

SAFE PROJECT

MANUAL



Erasmus+

Resource Document for Erasmus+ Training Course “SAFE project 2 - sexual safety standards in youth work”

An initiative of Association Tkalnia (Poland) & partners:
Eolas Soileir (Ireland), YINFO - Genclik Bilgi Merkezi Dernegi (Turkey), Creative YouthLand (Greece), Center for Interethnic Cooperation (Russia), International Labour Association (Netherlands), Tarptautinis bendradarbiavimo centras (Lithuania) & Fundacion General de la Universidad de Alcala (Spain)

Funded through the Erasmus+ Programme



SPIS TREŚCI

SECTION 1: SAFE TRAINING	5
1.1 Introductions	5
1.2 Antidiscrimination	9
Identity exercise: Identity circle	9
Stereotypes - Draw me!	10
Power exercise - exploring oppression and power in society	12
Still image	12
Step forward – investigating privilege and marginalization	13
1.3 Empowerment	14
Energizer – present yourself with action	14
Bear	14
Stop	15
Stop II	15
Scenes	15
1.4 Sexual Education	15
Language exercise	15
HIV exercise	15
Sex-ed Quiz	16
Programme for the training week:	18
SECTION 2: SEXUAL SAFETY STANDARDS	19
What is sexual safety?	19
How can you ensure sexual safety in your youth work?	20
Useful tips to consider	21
SECTION 3: ALL THE REST!	21
Partners	21
Trainers and Tkalnia association	22
Erasmus +	23
Useful links	25
Sex-ed quiz resources	26

preface

This resource document outlines the activities/exercises/games that participants experienced on the Erasmus+ training „SAFE 2 project – sexual safety standards in youth work”.

This training course explored the issues of sexual safety in youth work through anti-discrimination activities, Wen-Do methodology and sexual education. The aim of this course was to continue the creation of sexual safety standards in youth work.



Photo by Anna Maziuk

There were 24 participants from Greece, Ireland, Netherlands, Lithuania, Poland, Russia, Spain, and Turkey - youth workers, peer educators and all those working with young people. It was held in Wójtowice, Góry Bystrzyckie, a rural, mountainous part of Poland, in October of 2018.

Section 1 outlines the activities that we ran with the participants and the program of the week.

Section 2 outlines the draft and ideas behind Sexual Safety

Standards and the outcomes of participants' work on the Standards.

The participants experienced, through workshop format, anti-discrimination arsenal of games and exercises and how they can be used with groups around issue-based work. Participants had a chance to experience empowerment techniques from Wen-Do methodology and basics of comprehensive sexual education. They spent lots of time on reflection around topics of sexual safety and were asked to outline their ideas of sexual safety standards in youth work. This section presents their outcomes.

Section 3 presents the organizations taking part in the project and gives some useful tools for further development.

If you wish to contribute to the work on creating sexual safety standards don't hesitate to contact us! weronika@tkalnia.org

Section 1: Safetraining

1.1 INTRODUCTIONS

It all started with: **People bingo**

PEOPLE BINGO			
Yell "Bingo!" when you have filled out all of the boxes. You can use the same name ONLY once.			
Find someone who:			
Has lived in another country then they were born in.	Likes the same music as you	Cooks dinner at least once per week for their friends/family.	Who can recite their favorite poem
Has traveled to at least two other countries this year	Has been on a stage in the last year	Has fallen in love with a stranger	That has read the same book as you
Has gone to a protest march/event in the last 6 months.	Willing to tell a joke now!	Is sleepwalking.	Speaks at least three languages.
Does not have Facebook account	Plays two or more musical instruments	Does not use a car in everyday life.	Has swam in the Atlantic ocean
Has a job and works at least 20 hours a week.	Has slept under the stars at least once	Has a pet other than cat or dog	Has seen a remarkable movie this year

and **"Two things true, one a lie"**

Please write here two things about yourself that are true and one that is a total lie. Talk to other people and ask them to guess which statement is a lie. Don't make it too obvious!

(examples: I killed a cat, I would rather die than enter a plane, I hate my job)

1.

2.

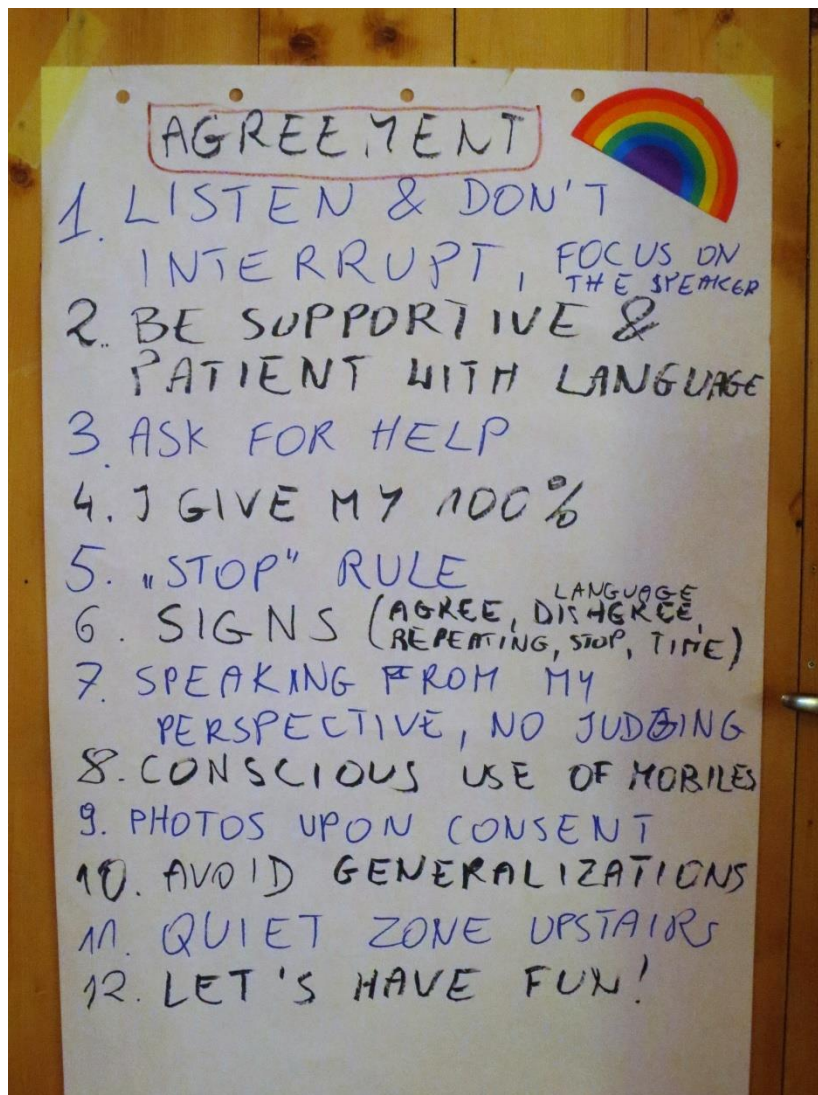
3.

Name energizers

1. Name and gesture - in a circle every person says it's name and adds a gesture (or a gesture to every syllable). The group repeats.
2. Bippity Boppity Boo - everyone stands or sits in a circle with one „It” person in the middle. The „It” then walks up to a person and says either „Me, Bippity Boppity Boo,” „You, Bippity Boppity Boo,” „Left, Bippity Boppity Boo,” or „Right, Bippity Boppity Boo.” If the „it” person says „Left, Bippity Boppity Boo,” then the person must correctly say the name of the person to the left of them before „it” person finishes saying „Bippity Boppity Boo”. If they say the name correctly, the „It” continues going to other people in the circle. If they make a mistake or don't say the name in time, they become the new „It.”
3. Walk towards a name - one person says a name of another and starts walking to her, chosen person has to name another one and start walking towards this new person.

Group Contract

The participants formed a circle and proposed rules for a contact. Trainers added proposals of their own. This is the result:



Expectations (and fears)

The pax went into small groups where they were given 2 different post-its. Then they had to write down their hopes and fears about the training. They then came back and shared these with a larger group.



What is Non-formal Education?

We also did an introduction to non-formal learning.

	LEARNING		
	FORMAL	NON-FORMAL	INFORMAL
CONTROL	Teacher/School	You	You
INTENT	Intentional	Intentional	Unintentional
AWARENESS	Fully	aware	Unaware
TIMING	Intermittent	Continuous	

Leave your comfort zone

Facilitator is drawing 3 circles on the floor. One is called comfort zone, second - stretch zone, third - panic zone. Facilitator explains what each zone means and where learning is happening. Then facilitator calls different situations and ask people to position themselves in one of these zones depending how do they feel in these situations. Give participants a chance to observe and ask questions - why did you position yourself there? Then facilitator explains that she would like to encourage them to stretch their boundaries but in a safe way, away from panic zone.

Trust/ group building exercises/energizers

1. Walk the space

Tell the group they must not walk in circles, but walk with purpose as if they are walking purposely to a meeting! As they are walking tell them that at the moment they are at speed 5 out of a speed of 10. Now instruct the group to walk according to the number that you call out, with 10 been the fastest and 1 the slowest, do not run!

Variations:

Walk the space and shake hands, can't let go of hand until you find another; walk the space and make eye contact with another; walk the space and shake hands with people you meet and greet them! Greet them in your own language.

Facilitator can call out different situations i.e.: an elderly person, 5 year old boy, person holding their baby, stressed mum with two fighting kids etc.

Walk the space with action: now in quick sand, warm water, in glass, on the moon - etc.

2. House/earthquake

Facilitator shows a 'house'. Two people raise their hands in an arch shape that is the house, a third person takes rescue in the house. There are 3 instructions: the first is house, 2nd is person and 3rd is earthquake. Form groups of 3, with one person without a group. Participant shouts "house", the 2 people with raised hands are required to move and form another house with someone else, the person in middle does not move. One person is always left without a house. When 'person' is called all the residents must find a new house and when earthquake is called all 3 people must find new houses and residents. So there must be one person 'on' at all times.

3. I want to go up, I want to go down, I want heat, I want hug

Give the instructions before the group starts to move. Instruct the group that they 'walk the space', they are constantly aware and monitor each other. Then someone walks to the centre of the group and shouts 'I want to go up' or 'I want to go down'. The group quickly walks to the person and either lifts them up and walks a few steps with them or gently brings them to the ground. If a person says "I want heat" all the group starts rubbing their hand very quickly and them holding them close to that person's body.

4. Wink murderer

Everyone closes their eyes. Facilitator taps one person on shoulder and then she/he is the murderer. Everyone opens their eyes and walks the space. If the murderer winks at you,

you wait 5 seconds and you must die a horrible death. The objective of the game is to guess the murderer, but if you guess wrong you are out of the game!

1.2 ANTIDISCRIMINATION

Identity exercise: Identity circle

Objectives

- getting to know each other,
- reflection on your own identification with different groups and perceptions,
- explaining what identity is and what it consists of,
- shaping attitudes of openness and tolerance.

First of all, explain that this exercise is about identifying participants with different groups. Then give participants cards with circle divided into five parts. Inform participants that the cards will not be collected.

Part 1 (individual work, 10 min)

Ask the participant to write their name on the card. Then, put five names of the groups that they belong to/identify themselves with or feel that they belong to.

Ask them to do this exercise spontaneously, without thinking. Mark that they can always change the groups later, after the exercise has been completed. If the participants ask you for examples, you can suggest some ideas, for example, professional groups, religious, national, etc. Be careful when you give examples, because you can suggest response and thus limit their investigation.

Ask everyone to emphasize the group that seems to be the most important at the moment.

Part 2 (work in a large group, 10 minutes)

Explain to the participants what this part of the exercise will be about.

Say that in a moment you will read the names of certain categories. If the category corresponds to the group written by the participant on the task card, this person should get up. During this part of the exercise you cannot talk, just watch the situation.

Tell participants that they don't have to stand up if they do not want to make their choices public.

After you have read the first category ask those who find this category the most important that they stay standing - the rest sits down. After a few seconds, all sit down, you give the next category and repeat whole procedure. Make sure everyone is sitting before reading the next category. Do not rush! If with certain categories no one gets up, do not read the next one immediately, but keep silent for a few seconds.

Suggested categories:

- religion
- origin
- sex
- sexual orientation
- profession
- age
- social status
- hobby, free time
- family
- friends
- school, university
- sport
- charity activities
- political orientation
- neighbors, home
- language
- minorities
- music and art
- eating habits (eg vegetarianism)

Categories can be selected depending on your needs. The list provided is only a suggestion. You can supplement it or create another one.

After using the list of proposed categories, ask the participants to add other ones that have not been mentioned, and maybe they have appeared in their task cards or seem to be important to them.

By introducing new categories, complete the exercise in the same way as before.

Part 3 - discussion and evaluation (5-10 min)

Discuss the exercise with the participants and ask about their impressions.

Suggested questions:

- Was anything difficult during this exercise?
- How did you feel when you stood alone and how when almost everyone stood?
- What did you feel when you were sitting alone (or almost alone) while others stood?
- Have you learned anything new about other people in the group? Did anything surprise you?
- Are there any groups where it is harder to stand or sit?
- Does it depend on whether you like to belong to a given group?
- What is identity? Can it be clearly defined?

(Copied from *Antydyskryminacja*, Wydawnictwa CODN, Warszawa 2005)

Stereotypes - Draw me!

1. Divide the group into groups of around 5 people. Give each group markers and one large sheet of paper.

2. Ask each group to draw on the page the contours of the body of one person in the group. Then, assign one character to each group to describe. Depending on the subject matter of the course, these may be: Romani, gay, unemployed, Muslim, Russian, female, male, volunteer, politician, skinhead, etc.

3. Ask participants to write or draw the following on their sheet:

- on the head - what the person dreams about;



- in the eye area - what she/he likes to watch;
- in the ear - what she/he likes to listen to;
- in the place of the lips - about what and with whom likes likes to talk;
- at heart - who and what likes loves;
- on the stomach - what likes likes to eat;
- on his hands - what likes likes to do;
- on legs - where likes likes to walk.

Depending on the subject, you can change the suggested questions. Tell the group that they will be asked to present their work.

4. Ask each group to present their portrait.

5. Discuss the exercise, explaining what the stereotype is, how and why it arises and what are the consequences of stereotypes.

6. Ask teams to hang posters on the walls.

7. Then go to the exercise summary and evaluation. The following questions can help you:

- Did any of the group know a person similar to the one described?
- How did you feel / describe people you knew / did not know very well or not at all?
- Do the created images have their reflection in reality?
- How did you know how to describe people you do not know?

Variants:

Depending on the group, different people can be chosen to be described.

Source: *Przeciwdziałanie dyskryminacji. Pakiet edukacyjny dla trenerów i trenerek*, Stowarzyszenie Lambda Warszawa, 2005

Power exercise - exploring oppression and power in society

Arrange three chairs in front of a table. A bottle of water may be on the table. Facilitator asks which of the objects is most powerful and why. The pax may move the chairs, the table and the bottle of water. Now ask people to position themselves in most powerful position. The group interprets it and different people keep trying to become the most powerful, feedback. Now in a group discuss what groups have power in society.

Questions you may ask:

Are the techniques used in exercise also used in society to get power? Who has power in society? Does the power relation shift? How? What does it mean to have or not to have power in society? What is more difficult than it could be, what is impossible, what is happening that shouldn't, how lack of power demonstrates itself?

Still image

Ask participants to think of a situation in which they felt oppressed and/or experienced oppression. Divide them into groups and ask each group to choose one situation and create a still image or 'picture' of the oppression occurring. Every student must be involved in the image in some way. Remind them that more than one person may be oppressed, more than one person may be the oppressor and to keep in mind that bystanders can be involved as well.



Photo by Anna Maziuk

- Circulate as the groups discuss and create their image;
- Have each group present their image, explain to the group that they are to hold their image until instructed to do otherwise;
- As the group is holding their image, ask the rest of the students these questions:
 1. What do we see?
 2. Who is being oppressed and how?
 3. Who is acting as the oppressor? How? Why?
 4. How are we seeing power represented in this image?
 5. How do you think it would feel to be that person (or people) being oppressed?
 - Then ask if anyone sitting in the audience can think of a way to give the oppressed more power or change the situation;
 - Have that student go up to the image and change the image (acting as a sculptor) into what they would like to see happen. (remind both the students who are part of the image and the sculptor to work in complete silence and let the change effect how they feel, as part of the image, internally);
 - Repeat for all of the groups (as time permits).

Source: *Games for actors and non-actors*, Augusto Boal

Step forward – investigating privilege and marginalization

This is an exercise to discuss the complicated intersections of privileges and marginalization in a less confrontational and more reflective way.

Have participants line up in a straight line across the middle of the room with plenty of space to move forward as the exercise proceeds.

Give participants their roles. Tell them not to show roles to each other.

Have participants hold hands or place one hand on the shoulder of the person to their left or right depending on space constraints. **Important:** make sure to ask participants if they are comfortable touching and being touched by others. If some are not, do not make them and do not make a big deal out of it.

You may give an explanation about the activity, how it is intended to educate about privilege, and what exactly is privilege, or you can send students into the activity with no such background.

Read introductory questions that may help participants dig deeper in their roles.

Read the following to the participants:

- I will read statements aloud. Please move one step forward if a statement applies to your role. Begin reading statements aloud in a clear voice, pausing slightly after each one. The pause can be as long or as short as desired as appropriate.
- When you have finished the statements, ask participants to take note of where they

are in the room in relation to others. Ask participants from very back and very front to read loud their roles. Ask participants from the middle to read loud their roles.

- Have everyone gather into a circle for debriefing and discussion.
- Ask everyone to destroy the card with the role and put it in the bin to get out of the role.

Roles and questions can be downloaded from tkalnia.org.

Source: unknown.

1.3 EMPOWERMENT

Energizer – present yourself with action

Divide the group in half. Ask one half to be an audience and other to gather in one corner of the room. Play music and ask each person of the second group to go to the middle of the room and present themselves to the music with an action. Then change groups.

Bear

Exercise in pairs, where one person is a tree, the other is a bear, who rubs against a tree trying to knock them down while murmuring and making other dangerous noises. The bear's task is to knock down the tree, and the task of the tree is to stay in place and not to move. Before the work begins, the "tree" gets instructions to become firmly rooted - a reference to a stable attitude in a situation of self-defense, fight, but also difficult conversation.



Stop

1. Participants train in opposite pairs (two rows).
2. Person A responds slowly to the person B, whose task is to keep the person A in such a place that B would feel good. He has to use a clear message (e.g. STOP), consistent with the posture and other non-verbal signals. Two-three approaches.
3. Change in pairs. Facilitator observes, if necessary gives guidance.
4. The couple have 5 minutes to talk about this experience: how did they feel in this experience? What was clear and what is not clear when it comes to the message? Did you manage to keep the person where you really wanted?

Stop II

Participants stand in a circle. They are to think about a message that is particularly difficult to say and say that message to the person on the left. Then, a person repeats this message again while maintaining the assertive position of the body and tone of voice. When the round ends, another person can say his/her message. Create smaller circles in large groups.

Scenes

Divide participants into five-person teams. Ask them to think in subgroups and tell each other their experiences regarding situations of oppression in which they did not behave as they would like in retrospect. Then ask if anyone would like to play such a situation using other participants as actors of this event. Let the participant prepare his/her actors and play the scene as it happened. Then ask them to play it again as they wished they behaved. Debrief.

1.4 SEXUAL EDUCATION

Language exercise

Divide Participants into three groups. Each group gets markers and piece of paper. Then ask them to think of as many synonyms as possible for words “vagina” for the first group, “sex” for second and “penis” for third. Encourage them to come up with as many words as possible, including medical terms, vulgar words, cute names etc. to the point when they get bored with inventing. Then ask each group to choose one person to read out loud the names. After that ask participants to cross out all the words that they would not like to use in their intimate relationships. Again ask each group to read out loud what was left. Debrief – why is it so difficult to find neutral language to talk about sexuality, what is taboo and what role does it play in society, why there are so many vulgar words connected to sexuality?

HIV exercise

Each Participant gets a post-it card, most of them will be empty except two, one will have a very small letter H on the back, another C. Ask Participants to greet three people and ask them how they feel today, how they slept and write their names on cards. Then ask them to sit in a circle. The facilitator asks for a person who has a H-letter on a card to stand up,

then all the people who have that person on their cards will stand up. Facilitator explains that letter “H” symbolizes HIV virus and shaking hands is a symbol of an intercourse. Every standing person is now possibly infected with the virus. Then ask C person to stand up and all persons with the P person on their cards can sit down. C symbolizes condom, so all the people who shake hands with C are protected. Ask participants to sit down and destroy their cards in the act of leaving the game.

Discussion: what are the consequences of the lack of sex education and knowledge about the prevention of sexually transmitted diseases? How do they affect the development of young people? What information is particularly important to transfer in youth work?

Sex-ed Quiz

1. Which of these contraceptives is known to protect against certain types of sexually transmitted diseases?
 - a. Oral pill
 - b. Condoms**
 - c. Spermicide
 - d. IUD (Intrauterine device)
2. True or false: It's impossible for a woman to become pregnant if she has sexual intercourse while menstruating.
 - a. Yes**
 - b. No
3. In this diagram, what is the blue arrow pointing to? **(diagram 1 on page 30)**
 - a. Hymen
 - b. Cervix**
 - c. Clitoris
4. Prostate health is important to men's health. What is the function of this gland?
 - a. To produce the fluid that carries sperm.**
 - b. To increase blood flow to the penis to form an erection.
 - c. To secrete lubrication fluid to the urethra.
5. The sperm swims up the vagina, through the uterus, and finds the egg waiting in the _____. **(Fallopian tube)**
6. How many chromosomes do we get from our father?
23
7. Name the parts! Women – 11 points **(images 1-4 on pages 26-27)**
8. Name the parts! Men – 9 points **(images 5-6 on page 28)**
9. Put in order the menstruation cycle – 3-2-1 points

10. Name the contraceptives you know and attribute efficiency – 13 points (**images 7-8 on page 29**)

11. Emergency contraceptives – how does it work???

12. Name at least 3 STD's

Chlamydia

Crabs

Scabies

Gonorrhea

Hepatitis B

Herpes

HIV

HPV

Syphilis

13. Name 6 body fluids that spread HIV.

Blood

Semen

Pre-seminal fluid

Vaginal fluids

Rectal fluids

Breast milk

14. What kind of hormone, responsible for social bonding, is being released during orgasm and childbirth? Bonus – name two other hormones released during orgasm? (**oxitocin, prolactin, endorphins**)

15. Name one human organ which sole purpose is to bring pleasure.

16. LGBTQIAP - can you expand this acronim?

17. Do you understand who:

Cisgender

Transgender

Transsexual

Queer

person is?

18. How fast can you detect pregnancy with a pregnancy test? **9 days**

Programme for the training week:

	Morning	Afternoon	Evening
Timetable	9.00 – 12.30 (30 minutes coffee break included)	15.00 – 17.30 (30 minutes coffee break included)	20.00 – 22.00
Arrival day			Dinner + getting to know each other a little.
Day 1	Introduction to training and three areas we will focus on while working on sexual safety standards (sexual education, non-discrimination education, empowerment). Introduction to NFL & Youthpass Getting to know each other's names.	Getting to know each other's organizations and motivations for this training. Building trust. Exploring identity issues. Evaluation & reflection.	Game evening.
Day 2	Discrimination – stereotypes and prejudices, issues of power and status in society. How can we empower the people we work with.	What kind of discrimination the people we work with are facing? How can we support them? Preventing discrimination – anti-discrimination films, games, materials exchange. Reflection.	Free evening/movie.
Day 3	Assertiveness, empowerment, consent. Mid-way reflection.	Free afternoon/ Mountain walk and dinner out in mountain shelter.	Free evening/ proposals from the participants
Day 4	Crossing the boundaries – drama exercises. Introduction to sex-education.	Introduction to sex-education.	Intercultural evening
Day 5	Working on sexual safety standards.	Partnership building activities for future projects. Implementing standards. Final evaluation	Wrap-up party hosted by all the participants!
Departure Day			

Section 2: Sexual Safety Standards

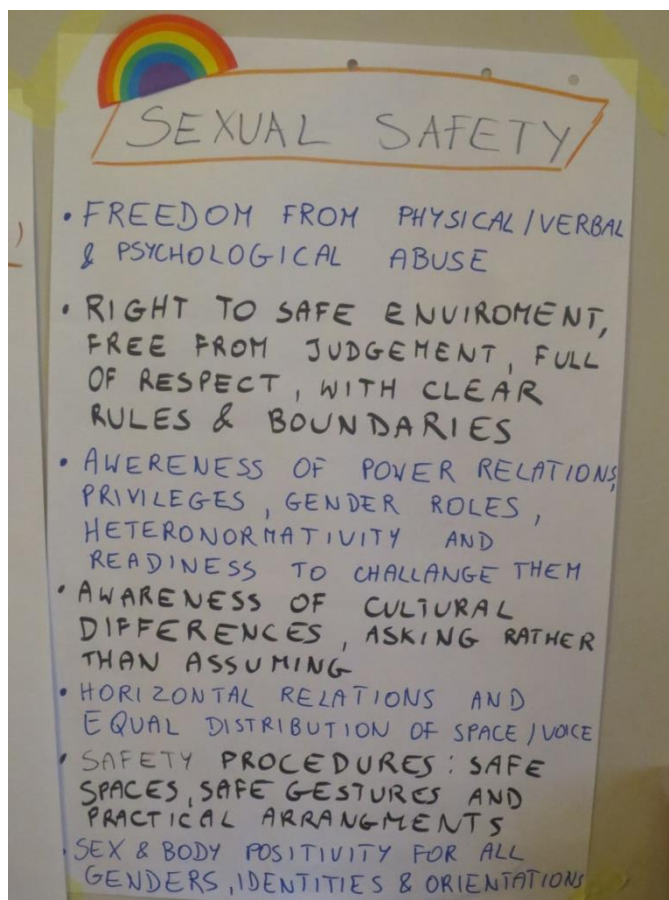
On the last day of the training we asked Participants three questions:

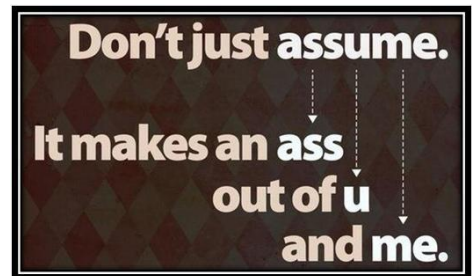
1. Is there anything you would like to add or cross out from our sexual safety definition?
2. How can you use this training in your youth work?
3. Would you like to add or cross out something from sexual safety standards developed before?

Here are the answers. We merged answers for question II and III since the second one was mainly for selfreflection.

1. The definition of sexual safety remained the same.

Sexual safety is a freedom from physical/verbal and psychological abuse. It is a right to safe environment – free of judgment, full of respect, with clear rules and boundaries. It is awareness of power relations, privileges, gender roles, heteronormativity and readiness to challenge them. It is awareness of cultural differences. It is asking, not assuming. It is horizontal relations and equal distribution of space and voice. It is safety procedures – safe spaces, safe gestures, safe practical arrangements. It is sex and body positivity for all genders, identities and orientations.





2. How can you use this training in your youth work? What can be added or crossed out from practices/standards/activities developed before?

Proper preparation of facilitators/trainers:

- when it comes to **knowledge** – well informed/educated in the context of sexual education and anti-discrimination, providing verified knowledge, distinguishing knowledge from beliefs, aware of language usage, up to date with current technologies and risks they bring e.g. sexting;
- when it comes to **skills** – active listeners, non-judgmental, able to communicate in non violent way, focused on the group, good observers, able to react to discriminatory/hurtful jokes or behaviors, good moderators, cautious with equal distribution of space;
- when it comes to **practice** – no taboos, tolerate banned things e.g. cursing, mentioning sex as normal thing, being an example, integrating safety exercises into schedule, practicing horizontal relations of power;
- prepared for emergency situations e.g. disclosure of abuse (or able to quickly find help);
- with clean criminal record.

Activities to implement during trainings:

- Use antidiscrimination (defining stereotypes, prejudice, discrimination), power balance, empowerment, sex education exercises and games (described above in this document) as energizers, icebreakers, getting to know each other activities;
- Challenge patriarchy and heteronormativity;
- Create space for setting common rules in horizontal way – everyone can propose the rule and it has to be accepted by the group;
- Assertiveness and consent exercises;
- Age-relevant talks about consent, sexuality (both physical and emotional aspect), safety;
- Use exercise about comfort/stretch/panic zone, to encourage but not to force;
- Empathy games;
- Discuss prejudice, diversity and assumptions;
- Active listening workshop;
- Non-violent communication workshop;
- Feminism and new masculinities talk;
- Tools to disillusion pornography;
- Involving youth with disabilities into workshop program;
- Sexual safety in the internet – what are the risks, what are your rights;
- Constant feedback activities both anonymous and non-anonymous;
- Reflection groups;
- Use metaphors e.g. Cake (“space is a cake an everyone is entitled to his/hers/zees piece”) and tea analogy (Tea Consent, Emmeline May and Blue Seat Studios, 2015: <https://www.youtube.com/watch?v=oQbei5JGiT8>).

Useful tips to consider:

- Sexual safety needs to be incorporated **in any project** even very different from this topic!
- Establish ground rules in application form (no hate speech, violence, respecting boundaries);
- Create "Panic zone" for participants to hide in;
- Establish "Safe word" if participant does not feel well or safe word/ gesture/ sigh to make others know you have a problem or need help;
- Be aware of your language and terminology;
- Do not assume, ask: how do they feel? what do they want? what do they need?;
- Do not take things for granted – ask about pronounce, names, with whom participant feels safe in the room, about boundaries and respect them;
- Questions in questionnaire - with whom do you feel comfortable in the room?;
- Challenge heteronormativity – not all your participants are straight;
- Offer one to one support;
- Be ready for necessary intervention (rape, assault, violence);
- Establish safe channels of communication (both anonymous [letter box] and non anonymous);
- Be aware of and respect cultures and habits;
- No mandatory activities – encourage but do not push;
- Offer participants chance to say by what pronoun (he/she/zee) they would like to be called;
- When participants go out together they come back together (no one is left behind);
- Keep gender balance, consider gender budgeting, challenge gender roles;
- Stay alert for abuse;
- There is no sexual safety without general safety!

Section 3: All the rest!

Partners

Country	Partner's name	Representative	E-mail address
Promoter: Poland	Tkalia Association	Weronika Jóźwiak	weronika.jozwiak@gmail.com
Spain	Fundacion General de la Universidad de Alcala	David Alejandro Pesado Díaz	david.pesado@fgua.es
Portugal	Edu2grow	Ricardo Marques	ricardoqmarques@gmail.com
Romania	Asociatia Dominou	Ricardo Marques	ricardoqmarques@gmail.com
Turkey	YINFO - Genclik Bilgi Merkezi Dernegi	Orhan Tasdogan	orhan@yinfo.org.tr
Cyprus	Kuir Kibris Dernegi	Erman Dolmaci	dolmaci90@gmail.com

Trainers



Kinga Karp

Anti-discrimination trainer, WenDo trainer, psychologist and sexual educator associated with many social initiatives and non-governmental organizations active in the field of anti-discrimination and violence prevention. Since 2005 she has been conducting workshops and trainings (in Polish and English) as part of projects organised locally and internationally, recently mainly related to issues of discrimination and violence on grounds of

sex and sexuality. At the beginning of 2016, Kinga joined a group of people conducting workshops on self-defense and assertiveness for women and girls by the WenDo method. She is also a member of the board of the Anti-Discrimination Education Society.

Weronika Józwiak

Holds a master's degree in Cultural Anthropology; sex education and anti-discrimination trainer, co-founder of Tkalnia Association, Polish NGO that supports anti-discrimination and civil education; creator of educational tools such as board games dedicated to civic and global education and a book on gender roles. Weronika Józwiak was a coordinator of Youth in Action, EU, EOG and Swiss Funds projects, with a combined budget of more than 1,5 mln PLN. She is currently coordinating international Four Cultures Festival in Łódź, with a budget of over 2 mln PLN.



Association Weaving Mill (Tkalnia)

Tkalnia (Weaving Mill) Association operates in the area of anti-discrimination, civic and cultural education and social equality. We are currently implementing the SAFE projects on creating sexual safety standards in youth work and we are planning international cooperation in this area. Last year we have completed the "Theater Of The Oppressed As An Antidiscrimination Tool"

dedicated to creation of tools for responding to discrimination among young people by means of drama methods.

In 2016 we have completed the “Multicultural Zgierz” project, which undertook two-way actions: on the one hand workshops in almost all Zgierz schools (over 1500 people, from 10 to 18 years), for learning about other cultures and teaching attitudes of respect for diversity. On the other hand, the opportunity to use the acquired knowledge in practice and to activate young people through the organisation of the Multicultural Zgierz Festival, with a number of activities aimed at sensitizing youth and adults on the issues of anti-semitism, hate speech, discrimination and popularising the multicultural history of the city. In the period 2014-2015 we have supported the team of „Zgierz Otwarty” project (EOG). We have carried out a wide anti-discriminatory and educational campaign in Zgierz, in response to intensifying chauvinistic activities of local right-wing extremists and public acceptance for increasingly radical views. We have painted creative inscriptions over racist writing on the walls, we have run an information campaign on the streets, held election debate and an anti-fascist football tournament. New tools were created: animated film “A Tale of Refugees”, a book with fairy tales: “About Brave Princesses And Beautiful Princes” and workshop scripts for them.

In 2015 we carried out activities at the Refugee Center in Grotniki: animated film workshops; documentary film; sound, photography and street art workshops (Youth in Action) and in Zgierz (Orange). In 2015, we carried out a project at the Refugee Center in Grotniki, financed from Orange Academy - artistic workshops with children.

We spent two years (2012-2013) publishing citizens’ monthly newspaper called Zgrzyt, in 2013 the only printed newspaper in Zgierz (an average of 8 thousand copies a month for a city of 50 thousand people). The editorial team was made up of citizens of Zgierz, taking part in the School of Civic Journalism (Swiss Funds). We also ran civic education activities - we have created a board game illustrating the city’s budget, we conducted games among high school students and collected recommendations for the city budget for a year 2014 (FIO). We also created a board game “High Costs Of Low Prices” and carried out workshops on global education in all gymnasiums in the Zgierz (Ministry of Foreign Affairs).

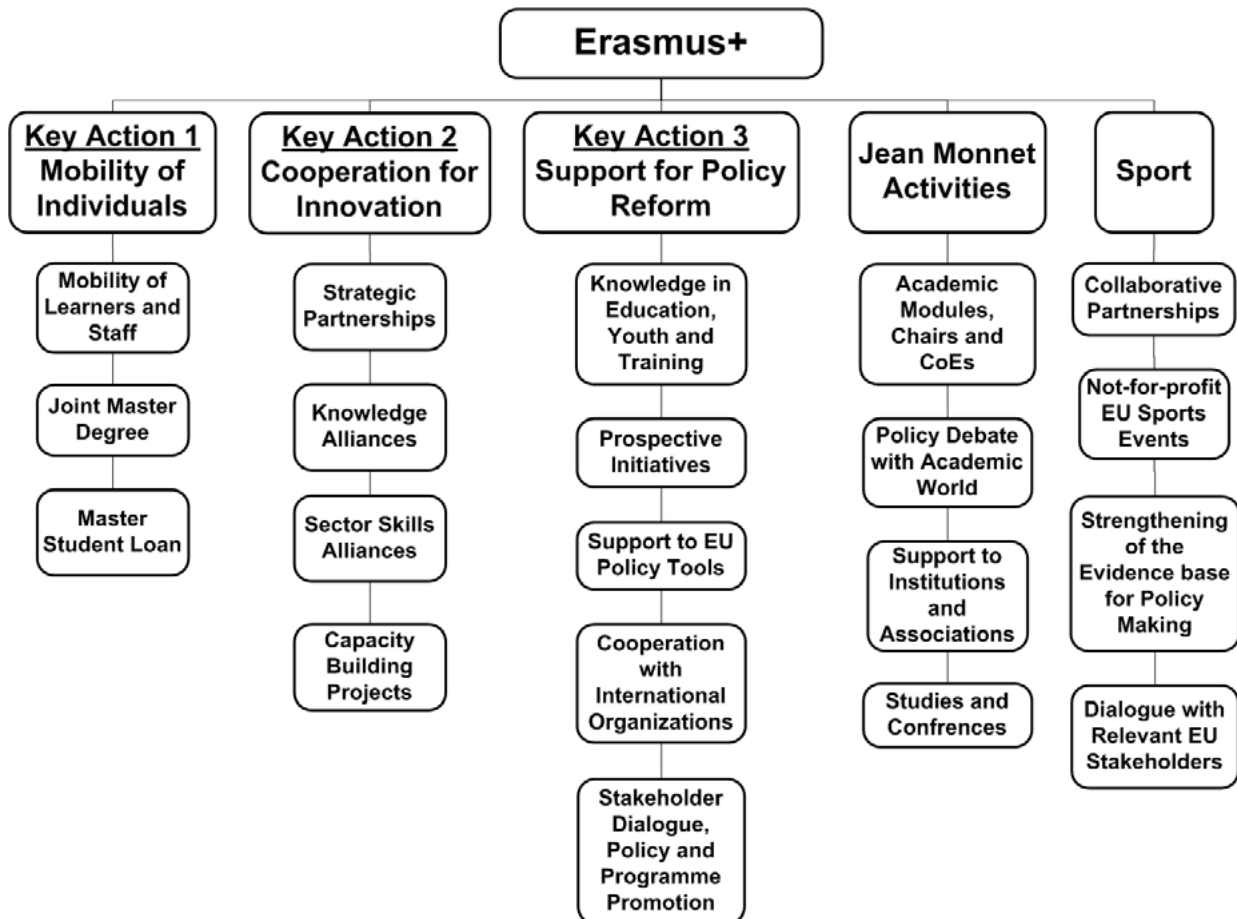
The association was founded on the foundations of Multicultural Zgierz Festival, the aim of which was to appreciate multicultural history of the city (created by Jewish, German and Polish people). The organization operates on a continuous basis - funds are obtained from donors or work is being done voluntarily. In 2015, we received an Award of President of the City of Zgierz, and in 2016 we were nominated for the nationwide Equality Glasses award.

Erasmus +

Erasmus+ is the European Union programme for education, training, youth and sport. It runs for seven years, from 2014 to 2020, with organisations invited to apply for funding each year to undertake creative and worthwhile activities.

Erasmus+ aims to modernise education, training and youth work across Europe. It is open to education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector. It offers exciting opportunities for participants to study, work, volunteer, teach and train abroad.

Key actions



For further information check https://ec.europa.eu/programmes/erasmus-plus/about_en



Erasmus+

Useful Websites:

[SALTO-YOUTH.net](https://salto-youth.net)

https://ec.europa.eu/programmes/erasmus-plus/about_en

<https://www.rutgers.international/what-we-do/comprehensive-sexuality-education/what-comprehensive-sexuality-education>

<http://www.ippf.org/youthhub/CSE.html>

On Tkalnia Association website you can find all the documents trainers and Participants of SAFE wished to share with you. **Enjoy and learn:**

www.tkalnia.org



Photos by Anna Maziuk

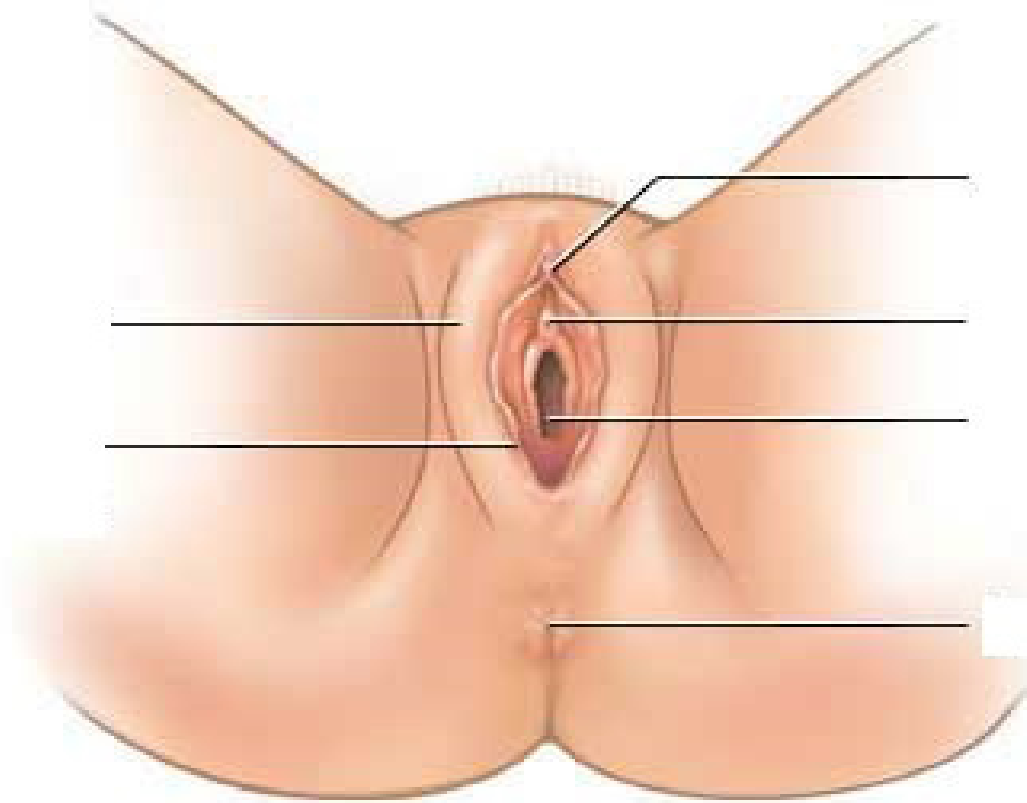


Image 1 Female body parts

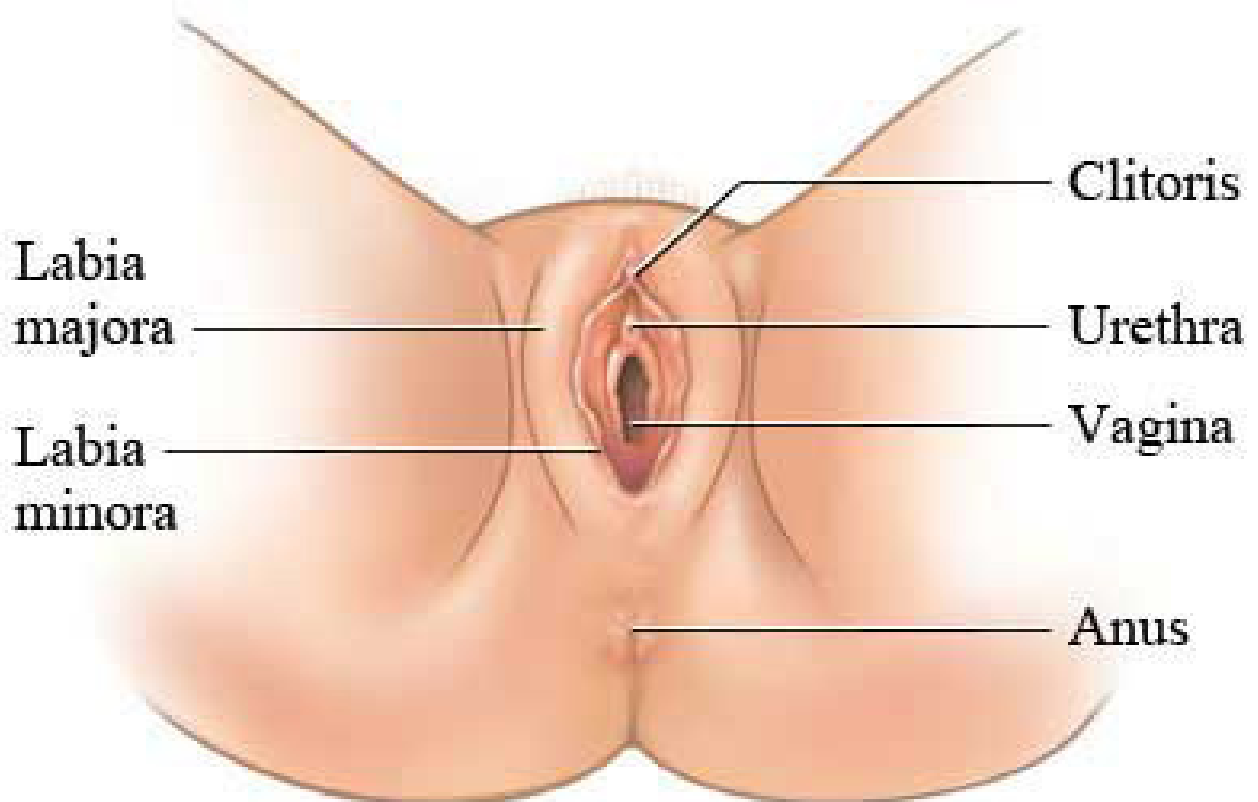


Image 2 Female body parts

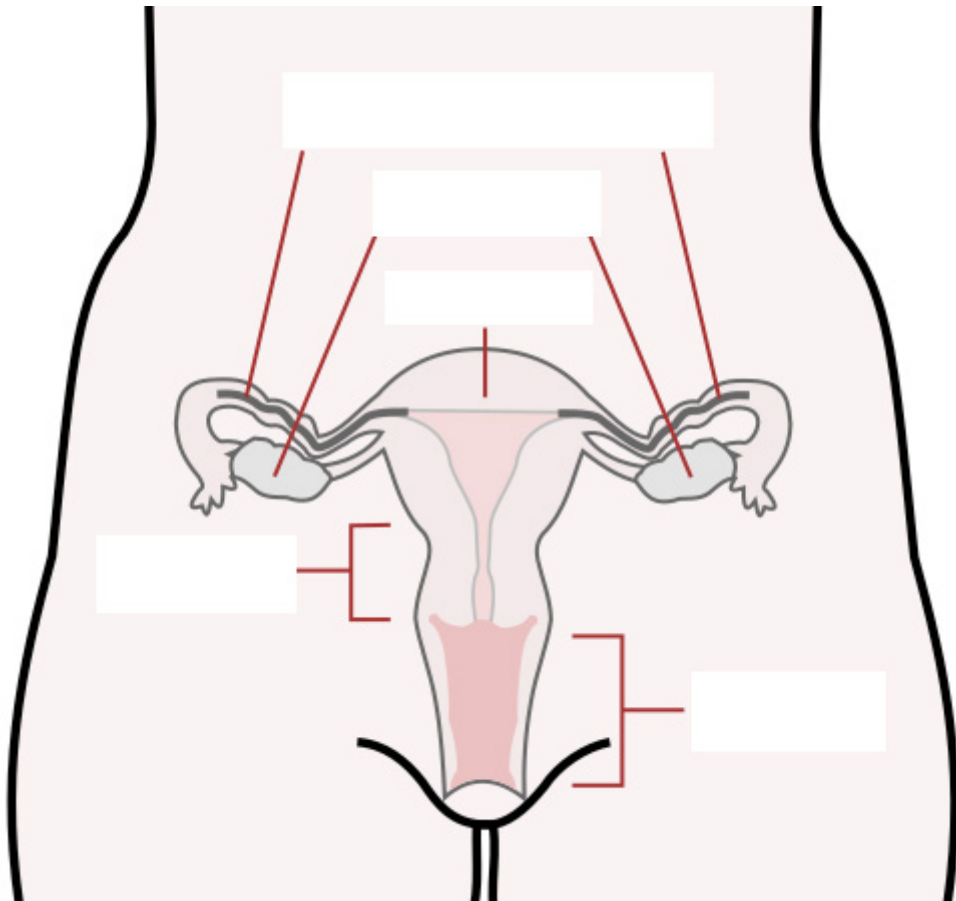


Image 3 Female body parts

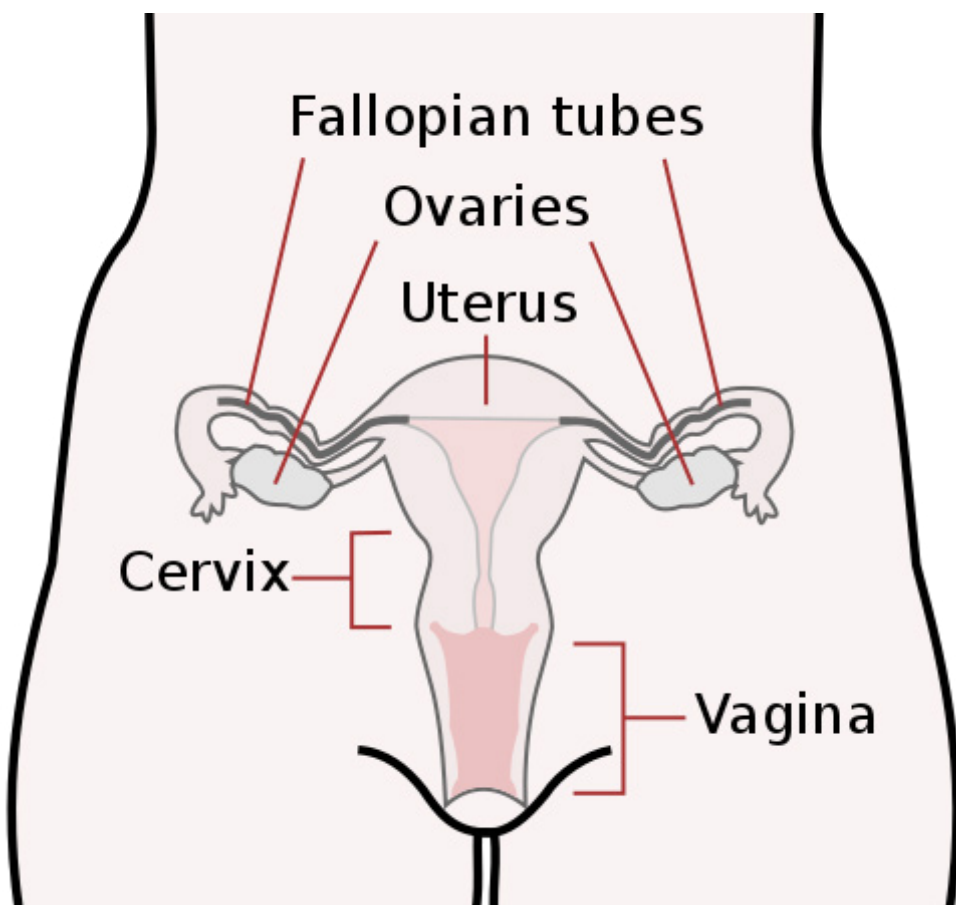


Image 4 Female body parts

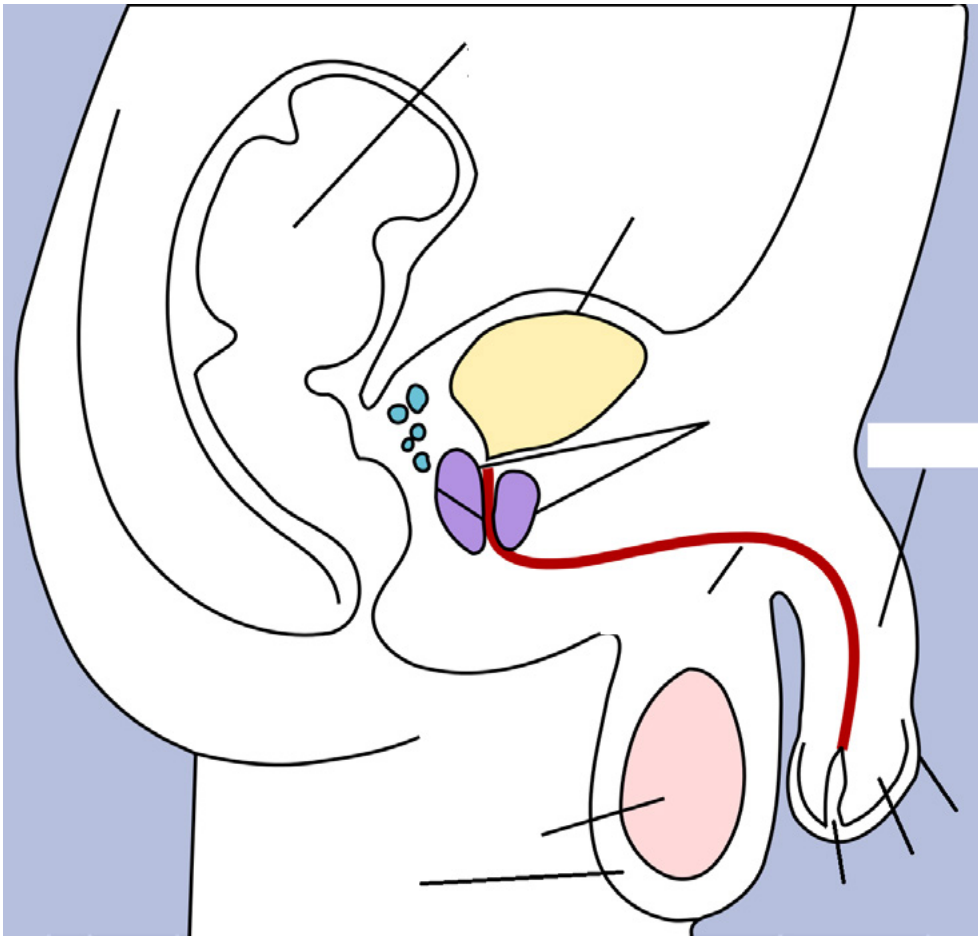


Image 5 Male body parts

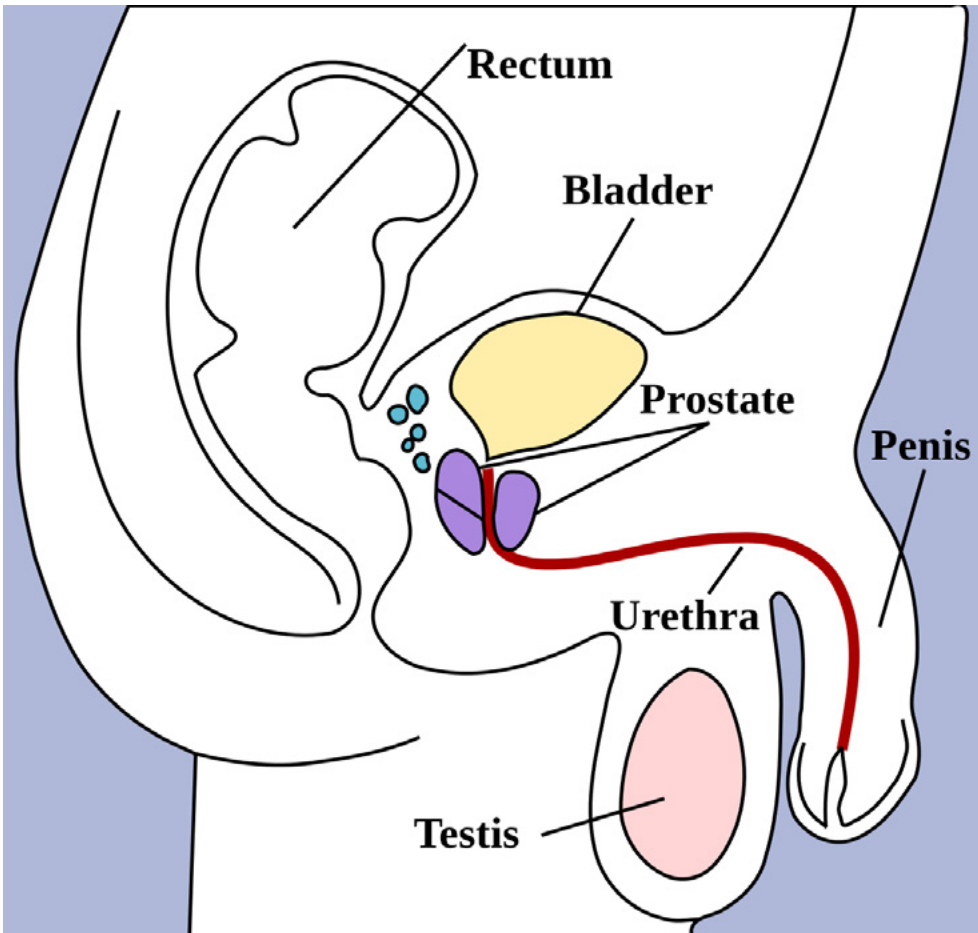


Image 6 Male body parts

NEWEST CONTRACEPTIVE METHODS FOR WOMEN



Image 7 Contraceptives

NEWEST CONTRACEPTIVE METHODS FOR WOMEN



Image 8 Contraceptives

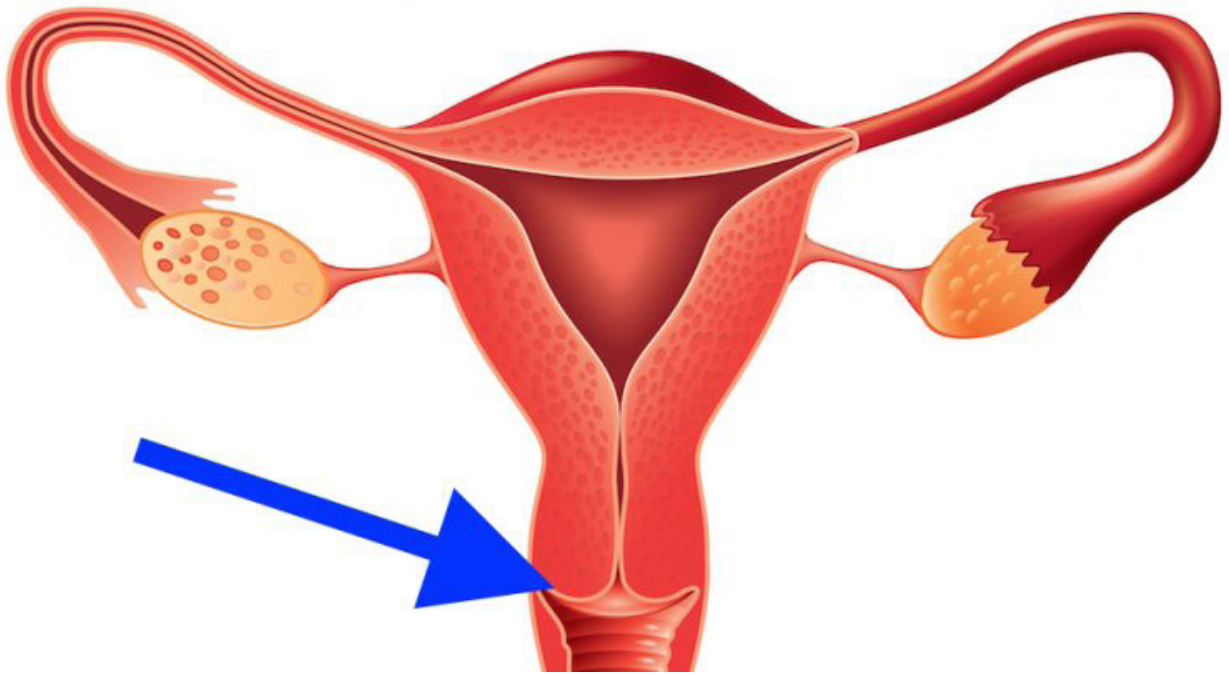


Diagram 1