Annex 3: Template for the Activities for Youth Workers

	Activity 1	• Activity Name: *Accepting limits and boundaries* • *Case study and group discussion* Theme: Intimacy – Power – Diversity – Respecting Boundaries Duration: 45 minutes Target group: Adaptable to ages 14+ and any group size Format: In-person or online
	Instructions for Implementation	This activity is designed to help young people reflect on the meaning of consent, how it applies in real-life situations, and the role of respect, communication, and personal boundaries in building healthy relationships. **Before You Begin** Make sure to create a safe and inclusive space. Let participants know they are not required to share personal experiences and that all feelings and perspectives are valid. Clarify that the purpose of the activity is to learn and reflect, not to judge. Set ground rules around confidentiality, mutual respect, and listening without interruption. ❖ **Step 1: Form Small Groups** Begin by dividing the group into small teams of 3–6 participants. This allows for a more intimate and comfortable discussion environment. If you're working with a smaller group, you can also do the activity in pairs or as a full group, adjusting the timing and format as needed. ❖ **Step 2: Distribute the Scenarios** Give each group a printed or digital copy of one of the prepared scenarios. Each scenario describes a fictional—but realistic—situation involving intimacy, relationships, and boundaries. These stories are simplified and age-appropriate, and they reflect a wide range of experiences young people may encounter. Let the group read their scenario together. Make sure everyone understands the context, and answer any questions that come up about the content.

Each scenario below explores a real-world situation related to consent, respect, and power dynamics. Choose 3–4 for each session.

School Misconduct Lisa experiences repeated advances from her classmate Tom, despite saying "no." He continues, making school unsafe for her.
Online Messaging David sends explicit messages to Emma, who asks him to stop. He keeps going, ignoring her discomfort.
Relationship Dynamics Taylor is in a relationship with Alex but feels uneasy with physical contact. Even after saying so, Alex assumes consent.
Party Incident Sarah goes to a party. A friend keeps pushing physical closeness, despite her objections.
Classroom Discussion A student shares they feel pressured into intimacy. The educator highlights the importance of respect and consent.
Peer Pressure at a Party Teens pressure each other to do things they're not comfortable with. One seeks help from a trusted adult.
Social Media Dilemma Private photos of a student are shared online without consent. Some say it was "a joke." Others feel it's a serious violation.

❖ **Step 3: Group Discussion**

Ask each group to discuss the scenario and reflect on the following guiding questions:

- Is consent clearly communicated in this situation?
- Do any red flags appear? What behaviors are concerning?
- What would you do if you were one of the people in this story?
- How could this situation have been handled differently, in a more respectful way?

		Encourage participants to think critically, share perspectives, and respectfully challenge each other's interpretations. Optional: provide flipchart paper or a shared digital space (e.g., Google Jamboard or Padlet) for groups to record their thoughts. ❖ **Step 4: Share with the Whole Group** - After the small group discussions, invite each team to share a summary of their scenario and what they discussed. This step is key to generating a broader group dialogue and bringing out themes across the different examples. You can write key points on a board or shared screen—especially when participants identify patterns, warning signs, or healthy behaviors that show up in multiple stories. ❖ **Step 5: Facilitate a Group Reflection** - Wrap up the session by guiding a group reflection. Some prompts you can use include: - What did we learn about consent today? - How does power or pressure affect someone's ability to give consent? - Why is it important to ask and not assume? - How can we support friends who are in unhealthy or confusing situations? Let young people know that it's okay to feel uncertain or to change their minds. Reaffirm that no one owes intimacy, and that everyone deserves to be respected and heard. Final Step: lead the group to think about a complete **definition** of consent through key words from the previous activity, then give them a final input: - Boundaries: an invisible line that defines what attitudes and behaviours are acceptable for an individual. Boundaries can be physical (ex. "don't touch me") or emotional (ex. "do not lie to me"). Personal boundaries are simply the lines we draw for ourselves in terms of our level of comfort around others. - Sexual consent: an agreement to participate in a sexual activity. It should be freely given, reversible, informed, enthusiastic and specific. ***Reference: LoveAct Glossary***

		For more resources and activities, visit the *LoveAct Educators Guide*
	**Learning objectives & Skills Developed**	● **Learning objectives:** o Understand what consent means in everyday and intimate settings o Recognize the signs of healthy and unhealthy relationships o Explore how power, communication, and respect intersect in intimate situations o Reflect on personal boundaries and how to respect others' ● **Skills connected:** o *Empathy and perspective-taking* The ability to put oneself in someone else's shoes and understand their emotions, needs, and experiences that may differ from one's own. o *Self-awareness* Reflecting on oneself, recognizing one's comfort levels, and identifying physical or mental signs of discomfort or well-being. o *Active listening* Listening attentively and respectfully, without interrupting, in order to truly understand what the other person is communicating (both verbally and non-verbally). o *Respect for diversity* Recognizing that everyone has different ways of experiencing intimacy, affection, identity, and culture. o *Conflict management* Identifying conflicts related to boundaries, desires, or misunderstandings and managing them peacefully and constructively. o *Digital literacy (in relation to consent)* Understanding the concept of consent in digital environments (e.g., shared images, messages, online interactions). o *Boundary-setting* Learning how to define and communicate emotional, physical, and digital boundaries in a healthy way.

	**Teaching Methods**	• Experiential Learning • Participatory Approach • Reflective Practice • Group Discussion & Debriefing • Value Clarification • Scenario-Based Learning These are part of what are called “informal activities” since the group will be invited to reflect, discuss and learn in a playful way, which is also more engageable for big groups – either if they know or not know each other – also allowing important themes, personal experiences to come out naturally.
	**Required Resources**	• Printed or digital handouts of the scenarios (one per group or participant) • Flipchart or large sheet of paper • Pens, pencils, and markers • Internet and device access (if done online with breakout rooms) • Jamboard or Mentimeter (if the activity is done online)
	**Duration**	45 minutes
	**References**	• CESIE. (2023). LoveAct – *Activity Sheets*. CESIE. https://thegendertalk.eu/media/annex-activity-sheets-it.pdf

	Activity 2	• Activity Name: The traffic light • Type: Group Discussion
	Instructions for Implementation	Before using these activities with your group, we recommend reading Module 5 on *Consent and Healthy relationships* to get familiar with the key concepts of consent, healthy relationships, and equality. You play a vital role in creating change—through your words, your methods, and your presence. With these tools, you can support young people in building awareness, breaking stereotypes, and learning how to respect themselves and others. Talking about consent and relationships requires care and sensitivity. Always ensure your learning space is safe, inclusive, and non-judgmental. Every participant should feel free to express their thoughts, share their doubts, and be respected—regardless of their gender, background, or experience. Be open to different perspectives and acknowledge that some stories may be new to you or emotionally complex. **Before facilitating, reflect on**: • How do I personally relate to the topic of relationships and consent? • What assumptions do I hold about intimacy, gender roles, or communication? • How can I present relationship topics in a culturally inclusive way? • Am I open to evolving my views based on what I hear from young people? This section will help you: • Explore the wide world of human relationships—romantic, family-based, friendly, and digital. • Teach young people how to resolve conflicts and communicate without violence. • Promote healthy self-expression, trust, empathy, and mutual care. • Help youth recognize toxic behaviors and how to distance themselves from them.

		• Create moments of reflection about norms we take for granted in society that can, in fact, be harmful. Prepare a space with three designated areas: 🟢 Green = True/Healthy 🟡 Yellow = Unsure/Partially true or false 🔴 Red = False/Unhealthy Read each statement aloud (from the list below or your own adaptation). Healthy Relationship Statements (True): ➢ I often give gifts because it makes me happy. ➢ My partner respects my feelings and wishes. ➢ Consent is important. If I say "no", my partner respects my decision. ➢ I have control over my body. I choose what to wear and what to show. ➢ I feel free to be myself without fear of judgment. ➢ My partner listens to my opinion, even if they disagree. ➢ When we argue, we don't insult or scream at each other. ➢ My partner encourages me to pursue my dreams and personal goals. ➢ We both respect the time we spend with friends or hobbies. ➢ I treat my partner with kindness and give them gifts not out of obligation, but because I enjoy it. Unhealthy Relationship Statements (False): ➢ My partner gave me their phone password as a sign of trust.

		➢ My partner says we don't need to use condoms because we've been together for a long time. ➢ If I don't answer their messages quickly, they accuse me of not loving them. ➢ They always want to know where I am and who I'm with. ➢ I don't like when they criticize or make fun of me in front of others. ➢ They make me change how I look because they don't like my style. ➢ When we argue, they disappear for days and don't speak to me. ➢ They threaten to break up with me if I don't do what they want. ➢ They check my phone to read my messages and see who I call. ➢ I buy them expensive gifts just so they won't get mad. ➢ Sometimes I follow or stalk them online to get to know them better. ❖ Ask participants to move to the color that represents their opinion. If you're working with a large group or online, they can: ● Raise their hand for green/yellow/red ● Use colored cards or emojis ● Type their response in the chat ❖ After each round, take time to ask: ● Why did you choose this color? ● Would anyone like to share a different perspective? ● Do we all agree? Why or why not?
	**Learning objectives & Skills Developed**	● **Learning objectives:** o Promote critical thinking about relationships and consent o Deconstruct myths and false beliefs about intimacy

<table>
<tr>
<td></td>
<td></td>
<td>

o Encourage discussion and shared reflection in the group

Skills connected:

o Critical thinking
o Self-Awareness
o Communication
o Empathy and perspective-taking
o Respect for diversity
o Consent literacy
o Decision-making
o Confidence building

</td>
</tr>
<tr>
<td>  </td>
<td>Teaching Methods</td>
<td>

Interactive learning
Participatory learning
Critical thinking prompts
Group reflection: after each statement, facilitated discussions help clarify misunderstandings and encourage respectful debate.
Visual cues and symbolism: the red/yellow/green metaphor helps simplify complex issues and reinforce comprehension.
Flexible modality

</td>
</tr>
<tr>
<td>  </td>
<td>Required Resources</td>
<td>

Printed or digital cards with the statements below – you can either print statements separately,

o or put them in a chart as follows:

<table>
<tr>
<td>Statement \ Behaviour 🧠</td>
<td>Healthy ❤️</td>
<td>Unhealthy 💔</td>
<td>How can you react differently or sort out from the situation? 🌟</td>
</tr>
</table>

Green, yellow, and red markers or signs for each space

</td>
</tr>
</table>

		• Optional: Online platform (Zoom, Teams, Kahoot) for digital version
	**Duration**	45 minutes
	**References**	• CESIE. (2023). LoveAct – *Activity Sheets*. CESIE. https://thegendertalk.eu/media/annex-activity-sheets-it.pdf