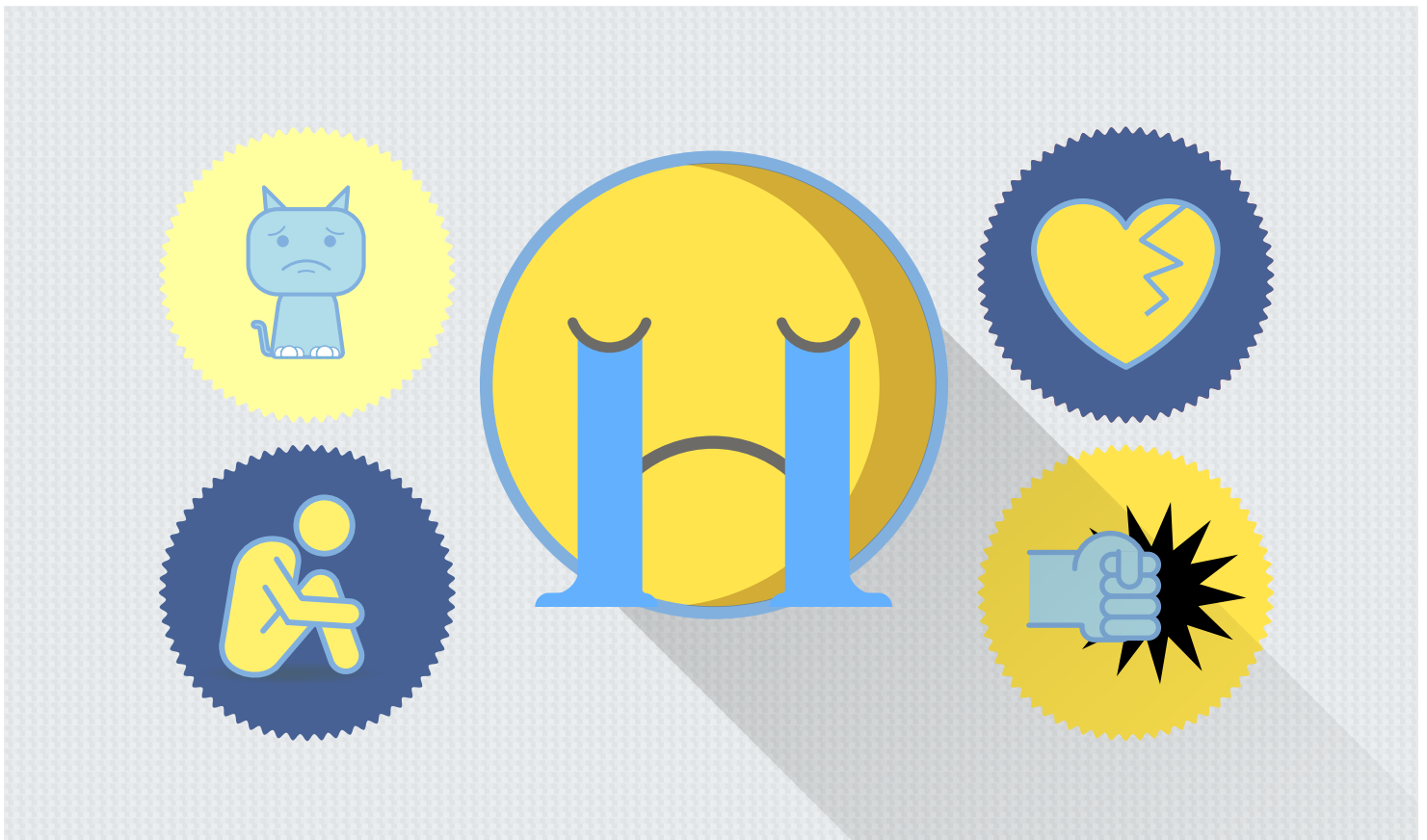
## Step 1

### plenary

- Provide your students with an example or two of how unhealthy, abusive forms of social relations and interactions might look. Present them in the form of short sketches. Enact them in ways that the students can relate to and use examples that are relevant and understandable from your cultural context. Take a look at the Power and Control Wheel (page 31) for more relevant keywords.

- |                       |                                   |                                    |
|-----------------------|-----------------------------------|------------------------------------|
| • <u>controlling</u>  | • <u>invalidating</u>             | • <u>causing fear</u>              |
| • <u>name calling</u> | • <u>transgressing boundaries</u> | • <u>bullying and intimidating</u> |
| • <u>shaming</u>      | • <u>accusing/creating guilt</u>  |                                    |
| • <u>blaming</u>      | • <u>humiliating</u>              |                                    |

- Let the students listen to the sketches. Let them take notes on small, coloured sheets of paper of how they think a person in such a situation might be feeling.
- In the end, the teacher collects the notes and groups them on the wall.
- Which emotions have the students named the most?



## Step 2

### group work

- Work in groups of three.
- Choose to work on one of the situations presented. How do we think we would react if we found ourselves in a similar situation? How would we feel, and what would we say and do?
- What would we like to be able to say and do if we could?
- Invent a background story for the situation presented. Give the characters names and create a story that could have led to the conflict. Think about how the situation might evolve. What would the persons say and do? How could the conflict be resolved?

## Step 3

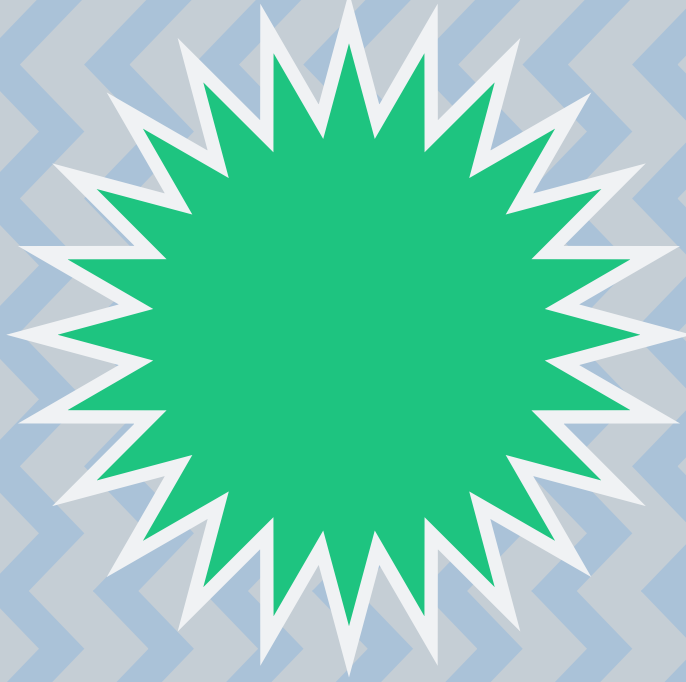
### plenary

- Share your invented stories with the rest of group. You can either present them in words or enact them in a short sketch.
- Summarise and discuss in the plenary:  
Which reactions are shown in the stories and what emotions are they based on?  
Did the people in the stories have different options or alternatives? What might they be?
- What kind of strategies can you think of? Write each idea on a separate large sheet of paper. Here are a few examples to get you going:
 

• Say no! Stop! .....	• Get help. .....
• Don't be afraid of getting louder. .....	• Share your emotions with another .....
• Allow your feelings to show. .....	person. .....
• Your safety comes first! .....	• You are never responsible for .....
• Create distance from the situation ..... (physical, emotional). .....	someone else's actions. .....
	• Add any others you can think of! .....

## **Topic 3**

# **Knowing my rights, knowing my possibilities**



### **Unit 1: Learn about my rights**

### **Unit 2: Imagining otherwise**

### **Unit 3: My female role model**

See also: CORE Topic 7 “How I live together with others” and Topic 8 “My present situation”

### **Goals**

Students will learn to...

- build awareness of their rights and possibilities.
- recognise gender-based discrimination.
- develop their own role models for gender equality.

## Unit 1

# Learn about my rights



**Materials:** large posters, markers, coloured pencils, internet access for research



**Time:** 3 hrs



**Setting:** plenary, alone

## Note to teacher

This unit is about providing your students with new ideas and perspectives taken from women's rights movements across different times and places. It should be an inspiring exercise that encourages them to learn from both the places they were brought up and their current location, and to tap into other women's experiences from across the globe. Collecting information and understanding more about women's struggles will help them relate their own personal experiences to larger structural inequalities and to understand how experiences of injustice can be very similar despite differing social, political and economic circumstances. This can be instructive

for personal growth and prospective for overcoming obstacles and challenges related to gender-based discrimination.

The following steps encourage students specifically to do research on their own home countries, even though they might think there is no more information to find. Let them work in their respective first languages and collect the keywords and slogans in the original wording. In order for other students to relate, they can write one major keyword in a jointly understood language of the classroom so they can exchange ideas and findings in the plenary.

## Step 1

 plenary; alone

- Read the following statements:
  - My body, my right
  - Equality for all
  - No means no
  - Speak up for your rights
  - Real men don't hit
  - Careers have no gender
  - Dignity, respect for all
  - My clothes, my choice
  - Women are as strong as men
  - Not yours to own
  - Have dignity, have respect
  - Education is a universal right
- What do these slogans mean to you?
- Discuss in the plenary.
- Can you add other, similar slogans?

**Women are  
as strong  
as men**

**MY BODY,  
MY RIGHT**

**Careers have no gender**

**Equality for all**

## Step 2

### alone at home or in the classroom

- Do some research. Collect three prominent slogans from past or present women's struggles from your own home country.
- Write them down in their original wording and find out which context they were issued in.
- If possible, find some pictures which you can print out.
- Put all the information together on a large poster.
- Write one keyword next to each slogan in the classroom's main language or draw a symbol for it.
- Bring the poster to class.

## Step 3

### plenary

- Collect all the posters in a gallery in the classroom.
- Go and have a look at other participants' posters. Can you find any similarities? What are the keywords from the different women's struggles?



## Unit 2

# Imagining otherwise



**Materials:** papers, pencils



**Time:** 90 min



**Setting:** group work, plenary

### Note to teacher

Let your students develop their own imagined ideal worlds! Although all the slogans from the previous unit (the ones in Step 1, as well as those collected in individual research) might feel equally important, help your students navigate the different slogans and choose what feels closest to their own personal struggles right now. In order to imagine a world where a certain inequality would be non-existent, the students need to understand where the struggles in focus come from and what contributes to this specific

form of inequality. Let them collect ideas on how the world might possibly look like if this inequality no longer existed. There is no right or wrong; the important thing is that they tap in their own experiences and use the information they have collected in Unit 1 to engage in discussion. Encourage your students to inform themselves about women's rights and struggles against discrimination, and explore with them how this relates to their personal lives.

## Step 1

### group work

- Work in groups of three. Agree jointly on one of the slogans from the previous unit to work on. It should be the one which you all feel is the most important.
- Ask yourself the following questions: Why did you choose this particular slogan? What makes it so important?
- Imagine a world where such a statement would no longer be necessary.
- What exactly would have to change for the statement to become irrelevant?

## Step 2

### plenary

- Present your ideas to the other groups in forms of a small sketch and different forms of visualisations to facilitate understanding between all the participants.

## Step 3

### plenary

- Discuss in the plenary.
- Which rights are the most important to us in this moment?
- What are our ideas for how we can best implement those rights?

## Unit 3

# My female role model



**Materials:** paper, pencils, internet access for research



**Time:** 2 hrs



**Setting:** alone, plenary

## Note to teacher

This exercise identifying role models is another inspiring lesson for the students – it is as much about self-evaluation of personal strengths, beliefs and goals as it is about being inspired by someone we look up to. It is important to let your students know that each role model is equally important, whether it is a “normal” person or someone famous. The main point is that the students realise why this person inspires them, and which qualities they are connecting to. Also, it might make them rethink their view on

“masculine” and “feminine” qualities as well as “positive” and “negative” qualities from Topic 1, Unit 2.

The different role models can be collected in a folder (either physically or digitally) where other groups can access them for inspiration. Another idea is to ask specifically for a female role model from their countries of origin, and thus to collect a wide range of inspiring portrays from across the globe.

## Step 1

 **alone at home or in the classroom**

- Think of a woman that you look up to – this person can either be someone you know personally (from your family or among your friends) or someone you’ve heard of, such as a famous politician, intellectual, activist, celebrity, artist, etc.
- Write down ten attributes that come to your mind when you think of this person.

## Step 2

 **alone at home or in the classroom**

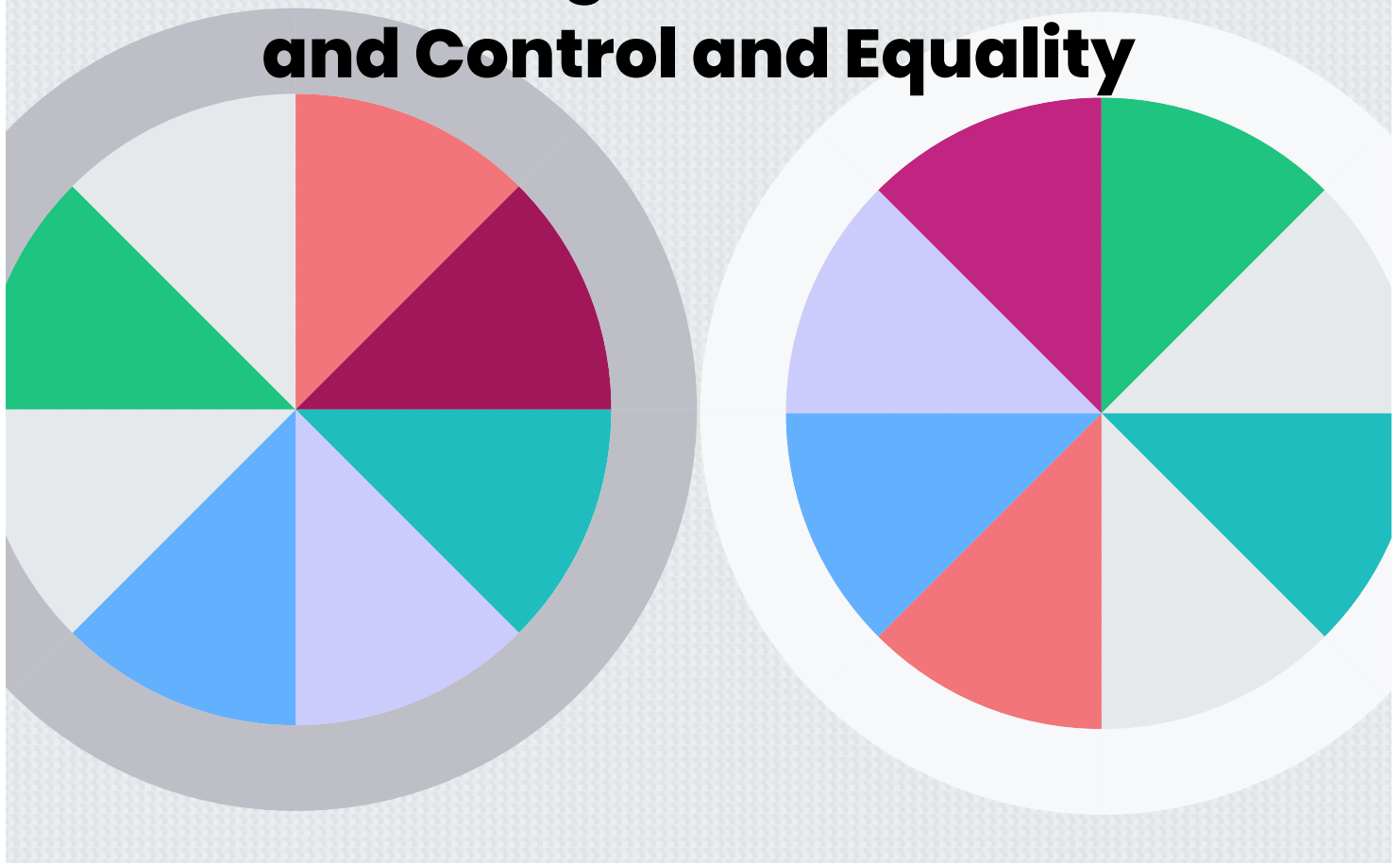
- Look at the qualities you’ve written down.
- What do you admire about her? In what ways would you like to be like her?
- In what ways does this person show her qualities? In what ways do you think she reached her potential? Do some research (if necessary) about your role model and write down the most important information about her.

## Step 3

 **plenary**

- Draw or bring along a picture of this person.
- Present your role model to the rest of the group. Share with them the attributes you allocated to your role model and explain why you chose her.
- Can the others in the group relate to your choice?
- Discuss the following question as a group: In what ways do the people selected serve as role models for myself or for other girls/women like me?
- Why are role models important to us?

# Understanding the Wheels of Power and Control and Equality



## Power and Control Wheel

The Power and Control Wheel shows a graphical representation of the dynamics in abusive relationships and is one of the most common tools used with survivors of domestic violence. It shows how complex and hidden many forms of violence remain, as they are subtle, ongoing behaviours that happen on a daily basis and are shown around the inside of the wheel. However, it is important to recognise that they are just as destructive as the more visible, physical forms of abuse (which are represented in the outer ring). The wheel depicts very clearly how these different acts of violence constitute and reinforce each other.

## Equality Wheel

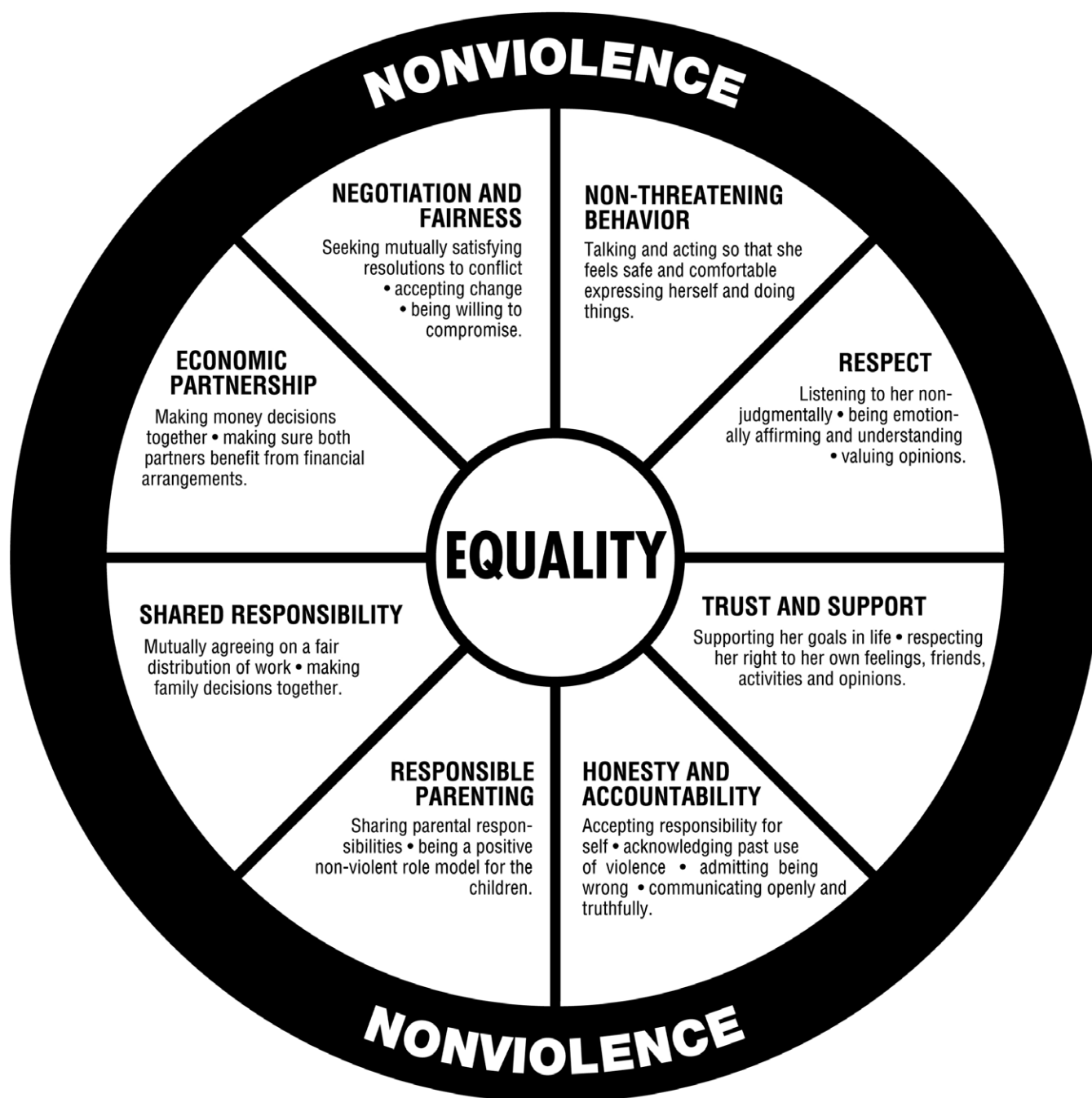
The Equality Wheel is not intended as a way of describing equality as such. Instead, it needs to be read in relation to the Power and Control Wheel, as the segments of the wheels correspond to one another. While the Power and Control Wheel shows the possible acts of abuse in a violent relationship, the Equality Wheel presents corresponding ideas how survivors could move towards equal, inclusive behaviour. It gives survivors new perspectives on healthy social interactions and which principles they can be built upon.



DOMESTIC ABUSE INTERVENTION PROGRAMS

202 East Superior Street  
Duluth, Minnesota 55802  
218-722-2781  
[www.theduluthmodel.org](http://www.theduluthmodel.org)





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## Additional support



List relevant information about possible forms of intervention, helplines, counselling centres and psychological as well medical assistance which are available to students in need of additional support.

# Greece

## **For women victims of violence:**

- who are physically abused
- who are subjected to psychological, emotional, or verbal violence
- who suffer economic violence
- who have been raped or experienced attempted rape
- who have been victims of prostitution or trafficking who have suffered sexual harassment at work, in a social space or in the family

Telephone helpline SOS: 15900  
[www.womensos.gr](http://www.womensos.gr)

## **An SOS helpline for children, teenagers, and parents in any sort of danger or in need of immediate support:**

Telephone helpline SOS: 1056  
[www.hamogelo.gr](http://www.hamogelo.gr)

## **For women in need of shelter and psychosocial support:**

National Center for Social Solidarity  
Telephone helpline: 197  
[www.ekka.org.gr](http://www.ekka.org.gr)

## **Για γυναίκες θύματα βίας:**

- που υφίστανται σωματική κακοποίηση
- που υφίστανται ψυχολογική, συναισθηματική ή λεκτική βία
- που υφίστανται οικονομική βία
- που έχουν υποστεί βιασμό ή απόπειρα βιασμού
- που έχουν υπάρξει θύματα πορνείας ή trafficking
- που έχουν υποστεί σεξουαλική παρενόχληση στην εργασία, σε κοινωνικό χώρο, στην οικογένεια

Τηλεφωνική γραμμή SOS: 15900  
[www.womensos.gr](http://www.womensos.gr)

## **Μια γραμμή βοήθειας SOS για παιδιά, εφήβους και γονείς σε κάθε είδους κίνδυνο ή που χρειάζονται άμεση υποστήριξη:**

Τηλεφωνική γραμμή SOS: 1056  
[www.hamogelo.gr](http://www.hamogelo.gr)

## **Για γυναίκες σε ανάγκη από στέγη και ψυχοκοινωνική υποστήριξη:**

Εθνικό Κέντρο Κοινωνικής Αλληλεγγύης  
Τηλεφωνική γραμμή βοήθειας: 197  
[www.ekka.org.gr](http://www.ekka.org.gr)

# Italy

**SOS helpline for women victims of violence and stalking:**

Telephone helpline: 1522

[www.1522.eu](http://www.1522.eu)

**Help Line per donne vittime di violenza e stalking:**

Linea telefonica di soccorso: 1522

[www.1522.eu](http://www.1522.eu)

**Telephone numbers of anti-violence centres for women:**

[www.direcontrolaviolenza.it/en/d-i-re-tutti-i-numeri-telefonici-dei-centri-antiviolenza](http://www.direcontrolaviolenza.it/en/d-i-re-tutti-i-numeri-telefonici-dei-centri-antiviolenza)

**Numeri telefonici dei centri antiviolenza per donne:**

[www.direcontrolaviolenza.it/d-i-re-tutti-i-numeri-telefonici-dei-centri-antiviolenza](http://www.direcontrolaviolenza.it/d-i-re-tutti-i-numeri-telefonici-dei-centri-antiviolenza)

**SOS helpline for children, teenagers, and parents in any sort of danger or in need of immediate support:**

Telephone helpline: 1.96.96

[www.azzurro.it](http://www.azzurro.it)

**Linea di Ascolto per bambini, adolescenti e genitori in qualsiasi situazione di pericolo o con bisogno di supporto immediato:**

Linea telefonica di soccorso: 1.96.96

[www.azzurro.it](http://www.azzurro.it)

**SOS helpline for children and teenagers in any sort of danger or in need of immediate support:**

Telephone helpline: 114

[www.114.it/chi-siamo](http://www.114.it/chi-siamo)

**Linea di Ascolto per bambini e adolescenti in qualsiasi situazione di pericolo o con bisogno di supporto immediato:**

Linea telefonica di soccorso: 114

[www.114.it/chi-siamo](http://www.114.it/chi-siamo)

# Egypt

## **Egyptian Red Crescent Psychosocial Support Unit**

Telephone: 02 23492106  
[www.egyptianrc.org](http://www.egyptianrc.org)

## **Nazra for Feminist Studies**

Hotline: 01011910917  
[www.nazra.org](http://www.nazra.org)

## **Safe Kids Egypt**

Helpline: 01204575909  
[www.safekidseg.org](http://www.safekidseg.org)

## **El Nadeem Center for Rehabilitation of Victims of Violence**

Telephone: 02 25776792 / 02 25787089  
[www.elnadeem.org](http://www.elnadeem.org)

## **Centre for Egyptian Women's Legal Assistance**

Telephone: 02 37316585  
[www.cewla.org](http://www.cewla.org)

## **Association for Egyptian Female Lawyers**

Telephone: 01065524255  
[www.aeflwomen.com](http://www.aeflwomen.com)

## **الهلال الأحمر المصري: الخدمات الصحية والدعم النفسي**

خط المساعدة الهاتفي: ٠٢٢٣٤٩٢١٠٦  
[www.egyptianrc.org](http://www.egyptianrc.org)

## **نظرة للدراسات النسوية**

خط المساعدة الهاتفي: ٠١١٩١٠٩١٧  
[www.nazra.org](http://www.nazra.org)

## **سيف إيجيبت**

خط المساعدة الهاتفي: ٠١٢٠٤٥٧٥٩٠٩  
[www.safekidseg.org](http://www.safekidseg.org)

## **مركز النديم للتأهيل ضحايا العنف والتعذيب**

خط المساعدة الهاتفي: ٠٢٢٥٧٧٦٧٩٢ / ٠٢٢٥٧٨٧٠٨٩  
[www.elnadeem.org](http://www.elnadeem.org)

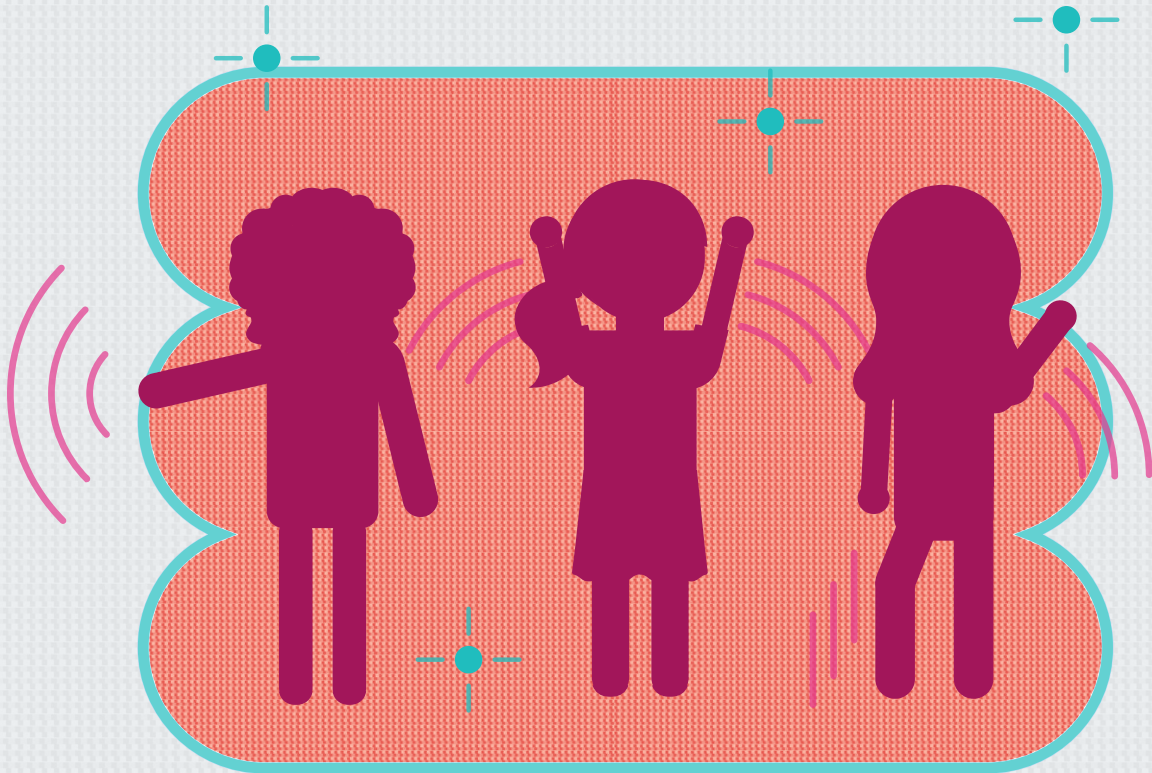
## **مركز قضايا المرأة المصرية**

خط المساعدة الهاتفي: ٠٢٣٧٣١٦٥٨٥  
[www.cewla.org](http://www.cewla.org)

## **جمعية الحقوقيات المصريات**

خط المساعدة الهاتفي: ٠١٠٦٥٥٢٤٢٥٥  
[www.aeflwomen.com](http://www.aeflwomen.com)

# Physical exercises with approaches from dance movement therapy



To be integrated into all three topics. These exercises can be used to help participants re-centre and re-align with their physicality, establish and build confidence, and allow for new perspectives to surface. Especially exercises in pairs or small groups can help to build trust and form new partnerships between the group's participants. Activities in groups help to realise and communicate both one's own and respect other people's boundaries, and open up to new forms of movement inspired and guided by other participants. These exercises recognise body movement as an instrument of communication and expression, and make use of movement to further one's cognitive, social, physical, and emotional growth.

Teachers and trainers working with these exercises will need to use them very carefully and introduce them slowly one step at a time into the group. Only once the participants are confident enough to open up to movement and new experiences of physicality can they progress and continue with exploring links between new knowledge formed during the lessons and ways of embodying it. Physical exercises always carry the possibility of being emotionally both very triggering and soothing at the same time. It is therefore highly recommended to allow for enough time for the participants to get used to physical expression and to do so by integrating simple exercises of 10–15 minutes each time during the training until the participants are ready to move on to the next phase.



## 1. Grounding exercises

These basic exercises raise awareness of how our bodies are centred and aligned. They help to ground ourselves through very little movement or even by focussing on our breath only. Their aim is to enhance concentration, lead our focus inwards and re-affirm inner and outer stability.

### ① Breathing exercise

Sit cross-legged or lay down on the floor. Place your hands on your lower belly and close your eyes. Breathe very slowly and consciously into your hands. Focus on how your body moves with each breath. Breathe through every thought or emotion coming up as if you are trying to breathe them away.

### ② Re-centring exercise

Sit cross-legged on the floor, keeping your spine straight. Start moving your neck gently by tracing a semicircle with your head (right down left and back) a few times in slow movements. Enlarge the movement and let your upper body follow your head (right down left and back). Let your breath support you: breathe out when going down to the middle, breath in when coming back to the side. Make the movement even bigger and let your arms trace a large circle following the movement of your upper body. At the end, remain in the middle, with your head and upper body down towards the ground. Try to relax your neck and your shoulders. Remain there for a while, then sit back up very slowly until your spine is straight again.

### ③ Re-aligning exercise

Stand up straight with your legs shoulder-width apart. Distribute your weight very consciously across both of your feet. Start shifting your weight slowly from side to side, then front to back. Slowly combine the directions into a small circle you are tracing with your body whilst still standing firmly on your feet. Play with your balance and let your full body follow as one, trying not to isolate any body parts. Let the circle get smaller and smaller until you find your way back to the middle. Re-affirm your body centre. Bend your knees. Slowly roll down your head and your whole spine. Imagine being pulled down gently by a string attached to the top of your head until your upper body is completely bent down. Try to release

your neck, shoulders, arms, back, hips fully from any tension. When moving back up, imagine your spine rearranging itself slowly piece by piece in a straight line upwards. The neck and head follow last until your body is standing upright again. Feel the difference in your back after consciously re-aligning your spine.

### ④ Let the floor carry you

Lie down on the floor. Close your eyes. Concentrate on how your body touches the floor and how the floor carries the weight of your body. One by one, focus on every single part of your body, starting with your feet and moving up to your head. Feel how every part you are focusing on releases more and more tension. Allow your body to sink completely into the floor. Release any negative thoughts or emotions into the floor.

## 2. Partner exercises

Partner exercises are a great way of building trust between peers and teach us a lot about how we socially interact with other people. While the basic mirroring exercise is integrated into the teaching in Topic 1, it is recommended to use at least one partner exercise also for Topics 2 and 3.

### ① Mirroring exercise (basic)

See Topic 1 – Unit 3

### ② Building trust (basic)

Form pairs. One partner closes her eyes. The other one leads her around as gently as possible. She can push the person softly by the shoulders or lead her around by her hand or arm. They can walk, run, stand still, sit, lay down and move around in the room as they wish. Be gentle and considerate with the person you are moving around. The person being led can say stop at any moment if it is getting too much. Carry on for 15 minutes. Then exchange roles. Questions to ask yourself and your partner after the exercise: same as the mirroring exercise.

### ③ Mirroring exercise (advanced)

Form pairs. Stand in front of each other with your palms touching and establish eye contact. The pair starts moving however they wish. No communication

is allowed except for eye contact and body language. As both are leading and mirroring at the same time, this is a challenging exercise where you need to be clear about your interaction with your peer. Try not to break the connection even if it is difficult, and let the movement be your new way of communication. Carry on for 15 minutes. Finish by sitting down for 5 mins and completing a breathing exercise. Explore the following questions: How did I feel? Was I both leading and following at some point, or was I mainly in one role? How do I think my partner felt?

#### ④ Blind exercise (advanced)

Form a circle. One student stands in the middle. The others stand close enough to catch her. Start by moving the person in the middle around slowly while the participants forming the circle gently hold and support her. The one in the middle should feel secure and comfortable all the time; if not, she can stop the exercise at any time. Exchange roles until all students have completed the exercise. Ask yourselves: How did you feel as the one standing in the middle of the circle? How did you feel as one of the surrounding persons?

#### ⑤ Mobilise your body

Alone: move your body however you wish. Try to mobilise as many body parts as possible. Remember the image you took of yourself in Topic 1 – Task 1 and try to befriend as many of the body parts you didn't like too much.

In pairs: person 1 asks person 2 to move only one specific part of the body (via language, pointing to her own body, or touching the other person). Person 2 tries to move only this body part, ensuring she feels comfortable with it. Then the roles change.

Group: the teacher takes the lead and announces one body part to move. The group follows until another body part is select for movement. Continue as a group until every part of the body has been completed.

training, and only if your students are comfortable enough with each other as a group.

#### ① Embodiment through free movement

Start with one of the daily exercises, making sure you give it enough time. Let the participants tap into one specific emotion you have been working on. Allow the emotion to unfold in their mind and body first but without any motion. Slowly let the emotion lead the way through movement – let it lead the way for moving the body. Participants are completely free in moving through to feeling, with as much or as little motion as they wish and feel comfortable in. Allow enough time for the participants to find their way into embodying their emotions and to find ways of moving. Lead participants slowly back into the daily exercise you started with. Use it to neutralise the emotions expressed and release all the emotions back into the floor. Ground and re-align yourself following your breath.

#### ② Embodiment with the help of a tool

Give participants a light object such as a cloth to help project their imagination, feelings and stories onto. Let them interact with the object and improvise while moving around freely to express a specific emotion.

## 3. Embodying emotions

Exercises for embodying certain emotions can be challenging, especially if we are dealing with negative feelings. Make sure that you only start working with these exercises once you have prepared your group for movement and physical exercise as part of their