



Reflection Tool

for Youth Workers and Deaf Youth



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Introduction

Sexuality education is most effective when it goes beyond providing information and creates opportunities for reflection, dialogue, and personal growth. Learning about the body, relationships, emotions, identity, consent, health, and diversity requires not only knowledge but also the ability to critically reflect on one's own experiences, beliefs, and attitudes.

The **Reflection Tools** presented in this document have been developed within the Erasmus+ project **Let's Sign About S3X (LSAS)** to accompany the educational videos and learning materials produced by the partnership. Their purpose is to support educators, youth workers, teachers, interpreters, and facilitators in creating meaningful learning experiences that encourage active participation, respectful discussion, and informed decision-making.

Rather than testing knowledge, these tools are designed to stimulate critical thinking, emotional awareness, and open dialogue. They invite participants to explore different perspectives, challenge stereotypes, reflect on personal values, and develop empathy while respecting the diversity of experiences and identities.

Whenever possible, the activities follow a structured learning process that includes:

Pre-viewing reflection, activating previous knowledge and expectations;

Guided observation during the video, encouraging active engagement with the content;

Post-viewing reflection, supporting deeper analysis, discussion, and personal application.

However, not every topic requires the same methodology. Some Reflection Tools consist of open questions, creative exercises, role-playing activities, emotional mapping, myths and facts, or practical scenarios, depending on the learning objectives of the specific module.

The tools have been designed according to the principles of **inclusive, comprehensive, and rights-based sexuality education**. Particular attention has been paid to accessibility for Deaf people and sign language users, while recognising the



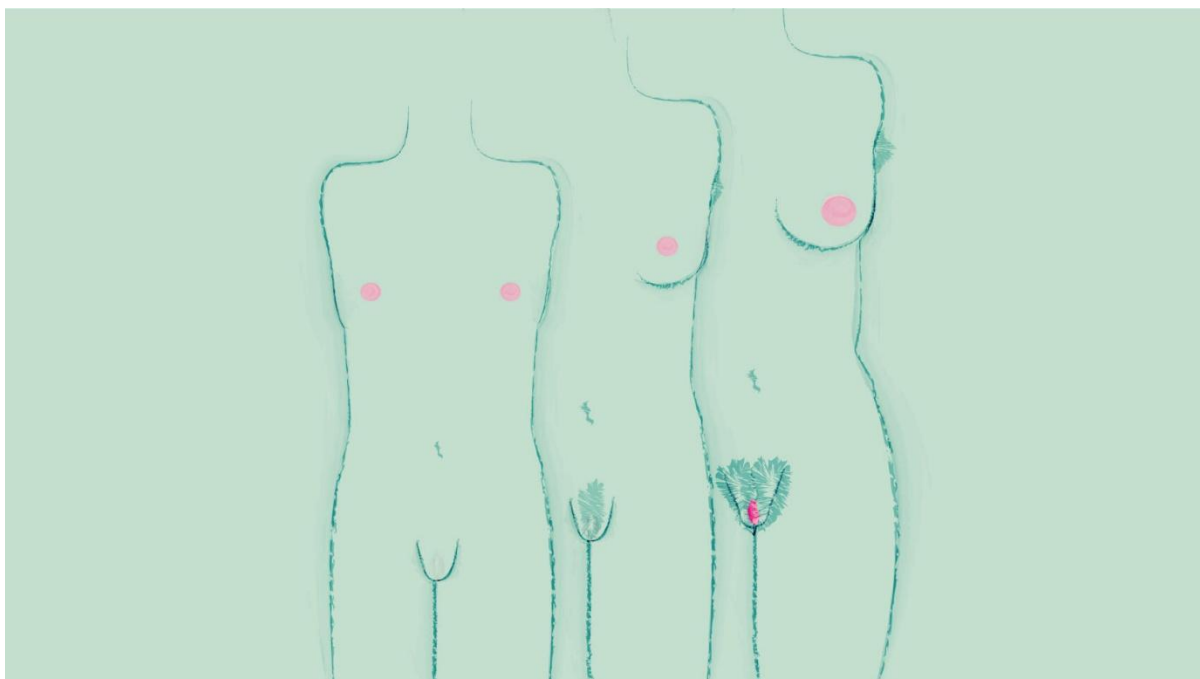
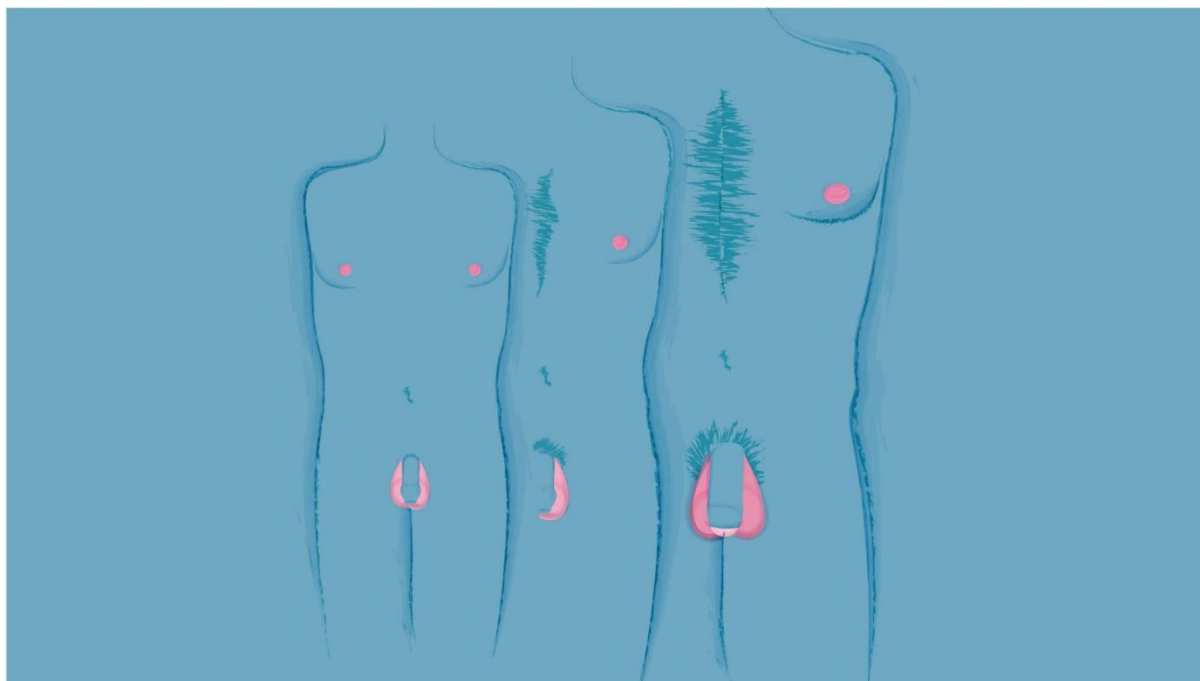
diversity of cultural backgrounds, personal experiences, gender identities, sexual orientations, and family contexts.

Facilitators are encouraged to adapt the activities to the age, maturity, language, and needs of their participants. The role of the educator is not to provide all the answers, but to create a safe, respectful, and non-judgmental environment where participants feel comfortable asking questions, expressing opinions, and learning from one another.

Ultimately, these Reflection Tools aim to transform educational videos into opportunities for meaningful conversation, personal reflection, and the development of knowledge, attitudes, and life skills that contribute to healthier relationships, informed choices, and greater respect for oneself and others.



Body





Different vulvas

- What does “accepting my body” mean to you in everyday life?
- What message of the video do you find most important?
- Are you aware of the beauty of your vulva?

Tip: Find a private space where you will not be disturbed and examine your vulva using a hand mirror.



Different breasts

- Why is it important to like your own body?
- How do you feel when you hear 'every breast is unique and beautiful'?
- Why do many people compare themselves to others?
- What can help you feel more comfortable in your own body?



Different penises

Dealing with norms and media:

- Where do images of how a penis 'should look' come from (e.g. the internet, films)?
- Are these images realistic or not? Why?
- What would you say to a friend who compares themselves to images they see online?
- Which message from the video do you find most important?
- Which tip from the video would you pass on?



What is menstruation

Themes: Menstruation, menstrual cycle, hormones, body awareness, wellbeing, menstrual pain, menstrual products, health, taboos

Objective: To increase understanding of menstruation as a natural biological process, encourage open discussion about menstrual experiences, and challenge stigma and misconceptions surrounding periods.

Introduction

Menstruation is a normal part of life for many people. Yet it is often surrounded by silence, embarrassment, or misinformation.

This video explores what menstruation is, how it affects the body and emotions, and how different people experience their menstrual cycle in different ways. It also highlights the importance of understanding our bodies and talking openly about menstrual health.

Tip for the facilitator/educator

You may start with the following statement:

"Everyone experiences menstruation differently. Some people have few symptoms, while others experience pain, fatigue, or emotional changes. There are no right or wrong experiences."

Part 1 – Before Viewing

What words come to mind when you hear the word "menstruation"?

How comfortable do you feel talking about menstruation?

☐ Very comfortable

☐ Somewhat comfortable

☐ Not very comfortable

☐ Uncomfortable



Where do most people learn about menstruation?

☐ School

☐ Family

☐ Friends

☐ Social media

☐ Healthcare professionals

☐ Other: _____

Do you think menstruation is discussed openly in society?

☐ Yes

☐ No

☐ Sometimes

Why?

Part 2 – While Viewing

What information in the video was new to you?

The speakers describe different experiences of menstruation.

What differences did you notice?

Which topic stood out most to you?

☐ Menstrual pain

☐ Hormonal changes

☐ Energy levels

☐ Menstrual products

☐ Using contraception to manage symptoms

☐ Emotional wellbeing

☐ Other: _____

What surprised you most?



Part 3 – Post-Viewing Reflection

The video shows that menstruation affects people differently.

Why do you think it is important to avoid judging someone else's experience?

Some people experience severe pain, fatigue, headaches, or mood changes during their cycle.

How might this affect daily life, school, work, or relationships?

The speakers mention that hormones can influence energy and emotions.

Have you ever noticed how physical health can affect emotions or vice versa?

Why is it important to talk openly about menstruation?

- | | |
|--|---|
| ☐ To reduce stigma | ☐ To improve knowledge |
| ☐ To support others | ☐ To encourage better healthcare |
| ☐ All of the above | |

How can society make conversations about menstruation more normal?

The video discusses different menstrual products.

Why is it important that people can choose the products that suit them best?

Complete the sentence:

"One thing I learned from this video is _____"

What message from the video do you find most important?



Note for Educators

Create a respectful and inclusive environment. Some participants may have personal experiences with menstruation, while others may not.

Avoid presenting menstruation as the same experience for everyone. Emphasize that cycles, symptoms, pain levels, and emotional experiences can vary greatly from person to person.

End the discussion by reinforcing that menstruation is a normal part of health and should not be a source of shame or embarrassment.



Red Apocalypse (Visual Vernacular Poem)

Themes: Female body, blood, menstruation, female genital mutilation (FGM), prostitution, religion, childbirth, freedom, identity, rights.

Objective: To encourage reflection on the female body, the experiences it goes through, and the social and cultural pressures surrounding it. To promote greater awareness of bodily autonomy, rights, and respect for the body.

Introduction

Red Apocalypse tells the story of the vulva and its blood.

Blood that speaks of menstruation, prostitution, female genital mutilation, religion, and childbirth.

Every drop is a story of pain, strength, and life.

The performance shows how blood, once a source of shame, becomes voice and freedom.

It is a cry from the female body that no longer wants to be hidden.

Red does not destroy: it reveals.

It reveals truth, suffering, and the power of women.

(Chiara Lucia Conte, 2025)

Before viewing

Which of the following topics make you feel most curious or most uncomfortable?

- | | |
|--|---------------------------------------|
| ☐ Menstruation | ☐ Blood |
| ☐ Female genital mutilation (FGM) | ☐ Prostitution |
| ☐ Religion | ☐ Childbirth |
| ☐ Control over one's body | ☐ Freedom |
| ☐ The body as an object | |

Why do you think these topics are still difficult to discuss openly?



After viewing

Which emotion did you experience most strongly while watching the performance?
(You may select more than one.)

☐ Empathy

☐ Anger

☐ Sadness

☐ Confusion

☐ Discomfort

☐ A sense of liberation

☐ Admiration

☐ Other: _____

Which image or sign from the performance stayed with you the most?

Reflection

- In what ways does society still control, judge, or limit women's bodies?
- What change would you like to see in society regarding women's bodies, sexuality, and rights?
- If you had to summarize the message of Red Apocalypse in one sentence, what would you say?

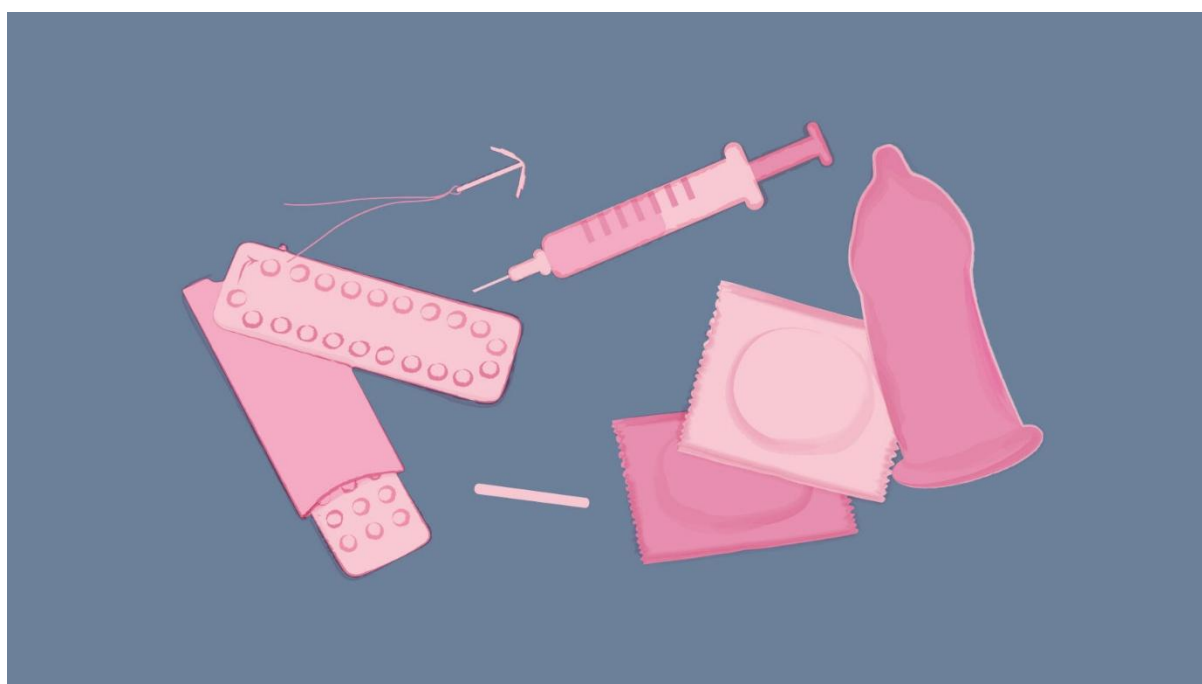
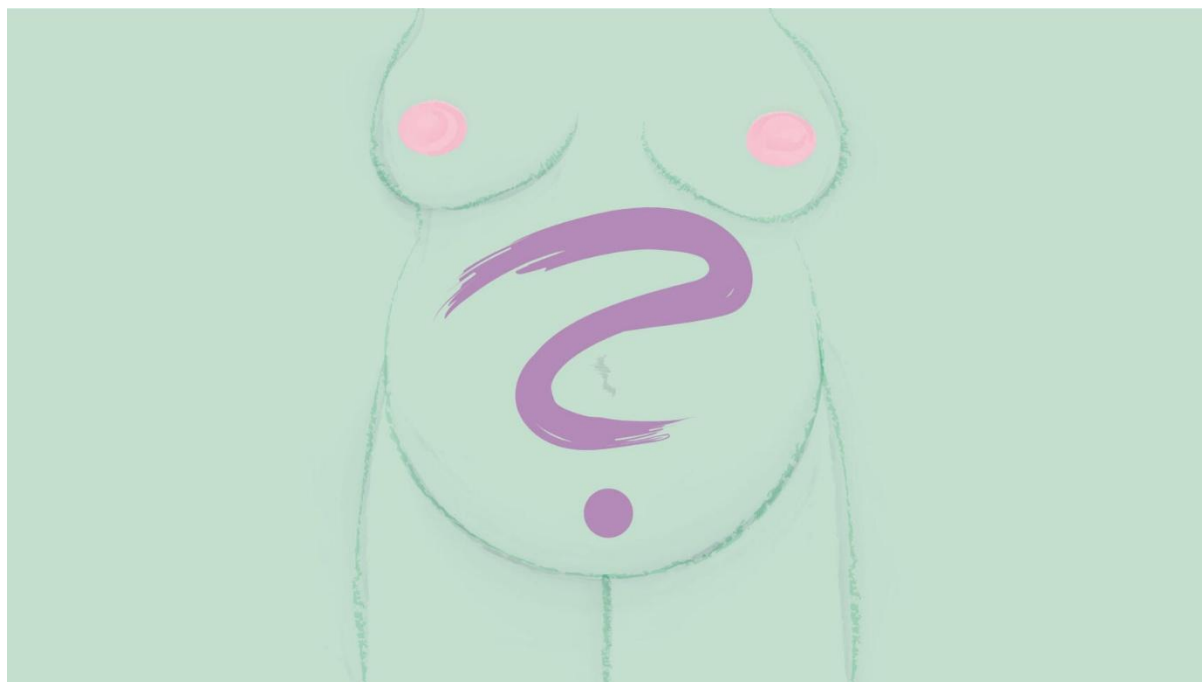
Note for Educators

You may begin by reminding participants that the performance addresses real and sometimes difficult experiences. Participants are not expected to share personal experiences—only what they feel comfortable expressing.

Conclude with a brief moment of reflection or voluntary sharing, inviting participants to recognize the body not only as a place of suffering, but also as a source of strength, freedom, resilience, and identity.



Reproduction





Ovulation scheme

- Did you learn about ovulation at school?
- What would help more people better understand their bodies?



Presentation of different anticonceptions

Themes: Contraception, shared responsibility, sexual health, pregnancy prevention, STI prevention, informed choices, communication, relationships

Objective: To increase knowledge about different contraceptive methods, encourage critical thinking about contraception and sexual health, and promote shared responsibility and informed decision-making in relationships.

Introduction

There are many different ways to prevent pregnancy. Some contraceptive methods use hormones, others act as a physical barrier. Some also protect against sexually transmitted infections (STIs), while others do not.

This video explores different contraceptive methods, their advantages and disadvantages, and common myths about contraception. It also invites us to reflect on responsibility, communication, and making informed choices about our sexual health.

Tip for the facilitator/educator

You may start with the following statement:

"Contraception is a normal part of sexual health. Everyone has the right to receive accurate information and make informed choices. There are no silly questions during this discussion."

Part 1 – Before Viewing

What contraceptive methods do you already know?

☐ Condom

☐ Female condom

☐ Pill

☐ Patch



☐ Implant (contraceptive rod)

☐ IUD / Coil

☐ Emergency contraception (morning-after pill)

☐ Natural methods

☐ Other: _____

Where do you usually get information about contraception?

☐ School

☐ Friends

☐ Family

☐ Social media

☐ Healthcare professionals

☐ Internet

☐ Other: _____

How confident do you feel about your knowledge of contraception?

☐ Very confident

☐ Somewhat confident

☐ Not very confident

☐ Would like to learn more

Part 2 – While Watching

Which contraceptive method surprised you the most?

Why?

What new information did you learn?

Did any information challenge something you previously believed?

☐ Yes

☐ No

If yes, what?

Part 3 – Post-Viewing Reflection



Which contraceptive method do you think offers the most advantages? Why?

Why is it important to know that not all contraceptive methods protect against STIs?

The video explains that condoms protect against both pregnancy and STIs.

Why do you think condoms remain important even when another contraceptive method is used?

The video discusses possible side effects of some contraceptive methods.

Why is it important that people receive professional advice before choosing a method?



Contraceptives together

- Why do some people use more than one contraceptive at the same time?
- What does 'combination of contraceptives' mean?
- Do you know any examples of different contraceptive methods?
- Why is it important to use contraceptives correctly?
- What can you do if you are unsure which contraceptive is right for you?
- Why is counselling important when it comes to contraception?
- The video says: 'Masturbation is normal and healthy.' – What does that mean to you?



Unplanned pregnancy

- Why is it important to talk about your feelings in this situation – e.g. with friends or a counselling centre?
- What does the phrase 'you are in control' mean to you?
- What options do you have if contraception has not worked?
- Do you know of any counselling centres or people you could turn to in such a situation?



Abortion

- What if it happened to you?
- What would you do?
- How would you support a friend going through this?
- What do you think – and why?



Giving birth (with Deaf perspective)

- Why is clear communication important during giving birth?
- What could we do to make women feel safe during childbirth?
- What should be improved in maternity hospitals for Deaf parents?
- How can a woman prepare for giving birth in advance?



Child Wish (Having Children or Not)

Themes: Parenthood, personal choice, relationships, future plans, family, self-determination, social expectations, responsibility

Objective: To encourage reflection on the desire to have children, personal values, future expectations, and the importance of respecting different life choices. To explore how relationships, family background, personal experiences, and society can influence decisions about parenthood.

Introduction

Some people know from a young age that they want children. Others are certain they do not want children. For many people, their feelings change over time.

This video presents different perspectives on having children and shows that there is no single "right" choice. The decision to become a parent is personal and can be influenced by relationships, life experiences, financial stability, personal goals, health, and hopes or concerns about the future.

The video reminds us that everyone has the right to make their own choices about family and parenthood.

Tip for the facilitator/educator

You may introduce the activity with the following statement:

"People have different wishes and dreams for their future. Some want children, some do not, and some are unsure. All choices deserve respect."

Part 1 – Before Viewing

When you think about your future, do you imagine having children?

☐ Yes

☐ No

☐ Maybe



☐ I am not sure

Do you think society expects people to have children?

☐ Yes

☐ No

☐ Sometimes

Why?

What factors might influence someone's decision about having children?

☐ Relationship status

☐ Financial situation

☐ Career or studies

☐ Health

☐ Family background

☐ Personal values

☐ Concerns about the future

☐ Other: _____

Do you think people's opinions about having children can change over time?

☐ Yes

☐ No

Why?

Part 2 – While Viewing

Which person's perspective did you relate to most?

What argument or opinion stood out to you?

The participants shared different reasons for wanting or not wanting children.

Which reason surprised you most?



What emotions or thoughts did the video evoke?

☐ Curiosity

☐ Understanding

☐ Reflection

☐ Confusion

☐ Empathy

☐ Other: _____

Part 3 – Post-Viewing Reflection

The video shows that some people strongly want children, while others do not.

Why is it important to respect both choices?

One participant explained that their opinion changed after entering a healthy relationship.

Why do you think relationships can influence how people feel about having children?

The participants discuss concerns about the future, including finances, education, the environment, and society.

Do you think these concerns are important when deciding whether to have children? Why or why not?

The video highlights the importance of discussing a child wish early in a relationship.

Why can this be an important conversation?

How might a relationship be affected if two people have very different wishes about having children?



Do you think people without children can still have a meaningful and fulfilling life?

☐ Yes

☐ No

☐ Not sure

Explain your answer:

Complete the sentence:

"A family can look like _____"

What message from the video do you find most important?

Note for Educators

Avoid presenting parenthood as a necessary life goal.

Emphasize that having children, not having children, or being unsure are all valid positions.

Encourage participants to listen respectfully to different viewpoints and recognize that people's wishes may evolve throughout life.

End the discussion by reinforcing that personal choices about family and parenthood should be based on individual values, informed decisions, and mutual respect.



Future without limitations

Themes: Disability, Deaf culture, accessibility, inclusion, future society, family, parenthood, technology, genetics, diversity, human rights

Objective: To encourage reflection on how society views disability and diversity, explore ideas about accessibility and inclusion, and discuss how future technologies may influence our understanding of identity, culture, and human differences.

Introduction

What kind of future do we want to create?

In this video, young Deaf people discuss parenthood, accessibility, social expectations, Deaf culture, and new technologies that may influence future generations. They reflect on questions such as: What makes a good society for raising children? What role does accessibility play? And how should we think about genetic technologies that may alter human characteristics?

The video invites us to think about diversity, belonging, and the value of every person in society.

Tip for the facilitator/educator

You may begin with the following statement:

"This video presents different opinions. The goal is not to agree on one answer, but to explore different perspectives with respect and curiosity."

Part 1 – Before Viewing

When you think about the future, what do you believe is most important for children to grow up well?

☐ Education

☐ Family support

☐ Accessibility

☐ Safety



☐ Healthcare

☐ Financial stability

☐ Community

☐ Other: _____

What does an inclusive society mean to you?

Do you think society is accessible enough for people with disabilities?

☐ Yes

☐ No

☐ Partly

Why?

When you hear the words "disability" or "difference," what comes to mind?

Part 2 – While Viewing

Which topic in the video interested you the most?

☐ Parenthood

☐ Accessibility

☐ Deaf culture

☐ Society's expectations

☐ Genetic technology

☐ Diversity

☐ Other: _____

Which statement or opinion stayed with you the most?

Did you hear a perspective that was different from your own?

☐ Yes

☐ No

If yes, which one?



What emotions did the discussion evoke?

☐ Curiosity

☐ Surprise

☐ Concern

☐ Hope

☐ Confusion

☐ Inspiration

☐ Other: _____

Part 3 – Post-Viewing Reflection

Several participants explain that accessibility can strongly influence quality of life.

Why is accessibility important for equal opportunities?

The video challenges the idea of a "perfect family" and a "perfect child."

Do you think society creates unrealistic expectations about what a family should look like?

Why or why not?

Some participants believe that diversity, including Deaf culture, should be valued and preserved.

Why can cultural and human diversity be important for society?

The discussion includes future technologies that could change genetic characteristics before birth.

What opportunities do you see in these technologies?

What concerns or ethical questions do these technologies raise?

The participants express different views about disability and difference.



Do you think a disability is always something that needs to be "fixed"?

Why or why not?

How can society better support Deaf people and people with disabilities?

Complete the sentence:

"A society becomes stronger when _____"

What message from the video do you find most important?

Note for Educators

This topic may generate strong and differing opinions, especially regarding disability, genetic technologies, and parenthood.

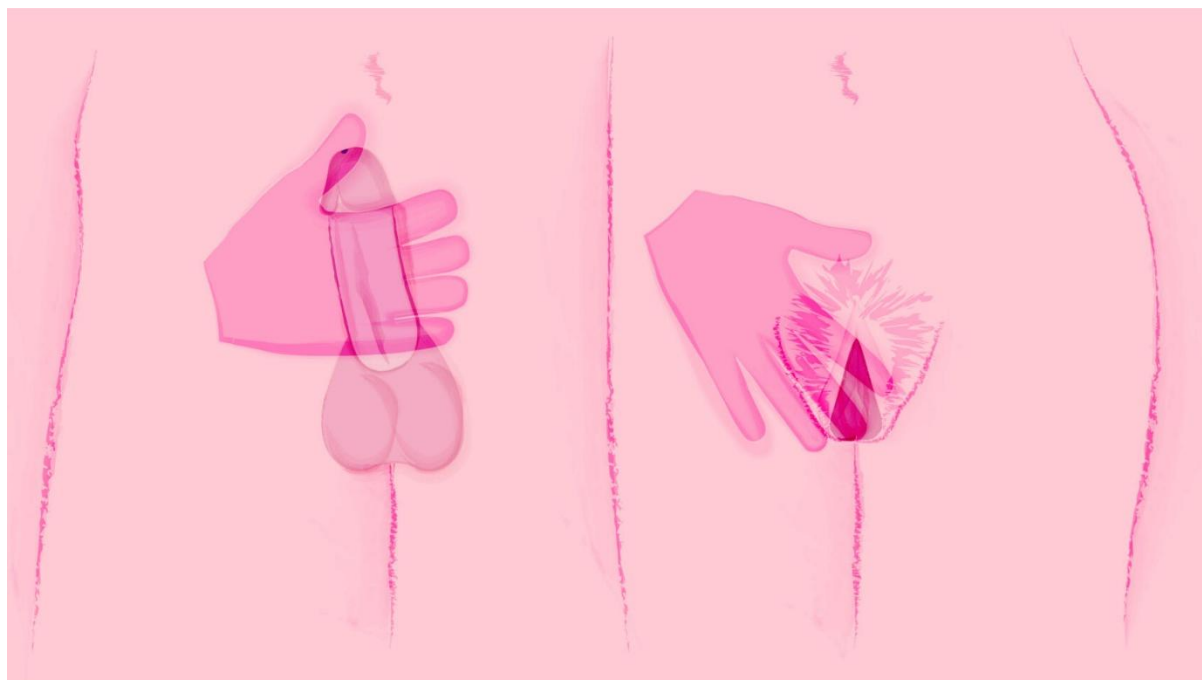
Encourage participants to listen respectfully and distinguish between personal opinions and facts.

Emphasize that disability can be viewed from different perspectives: medical, social, cultural, and human rights perspectives.

Conclude by highlighting that inclusion is not about making everyone the same, but about ensuring that everyone can participate fully and equally in society.



Sexuality





The first time (consent, safe sex practices)

- Why is it a good idea to talk to your partner about your wishes and boundaries beforehand?
- What do you understand by consent?
Give examples from other areas of your life where you have already had experience with consent.
- Who would you ask for advice if you were unsure, and how could you seek support?
- What makes a first time 'nice and safe' for you?
- How do you respect your own boundaries and those of others?
- What does it mean to you to be able to say 'no' or take a break without feeling guilty?



Masturbation: Facts and Myths

1. What misconceptions (myths) are there about masturbation?
2. How can masturbation help you feel more comfortable in your body?
3. How do you feel when you hear: 'It's not a bad thing, it's natural'?
4. What can you do if you have questions about sexuality or your body?
5. Why should you respect yourself and others in this regard?



Male masturbation

- Why is talking about masturbation still such a big taboo?
- When did you first learn about masturbation – from friends, from people around you, or did you figure it out yourself?
- How did you feel about it at first – embarrassed, confused, calm?
- What common myths or jokes have you heard about male masturbation?
- Why do you think people feel ashamed about this topic or stay silent about it?



Female masturbation

- Is female masturbation still a taboo – and why?
- Why is it that when women explore their own bodies, it is often seen as something immoral, wrong, or shameful?
- What prejudices about female masturbation did you grow up with?
- Did people around you ever say that “decent girls” shouldn’t do it?
- What has been your impression of this topic so far?
- If this topic were talked about openly and normally, would anything change?



Sex toys

- Why is hygiene important when it comes to sex toys?
- How can open communication help in a relationship?
- How can getting to know your own body help you feel better?

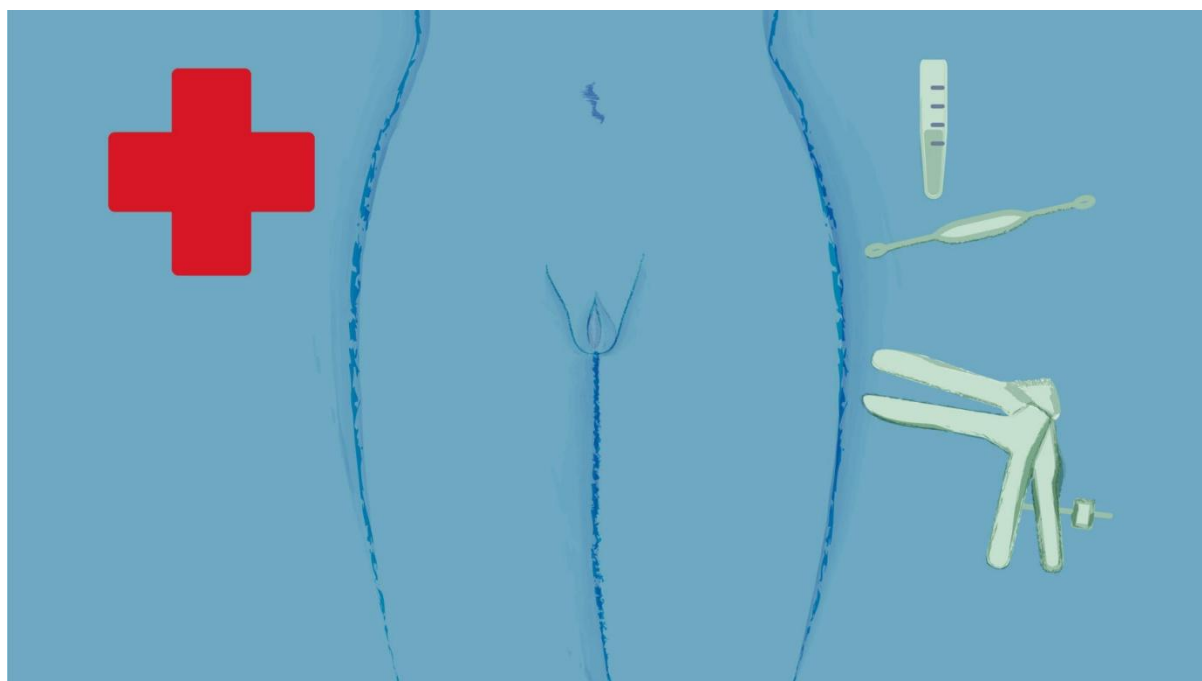
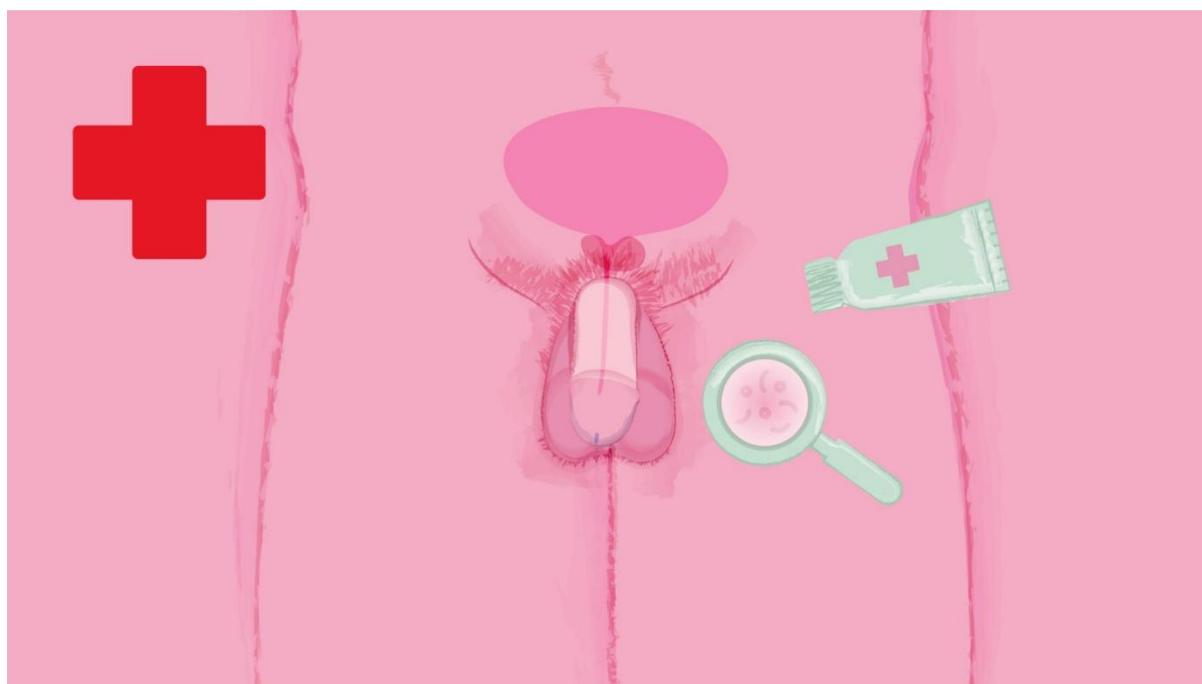


Premature ejaculation

- Where do our expectations about how long sex “should” last come from – and how do they affect us?
- How might talking openly with a partner change the way premature ejaculation feels?



Health





Male health prevention

- When did you last go for a preventive check-up – and what makes it hard to go?
- What would help you, or someone close to you, take care of your health without embarrassment?



Female Health Prevention

- What does prevention in women's health mean?
- Have you ever had a preventive check-up?
- What prevents people from going to the doctor?
- What would you do differently after watching this video?



Endometriosis

Statement	True / False
Endometriosis occurs when tissue similar to the uterine lining grows outside the uterus.	☐ True ☐ False
Endometriosis affects about 10% of women of reproductive age worldwide.	☐ True ☐ False
Painful periods and chronic pelvic pain are common symptoms of endometriosis.	☐ True ☐ False
Endometriosis can be fully cured with medication alone.	☐ True ☐ False
Early diagnosis and awareness are important to manage symptoms effectively.	☐ True ☐ False
Endometriosis only affects fertility and has no impact on daily life.	☐ True ☐ False
Support groups and counseling can improve quality of life for patients.	☐ True ☐ False
Endometriosis is caused exclusively by lifestyle factors.	☐ True ☐ False

Reflection Question (for participants)

What surprised you the most about endometriosis?

Why do you think it is still not widely understood?

Tip for Facilitators

Try to find and include a local testimony about endometriosis, if possible from Deaf individuals or in sign language.



Menstrual products and how to use

- Why is it important to talk openly about menstruation?
- Why is hygiene important during menstruation?
- Why is it important not to feel ashamed of menstruation?
- How do you choose the right menstrual product?



HIV / AIDS

- What is the difference between HIV and AIDS?
- How is HIV mainly transmitted, and what misconceptions exist about it?
- How do you feel when you hear that HIV is not transmitted through hugging, shaking hands or kissing?
- Why is it important to combat prejudice about HIV, and how does this affect people with HIV?
- Why are condoms and regular testing so important for protecting against HIV?
- Why is knowledge about HIV crucial, and how can you educate friends or others about it?
- Do you know where and how you can get tested for HIV?
- Who would you ask if you wanted to know more about testing or treatment?



Testing for STDs and HIV/AIDS

- Why can it be good to get tested even if you feel healthy?
- How can anonymity help people feel less afraid of testing?
- How can testing help protect the health of people around you?
- What could help people feel more comfortable when getting tested?

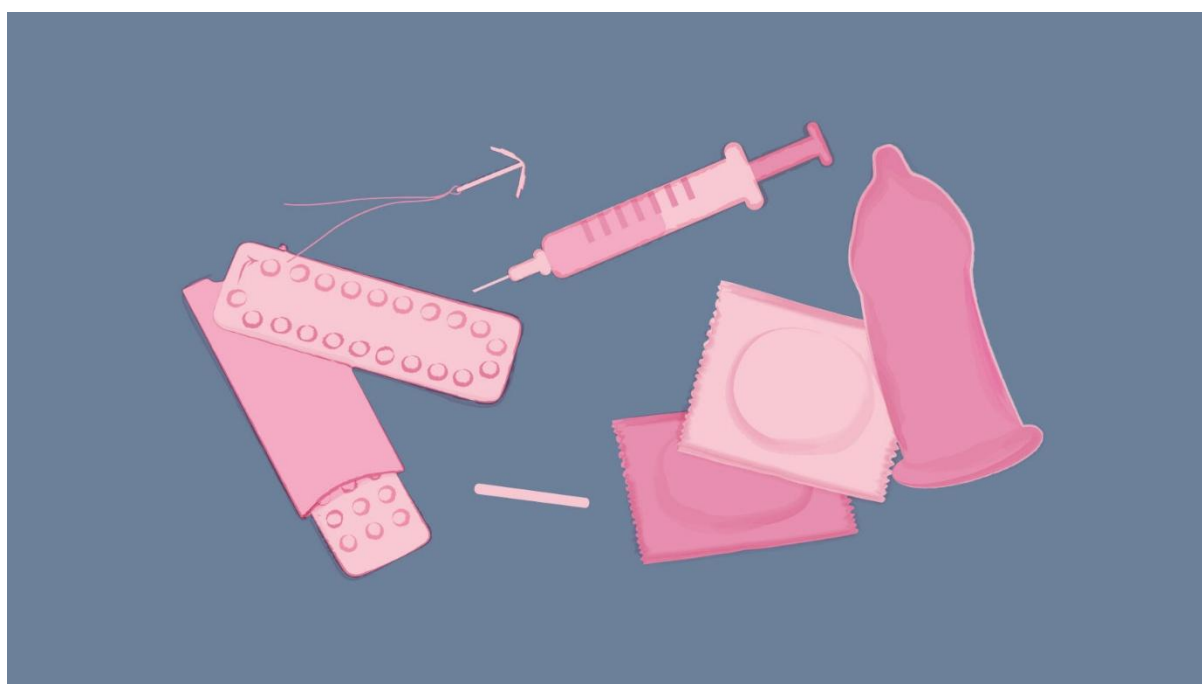


Shared Pleasure?

- Why is it important to notice how the other person reacts?
- Why do positive experiences together always involve respect, attention, and caring about each other?
- How can people show or say/sign if something feels good or uncomfortable to them?
- What can you do if you notice that the other person seems unsure?
- Why is it important to pay attention not only to yourself but also to the other person?
- What can happen if someone ignores the other person's signs or boundaries?



Diversity





Body diversity

Themes: Body diversity, self-image, social media, beauty standards, self-confidence, inclusion, mental wellbeing, self-acceptance

Objective: To encourage reflection on body diversity, self-image, and the influence of social media on how we see ourselves and others. To promote self-acceptance and appreciation of the diversity of bodies in society.

Introduction

Every body is unique.

Social media often shows edited images, filters, and idealized appearances that can make people compare themselves to others. This can affect self-confidence and create unrealistic expectations about what a body should look like.

This video invites us to think critically about beauty standards, social media influences, and the importance of accepting ourselves and others as we are.

Tip for the facilitator/educator

You may begin with the following statement:

"Many people sometimes feel insecure about their appearance. During this activity, we focus on respect, diversity, and understanding that every body is different."

Part 1 – Before Viewing

When you hear the words "body diversity", what do you think of?

Have you ever compared your appearance to someone you saw on social media?

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

What can influence how people feel about their bodies?



☐ Social media

☐ Friends

☐ Family

☐ Television and advertising

☐ Fashion trends

☐ Personal experiences

☐ Other: _____

Do you think social media presents realistic images of people's bodies?

☐ Yes

☐ No

☐ Sometimes

Why?

Part 2 – While Viewing

Which statement or message from the video stayed with you the most?

What surprised you most about the discussion on social media and filters?

The video mentions that many young people feel insecure about their bodies.

How did that information make you feel?

☐ Surprised

☐ Concerned

☐ Not surprised

☐ Other: _____



Which idea did you agree with most?

- ☐ Every body is different
- ☐ Social media can affect self-confidence
- ☐ Health looks different for everyone
- ☐ Comparing yourself to others is not helpful
- ☐ Being kind and giving compliments matters

Part 3 – Post-Viewing Reflection

Why do you think so many people compare themselves to others?

How can filters, photo editing, and AI influence the way we see ourselves?

The video suggests unfollowing accounts that make you feel insecure.

Do you think this is good advice? Why or why not?

What does a "healthy body" mean to you?

- ☐ Looking fit
- ☐ Feeling good physically
- ☐ Feeling comfortable in your body
- ☐ Good mental wellbeing
- ☐ Other: _____

Why is it important to remember that there is no single "perfect" body type?

Complete the sentence:



"My body deserves respect because _____"

What is one positive thing you appreciate about yourself?

What message from the video do you find most important?

Complete the sentence:

"Everybody is unique because _____"

Note for Educators

Encourage participants to focus on appreciation rather than criticism of bodies.

Avoid discussions that rank or judge different body types.

Emphasize that health, beauty, and wellbeing can look different for every person.

End the activity by inviting participants to share one positive quality about themselves that is not related to appearance.



Interview: transgender experience

Themes: Gender identity, transgender experiences, inclusion, respect, diversity, stereotypes, empathy, sexual education.

Objective: To reflect on emotions, beliefs and attitudes after watching the interview, encouraging greater understanding of transgender experiences, respect for diversity and inclusive relationships.

Before Viewing

- What do you already know about transgender people's experiences?
- Is there anything about this topic that makes you feel curious, uncertain, or uncomfortable?

After Viewing

- Which moment of the interview had the greatest impact on you?
- What emotions did you experience while watching the interview?
- What did you learn from the person's story or experience?

Reflection

- Did the interview make you reflect on any beliefs, assumptions, or stereotypes you may have had? If so, how?
- What attitudes or behaviours can help a transgender person feel respected, safe, and included?
- Is there anything you would like to learn more about after watching this interview?

Key Message

Complete the following sentence:

The most important message for me is...

Note for Educators



Create a respectful and supportive environment where participants feel comfortable expressing their thoughts. Remind them that there are no right or wrong answers and that everyone may choose how much they wish to share.

Encourage participants to listen to different perspectives with openness and empathy, recognizing that each person's experience is unique.



Coming out

- Why can coming out be difficult?
- Who would you tell first, and why?
- Why is support important during coming out?



Poem: I AM FREE

Objective: To reflect on freedom of choice, social pressure, identity, and respect for different life choices after watching the poem *I AM FREE*.

Before Viewing

- What does freedom of choice mean to you?
- Have you ever felt pressured to make a decision to satisfy other people's expectations?

After Viewing

- Which part of the poem had the greatest impact on you? Why?
- What emotions did the poem evoke in you?

Reflection

- What kinds of social expectations or pressures are shown in the poem?
- How can we respect and support people whose life choices are different from our own?
- Has the poem changed or strengthened your way of thinking about freedom of choice?

Creative activity

Choice map: Draw or write the important choices in your life (relationships, family, work, children, hobbies, etc.). Reflect on which choices feel truly yours and which may be influenced by other people's expectations.



POEM "I AM FREE" - GLOSS TRANSCRIPTION

(ME) PREGNANT (GROWING BELLY)

HEARTBEAT

HEARTBEAT-GONE

BELLY-GONE

EMPTY HANDS (DESPERATE)

SCREAM

DARK

PERSON SAYS "OH NO!"

PERSON SAYS "I'M SORRY"

PERSON SAYS "DON'T WORRY, AGAIN!"

PERSON SAYS PERSON SAYS PERSON SAYS
PERSON SAYS

I PUT ON THE MASK

SMILING

BUT SAD INSIDE

ENOUGH!

I WOMAN

I TRAVEL

I DETERMINE MYSELF

NORMS I DON'T FOLLOW

I AM FREE

PERSON SAYS... PERSON SAYS...

I MOM SUCCESS

MOM EASY!

NORMS I DON'T FOLLOW

ANIMAL AS CHILD

PERSON SAYS... PERSON SAYS...

ANIMAL IS DIFFERENT

EXPERIENCED NEVER

I LUCKY!

PERSON SAYS PERSON SAYS PERSON SAYS
PERSON SAYS

I PUT ON THE MASK

SMILING

BUT SAD INSIDE

ENOUGH!

I WOMAN

I TRAVEL

I DETERMINE MYSELF

NORMS I DON'T FOLLOW

I AM FREE

PERSON SAYS... PERSON SAYS...

YOU CAN!

AGAIN!

AGAIN AGAIN!

PERSON SAYS PERSON SAYS PERSON SAYS
PERSON SAYS

I PUT ON THE MASK

SMILING

BUT SAD INSIDE

ENOUGH!

I WOMAN

I TRAVEL

I DETERMINE MYSELF

PERSON SAYS PERSON SAYS PERSON SAYS
PERSON SAYS

SAYS SAYS SAYS SAYS

PUT AWAY...

I CHOOSE



UNDERSTAND NEVER

PERSON SAYS PERSON SAYS PERSON SAYS
PERSON SAYS

I PUT ON THE MASK

SMILING

BUT SAD INSIDE

ENOUGH!

I WOMAN

I TRAVEL

I DETERMINE MYSELF

NORMS I DON'T FOLLOW

I AM FREE

PERSON SAYS... PERSON SAYS...

WITHOUT CHILDREN IMPOSSIBLE!

YOU HAVE TO!

YOU MUST!

PERSON SAYS PERSON SAYS PERSON SAYS
PERSON SAYS

I PUT ON THE MASK

SMILING

BUT SAD INSIDE

ENOUGH!

I WOMAN

I TRAVEL

I DETERMINE MYSELF

NORMS I DON'T FOLLOW

I AM FREE

ALONE

PARTNER

FAMILY

ANIMAL

VARIOUS VARIOUS VARIOUS
VARIOUS VARIOUS

I WOMAN

I TRAVEL

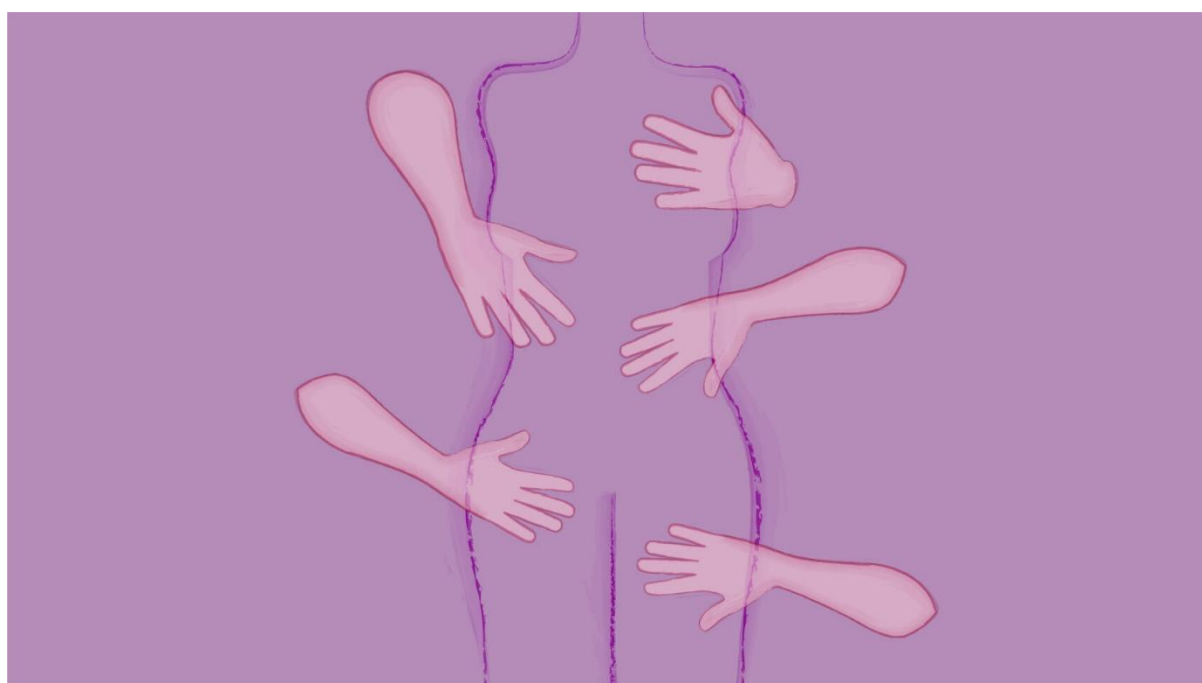
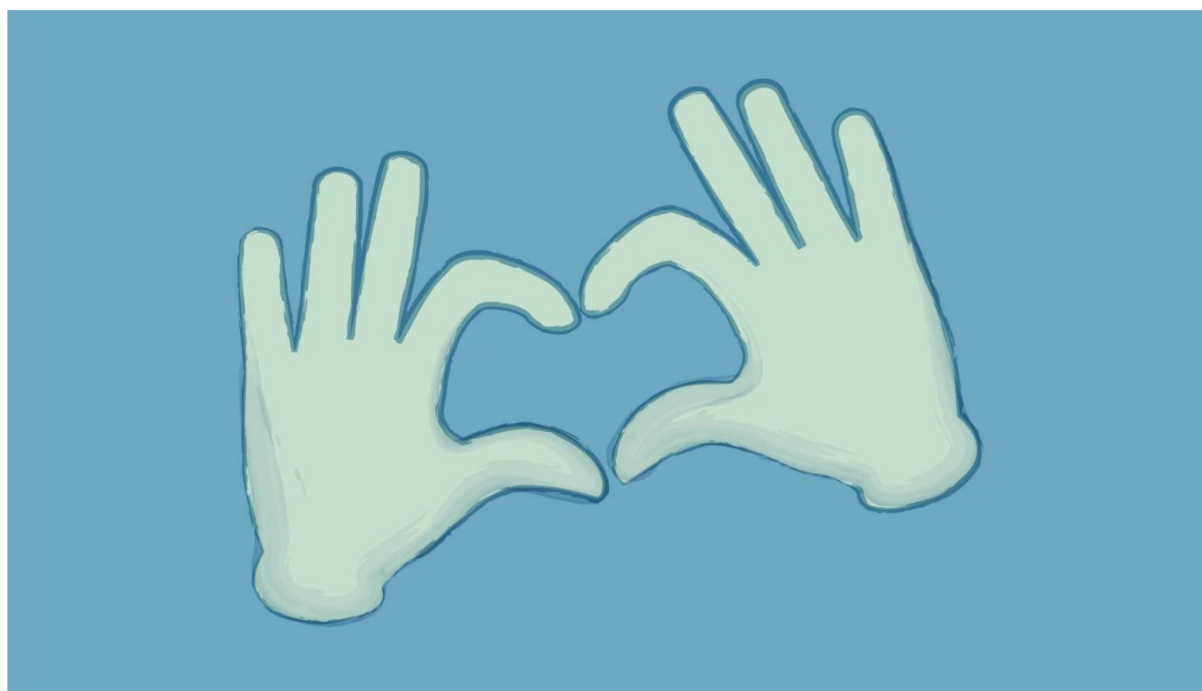
I DETERMINE MYSELF

NORMS I DON'T FOLLOW

I AM FREE!



Relationship & Feelings





Healthy communication in relationships

After watching the short film “Healthy communication in relationships”, consider these questions to encourage reflection, sharing, and discussion:

- How did you interpret Fra's need for space? Did you see it as a sign of love or as distance?
- Have you ever felt hurt in a relationship by the other person's legitimate need for space? How did you handle it?
- What's the difference between “taking space” and “pulling away”?
- How do you relate to personal space? Do you ask for it? Do you allow it for others?
- How can we respect someone else's boundaries without feeling rejected?
- What did you learn about love from this scene?
- If you could rewrite a line from the dialogue, which one would you change or expand on?



Sex or love

- What does love mean to you?
- What is important for you during sex?
- Why is it important to be able to say "yes" and also "no"?



Parenthood

Themes: Parenthood, child wish, family, relationships, co-parenting, single parenthood, surrogacy, responsibility, support networks, timing, future planning, respect for different life choices.

Objective: To encourage participants to reflect on different ways of becoming a parent, the responsibilities of raising a child, the importance of support from others, and the many personal factors that influence decisions about parenthood. The tool also promotes respect for different family structures and personal choices.

Introduction

Some people have always wanted children. Others are unsure or decide not to become parents. Some become parents with a partner, while others raise children alone or through co-parenting or surrogacy. This video presents different perspectives and shows that there is no single 'right' way to build a family. Parenthood is a personal journey that can be influenced by relationships, age, work, finances, housing, health and life experiences.

Tip for the facilitator/educator

You may introduce the activity with the following statement:

"Families come in many different forms. People also have different dreams and different life situations. Today we will explore these perspectives with respect and curiosity."

Part 1 – Before Viewing

Do you think you would like to have children one day?

☐ Yes



☐ No

☐ Maybe

☐ I am not sure

What do you think someone needs before becoming a parent?

☐ Stable relationship

☐ Financial security

☐ A home

☐ Support from family or friends

☐ Emotional readiness

☐ Other: _____

Can someone successfully raise a child alone?

☐ Yes

☐ No

☐ It depends

Why?

What different ways can people become parents? (Write down as many as you can.)

Do you think people's wishes about having children can change over time?

☐ Yes

☐ No

Why?



Part 2 – While Viewing

Which participant's opinion did you relate to most? Why?

What idea or story stood out to you most?

Which family structure mentioned in the video was new or surprising to you?

What responsibilities of parenthood were discussed?

What emotions or thoughts did the video evoke?

☐ Curiosity

☐ Respect

☐ Reflection

☐ Surprise

☐ Empathy

☐ Hope

☐ Other: _____

Part 3 – Post-Viewing Reflection

The participants discussed single parenthood, co-parenting and surrogacy. What are some advantages and challenges of these family forms?

Several participants said that support from family and friends is important. Why can a support network make a difference?

Some participants said their opinions about children changed after entering a relationship or growing older. Why do you think people's wishes can change?



How can work, housing, finances and relationships influence the decision to have children?

Do you think there is a 'perfect' age to become a parent? Why or why not?

Why is it important to respect people who choose not to have children?

Complete the sentence:

'A family can look like _____.'

Complete the sentence:

'A good parent is someone who _____.'

What message from the video do you find most important?

Note for Educators

Avoid presenting one family structure as better than another. Emphasise that families can be formed in many different ways and that becoming a parent is a personal choice. Encourage participants to listen respectfully, recognise that opinions may change throughout life, and understand that support, preparation and mutual respect are important regardless of family structure.



If I say No, it means No!

Objective: To reflect on personal boundaries, consent, and respectful communication after watching the video.

Before Viewing

- What does consent mean to you?
- Why do you think it can sometimes be difficult to say or accept "no"?

After Viewing

- Which moment in the video had the greatest impact on you? Why?
- How did you feel while watching the two different reactions to the word "no"?

Reflection

- Which behaviours showed respect? Which behaviours did not respect personal boundaries?
- Why is it important to respect someone's "no"?
- How does respecting personal boundaries help build trust in a relationship?

Practical activities

Communicating "No": Think of one way you can clearly and respectfully communicate your own "no".

Respecting "No": Think of one way you can show respect when someone else says "no".



Toxic relationship

Themes: Healthy and unhealthy relationships, boundaries, trust, control, jealousy, isolation, emotional abuse, physical violence, friendship, support, safety.

Objective: to encourage reflection on the difference between care and control in relationships, the importance of personal boundaries, and the warning signs of emotional or physical abuse. To explore how friends and trusted people can notice changes, start a respectful conversation, offer support, and help someone think about their safety.

Introduction

Relationships can include love, closeness, care, and attention. However, behaviour that is described as love can sometimes feel controlling, limiting, frightening, or unsafe.

This video discusses situations in which a partner sends many messages, decides what someone is allowed to do separates them from friends or activities, insults them, or uses physical violence. The participants reflect on warning signs and on how friends can respond.

The video emphasizes that everyone has the right to their own friends, activities, privacy, boundaries, and safety. A person experiencing abuse is not responsible for the harmful behaviour of their partner.

Tip for the facilitator/educator

You may introduce the activity with the following statement: "Care and attention can feel good, but control, fear, humiliation, isolation, and violence are not signs of a healthy relationship. Everyone deserves respect and safety."



Part 1 – Before Viewing

What do you think is important in a healthy relationship?

- | | |
|--|---|
| ☐ Trust | ☐ Respect |
| ☐ Freedom to see friends and family | ☐ Honest communication |
| ☐ Respect for boundaries | ☐ Feeling safe |
| ☐ Other: _____ | |

Can frequent messages from a partner be experienced differently by different people?

- ☐ Yes
- ☐ No
- ☐ Not sure

Explain your answer:

Which behaviours could be warning signs of an unhealthy or toxic relationship?

- ☐ Constantly checking where someone is
- ☐ Deciding who someone may meet
- ☐ Making someone cancel plans
- ☐ Insulting or humiliating someone
- ☐ Separating someone from friends or family
- ☐ Ignoring someone's boundaries
- ☐ Pushing, hitting, or other physical violence
- ☐ Other: _____

Why can it be difficult for someone to recognise or talk about an unhealthy relationship?



Part 2 – While Viewing

Which situation in the video stood out to you most?

When did the participants describe attention as becoming controlling?

What changes in a friend's behaviour were mentioned as possible warning signs?

Which advice for supporting a friend did you find most helpful?

What emotions or thoughts did the video evoke?

☐ Concern

☐ Recognition

☐ Surprise

☐ Anger

☐ Empathy

☐ Confusion

☐ Hope

☐ Other: _____

Part 3 – Post-Viewing Reflection

The video begins with a partner sending many messages to ask where someone is and who they are with, while saying: "That is because I love you."

When can messages feel caring, and when can they feel controlling?

Why is it important to ask the person receiving the messages how the behaviour feels to them?

The participants say that each person should be able to have their own friends, activities, and personal space.



What does respecting a boundary look like in a relationship?

A friend increasingly cancels plans because their partner decides what they may and may not do.

Why can isolation from friends, family, events, or hobbies be a serious warning sign?

Which changes might friends notice?

- ☐ Becoming quieter or more withdrawn
- ☐ Cancelling plans repeatedly
- ☐ Suddenly stopping a favourite activity
- ☐ Having much less contact than before
- ☐ Saying: "My partner does not allow me to come"
- ☐ Appearing afraid or unusually dependent around the partner
- ☐ Unexplained or repeated injuries
- ☐ Other: _____

How could you begin a conversation with a friend without blaming or pressuring them?

Complete the sentence:

"I have noticed _____"

"I am worried because _____"

"How can I support you? _____"

A person says that their partner insults them and has pushed them, but also says:
"They can be very sweet" and "It is probably my fault."



Why might someone defend their partner or blame themselves?

Is insulting, pushing, or other violence ever the victim's fault?

☐ Yes

☐ No

☐ Not sure

Explain your answer:

The participants mention practical reasons why leaving can be difficult, such as money, housing, children, and uncertainty about where to go.

Why is "just leave" not always simple or safe advice?

What can a supportive friend do?

☐ Listen without judging

☐ Believe the person

☐ Thank them for sharing

☐ Ask what help they want

☐ Ask whether they feel safe

☐ Offer a safe place when possible

☐ Help contact trusted people or professional support

☐ Keep supporting them without taking control

☐ Other: _____

What should someone do if there is immediate danger or serious violence?

What message from the video do you find most important?





Optional Scenario Discussion

Choose one scenario and discuss what you notice, what you might say, and what support could be helpful.

Scenario 1: A friend receives repeated messages during every social activity and becomes anxious when they do not reply immediately.

Scenario 2: A friend no longer attends events they used to enjoy and often says their partner does not want them to go.

Scenario 3: A friend tells you their partner insults them and has pushed them but asks you not to tell anyone.

Note for Educators

Create a respectful and non-judgemental atmosphere. Participants should never be required to share personal experiences.

Avoid blaming a person for staying in, returning to, or not immediately recognising an abusive relationship. Leaving can be emotionally, practically, financially, and physically difficult.

Emphasize the difference between mutual agreements and one person controlling the other. A boundary is not a rule used to control someone else.

Reinforce that insults, threats, isolation, coercion, pushing, hitting, and other forms of violence are not acceptable and are never the victim's fault.

Encourage supportive responses: listen, believe, ask what the person needs, check immediate safety, and involve trusted or professional help when appropriate.

If a participant discloses current abuse or immediate danger, follow your organisation's safeguarding procedures and contact emergency or specialist support according to local guidance.

End by reinforcing that healthy relationships allow both people to feel respected, free, heard, and safe.



Psychological violence

Objective: To reflect on psychological violence, emotional wellbeing, healthy relationships, and ways to support yourself and others after watching the video.

Before Viewing

- What does psychological violence mean to you?
- What behaviours do you think can make someone feel emotionally unsafe in a relationship?

After Viewing

- Which moment in the video had the greatest impact on you? Why?
- What emotions did you experience while watching the story?

Reflection

- How can psychological violence affect a person's wellbeing and relationships?
- What signs might help you recognize psychological violence?
- How can friends, family members, or bystanders support someone experiencing psychological violence?

Practical activity

Role Switch: Choose one character from the video. Write what they might have been thinking or feeling during the story.



Toxic masculinity

Objective: To raise awareness of toxic masculinity, reflect on gender stereotypes and their impact, and encourage respectful discussion.

Reflection

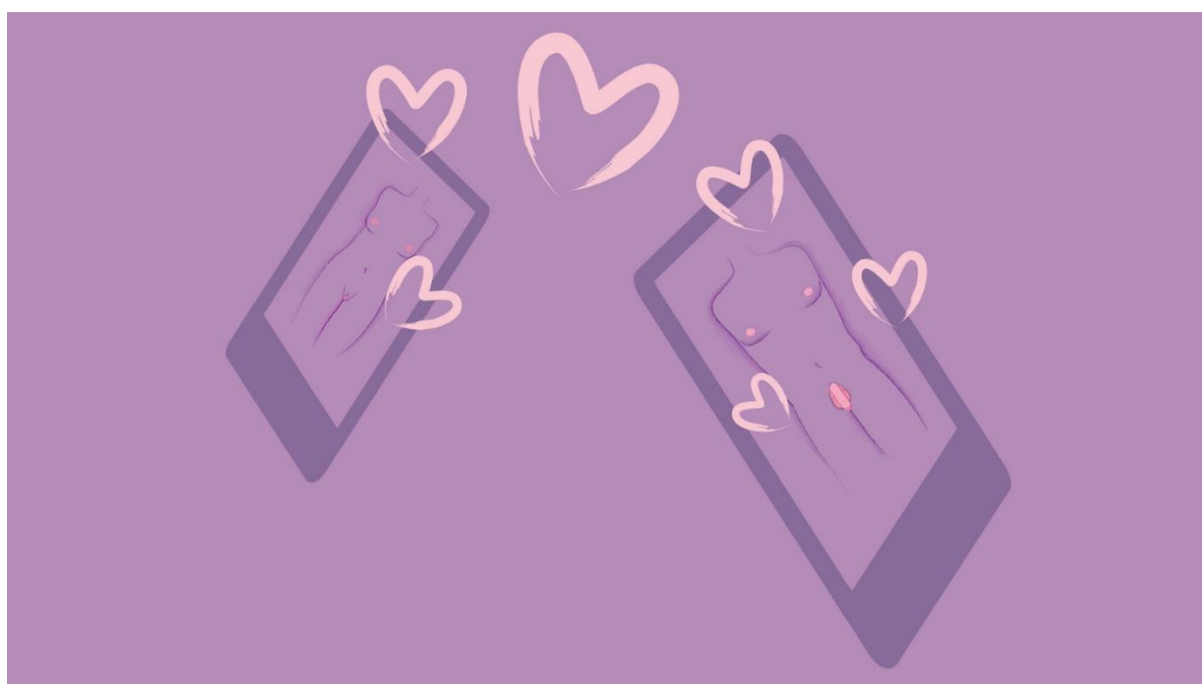
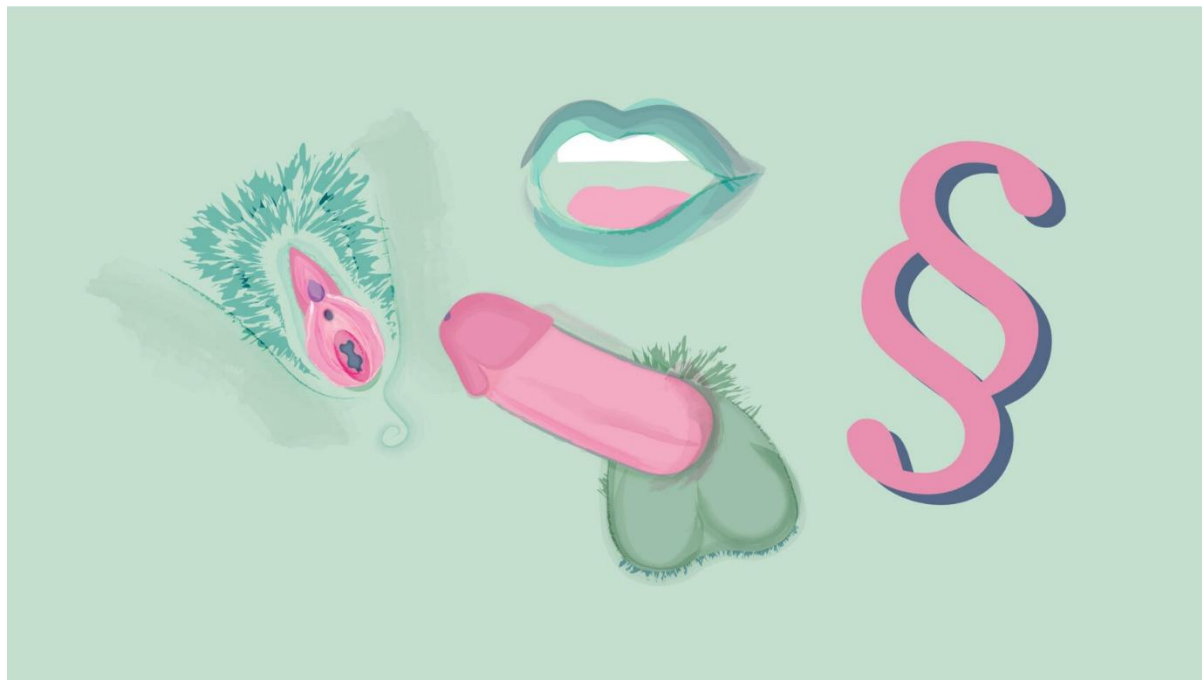
- Which statement or behaviour in the video had the greatest impact on you?
Why?
- Have you ever noticed similar attitudes or behaviours in your daily life, at school, at home, or among friends?
- How do you think these attitudes or behaviours can affect men, women, and people of different gender identities?
- Why do you think showing emotions is sometimes seen as a sign of weakness?
- What can you personally do to challenge harmful gender stereotypes in your community?

Tips for facilitators

If possible, include testimonies or videos from Deaf individuals about experiences with gender stereotypes to promote inclusion and representation. (e.g., Video “Interview: Transgender experience”).



Sex & Law





Sexual Violence and Abuse

- What if someone crosses your boundaries?
- What does sexual violence mean to you?
- What could help a person in such a situation?
- Who could you talk to if you needed support?



How to help a friend who has been sexually assaulted

- Why is it important to know that the victim is not to blame?
- Why can it be difficult to talk about such an experience?
- Who can you turn to when you need help?



Sexting

- Why can sexting be dangerous?
- Why can you never be sure who is on the other side of the chat?
- What can you do if someone pressures you to send a photo?
- Why is it important to tell an adult or someone you trust?
- Why is it hard to take back something you send online?