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# ACTIVITIES HANDBOOK

# CONTENTS

**MODULE 1**

**Training and Facilitation Skills for Trainers**

# ACTIVITY 1 – CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT FOR ALL – SOLUTION MAPPING (FACE TO FACE)

## OBJECTIVES
- To engage adult learners in designing a learning environment that is inclusive, safe, and supportive for individuals facing challenges or barriers.
- To engage adult learners and educators in practicing their empathy skills.
- To provide a safe and supported environment to adult learners to discuss what is important to them in a learning environment.

## INDICATIVE TIME
- 100 minutes

## DESCRIPTION OF THE ACTIVITY
Facilitator(s): One experienced trainer.

Target Group: Adult learners, especially those facing barriers to participation.

This activity involves group discussions, brainstorming sessions, and scenario analysis. Adult learners will work together to identify potential challenges faced by their peers and develop strategies to create a welcoming and supportive learning environment.

## STEPS
1. Introduction (10 minutes):
   - Welcome participants and introduce the objective of the activity: to collaboratively design a learning environment that addresses the needs of adult learners facing challenges or barriers. Here the facilitator should emphasize the importance of creating a safe and supportive space for all learners.

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2. Brainstorming (20 minutes):
   - The facilitator should then engage adult learners in a brainstorming session where participants identify potential challenges or barriers that adult learners may face in the learning environment. Here the facilitator should encourage participants to think broadly and consider factors such as socio-economic status, language barriers, disabilities, childcare responsibilities, and prior educational experiences. The facilitator should write down the identified challenges on the flip chart or whiteboard.
3. Scenario Analysis (30 minutes):
   - Once the facilitator has written down all the challenges, they should divide the group of adult learners into smaller groups of 2-3; and distribute scenario cards to these groups. Each group reads their assigned scenario and discusses how the challenges presented in the scenario could impact adult learners' experiences in the learning environment. The facilitator should encourage groups to consider possible solutions or strategies to address the challenges outlined in the scenarios. After discussion, each group presents their scenario analysis and proposed solutions to the larger group.
4. Group Discussion and Solution Mapping (30 minutes):
   - Next the facilitator should again host a group discussion based on the presented scenarios and proposed solutions; where they should encourage participants to share additional insights, ideas, and experiences related to creating a safe and supportive learning environment. Together, the group should create a solution map or list of strategies that address the identified challenges and promote inclusivity and supportiveness in the learning environment.
5. Conclusion (10 minutes):
   - Finally, once the solution map is completed, the facilitator should summarise the key takeaways from the activity; before thanking participants for their contributions and commitment to supporting their peers.

## RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT

### Class environment

- [Effective brainstorming techniques for teams](#)
- [Brainstorming templates and handouts](#)
- [The Perfect Brainstorm: How To Facilitate A Productive And Enjoyable Brainstorming Session Part 1](#)
- [The Perfect Brainstorm: How To Facilitate A Productive And Enjoyable Brainstorming Session Part 2](#)

### E-learning environment

- [Online Brainstorming Software](#)
- [Online Mind-mapping software](#)
- [The best brainstorming tools in 2024](#)
- [Mentimeter](#)
- [MURAL](#)
- [Collaborative Mind-mapping Tools](#)

## RESOURCES AND ACTIVITY SHEETS

- Flip chart or whiteboard
- Markers
- Scenario cards (below)
- Notebooks or paper for participants

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## Scenario 1: Language Barrier

Maria, an adult learner, recently immigrated to the country and has limited proficiency in the language of instruction. She struggles to understand the trainer and to participate in class discussions due to language barriers.

## Scenario 2: Childcare Responsibilities

James, a single parent, is passionate about furthering his education but faces challenges due to his childcare responsibilities. He often has to miss classes or leave early to take care of his children.

## Scenario 3: Financial Hardship

Ellie, an adult learner, is experiencing financial hardship and struggles to afford textbooks, transportation, and other educational expenses. She feels overwhelmed and demotivated by the financial burden.

## Scenario 4: Learning Disability

David, an adult learner, has a learning disability that affects his reading comprehension and processing speed. He requires additional support and accommodations to fully engage with the learning materials.

## Scenario 5: Prior Educational Trauma

Emily, an adult learner, experienced negative educational experiences in the past, including bullying and academic struggles. She feels anxious and lacks confidence in her ability to succeed in a new learning environment.

## Scenario 6: Cultural Adjustment

Priya, an adult learner, recently moved to a new country for work. She finds it challenging to adapt to the cultural norms and expectations in her new learning environment. Priya feels isolated and uncertain about how to navigate social interactions and academic expectations in this new cultural context.

**MODULE 1**

**Training and Facilitation Skills for Trainers**

# ACTIVITY 2 – IDENTIFYING AND CHALLENGING STEREOTYPES (FACE TO FACE)

## OBJECTIVES

- To engage adult learners in assessing the stereotypes that they hold for people from different groups.
- To enable adult learners to recognise and address stereotypes they may hold about individuals facing various challenges or barriers in educational settings.
- To build on the work from the first activity in Module 1.

## INDICATIVE TIME

- 95 minutes

## DESCRIPTION OF THE ACTIVITY

Facilitator(s): One experienced trainer.

Target Group: Adult learners, especially those facing barriers to participation.

This activity involves group discussions, reflection exercises, and scenario analysis. Adult learners will explore their own biases and stereotypes, discuss their impact on learning environments, and develop strategies to mitigate them.

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## STEPS

1. Introduction (5 minutes):
   - The facilitator should welcome participants and introduce the objective of the activity: to explore and address stereotypes that may affect interactions with individuals facing challenges or barriers.

2. Scenario Review (15 minutes):
   - The facilitator should then divide the group into smaller groups of 2-3 participants and re-distribute the scenario cards from Activity 1 to all groups. Each group reads their assigned scenario and identifies potential stereotypes that may be associated with the character in the scenario. Here the facilitator should encourage participants to consider both explicit and implicit biases that may influence their perceptions.

3. Stereotype Identification (20 minutes):
   - Next the facilitator should engage all participants in a group discussion where participants share the stereotypes they identified in the scenarios. The facilitator should then write down the identified stereotypes on the flip chart or whiteboard. When all of the stereotypes are written down, the facilitator should encourage participants to reflect on why these stereotypes might exist and how they could impact the individuals involved.

4. Reflection Exercise (15 minutes):
   - After the group discussion, participants should work on their own for this next reflection activity. The facilitator should ask participants to individually reflect on the following questions:
   - Have I ever encountered similar stereotypes in my own experiences?
   - How might these stereotypes affect my interactions with others in educational settings?
   - What steps can I take to mitigate the impact of stereotypes in my own behaviour and attitudes?
   - Here the facilitator should encourage participants to jot down their thoughts in their notebooks or on paper.

5. Small Group Discussions (20 minutes):
    • Next, the facilitator should once again divide participants into small groups and should then assign each group one of the identified stereotypes from the previous discussion. In their groups, participants should discuss strategies for addressing and mitigating the impact of the assigned stereotype in educational settings.
6. Solution Sharing (20 minutes):
    • As the final step in this activity, each group should present their strategies for addressing the assigned stereotype to the larger group; and the facilitator should facilitate a discussion where participants provide feedback and additional insights.

## RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT
**Class environment**
- [Unveiling Unconscious Bias in Education: Navigating Types, Impact, and Strategies for Equity](#)
- [Stereotypes and Unconscious Bias in Education – Why it Matters](#)
- [Stereotypes and Implicit Bias in Education](#)
- [Unconscious Bias Quiz - Are You Unconsciously Discriminating People?](#)

**E-learning environment**
- [Online Quiz for Hidden Bias](#)
- TED Talk: "[The Danger of a Single Story](#)" by Chimamanda Ngozi Adichie
- [Are You Aware of Your Biases?](#)
- [How to Identify Bias: 14 Types of Bias](#)

## RESOURCES AND ACTIVITY SHEETS
**Materials Needed:**
- Flip chart or whiteboard
- Markers
- Scenario cards (see handout – Activity 1)
- Notebooks or paper for participants

**MODULE 2**

**Empowerment and Motivation Techniques for Women Entrepreneurs**

# ACTIVITY 1 – CULTIVATING RESILIENCE IN ENTREPRENEURSHIP (FACE TO FACE)

## OBJECTIVES
- To understand the concept of resilience and its importance in entrepreneurship.
- To learn and practice effective stress management techniques.
- To develop strategies for viewing setbacks as learning opportunities.

## INDICATIVE TIME
- 90 minutes

## DESCRIPTION OF THE ACTIVITY

Facilitator(s): Experienced entrepreneur or business coach

Target Group: Women entrepreneurs at any stage of their business

Purpose: This activity aims to equip participants with the skills to build and maintain resilience, enabling them to handle the stresses and challenges of entrepreneurship effectively.

## STEPS
1. Introduction to Resilience (15 minutes)
   - Brief lecture on the definition of resilience and its importance in the entrepreneurial journey.
2. Group Discussion (20 minutes)
   - Participants share personal experiences where resilience helped them overcome business challenges.
3. Stress Management Workshop (30 minutes)
   - Practical session on stress management techniques such as mindfulness, exercise, and time management.

4. Reframing Setbacks (20 minutes)
   - Interactive exercise where participants learn to reframe setbacks as opportunities for growth and learning.
5. Action Planning (5 minutes)
   - Participants outline personal action plans to incorporate resilience-building practices into their daily routines.

## RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT
Class environment
- Projector for presentations
- Whiteboards and markers for brainstorming sessions
- Handouts on resilience techniques

## RESOURCES AND ACTIVITY SHEETS
- Handouts on the theory of resilience
- Worksheets for action planning
- Stress management technique guides

**MODULE 2**

**Empowerment and Motivation Techniques for Women Entrepreneurs**

# ACTIVITY 2 – BUILDING EFFECTIVE NETWORKS (ONLINE)

## OBJECTIVES
- To understand the role of networking in entrepreneurial success.
- To learn strategies for effective networking and relationship building.
- To practice networking skills in a virtual environment.

## INDICATIVE TIME
- 60 minutes

## DESCRIPTION OF THE ACTIVITY
Facilitator(s): Networking expert or successful entrepreneur

Target Group: Aspiring and established women entrepreneurs

Purpose: This activity is designed to help participants build and strengthen their professional networks, which are crucial for accessing resources, finding mentorship, and fostering business growth.

## STEPS
1. Introduction to Networking (10 minutes)
   - Presentation on the importance of networking and its impact on entrepreneurial success.
2. Networking Strategies (15 minutes)
   - Discussion on effective networking strategies, including how to approach potential contacts, maintain relationships, and leverage social media.
3. Virtual Networking Simulation (25 minutes)
   - Participants engage in a structured virtual networking session using breakout rooms to simulate real-life networking scenarios.
4. Feedback and Reflection (10 minutes)
   - Participants share their experiences and receive feedback on their networking approach from peers and the facilitator.

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## RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT

E-learning environment:

- Access to a reliable video conferencing tool with breakout room capabilities
- Digital handouts on networking strategies
- Access to an online platform for post-session networking

## RESOURCES AND ACTIVITY SHEETS

- Digital guide on networking basics
- Templates for follow-up emails or LinkedIn messages
- List of online networking platforms and upcoming virtual events

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**MODULE 3**

**Financial education**

# ACTIVITY 1 – ICE-BREAKER: DRAW YOUR (FINANCIAL) DREAMS (FACE TO FACE)

## OBJECTIVES
- To identify learners' business-related financial goals and enable them to think about practical steps to turn those dreams into reality.

## INDICATIVE TIME
- 30 minutes

## DESCRIPTION OF THE ACTIVITY
Facilitator(s): The trainer

Target Group: Designed for women who aspire to become entrepreneurs, or who are already in the early stages of entrepreneurship.

The purpose of this activity is to
- Encourage participants to creatively express their dreams and financial goals through drawing.
- Enable participants, by representing their aspirations visually, gain clarity, inspiration and motivation to pursue their financial goals.
- Help foster engagement, reflection and discussion around financial goal-setting.

**STEPS**

1. Begin by introducing the activity and explaining its purpose, which is to explore participants' financial dreams and goals in the context of their business. Emphasize the importance of setting clear financial goals and taking concrete steps to achieve them using SMART GOALS.

2. Once you've provided the necessary materials, ask participants to take a few minutes to draw a picture representing their financial dream related to their business. Encourage them to be creative and expressive in their drawings (e.g. achieve a sales target, expand into new markets or launch a new product, recruit new staff, establish a visual identity)

3. Following the drawing session, invite participants to share their illustrations with the group, explaining them and discussing what they represent in terms of financial aspirations for their business.

4. Open the floor to an exchange between participants, and direct the discussion towards concrete steps participants can take to realize their financial dreams.

5. As participants are encouraged to identify specific, measurable, achievable, relevant and time-bound (SMART) objectives linked to their drawings, you can guide them in thinking about practical strategies and steps they can take to get closer to their financial goals, such as implementing marketing campaigns, diversifying revenue sources or seeking out financing opportunities.

6. Wrap up the activity by summarizing the key ideas and learnings from the discussion and encourage participants to take proactive steps to achieve their financial goals.

**RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT**

Class environment
- Papers
- Markers, pens or coloured pencils

**RESOURCES AND ACTIVITY SHEETS**
- The SMART GOALS

**MODULE 3**

**Financial education**

# ACTIVITY 2 – MY PRACTICAL SHEET (ONLINE/HYBRID)

## OBJECTIVES
- Guide participants in the first questions they need to ask themselves in budget planning
- Teach participants about contingency in finances
- Teach participants how to identify the costs and income of a profit-making activity
- Teach participants how to manage their budget

## INDICATIVE TIME
- 120 minutes

## DESCRIPTION OF THE ACTIVITY
Facilitator(s): No need, this activity can be performed in autonomy. If implemented face-to-face, one facilitator is enough to implement the activity.

Target Group: Adults willing to explore companies' finances

The purpose of this activity is to put participants in real-life conditions, making them do research to anticipate the costs of an entrepreneurial activity and teaching them how to manage the budget of a small business.

## STEPS
1. Open the activity sheet
2. Following what you have learnt in the module 3, fill in the different sections of the sheet

## RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT
Class environment:
- [Katana Blog Article](#)
- [Understanding your tax as a business owner](#)

E-learning environment:

- [Youtube Video](#)
- [Youtube Video](#)
- [Youtube Video](#)
- [Youtube Video](#)
- [Youtube Video](#)

## RESOURCES AND ACTIVITY SHEETS

- Activity Sheet 1 module 3

| | |
|---|---|
| **Name of my company** | |
| **What I want to sell/ How should I generate revenues** | |
| **VAT rate** | |
| **Taxes foreseen** | |
| **List of direct costs foreseen** | |
| **List of indirect costs foreseen** | |
| **Calculation of cost price** | |
| **Calculation of selling price** | |

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**MODULE 4**

**Entrepreneurship**

# ACTIVITY 1 – BUSINESS OPPORTUNITY BRAINSTORM (FACE TO FACE)

## OBJECTIVES
- To encourage participants to brainstorm and identify potential business opportunities using various methods discussed in Unit 2.

## INDICATIVE TIME
- 30 minutes

## DESCRIPTION OF THE ACTIVITY
Facilitator(s): the trainer

Target Group: women with minor opportunities wishing to enter labour market through the creation of their own eco-business.

The purpose of this activity is to engage participants in an interactive session where they can apply the knowledge and methods learned in Unit 2 to identify potential business opportunities. By dividing participants into small groups and assigning each group a specific method for identifying business opportunities, the activity encourages active participation and collaboration. Through brainstorming and discussion, participants have the opportunity to generate creative ideas and receive feedback from their peers. The facilitator's role is to guide the process, ensure equal participation, and lead a discussion on the feasibility and potential of each idea, fostering critical thinking and analysis among participants. The use of resources such as flipcharts, markers, and handouts enhances the effectiveness of the activity by providing visual aids and reference materials. Overall, the activity aims to empower participants to apply theoretical knowledge to practical scenarios, thereby strengthening their understanding and skills in identifying viable business opportunities.

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**STEPS**

1. Divide participants into small groups.
2. Assign each group a specific method detailed in the unit 2 for identifying business opportunities.
3. Participants brainstorm and discuss potential business ideas using the assigned method.
4. Each group presents their ideas to the larger group.
5. Facilitator leads a discussion on the feasibility and potential of each idea.

**RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT**

Class environment

- Flipcharts
- Markers
- Handouts on different methods of identifying business opportunities

**MODULE 4**

**Entrepreneurship**

# ACTIVITY 2 – SWOT ANALYSIS SIMULATION (ONLINE)

## OBJECTIVES
- To simulate a SWOT analysis session to analyze the market and competition for a hypothetical business idea.

## INDICATIVE TIME
- 45 minutes

## DESCRIPTION OF THE ACTIVITY
Facilitator(s): the trainer

Target Group: women with minor opportunities wishing to enter labour market through the creation of their own eco-business. (the activity could be done individually or in groups)

The purpose of this activity is to empower women facing limited opportunities to enter the labour market by helping them identify potential business opportunities through brainstorming and discussion. By applying various methods discussed in Unit 2, participants will develop their entrepreneurial skills and explore the possibility of creating their own eco-businesses.

**STEPS**

- Facilitators introduce the hypothetical business idea to participants.
- Participants are divided into small groups and assigned roles (Strengths, Weaknesses, Opportunities, Threats).
- Groups conduct a SWOT analysis using the provided template or online collaboration tools.
- Groups discuss their findings within their respective roles.
- Facilitators moderate discussions and provide guidance as needed.
- Groups share their insights with the larger group, and a collective SWOT analysis is created.

**RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT**

- Online collaboration platform (e.g., Zoom, Microsoft Teams), SWOT analysis template, virtual whiteboard.
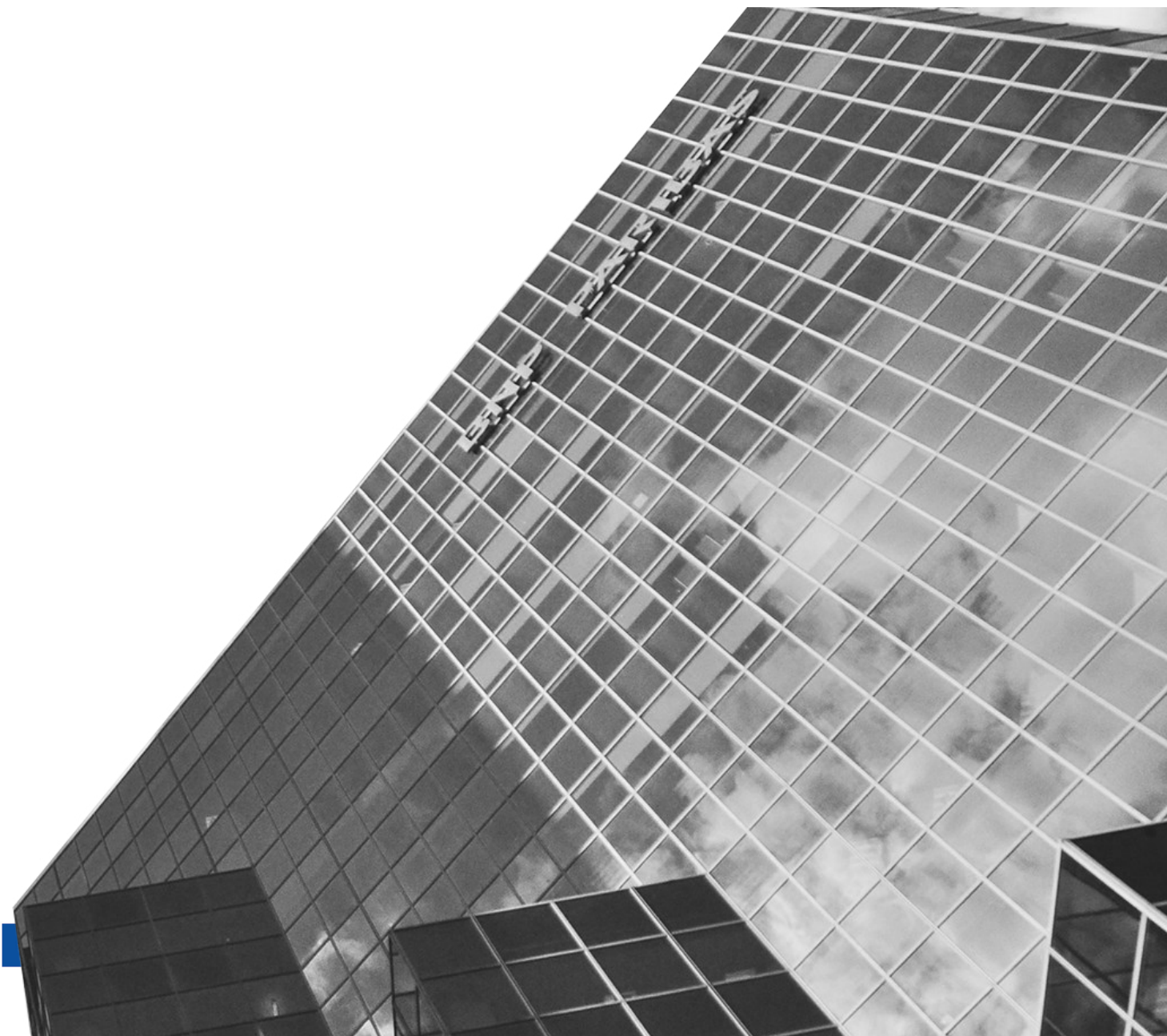
**MODULE 5**

**Eco-Entrepreneurship**

# ACTIVITY 1 – SUSTAINABLE BUSINESS MODEL CANVAS WORKSHOP (FACE TO FACE)

## OBJECTIVES

- The objective of this workshop is to guide participants through the process of developing a sustainable business model canvas, emphasizing environmental and social considerations. By the end of the activity, participants will have a clear understanding of key sustainability principles and how to integrate them into a business model.

## INDICATIVE TIME

- 3 – 4 hours

## DESCRIPTION OF THE ACTIVITY

Facilitator(s): 1 or 2 trainers

Target Group: aspiring eco-entrepreneurs

Participants will engage in a facilitated session where they collaboratively create a sustainable business model canvas for a hypothetical or real business idea. The workshop will include instructional presentations, group discussions, and hands-on exercises to explore each component of the canvas in a sustainability context.

## STEPS

1. Introduction (30 minutes):
   - Facilitator introduces the concept of sustainable business models and the purpose of the workshop.
   - Overview of the Business Model Canvas framework and its relevance to sustainability.
2. Interactive presentation (45 minutes)

- Facilitator presents examples of sustainable business models and discusses key principles such as circular economy, social impact, and environmental stewardship.
- Q&A session to clarify concepts and address initial questions.

3. Group Activity - Drafting the Canvas (90 minutes):
- Participants are divided into small groups.
- Each group selects a business idea or scenario to work on (could be a new venture or an existing business).
- Groups fill out the Sustainable Business Model Canvas template, focusing on adapting each block (customer segments, value proposition, etc.) to incorporate sustainability factors.
- Facilitator circulates among groups, providing guidance and answering questions.

4. Group Presentations and Feedback (45 minutes):
- Each group presents their sustainable business model canvas to the larger group.
- Facilitator leads discussions on strengths, areas for improvement, and potential synergies between different models.

5. Encourages feedback and suggestions from participants.

6. Wrap-Up and Reflection (30 minutes):
- Facilitator summarizes key takeaways from the workshop.
- Participants reflect on the importance of sustainability in business models and identify actionable steps to apply these principles in their own contexts.

## RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT

Class environment
- Flip chart
- Post-it
- Markers, pens, coloured pencils

## RESOURCES AND ACTIVITY SHEETS
- Sustainable Business Model Canvas templates or worksheets.
- Case studies of successful sustainable businesses.
- Materials on sustainability principles and best practices (you can refer to module 5 – unit 2 of the Mend The Gap Train the Trainers Program)

**MODULE 5**

**Eco-entrepreneurship**

# ACTIVITY 2 – CIRCULAR STRATEGY WORKSHOP (FACE TO FACE)

## OBJECTIVES

- To understand how to apply circular principles to come up with products and solutions that are better for people and the planet.

## INDICATIVE TIME

- 60-90 minutes

## DESCRIPTION OF THE ACTIVITY

Facilitator(s): 1 trainer

Target Group: great entry level exercise suitable for any audience

In this workshop, you will redesign an everyday product by reflecting on the functional and emotional needs that it serves and using the circular strategy cards to brainstorm new solutions that are better for people and planet.

**STEPS**

1. Introduction & group formation (5 minutes)
   - Explain the overall workshop objective.
2. Split into groups of ideally 3-4 people
   - Ask each team to pick one of the products shown in the presentation included in the download kit below.
3. Explore functional and emotional needs (15 minutes)
   - Ensure understanding by providing examples:
   - Car example - the underlying functional need of a car is to get from one place to another. Emotional needs might be a sense of freedom or a car as status symbol.
   - Office chair - the functional needs of a chair include ergonomics, health, comfort, convenience.
   - From an emotional point of view office chair (think leather armchair) may communicate hierarchical status, or others encourage collaboration or creativity.
   - Interview a user: Pick a member of your team to be the user. The person should be a user of the product you picked. Take notes in post its as you listen.
   - Understand how they might use the product or service: Ask open-ended questions about your topic such as: What is the best/worst parts about…?
   - Ask about the why: Ask questions such as "Can you tell me why that is important?" as often as you can.
   - Seek to understand how they live their lives or operate their business: explore potential areas to leverage with new ideas.
   - Share observations in the team and move to insights: Ask 'what is broken in the experience?' Ask 'what they identified as missing from the experience?'
4. Ideate new products or services (15 minutes)
   - Get familiar with the strategies: get teams to reading out all the cards in each group.

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- Brainstorm using the Circular Strategy Cards: brainstorm to come up with as many ideas by combining the circular strategy cards. For example, for a car it may be car sharing service, car rentals, leasing, trade-in, remanufacturing, etc. Go for quantity. Try different card combinations.

5. Design your solution (15 minutes)
   - Pick an idea: that better serves user need while applying circular principles
   - Describe and illustrate your selected idea: Try to be visual and give it a memorable name.

6. Develop your rationale (10 minutes)
   - Why is it better for the user? How does it improve the user experience? What are the economical or practical benefits?
   - What makes it circular? Does it increase circularity of materials? Is it regenerative?
   - What systems need to be in place? What feedback or data would be important to have? What infrastructure is needed? Who would you need to collaborate with?

7. Share back (extra 10 minutes)
   - Pick 2-3 groups who worked in different product categories
   - Ask them to share their final idea and explain why is it better for the user and what makes it circular.

## RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT
Class environment:
- Presentation
- 6 Circular strategy cards - A5 print size
- Worksheet - print in A3 or bigger
- Markers or pens

## RESOURCES AND ACTIVITY SHEETS
- Download all printable assets (presentation, circular strategy cards, worksheet)

**MODULE 6**

**Gender at Work - Building Equality**

# ACTIVITY 1 – GOOD, BETTER, BEST (FACE TO FACE)

## OBJECTIVES
- To learn how people become socialised to regard certain qualities as feminine and others as masculine
- To understand why society considers certain qualities to be "positive" or "desirable", while other characteristics are considered to be "negative" or "undesirable"
- To discover how the widely adopted binary approach affects non-binary people

## INDICATIVE TIME
- 8 to 20 Time: 60 to 90 minutes

## DESCRIPTION OF THE ACTIVITY
Facilitator(s): one facilitator to organize the activity, debriefing and evaluation

Target Group: women, adults, students.

This activity looks at how gender stereotypes affect the lives of young people, and at the value society places on "feminine" and "masculine" qualities. Participants use sets of cards to discuss which qualities are more commonly regarded as masculine or feminine.

Materials:
- Two sets of cards with adjectives

Instructions for each group
- 2 envelopes and sheets of A3 paper

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Preparation:

- Make 2 copies of the set of cards at the end of this activity. Cut out the cards and shuffle them (keeping each set separate). Put one set of cards (20 cards) into each envelope.
- Prepare one sheet of A3 paper for group A: divide it into two columns, one labelled 'Feminine' and the other 'Masculine'.
- Prepare another sheet of paper divided into two columns for group B. The labels should read 'Positive / Desirable' and 'Negative / Undesirable'

## STEPS

1. Explain that this activity is about exploring how gender stereotypes work in society.
2. Form two groups with equal numbers of participants (Group A and Group B). Ask people to sit in their groups, at opposite corners of the room. Give each group an envelope with a set of cards, a sheet of A3 paper and a worksheet with the appropriate instructions.
3. Tell participants to read the instructions on their worksheet and work as quickly as they can to carry out the task, they need to place each card on the A3 paper in the appropriate column. For group A, they will place the cards according to whether they think each one is "masculine" or "feminine", and for Group B, according to whether society tends to regard the quality as" Positive / Desirable" or "Negative / Undesirable". Allow the groups 10 to 15 minutes to complete the task according to the instructions on the worksheet.
4.  When they are ready, gather the whole group together again. Divide a piece of flipchart paper into two columns and write 'Feminine' at the top of one, and 'Masculine' at the top of the other. Ask Group A to list the qualities they put into the "Feminine" column, and after each adjective, ask Group B if they placed that adjective in the Positive/ Desirable or the Negative/Undesirable column. Record this information beside each adjective using a plus (+) or minus (–) sign. Repeat the procedure for the "Masculine" column.
5. When Group A has listed all the adjectives, continue with the debriefing and evaluation.

**Debriefing and evaluation: Ask participants some of the following questions:**

- How did you feel during the activity? Looking at the flipchart paper, how do you feel about what you see?
- Does anything about the results surprise you? Explain why.
- In which column – feminine or masculine – are there more (-) signs next to the qualities? What does this tell you?
- Why are some (feminine of masculine) qualities less desirable? How do you think this comes about?
- Do you consider this characterisation of "masculine" and" feminine" qualities to be an accurate classification, which would be true for all time and for all places?
- How do we learn gender stereotypes?
- In your opinion, how do gender stereotypes affect our behaviour, and how do they affect the way we treat or judge other people?
- What are some of the consequences of gender stereotypes for women, for men, and for non-binary people? Can you give examples from real life?
- How are gender stereotypes linked to discrimination, violence and hate speech? Can you think of examples of gender-based discrimination, violence or hate speech? What impact do these phenomena have on gender equality and the enjoyment of human rights?
- What can be done to avoid gender stereotyping? What can be done to avoid the negative consequences of stereotyping?

### RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT

- Intersectionality Resource Guide and Toolkit

### RESOURCES AND ACTIVITY SHEETS

- Good, Better, Best

**MODULE 6**

**Gender at Work - Building Equality**

# ACTIVITY 2 – THE WALK OF PRIVILEGE GAME (ONLINE)

## OBJECTIVES

- The Privilege Walk (Game) is a customisable template to carry out remotely a group activity designed to help players talk about and share their understanding of the impact of systemic privilege.

## INDICATIVE TIME

- 30 to 60 minutes

## DESCRIPTION OF THE ACTIVITY

The Facilitators will need to customise the questions list to suit the target group and the purpose.

Target Group: 20 and 50 players, ideally men and women (men can be facilitators)

This activity can help participants become more aware of the systemic barriers and biases that women face in the workplace, and foster a deeper understanding of the importance of promoting gender equality and inclusive practices.

## STEPS

1. Explain to your players that this is an activity to open up conversations and is not a game where individual players 'win'. Warn them that some topics may be sensitive to them and that they can choose not to play a turn if they feel uncomfortable.

2. All shapes start on the far left of the board (white box). Each participant chooses one shape, they can add their initials, a nickname or a pseudonym to identify their shape during the game.

3. At every turn, the host reads a question or statement resulting in each participant moving their shape (left or right) -or leaving their shape where it is.

4. Only the horizontal position of the shape counts, the vertical placement is arbitrary. In other words, the game consists only of moving your shape left/right along a row or lane.

5. After 15 to 20 questions have been asked, players are typically distributed across the board. There is no 'winning' position for the game, but it is a good idea to prepare 30+ questions and to stop the game once visible gaps exist within the players' positions.

6. Stop the game and open the floor to conversations and reflections about the players' experience playing this game.

## RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT

- E-learning environment

## RESOURCES AND ACTIVITY SHEETS

Here are some ways the Privilege Walk game can be adapted to focus on gender equality in the workplace:

- Tailor the prompts to reflect common gender-based challenges and biases faced by women in the workplace:
- If you have ever been denied a job or promotion because of your gender, take one step back.
- If you have ever been interrupted or ignored in a meeting because of your gender, take one step back.
- If you have ever been passed over for a leadership role in favour of a male colleague with similar qualifications, take one step back.

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- If you have ever been expected to take on more domestic or caregiving responsibilities at home because of your gender, take one step back.

Incorporate prompts related to intersectionality and how multiple identities can compound experiences of discrimination:
- If you have ever been subjected to unwanted advances, comments, or harassment in the workplace because of your gender and race/ethnicity, take one step back.
- If you have ever felt the need to downplay your femininity or adopt more "masculine" behaviours to be taken seriously in a male-dominated field, take one step back.
- If you have ever been told that you should prioritize your family over your career because of your gender and cultural expectations, take one step back

Include prompts that highlight the impact of gender stereotypes and biases on career development and advancement:
- If you have ever been told that a certain job or career path was not suitable for you because of your gender, take one step back.
- If you have ever been paid less than a male colleague for doing the same work, take one step back.
- If you have ever had to work harder to prove your competence or abilities because of your gender, take one step back.
- If you have ever been overlooked for a training or development opportunity because of assumptions about your gender, take one step back.

Encourage participants to reflect on their own biases and privileges:
- If you have ever benefited from assumptions about your gender in the workplace, take one step forward.
- If you have ever witnessed gender-based discrimination in your workplace but did not speak up, take one step back.
- If you have ever actively challenged gender stereotypes or advocated for gender equality in your workplace, take one step forward.

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**MODULE 7**

**Conciliation**

# ACTIVITY 1 – LIFE MAPPING (ONLINE)

## OBJECTIVES
- To assist participants in observing their current responsibilities
- To determine the areas in which work-life balance can be enhanced.

## INDICATIVE TIME
- 120 minutes

## DESCRIPTION OF THE ACTIVITY
Facilitator(s): the trainer

Target Group: women with minor opportunities wishing to enter labour market through the creation of their own eco-business

The purpose of this activity is to assist participants in thinking critically about the various facets of their lives, including their time, energy, and commitments. By encouraging self-awareness and facilitating group discussions, the activity helps participants pinpoint areas where they might need to make changes to lead more balanced and satisfying lives. The process of visual mapping, which incorporates drawings, colours, and symbols, gives the reflection a creative and unique touch and is a useful tool for comprehending and addressing work-life balance.

**STEPS**

1. Ask participants to take a large sheet of paper and markers or crayons.
2. Ask them to draw a picture of their entire life, taking into account their job, relationships, family, health, and any other important aspects.
3. Ask them to indicate how much time and effort they currently devote to each area of their lives. Encourage the representation of various elements using colors, symbols, or drawings.
4. Lead a conversation in which participants discuss how they currently manage their time and energy and share their life maps.
5. Help them pinpoint the areas they believe they are spending too much or too little time on.
6. Talk about possible changes they could make to live a more balanced life.

**RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT**

- Paper
- Markers/crayons
- A platform like zoom where real-time interaction and discussions are allowed.

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**Conciliation**

# ACTIVITY 2 – PRIORITISATION AND TIME BLOCKING (FACE TO FACE)

## OBJECTIVES
- To instruct participants in task prioritization

## INDICATIVE TIME
- 120 minutes

## DESCRIPTION OF THE ACTIVITY
Facilitator(s): the trainer

Target Group: women with minor opportunities wishing to enter labour market through the creation of their own eco-business

The purpose of this activity is to equip attendees with efficient time management techniques. Participants acquire the skill of classifying tasks according to priority and urgency. The goal of the activity is to assist participants in developing a weekly schedule that includes time slots set aside for personal, professional, self-care, and leisure activities. Participants are encouraged to experiment with their schedules through group discussions on the drawbacks and advantages of time blocking, which will ultimately help them to maximize their time and lead more balanced and productive lives.

## STEPS
1. Give participants a list of typical tasks that apply to both their personal and (future) work lives.
2. Ask them to classify tasks as either important, urgent, or neither.
3. Explain the idea of time blocking, which is the practice of assigning distinct time slots to various kinds of tasks.

4. Help participants in developing a weekly schedule with time slots set aside for personal, professional, self-care, and leisure activities.
5. Discuss the drawbacks and advantages of time blocking. Participants should be encouraged to try different schedules and make changes as necessary.

**RESOURCES – TOOLS FOR CLASS AND/OR E-LEARNING ENVIRONMENT**
- Photocopied lists
- Paper
- Pens/markers
- A screen to show what Time Blocking is, or if not applicable a printed document

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