



ACTIVITY MANUAL FOR TRANSFORMATIVE MASCULINITY



KFUK-KFUM
GLOBAL

The manual is based on the manual Masculinity Life Skills Program made by YMCA South Africa. The manual has been adapted to the Norwegian context.

WHAT IS TRANSFORMATIVE MASCULINITY?

Transformative Masculinity is about helping men become more aware of what positive masculinity is. The view of masculinity in the Norwegian society is fortunately changing, though traditional gender norms are still present. This comes to show through expectations of how men should be strong, show little emotion or should dominate, with statements such as "a real man does not cry" that are still heard in the Norwegian society. It is this view that Transformative Masculinity aims to change. These expectations of how a man should be is also harmful for men, for example that suicide is more common among men. 70% of young people who commits suicide are boys or men, and suicide is the most common cause of death among young people under 30. These numbers are from Norway in 2021, but this is a trend also happening internationally.¹

By working with Transformative Masculinity you also work with gender equality at the same time. Research shows that initiatives that involves boys and men when working with gender equality contributes to changes in attitudes towards sexual and reproductive health for all genders, for example that it can reduce violence towards women.²

Transformative Masculinity is just as much about looking at men's challenges as it is working for increased equality for all genders. Gender equality can only be achieved when also men help join the fight for an equal world. Transformative Masculinity is therefore about helping men who have a dominant and harmful masculinity who is harmful for themselves and others, develop from a patriarchal to a transformed man. It is about changing the view of masculinity as something negative that can be violent, oppressive and dominant to something positive where men make healthy choices for themselves and contributes to equality. If we can make this change in our societies, we will be on the right track towards a more equal society for all genders. Better self-confidence and understanding leads to masculinity being valued by all genders, regardless of what gender role they have in the society.

THE AIM OF THE MANUAL

The purpose of the manual is to create a Safe Space where young boys and men can talk about the challenges of being a boy and a man in

today's society. Through various activities, they will learn different tools to identify and reflect on what it means to be a boy and a man in today's society and how they can contribute to an equal society for all genders.

The manual can be used by anyone who works with young people and gender equality, either as a separate topic or as a part of another teaching program. The manual can be used in all arenas for young people where it is possible to create a Safe Space.

HOW TO USE THE MANUAL

The manual consists of 10 parts based on different themes. Each part has one or more activities where the participants are expected to be active. The different parts can either be facilitated one at a time, or they can be put together to best cater to the needs of the group, but part 1 should always be included. Part 1 is about how to establish a Safe Space and let the participants get to know each other and feel safe around each other. Part 2 is about teaching the participants what Transformative Masculinity is about and discuss their expectations for the rest of the activities in the manual. If you want to use the manual to work with gender equality and not just focus on Transformative Masculinity, you can choose to not use part 2 and just use parts 3-10.

WHAT IS A SAFE SPACE AND HOW TO ESTABLISH A SAFE SPACE?

When carrying out activities with a sensitive topic, it is important to establish a Safe Space. Safe Space is a place where the participants feel safe enough to share their thoughts and opinions.

Important elements in establishing a Safe Space are that it should be open to everyone regardless of ethnicity and religion, gender expression and identity and sexual orientation and that the physical space must be accessible to everyone regardless of physical capacity. It is the person who leads the activities job to set this framework and establish the Safe Space. See part 1, activity 2 for how to establish a Safe Space in practice.

¹ Aasheim, A. og Røren, I. (2021) Hentet fra: <https://www.aftenposten.no/amagasinet/i/gWp-mgJ/selv-mord-blant-unge-vi-klar-ikke-aa-naa-frem-og-oppdage-dem-i-tide>

² Ruane-McAteer E, Amin A, Hanratty J, et al. Interventions addressing men, masculinities and gender equality in sexual and reproductive health and rights: an evidence and gap map and systematic review of reviews *BMJ Global Health* 2019;4:e001634.

TABLE OF CONTENT

Part 1 - Establish a safe space.....	page 4
Part 2 - Transformative Masculinity.....	page 7
Part 3 - Get to know yourself and your masculinity.....	page 9
Part 4 - Role models.....	page 11
Part 5 - Learn how to make good decisions.....	page 13
Part 6 - The Bridge Model	page 16
Part 7 - Double standard, gender roles and equality.....	page 18
Part 8 - What is love?.....	page 23
Part 9 - Violence	page 25
Part 10 - Challenges for boys and men	page 27
Attachment A	page 30
Attachment B	page 31
Attachment C	page 32
Attachment D	page 34
Attachment E	page 36



1

ESTABLISH A SAFE SPACE

PURPOSE:

Establish a Safe Space where the participants feel safe enough to share their thoughts and emotions

YOU NEED:

Chairs
Pen and paper
Black board/ flip chart
Tape

TIME:

1 hour

ACTIVITY 1 – ICE BREAKER GAMES (10 MIN)

Example of an ice breaker game (see more in attachment A).

«Everyone with...»

This is how you do it:

Put chairs in a circle, with one less chair than number of people. If you are 15 people, then you need 14 chairs. The facilitator starts the game by saying «everyone with black shoes, find a chair”. Then everyone with black shoes has to get up and change chairs as soon as they can. The person who does not find a chair has to stand in the circle and ask the next question.

ACTIVITY 2 – ESTABLISH A SAFE SPACE (40 MIN)

This is how you do it:

1. Explain to the participants that since you will be discussing sensitive topics, the group should agree on some ground rules to establish a Safe Space for everyone.
2. Ask the participants to make their own list with rules first.
3. Then ask the participants to raise their hand and say what they have written. Write what they say on a blackboard/flip chart. If there are some ground rules in the list below that has not been said, suggest them to the group and write them on the blackboard/flip chart.

Recommended ground rules:

1. Respect: Respect when someone is talking, **2. Confidentiality:** The information shared in the group will not be shared with others outside of the group, **3. Openness:** We will be open to what others say, **4. No judgement:** We will not judge each other, **5. Sensitivity:** We will care about each other and not say hurtful things to each other, **6. Pass:** It is allowed to say pass if you do not want to say something or answer a question, **7. Have fun:** It is important for everyone to be comfortable and have fun when learning about Transformative Masculinity

4. Keep this list in the room where everyone can see it, and remind the participants about the list if someone acts in a way that goes against the ground rules that has been agreed on.
5. Still deltakerne disse spørsmålene:
 1. *Are there any thoughts or opinions we should not share in the Safe Space?*
 2. *Is it possible to hurt someone without hurting them on purpose?*
 3. *Is it appropriate with all types of humor in the Safe Space?*
 4. *What does the ground rules we have agreed on actually mean in reality here in the Safe Space? Can we use the ground rules outside of the Safe Space?*

ACTIVITY 3 – THE COMPLIMENT GAME (10 MIN)

This is how you do it:

1. Hand out a piece of paper, a piece of tape and a pen to each of the participants.
2. The participants puts the piece of paper on their backs using the tape. The participants will then walk around the room and write compliments to each of the other participants on the paper hanging on their backs
3. Let the participants read what the others wrote about them. If someone wants to they can read it out loud.



TRANSFORMATIVE MASCULINITY

PURPOSE:

Learn what Transformative Masculinity is about

Clarify expectations participants have for the activities

YOU NEED:

Blackboard/ flip chart

TIME:

15 min

USE THIS AS AN INTRODUCTION FOR THE PARTICIPANTS:

Transformative Masculinity is about challenging boys and men to rethink what it means to be a man/boy. The view of masculinity in the Norwegian society is fortunately changing, though traditional gender norms are still present. This comes to show through expectations of how men should be strong, show little emotion or should dominate, with statements such as “a real man does not cry” that are still heard in the Norwegian society. It is this view that Transformative Masculinity aims to change. These expectations of how a man should be is also harmful for men, for example that suicide is more common among men. The aim with these activities is that you will develop tools that can be helpful when you face new challenges, and that will help you make good decisions.

ACTIVITY 1 – WHAT IS TRANSFORMATIVE MASCULINITY AND CLARIFYING EXPECTATIONS

This is how you do it:

1. After reading the text above for the participants, ask them if they have understood what Transformative Masculinity is about and if they have any questions.
2. Ask the participants to raise their hands and say what they expect to learn from these activities. If you want, write what they say on a blackboard/flip chart.



GET TO KNOW YOURSELF AND YOUR MASCULINITY

PURPOSE:

Get to know the concept of masculinity

Get to know your own strengths and weaknesses

YOU NEED:

Pen and paper
Blackboard/ flip chart

TIME:

30 min

ACTIVITY 1 – MASCULINITY (20 MIN)

This is how you do it:

1. Write MASCULINITY on a blackboard/flip chart. Ask the participants to raise their hands and say what they think of then they hear the word masculinity. Create a mind map out of what the participants tell you.
2. Then write the definition for negative and positive masculinity some where else on the blackboard/flip chart and explain it to the participants.

NEGATIVE MASCULINITY: Also called «toxic masculinity», a concept used to describe certain characteristics men have who are damaging for themselves, those around them and the society. For example that men should be aggressive.

POSITIVE MASCULINITY: When men dare to break with the stereotypes the society has created for them, for example show emotions.

3. Go through every word that was said. Ask the participants if the words describe positive masculinity or negative masculinity, or both. For example if the word is “tough», can it be positive to be tough? Can it be negative to be tough, or can it be both?
4. Ask the participants why they think it is important to be aware of positive and negative masculinity? What do they think our society would look like if everyone was aware of this?

ACTIVITY 2 – MY STRENGTHS AND WEAKNESSES (10 MIN)

This is how you do it:

1. Explain to the participants that for them to be able to make good choices for themselves, they need to know their own strengths and weaknesses. Hand out pen and paper to everyone. Ask them to write three strengths and three weaknesses about themselves.
2. Ask if any of the participants want to say out loud what they wrote.
3. Ask the participants if they think the exercise was useful and why? Explain that our identity consists of many strengths and weaknesses, some of them we act on consciously and some unconsciously, but in the end, it is up to us what kind of person we want to be.



ROLE MODELS

PURPOSE:

Identify characteristics and qualities they admire in others

Identify qualities they want to develop in themselves

YOU NEED:

Blackboard/ flip chart

TIME:

40 min

ACTIVITY 1 – WHO IS YOUR ROLE MODEL? (40 MIN)

This is how you do it:

1. Write ROLE MODEL on a blackboard/flip chart. Ask the participants to raise their hand and say what they think of when they hear the word role model.
2. When they are out of ideas, ask the participants to give suggestions to a definition for a role model. Agree on one definition and write it next to the word ROLE MODEL.
3. Give the participants a few minutes to think about who they consider as their role model. It can be a friend, a family member, or a celebrity/ famous person, either living or dead.
4. Ask the participants to go into pairs. Ask the pairs to tell each other about their role models.
5. Ask one from each pair to tell the rest of the group about their role model. (You can write the answers on the blackboard/flip chart).
6. Then ask the participants to reflect on the stories that has been told about the different role models and ask them these questions:

1. Did the different role models have any of the same qualities?
2. Why do you think we look up to people with these qualities?
3. Why is it important to have a role model to look up to?
4. Do you wish to become more like your role model?
Does your role model have any qualities that you would like to have yourself?



LEARN HOW TO MAKE GOOD DECISIONS

PURPOSE:

Reflect on the value of making good choices

Identify the stages in making a good decision

YOU NEED:

Black board/ flip chart
Print out attachment B

TIME:

1,5 hours

ACTIVITY 1 – ROLE PLAY (45 MIN)

*This is what you need to prepare:
Print out role play in attachment B.*

This is how you do it:

1. Ask two of the participants to act out the role play.
2. Once they are done acting out the role play, ask the participants these questions:

1. Is this a realistic situation? Do you know anyone who fits these characters?
2. Do you think Ahmed believed Elias when he tried to warn him about leaving school and not join a gang? And do you think Ahmed understood the risks in leaving school?
3. Is Ahmed right when he says that the girl he is dating must have sex with him to show him that she loves him?
4. What does Ahmed have to do to get his life on the right track again?

ACTIVITY 2 – HOW CAN WE MAKE GOOD DECISIONS? (45 MIN)

*This is what you need to prepare:
Print out the attachment with scenarios in attachment C.*

This is how you do it:

1. Tell the participants that they are now going to put themselves in someone else's position in order to practice making good decisions. Divide the participants into groups based on number of participants. There are 5 scenarios. Give 1 scenario to each group so that there are 5 groups with different scenarios.
2. Ask the groups to discuss the scenarios and come up with an answer to the scenario.
3. Each group presents their answer. Ask the other groups if they agree with the answer.

4. Ask the participants to go back to their seats. Ask the participants to think about which steps it is important to think about when they are faced with a challenge and have to make a difficult decision. Ask the participants to raise their hand and give suggestions to such steps. Write what they say on a blackboard/flip chart.

Suggestion: Stop and think, define the problem, ask others for advice, if you are religious you can pray, think about your own values, think about what is right and wrong, think about the consequences, think about how your choice will affect other, think about different options

5. Finish the activity with explaining to the participants how important it is to take responsibility for the choices we make and understand the consequences of those choices.



THE BRIDGE MODEL

PURPOSE:

Identify risks young people are faced with

Reflect on decisions that affect young people's lives in a negative way

YOU NEED:

Blackboard/ flip chart

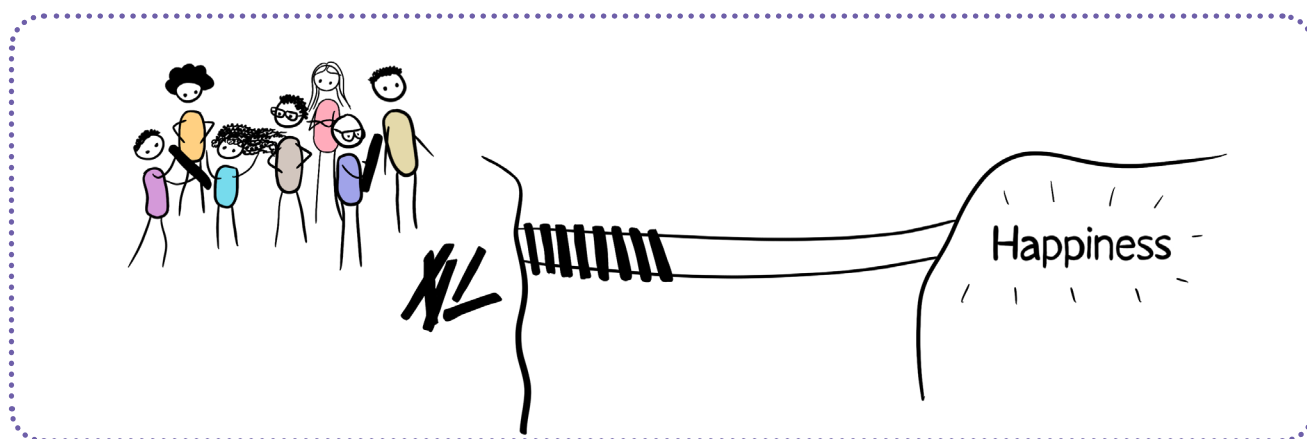
TIME:

30 min

ACTIVITY 1 - THE BRIDGE MODEL (30 min)

This is how you do it:

1. Explain to the participants that this activity is a way of visualizing how changes in attitudes can happen. Young people often sit on the knowledge they need to make good and healthy decisions for their own life. But even if they have the right knowledge, they do not always make the best choices.
2. Use a blackboard/ flip chart and draw a river with young people standing on one side of the river and write A HAPPY LIFE on the other side of the river.
3. Explain to the participants that for the young people to cross the river to the other side they have to build a bridge, in the same way that for them to cross from youth to adulthood and a happy life they need to build a bridge based on good and healthy decisions in their own lives.
4. Let the participants raise their hand and say actions/thoughts on what they think is crucial for a happy life, for example staying away from drugs, be in a healthy relationship etc. For each thing they say you draw a line across the river creating a bridge, write what they say above the lines. You can also use Elias and Ahmed from the roleplay in part 5 as examples for actions.
5. Once they have said everything they can think of, and the bridge has reached the other side of the river, the participants will have a list of actions/thoughts for what they need to cross from being a youth to becoming an adult and live a happy life.
6. Let the participants sit together in pairs and discuss how important this exercise was. Did they learn anything new?





DOUBLE STANDARD, GENDER ROLES AND EQUALITY

PURPOSE:

The participants will learn about prejudices towards boys and girls

Learn to be critical towards double standards for boys and girls

The participants will become aware of gender roles and how it affects equality

The participants will become aware of equality in different arenas they participate in

YOU NEED:

Paper
Pens
Print out attachment E

TIME:

1,5 hours

ACTIVITY 1 – WHAT DO YOU THINK? (35 MIN)

*This is what you need to prepare:
Print out the histories and questions in attachment E.*

This is how you do it:

1. Divide the participants into two groups. Each group should go to opposite ends of the room so that they cannot hear each other when they discuss.
2. Go to the first group and give them the sheet with Sofie's story and following questions.
3. Ask one person in the group to read the story out loud for the rest of the group and then ask the group to discuss the following questions:

1. What do you think Sofie's friends think about her?
Boyfriends? Girlfriends?
2. What do you think the boys Sofie has had sex with think about her?
3. What reputation do you think Sofie has?
4. How will you describe Sofie? (Happy, unhealthy, typical girl, respectable etc.)

4. Go to the other group and give the sheet with Thomas' story and following questions.
5. Ask one person in the group to read the story out loud for the rest of the group and then ask the group to discuss the following questions:

1. What do you think Thomas' friends think about him?
Boyfriends? Girlfriends?
2. What do you think the girls who had sex with Thomas think about him?
3. What reputation do you think Thomas has?
4. How will you describe Thomas? (Happy, unhealthy, typical boy, respectable etc.)

6. Ask the groups to come back to their seats. Use a blackboard/ flip chart and draw a girl and call her SOFIE. Ask group 1 to tell the rest what they discussed about Sofie. Do the same with group 2. Draw a boy and call him THOMAS. Ask group 2 to tell the rest what they discussed about Thomas.
7. Explain to everyone that the two groups got the exact same history, but that group 1 heard the story based on a girl and group 2 heard the story based on a boy but that the details where the same.
8. Discuss these questions in plenary:

1. Did you talk in the same way about Sofie and Thomas?
2. Why do you think the society have different standards/ ways for how girls and boys should/can behave?
3. What do you think double standard means?
4. Can you give examples of double standards in our society when it comes to girls and boys?

Double standard is a situation where two people or a group of people are treated differently, where one or more are treated in a more unjust way than the others. Example: Girls who have a lot of sex is seen as a whore, but boys who do the same are not.

9. Finish the exercise with explaining that girls and boys can have the same feelings regarding sex. They can make the same choices but can be viewed and treated differently because of that, and that is not fair. That is what is called double standard.

ACTIVITY 2 – WHICH SIDE DO YOU CHOOSE (20 MIN)

This is how you do it:

Explain that you will read different claims. If they agree with the claim, they have to go to the yes side in the room (ex. right), if they disagree with the claim they have to go to the no side of the room (ex. left). If they are unsure how they feel about the claim they have to stand in the middle. For each claim, ask one of the participants why they chose the answer they did. Also ask if the claim is a double standard.

Claims:

1. Men and women can demand sex from their partner when they want to have sex
2. Women cannot have a career and a family
3. Boys and men do not need to do chores around the house
4. The women in the family can make decisions for the family just as much as the man in the family
5. Women are responsible for raising children
6. Girls are just as smart as boys
7. It is natural for men to use violence when they get angry
8. If a girl gets pregnant it is always her fault
9. Only girls and women can show emotions
10. A real man must have a lot of muscles

ACTIVITY 3 – GENDER EQUALITY (35 MIN)

This is what you need to prepare:

Print out sheets with the texts AT HOME, AT SCHOOL, AT WORK, SOCIETY, with one sheet per word. Each group needs all the sheets. There should be some space around the words to create a thinking map.

USE THIS AS AN INTRODUCTION FOR THE PARTICIPANTS:

Gender equality is about genders having the same rights and opportunities, for example equal pay for equal work or equal access to education. A common misunderstanding about gender equality and feminism is that women will get more rights than men, and that it is only women who needs to fight for it. But gender equality means that there will not be any social differences between the genders, and for that to happen men also needs join the fight for equality.

This is how you do it:

1. After reading the text above, write GENDER EQUALITY on a blackboard/flip chart and ask the participants what they think of when they hear the word gender equality.
2. Then divide the participants into groups of 3-4 people, depending on the number of participants. Hand out the sheets with the words AT HOME, AT SCHOOL, AT WORK and SOCIETY. Ask the participants to discuss in their groups if they think that there is full gender equality in the different arenas in Norway. Ask them to write what they discuss on the different sheets.
3. Go through each of the four arenas and ask each group to present what they discussed. Together with the participants rate how well Norway is doing on gender equality based on what they discussed. If they think that Norway is not doing well enough on gender equality, do they think that is okay or should it be changed?



WHAT IS LOVE?

PURPOSE:

Explain the difference between the love you have for a partner, a family member, and a friend

Understand the responsibility they have in relations with a partner, a family member, and a friend

Understand the responsibility in the role as a father

Understand the importance of loving yourself

YOU NEED:

Blackboard/ flip chart

TIME:

1 hour

ACTIVITY 1 – LOVE IN DIFFERENT RELATIONS (1 HOUR)

This is how you do it:

1. Ask the participants to sit together in pairs. Each pair chooses a specific friend or family member. Each participant will come up with three specific actions for how they show love to the person they chose (give hugs, do favors etc.), and then three actions they expect to get back from the same person.
2. Ask the participants to come back to their seats. Ask each pair to tell the others which actions they came up with. If there is a big difference in the actions being said, ask the participants to discuss why they think people show love in different ways? If there are not any big differences, go to the next step.
3. Ask the participants to sit together in pairs again. This time they will come up with three actions for how they would show love to a boyfriend/girlfriend/partner, and then three actions for how they expect a boyfriend/girlfriend/partner to show love back.
4. Ask the participants to come back to their seats. Ask each pair to tell the others which actions they came up with. If there is a big difference in the actions being said, ask the participants to discuss why they think people show love in different ways when they are in a relationship? If there are not any big differences, go to the next step.
5. Ask the participants to sit in their own seats again. Use a blackboard/ flip chart and write FATHERHOOD so that everyone can see it. Ask the participants to raise their hands and say the most important qualities a father should have. Write what they say and create a thinking map. When they are out of ideas, ask the participants if they think it is important for boys to have a father figure? After the discussion, go to the next step.
6. Write LOVING YOURSELF on a blackboard/flip chart. Explain to the participants that to be able to do the actions for others in their lives like they have mentioned, they need to love themselves first. Ask the participants to raise their hands and give examples of how they can show love to themselves (say nice things to themselves, take care of their body etc.). Also ask the participants if they think it is possible to show love to others if you do not give love to yourself. Once the participants are out of ideas go to the next step.
7. Finish the exercise by asking the participants if there are any qualities or examples that was said during the activity that they think are not typical for a man to have and ask them why they do not think it is typical, and if it is not, what we can do to make it typical for a man (for example to show vulnerability in front of your child).



VIOLENCE

PURPOSE:

The participants will be able to define violence and understand different forms of violence

Understand the consequences of violence

YOU NEED:

Blackboard/flip chart
Print out attachment D
Pens
Paper

TIME:

1 hour

ACTIVITY 1 – WHAT IS VIOLENCE? (15 MIN)

This is how you do it:

1. Ask the participants to sit together in pairs. Ask the groups to come up with a definition of violence. You can give them paper to write on.
2. Write VIOLENCE on a blackboard/flip chart. Ask the groups to say their definitions.
3. Then write the definition «Violence can be defined as actions that purposely harms, scares, hurts or have another negative effect on people”³ on the blackboard/flip chart. Explain that there are different definitions for violence, but that the essence in them is the same. Then discuss with the participants if their definitions were the same as this one.

ACTIVITY 2 – DIFFERENT FORMS OF VIOLENCE (45 MIN)

*This is what you need to prepare:
Print out attachment D for each participant..*

This is how you do it:

1. Tell the participants that there are different forms of violence. Ask the participants if they know any of them.
2. Ask the participants to sit together in pairs. Give them pen and paper and ask them to write different ways violence can be carried out. For example kicking, saying hurtful words etc.
3. Use a blackboard/flip chart and write the name of the different categories of violence. See attachment D. Ask the groups to write S for sexual violence, P for physical violence and PS for psychological violence behind the suggestions they wrote on their paper. For example if one group wrote kicking, then they write P next to it.
4. When the groups are finished with step 3, hand out attachment D. Let the groups discuss if they got the different forms of violence correct. Ask the groups if they had gotten it right, and if some of the groups want to share what they had written.
5. Finish the activity with a discussion in plenary:

1. Can women be violent towards men? If so, how can a women exercise violence against a man?
2. If a man experience violence from a woman, should he seek help or should he suck it up because he is a man?
3. How would you react if a woman was violent towards you? How would you solve the situation? (If your solution is to be violent back, is there another way you could solve the situation?)

³ <https://www.helsenorge.no/psykisk-helse/vold-og-overgrep/>



CHALLENGES FOR BOYS AND MEN

PURPOSE:

Identify challenges the participants are facing

Learn to put the challenges into words

Identify solutions to the challenges

YOU NEED:

Big sheets
Post-it-notes
Pens

TIME:

45 min

ACTIVITY 1 – DO I HAVE ANY CHALLENGES? (45 MIN)

This is how you do it:

1. Divide the participants into two groups. Give them a big sheet, post-it-notes, and pens. Ask them to draw a male body. On the post-it-notes they will write challenges connected to boys/men and sexuality. If the challenges are connected to sexual performance, they put them on the genital area, if the challenge are connected to emotions they put them on the heart on the drawing, and if the challenges are connected to mental health, they put them on the brain on the drawing.
2. The groups present the drawings to each other.
3. After the presentations, ask the participants these questions:

1. What can we as individuals do to solve these challenges by ourselves?
2. What can the society do to solve these challenges for us as individuals?
3. Why do you think it is more difficult for boys and men to seek help when they are struggling with something?



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This manual was translated and adjusted to the Norwegian context by KFUK-KFUM Global. KFUK-KFUM Global is a solidarity organisation owned by KFUK-KFUM Norway and KFUK-KFUM Scouts in Norway.

If you have questions or comments to the manual, please contact global@kfuk-kfum.no

ATTACHMENT A

Simon says

Stand in front of the participants and say things they should do, for example touch your ears, sit down, stand up etc. If you say Simon says before the task the participants have to do what you say, but if you say the task without saying Simon says first and someone does the task then they are out of the game. Continue until there is one winner.

The newspaper game

All the participants stand in a circle. One person stands in the middle with a rolled-up newspaper in its hand. The person standing in the circle starts the game by saying someone else in the circles' name. The person standing in the middle must then try to hit that person before that person says a new name of someone else in the circle. If the person in the middle manages to hit the person with the newspaper before the person says a new name they have to switch places.

Animal sounds

The participants sit in a circle. Everyone chooses an animal sound. The first person in the circle says their animal sound. Then the next person says their animal sound and the animal sound of the person before. Then the third person says their sound, and the two sounds before. If a participant gets it wrong, the person is out of them game. Continue until there is one winner.

ATTACHMENT B

Manuscript for roleplay

Two characters:

Elias was in his last year of high school when he dropped out because of drugs and joined a gang in his neighborhood. He has encouraged his friend Ahmed to stay in school and avoid drugs and gangs before he finishes high school.

Ahmed is in his first year of high school and is doing well in school, but lately he has started to skip classes. Even though Elias has told him not to, Ahmed has started smoking weed and making friends who are in gangs.

Roleplay:

Elias is sitting outside his apartment building. He is scrolling through Finn to look for a job. He is thinking that he regrets leaving school and thinking back to when his teacher tried to convince him not to leave. While in deep thoughts, Ahmed comes over.

Ahmed: "What's up bro? ". Ahmed sits down..

Elias: "Not much. I am trying to find a job, but it is so fucking difficult when I haven't finished school. But bro, it's only 12, why aren't you at school?"

Ahmed: Ahmed avoids the question. "I also need a job bro. School isn't for me. But how is it going in your gang?"

Elias: "Two of them was caught for rape and stealing a car. Since then I haven't heard from the gang. I am happy about that actually. Fucking morons. I had top grades in school, and I could have been a lawyer. Look at me now. You can't end up like that. But why aren't you in school? Are you in trouble?"

Ahmed: Almost crying. "I will get expelled from school. The teacher saw me when I hit my girl. She refused to have sex with me bro. The same teacher also saw me smoking weed at school. I'm fucked bro"

Elias: Elias gets mad. "What the fuck man! I have told you to stay out of trouble and I have told you how to treat girls bro! What the fuck are you doing?"

Ahmed: "But she told me she loves me, then we need to have sex? How else will I know that she loves me? And weed is just a plant, that doesn't hurt anyone bro."

Elias: "A real gentleman treats girls nicely, that's just how it is. Fucking moron."

ATTACHMENT C

Scenario 1

You are 15 years old and have a girlfriend/boyfriend/partner who is 5 years older. He/she/they says they are ready to have sex for the first time. But you are a virgin and do not feel ready. Also, he/she/they wants to have sex without a condom. What do you do?

Scenario 2

You are 16 years old and in the first year of high school. Your dream is to become a plumber, but to become that you have to finish school. Your parents have lost their jobs and are struggling to make ends meet. You have friends who are in gangs and have told you that you can earn quick money if you join their gang. What do you do?

Scenario 3

Everyone in your group of friends have the newest sneakers. Your parents cannot afford them and can only afford to buy you shoes from what your friends call "the cheap shop". You do not feel cool and welcome in the gang, but you know someone who can steal the newest sneakers for you

Scenario 4

Everyone in your group of friends have started smoking weed at parties. You feel boring and childish for not trying, but your parents have told you how dangerous it is and how disappointed they would be if you tried it. What do you do?

Scenario 5

You and your partner have been together for 1 year. You are both 16 years old. One day she tells you that she is pregnant with your child. What do you do?

ATTACHMENT D

When we talk about violence, we often talk about 3 main categories:

(The first 3)

Physical violence: All violence that involves physical contact – kicking, punching, pulling hair, biting, scratching, shaking, pushing, choking. Locking someone in and isolating them are also forms of physical violence.

Psychological violence: Use of words and voice that threatens, harms, violates or control others. To be indifferent to, degrade and humiliate are also forms of psychological violence. Examples can be: "I will kill you", "you are not worth anything", "you are so ugly and fat that no one can love you."

Sexual violence: All forms of sexual degrading, for example attempts of sexual acts without consent, fondling and unwanted touching. Also actions or attempts without physical contact such as sexual harassment with words, taking pictures, filming or looking without consent, and showing naked pictures to others are forms for sexual violence.

Gender-Based violence: Gender-Based violence are all forms of violence that happens because of socially defined gender differences, such as differences between men and women. The violence involves many different forms of violence, such as sexual assault, rape, domestic violence, forced marriage, child marriage, human trafficking, genital mutilation, violence against sexual minorities and honor killing.

Other less know categories for violence:

Material violence: Any form of behavior against an item that hurts, threatens, or violates another person. For example kicking in a door, breaking or ripping something apart.

Financial violence: Having control over someone else's finances where the partner is refused to have control over their own or shared finances. For example if someone fakes your signature to take a loan in your name.

Digital violence: With digital violence we mean threats, harassment, surveillance or control through phone or internet, often through social media. Digital violence can also be to spread pictures or videos of someone without their consent online. Digital violence also includes sexual assault online.

ATTACHMENT E

Group 1 – Sofie’s history

Sofie’s friends often bully her for not having had a boyfriend. When she was younger, they encouraged her to have sex with Jonathan. She was then 15 years old and curious. She was not sure if she wanted to, but she felt pressured by her friends. Sofie asked Jonathan out on a date, and they had sex, and everyone found out that they had done it.

During the next two years Sofie had sex with four boys. One in her class, one who was a neighbor, one she met at the mall, and the last one she met through a friend. Sofie felt attractive and important after having sex with the boys.

Sofie was usually very good at using a condom, but one time she got pregnant. She chose to keep the baby but did not stay together with the baby’s father since she was not in love with him.

1. What do you think Sofie’s friends think about her?
Boyfriends? Girlfriends?
2. What do you think the boys Sofie has had sex with think about her?
3. What reputation do you think Sofie has?
4. How will you describe Sofie? (Happy, unhealthy, typical girl, respectable etc.)

Group 2 – Thomas' history

Thomas' friends often bully him for not having had a girlfriend. When he was younger, they encouraged him to have sex with Alisha. He was then 15 years old and curious. He was not sure if he wanted to, but he felt pressured by his friends. Thomas asked Alisha out on a date, and they had sex, and everyone found out that they had done it.

During the next two years Thomas had sex with four girls. One in his class, one who was a neighbor, one he met at the mall, and the last one he met through a friend. Thomas felt attractive and important after having sex with the girls.

Thomas was usually very good at using a condom, but one time he got a girl pregnant. She chose to keep the baby, but Thomas chose to not stay together with her since he did not love her.

1. What do you think Thomas' friends think about him?
Boyfriends? Girlfriends?
2. What do you think the girls who had sex with Thomas think about him?
3. What reputation do you think Thomas has?
4. How will you describe Thomas? (Happy, unhealthy, typical boy, respectable etc.)