



EDUCATIONAL HANDBOOK



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I. Introduction

What is “A B.A.G. of Inclusion”?

A B.A.G. of Inclusion is an Erasmus+ project dedicated to creating more inclusive, supportive, and empowering environments for young people across Europe. The acronym B.A.G. stands for Body, Agency, and Gender, three interconnected topics that are crucial to how young people experience, express, and define themselves.

The project focuses particularly on queer young people, who often face unique barriers to visibility, safety, and self-expression, while also aiming to raise awareness among all youth, educators, and youth workers about inclusion, respect, and solidarity. It was designed in response to a lack of inclusive and accessible tools and spaces where body, identity, and agency can be explored from a lived and intersectional perspective, especially within non-formal education contexts. Project partners identified a growing need for approaches that allow these topics to be addressed openly, creatively, and without judgment. By exploring body, identity, and self-determination, the project encourages everyone to view diversity as a shared strength and source of growth.

Developed by a partnership of organisations from Italy, Serbia, Spain, and Poland, A B.A.G. of Inclusion equips youth workers with practical tools and inclusive methodologies to address topics related to identity, empowerment, and gender through non-formal education. It also promotes digital safety and emotional well-being, supporting young people in navigating identity responsibly both offline and online.

About this Handbook



The Educational Handbook of A B.A.G. of Inclusion is a practical and creative resource designed to help youth workers, educators, and facilitators. It brings together nine workshops that were developed, tested, and reviewed by the project partners. The workshops were originally co-created by participants during an international youth training in Italy, where they explored the themes of Body, Agency, and Gender through non-formal learning activities. The final two days of the training were dedicated to developing and testing the workshops through peer exchange and feedback, supported by expert facilitators and a shared development template. Following the training, the workshops were further implemented in local contexts, and the feedback collected was used by the partners to refine the activities into this handbook. Each activity explores one or more aspects of Body, Agency, and Gender, encouraging participants to reflect, create, and engage in meaningful dialogue, using an informal learning approach that is participatory, experiential, and learner-centred.

Each workshop includes:

- A program outline with clear, step-by-step instructions
- Defined learning outcomes
- Participant feedback highlighting what was most enjoyable and key reflections

The handbook serves both as a guide and a source of inspiration and offers ready-to-use sessions while inviting facilitators to adapt and reinterpret the activities to fit their own communities and contexts.

As part of the wider A B.A.G. of Inclusion project, which also features, Didactic Concept, A Digital Course and a Podcast series, outside of this handbook, to help youth workers create an inclusive and safe space that will help everyone be able to express themselves freely.

All materials will be openly accessible on the project website:

abagofinclusion.com

The views and opinions expressed in these materials are those of the authors and do not necessarily reflect those of the European Union. Neither the European Union nor the project consortium can be held responsible for any use or application of the content by third parties.

II. The Partners

The success of A B.A.G. of Inclusion is made possible through the collaboration of four dedicated partner organisations from across Europe. Each brings valuable experience in youth work, inclusion, education, and social innovation. Together, they form a strong network committed to empowering young people and promoting equality through creativity, participation, and education.

Jonathan Cooperativa Sociale (Italy)

Project Coordinator

Founded in 2009 in Piazzola sul Brenta, Italy, Jonathan Cooperativa Sociale leads the A B.A.G. of Inclusion project. The organisation promotes community well-being through education, self-empowerment, and active citizenship. Its work spans youth education, gender equality, intercultural dialogue, and human rights. Jonathan collaborates with schools, local authorities, and social services to build inclusive environments where young people can thrive and take an active role in their communities.

AzBuki (Serbia)

Based in Niš, AzBuki is a non-profit organisation dedicated to youth development, equality, and social participation. Since 2011, it has promoted democratic values, intercultural dialogue, and well-being through inclusive projects and campaigns. AzBuki is accredited for high-quality youth work and is a full member of Serbia's national youth umbrella networks, NAPOR and KOMS. Its past initiatives have focused on supporting vulnerable youth, including LGBTQ+ young people and individuals with disabilities, through media, training, and advocacy.

Hope European Projects (Spain)

HOPE European Projects, founded in 2023 in Gijón, focuses on gender equality and youth empowerment. The organisation develops innovative educational programs that foster leadership, creativity, and equal opportunities. HOPE believes that young people are not just participants but change-makers. Through interactive methodologies, youth exchanges, and social media campaigns, the organisation encourages inclusion, critical thinking, and participation in democratic life.

The Institute for Regional Cooperation (IWR), founded in 2011 in Gdynia, is a foundation that promotes civic engagement and transnational cooperation. It implements educational and youth initiatives that support personal and professional development, entrepreneurship, and sustainability. IWR's work focuses on accessibility and inclusion, particularly for young people in rural areas and those with disabilities, ensuring that all can benefit from opportunities for learning and growth.

III. Workshops

III.I Body Treasure Hunt

Title of workshops	<i>Body Treasure Hunt</i>		
Recommended number of participants	8+	Recommended Age	15+

"Body Treasure Hunt." encourages participants to explore how the body functions within multiple layers of interaction: physical, emotional, cultural, and social. The training focuses on five main activities: body connection, body limitations, body expression, the lived body, and the cultural body. This workshop is intended for young people who want to improve their overall well-being

Duration	2 Hours
Materials needed	Markers and pens, paper, cardstock, printed images, a music box, newspapers, and images related to different cultures with respect to tattoos and piercings (you can also use your phone and create collages online)
Goal of workshops	Raise awareness of the different networks and dynamics in which the body is involved, also as a plural dimension in relation to the outside, the inside, the cultural and relational dimension



Learning outcomes	• Seeing body and bodies from different perspectives. • Improve relationships with your own body and as consequence also with others. • Understand the diversity of bodies and the necessity of their different needs. • Understand how the body becomes a means of expressing our way of conceiving reality and moving within it. • Improve awareness on how the body is imbued with a cultural and social dimension that shapes it.
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I. Body Connection (20 min)

In the first activity, participants explore the body as a bridge between their inner world and the external environment. Through simple reflection and sensory exercises such as observing themselves in a mirror, expressing gratitude, or describing tactile sensations, they strengthen awareness and appreciation of their physical selves.

Example task: Look at yourself in the mirror and say, "Thank you, my body, for today." Describe your feelings using images, music, words, or drawings. Decode a message written in Morse code: "Love yourself."

II. Body Limitations (20 min)

This activity focuses on understanding body diversity and different physical needs. Participants engage in short discriminatory scenarios related to disability or sensory overload and collaborate to design inclusive, empathetic solutions.

Example cases:

- A deaf person during a fire alarm.
- A hypersensitive person in a crowded supermarket.
- An inaccessible space for wheelchair users.

III. Body Expression (15 min)

Participants explore the body as a form of communication and connection. They imagine being organs of one shared body and create a collective "living organism" through synchronized movement and sound.

Example task: One participant begins with a gesture and sound; others add their own to form a connected, interdependent "creature."

IV. Lived Body (20 min)

This reflective activity explores how personal experiences shape identity, boundaries, and decision-making. Participants respond to the thought-provoking sentence "I think I am ready to have sex", or for younger participants "I think I am



ready to have intimate moments” or similar, and discuss the stories, emotions, and influences that inform such a statement.

V. Cultural Body (20–25 min)

The final activity examines how culture shapes our understanding of the body and its expressions. Participants create collages using images from films, art, music, and history to represent diverse cultural perspectives and ideals related to the body.

Comments from participants:	The sessions were described as engaging due to the tasks about finding cues and acting or doing some activities. They also appreciated the way the workshop foresaw space for sharing opinion and group reflections. <i>"It was really nice to spend a couple of hours sharing thoughts, but also giving and receiving hints to expand our visions".</i>
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III.II Exploring consent in everyday relationships

Title of workshops	Exploring consent in everyday relationships		
Recommended number of participants	8+	Recommended Age	15+

This workshop is dedicated to exploring the concept of consent – what it means, how it functions in everyday interactions and why it is essential for building healthy and respectful relationships. It provides a safe and inclusive space for youth to reflect on personal experiences, discuss boundaries and engage in interactive activities that promote empathy, communication and mutual understanding

Duration	4 Hours
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Materials needed	Paper sheets, glue, pens, markers, computer and internet connection, phone, projector, post-its, box, 3 cardboards (one red, one yellow, one green), images in the attachments, two envelopes of different colours
Goal of workshops	To create a safe and inclusive space where young people can explore the concept of consent, reflect on personal boundaries, and develop empathy and communication through creative and interactive activities.
Learning outcomes	• Identify and distinguish between situations where consent is clearly given, ambiguous, or absent. • Understand the importance of mutual, informed, and continuous consent in all types of interpersonal relationships. • Interpret non-verbal cues and body language to recognize comfort or discomfort in social interactions. • Critically analyze media representations of relationships and interpersonal behavior. • Transform problematic narratives into ones that promote clear and respectful communication of consent.

I. Get to Know Me (15–20 min)

Materials: papers, memes, images of fantasy countries, glue, pens, markers

Participants design imaginative “identity cards” featuring a fictional place of issuance, their real name, a superpower, a representative song, a passion, and a favorite food. Instead of a photo, they select a meme that represents them. Cards are then exchanged to encourage introductions and playful guessing, fostering creativity and connection from the start.

II. Reading Between the Lines – Introducing Consent Through Film (45 min)

Materials: computer, internet connection, projector, papers/post-its, pens/pencils, box

Participants watch a short scene from Twilight where consent is portrayed ambiguously. They anonymously write reflections and feelings, which are later read aloud by facilitators. The discussion helps unpack the complexity of consent, explore diverse perspectives, and emphasize the importance of mutual agreement in all relationships.

III. Break (15 min)

IV. Exploring the Concept of Consent (45 min)

Materials: red, yellow, and green cardboard sheets; printed images; tape/glue

Using a “traffic light” model (red = no consent, yellow = unclear, green = clear consent), participants categorize ten visual scenarios taken from films, memes, and



everyday life. The activity encourages group discussion about the nuances of consent and helps develop awareness of how it appears in daily interactions.

V. Understanding Consent Through Body Language (20 min)

Materials: box, printed fruit images

In pairs, participants explore how consent can be expressed non-verbally. Each pair chooses a "safe word" (usually the name of a fruit) and tests personal comfort zones through movement exercises, ending the interaction immediately when the safe word is used. The activity emphasizes respect, boundaries, and trust.

VI. Break (15 min)

VII. From Ambiguity to Clear Consent (30 min)

Materials: papers, pens, phone for recording

Participants collaboratively rewrite and re-enact the *Twilight* scene from Activity 1, transforming it from a "yellow light" (unclear consent) to a "green light" (explicit consent) situation. Through discussion, script adaptation, and short video recording, participants reinforce their understanding of how consent can be clearly communicated and modeled both in media and real life.

Comments from participants:	<i>The sessions were described as eye-opening, with many noting that the activities helped them connect real-life experiences with the topic of consent in a relatable way.</i> "I enjoyed watching parts of <i>Twilight</i> and discussing them from a new perspective. It really made me think differently about consent in everyday situations."
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III.III Let's fight gender stereotypes!

Title of workshops	Let's fight gender stereotypes!		
Recommended number of participants	8+	Recommended Age	15+

"Let's Fight Gender Stereotypes" is designed to raise awareness and encourage critical thinking about gender stereotypes and body representation. It aims to create a safe and inclusive environment for open dialogue and self-expression, while



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fostering empathy, respect and open-mindedness through interactive and creative activities.

Duration	4 Hours
Materials needed	Paper sheets, post-its, poster, PlayMais, speaker, tape, pens, flipchart, markers, printed memes, glue, scissors, magazines, phones, Google Drive.
Goal of workshops	To create a safe and reflective space where young people can explore body, agency, and gender through creativity and discussion, while fostering empathy, critical thinking, and awareness of neurodiversity and queerness.
Learning outcomes	• Recognize and reflect on gender-based assumptions and stereotypes. • Express their own identities and perspectives using creative tools. • Engage in respectful discussions about gender and body-related topics. • Understand the social impact of language and media in shaping gender norms.

I. Ice Breaker: "2 Truths, 1 Lie" (10 min)

Materials: paper sheets, pens

Participants write two true and one false statements about themselves, then mingle to guess each other's lie. This lighthearted activity encourages openness and helps break the ice.

II. Safe Space (10–15 min)

Materials: flipchart, post-its, pens

Together, participants establish ground rules to create a safe, inclusive, and respectful environment. Facilitators introduce key principles to guide group interaction and ensure everyone feels comfortable sharing.

III. Play-Mais Self-Representation (30–40 min)

Materials: Play-Mais

Participants craft self-representations using Play-Mais while listening to music. Facilitators first share their own creations as inspiration, and an optional sharing round follows to encourage reflection and connection.

IV. Pros & Cons – The Power of Words (40–50 min)

Materials: tape

Participants react to sexist statements by positioning themselves along an



"agreement line" and discussing the reasoning behind their choices. The group then reflects on how language shapes perception and reinforces stereotypes.

Examples:

"Women can't drive."
"Men shouldn't cry."
"A shaved man is more attractive."

V. Break (15 min)

VI. Energizer: Ninja (15 min)

A fast-paced and energizing group game to help participants reconnect and refocus after the break. Everyone stands in a circle and, on the facilitator's cue, strikes a ninja pose. Players take turns making single, quick "attacks" to touch another participant's hand, while the defender can make one counter-move. Each player has two "lives," and the game continues until one winner remains.

VII. Now It's Our Turn (60 min)

Materials: colorful posters, markers, meme printouts, glue, scissors, magazines

In the final activity, participants express their views on gender stereotypes through memes, poems, or visual art. The session concludes with a voluntary sharing round, with consent requested before displaying any works.

Comments from participants:	Participants especially enjoyed the creative and interactive parts of the workshop, such as group discussions and making their own "dopamine menu" and they felt very included. "It was interesting to see how our brains work and that we could make our own dopamine menu!"
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III.IV ENCONTRA x a B.A.G of inclusion

Title of workshops	ENCONTRA x a B.A.G of inclusion
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Recommended number of participants	4+	Recommended Age	16+
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"*ENCONTRA x a B.A.G. of Inclusion*" workshop offers a safe space to explore the interconnected themes of body, agency, and gender through art and discussion. Participants are encouraged to express themselves freely, reflect on their identities, and engage in open dialogue about diversity. The session also raises awareness of neurodiversity and queerness, promoting empathy, critical thinking, and a deeper understanding of inclusivity.

Duration	2 Hours
Materials needed	Art supplies, Pencils, Scissors, Glue, Paper, Sketchbooks, Laptop, Books, Headphones, Magazines, Newspapers, Water, and Cleaning supplies
Goal of workshops	To create a safe and reflective space where young people can explore body, agency, and gender through creativity and discussion, while fostering empathy, critical thinking, and awareness of neurodiversity and queerness.
Learning outcomes	• Introducing young people to the concept of inclusivity and inclusive language. • Explaining what it means, how to use it, and why it matters. • Presenting examples and practising using inclusive Polish language, • Raising awareness of how language can shape our reality and way of thinking. • Supporting the prevention of discrimination.

I. Ice Breaker: Personalized Name Tags (10 min)

Participants create personalized name tags using colorful paper in different shapes. Each design reflects how they see themselves or how they feel that day, serving as an artistic introduction to the theme of identity and self-expression.

II. Community-Building Exercise: "Agree–Disagree Line" (20 min)

Participants respond to statements about body, agency, and gender by positioning themselves along a line from "strongly disagree" to "strongly agree." The activity encourages movement, dialogue, and reflection on personal experiences and perspectives, helping to establish trust and openness in the group.

III. Energizer: Inspiration Corner (10 min)

An interactive "Inspiration Corner" is introduced, featuring books, podcasts, quotes,



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videos, and songs related to body, agency, gender, queerness, and neurodiversity. Participants explore the materials freely, drawing inspiration and broadening their awareness before the creative session.

IV. Main Creative Process: Artistic Self-Expression (1 h)

In the core part of the workshop, each participant creates an individual art piece representing their personal experience within the spectrum of body, agency, and gender. Art materials such as paints, markers, and magazines are used, allowing for intuitive and personal expression in a safe space.

V. Presentation & Resource Sharing (10 min)

A short presentation summarizes key concepts covered during the workshop. The facilitator shares a list of recommended books, films, podcasts, and artists for participants who want to deepen their understanding of inclusivity and self-awareness.

VI. Evaluation & Reflection (10 min)

The workshop concludes with an interactive evaluation using the Menti tool. Participants anonymously share their reflections, feelings, and takeaways, offering valuable feedback and closing the session on a thoughtful and collaborative note.

Comments from participants:	Participants especially enjoyed the mix of discussion and creativity. The "agree or disagree" spectrum was highlighted as a fun and valuable way to share different perspectives, while the painting session stood out as a meaningful and expressive part of the workshop. There were, however, wishes to increase the time for the painting by a few participants "My favorite part of workshop was "agree and disagree" spectrum with others also drawing was cool too" - from a participant
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III.V Polish inclusive language



Title of workshops	Polish inclusive language		
Recommended number of participants	3+	Recommended Age	17+

The „Polski Język Inklusywny (Polish inclusive language)” workshop is an interactive session designed for 17-18 year old high school students. It introduces participants to the concept and importance of inclusive language in every communication. Through discussions, short presentations and practical exercises, the group explores how language shapes perceptions, reinforces and challenges stereotypes, and supports equality.

Duration	1 Hour 30 min
Materials needed	Presentation, Name tags with preferred names and pronouns, Paper, Pens, Printed examples of inclusive and non-inclusive messages.
Goal of workshops	To raise awareness of how language shapes perception and to encourage young people to use inclusive language that promotes respect, equality and belonging
Learning outcomes	• Introducing young people to the concept of inclusivity and inclusive language. • Explaining what it means, how to use it, and why it matters. • Presenting examples and practising using inclusive Polish language, • Raising awareness of how language can shape our reality and way of thinking. • Supporting the prevention of discrimination.

I. Introduction & Name Tags (5 min)

Participants receive stickers to write down their preferred names and pronouns. While they are completing this task, the facilitator introduces herself and the purpose of the workshop, building rapport by mentioning her personal connection to the school. This short activity helps establish trust and inclusion from the start.

II. Warm-up Discussion: “What Does Inclusivity Mean?” (10 min)

Students share associations with the word “inclusivity.” They write their answers on the board to visualise the group’s understanding.

III. Content Block I: Introduction to Inclusive Language (5 min)

A short presentation introduces the concept of inclusive Polish language — its purpose, characteristics, and social impact. The facilitator explains how language can shape perceptions and influence equality.

IV. Exercise: "Draw a Scientist" (10 min)

Each student draws a person who conducts scientific experiments. After sharing their sketches, the group discusses who they pictured and why — revealing gender stereotypes. The facilitator summarizes key insights about how language and mental images reinforce social roles and how gender-neutral forms shift perceptions.

V. Content Block II & Discussion: Inclusive Terms in Practice (15 min)

Using a prepared chart based on expert research, participants learn about gendered forms (masculine, feminine, neutral) and inclusive ways to refer to various social groups. The discussion highlights how some terms can be harmful and how to choose respectful alternatives.

VI. Group Exercise: Rewriting Real-Life Messages (15 min)

Students work in three small groups analyzing real examples of inclusive and non-inclusive messages from social media and public spaces. Their task is to identify and rewrite non-inclusive messages in a more inclusive way. The facilitator provides guidance and feedback, and the class reviews their revised messages together.

VII. Wrap-up & Reflection (10 min)

The session concludes with a reflection on the importance of inclusive language. The facilitator summarizes key lessons and shares resources for further learning.

Comments from participants:	Participants appreciated learning about inclusive language and how different word choices can shape attitudes and respect toward others. They especially enjoyed the interactive elements, such as teamwork, drawing activities, and practical examples that made the topic easier to understand. Many appreciated receiving a table of inclusive terms that they can use in the future. Overall, the workshop was seen as informative and engaging, helping participants think more critically about how language can include or exclude.
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III.VI Body through History

Title of workshops	Body through History		
Recommended number of participants	4+	Recommended Age	15+

The workshop “Body Through History” invites participants to explore how ideas of beauty and body image have evolved over time and how these ideals continue to influence the way we view ourselves today. By looking at representations of the body throughout different historical periods, participants will be encouraged to reflect on how social and cultural contexts shape our understanding of what is considered “beautiful.” Together with a hands-on activity where they get to create their own original body

Duration	2 Hours
Materials needed	Paper, Pen, Clay, Wire, googly eyes,
Goal of workshops	The goal is to influence their perception of body image positively and to highlight the beauty of body diversity.
Learning outcomes	• Recognise the historical and cultural diversity of body ideals and how these have evolved over time • Reflect on personal beliefs about body image and beauty standards through interactive discussions and activities. • Critically analyse the influence of social media and popular culture on perceptions of body image.

I. Ice Breaker - 10 min

They receive a few prompts and respond with a line: *Agree, Maybe, or Disagree*, indicating their stance.

Prompt ideas:

I feel pretty today :)

Trends have a big influence on how we feel about our bodies.

If I lived in a time before social media, I’d feel less pressure about my appearance.

Social media has done more harm than good for body image.



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If I lived in another time period, I would have been judged differently

II. Theory - 5 min

Building on the ice breaker, we will discuss the concept of body diversity and why it matters.

III. Photos - 15 min

You will be shown a series of historical images of different body types. Reflect on your reactions through writing, drawing, or music. Compare the images and note your thoughts and feelings

IV. Main Activity: "Build a Body" - 1 hour: Groups of 2

Create a body using your chosen medium:

Drawing

Clay

Natural materials (leaves, sticks, etc.)

Afterwards, develop a story for your body: Name, Age, Gender, Personal Life, Values, etc., and imagine a scenario for them.

Reflect: Why did you make the choices you did? How do you think your created body feels in their own skin?

V. Theory - 5 min

Reflect on the previous activity and discuss insights about body perception and diversity.

VI. Quotes - 15-20 min

Choose a negative quote about the body from a song, movie, TV show, or book.

Reverse the narrative: reframe it positively.

Reflect on your choice: How does putting yourself in the original speaker's shoes make you feel?



Comments from participants:	Participants highlighted making figures and creating characters as the most memorable parts of the workshop. Several participants appreciated the opportunity to express themselves through creativity and art, while one summed it up simply as, "Everything was great :)". - from a participant All participants said they would recommend the workshop, with most finding the timing perfect, and one wishing there had been more time to build a body.
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III.VII First Steps of B.A.G.

Title of workshops	First Steps of B.A.G		
Recommended number of participants	6+	Recommended Age	15+

First Steps of B.A.G. offers participants an opportunity to explore how identity, empathy, and communication shape our understanding of ourselves and others. Through a series of interactive and sensory-based activities, participants are encouraged to step outside their usual perspectives, reflect on diversity, and consider how body, agency, and gender influence personal experiences. The workshop provides a supportive space for dialogue, creativity, and collaboration, helping participants connect individual reflection with shared understanding.

Duration	2 Hours
Materials needed	Bluetooth speaker, phone, Blindfold, Earplugs, Box, Pen, Papper
Goal of workshops	To create a safe and engaging space where participants can explore identity, empathy, and communication through interactive activities, fostering greater self-awareness and understanding of others



Learning outcomes	● Reflect on identity and self-perception in relation to body, agency, and gender ● Increase awareness of diversity ● Improved collaboration in pairs and small groups.
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I. Energizer: “Color Jacuzzi” - 10-15 min

Participants move around the space while music plays. When the music stops, they pair up and are shown a color. Each person shares their name and the emotion or connection they associate with that color. The music resumes, and participants find a new partner for the next color. Through this activity, participants begin reflecting on emotions, personal associations, and first impressions.

II. Body - 30 min

Introduction - 10 min

Facilitators introduce the concept of “the body” and its meanings in personal and social contexts, preparing participants to think about identity and perspective.

Activity: “Put Yourself in My Shoes” - 10 min

Working in pairs, participants receive a specific situation and discuss how they would feel and act, and how the situation could be improved. They can express their response creatively through roleplay, discussion, or art.

Presentation & Reflection - 10 min

III. Agency - 25 min

Introduction - 10 min

Facilitators introduce the idea of agency—our ability to act, make choices, and influence our environment.

Activity: “Become My Sense” - 10 min

Participants work in teams of three. Each team member temporarily “loses” one sense (sight, speech, or hearing). They must cooperate to identify objects based only on communication through limited senses. The activity fosters teamwork, trust, and appreciation for different abilities.

Reflection - 5 min

IV. Gender - 30 min



Introduction - 10 min

Facilitators open a conversation on gender as part of identity and self-expression.

Activity: "The Dog in You" - 10 min

Participants choose a dog breed that they feel represents them based on personality or traits. They reflect on what aspects they identify with and why.

Presentation & Reflection - 10 min

V. Final Reflection & Evaluation - 10-15 min

Group discussion on what participants learned about body, agency, and gender throughout the workshop.

Comments from participants:	Participants highlighted the teamwork and drawing activities as the most memorable parts of the workshop. Many enjoyed being creative and playful, especially when choosing which dog they related to most, while others appreciated the friendly atmosphere and fun competition with friends. All participants said they would recommend the workshop, with most finding the length and instructions just right, and only one wishing for a bit more time.
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III.VIII Body, self-perception and agency

Title of workshops	Body, self-perception and agency		
Recommended number of participants	4+	Recommended Age	14+

Body, Self-Perception and Agency encourages participants to look closely at how body image and self-worth are influenced by everyday messages, habits, and expectations. Beginning with personal reflection through the activity *My Favourite Part*, participants move on to identifying stereotypes, creating visual collages of the body, and discussing real-life situations where self-agency is challenged. By



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connecting these exercises with music, movement, and conversation, the workshop helps participants recognise the pressures shaping body ideals while discovering new ways to express acceptance, confidence, and individuality.

Duration	2 Hours
Materials needed	Bluetooth speaker, phone, pen, paper
Goal of workshops	Reduce the negative prejudice associated with one's own body image and the body image of others. By giving information to the participants about the topic and exploring the agency limitations that they find in their daily lives
Learning outcomes	• Understand key concepts related to body image, self-perception, and bodily agency, and how these are shaped by social, cultural, and gender norms. • Recognise the influence of external factors (media, social expectations, cultural context) on individual and collective perceptions of the body. • Develop critical awareness of how body-related stereotypes and beauty standards affect self-esteem. • Reflect on their own relationship with their body, identifying moments of empowerment, discomfort, or change in perception. • Strengthen empathy and inclusivity, learning to listen to and validate diverse experiences related to body image and identity

I. Icebreaker: "My Favourite Part" - 10 min

"*My favourite part*" : Each participant says a part of their body that they like or they find useful (Example: "I like my hands because I can hug my cat") and they represent that move+name, then they repeat the name and the movement the previous participant did.

II. Collage - 10-15 min

"*Collage*" represents a live body with images/drawings.

III. Real or Stereotype? - 10-15 min

provided phrases and the group has to decide if it is a realistic or stereotyped statement, putting the papers with the phrases in different boxes. Afterwards we can



talk about it.

IV. Represent a Body - 10 min

Each of the participants is an organ of one common body. Record a video representing all of you as a living part of that body.

V. Real Situations - 10-15 min

We divide the participants into couples and we give each of them a situation where the agency has been limited and they create an alternative solution. They have to find another situation they had and also think about a solution.

- 1) I don't go to the beach because I don't want people to see my body
- 2) I don't date because I think no one will like me
- 3) I don't eat in front of people because I feel they are going to judge

VI. Songs and Emotions - 15 min

Participants listen to three songs with positive, neutral, and negative messages about the body. They reflect on the emotions each song evokes and what message the artist conveys.

Positive: Born This Way by Lady Gaga; Soy yo by Bomba estereo

Neutral: Happy by Pharrell Williams; Caminando por la vida by Melendi

Negative: Pretty isn't pretty by Olivia Rodrigo; Mia by Belén Aguilera

VII. Reflection & Evaluation - 10 min

Final discussion using guiding questions or a physical "agree-maybe-disagree" scale. Participants share what they learned, how their perspectives changed, and how to apply it in everyday life.

Comments from participants:	safe, engaging, and personally meaningful. Many appreciated the chance to reflect on topics they think about in daily life and valued the open space for sharing experiences. The facilitators were highlighted as kind and supportive, and several participants mentioned they wished the session had lasted longer because they enjoyed it so much.
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III.IX After Gender

Title of workshops	After Gender		
Recommended number of participants	3+	Recommended Age	15+

The workshop *After Gender* uses the interactive mystery game *Who Killed Gender?* to explore how social norms and attitudes influence our understanding of diversity and inclusion. Participants take on the role of detectives, investigating symbolic clues that represent different perspectives and experiences related to gender. Through collective discussion and reflection, the workshop encourages critical thinking, empathy, and awareness of the diverse ways people express who they are.

Duration	1 Hour
Materials needed	Computer and stable internet connection Presentation slides or digital board (Canva) Audio or video recordings for character voices (optional)
Goal of workshops	To engage young participants in an interactive and reflective experience that explores how social norms, labels, and expectations shape our understanding of gender and identity. Through play, storytelling, and group investigation, participants are encouraged to think critically and empathetically about diversity and inclusion.
Learning outcomes	• Reflect on how gender roles and social expectations influence daily life and personal identity. • Develop empathy and openness toward diverse gender expressions and experiences. • Strengthen critical thinking through analysis, discussion, and interpretation of symbolic narratives. • Experience inclusive learning through play, cooperation, and collective problem-solving. • Gain awareness of how language, norms, and social attitudes shape inclusion and exclusion.

I. Introduction - 10 min

The session begins with a “confession letter” announcing the symbolic *death of Gender*. Participants take on the role of detectives, investigating who—or what—was responsible. The facilitator sets a reflective yet playful tone and introduces the



suspects, objects, and places that form the mystery.

II. Investigation: "Who Killed Gender?" - 30 min

Participants explore six suspects, six symbolic objects, and six potential locations, each representing different perspectives on gender and identity. After each clue, they discuss motives and interpretations through group conversation or polls.

Suspects (Who):

- **The Norm** - representing social rules that dictate what is considered "normal."
- **The Closet Ghost** - symbolising hidden or repressed identities.
- **Mx. Fluid** - representing fluidity and the rejection of binary categories.
- **The Algorithm** - symbolizing digital systems that reinforce stereotypes.
- **Patches** - representing adaptability, resilience, and self-reinvention.
- **The Alien** - symbolizing difference, exclusion, and otherness.

Objects (With What):

- **Neutral Pronoun** - representing inclusive and gender-neutral language.
- **Affirming Hormone** - symbolizing bodily autonomy and gender affirmation.
- **Word of Acceptance** - representing empathy and understanding.
- **Rainbow Flag** - symbolizing pride, visibility, and diversity.
- **Manual of Dissent** - representing the courage to question and resist norms.
- **Validating Mirror** - symbolizing self-recognition and affirmation.

Places (Where):

- **The Corner of Gossip** - representing social judgment and rumour.
- **The Church of Devastation** - symbolizing imposed morality and guilt.
- **The Ballroom** - a space of self-expression, creativity, and freedom.
- **The Subversive Library** - representing hidden knowledge and empowerment.
- **The Non-Binary Bathroom** - symbolizing safety and inclusion.
- **The Shadow of Patriarchy** - representing systemic power and inequality.

III. Collective Analysis & Voting - 10 min

Participants vote on who "killed Gender," what object they used, and where it happened. They justify their reasoning and connect their choices to real-world examples and experiences.

IV. Reflection & Debrief - 10 min

The facilitator reveals the conclusion and leads a short discussion about what the story represents and how gender expectations shape everyday life.

V. Closing - 5 min

Participants share final reflections on what they discovered and how these insights can help promote inclusion and understanding in their daily environments.

Comments from participants:	Participants found it engaging, creative, and well-prepared. They appreciated the originality of the game, the clarity of the facilitation, and the immersive storytelling. Many said they would gladly recommend it or play again. "I was quite invested and interested in learning about what would be the solution."
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IV. Closing Statement

This handbook represents more than a collection of activities it serves as an invitation to continue learning, questioning, and creating inclusive spaces together. The workshops presented here were developed through collaboration, testing, and shared reflection among educators, youth workers, and young people across Europe.

We encourage readers to adapt these methods, build upon them, and let them inspire new ideas within their own communities. Inclusion is not a fixed goal but a continuous process of empathy, awareness, and courage.

By using this handbook, you become part of the A B.A.G. of Inclusion journey, one that celebrates diversity, amplifies young voices, and connects body, agency, and gender with empowerment and transformation.

For more resources and updates, visit abagofinclusion.com .



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