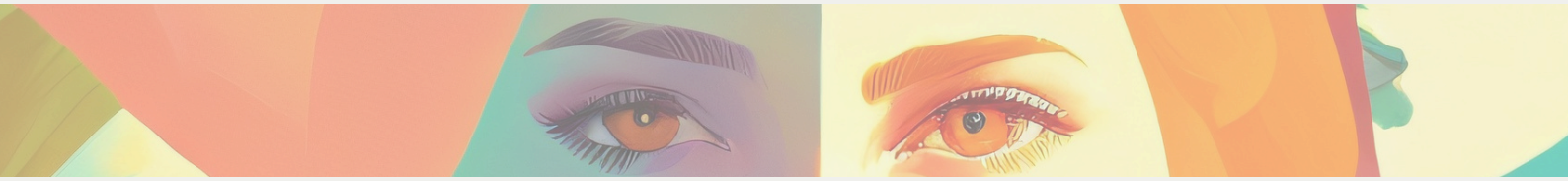


Fempower

Find Your Roots and Spread Your Wings

A Guide to Embodied Female Empowerment

Co-funded by
the European Union



This guide was produced as a result of the cooperation partnership project **"FEMPOWER -Find Your Roots and Spread Your Wings"**, a project for female empowerment based on European cultural heritage, with project number 2024-1-2024-1-DE02-KA220-ADU-000252954 implemented by Systeme in Bewegung e.V. (Germany), AIFED (Spain), Socialinis Hubas (Lithuania) and Femedubeart (Greece) with the support of the German National Agency NABibb during the period 01.11.2024- 31.10.2026.

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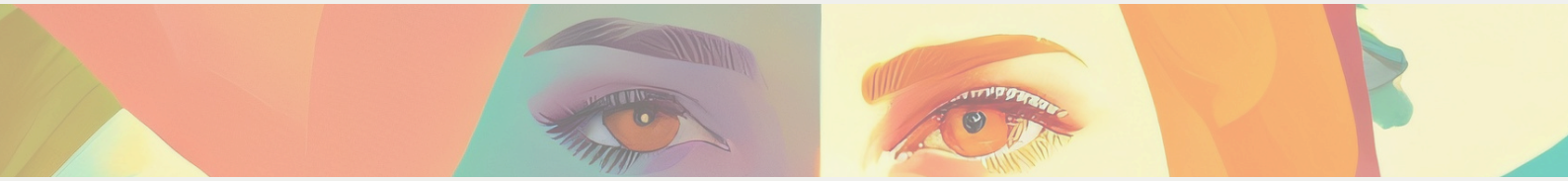
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Find Your Roots and Spread Your Wings

Introduction



Introduction

Women are still structurally disadvantaged and are confronted with high, sometimes contradictory expectations, as well as frequent discrimination or even violence. With “Fempower – Find Your Roots and Spread Your Wings”, we aim to raise women’s awareness of power structures and inequalities and give them the opportunity to find ways to deal with these challenges and to use existing structures to their advantage.

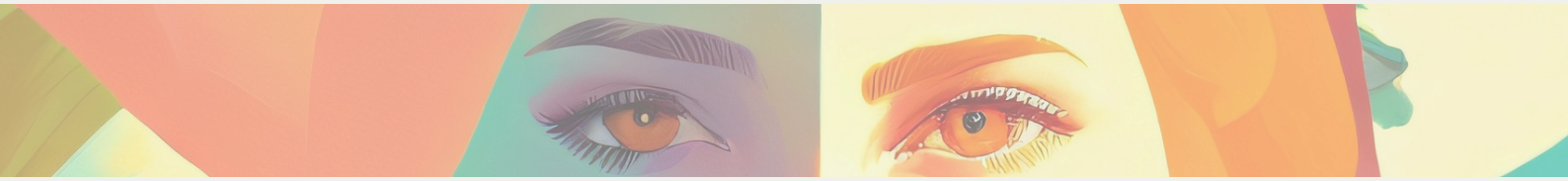
This handbook is divided into two parts: the course manual and the supplementary guide.

The manual consists of 13 modules, which can be carried out individually or as a complete course. The modules address various aspects of supporting and empowering women and are written in simple language where possible. The required language level is indicated at the beginning of each module. This is intended to enable the use of the materials in different contexts, for example as resources for integration courses or further training programs.
The first part of the course, “Find your roots,” focuses on the current situation of women, self-reflection, and goal setting. The second part, “Spread your wings,” provides empowerment methods that support participants in making changes in the areas they have chosen.

The supplementary guide contains additional helpful information, such as an introduction to the “LifeComp - European Framework for Personal, Social and Learning to Learn Key Competence”, a collection of stories of strong women from all participating countries, as well as further methods and information.

This handbook is the result of the Erasmus+ project “Find your roots and spread your wings – a project for female empowerment based on European cultural heritage” and was developed by the organizations Systeme in Bewegung e.V. (Germany), AIFED (Spain), Asociacija Socialinis hubas (Lithuania), and Femedubeart (Greece). The contact details of the organizations can be found at the end of the supplementary guide. On our websites you can also find the digital version of this book, where you can access the learning materials available through a link (mentioned in some modules). We look forward to hearing from you and receiving feedback on the handbook.

We hope that this handbook enriches, inspires, supports, and empowers many women across Europe, and we wish all users great enjoyment and success in using it.



Content

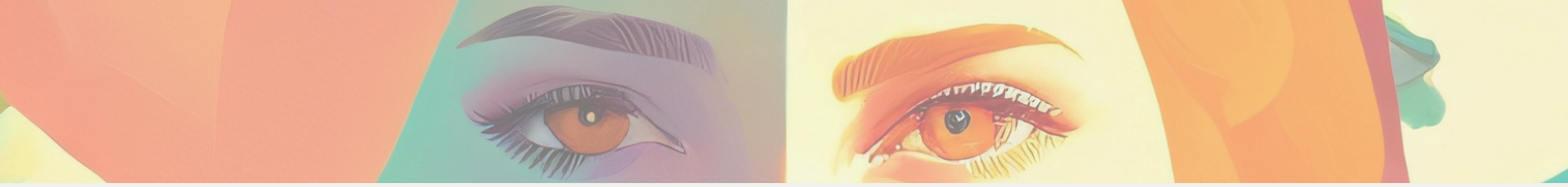
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Find Your Roots

Module 1

Start Your Journey



Overview

LANGUAGE LEVEL: EASY TO MEDIUM,
THE FACILITATOR SHOULD PICK EXERCISES ACCORDING TO THE GROUP

DURATION: 1,5 H

SUITABLE FOR: ALL WOMEN,
ESPECIALLY THOSE GETTING IN CONTACT WITH BODY-ORENTED APPROACHES FOR THE FIRST TIME

Objective: To get to know the Fempower-Concept, to start self-reflection and learn some first breathing exercises

Resources: Sitting in a circle, space to move around, pen, paper, moderation material

Phase	Objective	Duration
Welcome and Introduction	Getting to know the trainer and each other. Being aware of your body and mind in this moment.	15 mins
Information	Information about the content of the course and this module. General objectives of the Fempower concept. Effects of the exercises, staying calm if it doesn't work straight away.	15 mins
Practical Exercise	Learning how your breath can help you notice yourself and your feelings, and make changes. Getting to know your stress response.	35 mins
Reflection	Reflecting your experiences. Motivation to practice in everyday life, thinking about simple exercises you can use daily, and encouraging regular self-reflection.	20 mins
Closing & Feedback	Time for questions and further thoughts.	5 mins



Module 1 - Start Your Journey

Welcome & Introduction

Objective:

Information about the content of the course and this module.
General objectives of the Fempower concept
Effects of the exercises, staying calm if it doesn't work straight away.

Resources:

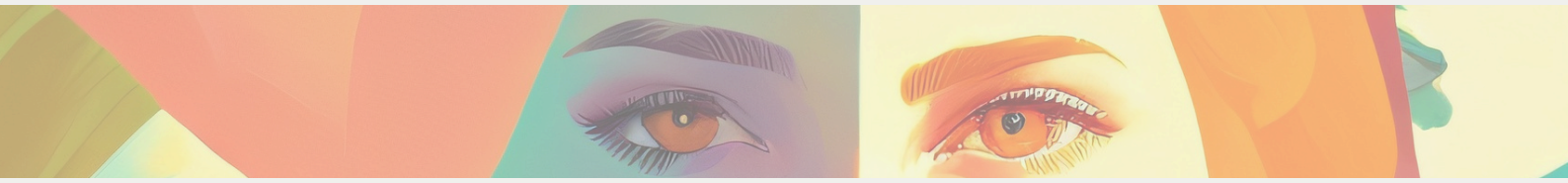
Lecture.
If applicable, moderation material.
Seats (sitting in a circle).

The trainer welcomes the participants and gives some general information on the course and the Fempower concept.

Getting to know each other: How am I feeling right now? What do I hope for and what worries do I have about the course?

Introducing body-oriented and other practical approaches to self-development:

- Information about the close connection between mind and body.
- The exercises help you notice and observe yourself in different situations.
- They also help you find new ways to act.
- Stay calm and keep on practicing if the exercises don’t work out from the beginning.



Practical Exercise

Objective:

Learning how your breath can help you notice yourself and your feelings, and make changes. Getting to know your stress response.

Resources:

Comfortable seats.
Space to move around.

Focusing on your breath (instructions):

Sit comfortably and as upright as possible. Maybe you want to close your eyes or look at a spot on the floor.

Feel your feet on the floor, feel your body. Maybe you want to move something or change your position to be more comfortable.

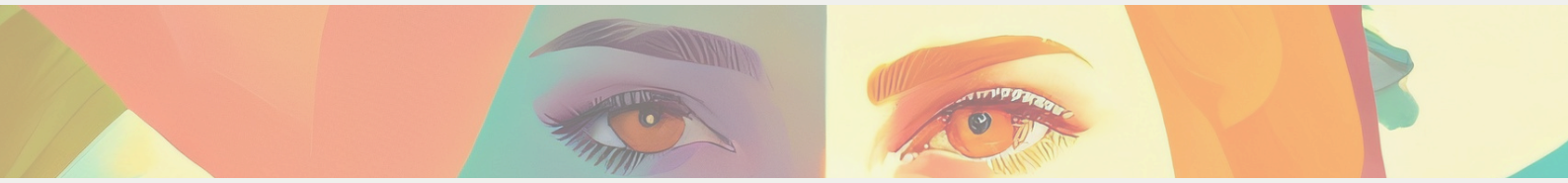
Let go of the tensions you might feel, let your weight sink into your seat, take a deep breath.

Now focus on your breath, as you let it flow again naturally. Notice where you can feel the air entering and leaving your body – your nose, your trachea, your chest...

If you notice thoughts coming up, be aware that they are there, and focus again on your breath without engaging in the thoughts. Always guide your attention gently back to your breath.

Feel the gravity working and let your weight sink, feel yourself being carried by the floor or your seat.

To finish the exercise, take a few deep breaths, bring some tension back into your body by making a fist or stretching.



Practical Exercise

Moving (to loosen up tensions and get in contact with your body)

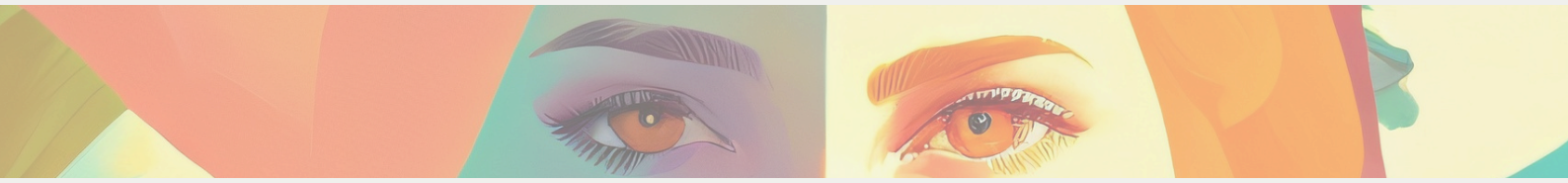
Some easy, enjoyable movements you might want to do:

- Stand upright. Lift your arms when breathing in and let them sink when breathing out
- Stand upright, relaxed feet on the floor. Hold your long arms in front of you, the palms of your hands touching. When breathing in, move your arms to the sides and feel the opening in your chest. You can also lift yourself up on your toetips, like an eagle flying over mountains. When breating out, come back to your flat feet, bring your arms and hands together in front of you again.
- Stretching your arms to the ceiling, feeling how long your body can be
- Rolling your shoulders, hands, feet (one foot at a time, standing on one leg)
- Nodding your head gently, noticing the stretch in your neck and upper back
- Stand relaxed, feet flat on the ground. Imagine having headlights on your pelvic bones so that your pelvis stays facing forward all the time. Now rotate your shoulder girdle to the left and right and let your arms swing loosely. The arms do not make any movement of their own, they hang from the shoulders „like cooked spaghetti“. Feel the twist in your spine. Swing left and right a few times.

Initial Practice, Getting to know your stress response

Sit or stand comfortably. Do a quick “check in” with your body – notice your breath and posture. Maybe you want to close your eyes for this.
Now think of something a bit stressful in your life. Nothing too hardcore or traumatic, but something a bit annoying or anxiety-provoking.
After a few seconds, notice what happens in your body. Maybe you can feel some kind of tension or collapse. How is your breath now? Notice the changes in your body carefully.
Now, stop doing this. Do you feel parts of your body tense, like the shoulders, or neck? Try to relax them. Does your breathing speed up? Did it become shallower? Take a few deep long breaths. Simple practices like these ones can help you. Very simple, isn’t it? You just got to know your stress response and managed to reduce it. The stress response of our body is, in many cases, not useful, as it makes us less healthy, less smart, less creative and less kind.

Inspired by the book “Embodiment – Moving beyond mindfulness” by Mark Walsh, Unicorn Slayer Press



Module 1 - Start Your Journey

Reflection

Objective:

Reflecting your experiences.
Motivation to practice in everyday life, thinking about simple exercises you can use daily, and encouraging regular self-reflection.

Resources:

Sitting in a circle.
Comfortable seats.

- What changed since the beginning of the lesson?
- How do you feel now?
- What are your goals for this course?
- Tips for practising sustainably in everyday life.

Closing & Feedback

Objective:

Time for questions and further thoughts.

Resources:

Closing circle.

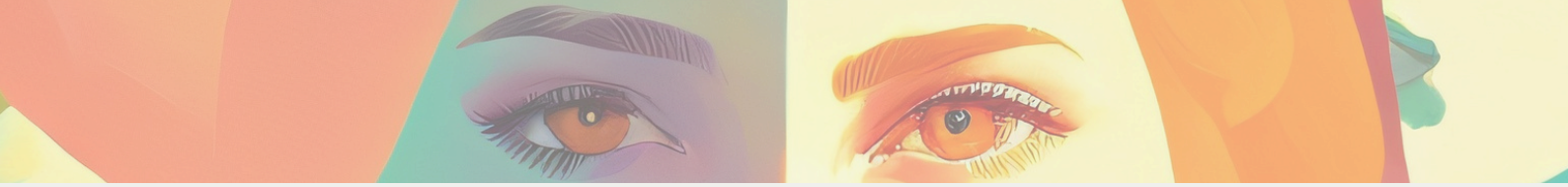
- Questions.
- Feedback.
- Good bye.



Find Your Roots

Module 2

Self - Reflection



Overview

LANGUAGE LEVEL: ADAPTABLE MEDIUM/ ADVANCED
THE FACILITATOR SHOULD PICK EXERCISES ACCORDING TO THE GROUP

DURATION: 1,5 H

SUITABLE FOR WOMEN INTERESTED IN A DEEPER UNDERSTANDING OF THEIR OWN INNER LIFE RULES AND STANDARDS

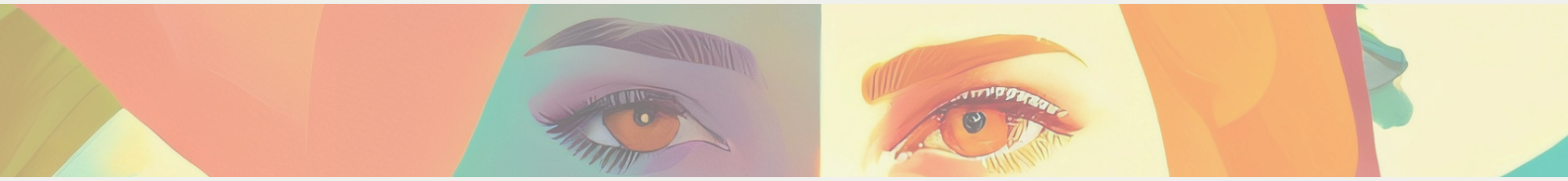
Objective:

To find out about your inner drivers, your individual inner guidelines and strengths.

Resources:

Seats in a circle, pen and paper, space to move around, working sheet “4 leaf clover of strengths” and “inner driver test” (in the supplementary guide)

Phase	Objective	Duration
Welcome and Introduction	Arriving in the group, raising the awareness for your body in this moment.	10 mins
Information	Learning about your "inner drivers“.	10 mins
Practical Exercise	Raising the awareness for your body in this moment. Starting Self-reflection.	35 mins
Reflection	Reflecting your experiences. Motivation to practice in everyday life, thinking about simple exercises you can use daily, and encouraging regular self-reflection.	20 mins
Closing /Feedback	Time for questions and further thoughts.	15 mins



Module 2 - Self -Reflection

Welcome & Introduction

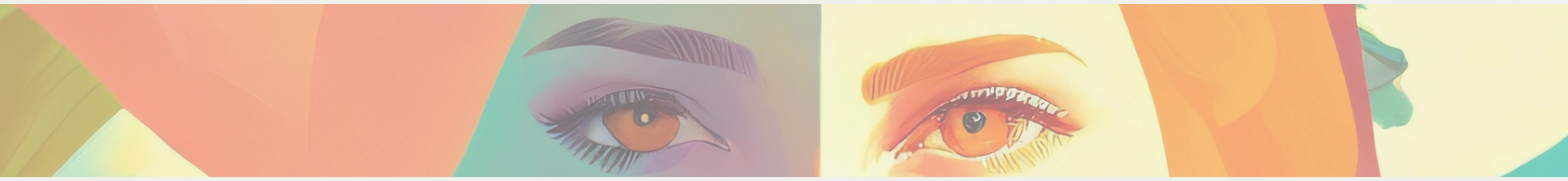
Objective:

Arriving in the group.
Raising the awareness for your body in this moment.

Resources:

Seats (sitting in a circle).
Pen and paper.

- Welcoming the participants, introducing the topic of self-reflection.
- What thoughts and inner images arise when you think about "*being a woman*“?
- What do you think of when you hear the word "*self-reflection*“?



Module 2 - Self -Reflection

Practical Exercise

Objective:

Awareness for your body in this moment.
Starting self-reflection.

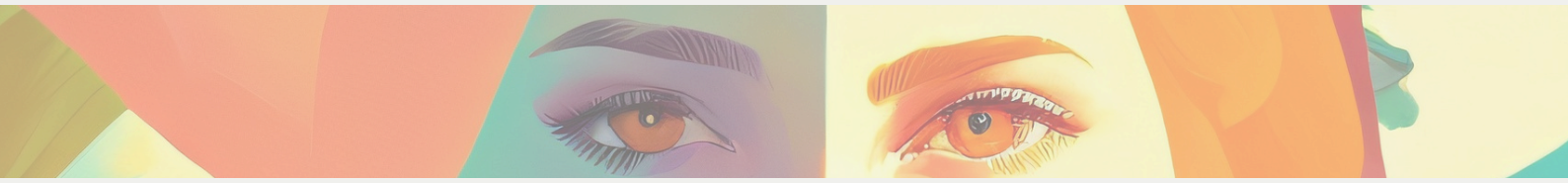
Resources:

Space to move around.
Standing in a circle.

Moving:

Some easy, enjoyable movements you might want to do:

- Stand upright. Lift your arms when breathing in and let them sink when breathing out.
- Stand upright, relaxed feet on the floor. Hold your long arms in front of you, the palms of your hands touching. When breathing in, move your arms to the sides and feel the opening in your chest. You can also lift yourself up on your toetips, like an eagle flying over mountains. When breathing out, come back to your flat feet, bring your arms and hands together in front of you again.
- Stretching your arms to the ceiling, feeling how long your body can be.
- Rolling your shoulders, hands, feet (one foot at a time, standing on one leg).
- Nodding your head gently, noticing the stretch in your neck and upper back.
- Stand relaxed, feet flat on the ground. Imagine having headlights on your pelvic bones so that your pelvis stays facing forward all the time. Now rotate your shoulder girdle to the left and right and let your arms swing loosely. The arms do not make any movement of their own, they hang from the shoulders “like cooked spaghetti“. Feel the twist in your spine. Swing left and right a few times.



Module 2 - Self -Reflection

Information

Objective:

Learning about your *“Inner drivers“* and your strengths, resources and sources of power.

Resources:

Comfortable seats.
Working sheets: *“Inner driver test“* and *”Four leaf clover of strengths”,* Pens.

Inner driver test from transactional analysis

You can find the instructions and working sheets for the „Inner driver test“ in the supplementary guide at the end of this book. Please check if the test is suitable for your participants. The participants take the test and evaluate the results. The group reads the allowers together. Reflect on your results - does your inner driver sound familiar?

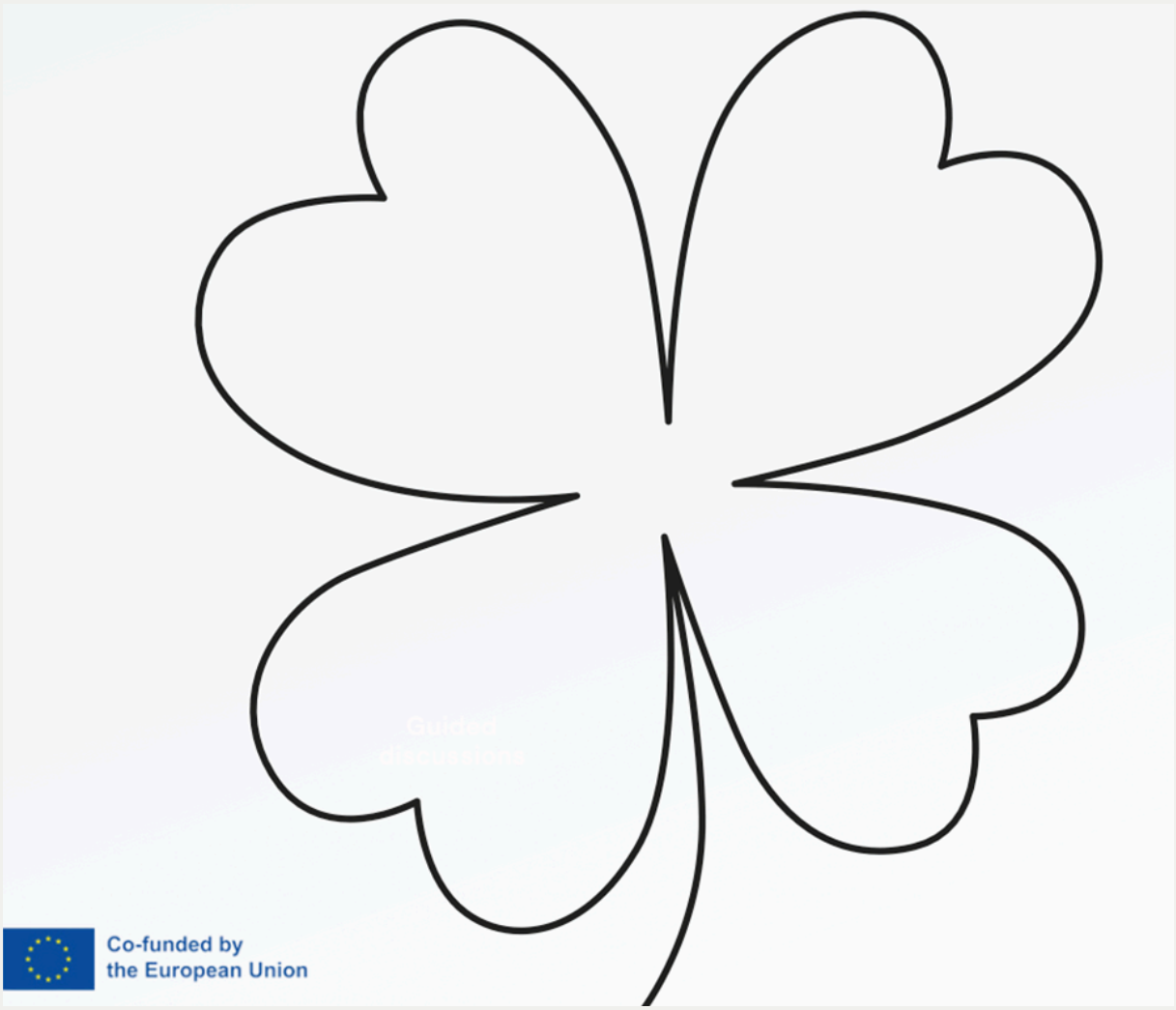
Four leaf clover of strengths

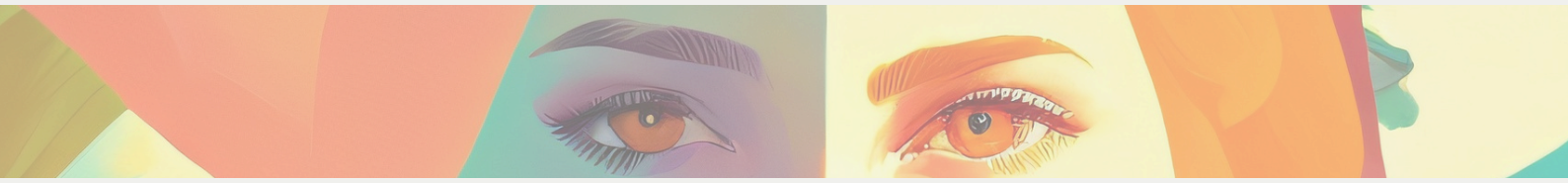
Print the four leaf clover working sheet on the next page three times.
Hand out one to each of your participants first. Ask them to write down one of their resources on each leaf: inner resources (like patience, optimism), bodily resources (like strength, flexibility, a strong voice), social/ cultural resources (like a religious group, a sports team they are member of, friends, colleagues, a supportive family) and material resources (like money, a house or appartement, enough food...).

The second clover is used to collect the strengths of your participants. Hand it out and ask them to write down one or more strengths they have on every leaf. You can have one area of life for each leaf if you want, e.g.: „in my family“, „at work“, „with my friends“, „in my free time“. Or you ask the participants to fill in the working sheet as it is.

On the third four leaf clover working sheet, participants write down their sources of power and recovery. You can ask them: „Where, with whom, at what activity do you refuel? What are your sources of strength?“
Reflect on the four leaf clovers and collect all the precious qualities of your participants!

Four Leaf Clover of Strengths





Reflection

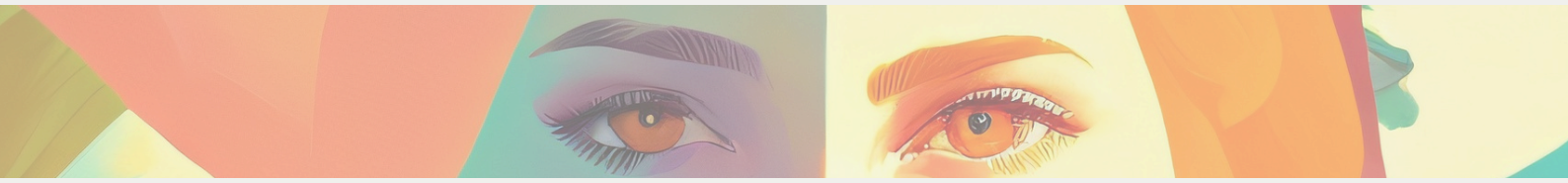
Objective:

Reflecting your experiences.
Motivation to practice in everyday life, thinking about simple exercises you can use daily, and encouraging regular self-reflection.

Resources:

Sitting in a circle, comfortable seats.

- What do you think about the outcome of your inner driver test?
- Do you know these inner drivers from your everyday life?
- What did you notice when filling in the leaves of clover?
- What insights and new aims are you taking with you?



Practical Exercise

Objective:

Internalising the insights and new goals.

Resources:

Standing in a circle.

- Stand upright, feel your feet on the floor.
- Breathe and focus on what you want to take with you from today.
- Take 3 deep breaths focusing.

Closing & Feedback

Objective:

Time for questions and further thoughts.

Resources:

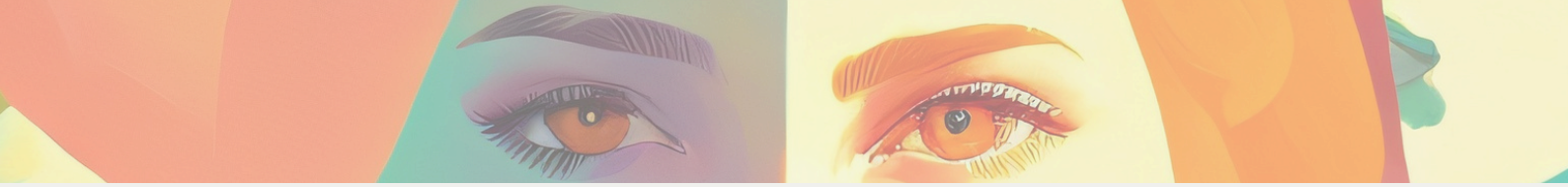
Closing circle.

- Questions.
- Feedback.
- Goodbye.



Find Your Roots

Module 3
Communication



Overview

LANGUAGE LEVEL: SIMPLE / MEDIUM
THE FACILITATOR SHOULD PICK EXERCISES ACCORDING TO THE GROUP

DURATION: 1,5 H

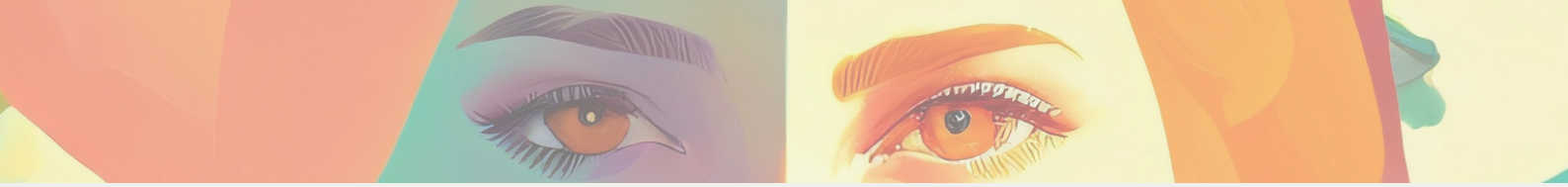
ADULT WOMEN IN VULNERABLE OR TRANSITIONAL LIFE SITUATIONS,
WITH LOW SELF-CONFIDENCE AND LIMITED EXPERIENCE EXPRESSING NEEDS OR EMOTIONS. PARTICIPANTS MAY BE UNFAMILIAR WITH ABSTRACT CONCEPTS AND BENEFIT FROM SIMPLE LANGUAGE, PRACTICAL EXAMPLES, AND EMBODIED, EXPERIENTIAL LEARNING METHODS. NO PRIOR KNOWLEDGE REQUIRED

Objective:

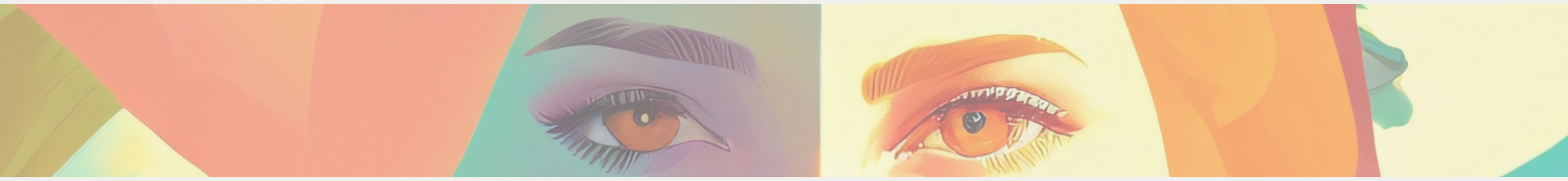
To understand communication as more than words, including body language and tone, to become more aware of how your body and voice communicate, even without speaking, to practise simple ways to express needs and feelings in everyday situations and to gain confidence in being present, seen, and heard in interactions with others.

Resources:

Chairs, sitting in a circle, open space to move around, printed emotion cards (approx. 50), optional pen and paper.



Phase	Objective	Duration
Welcome and Introduction	Create a safe and respectful learning environment, introduce communication as an everyday experience, and invite participants to reflect on when they feel seen, heard or invisible.	20 mins
Information	What is communication. Introduce the basic elements of communication: words, body language and voice, and help participants notice that communication happens even when we do not speak.	20 mins
Practical Exercise 1	Warm up. Gently warm up the group and explore non-verbal communication through simple, voluntary gestures.	15 mins
Practical Exercise 2	Body awareness. Help participants notice how posture and body position can influence how they feel and how they may be perceived in communication.	20 mins
Reflection / Closing	Support participants to reflect on what they noticed during the session and close the activity in a calm, respectful and appreciative way.	15 mins



Module 3 - Communication

Welcome & Introduction

Objective:

Create a safe and respectful learning environment; introduce the topic of communication; connect the session to women's everyday experiences.

Resources:

Sitting in a circle.
Chairs.
Optional pen and paper.
Printed emotion cards (approx. 50).
Emotion cards can be found in the supplementary guide or downloaded:
https://www.canva.com/design/DAG1ADt9XEA/F5x-WRYJblh3LtXivCxrVg/view

Welcome participants and briefly introduce yourself.

Explain that the session focuses on how we communicate in daily life, not only through words but also through body language and tone.

Emphasise that there are no right or wrong answers.

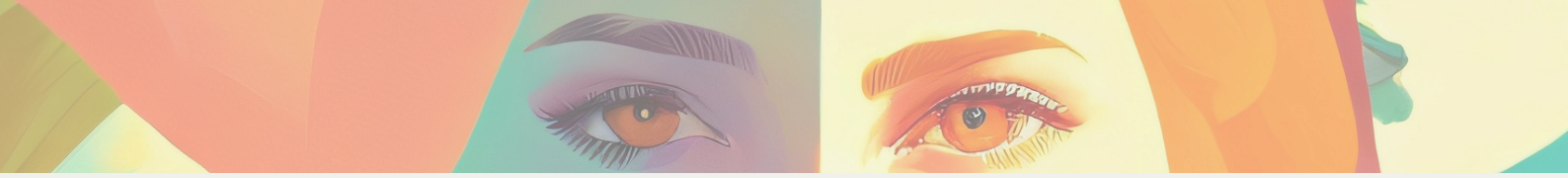
Invite reflection with simple questions: "*When do you feel seen and heard?*" and "*When do you feel invisible?*"

Accept all forms of participation (speaking, gestures, silence).

Clearly state that participation is voluntary and that all feelings and experiences are valid.

Introduce the emotion cards and invite participants to choose a card that reflects how communication often feels for them.

Sharing is optional.



Using the Emotion Cards

The emotion cards support expression without requiring verbal explanation.
They can be used with individuals or groups and work well for participants with limited vocabulary, low confidence, or discomfort speaking in front of others.

General principles
There are no correct or incorrect cards
Participants may:

- choose one card
- choose several cards
- point to a card
- hold a card silently
- or not choose a card at all

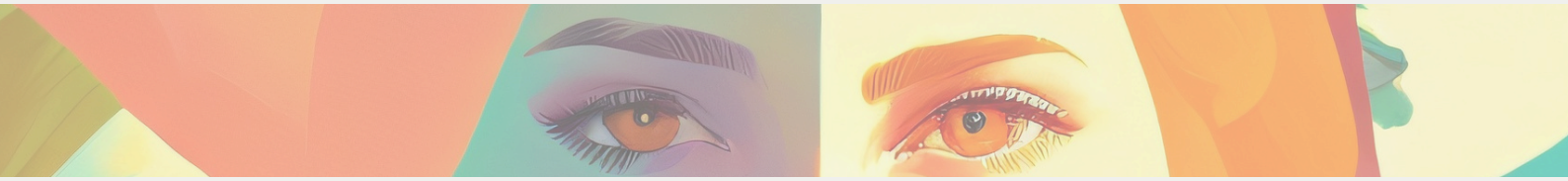
Speaking is always optional

Ways to use the cards
Spread all cards on the floor or table so they are clearly visible
Invite participants to select a card that answers a simple question
Participants may share verbally only if they wish
The facilitator should never interpret a card on behalf of a participant

Example prompts
“Pick a card that shows how you often feel when you communicate with others.”
“Pick a card that shows how communication feels for you today.”
“Pick a card that shows how you feel when you are not heard.”
“Is there a card that feels familiar to you?”

Important
Silence is a valid form of participation
Observation is also participation
Cards can be placed face-down if a participant wants privacy

These cards can be reused throughout the session for check-ins, reflections, or transitions.



Module 3 - Communication

Information

Objective:

Understand basic elements of communication (verbal, non-verbal, para-verbal) and become aware that communication is more than words.

Resources:

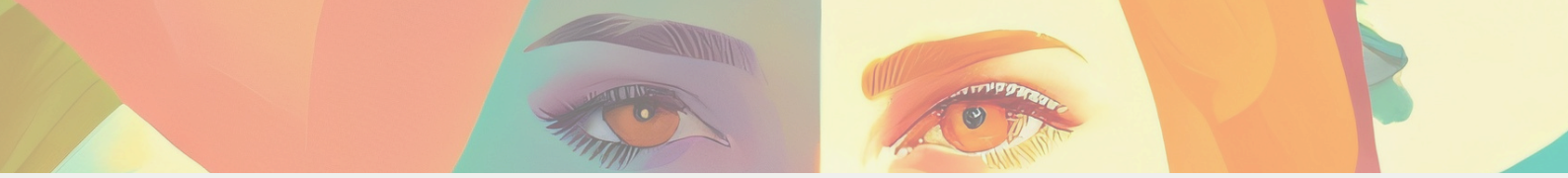
Sitting in a circle.
Chairs.
Emotion cards.
Optional pen and paper.

What is communication

Introduce the idea that communication is not only words, but also includes body language, facial expression, posture, and tone of voice.

Use simple, everyday examples to show how the same words can mean different things depending on how they are said or how the body looks.

Invite participants to notice how they communicate with their body in daily situations. Use emotion cards to support understanding and reflection.



What is Communication?

Communication happens in different ways at the same time:

- Verbal – the words we use
- Non-verbal – the body (posture, facial expression, movement)
- Para-verbal – the voice (tone, speed, volume)

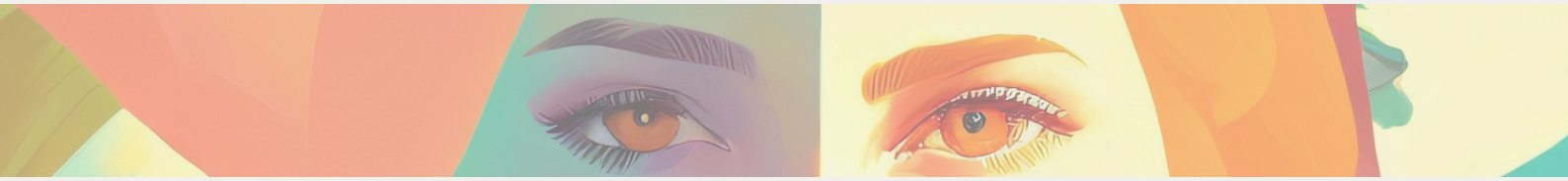
How to work with this in the group

1. Say one simple sentence (for example: “I’m fine”) in different ways:
    - with an open body and calm voice
    - with a closed body and tense voice
2. Ask the group:
    - “Did it feel the same?”
    - “Which one felt easier to listen to?”
3. Give real-life examples that everyone recognises:
    - greeting someone
    - asking for help
    - waiting in a public office or a doctor’s waiting room
4. Spread the emotion cards on the floor or table and invite participants to:
    - choose a card that shows how communication often feels in these situations
    - or choose a card that shows how their body feels when they speak

Participants may point, hold a card, or stay silent. No explanation is required.

5. Invite a short reflection (optional):
    - “What does your body often say, even when you don’t use words?”

Key message to repeat:
“Communication is more than words. Even silence communicates.”



Practical Exercise 1

Objective:

Gently warm up the body and increase awareness of non-verbal communication in a safe, playful way.

Resources:

Open space to move around.

Warm Up

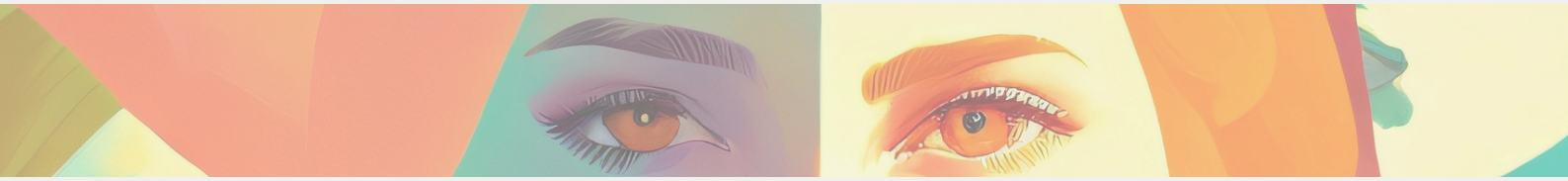
Invite participants to move slowly around the room. Each time they meet another participant, they greet her without words, using a simple gesture (for example: a wave, a nod, a bow, a hand on the heart, or another small movement). Emphasise that the gesture can be very small and that there is no right or wrong way to greet. Participants may also choose to observe instead of moving.

Practical exercise: warm up

- Invite participants to move slowly and at their own pace.
- Emphasise that gestures can be very small (a nod, eye contact, a hand movement).
- Speaking is not required.
- Participants may choose to observe instead of moving.
- If the group feels tense or hesitant, demonstrate one simple gesture yourself first.
- Stop the exercise gently after a few minutes and invite everyone to return to their seats.

Short reflection (optional)

- “How did it feel to greet without words?”
- “Was it easy or difficult to make contact this way?”



Practical Exercise 2

Objective:

Recognise how posture and body position influence how we communicate and how we feel in interactions.

Resources:

Open space to move around.

Body Awareness

Introduce simple embodied awareness exercises to explore how different postures (open and closed) can influence presence, emotions, and communication.

Invite participants to notice how their body feels in different positions and how this may affect how they are perceived by others.

Participation is voluntary; observing is also possible.



The aim of this exercise is not to change posture, but to notice how the body communicates and how different positions can feel.

1. Demonstrate two simple body positions:
    - a more closed posture (rounded shoulders, arms close to the body)
    - a more open posture (upright, shoulders relaxed, chest open)
2. Invite participants to try each posture only if they feel comfortable.
    - They may also observe instead of participating.
3. Ask participants to notice silently:
    - How does my body feel in this position?
    - Does my breathing change?
    - How easy or difficult would it feel to communicate like this?
4. Optional: introduce a very short version of the Power Pose as an experiment:
    - standing upright, feet grounded
    - hands on hips or arms relaxed by the side
    - held for 30–60 seconds

Emphasise that this is simply a way to explore body awareness.
Invite everyone to return to a neutral position.

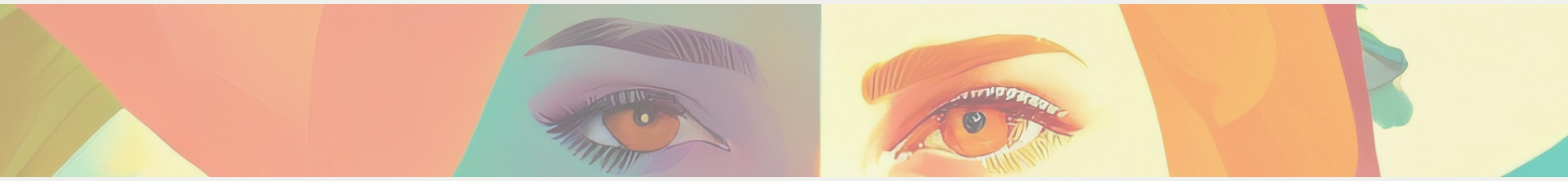
Short reflection (optional)

- “Which position felt more comfortable for you?”
- “Did anything surprise you?”

Participants may respond verbally, with an emotion card, or not at all.

Important note

Some participants may have physical, emotional, or cultural reasons for avoiding certain postures. Observation is a valid and respected form of participation.



Reflection & Closing

Objective:

Support internalising the experience.
Offer space for questions and closing thoughts.
End the session in a calm and respectful way.

Resources:

Sitting in a circle.
Chairs.
Emotion cards.

Invite participants to reflect on the session and what they are taking with them. Use a simple closing question such as: "*What stayed with you from today?*" or "*Is there one thing you noticed about communication or your body*?"

Sharing is optional. Participants may also respond using an emotion card, a gesture, or silence. Invite questions or short feedback if participants wish. Thank everyone for their participation and close the session.

Reflection & Closing

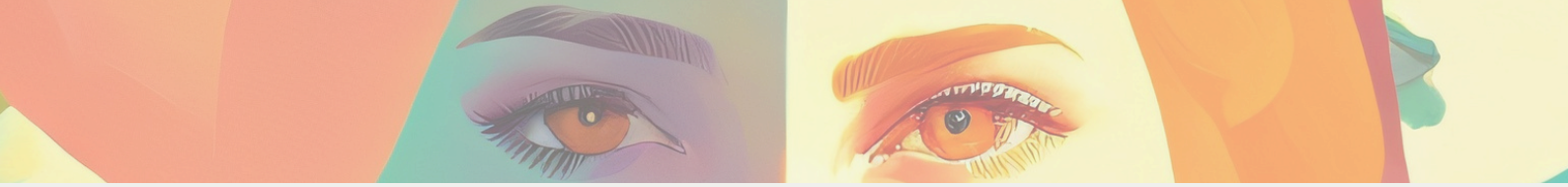
- Keep the reflection open and light
- Avoid asking for "goals" or "plans"
- Accept all forms of response (words, cards, silence)
- If the group is tired, one-word sharing or card choice is enough
- End with appreciation and a clear goodbye



Find Your Roots

Module 4

Self - Presentation



Overview

LANGUAGE LEVEL: BASIC TO MEDIUM (PLAIN LANGUAGE)
SHORT SENTENCES, CONCRETE EXAMPLES, MINIMAL ABSTRACT TERMS (SELF-PRESENTATION VOCABULARY EASILY BECOMES ABSTRACT; WE WANT IT ACCESSIBLE)

DURATION: 1,5 H

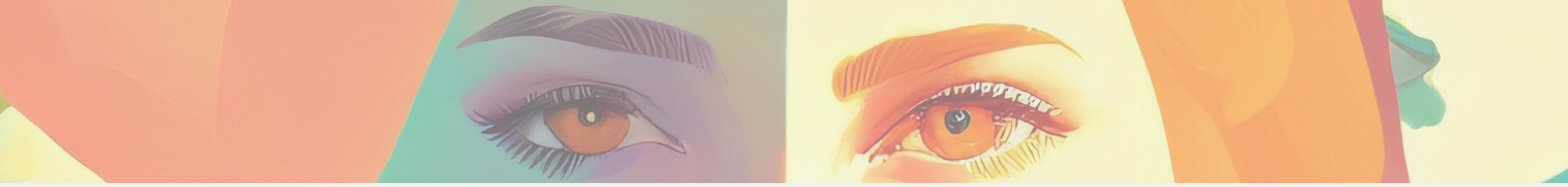
SUITABLE FOR: ADULT WOMEN IN VULNERABLE OR TRANSITIONAL SITUATIONS,
WITH LOW SELF-CONFIDENCE, WHO MAY FEEL UNCOMFORTABLE TALKING ABOUT THEMSELVES. PARTICIPANTS MAY HAVE LIMITED VOCABULARY FOR EMOTIONS AND STRENGTHS AND BENEFIT FROM SIMPLE LANGUAGE, CONCRETE PROMPTS, AND SUPPORTIVE PARTNER-BASED ACTIVITIES. PARTICIPATION IS VOLUNTARY; SILENCE AND OBSERVATION ARE VALID.

Objective:

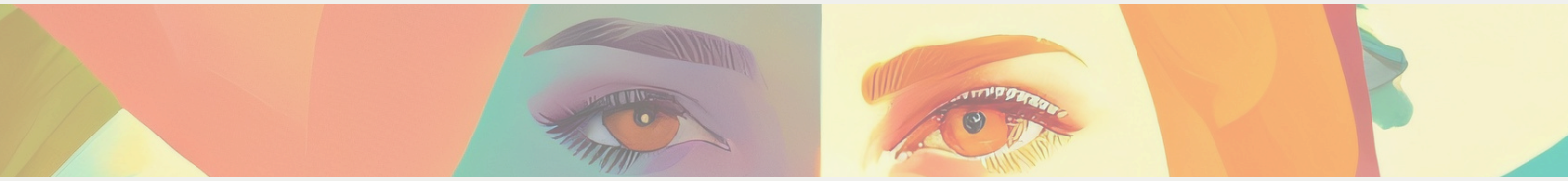
Recognise self-presentation as an everyday skill (how I show up in daily situations), not a formal performance.
Identify and name at least one personal quality or ability, including strengths and “imperfect” or humorous traits (e.g., what I’m bad at or a silly thing I do well).
Practise self-presentation in a supportive format, including being introduced by a partner based on how they perceive them.
Experience positive peer feedback safely (positive gossip), and notice how it affects self-perception and confidence.

Resources:

Sitting in a circle, chairs, emotion/visual cards, optional pen and paper, optional small tokens (cards, stones, paper hearts), optional small handout or verbal prompt.



Phase	Objective	Duration
Welcome and Introduction	Create a safe and respectful learning environment; introduce the topic of self-presentation; connect to women's everyday experiences.	10 mins
Information	Self-presentation in real life. Demystify the concept of self-presentation; link it to everyday roles and small, realistic situations	10 mins
Practical Exercise 1	My introduction. Practise self-presentation in a supportive and low-pressure setting; reduce fear of talking about oneself.	20 mins
Reflection	Feelings and barriers. Explore emotions related to self-presentation; normalise fear and discomfort; strengthen self-compassion.	15 mins
Closing / Feedback	Speaking about myself. Support safe self-presentation by naming feelings and needs without self-blame or pressure.	20 mins
Practical Exercise 2	Positive gossip. Strengthen peer support; experience being seen positively by others; build confidence through relational feedback.	10 mins
Closing and Reflection	Support gentle integration of the session; normalise small, everyday practice; close the session in a calm and respectful way.	5 mins



Module 4 - Self - Presentation

Welcome & Introduction

Objective:

Create a safe and respectful learning environment.
Introduce the topic of self-presentation.
Connect to women's everyday experiences.

Resources:

Sitting in a circle.
Chairs.
Emotion / visual cards.
Emotion cards can be found in the supplementary guide or downloaded:
https://www.canva.com/design/DAG1ADt9XEA/F5x-WRYJblh3LtXivCxrVg/view

Welcome participants and briefly introduce yourself.

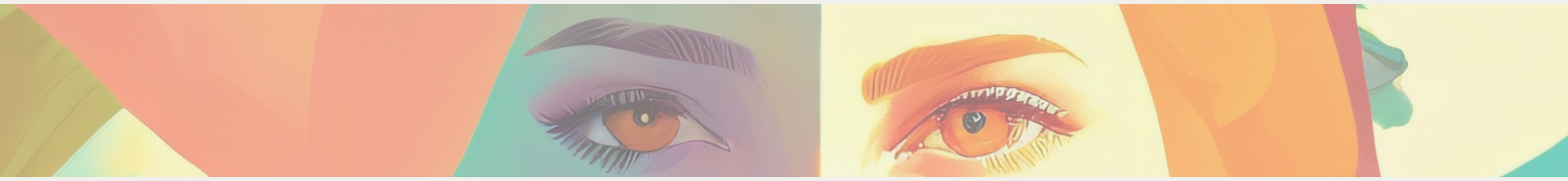
Explain that today's session focuses on how we show ourselves to others in everyday life and how we feel about being seen.

introduce the theme using simple questions such as: **"***When do you feel seen?*" and "*When do you prefer to hide?*"

Accept all forms of participation (speaking, gestures, silence).

Clearly state that participation is voluntary and that all feelings and experiences are valid.

If helpful, use visual or emotion cards to support expression.



Module 4 - Self - Presentation

Welcome and Introduction

The aim of this opening is to create safety and gently introduce the idea of self-presentation without pressure to perform, explain, or "say something positive" about oneself.

Use simple, everyday language. Avoid abstract terms such as self-expression, identity, or personal branding.

Emphasise that today is not about confidence or achievements, but about noticing how we show ourselves to others in daily life.

Normalise ambivalence by naming it openly:
"*Sometimes we want to be seen, and sometimes we prefer to hide. Both are completely normal.*"

When asking the opening questions ("*When do you feel seen?*" / "*When do you prefer to hide?*"):

- accept all forms of participation (speaking, gestures, silence)
- do not interpret, summarise, or evaluate responses
- avoid follow-up questions unless a participant clearly invites them

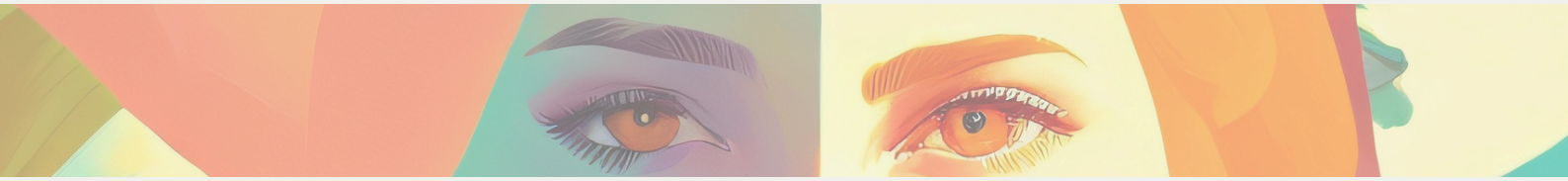
Using the emotion cards
Reuse the same emotion cards as in Module 3 to support familiarity and continuity.
Invite participants to choose a card that reflects how it feels to show themselves to others.

Participants may:

- hold a card
- point to a card
- place it in front of them
- or choose not to select a card at all

Verbal sharing is optional; silence is a valid form of participation.

Key messages to repeat:
"There is no right or wrong way to show up today."
"You can take part in your own way."



Module 4 - Self - Presentation

Information

Objective:

Demystify the concept of self-presentation. Link it to everyday roles and small realistic situations.

Resources:

Sitting in a circle.
Chairs.
Emotion cards.

Self - presentation in real life

Introduce self-presentation as how we show ourselves to others in daily life and how we may be perceived. Explore everyday examples (with friends, in a shop, at the doctor) to show that self-presentation is not about formal situations or achievements. Emphasise that self-presentation happens every day, often unconsciously, and that small choices (posture, tone, presence) already shape how we are seen.

The aim of this part is to make self-presentation feel familiar and non-threatening.

1. Start with an open question:

"What comes to mind when you hear the words 'self-presentation'?"

Accept all answers, including confusion or silence.

2. Gently reframe the concept using simple language:

"Self-presentation is not about presentations or speaking in public.
It's how we show up every day - in a shop, with a friend, at the doctor."

3. Use real-life examples instead of explanations, for example:

- How someone enters a room.
- How someone speaks to a receptionist.
- How someone introduces herself in a group

4. If helpful, invite participants to choose an emotion card that shows:

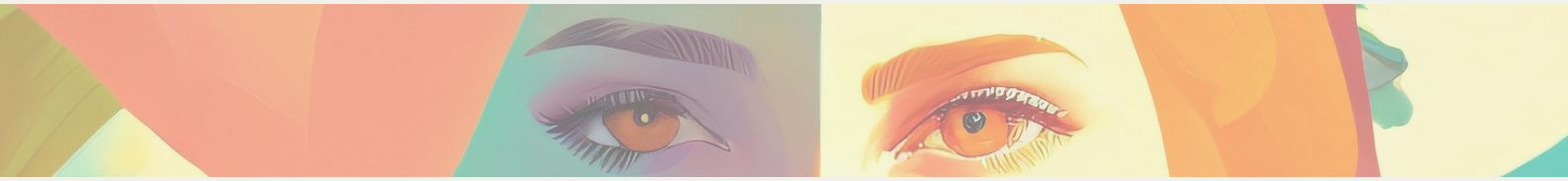
- How they usually feel in such everyday situations, or
- How they feel about being seen by others.

5. Normalise choice and limits:

"We don't always choose how we show up - sometimes we are tired, stressed, or unsure. That is normal."

Key message to repeat:

"Self-presentation is something we do every day, often without noticing it."



Module 4 - Self - Presentation

Practical Exercise 1

Objective:

Practise self-presentation in a supportive and low-pressure setting.
Reduce fear of talking about oneself.

Resources:

Sitting in a circle.
Chairs.
Optional emotion cards.

Guided introduction exercise that starts with imperfection or humour before moving (optionally) to strengths. Participants explore how it feels to introduce themselves without the need to impress.

My Introduction

This exercise is designed to lower tension before talking about strengths.

1. Start with a disarming prompt (choose one):

"*What are you really bad at?*"
or "*What is something silly you can actually do quite well?*"
Explain briefly: "We start here because many people find it hard to talk about strengths. Imperfection helps us relax."

2. Only after that, invite a simple self-introduction:

"*Say your name, and - if you want - one thing you like or are proud of about yourself.*"
Emphasise: - saying only a name is enough - passing is always allowed.

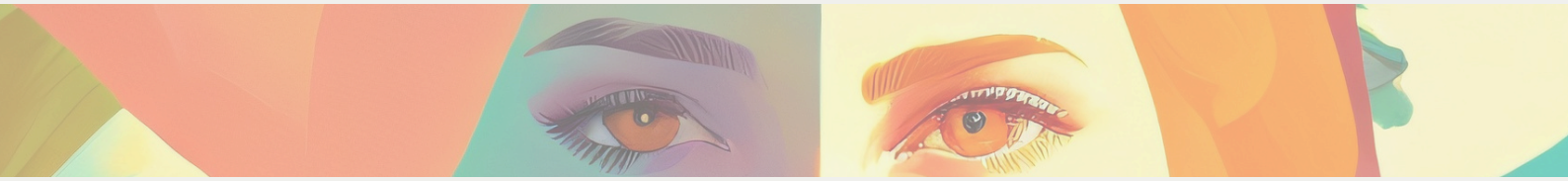
3. Model it yourself first, including a light imperfection if possible.
4. Invite participants to notice (silently):

- their body
- their voice
- how it feels to speak about themselves

5. Short reflection (optional):

"*How did it feel to introduce yourself?*"
"*What felt easier or harder?*"
Participants may respond verbally, with an emotion card, or not at all.

Key message to repeat:
"You don't have to impress anyone here."



Module 4 - Self - Presentation

Reflection

Objective:

Explore emotions related to self-presentation.
Normalise fear and discomfort.
Strengthen self-compassion.

Resources:

Sitting in a circle.
Chairs.
Optional small tokens (cards, stones, paper hearts).

Briefly summarise the session, highlighting everyday self-presentation through body, words, and presence. Invite participants to notice one small thing they might want to try or keep in mind after the session. Sharing is optional. Offer a short take-home reminder and close the session together.

Feelings & Barriers

The aim of this part is normalisation, not problem-solving.

1. Introduce the topic gently:

"For many people, speaking about themselves feels uncomfortable or scary. This is very common."

2. Spread the emotion cards and invite participants to:

- choose one card that shows how they felt during the introduction exercise, or
- choose a card that shows how their body felt

Participants may:
hold a card / point to a card / place it in front of them / or not choose a card

3. Offer different reflection options:

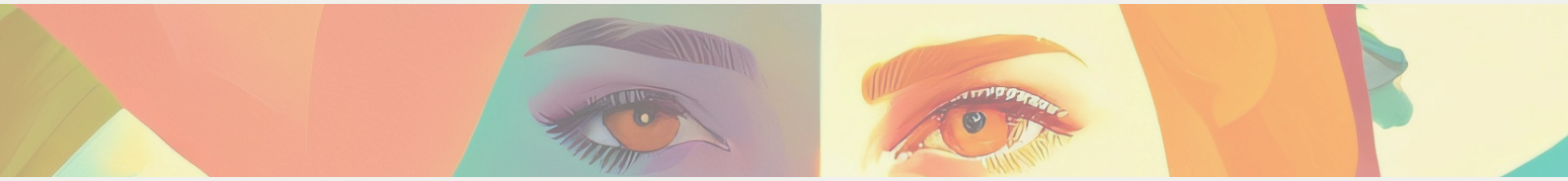
- quiet individual reflection
- sharing one word
- drawing or writing a few words
- sharing with a partner

4. If group sharing happens, keep it short and non-interpretive.

- Do not analyse or "reframe" feelings.
- Acknowledge contributions with simple phrases like:

"Thank you for sharing" or *"That makes sense."*

Key message to repeat:
"Feeling unsure or nervous does not mean you did something wrong."



Practical Exercise 2

Objective:

Support safe self-presentation by naming feelings and needs without self-blame or pressure.

Resources:

Sitting in a circle.
Chairs.
Optional emotion cards.
Optional pen and paper.

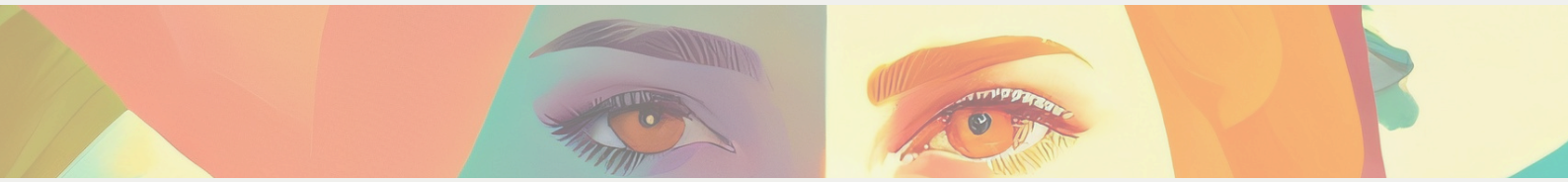
Introduce a simple sentence structure to help participants speak about themselves in a clear and respectful way. The focus is on describing one's inner state, not on communicating with or confronting others.

Speaking about myself

Purpose of this exercise:

- To support women in talking about themselves in a simple, safe way.
- To practise naming inner states without judgement or explanation.
- To reduce fear of "saying the wrong thing".

This is not a conflict-resolution or communication skills exercise.



Step 1: Set the frame (very important).
Say something like: “This is not about explaining yourself to anyone. It’s just one way to describe what is happening inside you.”

- Keep your tone calm and normal.
- Avoid words like model, method, or technique.

Step 2: Introduce the sentence structure.
Write it visibly or say it slowly: “I feel … because I need …”
Explain briefly:

- “Feel” = what is happening inside me.
- “Need” = what would help me right now.

Do not give a long explanation.

Step 3: Give 1–2 grounded examples only
Choose very everyday examples, not emotional extremes:

- “I feel nervous because I need time.”
- “I feel tired because I need rest.”
- “I feel calm because I need quiet.”

Avoid:

- abstract needs (“respect”, “recognition”)
- dramatic emotions
- examples involving other people’s behaviour

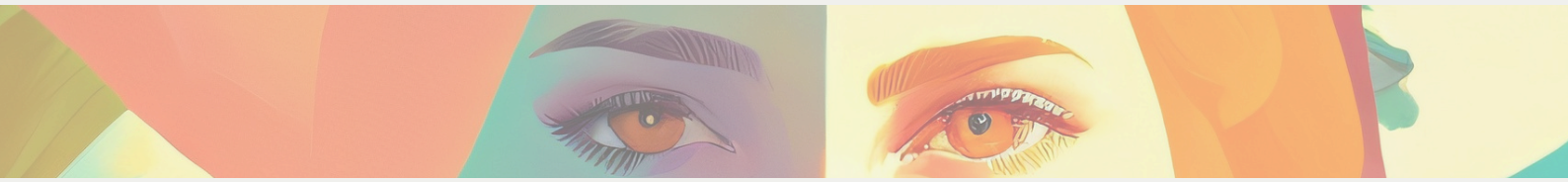
Step 4: Support participants in choosing words.
Offer gentle support, not lists in the table.
You may place a few emotion cards in the middle, or say a few example feelings aloud:

- nervous
- tired
- calm
- unsure
- relieved

And a few needs:

- time
- rest
- clarity
- safety
- quiet

Emphasise: “*Simple words are enough.*”



Step 5: Invite participants to try (choice is key).
Say clearly: “You can try this in your own way.”
Options:

- say one sentence aloud
- write it down
- think it silently
- or pass

All options are equally valid.

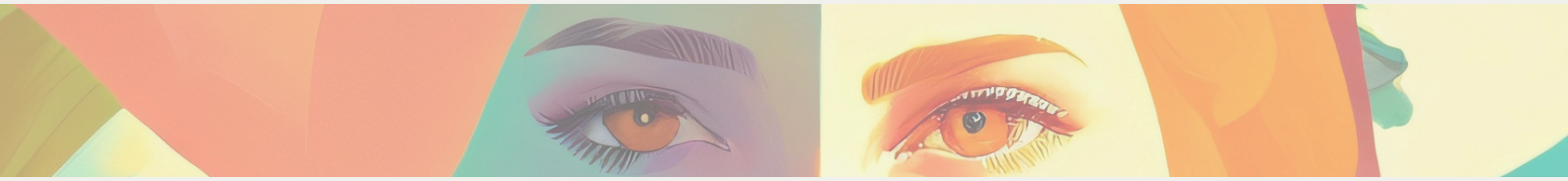
Step 6: Hold the space

- Do not correct sentences
- Do not suggest “better” wording
- Do not interpret what someone says

If someone shares, respond with:
“*Thank you*” or “*That makes sense*.”
Nothing more is needed.

Step 7: Gentle closure
End the exercise with a grounding line, for example: *“Being able to name something about ourselves - even quietly - is already self-presentation.”*
Pause for a moment before moving on.

Important facilitator reminders
Some participants may joke, minimise, or say *“I don’t know”* - all are acceptable.
Silence is participation.
This exercise is about permission, not progress.



Practical Exercise 2

Objective:

Strengthen peer support.
Experience being seen positively by others.
Build confidence through relational feedback.

Resources:

Sitting in a circle.
Chairs.
Optional small tokens (cards, stones, paper hearts).

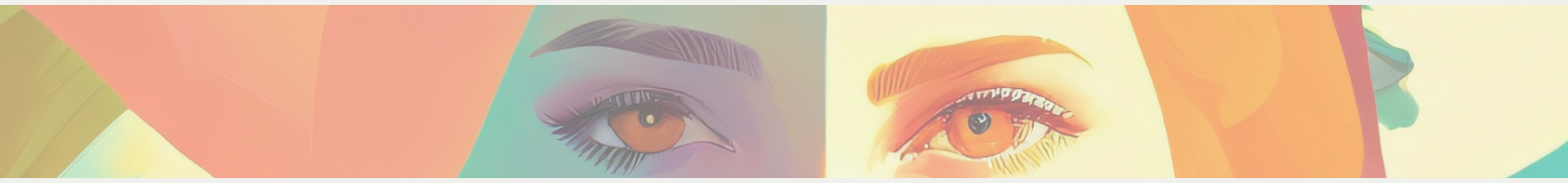
Participants share positive observations about another woman who is present. The focus is on what they noticed, appreciated, or felt when listening to her, rather than on achievements or performance.

Positive Gossip

Purpose of this exercise:

- To let participants hear positive things about themselves without having to speak.
- To experience how others perceive them, not how they describe themselves.
- To strengthen trust and group cohesion.

This exercise works best after participants have already spoken at least a little (e.g. introductions).



Step 1: Set the frame clearly
Say something like:
"Now we will speak about each other, not to each other. The person we speak about just listens."
Emphasise:

- no discussion
- no correction
- no modesty responses ("Oh no, that's not true")

Step 2: Explain what "positive gossip" means
Use very concrete language:
"Positive gossip means saying something kind or appreciative about another person who is here - as if you were talking about her when she is not in the room."
Clarify:

- it does not have to be deep or emotional.
- small observations are perfect.

Examples:

- "I liked how she listened."
- "She spoke very calmly."
- "She seems thoughtful."
- "She smiled when others talked."

Avoid:

- comparisons
- advice
- comments about appearance (unless culturally appropriate and gentle)

Step 3: Choose one option that best fits the group's energy
Option A – Circle version (simple).

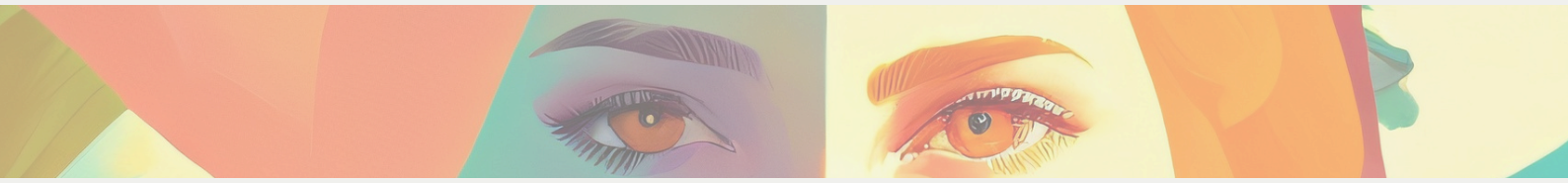
- Sit in a circle.
- Each person speaks about the woman to her right.
- One sentence is enough.

Option B – Pair version (deeper, from meeting notes).

- Two participants briefly talk together about a third person who is present.
- Then share one sentence with the group about what they appreciated.

Option C – Partner introduction (if time allows)

- One woman speaks briefly about herself
- Her partner then introduces her to the group by saying:
  - *"I think she is..."*
  - *"She comes across as..."*



Step 4: While participants speak

As facilitator:

- keep the pace slow
- thank each speaker
- gently stop anyone who starts explaining or advising
- protect the listening person's silence

If someone struggles to find words, suggest:

- *"You can say just one word."*
- *"You can pass."*

Step 5: Receiving the feedback

Remind participants who are being spoken about:

"*Your only task is to listen.*"

If emotions come up:

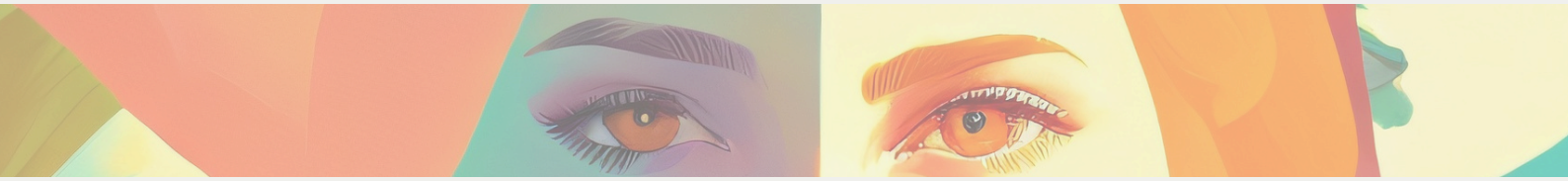
- allow them
- do not analyse
- do not rush to comfort unless needed

Step 6: Close the exercise gently

End with a grounding sentence, for example:

"*Sometimes others see things in us that we don't notice ourselves.*"

Pause before moving on.



Closing & Reflection

Objective:

Support gentle integration of the session.
Normalise small, everyday practice.
Close the session in a calm and respectful way,

Resources:

Sitting in a circle.
Chairs.
Optional small handout or verbal prompt.

Briefly summarise the session, highlighting everyday self-presentation through body, words, and presence. Invite participants to notice one small thing they might want to try or keep in mind after the session. Sharing is optional. Offer a short take-home reminder and close the session together.

The purpose of this closing is containment, not motivation.
Keep the summary simple, for example:
“Today we looked at how we show ourselves to others - sometimes easily, sometimes with difficulty.”
Offer a low-pressure take-home prompt:
“*One small thing I want to remember is…*” or “*One thing I noticed about myself today…*”
Emphasise:

- this does not have to be a goal
- it can be something they already do

If providing a handout or verbal reminder, keep it very simple:

- one sentence
- or one idea (e.g. posture, kind inner words, taking time when speaking)

Invite a final closing moment:

- one word
- a nod or gesture
- holding an emotion card
- or silence

Thank the group and clearly close the session.

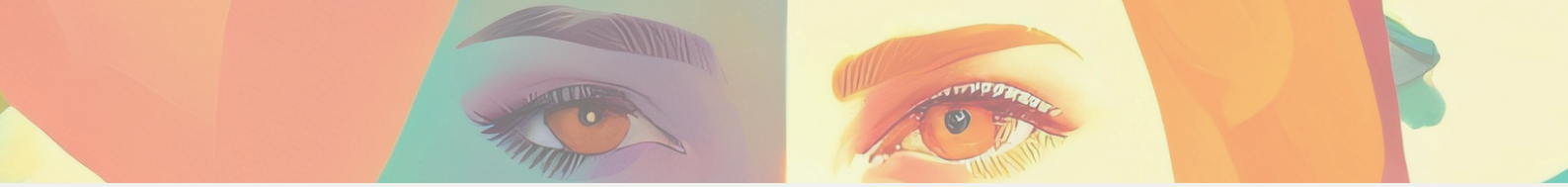
Key message to repeat:
“Small things count.”



Find Your Roots

Module 5

Personal Development and Goal Setting



Overview

LANGUAGE LEVEL: BASIC TO MEDIUM (PLAIN, CONCRETE LANGUAGE)
AVOID ABSTRACT TERMS SUCH AS PERSONAL GROWTH, LONG-TERM PLANNING, SELF-ACTUALISATION. USE EVERYDAY EXAMPLES AND SHORT SENTENCES

DURATION: 1,5 H

SUITABLE FOR ADULT WOMEN
IN VULNERABLE OR TRANSITIONAL LIFE SITUATIONS, WITH LOW SELF-CONFIDENCE AND LIMITED EXPERIENCE WITH GOAL SETTING OR FUTURE PLANNING. PARTICIPANTS MAY BE FOCUSED ON DAILY SURVIVAL RATHER THAN LONG-TERM GOALS AND MAY FEEL OVERWHELMED BY THE IDEA OF CHANGE. THE ACTIVITY USES SMALL STEPS, VISUAL AND EMBODIED METHODS, SIMPLE LANGUAGE, AND ALLOWS OBSERVATION AND SILENCE AS VALID FORMS OF PARTICIPATION. NO PRIOR EXPERIENCE WITH GOAL-SETTING IS REQUIRED.

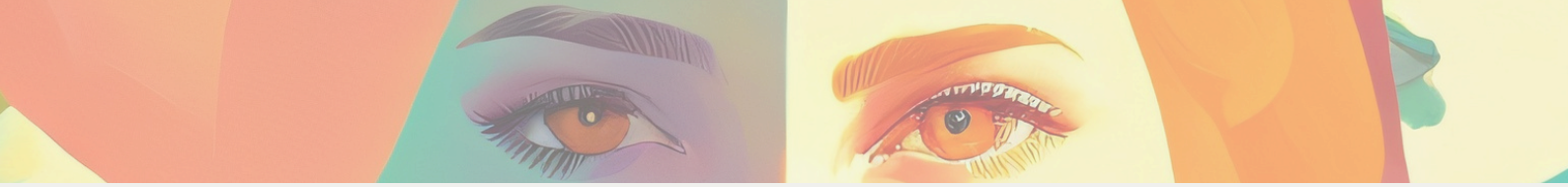
Objective:

Understand personal development as something that happens in everyday life, not only through big changes.
Recognise that goals can be small, short-term, and flexible.
Identify one realistic next step that feels possible for them.
Experience goal-setting through the body and imagination, not only through thinking.
Reflect on what helps them feel grounded (roots) and what gives them direction or hope (wings).

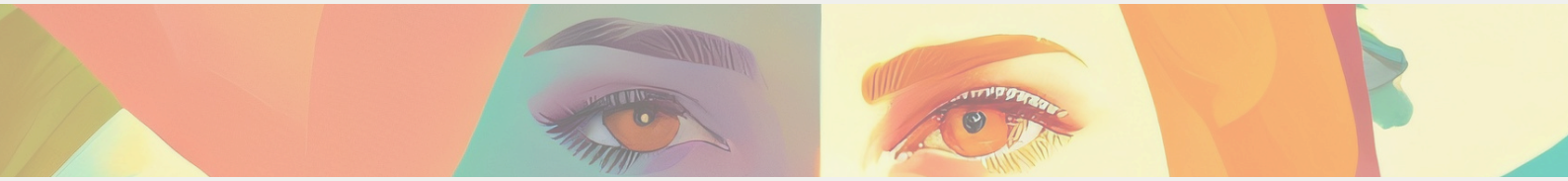
Resources:

Chairs, sitting in a circle.
Printed focus group quotes (short excerpts)*
Rope or tape on the floor.
Cards or paper labels *(“Today”, “Next Week”, “One Month”)*.
Paper and pens.
Optional printed templates.
Open space.
Roots & Wings postcards
(downloadable on the websites of the partner organisations, addresses at the end of the supplementary guide).

*Quote cards an be downloaded here: https://www.canva.com/design/DAG_DkcLADM/JiJ99x1lU85V6iVs59azcA/view?utm_content=DAG_DkcLADM&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h6b7cf3f729



Phase	Objective	Duration
Welcome and Introduction	Create a safe and supportive environment and introduce goal setting as small, realistic steps connected to everyday life.	10 mins
Information	Personal development and goals in daily life. Help participants understand personal development and goals as part of everyday life. Reduce fear and overwhelm related to goal setting.	15 mins
Practical Exercise 1	Embodied goal setting. Experience goal setting through the body. Recognise that goals can be small, short-term, and realistic.	20 mins
Practical Exercise 1	Breaking goals into small steps. Help participants clarify a personal goal and identify realistic next steps, Strengthen sense of agency without pressure.	20 mins
Closing / Feedback	Speaking about myself. Support safe self-presentation by naming feelings and needs without self-blame or pressure.	15 mins
Closing and Reflection	Support integration of learning. Reinforce grounding and direction. Close the session in a calm and respectful way.	10 mins



Module 5
Personal Development and Goal setting

Welcome & Introduction

Objective:

Create a safe and supportive environment.
Introduce the topic of personal development and goal setting in a realistic, non-overwhelming way.
Connect to women's everyday life.

Resources:

Sitting in a circle.
Chairs.

Welcome participants and briefly introduce yourself. Explain that today's session is about small steps and everyday changes, not big life decisions. Emphasise that goals can be simple, short-term, and flexible. Invite reflection with gentle questions such as: "*What takes most of your energy right now?*" or "*What would make everyday life a little easier?*" Participation is voluntary and listening and silence are valid.

Welcome and Introduction
The aim of this opening is to reduce pressure and fear around goal setting.

- Use simple, everyday language. Avoid terms like long-term goals, career planning, or life vision.

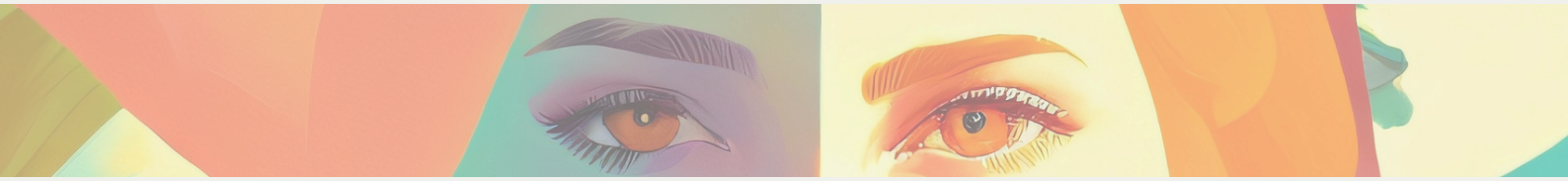
Emphasise from the start: *"This is not about changing your whole life. It's about noticing small steps that feel possible."*

When asking opening questions:

- keep them grounded in daily life
- accept short answers, gestures, or silence
- do not push participants to define a "goal" yet

Normalise uncertainty:
"*Many people are not used to thinking about goals — and that's completely okay.*"

Key message to repeat:
"Small steps are enough."



Module 5
Personal Development and Goal setting

Information

Objective:

Help participants understand personal development and goals as part of everyday life. Reduce fear and overwhelm related to goal setting.

Resources:

Sitting in a circle.
Chairs.
Printed focus group quotes (short excerpts).

Introduce personal development as small, everyday changes rather than big life plans. Explore what “a goal” can mean in daily life (e.g. feeling calmer, having more structure, asking for help). Use short quotes from focus groups to reflect participants’ real experiences and normalise uncertainty about goals.

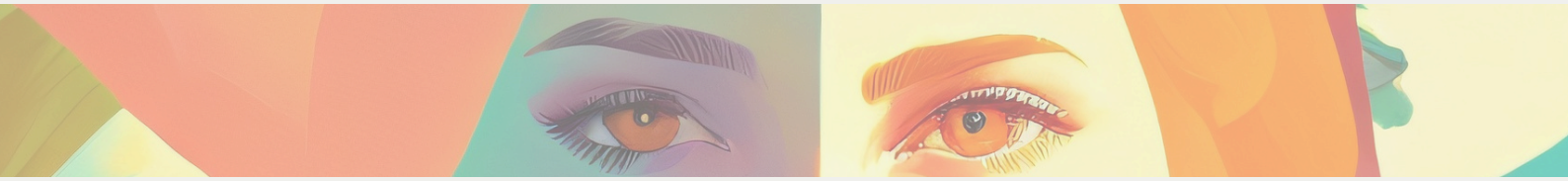
Personal Development and Goals in Daily Life
The aim of this part is to make personal development and goal setting feel familiar, human, and non-threatening, especially for women who are focused on daily survival.

1. Set the tone (important).

Start by lowering expectations:
“Today we are not talking about big life plans or long-term goals. We are talking about everyday life and small steps.”
Avoid words like success, achievement, future planning.

2. Work with focus group quotes.

Place the quote cards on the floor or table so they are visible.
Select 3–6 short quotes (you can change them depending on the group).
Read them aloud slowly, or invite participants to read silently.
Example framing:
“These are sentences said by real women in our focus groups. See if any of them feel familiar to you.”



3. Invite gentle recognition (not discussion)

Ask one simple question, for example:

“Did you recognise yourself in any of these?”

“Is there one sentence that feels close to your life right now?”

Participants may:

- point to a card
- pick one up
- nod
- or stay silent

All responses are valid.

4. *R*eframe personal development.

Use plain, reassuring language:

“Personal development doesn’t mean changing who you are. It can mean making life a little easier, calmer, or clearer.”

You may add:

“Sometimes personal development is just noticing what already works.”

5. Introduce the idea of small goals.

Without explaining methods yet, say something like:

“A goal doesn’t have to be big. Even very small steps, like 0.5, already count.”

Do not introduce the ruler method or growth model here yet.

This is only to prepare participants mentally.

6. Close the information part gently.

End with a grounding sentence, for example:

“If you leave today with just one small thought or feeling, that is enough.”

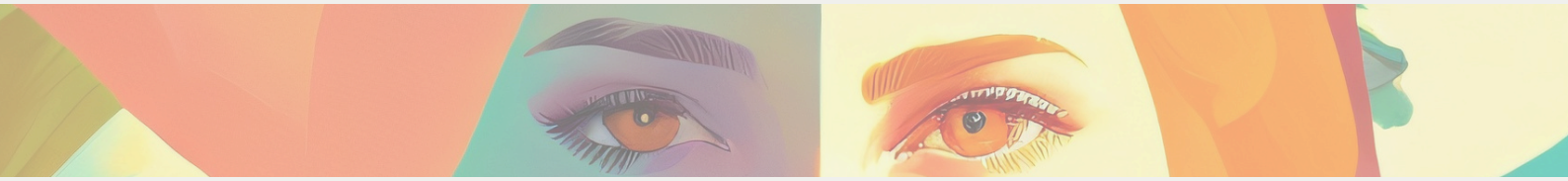
Pause briefly before moving on.

Key messages to repeat:

“You are not behind.”

“Small steps are real steps.”

“Not knowing yet is okay.”



Module 5
Personal Development and Goal setting

Practical Exercise 1

Objective:

Participants explore a simple personal goal by physically positioning themselves along a timeline marked “Today – Next Week – One Month”.
Through movement and awareness, participants notice how different steps feel in the body and mind.
Participation is voluntary; observing is also valid.

Resources:

Rope or tape on the floor.
Cards or paper labels: “*Today*”, “*Next Week*”, “*One Month*”.
Open space.

Embodied Goal Setting

This exercise helps participants feel goals, rather than think them through.

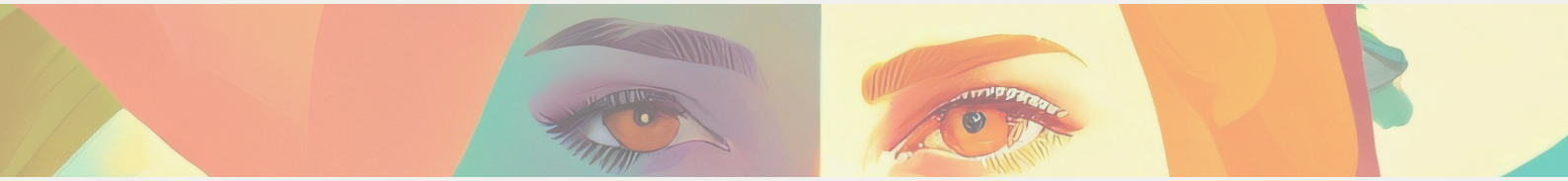
1. Prepare the space

Place a rope, string, or tape on the floor.
Mark three clear points:
Today / Next Week / One Month
Make sure there is enough space to move safely.

2. Set the frame (very important)

Say something like:
“This is not about deciding anything today. It’s about noticing what feels possible.”
Emphasise:

- no right or wrong place to stand
- observation is participation
- stepping back or stopping is allowed



3. Connect to the body

Invite participants to start at “Today”.

Guide them verbally:

“Feel your feet on the ground”; “Notice your breathing” ; “This is where you are right now.”

Pause for a few seconds.

4. Invite a small goal.

Ask participants to think of one small thing they might want to change or try.

Examples (only if needed):

Having a calmer morning; asking for help once; taking time for rest; finishing one small task.

Stress: *“This does not have to be a big or important goal.”*

5. Movement along the line.

Invite participants (one by one or together) to:

- take a few steps towards “Next Week”
- pause
- notice how it feels in the body

Then, optionally, invite them to look at “One Month” (All choices are valid.):

- They may step closer
- They may stay where they are
- They may step back

6. ,Integrate the Growth Model

Introduce it briefly, using the line itself:

“Sometimes staying where you are is the comfort zone. A small step can be learning or growth. Too much distance can feel overwhelming.”

Keep it short. No diagrams needed.

7. Integrate the Ruler Method.

Still using the body:

“If ‘Today’ is 0, and ‘One Month’ is 10 — even standing a little closer could be 0.5 or 1.”

Invite participants to notice: *“What number would this step be for you?”*

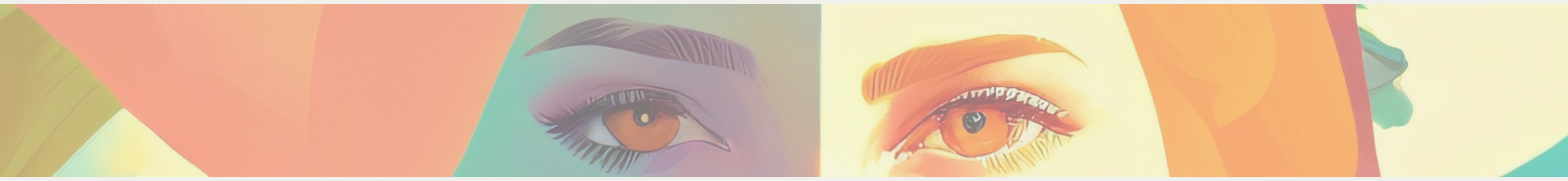
No need to answer aloud.

8. Close the exercise gently.

Invite everyone to return to a neutral space or sit down.

Say: *“Whatever step you chose today is enough.”*

Pause before moving on.



Module 5
Personal Development and Goal setting

Practical Exercise 2

Objective:

Help participants clarify a personal goal and identify realistic next steps.
Strengthen sense of agency without pressure.

Resources:

Paper and pens.
Optional printed templates.

Individual or paired reflective exercise where participants break a small personal goal into manageable steps using writing or simple drawing. The focus is on clarity and realism, not commitment or perfection.

Breaking Goals into Small Steps

This exercise supports practical goal clarification, not emotional processing.

1. Set clear boundaries (important).

Say something like: *"This is not therapy, and you don't have to go deep. We're just looking at one small goal and how it could look in real life."*
Reassure:

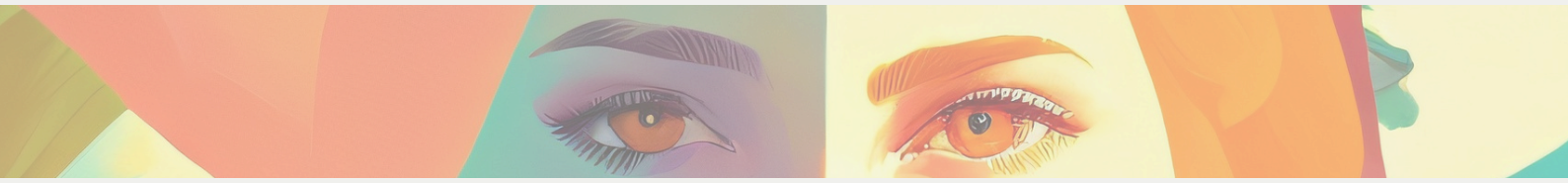
- participants choose how much to share
- writing or drawing is for themselves

2. Choose ONE format (do not mix).

Option A – Small-steps worksheet (SMART-inspired, simplified)
Invite participants to write down:

- My small goal (one sentence).
- Why this matters to me: (optional)
- One very small step I could take.
- What could help me take this step.
- What might make it harder.

Avoid SMART terminology — just use the structure.



Option B – “River of steps” (narrative-inspired, light).
To help participants visually see where they feel they are right now and identify one small next step that feels possible.
This is a practical orientation exercise, not therapy and not emotional processing.

Step 1: Set clear boundaries (very important)
Before starting, say something like: “*This is not therapy and not about drawing well. The river is just a simple way to look at where you are and what one small step could be.*”

- Emphasise:
- there is no right or wrong drawing
- details are not needed
- no one will interpret the drawing

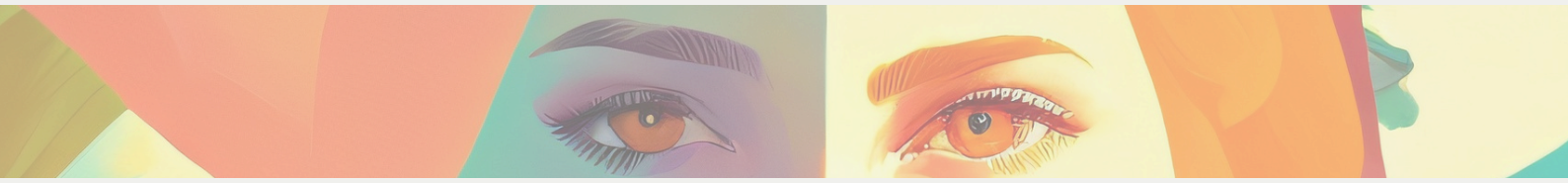
Step 2 - Draw the river line (1–2 minutes)
Give paper and pen.
Say: *“Step 1. Draw one river. Just one line.” “It can be straight or wavy.” “It does not have to look nice.” “Please do it now.”*
Pause 30–60 seconds. Walk slowly. Say nothing else unless someone is stuck.
If someone says *“I can’t draw”: “Just draw a line. That is enough.”*

Step 3 - Mark “where I am now” (2 minutes)
Say: *“Step 3. Mark where you feel you are right now.” “Put a dot anywhere on the river.” “If you want, write one word next to the dot.”*
Examples of words (say only if needed):
“tired”, “stuck”, “okay”, “busy”, “starting”, “confused”, “calm”.
Then say: *“This dot just shows how it feels today.”*
Pause 60 seconds.
If someone asks *“Where exactly should I put it?”: “Anywhere you choose. There is no correct place.”*

Step 4 - Add ONE small next step (3–4 minutes).
Say slowly: *“Step 3. Now draw ONE small step ahead.”*
“Choose ONLY ONE of these three options.”
Then point to each option with your finger while speaking:

- “A bend in the river.”
- “OR a small island.”
- “OR a short arrow.”

Then say: *“Pick one. Not two. Not three. Only one.”*
Immediately add: *“This is NOT a final goal.” “It is only the next small step.”*
Then give a concrete instruction so they don’t guess: *“Place your bend / island / arrow close to your dot. Not far away.”*
Pause 2 minutes.



If someone asks *"What does the bend mean?"* (or island/arrow):
Say this exactly (no interpretation): *"It doesn't mean anything special. It is just a way to show 'next step' on paper." "Your job is only to choose one and place it close to your dot."* If someone draws all three, say kindly: *"Please choose one and cross out the others. We only need one next step."*

Step 5 - Name the next step in simple words (2 minutes)
This removes interpretation completely.
Say: *"Step 5. Write ONE short sentence next to your bend / island / arrow." "Start with: 'My next small step is…'"*
Give examples (use 2–3 only, don't overload):

- "My next small step is to go for a 10-minute walk."
- "My next small step is to ask one person for help."
- "My next small step is to make one phone call."
- "My next small step is to rest 30 minutes."
- "My next small step is to write down one plan for tomorrow."

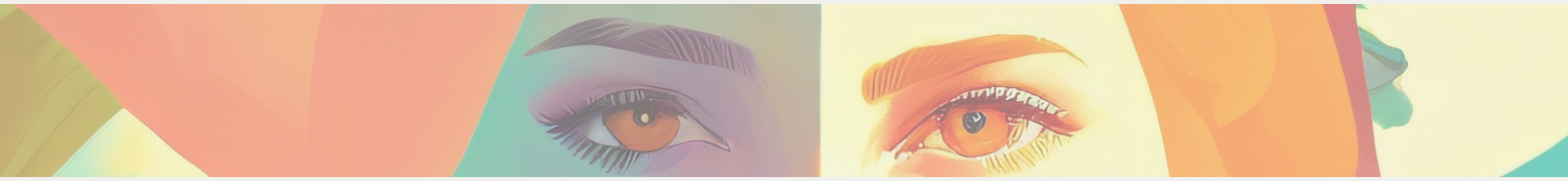
If someone can't write: *"You can write just one word."* (e.g., walk, call, rest, ask)

Step 6 - Add ONE support and ONE difficulty (optional, but structured) (3–4 minutes)
Say: *"Step 6 is optional. If you want, add two things:"*
A) One thing that helps.
Say: *"Write one word near the river: 'What helps me?'"*
Examples (only if needed): "support", "time", "friend", "routine", "quiet", "music".
B) One thing that makes it harder.
Say: *"Write one word: 'What makes it harder?'"*
Examples (only if needed): "tired", "fear", "no time", "stress", "pain".
Then set a clear boundary: *"We are not solving these today. We are only noticing."*

Sharing (if group is safe, 3–5 minutes). Say: *"If you want, share only one sentence: 'My next small step is…'" "No explanations needed."*
If someone starts a long story gently interrupt and redirect: "Thank you. For this exercise we keep it to one sentence: 'My next small step is…'"

Closing. Say: *"That's enough for today." "Small steps are real steps." "You can take your paper with you. It is yours."*

Facilitator "Do / Don't"
DO: keep the pace slow / repeat "only one next step" / offer "a line is enough" / redirect gently if someone goes deep
DON'T: interpret the river, bends, islands, arrows / ask "why" questions / connect it to childhood, trauma, past / give advice or solutions / comment on the quality of drawings



Module 5
Personal Development and Goal setting

Closing & Reflection

Objective:

Support integration of learning.
Reinforce grounding and direction.
Close the session in a calm and respectful way.

Resources:

Sitting in a circle.
Chairs.
Roots & Wings postcards.

Participants reflect on what supports them (Roots) and what gives them direction or hope (Wings). Using Roots and Wings postcards, they identify one element they want to take with them from the session. Sharing is optional.

The purpose of this closing is integration and containment, not evaluation or motivation.

1. Set the frame clearly.

Say something like: *"We are not deciding anything now. This is just a moment to notice what supports you and what gives you direction."*
Keep the tone slow and calm.

2. Introduce Roots & Wings (symbolic, simple).

Explain in plain language:

- Roots = what keeps me grounded, stable, supported.
- Wings = what gives me direction, energy, or hope.

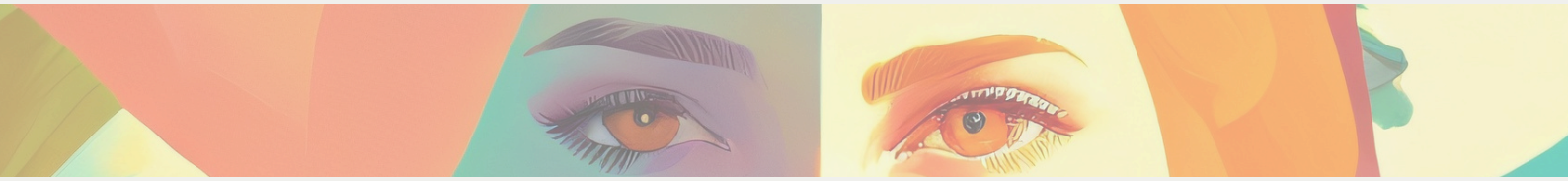
Avoid metaphors beyond this explanation.

3. Work with the postcards.

Spread the Roots & Wings postcards on the floor or table.
Invite participants to:

- choose one postcard that fits them right now, or
- choose one Root and one Wing, if they wish

Say clearly: *"There is no right choice. You don't have to explain your card."*



4. Optional reflection (very light).

Offer one simple option (choose only one): *“What made you choose this card?” or “What word fits this card for you?”*

Participants may:

- say one word
- show the card
- nod
- remain silent

All options are valid.

5. Connect gently back to goals.

If appropriate, say: *“Sometimes our next step grows from strong roots. Sometimes wings give us courage to try.”*

Do not ask participants to link the card to their goal explicitly.

6. *C*lose the session.

End with a clear and containing sentence, for example: *“Thank you for your presence today. Whatever you noticed or chose is enough.”*

Allow a short pause, then clearly say goodbye.

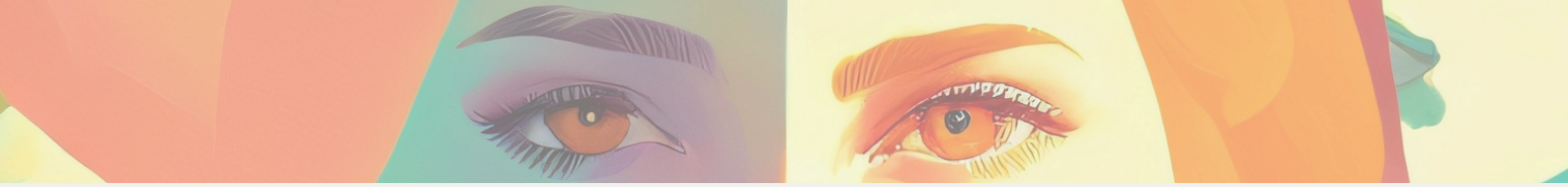
Important facilitator reminders

- Do not interpret card choices.
- Do not push sharing.
- Do not summarise participants’ stories.
- Silence is a valid closing.



Find Your Roots

Module 6
Teamwork



Overview

LANGUAGE LEVEL: MEDIUM/ ADVANCED
THE FACILITATOR CAN PICK EXERCISES ACCORDING TO THE GROUP

DURATION: 1,5 H

SUITABLE FOR ALL WOMEN,
ESPECIALLY THOSE INTERESTED IN REFLECTING ON THEIR ROLE IN A TEAM,
FOR WOMEN WHO LEAD TEAMS

Objective:

To empower women to collaborate effectively by strengthening teamwork, mutual support, and appreciation of diversity through practical experiences.

Resources:

Large room with enough space for moving.
Tables and chairs, projector and/or whiteboard, pens and paper, project slides with the key concepts, work team roles written in cards, big table, recycled materials (cardboard, containers, etc.), masking tape and wire.

Phase	Objective	Duration
Welcome and Introduction	Connecting as a team through the body and understanding diversity.	15 mins
Información	To know and understand teamwork.	30 mins
Practical Exercise	To understand the roles within a team by building a structure with simple materials.	15 mins
Reflection	To promote introspection on teamwork, assisting individuals in understanding their inherent traits and abilities, as well as their role in a group.	15 mins
Closing /Feedback	Self-assessment of what was learned in the workshop and emotional strengthening of the team.	15 mins



Module 6 - Teamwork

Welcome & Introduction

Objective:

Connecting as a team through the body and understanding diversity.

Resources:

Large room with enough space for moving.
Movement around the space.

In a circle, each participant makes a gesture or slight movement.

We perform them simultaneously.

We repeat them one by one, and the rest repeat them to learn them.

A group sequence is built with all the gestures, like a choreography created from the individual gestures.



Module 6 - Teamwork

Information

Objective:

To know and understand Teamworking.

Resources:

Sit in a circle.
Tables and chairs.
Projector and/or whiteboard.
Pens and paper.
Project slides with the key concepts.

- What is a Team?
- Benefits of teamwork.
- Key elements of an effective team.
- Essential tools for team effectiveness.
- Team dynamics and roles (Belbin).
- Human needs in the workplace.

1. **What is a team? Group vs. Team:**

Group: A collection of people with a common interest but limited coordination.
Team: A set of individuals who collaborate actively, with defined roles and shared responsibility to achieve a common goal.

2. **Benefits of Teamwork.**

Increased creativity and innovation.
Greater resilience to change.
Shared responsibilities and reduced risks.
Emotional well-being and sense of belonging.

3. **Key Elements of an Effective Team.**

Clear Communication: Open information flow, active listening.
Trust and Respect: The foundation of collaboration.
Complementary Roles: Each member contributes unique strengths.
Conflict Management: Address differences constructively.



4. **Essential Tools for Team Effectiveness.**

Time Management: Reactive, Active, Proactive.

- Reactive: Acting only when problems arise.
- Active: Basic planning and daily prioritization.
- Proactive: Anticipating scenarios and risks, strategic planning.

Meeting Management: Types and Phases.

Types:

- Informative
- Decision-Making
- Brainstorming
- Follow-up

Phases**:**

- Preparation: Objective, clear agenda, defined roles.
- Execution: Time management, active participation.
- Closure & Follow-up: Summary, task assignments, accountability.

Agenda Handling.

- Set priorities.
- Allocate time blocks.
- Assign responsibility.
- Sharing the agenda in advance boosts meeting productivity by 30%.

5. **Team Dynamics and Roles (Belbin).**

- Action Roles: Shaper, Implementer, Completer, Finisher.
- Social Roles: Coordinator, Teamworker, Resource Investigator.
- Mental Roles: Monitor Evaluator, Specialist.

6. **Human Needs in the Workplace.**

(Based on Maslow‘s hierarchy and workplace motivation)

- Safety: Job security, stable conditions.
- Belonging: Cohesive, supportive teams.
- Recognition: Feedback, visibility, appreciation.
- Self-Actualisation: Challenging projects aligned with purpose.



Module 6 - Teamwork

Practical Exercise

Objective:

To understand the roles within a team by building a structure with simple materials.

Resources:

Work team roles written in cards.
Big table.
Recycled materials (cardboard, containers, etc.) masking tape and wire.

The team roles are written on cards and distributed randomly.

Using recycled materials, masking tape, and wire, the team must create a structure or sculpture.

Feedback:
Emerging dynamics, communication, and roles are observed.



Reflection

Objective:

To promote introspection on teamwork, assisting individuals in understanding their inherent traits and abilities, as well as their role in a group.

Resources:

Sitting in a circle and sharing.

Self-reflection and debriefing:

- What worked and what didn't?
- How did I feel in this role?
- What role would I like to have played?
- What did performing this task with others do for me?
- In what real-life context is teamwork necessary?
- What personal strength did I recognise through this session?
- Where can I identify the influence of teamwork in my cultural heritage?

Closing & Reflection

Objective:

Self-assessment of what was learned in the workshop and emotional strengthening of the team.

Resources:

Large room with enough space for moving.
Movement around the space.

In a circle:

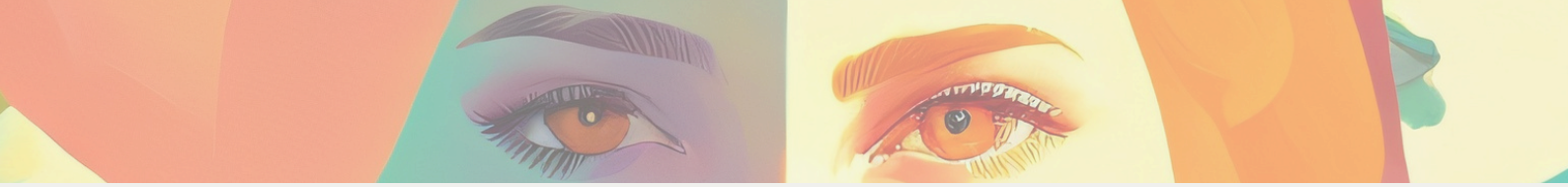
- Round 1: Each person expresses in one word what the workshop has taught them.
- Round 2: Each person expresses in one word what the team has taught them.
- Round 3: Each person expresses in a gesture how they feel.

We repeat the gestures, creating a new choreography.



Spread Your Wings

Module 7
Leadership



Overview

LANGUAGE LEVEL:MEDIUM/ ADVANCED
THE FACILITATOR CAN PICK EXERCISES ACCORDING TO THE GROUP

DURATION: 1,5 H

SUITABLE FOR ALL WOMEN,
ESPECIALLY THOSE LEADING TEAMS, IN A PROFESSIONAL CONTEXT OR IN A FAMILY

Objective:

To strengthen personal leadership by fostering self-awareness, confidence, reflection, and the practical application of leadership skills.

Resources:

Large room with enough space for moving.
Sit in a circle, tables and chairs, projector and/or whiteboard pens and paper, project slides with the key concepts, print the motivation list to keep in mind during the workshop, two-colour cards, markers and pens.

Phase	Objective	Duration
Welcome and Introduction	Break the ice, build a connection between participants, and build body awareness as a foundation for leadership.	15 mins
Information	Theoretical explanation: To know and understand the meaning of leadership, types, and skills.	30 mins
Practical Exercise	Identify your own leadership style and explore other styles.	15 mins
Reflection	Reflect on what kind of leader we are, what we need to incorporate, and how others see us.	15 mins
Closing /Feedback	Final reflection on the learning. Integrate module learning, strengthening self-confidence and personal leadership through body and voice.	15 mins



Module 7 - Leadership

Welcome & Introduction

Objective:

Break the ice.
Build a connection between participants.
Build body awareness as a foundation for leadership.

Resources:

Large room with enough space for moving.
Movement around the space.
Feedback in a circle.

Leadership begins with presence:
How we occupy space, our posture, and how we feel in our bodies.

Individual body connection:

- How we feel in our bodies. What is our posture like?
- Get into a powerful posture.

Conscious and powerful walking:

- Walk through the space in your powerful posture.
- Make eye contact as you pass by, without speaking; convey confidence and respect.
- Include variations (slow, fast, stand, sit...)
- Try to make that position natural, don't theatricalise it.

Feedback:

- How did it feel to walk like that?
- What do we communicate with our bodies?
- What have we missed that others have perceived?



Module 7 - Leadership

Information

Objective:

Theoretical explanation:
To know and understand the meaning of leadership, types, and skills.

Resources:

Sit in a circle.
Tables and chairs.
Projector and/or whiteboard.
Pens a paper.
Project slides with the key concepts.
Print the motivation list to keep in mind during the workshop.

- What is leadership?
- Leadership styles
- Key leadership tools and skills
- Needs and motivations to be a leader

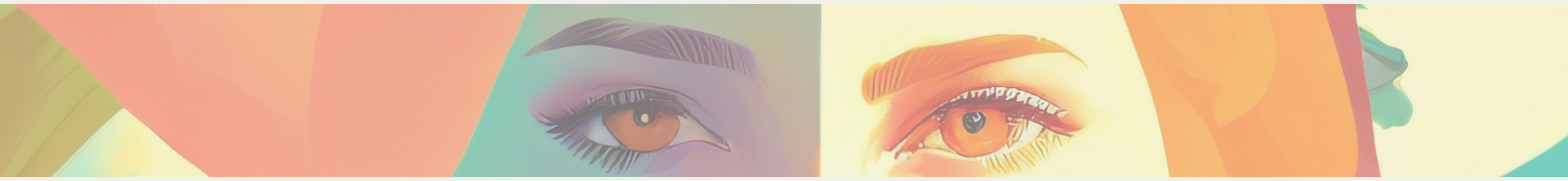


What is Leadership?

Leadership is the set of principles that a person uses to influence the behaviour and actions of others or a specific work group, motivating the team to work enthusiastically toward achieving its goals and objectives. It is also understood as the ability to delegate, take initiative, manage, convene, promote, incentivise, motivate, and evaluate a project effectively and efficiently.

Leadership styles

- Situational Leadership (adapts leadership style based on team's maturity and competence): Each woman is a different mom with each child.
- Autocratic Leadership (makes decisions unilaterally and maintains strict control).
- Democratic (Participative) Leadership (involves team members in decision-making and values collaboration).
- Laissez-Faire Leadership (provides freedom to the team with minimal intervention).
- Transformational Leadership (inspires and motivates through vision and personal influence).
- Transactional Leadership (focuses on structure, clear rules, and rewards/punishments).
- Servant Leadership (prioritises the growth, needs, and well-being of team members).
- Charismatic Leadership (uses personal charisma to inspire and energise the team).
- Coaching Leadership (emphasises development through feedback, guidance, and empowerment).
- Visionary Leadership (sets a compelling long-term vision and drives innovation and change).



Key leadership tools and skills

- Communication (clearly conveying ideas and goals to others)
- Active Listening (fully focusing on and understanding what others are saying)
- Decision-Making (choosing the best course of action based on available information)
- Empathy (understanding and sharing the feelings of others)
- Emotional Intelligence (managing your own emotions and understanding others' emotions)
- Effective Delegation (assigning tasks based on strengths and empowering others)
- Time Management and Prioritisation (organising tasks to focus on what matters most)
- Constructive Feedback (giving and receiving clear, actionable feedback)
- Conflict Resolution (addressing disagreements and finding win-win solutions)
- Strategic Thinking (seeing the big picture and planning for long-term goals)
- Change Management (guiding teams through transitions and uncertainty)
- Influence and Persuasion (inspiring others and gaining buy-in without coercion)
- Adaptability and Resilience (adjusting to change and staying effective under pressure)
- Coaching and Mentoring (developing others through guidance and powerful questions)

Needs and motivations to be a leadther

- Influence and positive power (desire to generate impact, guide decisions, and set a direction).
- Purpose and contribution (need to give meaning to work, improve the lives of others, or transform a reality).
- Autonomy and control (seeking independence to make decisions without depending on others).
- Recognition and status (need to be valued, gain prestige, or achieve visibility).
- Personal development (seeking leadership as an opportunity to grow, learn, and take on challenges).
- Achievement and success (motivation to achieve ambitious goals and make one's mark).
- Protection and care of the team (wanting to lead to ensure well-being and cohesion).
- Innovation and creativity (drive to propose new ideas and change the status quo).
- Social influence and change (commitment to a cause).
- Economic motivations (seeking better conditions, compensation, and stability).



Practical Exercise

Objective:

Identify your own leadership style and explore other styles.

Resources:

Two-colour cards.
Markers and pens.
Movable tables and chairs.

Self-definition

Which leadership style do I identify with?
Which one do I want to develop further?

Write down my predominant style and the one I want to explore on two cards.

(If you took the inner driver test in module 2, think back to your results and reflect on how your inner drivers can influence the way you lead.)

Practical dynamic

In teams of 4-5 people, different cases are proposed.

Example:

- your team is missing deadlines;
- a member of your team is going through a rough time and is creating a bad atmosphere among the rest;
- your children do not help at all with household chores.

Each participant explains how they would solve this case, based on their chosen style, and the group discusses if a special behaviour is leadership or not.



Reflection

Objective:

Reflect on what kind of leader we are, what we need to incorporate, and how others see us.

Resources:

Sitting in a circle.

Personal reflection

Think about in what areas of your life you are a leader (at work, at home, with friends, etc.)

What is your motivation for wanting to be a leader?

Ask yourself:

- "I feel comfortable leading from...",
- "I would like to incorporate...",
- "I couldn't stand being this type of leader..."

Positive feedback

We observe our colleagues:
"Your attitude in this situation was very... which reflects leadership..."

Who is a role model for you as a leader.
(it may not be a famous woman).



Closing & Conclusion

Objective:

Final reflection on the learning.
Integrate module learning, strengthening, self-confidence and personal leadership through body and voice.

Resources:

Sit in a circle.
Space to move around.

Final personal questions (can be shared)

- What did you discover about your leadership style today?
- How do you see yourself applying what you learned in a real-life team or work setting?
- What personal strength did you recognise through this session?
- What is your main motivation for being a leader (or not)?

Dynamics to express inner leadership

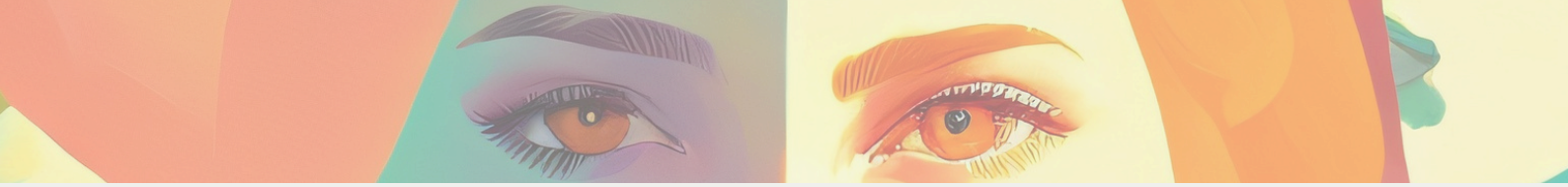
- Adopt a power stance (feet firmly planted, chest open, deep breathing...)
- Mentally repeat: I am present, I am strong, I am a leader.
- One by one, enter the circle and say: *"I am (your name) and I lead with (an atributte)."* The rest support with applause, etc.
- You can close with a collective phrase, a hug, etc. (if the group allows it).



Spread Your Wings

Module 8

Worklife Balance - Setting Healthy Boundaries



Overview

LANGUAGE LEVEL: EASY/MEDIUM
THE FACILITATOR CAN PICK EXERCISES ACCORDING TO THE GROUP

DURATION: 1,5 H

SUITABLE FOR ALL WOMEN
PLEASE NOTE THAT FOR SOME PEOPLE, TALKING ABOUT BOUNDARIES CAN BE A TRIGGER IF THEY HAVE EXPERIENCED VIOLATIONS OF THEIR BOUNDARIES. PLEASE CHECK WHETHER THE EXERCISES ARE SUITABLE FOR YOUR GROUP AND MAKE SURE PARTICIPANTS KNOW THEY CAN STOP AND STEP OUT AT ANY TIME IF THEY FEEL UNCOMFORTABLE

Objective:

To get to know the importance of healthy boundaries for work-life-balance and learn how to set them

Resources:

Chairs; sitting in a circle, space to move around and sit down pairs of two; space for a role play.

Phase	Objective	Duration
Welcome and Introduction	Arriving in the room and connect with the group.	5 mins
Information	Getting to know the importance of boundaries to maintain work-life balance (see below for ideas).	15 mins
Practical Exercise 1	Becoming aware of your own drivers and inner images.	10 mins
Reflection 1	Find out how the other women in the group feel about the topic.	10 mins
Practical Exercise 2	Learning how to influence my position and feelings in certain situations	25 mins
Reflection 2	Reflect on and save the results of the role play.	15 mins
Closing /Feedback	Conclusion of the lesson and internalisation of the results.	10 mins



Module 8
Worklife Balance - Setting Healthy Boundaries

Welcome & Introduction

Objective:

Arriving in the room and in the group.

Resources:

Standing in a circle.

Moving along your felt boundaries

Participants are standing in a circle with an arm length distance between them. While keeping the feet *"glued to the ground"*, they start moving their arms and body along their boundaries:

"Imagine a bubble around you that you are touching with your hands, that you move around in. The bubble is soft and can be stretched, but you shouldn't move your feet."

If this module is used as a standalone in a group that's not very familiar, you might want to use the lecture instead because moving freely is not easy for some people if they don't know the group very well.



Module 8
Worklife Balance - Setting Healthy Boundaries

Information

Objective:

Getting to know the importance of boundaries to maintain work-life balance (see below for ideas).

Resources:

Siting in a circle.

Our inner drivers and expectations, the role of boundaries

- Balancing your work – as in Care- and Money-earning-work – and your life – as in time to pursue the things that you personally enjoy and are good for you – is a lot about finding and protecting your boundaries. Or, in more direct words: "*The quality of your life will be partly defined by the quality of your boundaries on bullshit*." (Mark Walsh)

- It is good to know your own inner rules of life, your inner "*drivers*" - the "*glasses*", so to speak, through which we see life and ourselves. Our own expectations of ourselves and our images of how things should be. For example, do I expect to always be there for my children and keep the household presentable? Do I feel that I'm only good enough at work if I always answer all emails immediately and master all tasks perfectly? These demands can be unrealistic, unattainable and ultimately harmful to your own (mental) health.

- They are often formed in the course of our lives, also through the expectations that other people and society have of us.



Module 8

Worklife Balance - Setting Healthy Boundaries

Practical Exercise 1

Objective:

Becoming aware of your own drivers and inner images.

Resources:

Space to move around and sit down in pairs of two.

Exchange about our inner drivers and expectations

In pairs of two, get together and tell each other about how you picture yourself in work and private contexts, what expectations and demands you hold against yourself.

Reflection 1

Objective:

Find out how the other women in the group feel about the topic.

Resources:

Stting on a circle.

Exchange about our inner drivers and expectations. The partners can tell the group about what they think could be challenging in setting boundaries for their partner in their life.



Module 8

Worklife Balance - Setting Healthy Boundaries

Practical Exercise 2

Objective:

Learning how to influence my position and feelings in certain situations.

Resources:

Sitting in a circle, with space for the role play in the middle.

Suggestions to accompany the Centring Exercise and the role play:

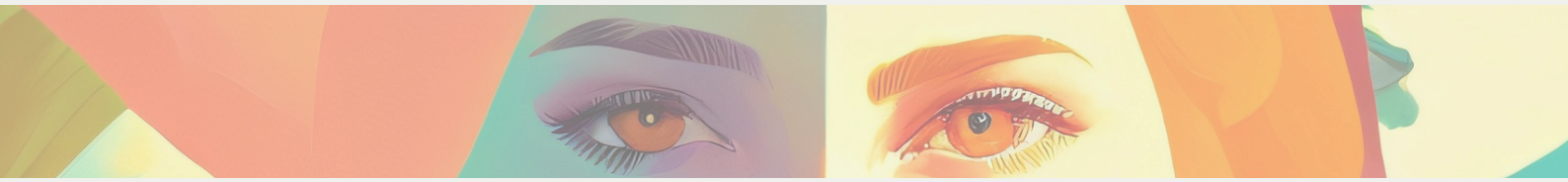
- You can try out the "*No*"-pose or "*Taking up space*"-pose after centring (see supplementary guide).
- You can work with an "*inner traffic light*": if it is green, you are feeling fine and comfortable. As soon as it turns yellow in a situation, try to feel your feet on the ground, centre your energy and try to set boundaries. Find a way to express the boundary that suits the person you are working with.
- A softer way to work on your boundaries is starting with a meditation about *"A place just for me"*, where participants imagine their favourite safe place.

Role Play

After doing a centring exercise, a participant is asked to present an example situation of not being able to set healthy boundaries.

The facilitator leads the person to feel what happens in the body when the boundaries are not accepted or cannot be held.

The participant is asked to breathe deeply into the parts of the body where the feeling is located, to let it grow and become present.



Then, the woman is asked to feel her feet, centre her energy and find another solution for the situation. This solution is tried in the role play and evaluated together with the facilitator.

The facilitator can remind the participant: "*Make clear what you set the boundaries for, keep the picture in mind why and for what you are setting boundaries.*"

During the role play, the participant can check in with the role play partner: "*Was this an impolite "No" for you? Did the reaction/ the boundary hurt you?*".

You could also reflect on the worst case scenario when setting boundaries (if the person you said "*No*" to wouldn't like you anymore, would this be bad? Or is it maybe a relief, too?).

Reflection 2

Objective:

Reflect on and save the results of the role play.

Resources:

Stting on a circle.

- The group reflects on the role play.
- Exchange in the group.



Module 8

Worklife Balance - Setting Healthy Boundaries

Closing & Feedback

Objective:

Conclusion of the lesson.
Internalisation of the results.

Resources:

Seated in a circle.

Exchange in the group reflects on the questions:

- What has changed since the beginning of the lesson?
- What do you take with you?

Reflect about the talks in the whole group:

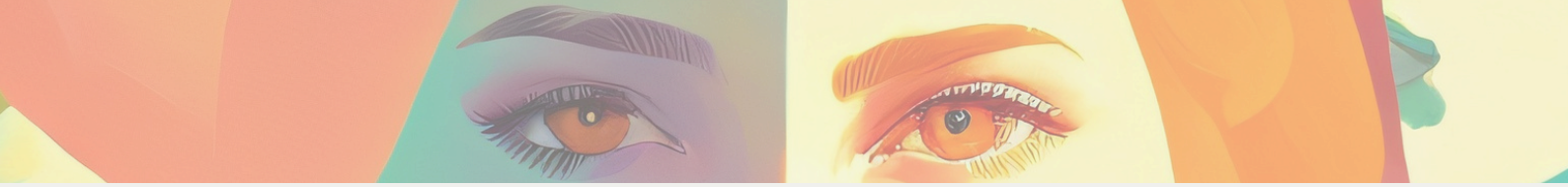
Exchange about our inner drivers and expectations. The partners can tell the group about what they think could be challenging in setting boundaries for their partner in their life.



Spread Your Wings

Module 9

Stress Management



Overview

LANGUAGE LEVEL: EASY/MEDIUM
THE FACILITATOR CAN PICK EXERCISES ACCORDING TO THE GROUP

DURATION: 1,5 H

ACTIVITY SUITABLE FOR ALL WOMEN

Objective:

Information about stress reaction and connection between thoughts and feelings.
Presentation of some easy relaxation technics.
Finding your favourite relaxation technic.

Resources:

Sitting in a circle; presentation; beamer; laptop, form behavior pattern for each participant.

Phase	Objective	Duration
Welcome and Introduction	Getting to know the trainer and each other.	10 mins
Information	Information about stressreaction. Explanation: what are stressors, what can I influence?	15 mins
Practical Exercise 1	Learn about the direct connection between thoughts and feelings.	25 mins
Practical Exercise 2	Learn some easy relaxation technics .	20 mins
Reflection	Explore which relaxation technics work for you.	10 mins
Closing / Feedback	Discussion about new informations and feedback.	10 mins



Module 9 - Stress Management

Wellcome & Introduction

Objective:

Getting to know the trainer and each other.

Resources:

Sitting in a circle.

Welcoming the participants.

On a scale from 1 – 10, how is my personal stress level now. Please note.

Initial Practice, Getting to know your stress response:

Sit or stand comfortably. Do a quick *"check in"* with your body – notice your breath and posture. Maybe you want to close your eyes for this.

Now think of something a bit stressful in your life. Nothing too hardcore or traumatic, but something a bit annoying or anxiety-provoking.

After a few seconds, notice what happens in your body. Maybe you can feel some kind of tension or collapse. How is your breath now? Notice the changes in your body carefully.

Now, stop doing this. Do you feel parts of your body tense, like the shoulders or neck? Try to relax them. Does your breathing speed up? Did it become shallower?

Take a few deep, long breaths. Simple practices like these ones can help you. Very simple, isn't it? You just got to know your stress response and managed to reduce it.

The stress response of our body is, in many cases, not useful, as it makes us less healthy, less smart, less creative, and less kind.

Inspired by the book "Embodiment – Moving beyond mindfulness" by Mark Walsh, Unicorn Slayer Press.



Module 9 - Stress Management

Information

Objective:

Information about stressreaction.
Explanation: what are stressors, what can I influence?

Resources:

Short presentation with examples.
Beamer.
Laptop for the presentation.

1. Stress is a reaction of the body and mind to situations that are difficult, threatening or dangerous.

The graphic shows that situations (stressors) can trigger stress. (e.g. trouble at work, confusing traffic situations).

2. Your personal assessment of the situation can act as a stress intensifier.
(e.g. thoughts such as *"this always happens to me,"* "*this is going to go wrong*"...)

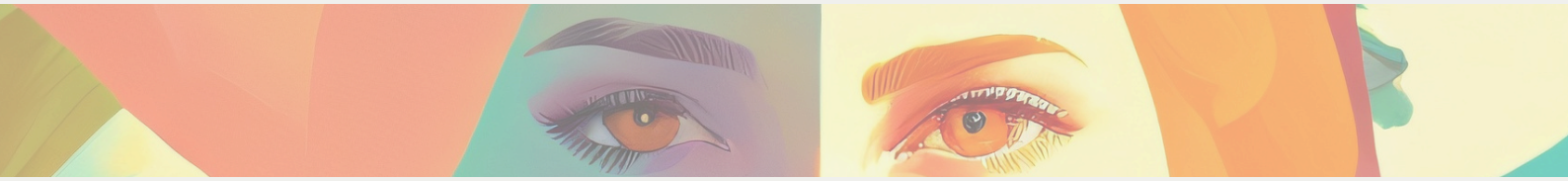
3. The body's stress response.
Stress hormones are released: adrenaline and cortisol.

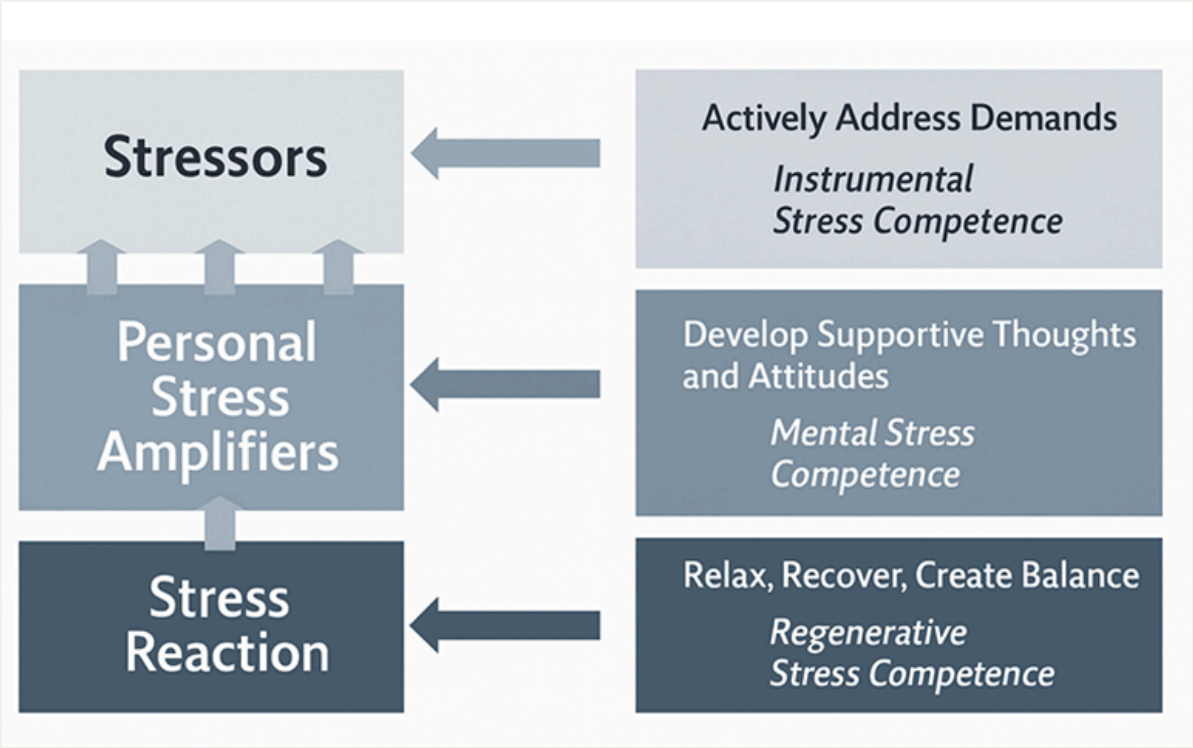
- Increased heart rate: the heart beats faster to pump more blood and oxygen to the muscles.
- Faster breathing: breathing becomes shallower and faster to meet oxygen demand.
- Muscle tension: muscles tense up to be prepared for a possible escape or fight.
- Dilated pupils: this improves vision and responsiveness to threats.

If this reaction only occurs in the short term, it is not a problem. It becomes problematic when we suffer from constant stress.

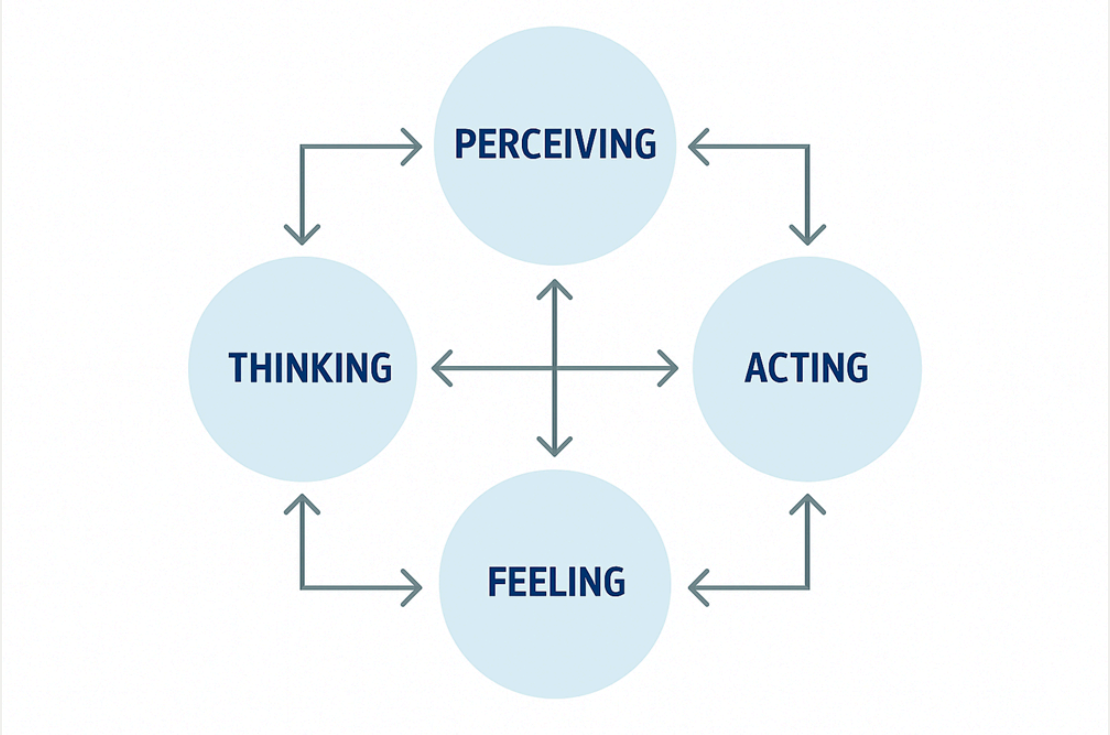
Please keep in mind that relieving your stress is not only an individual task. Women experience elevated stress partly because of the gender roles and expectations placed on them, as well as ongoing structural inequalities in work, family, and society. This stress response is not only individual but also systemic, as it arises from broader social norms, discrimination, and unequal distributions of power and resources that shape women's daily lives.

You might want to consider supplementing this module with the one on work/life balance.





People are not calmed by things, but by the views they have about them.
Greek philosopher Epictetus, ca. 50 BC





Practical Exercise 1

Objective:

Learn about the direct connection between thoughts and feelings.

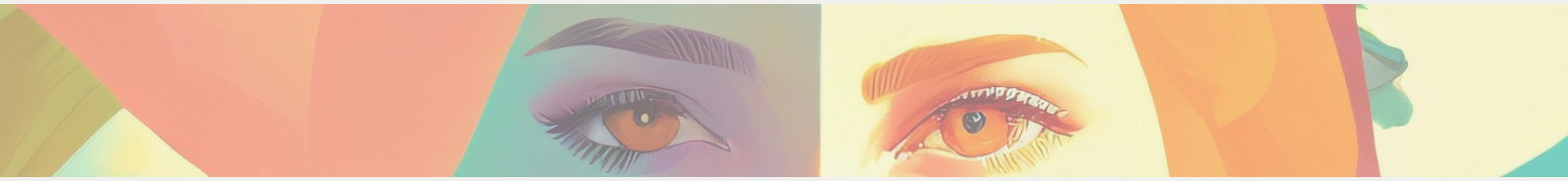
Resources:

Group discussion .
print out form:behavior pattern for each participant.

Every person has their own standards of judgement and inner value, thought processes and emotional states. The way we think is always accompanied by feelings, perceptions and actions. These forms of behaviour are all directly and proportionally related to active doing and passive experiencing, to personal psychological well-being and to successful action in terms of its external effects. Physical, psychological and social well-being are therefore based on the proportionality of this relationship.

This also has an impact on how we experience stress. How we assess a situation depends on whether we perceive it as stressful. If we change our assessment, our personal stress level also changes.

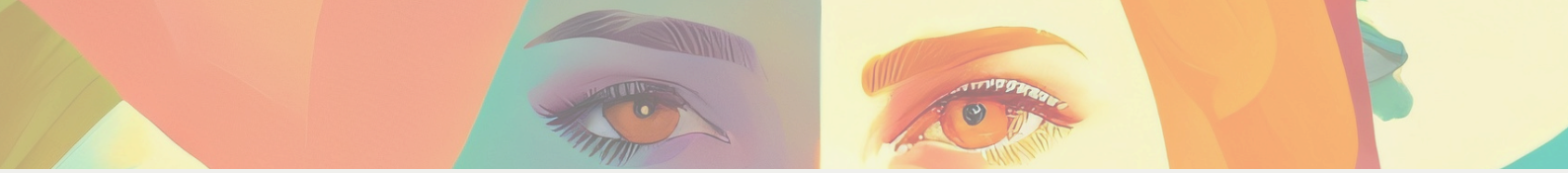
- All participants describe a stressful episode in small steps on the form. (as shown in the example)
- The stressful episode is then rewritten so that the situation causes less stress.
- Share your positive episodes with the group.



Example Episode

Situation: the family is trying to leave to school and work in the morning.

Behavioral Pattern	The Sample Episode
Act	I look at my watch.
Perceive	I see that I am very late.
Thinking	I think: Why aren't the others hurrying up? I have to go!
Feel	I get angry, feel sabotaged by the others
Act	I complain loudly and urge everyone on.
Feel	My heart races, I become agitated and unfocused, unfair and rude.
Thinking	I think: Now I've raised my voice again.
Feel	I feel bad.



Form: Behavior Pattern

Behavioral Pattern	The Stress Episode

Behavioral Pattern	The Relaxed Episode



Practical Exercise 2

Objective:

Learn some easy relaxation technics.

Resources:

Sitting in a circle, each participant finds a relaxed sitting position.

Quick win stress reliefs.

These exercises bring you back to the here and now and can calm your thoughts. They need to be practiced in a non-stressful situation a few times before using them to release stress.

Deep Breathing:
Focus only on your breath for 1 minute. Notice how you breathe in and out.
It can help to make the exhale a little longer.

4-7-11 Breathing
4 – Breathe in deeply through your nose for four seconds.
7 – Breathe out slowly through your mouth for seven seconds.
11 – Repeat this pattern 11 times.

5,4,3,2,1 Method
5. Name five things you can see
4. Name four things you can feel
3. Name three sounds you can hear
2. Find two smells you can smell
1. What taste can you taste?



Reflection

Objective:

Explore which relaxation technics work for you.

Resources:

Groupwork, pairs or groups of three.

Work in pairs or groups of three and talk about:

- Which stress-reducing methods have worked well for you before?
- Which methods would you like to try?
- What could you do in an emergency to calm down?

Closing & Feedback

Objective:

Participants discuss what new information they have gained.

Resources:

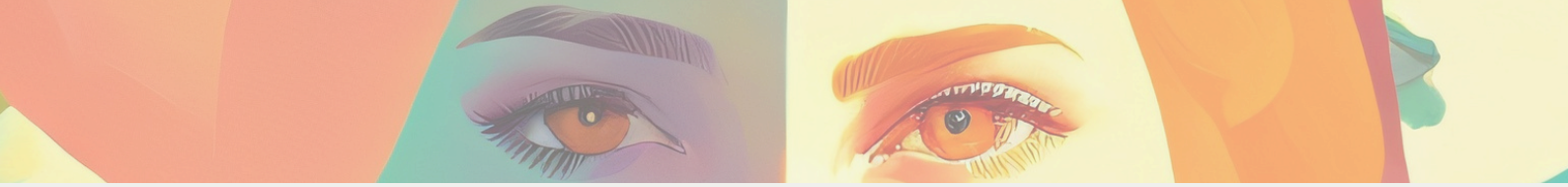
Participants are seated in a circle

- On a scale from 1 – 10, how is my personal stress level now. Please note.
- Look again at the stress scale from the beginning.
- How has your personal stress level changed?



Spread Your Wings

Module 10
Networking



Overview

LANGUAGE LEVEL: BASIC TO MEDIUM
PLAIN, CONCRETE LANGUAGE
AVOID ABSTRACT TERMS. USE EVERYDAY EXAMPLES AND SHORT SENTENCES

DURATION: 1,5 H

ACTIVITY IS FOR ADULT WOMEN
IN DEVELOPMENTAL OR TRANSITIONAL LIFE SITUATIONS, WITH LOW SELF-CONFIDENCE AND LIMITED EXPERIENCE WITH NETWORKING. THE ACTIVITY USES SMALL STEPS, VISUAL AND EMBODIED METHODS, SIMPLE LANGUAGE, AND ALLOWS OBSERVATION AND SILENCE AS VALID FORMS OF PARTICIPATION. NO PRIOR EXPERIENCE IS REQUIRED

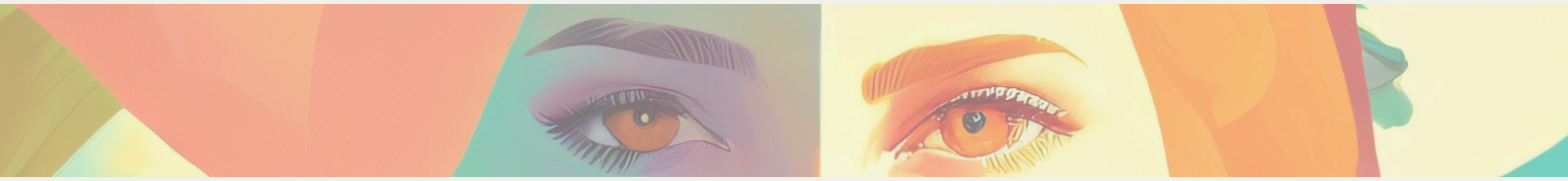
Objective:

To strengthen networking skills by increasing awareness of personal and professional connections, understanding their value, and using them strategically to support personal and project development

Resources:

List of the examples, masking tape, paper, markers, tables and chairs, Projector and/or whiteboard, Project slides with the key concepts, large sheets of paper, coloured markers and pens, two-colour index cards, adhesive paper, blueTag, or similar, rag yarn ball.

Phase	Objective	Duration
Welcome and Introduction	Become aware of our networks in different situations.	15 mins
Information	To know and understand the importance of networking for the development of a project.	30 mins
Practical Exercise	To value existing personal/professional connections.	15 mins
Reflection	To value existing personal/professional connections.	15 mins
Closing / Feedback	Support integration of learning; reinforce grounding and direction; close the session in a calm and respectful way.	15 mins



Module 10 - Networking

Welcome & Introduction

Objective:

Become aware of our networks in different situations.

Resources:

Masking tape.
List of examples.
Paper, markers.

Draw three circles on the floor:

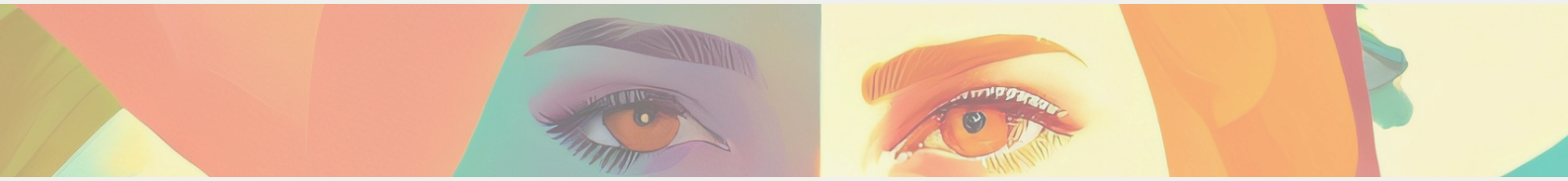
- Personal
- Professional
- Digital.

Participants move around and stand in the circle they use most to connect.

Say out loud specific situations in which a network is necessary, moving to one circle or another.

Examples: I'm looking for a job, sign up for my course (or buy my product), I've broken up with my partner, I have a doctor's appointment, and I don't know whom to leave my child with, I'm looking for a house to rent, etc.

Ask participants: Which of these networks do you rely on the most? Which one do you want to strengthen?



Module 10 - Networking

Information

Objective:

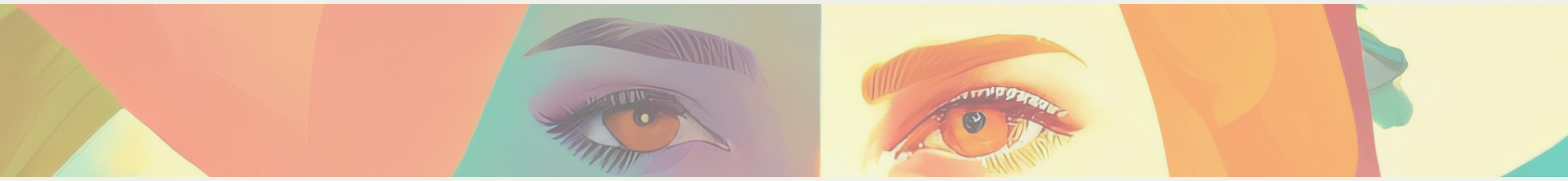
To know and understand the importance of networking for the development of a project.

Resources:

Sit in a circle.
Tables and chairs.
Projector and/or whiteboard.
Pens and paper.
Project slides with the key concepts.

What Networking Is and Why It Is Important (Even in Informal Settings)

- Definition
- Why it matters
- Informal networking
- Types of Networks
- Barriers Women Face in Networking
- Principles of Effective Networking
- Networking Tools & Strategies



What Networking Is and Why It Is Important (Even in Informal Settings)

Definition
Networking is creating and nurturing relationships that generate mutual growth.

Why it matters
- Opens doors to opportunities (jobs, projects, mentorship).
- It enhances confidence and increases visibility.
- It enhances both emotional and professional support.

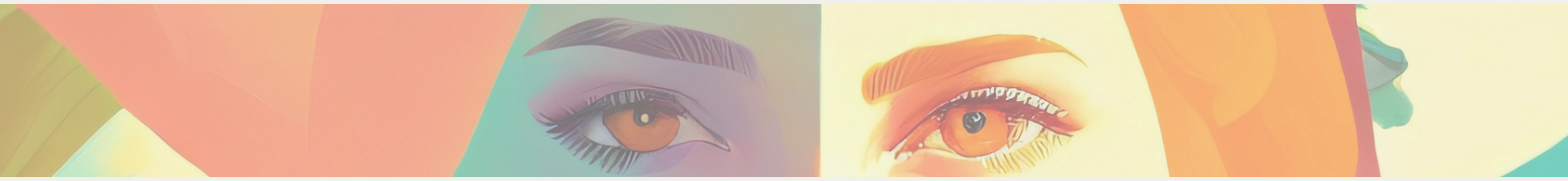
Informal networking
- Conversations at events, coffee breaks, and online interactions often lead to powerful collaborations.

Types of Networks
- Personal: Friends, family, close community.
- Professional: Colleagues, mentors, industry peers.
- Digital: LinkedIn, online groups, social media connections.

Barriers Women Face in Networking
- Fear of self-promotion (seen as arrogance).
- Limited access to influential circles.
- Balancing authenticity with ambition.

Principles of Effective Networking
- Authenticity: Be real, not transactional.
- Value exchange: Give before you ask.
- Consistency: Relationships need maintenance.
- Visibility: Share achievements confidently as empowerment.

Networking Tools & Strategies
- Elevator pitch: Who you are + What you do + What you seek + How you bring value.
- Leverage social media and professional platforms.
- Follow-up etiquette: Stay connected without being pushy.



Module 10 - Networking

Practical Exercise

Objective:

To be aware of our personal and professional networks.

Resources:

Large sheets of paper.
Coloured markers and pens.
Two-colour index cards.
Adhesive paper, BlueTag, or similar.

Part I
On a piece of paper, ask participants to draw a mind map of their different networks: personal, work, and digital.

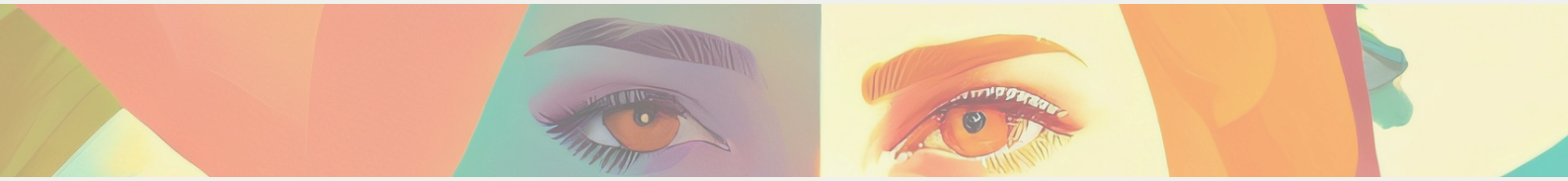
Ask them to write down the characteristics of each one, and “What they contribute to me, and what I contribute to them.”

Reflect on:

- How many people you know and how many people you can really count on.
- How can you take advantage of the networks you already have?

Part II
Each participant receives several cards on which they write their name and:
"I offer..." and "I seek...".

These are placed on a wall, forming a collaboration wall that will be returned to at the end of the module.



Module 10 - Networking

Reflection

Objective:

To value existing personal/professional connections.

Resources:

Sitting in a circle.

Self-reflection and Debriefing:

- Who is currently in my network?
- Which connections could I strengthen or activate?
- Who could support my goals or offer guidance?
- How can I add value to others in my network?
- How do I view my network now, and what's one next step I'll take?
- What example of a network from your cultural heritage do you know?

Closing & Feedback

Objective:

Support integration of learning.
Reinforce grounding and direction.
Close the session in a calm and respectful way

Resources:

Rag yarn ball.
Standing in a circle.

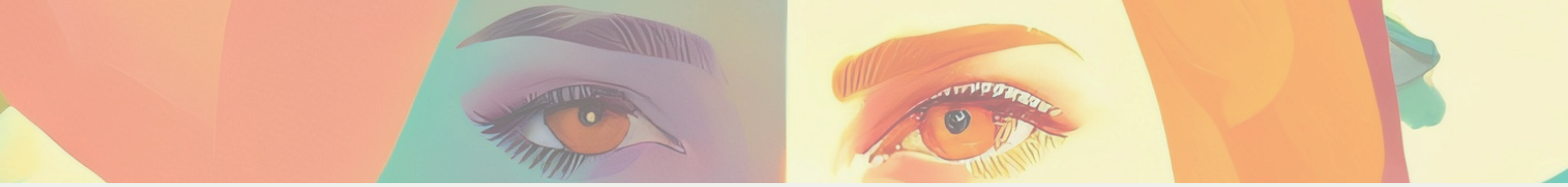
- We return to the mural of the beginning. We move the papers around to make some connections between what is being sought and what is being offered.
- We form a circle, and with a ball of rag yarn, each participant tosses it to someone and says: "The next woman I will connect with is... (X) because she brings me... (X)."
- You can make another circle where you toss and say: "The next woman I will connect with is... (X) because I can bring her... (X)."
- A visible network is formed, a symbol of real connection.



Spread Your Wings

Module 11

Self-Marketing



Overview

LANGUAGE LEVEL: MEDIUM TO ADVANCED

TRY TO USE PLAIN LANGUAGE; SHORT SENTENCES, CONCRETE EXAMPLES, MINIMAL ABSTRACT TERMS (SELF-MARKETING VOCABULARY EASILY BECOMES ABSTRACT)

DURATION: 1,5 H

ACTIVITY SUITABLE FOR ADULT WOMEN

IN TRANSITIONAL SITUATIONS, WHO MAY FEEL UNCOMFORTABLE TALKING ABOUT THEMSELVES. PARTICIPATION IS VOLUNTARY; SILENCE AND OBSERVATION ARE VALID. SOME EXERCISES REQUIRE A LITTLE COURAGE OR A WILLINGNESS TO EXPERIMENT

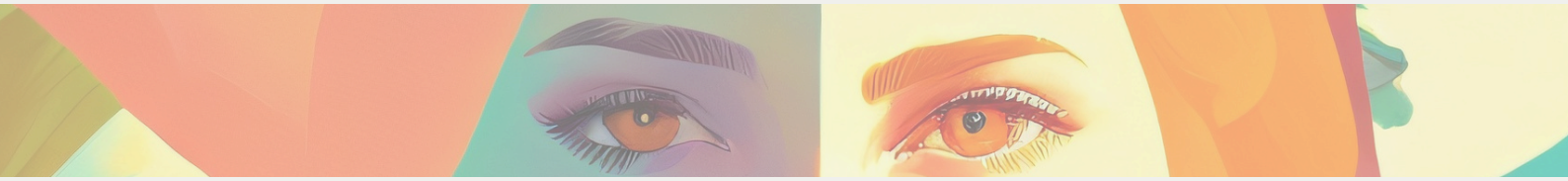
Objective:

To develop self-marketing skills by strengthening self-confidence, understanding personal branding strategies, and applying effective communication techniques to promote oneself authentically and effectively.

Resources:

Stickers you can write on, markers, sit in a circle, tables and chairs, projector and/or whiteboard, pens a paper, project slides with the key concepts, visual short video examples, working in pairs (they choose whether to sit or stand), checklist for feedback, projected poster or printed poster with the final message, music and speaker, large wallpaper and masking tape.

Phase	Objective	Duration
Welcome and Introduction	To work on disinhibition, build trust, activate body awareness, and foster creativity and connection.	15 mins
Information	To understand what self-marketing is and why it matters, and learn key techniques and principles to create a personal strategy.	30 mins
Practical Exercise	To practice and apply core techniques in a real scenario.	15 mins
Reflection	Identify key learnings and personal insights.	15 mins
Closing / Feedback	To end with empowerment and a sense of progress.	15 mins



Module 11 - Self-Marketing

Welcome & Introduction

Objective:

To work on disinhibition, build trust, activate body awareness, and foster creativity and connection.

Resources:

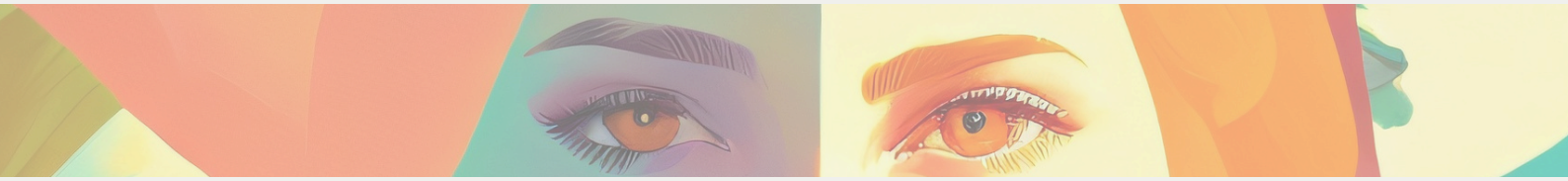
Stickers you can write on.
Markers.

Each participant receives a blank card with a name tag with their name and an empty space.

For 5 minutes, they walk around the room without speaking, using gestures, posture, and facial expression to communicate who they are and what makes them unique.

Afterwards, others write in others' cards one word that describes how they perceived that person (e.g., “creative,” “confident,” or "funny").

Small reflection: Does this match how you want to be perceived?



Module 11 - Self-Marketing

Information

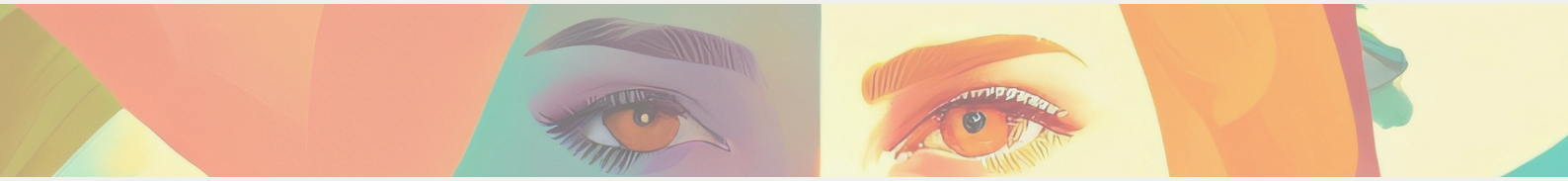
Objective:

To understand what self-marketing is and why it matters, and learn key techniques and principles to create a personal strategy.

Resources:

Sit in a circle.
Tables and chairs.
Projector and/or whiteboard.
Pens a paper.
Project slides with the key concepts.
Visual short video examples.

- What is Self-Marketing?
- Main techniques.
- Key elements of Self-Marketing.
- Emotional impact in Self-Marketing.
- Common mistakes in Self-Marketing.



What is Self-Marketing?

- The art of promoting your skills, strengths, and values to create opportunities, without losing authenticity.
- It is important because it provides visibility, credibility, and trust in competitive environments.

Main Techniques

- Elevator Pitch: Clear, short, and compelling self-introduction.
- Personal Storytelling: Tell your story to inspire and create emotional connection.
- Personal SWOT Analysis: Identify Strengths, Weaknesses, Opportunities, Threats.

Key Elements of Self-Marketing

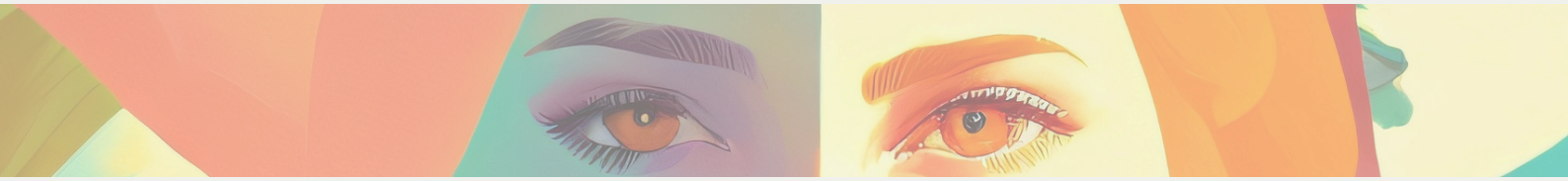
- Strengths & Values: Define what makes you unique.
- Personal Image & Coherence: Ensure alignment between looks, words, and actions.
- Personal Branding: Build credibility and consistency over time.
- Body Language & Non-Verbal Communication: Communicate confidence without words.
- Digital Presence: LinkedIn, social media, online reputation.
- Active Listening, Reciprocity & Authenticity: Build trust through genuine interactions.

Emotional Impact in Self-Marketing

- Your pitch should inform and emotionally connect and always include your “why” and the value you bring.
  - Instead of: “I am an engineer working in renewable energy.”
  - Say: “I help create a cleaner world by designing renewable energy solutions.”

Common Mistakes in Self-Marketing

- Talking only about yourself (instead of showing value for others).
- Being too generic (“I am responsible and hard-working”).
- Lacking authenticity (appearing fake or overly polished).
- Ignoring body language or vocal tone (confidence matters).
- Using the same pitch everywhere (not adapting to the audience).
- Forgetting to follow up after making connections.



Module 11 - Self-Marketing

Practical Exercise

Objective:

To practice and apply core techniques in a real scenario.

Resources:

Working in pairs (they choose whether to sit or stand).
Checklist for feedback.
Pens.

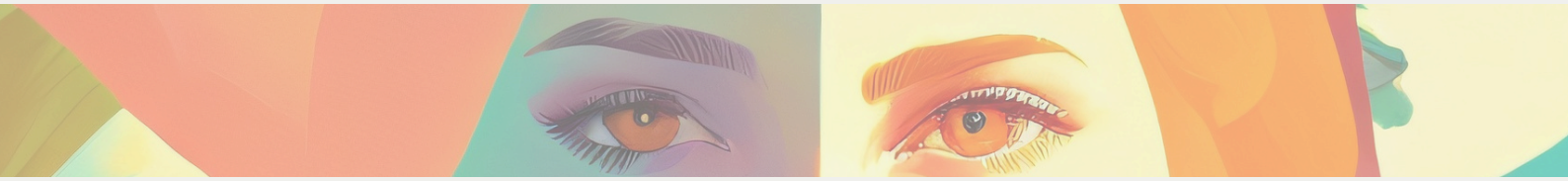
Create and practice an Elevator Pitch in pairs in real or imaginary scenarios.

Use the following structure:

- Who am I? (name + role or area of interest)
- What do I do or aspire to do?
- What makes me unique? (strengths/values)
- What am I looking for or offering?

In pairs, participants take turns delivering their pitch (60 seconds). The listener gives constructive feedback using these prompts:

- Was it clear and engaging?
- Did it sound authentic and confident?
- What part stood out most?



Module 11 - Self-Marketing

Reflection

Objective:

Identify key learnings and personal insights.

Resources:

Sitting in a circle.

Sharing from a personal reflection:

- What did you learn about your presentation style?
- What felt easy or challenging about presenting yourself?
- What felt hardest?
- How will you apply this in your professional life?

Closing & Feedback

Objective:

To end with empowerment and a sense of progress.

Resources:

Projected poster or printed poster with the final message.
Music and speaker.
Large wallpaper and masking tape.

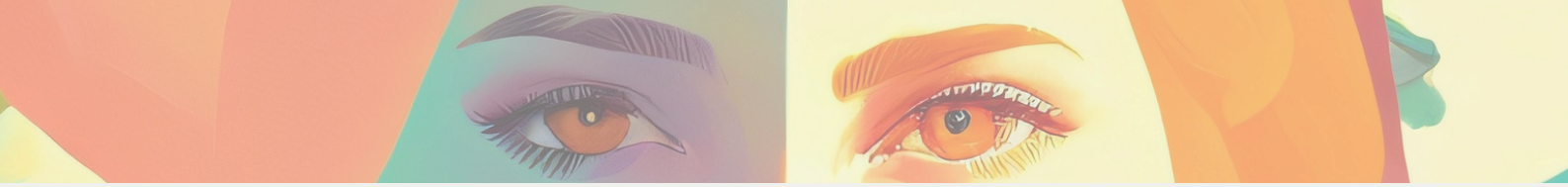
- Keep in mind: Self-marketing = Clarity + Coherence + Confidence + Connection.
- Play inspiring music.
- Each participant walks confidently across the room, stating one strength or value aloud and writing it on a big paper on the wall.
- Group applause or a collective hug at the end.



Spread Your Wings

Module 12

Gender Equality and Diversity



Overview

LANGUAGE LEVEL: ADAPTABLE EASY TO MEDIUM
THE FACILITATOR SHOULD PICK EXERCISES ACCORDING TO THE GROUP

DURATION: 1,5 H

SUITABLE FOR PROFESSIONALS AND MULTIPLIERS FROM SOCIAL WORK, EDUCATION, COUNSELLING, AND ACADEMIA

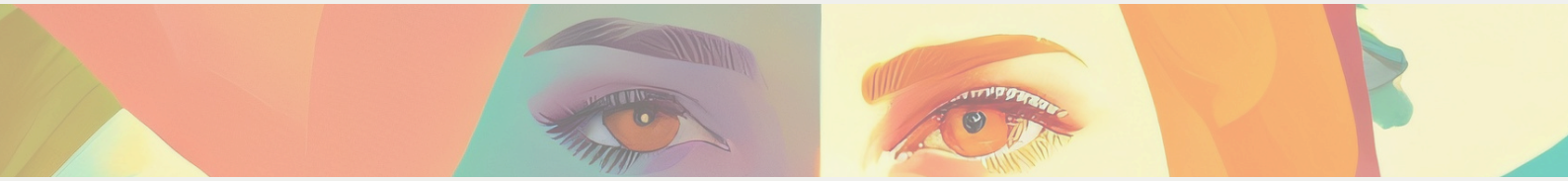
Objective:

To raise awareness and empower young women with regard to gender equality, diversity, and social participation.

Resources:

Chairs, sitting in a circle, cards with statements about (in-)equality “Finish the sentence” method on ILP-style reflection sheets, Pens and paper, space to move around and sit in small groups, Cards and pens, masking tape, emotion cards or symbol cards

Phase	Objective	Duration
Welcome and Introduction	To create a safe and welcoming space for participants, introduce the topic and encourage initial reflection on gender roles and social norms.	10 mins
Information	To provide basic knowledge and key concepts on gender equality, diversity, and intersectionality.	25 mins
Practical Exercise	To explore one's own position and experiences through interactive or creative methods.	20 mins
Reflection	To reflect on the experiences and insights gained and to deepen the understanding of the topic.	10 mins
Closing & Conclusion	To connect the content with everyday life and strengthen motivation for further engagement.	15 mins
Feedback & Outlook	To gather feedback, close the session and give an outlook for future steps or actions.	10 mins



Module 12 - Gender Equality and Diversity

Module 12 of the FEMPOWER project is dedicated to the topic of gender equality and diversity. Its aim is to provide participants with a deeper understanding of equality, diversity, and intersectionality, while at the same time encouraging them to reflect on their own personal attitudes and experiences. The module combines theoretical input, practical exercises, and creative reflection methods so that the content can be experienced on several levels – cognitive, emotional, and social.

By using solution-oriented methods – particularly from the ILP approach (Integrated Solution-Oriented Psychology according to Dietmar Friedmann) – thinking, relationships, and action are meaningfully connected. This not only deepens knowledge but also strengthens self-understanding and opens new spaces for action.

Welcome & Introduction

Objective:

To create a safe and welcoming space for participants, introduce the topic and encourage initial reflection on gender roles and social norms.

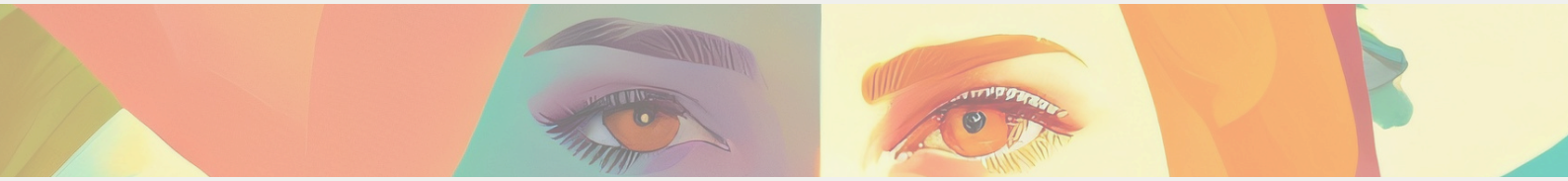
Resources:

Symbol cards or small slips of paper, pinboard or flipchart.

The session begins with an open and welcoming atmosphere. It is important that all participants feel seen and heard. A simple opening round with the question “One word that describes me today” creates an initial connection to the group and the topic.

This is followed by a short introduction to the theme: What do we associate with the terms “equality” or “diversity”? By collecting associations together (e.g. with symbol cards, slips of paper, or on a pin board), the diversity and personal relevance of the topic become visible.

Note: This phase strengthens the sense of belonging and creates a trusting environment – especially important when addressing sensitive issues such as discrimination or identity.



Module 12 - Gender Equality and Diversity

Information

Objective:

Build basic understanding (Cognitive level).

Resources:

Sitting in a circle.
Cards with statements about (in-) equality.

Mini-input with images or video:
Short introduction to terms such as gender, equality, diversity, intersectionality using daily-life examples.

Card activity: "*Where do I experience inequality?*"

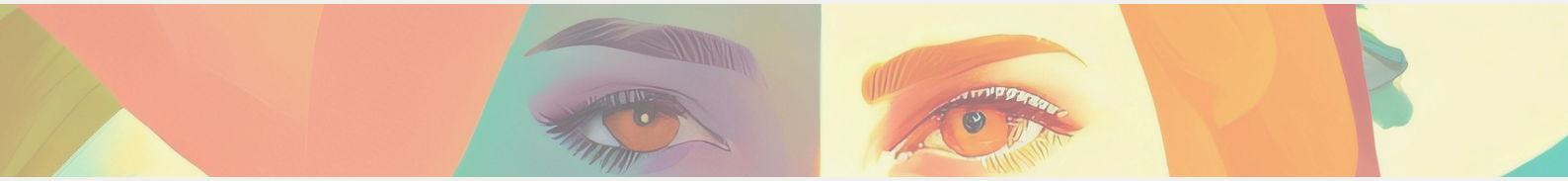
Information & Input: Enabling Understanding

In this phase, a basic overview of key concepts is provided: gender/sex, equality, diversity, and intersectionality. The aim is not academic knowledge, but clear, relatable explanations with everyday examples – such as gender roles in advertising, language in job postings, or unequal opportunities in family and work life.

Participants should recognize how strongly social constructions influence their own lives – often without being consciously noticed. The goal is to develop a shared initial understanding and to resolve possible uncertainties or misunderstandings.

Suggested methods:

- Short video or image stimuli with everyday examples
- Mini lecture with space for questions in between
- Card exercise: statements on the topic are distributed in the room, participants position themselves accordingly.



Practical Exercise

Objective:

To explore one's own position and experiences through interactive or creative methods.

Resources:

Printed sentence starters.
Worksheets or blank paper.

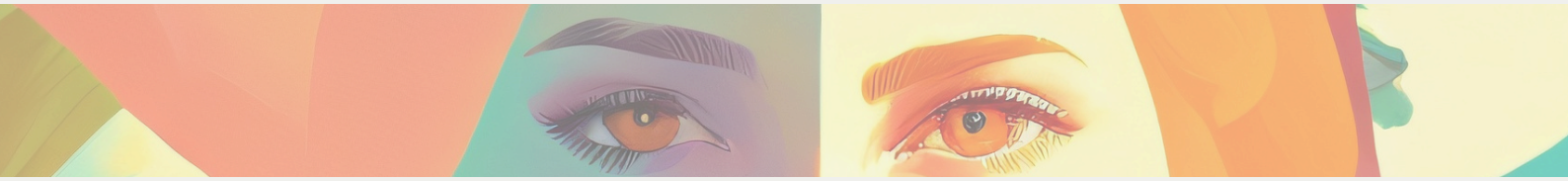
This phase focuses on personal experience and reflection. The method comes from the ILP context and uses so-called sentence starters to activate personal thinking and encourage participants to speak about their experiences and wishes.

Examples of sentence starters:

- *"As a woman, I sometimes find it difficult to..."*
- *"I wish that..."*
- *"I felt strong when..."*
- *"I know a prejudice that I often encounter..."*
- *"I dream of a world where..."*

Participants choose one or two sentences and complete them – either in writing on a sheet of paper or orally in small groups. Afterwards, there is a group exchange.

Effect: This exercise connects individual introspection ("I") with social dialogue ("You"/"We") – a central principle of empowerment according to ILP.



Reflection

Objective:

To reflect on the experiences and insights gained and to deepen the understanding of the topic.

Resources:

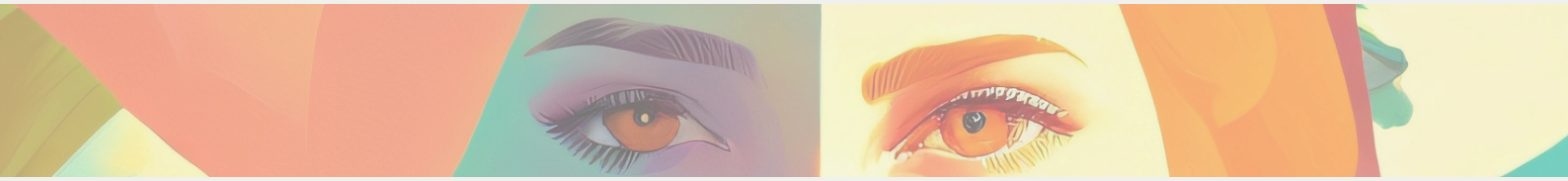
Triangle template (ILP model).
Pinboard.
Collage materials.

In this phase the participants reflect in a structured way along the ILP triangle. This model offers a simple possibility to classify individual experiences into a larger context:

- **I**: *What do I take with me today for myself personally?*
- **You**: *What would I like to share or pass on with others?*
- **We**: *What does our group, society, or community need?*

The reflection can first take place in writing on a prepared sheet with a triangle. Afterwards follows a round of exchange in groups of 3 or in the plenary. The results can be collected on a pinboard or visualized as a collage.

Note: The triangle is not only a reflection aid, but also a learning structure. It makes visible that empowerment always works on several levels – individual, interpersonal, and societal.



Closing & Conclusion

Objective:

To connect the content with everyday life and strengthen motivation for further engagement.

Resources:

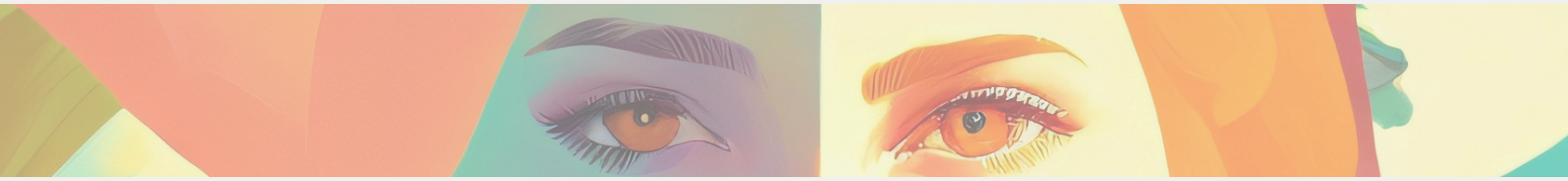
Cards.
Music.
Candles.
Colourful ribbons.

This phase focuses on emotional and mental closure.
Each participant writes a “courage statement”, for example:

- *“I allow myself in the future to…”*
- *“I wish that…”*
- *“I want to commit myself to…”*

These statements express personal readiness for action and inner strength. Anyone who wishes may read their sentence aloud. The sentences can be displayed, taken home, or written into a shared empowerment book.

Recommendation:
Accompany this phase with soft music, a small ritual, or a symbolic act (e.g., lighting a candle or attaching a coloured ribbon).



Feedback & Outlook

Objective:

To gather feedback, close the session and give an outlook for future steps or actions.

Resources:

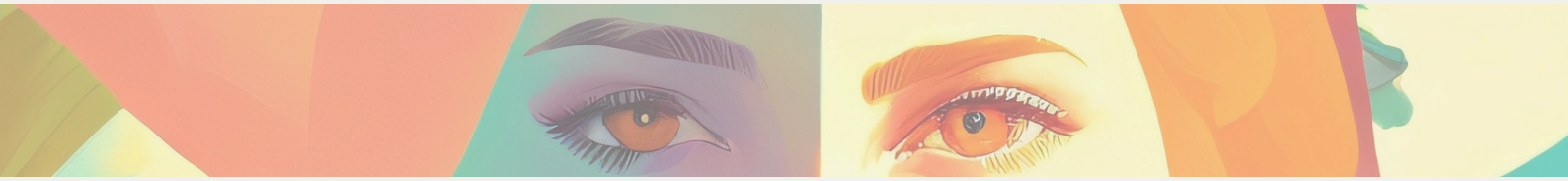
Mood barometer (e.g., smiley cards).
Sentence completions.
Feedback cards.

To conclude, a short feedback round is used to reflect on impressions and express wishes for future work.

Participants can, for example, give their feedback with the help of a mood barometer (smiley cards or sentence completions):

- *“I am leaving today feeling... inspired / thoughtful / relieved...”*
- *“What touched you today?”*
- *“What are you taking with you for yourself?”*

Finally, the question can be asked:
“What do you still wish for regarding this topic or for the next meeting?”



Didactic Notes

This module is based on a holistic and solution-oriented didactic approach. It is important to guide the exercises with sensitivity and to respect the diversity within the group. The methods can be adapted according to group size, language level, and context. Methods from ILP have proven especially effective, as they promote the connection between thinking, relationships, and action in a simple way. They help strengthen personal resources and open up new perspectives.

Why Gender Equality Plays a Central Role in Empowerment Programs

Gender equality is not only a societal goal but also a fundamental element for equal participation of all people – regardless of gender. In empowerment contexts, particularly in programs for women addressing equality and diversity it is essential to make existing disadvantages visible and to create pathways toward greater self-determination. Module 12 of the FEMPOWER project therefore provides a platform for critical reflection and empowerment through knowledge, exchange, and personal insights.

Recognizing and Questioning Gender Roles in Everyday Life

A central aspect of this unit is reflecting on how gender roles are experienced and reproduced in daily life. This concerns not only obvious discrimination, but also subtle social norms, expectations, and unconscious assumptions. By working together on concrete examples (e.g., in the workplace, media, or family), participants gain awareness of how deeply rooted these patterns are – and what possibilities exist for establishing new ways of thinking and behaving.

Practical Guidance for Implementation in Different Groups

Depending on the group (age, educational background, prior experience), the module can be adapted:

- With younger participants, everyday situations can be explored through role play.
- In heterogeneous groups, working with symbols, picture cards, or short videos can be effective.
- In multilingual groups, key concepts such as diversity or equality can be visualized or translated.

At the center remains the invitation to reflect personally and to share experiences.

Empowerment Through Diversity: Opportunities in Dialogue

Diversity means not only differences, but above all opportunities. When participants recognize that every perspective is valuable – regardless of background, lifestyle, body, or age – a learning space emerges that is based on mutual respect.

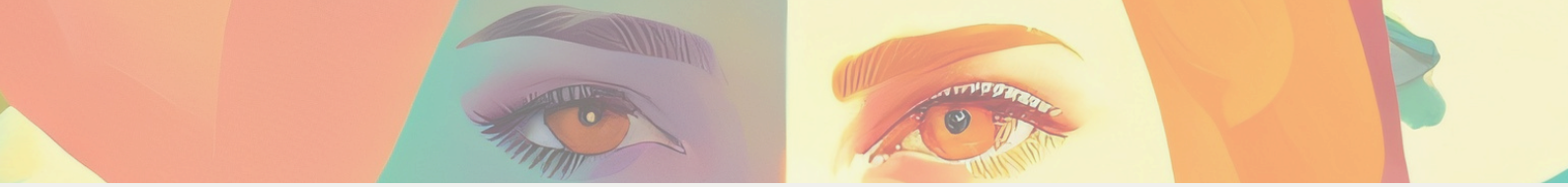
The module aims not only to raise awareness, but also to encourage courage: for openness, mutual support, and solidarity.



Spread Your Wings

Module 13

Body Oriented Empowerment in Everyday Life and Artistic Final Project



Overview

LANGUAGE LEVEL: BASIC TO MEDIUM
AVOID ABSTRACT TERMS, USE EVERYDAY EXAMPLES AND SHORT SENTENCES

DURATION: 1,5 H

ACTIVITY SUITABLE FOR ALL WOMEN
THIS ACTIVITY IS MEANT FOR GROUPS THAT HAVE ALREADY COMPLETED SEVERAL OF THE PREVIOUS MODULES TOGETHER

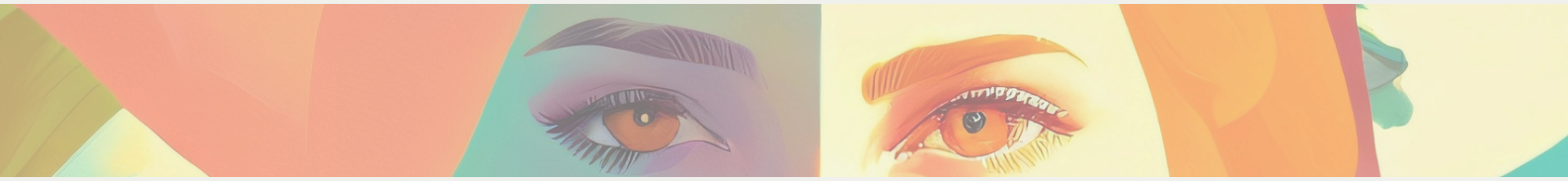
Objective:

To reflect on the insights from the previous modules and create an output to consolidate the experiences

Resources:

Chairs, standing, sitting in a circle, space to move around, Materials: paper, colors, music, sentence cards

Phase	Objective	Duration
Welcome & Introduction	Create a safe, open space and build connection in the group.	10 mins
Information	Brief reflection on the previous modules, insights and personal findings of the work with body & emotion.	15 mins
Practical Exercise	Encourage self-awareness, expression, and connection to the body.	10 mins
Artistic Final Project Preparation	Transfer experience into creative output, reinforce empowerment through creation.	40 mins
Closing & Reflection	Integration of I – You – We Action type – “What do I take with me?” Reflect on personal experiences and develop emotional vocabulary. Encourage feedback and integration into everyday life.	15 mins



Module 13 - Body oriented Empowerment in Everyday Life and Artistic Final Project

The aim of this unit is to reflect on the previous sessions and reinforce insights and findings. In addition to perceiving the body as a tool for reflection and empowerment, the women are encouraged to develop an artistic project as a reminder of the time they have spent together and their personal goals and resolutions.

Through movement, bodily awareness, and creative expression, participants are invited to connect with their emotions and inner powers, and to express them within a safe and supportive environment. Through artistic methods, a bridge is created between internal experience and external expression—empowerment through the body itself.

The unit combines body-centered approaches with creative methods and is based on the ILP triangle (Relationship – Thought – Action), in order to holistically support personal development.

Welcome & Introduction

Objective:

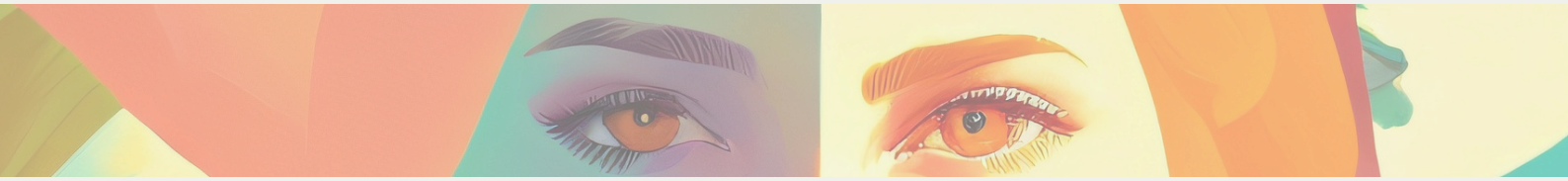
Create a safe, open space and build connection in the group.

Resources:

Standing in a circle, space to move around.

A Safe Space Is Born Through Movement

At the beginning of the unit, we create an open and mindful space where each participant can feel welcomed and safe. Arrival into the body, the space, and the group is supported through a brief guided awareness exercise. The focus is on conscious breathing, initial bodily sensations, and small impulses of movement.



Module 13 - Body oriented Empowerment in Everyday Life and Artistic Final Project

Information

Objective:

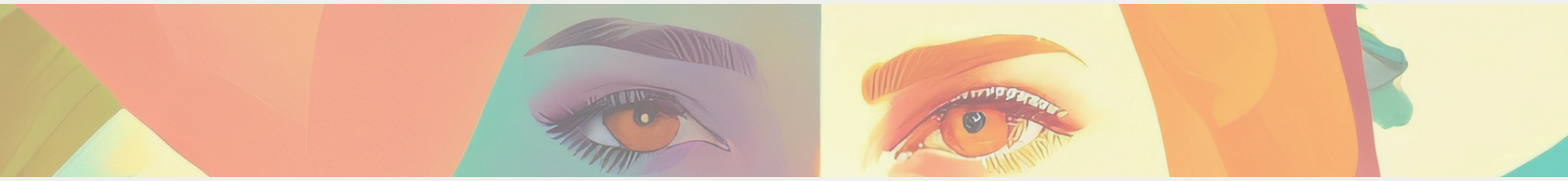
Brief reflection on the previous modules, insights and personal findings of the work with body & emotion.

Resources:

Sitting quietly in a circle.

Understanding the Body as a Resource

For the next step, the women are invited to reflect on their very own and personal findings and insights they gained throughout the course. Touching your chest or belly with your hand can help to really focus on yourself and what comes to your mind (and body).



Module 13 - Body oriented Empowerment in Everyday Life and Artistic Final Project

Practical exercise

Objective:

Encourage self-awareness, expression, and connection to the body

Resources:

Space to move around.

Movement as an Expression

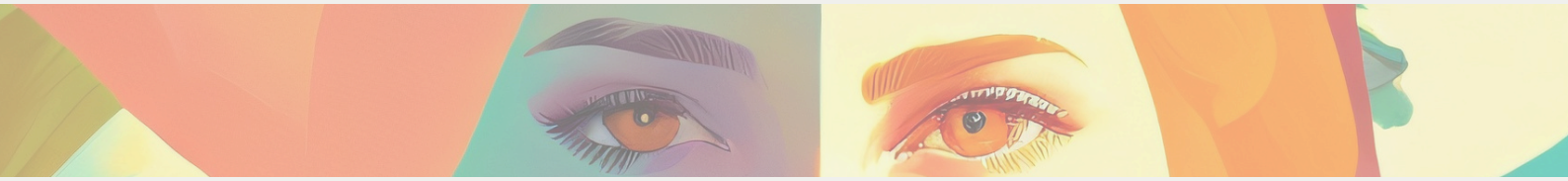
This part of the unit is dedicated to a body-centered practice. Participants are invited—through free movement, dance, or simple physical exercises—to connect with their inner sensations and emotions.

Guidance is offered with sensitivity and encouragement; each woman participates at her own pace and in whatever way feels comfortable.

Through movement, emotions such as anger, joy, shame, or strength can be expressed without the need for words. Participants are encouraged to feel themselves, discover new impulses for movement, and experiment with their bodies—either individually or in connection with others. In this phase, the focus is on experience, not on the outcome.

Those who wish may then capture their experience in a creative *"movement journal,"* using colors, symbols, or short texts.

In this way, the inner experience becomes more tangible and continues to have an impact over time.



Module 13 - Body oriented Empowerment in Everyday Life and Artistic Final Project

Artistic Final Project Preparation

Objective:

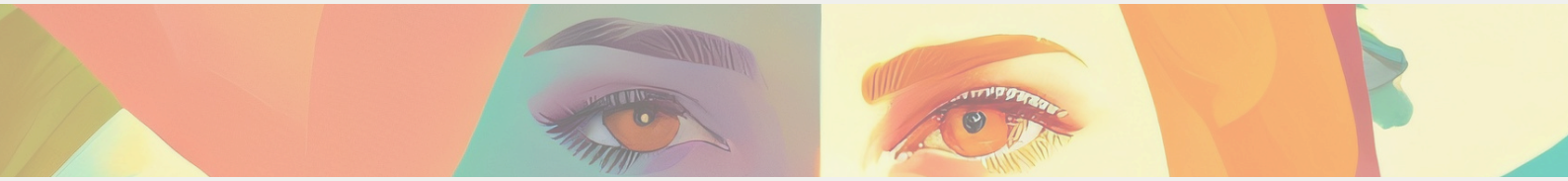
Transfer experience into creative output, reinforce empowerment through creation.

Resources:

Space to get into artistic action.
Materials: paper, colors, music, sentences.

Artistic Final Project Preparation

To reflect on the previous sessions and reinforce insights and findings, the participants create an artistic final project together - a collage, photo, drawing, short text or similar. It might be useful to also create something that every women can take with her into her everyday life as a reminder – a letter to herself or a coloured stone for example. Thus, the women are encouraged to develop an artistic project as a reminder of the time they have spent together and their personal goals and resolutions, in addition to perceiving the body as a tool for reflection and empowerment.



Module 13 - Body oriented Empowerment in Everyday Life and Artistic Final Project

Closing & Reflection

Objective:

Reflect on personal experiences and develop emotional vocabulary.
Encourage feedback and integration into everyday life.

Resources:

Partner or trio reflection: Drawing feelings, sharing words, group exchange.
Symbol cards or sentence starters like: "*Today I feel... / I wish for...*"

The Body Speaks: What Did I Feel?

After the movement practice and the artistic project, we dedicate time to collective final reflection.

In the full circle, participants share the experiences and emotions that emerged:

- What did I feel in my body?
- Which emotions became visible?
- Were there any new experiences or resistances?

To support the process, the ILP triangle can be used as a reflection framework:

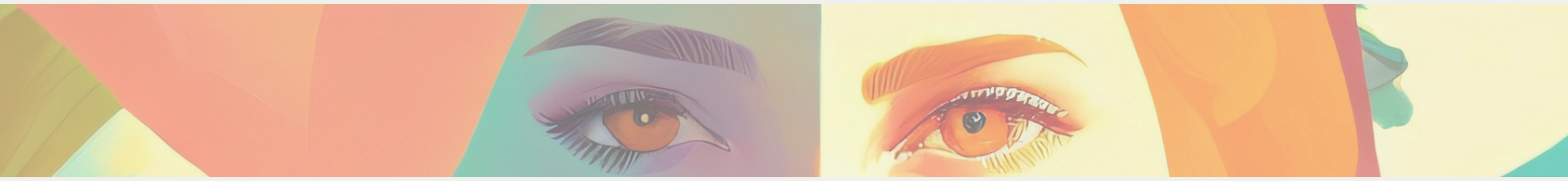
- What did I learn about myself (I)?
- What do I want to express in relation to others (You)?
- What do I wish for our collective journey (We)?

This form of reflection helps consolidate the bodily experience and connect it to a broader context of meaning.

Sharing experiences acts as a source of connection, empowerment, and inspiration for the group.



Supplementary Guide



Benefits of Humour

Humour, like almost everything alive, doesn't arise in a vacuum. It needs an ecosystem to exist and develop. A supportive context is needed for humour to appear, be nurtured, and endure. Allowing and creating an ecosystem, an environment, and relationships where humour can flourish is, in itself, an act of mindfulness and personal empowerment. It means lowering our defences, softening our self-criticism, and allowing ourselves to be present with a more open version of ourselves.

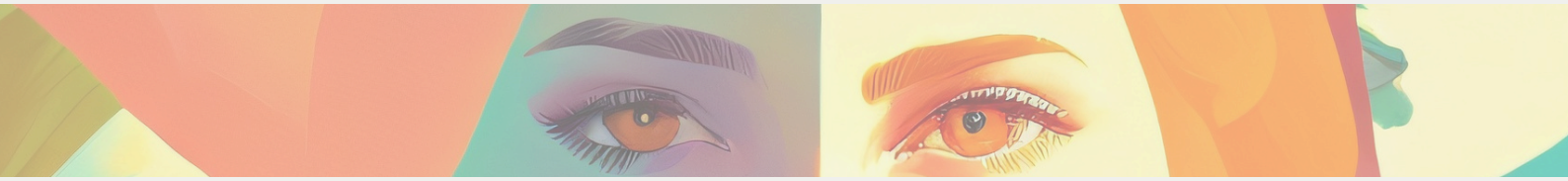
When we talk about humour as a tool for opening up, we're not just talking about laughing or a witty joke. From the perspective of positive psychology, humour is considered an adaptive coping strategy that helps reduce stress and transform how we interpret difficult situations. A study published in Behavioral Sciences indicates that humour can "moderate the relationship between avoidance-based coping strategies and perceived stress," precisely by reducing the emotional burden we feel in tense moments.

This is not anecdotal; there is empirical evidence that when we consciously use humour to cope with what overwhelms us, we generate more positive emotional states, even in contexts of high stress. In practical terms, this means that facing a situation with a lighter perspective is not "escaping"; it is applying a psychological tool that facilitates emotional regulation, cognitive reframing, and inner well-being.

Furthermore, broader research discusses how a sense of humour and laughter promote resilience and act as protective factors against emotional burnout. In the words of Losada and Lacasta (2019), "a sense of humour can be a promoter of resilience and a protective factor that contributes to a better quality of life, helping us not only to tolerate stress but also to live with greater integration and purpose."

This evidence allows us to see humour not only as "something fun" but as a relational and emotional skill that fosters openness, reduces burdens, and expands our capacity to respond to challenges. Cultivating safe spaces where humour can arise spontaneously and respectfully is not just pleasant or fun: it is, literally, fertilising our inner soil so that our emotional strength and relationships can develop healthily.

Thus, humour becomes a powerful tool. It helps us release tension (with others and with ourselves), become less inhibited, take the weight off things that don't deserve it, and regain perspective. It is also a path to self-knowledge: what makes us laugh, what we laugh at, and when we are able to laugh at ourselves says a lot about where we are and how much inner space we have. Used consciously, humour doesn't diminish what is important; on the contrary, it frees up energy for us to address it from a more open and resilient place.



Benefits of Humor - Exercises

- For these exercises to work, it is very important to create a relaxed and safe environment.
- The facilitator should be the first person to do them, to be vulnerable, to laugh at themselves.
- Each participant participates as much as they can and want to; we should not pressure them.
- Point out that there is no obligation to be funny and that we are not using humour to minimise emotions but to deal with them kindlier.
- We emphasise that we will use humour to work on confidence, presence, and acceptance.
- The duration of the exercises depends on the number of participants in the group and the time the facilitator allows for sharing stories.

Exercise 1: Humour as Reframing and Opening Up
Explore how humour can help us change our relationship with a tense situation without denying it or minimising its importance.
Invite participants to think about a recent situation that caused them tension, discomfort, or internal rigidity. Something every day: a difficult conversation, a mistake, an unmet expectation. (e.g., an argument in a store; a minor accident like scraping a car while leaving a parking space...)
Ask them to briefly describe the situation in a serious and literal way: what happened, what they thought, how they felt. They can write it down.
Next, suggest a change of perspective. Each participant chooses one of these options to retell the situation:

- As if it were a scene from a comedy series or film.
- As if they lived in a world where what happened to them was highly valued and respected (absurd).
- By greatly exaggerating what happened, with a lot of irony.

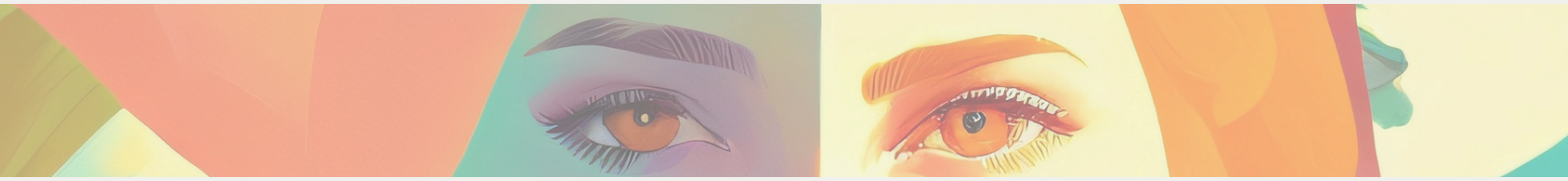
Clarify that the goal is not to be funny, but to observe what happens when distance and perspective are introduced.

Group reflection:

- What changed when the story was told from a different perspective?
- Did anything loosen up physically or emotionally?

What does this teach us about our usual way of approaching life?

Exercise 2. Permission for Imperfection
Cultivate a sense of humour that stems from acceptance and reduces the need for control and defence. Seek freedom and belonging.



Invite each participant to think of something they don't do well, a small clumsiness, contradiction, or everyday "fail". Something human, not painful or traumatic. (e.g., I never remember people's names; I always forget umbrellas in bars; I don't know how to fold fitted sheets...)
Ask them to write it down or prepare it mentally as if it were an anecdote told with affection, not judgement.
Then, share them in the group, being careful not to feel embarrassed, and write them on a whiteboard or paper on the wall.
After sharing each "fail", ask: Does this happen to anyone else? Write down the number of people who experience it next to each one, as if it were a competition. You can encourage applause and cheers when a "fail" is winning. We create a "ranking" of mistakes: the most common, the most original, the funniest...

Reflection:

- How do you feel about not justifying or correcting yourself?
- How do you feel about realizing you're not alone?
- Has your self-perception changed?

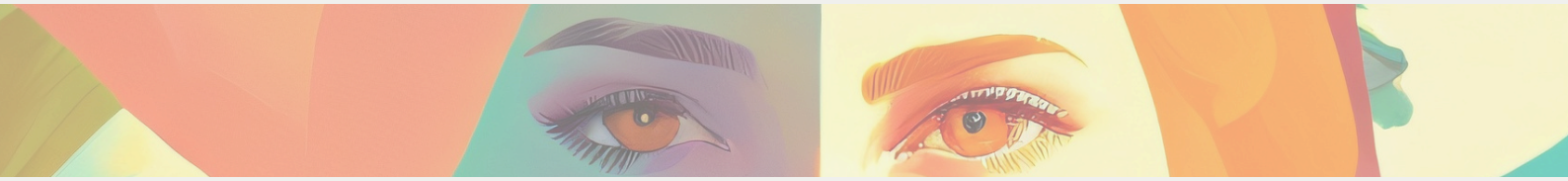
Exercise 3. Cultivating laughter as a space for disinhibition

Working on humor from a physical perspective, from laughter provoked by a ridiculous situation. Letting go of rigidity and the fear of ridicule.
In a large group of people, we whisper the names of three or four animals randomly in their ears (chicken, donkey, dog, monkey...).
We explain that they cannot speak a single word and that they have to join the rest of their species through sound. They move around the space barking, braying, clucking...
In a second version, we say the names of more complicated animals to encourage them to make strange gestures and sounds, like anteater, dung beetle, pufferfish, elephant seal...
If you don't know what that animal sounds like, you make it up.

Reflection:

- Did you feel comfortable or uncomfortable doing this kind of silly thing? Why?
- Do you feel like your body is different after this exercise?
- What usually makes you laugh? How do you feel after laughing?

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Conscious Breathing (Pranayama)

The Power of Conscious Breathing

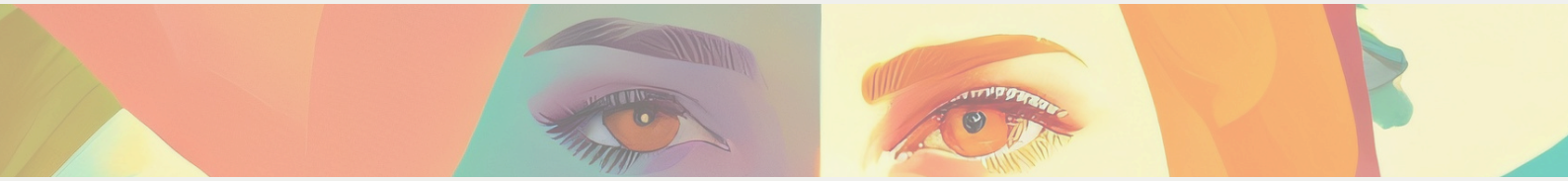
Breathing is a simple, free, and always available tool for regulating our emotions, strengthening our minds, and returning to our centre. In yoga and other ancient traditions, the conscious control of breathing is known as pranayama, a practice that helps us direct our vital energy (prana) and create balance between body, mind, and emotions.
For women, conscious breathing can be especially powerful: it helps us reduce stress, listen to our inner needs, regain calm in moments of emotional overload, and cultivate a deep sense of security and empowerment.
It is recommended to practise these different breathing exercises regularly and in calm situations so that we can turn to them naturally in moments of stress. Conscious breathing is not an obligation but an invitation. Even a few minutes a day can make a big difference. Listening to our own bodies and honouring our personal rhythms is, in itself, a profound act of empowerment.

Breathing Exercises

Below are some simple and effective pranayama exercises that can be practised in just a few minutes, sitting comfortably with your eyes closed, always respecting your own pace.

1. Conscious Abdominal Breathing
Benefits: Calms the nervous system, reduces anxiety and stress.
Place one hand on your abdomen and the other on your chest. Inhale slowly through your nose, drawing the air into your abdomen (notice how your lower hand rises). Exhale gently through your nose, allowing your abdomen to descend. Your chest remains relatively still.
Repeat for 2-5 minutes.

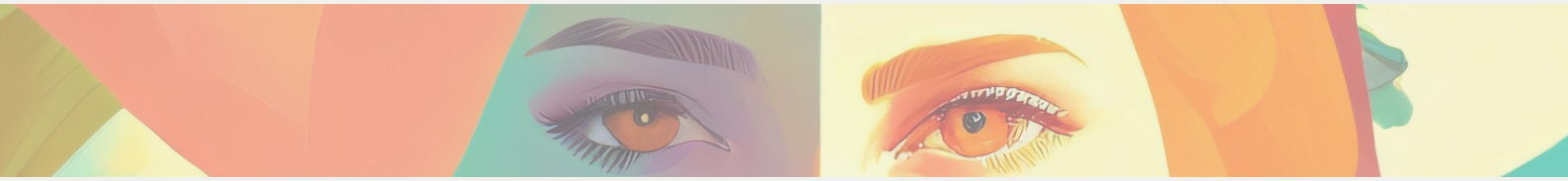
2. 4-6 Count Breathing (Prolonged Exhalation)
Benefits: Promotes serenity, helps release emotional tension.
Inhale through your nose for a count of 4. Exhale through your nose for a count of 6, without forcing it. The longer exhalation sends a calming signal to the body. You can gradually lengthen the exhalation by 7 or 8 counts.
Repeat for 2-5 minutes.



3. Nadi Shodhana (Alternate Nostril Breathing)
Benefits: Balances emotions, improves concentration and mental clarity.
With your right hand, close your right nostril with your thumb and inhale through your left. Close your left nostril with your ring finger and exhale through your right.
Then inhale through your right and exhale through your left.
That's one round. Practise 5 to 8 rounds, breathing slowly and comfortably.

4. Soft Sound Breathing (Exhaling with “Haa”)
Benefits: Releases pent-up emotions and connects with expression and relief.
Inhale deeply through your nose. As you exhale through your mouth, let out a soft sound, like a prolonged sigh: “Haa...”.
Allow your body to relax with each exhalation. Repeat 5-10 times.

5. Anchoring Breath (for difficult moments)
Benefits: Creates a sense of security and presence.
Inhale through your nose, counting to 3, and exhale through your nose, counting to 3. Maintain a natural, slow and steady rhythm.
As you breathe, bring your attention to your feet or the contact of your body with the floor or chair.
Practice for 1-2 minutes whenever you need to return to the present moment.



Test of Inner Drivers

The inner driver model originates from transactional analysis theory and refers to demands made by parents which are linked to conventional, cultural and social perceptions. As parental precepts, these messages have an absolute character for children and go unchallenged, since non-compliance could lead to no longer being loved. It is only on reaching adulthood that we have the ability to recognize that there are alternatives to beliefsystems. By this time, however, these messages have become firmly embedded in our subconscious. Without being aware of it, we still attempt as adults to satisfy these belief systems, both in our private and professional lives.

The following tests will help determine how strongly you exhibit each of the drivers. Drivers that are heavily pronounced (above around 30 points) can develop a momentum of their own, increasingly controlling one's attitude and behaviour – one drives oneself harder and harder to achieve greater success and recognition, only to generate more stress instead (for oneself and others) and thus the opposite of what one was hoping for. Above around 40 points, the drivers can even be destructive to one's health.

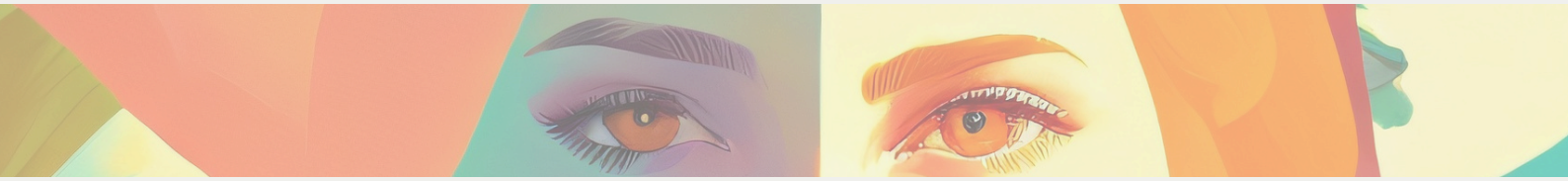
Rate the statements listed below on a scale of 1-5 as you deem them to apply to you **in your professional life at the moment.**

Rating scale:
The statement applies to me in my professional life:

TOTALLY	5
A GOOD DEAL	4
SOMEWHAT	3
HARDLY	2
NOT AT ALL	1

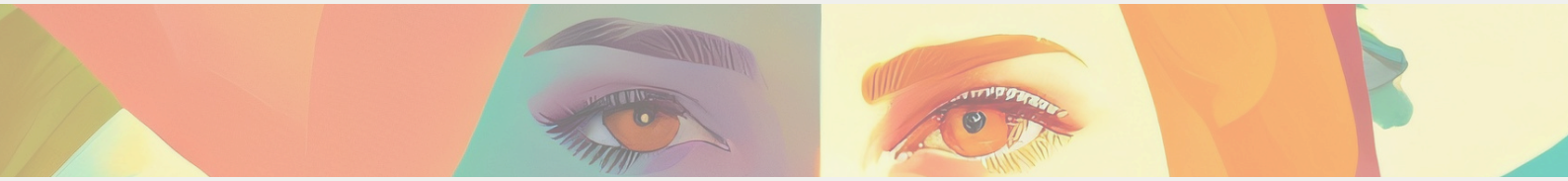
For each of the statements, circle the number that best applies to you.

Please answer spontaneously and don't try to second-guess which response might be "correct".

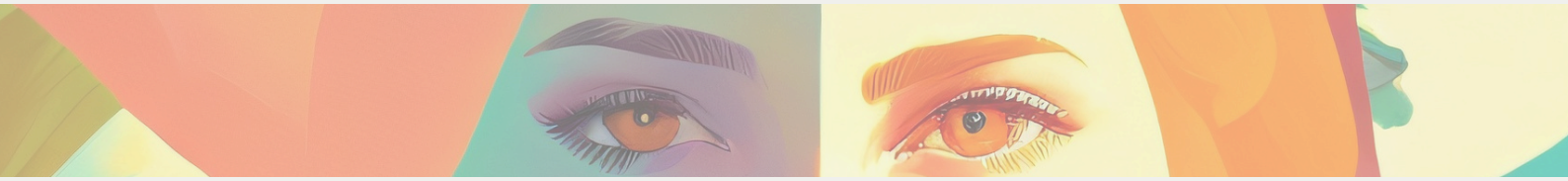


Inner Drivers Template

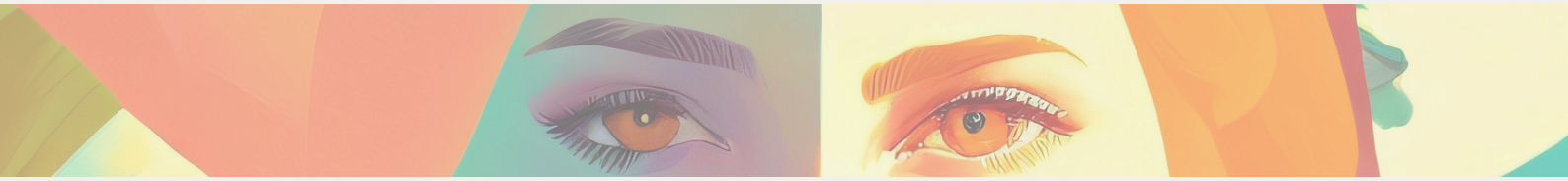
No.						
1	1	2	3	4	5	When I do a job, I do it efficient.
2	1	2	3	4	5	I feel I have a responsibility to ensure that other people feel comfortable.
3	1	2	3	4	5	I'm constantly busy.
4	1	2	3	4	5	Not doing anything is hard for me.
5	1	2	3	4	5	I don't like showing my weaknesses in front of others.
6	1	2	3	4	5	I often use phrases like: "It's difficult to make things very precise."
7	1	2	3	4	5	I often say more than is really necessary.
8	1	2	3	4	5	I have trouble accepting people who aren't precise.
9	1	2	3	4	5	I find it difficult to show emotions.
10	1	2	3	4	5	My motto is "Whatever you do, stick with it till the end."
11	1	2	3	4	5	When I express an opinion, I justify it.
12	1	2	3	4	5	If I have a need, I quickly take care of it myself.
13	1	2	3	4	5	I only submit a report after I've checked it several times.
14	1	2	3	4	5	I get annoyed by people who are not focused and take too much time.
15	1	2	3	4	5	It's important for me to be accepted by others.
16	1	2	3	4	5	I have rather a hard shell, but a soft center.
17	1	2	3	4	5	I often try and find out what expectations people may have of me so I can accommodate them.



18	1	2	3	4	5	I struggle to accept people who just live for the moment.
18	1	2	3	4	5	I often interrupt other people during discussions.
18	1	2	3	4	5	I usually solve my problems myself.
18	1	2	3	4	5	I complete tasks as quickly as possible.
18	1	2	3	4	5	I'm careful to keep a certain distance when dealing with others.
18	1	2	3	4	5	I often think I could do better.
18	1	2	3	4	5	I take care of even trivial things personally.
18	1	2	3	4	5	Success doesn't come out of the blue - I have to work hard for it.
18	1	2	3	4	5	I have little sympathy for stupid mistakes.
18	1	2	3	4	5	I appreciate it when other people answer my questions quickly and concisely.
18	1	2	3	4	5	It's important for me to hear from other people whether I've done a good job.
18	1	2	3	4	5	Once I've begun a task, I follow it through to the end.
18	1	2	3	4	5	I give priority to the needs of others over my own needs and desires.
18	1	2	3	4	5	I'm often hard or judgmental to others in order to protect myself.
18	1	2	3	4	5	I often tap my fingers impatiently on the table (I'm impatient).
18	1	2	3	4	5	When explaining the facts of a situation, I like to list things clearly using: First..., second..., third.
18	1	2	3	4	5	I believe that most things aren't as straightforward as many people seem to think.
18	1	2	3	4	5	I feel uncomfortable criticizing other people.
18	1	2	3	4	5	I nod my head a lot during discussions.
18	1	2	3	4	5	I try hard in order to achieve my goals.
18	1	2	3	4	5	My facial expression is rather serious.



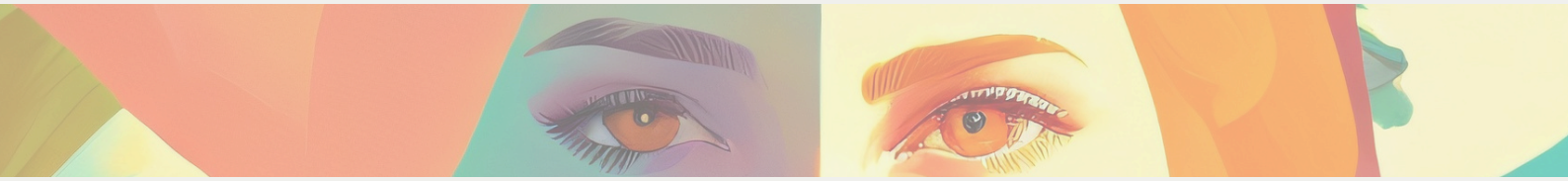
39	1	2	3	4	5	I'm nervous quite often.
39	1	2	3	4	5	I am usually very stable and consistent.
39	1	2	3	4	5	My problems are no-one else's concern.
39	1	2	3	4	5	I often say: "Hurry up, that has to be done quicker!"
39	1	2	3	4	5	I often say: "precisely", "exactly", "obviously", "of course".
39	1	2	3	4	5	I often say: "I don't understand..."
39	1	2	3	4	5	I like to say: "Would you please give it a try?" and don't like saying: "Let’s try it out!"
39	1	2	3	4	5	I'm diplomatic.
39	1	2	3	4	5	I try to exceed people's expectations of me.
39	1	2	3	4	5	I sometimes perform two activities at the same time.
39	1	2	3	4	5	My motto is "Grit your teeth and get on with it."
39	1	2	3	4	5	Despite putting in huge amounts of effort, many things just don't work out for me.



Evaluation of Your Inner Driver Test

In order to evaluate the questionnaire, please transfer your ratings for each of the questions into the evaluation matrix below.
Then add up the rating numbers for each block.

"BE PERFECT"								
Question:	1__		8__		11__		13__		23__
	24__		33__		38__		43__		47__
									TOTAL: ___
"HURRY UP"								
Question:	3__		12__		14__		19__		21__
	27__		32__		39__		42__		48__
									TOTAL: ___
"TRY HARD"								
Question:	4__		6__		10__		18__		25__
	29__		34__		37__		44__		50__
									TOTAL: ___
"PLEASE EVERYBODY"								
Question:	2_		7__		15__		17__		28__
	30_		35__		36__		45__		46__
									TOTAL: ___
"BE STRONG"								
	5_		9_		16_		20_		22_
	26_		31__		40__		41__		49__
									TOTAL:__



Evaluation

Up to 30 points:
beneficial

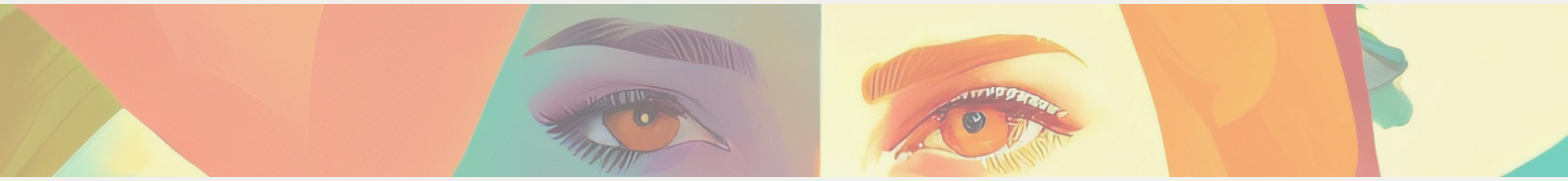
Above 30 points:
Possible performance impairment

Impairment above 40 points:
Possibly detrimental to health

Please write down your inner driver(s)

My first inner driver is: _____

My second inner driver is: _____



Allowers

Are you surprised, or do you think now: Yes, I have known this companion for a long time?
All five drivers are important and useful. Only when they take over the leadership, our thinking and acting are more and more controlled by them subconsciously.
Naturally, one cannot turn off internal beliefs or drivers from one day to the next. However, you can reprogram your inner dialogs:
Step 1: Watch yourself how often your inner driver speaks up.
Step 2: Recognise the good intention of this driver and consciously feel competent.
Step 3: Find a suitable "Allower" for yourself. In the list below, you will find some ideas.
Step 4: Couple this Allower to everyday activities, and remind it over and over again.
Step 5: Find role models for alternative behaviours and learn from people who are good at dealing with your inner driver.

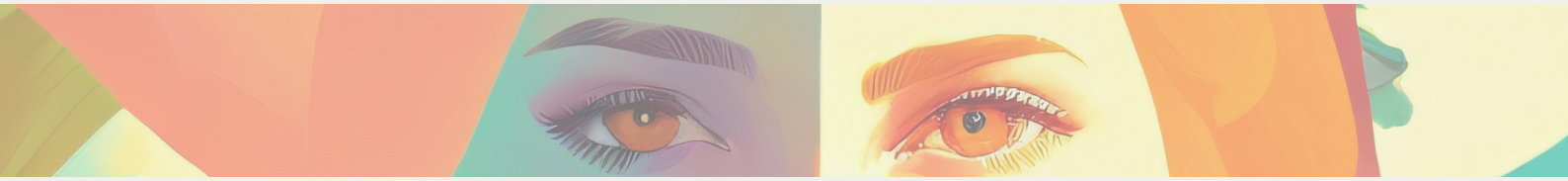
Be perfect!
Allowers:
 I can make mistakes and learn from them.
 I can also be satisfied with 90%.
 90% are completely sufficient.
 I'm good enough the way I am.
 I do my best, and that's enough.

Please others!
Allowers:
 I can take my needs and opinions seriously.
 I take care of myself, too.
 I am ok, even if someone is dissatisfied with me. The world will not end because of this.

Be strong!
Allowers:
 I can trust.
 I can share my wishes with others.
 I can get help and accept it.
 To show emotions is a sign of strength.

Hurry up!
Allowers:
 I am the boss of my time.
 I can take the time I need.
 I can take breaks.
 I am allowed to consider my rhythm.

Try hard!
Allowers:
 I decide for myself what I use my power for.
 I can be helped.
 With each completed task, more contentment and serenity comes into my life.
 I celebrate my productivity and liveliness.
 Even if it is easy and fun, it is valuable.



ILP – Integrated Solution-Focused Psychology in the framework of FEMPOWER

The Integrated Solution-Focused Psychology (ILP) was developed by Dr Dietmar Friedmann as a holistic approach to counselling, coaching and therapy. ILP combines insights from three proven psychotherapeutic approaches: solution-focused brief therapy, systemic-energetic therapy and depth psychology neuro-linguistic programming (NLP).

The aim of ILP is to accompany people quickly, effectively and respectfully in their development process. Instead of dwelling on problems, the focus is on solutions, existing resources and personal potential. The approach starts where people are confronted with challenges, blockages or desires for change – whether in a professional, private or social context.

Empowerment through clarity, relationships and action

The Erasmus+ project „FEMPOWER – Find your roots and spread your wings" aims to support women on their path to greater self-determination, inner strength and social participation. We deliberately use creative methods, bodywork and dialogue-based processes to appeal to women from a wide variety of backgrounds.

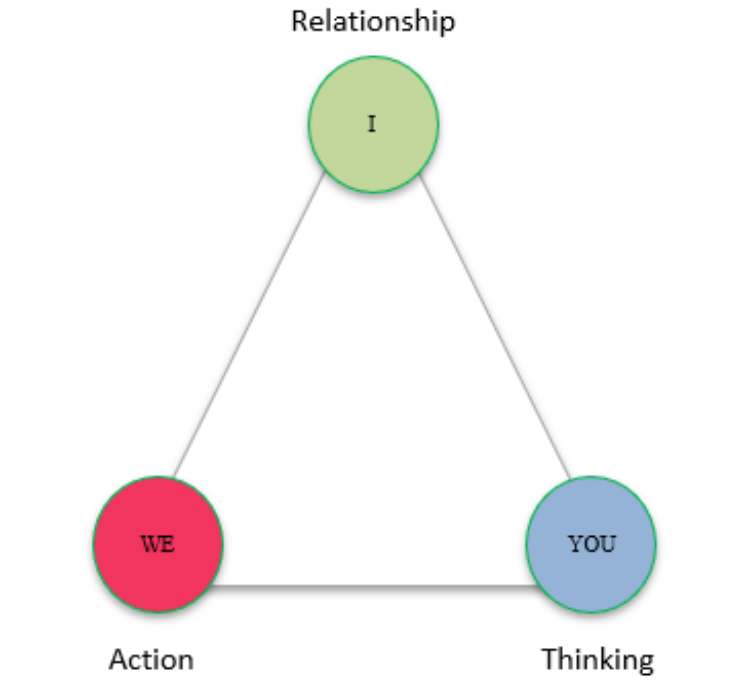
The ILP approach fits perfectly into this concept because:

- It is solution-oriented, focusing not on problems but on potential.
- It strengthens self-efficacy and promotes confidence in one's own abilities.
- It is methodologically flexible, easy to understand and easy to integrate into group processes.
- It makes complex personal issues tangible without overwhelming participants.
- It is appreciative and non-didactic, but rather resource-oriented and development-promoting.

ILP thus creates a safe space for self-reflection and, at the same time, a structured basis for empowerment on several levels: individually (I), in interaction with others (YOU) and socially (WE).

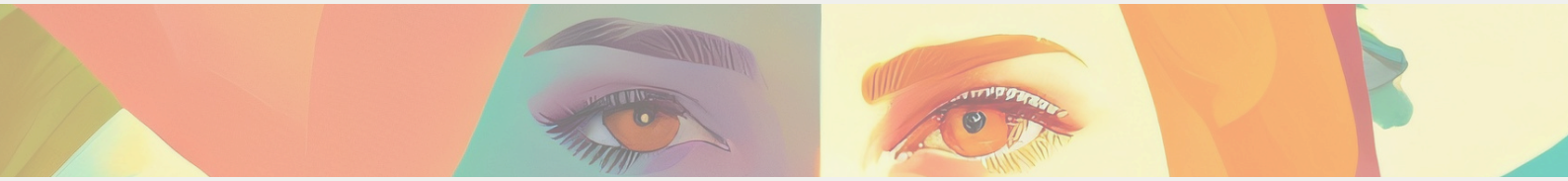
The ILP triangle:
Relationship – Thinking – Action

A key tool in ILP is the so-called ILP triangle. It helps to understand human behaviour and experience in three basic dimensions:



These levels are interconnected, but can also become unbalanced. ILP supports participants in differentiating between these levels and bringing them into balance. For example, a woman who repeatedly holds back (relationship level) and fails to make decisions (action level) learns in ILP to clarify her perceptions (thinking level), set boundaries and take action.

Levels	Form of energy	Time reference	Focus
Relationship	Love	Present	Feeling
Thinking	Mind	Past	Recognition
Action	Power	Future	Implementation



Within the context of **FEMPOWER**, this approach is particularly valuable, as women often face challenges on several of these levels – whether in expressing their needs, trusting their own decisions or distancing themselves from societal expectations.

Personality types in ILP Understanding and Using Diversity

ILP is based on a process-oriented personality typology with three basic types:

- Relationship type: sensitive, empathetic, needs harmony
- Objective type: analytical, structured, clear-thinking
- Action type: pragmatic, determined, goal-oriented

Each type has certain strengths – and areas for development. ILP offers methods for identifying and developing these in a targeted way. This is helpful for our empowerment work in making diversity visible and valuing it.

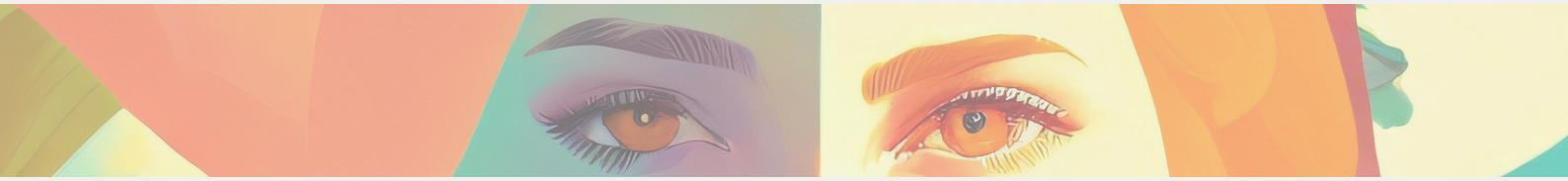
Especially in groups with women from different backgrounds and with different life experiences, this approach makes it possible to integrate different perspectives, understand communication patterns and promote individual resources.

Integration in FEMPOWER module

In the FEMPOWER project, we have integrated ILP particularly in module 12 (Gender Equality & Diversity) and module 13 (Body-Oriented Empowerment in everyday life and artistic final project).

In Module 12, ILP helps participants reflect on their own position in a social context. Participants analyse personal experiences of inequality, but also develop new perspectives and concrete steps for action. The exercise with 'open sentence starters' promotes self-reflection, while the 'I – You – We' triangle model encourages deeper engagement.

Module 13 focuses on the body as a resource. ILP provides methods for harmonising body awareness, emotions and action. Exercises such as empowerment sentences, movement work and creative forms of expression are combined with reflection steps that enable transfer into everyday life.



The LifeComp

The content of the Fempower curriculum is based on selected elements of the LifeComp framework published by the European Union.
Developed in 2020 by the Joint Research Centre (JRC) of the European Commission, the LifeComp framework focuses on key competences for lifelong learning.

The aim of LifeComp is to provide a common European reference model that systematically describes personal, social, and learning competences, and supports their development across formal, non-formal, and informal education. It can serve as a basis for designing curricula and learning activities that promote personal and social development as well as lifelong learning.

For the Fempower project, it was particularly relevant that the LifeComp highlights how individual development always takes place within social, cultural, and power-related contexts and recognizes the key role of education in reducing gender inequalities.

The LifeComp is divided into three competence areas, each including three competences with three aspects (awareness – understanding – action):

- Personal Area
- Social Area
- Learning to Learn Area

The structure is often illustrated as a tree, whose branches continue to grow and divide — symbolizing ongoing personal and social development.

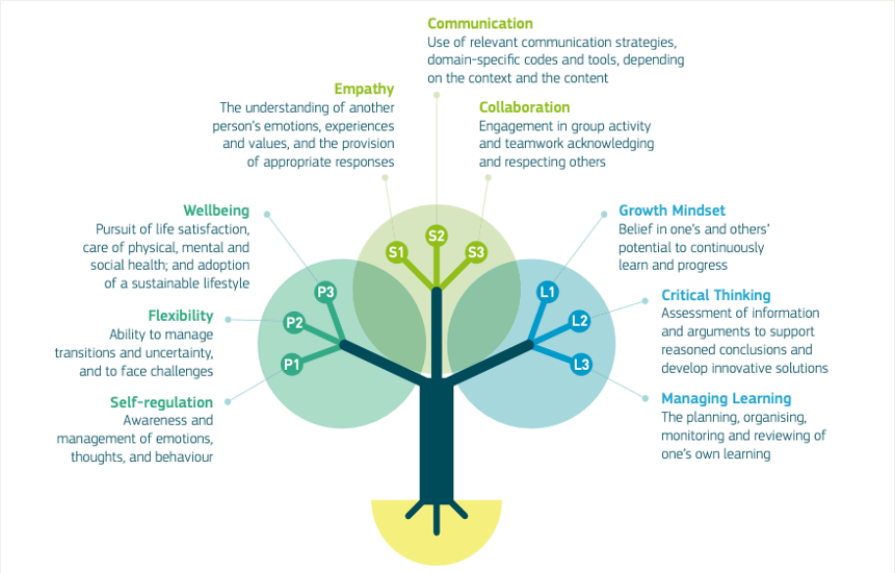
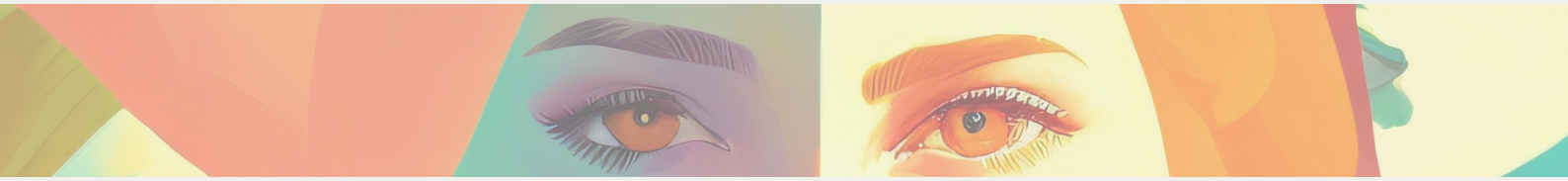


FIGURE 1. LIFECOMP AT A GLANCE



Let's take a brief look at how these competence areas can be applied in the context of gender equality work

Personal Area

The Personal Area includes the competences Self-Regulation, Flexibility, and Wellbeing. These are closely linked to self-efficacy, autonomy, and resilience — factors especially relevant for women navigating patriarchal systems.

1. **Self-Regulation**

Self-regulation means being able to consciously manage one's emotions, thoughts, and actions. For women, this competence is particularly important, as they often face multiple expectations and responsibilities while experiencing implicit bias or a lack of recognition. The LifeComp, however, emphasizes that stress and overload often have structural causes. Self-regulation should not be understood as expecting individuals to solve socially rooted problems on their own.

2. **Flexibility**

Flexibility means being able to handle change, uncertainty, and transitions.
From a feminist perspective, this is vital, as women's educational and career paths are often non-linear — for example, due to care work or family responsibilities.
LifeComp does not view such paths as deficits but as valuable sources of skills and experience.

3. **Wellbeing**

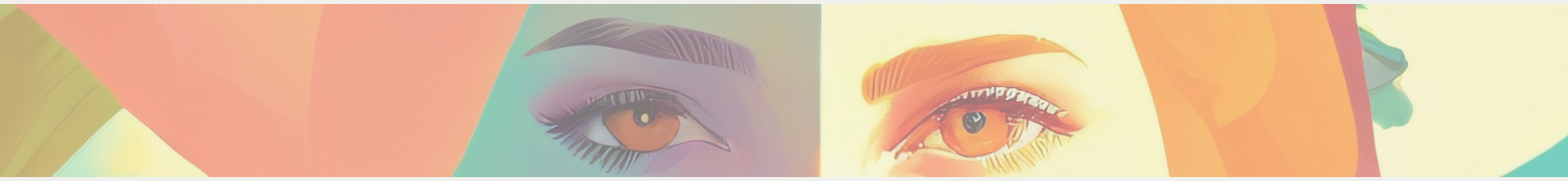
Wellbeing is understood holistically — encompassing physical, emotional, social, and environmental dimensions. LifeComp stresses that factors such as gender, social status, and culture all influence well-being. This makes it a useful tool for highlighting gender-specific health risks, mental stress, and structural inequalities within educational contexts.

Social Area

The Social Area — which includes Empathy, Communication, and Collaboration — is particularly relevant to feminist education. It emphasizes equality, inclusion, and the dismantling of discrimination.

1. **Empathy**

LifeComp defines empathy not only as emotional sensitivity but also as cognitive perspective-taking — the ability to understand another person's viewpoint.
This is key to recognizing and addressing discrimination, stereotypes, and power imbalances. The framework also notes that our perceptions are shaped by group membership — a central idea in feminist inequality research.



2. **Communication**

Communication in LifeComp is described as context- and power-sensitive.
In equality work, this means reflecting on who speaks, how much space they take, and what communication norms apply.
The model supports educational work on inclusive language, respectful dialogue, and the reduction of dominance patterns.

3. **Collaboration**

Collaboration is based on equality, fair task-sharing, and recognition of diverse perspectives.
This approach resonates strongly with feminist education, as it promotes collective responsibility, solidarity, and participation without hierarchy.

Learning to Learn

The Learning to Learn area covers a growth mindset, critical thinking, and learning management.
It plays a key role in emancipatory education, enabling learners not only to acquire knowledge but also to challenge and critically engage with it.

1. **Critical Thinking**

LifeComp stresses the importance of recognizing bias, power structures, and disinformation. This capacity empowers learners to question gender stereotypes, unequal representations, and discriminatory knowledge systems.

2. **Growth Mindset**

The growth mindset concept rejects biological or essentialist assumptions about ability. It aligns with equality goals by emphasizing that competence can be developed and learned, regardless of gender.

Conclusion: LifeComp and Female Empowerment

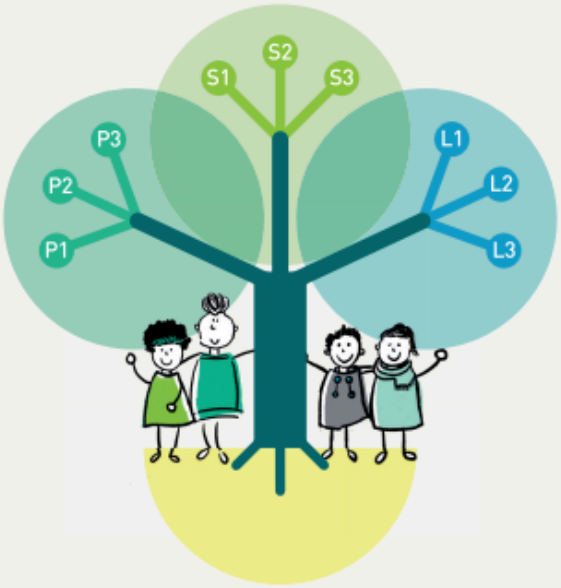
LifeComp offers many valuable links to gender equality and feminist pedagogy.
It connects personal development with social responsibility, acknowledges structural inequalities, and promotes competencies that are central to justice, participation, and democratic culture.
In developing the Fempower curriculum, LifeComp served as an important source of inspiration. Have a look at the framework — it's a great tool when designing inclusive courses and learning activities!

Source (including image): Sala, A., Punie, Y., Garkov, V., & Cabrera Giraldez, M. (2020). LifeComp: The European Framework for Personal, Social, and Learning to Learn Key Competence. EUR 30246 EN. Publications Office of the European Union, Luxembourg. ISBN 978-92-76-19418-7.

European Commission

LifeComp

A European competence framework for better lives in our uncertain world



P1 Self-regulation
Awareness and management of emotions, thoughts, and behaviour

P2 Flexibility
Ability to manage transitions and uncertainty, and to face challenges

P3 Wellbeing
Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle

S1 Empathy
The understanding of another person's emotions, experiences and values, and the provision of appropriate responses

S2 Communication
Use of relevant communication strategies, domain-specific codes and tools, depending on the context and the content

S3 Collaboration
Engagement in group activity and teamwork acknowledging and respecting others

L1 Growth Mindset
Belief in one's and others' potential to continuously learn and progress

L2 Critical Thinking
Assessment of information and arguments to support reasoned conclusions and develop innovative solutions

L3 Managing Learning
The planning, organising, monitoring and reviewing of one's own learning

Why is it important...

→ for your students?

Socioemotional competences boost students' academic success and give them increased chances to get job satisfaction, financial stability, and better health and wellbeing.

Today's students are likely to work with tools that do not exist yet. Having a growth mindset, being a critical thinker and being able to manage one own learning is key to thriving in a rapidly changing world.



→ for you and your school?

Life competences will increase the resilience of students and educators tackling current and future disruptions (Covid-19, environmental and financial crisis...)

Cultivating LifeComp competences will help you innovate education through learner-centred pedagogies.

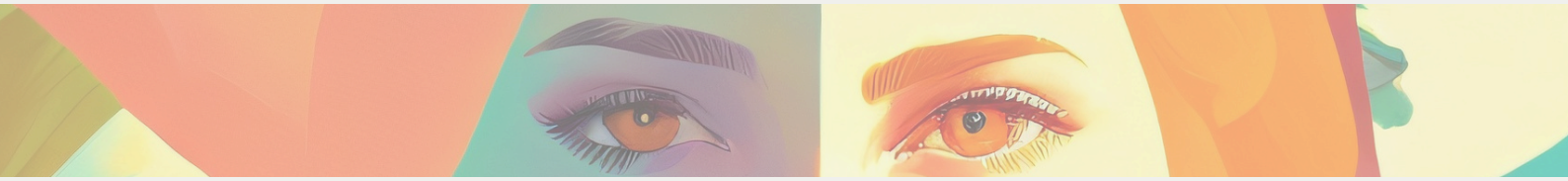
To live and work in times of rapid technological innovation (automation, artificial intelligence), LifeComp can help you enhance the human skills needed for the future.



Joint Research Centre

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Find out more at: https://joint-research-centre.ec.europa.eu/lifecomp_en



Women´s Health

Women’s Health Begins With Understanding and Trusting Your Own Body

Women’s health includes both the medical perspective and the personal, embodied understanding of one’s own body — its signals, rhythms, and symptoms. It begins the moment a girl starts to notice her body consciously, to sense it, to question it.

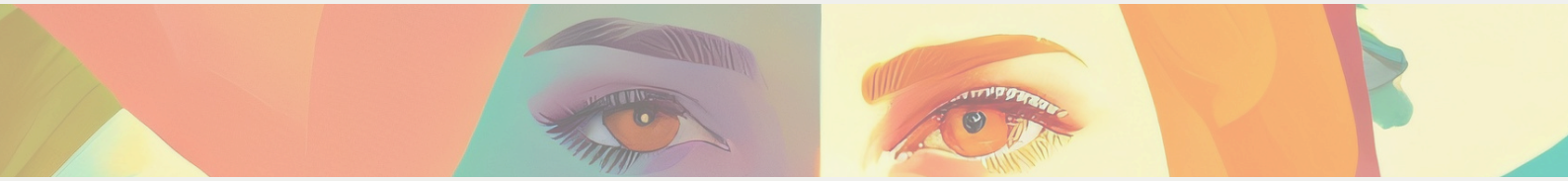
The female body is a finely tuned system from the very beginning. It responds to internal and external influences: to stress, to safety, to relationships, to nutrition, to rhythm, and to emotional strain. Health arises where this system is understood and supported—not where it is controlled or suppressed.

The female body functions cyclically. Hormones change throughout the month — so does energy, concentration, emotional openness, and the need for rest and withdrawal. These fluctuations are not weaknesses; they are signs of an intelligent biological rhythm. Yet, in a society that rewards consistency and performance, many girls and women learn early to ignore this rhythm. They learn to adapt — often at the cost of their body awareness. And here begins a medical issue that has long gone unnamed.

For decades, medical research was primarily based on the male body. Men were considered the “standard,” while women were often excluded from studies — partly because of hormonal fluctuations. Drugs were tested mainly on male participants, dosages were calculated for male metabolism, and symptoms were defined according to male reference values.

The female body was often treated as an exception rather than a complete biological system of its own. The consequences are still visible today.

A well-known example is heart disease. While men often experience strong chest pain radiating into the left arm, women may have very different warning signs — such as nausea, back pain, extreme fatigue, or dizziness. Because these don’t match the typical textbook symptoms, women’s heart attacks are diagnosed later or misinterpreted more often.



The same pattern appears in the treatment of chronic pain, autoimmune diseases, and hormonal disorders. Women's symptoms are frequently downplayed or psychologized. Phrases like "That's normal," "It's just stress," or "You'll have to live with it" are still all too common.

When a culture teaches girls to ignore their own rhythms — and medicine relies on male norms — we create a double invisibility: social and medical.

This becomes especially clear during puberty, which now begins earlier than in previous generations, often during primary school. The body changes, the nervous system becomes more sensitive, emotions grow stronger, and self-image begins to fluctuate. Many girls experience this phase without real support. Conversations about cycles, body awareness, and emotions are rare — or reduced to medical explanations.

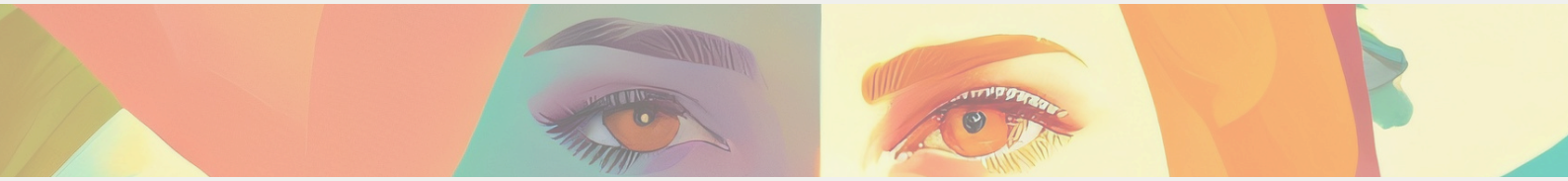
Yet what girls need most at this stage is safety: knowledge that explains, words that normalize, and guidance that replaces fear with understanding.
The menstrual cycle is a key to this understanding. It is more than a biological process — it is an inner compass. It shows when the system is resilient, when rest is needed, when openness is possible, and when protection is necessary. Knowing one's own cycle helps recognize stress boundaries early. This awareness prevents not just physical pain, but also emotional overload, exhaustion, and chronic stress.

From a holistic perspective, women's health is also nervous system health. The female body is sensitive to chronic tension, emotional insecurity, time pressure, and the constant neglect of personal needs. Many hormonal symptoms are not dysfunctions but signals: signs that adaptation has gone on too long, that rest is missing, that inner safety has been lost.

The body is always communicating with us. What it needs is both — trust in one's own perception and a medical system that seriously considers female differences.
Women's health means taking symptoms seriously. Self-awareness does not replace medical diagnostics — it complements them. Persistent pain, unusual fatigue, strong cycle changes, or vague discomfort should always be medically examined. Informed women ask questions, track changes, and seek second opinions when needed.

Taking yourself seriously is not oversensitivity — it's competence.

Women's health means that the body is heard. That girls learn early to trust their perceptions. That women allow themselves to honor their rhythms. And that knowledge is shared — before symptoms arise.



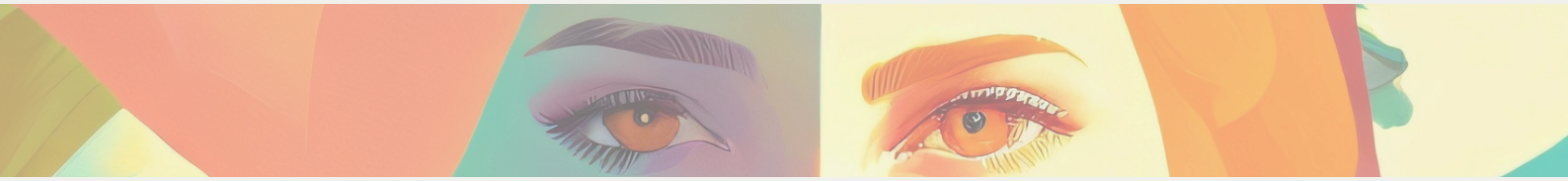
Cycle awareness, emotional literacy, and body knowledge are essential life skills — and the foundation of prevention for physical, emotional, and hormonal health.

A new generation of girls does not need perfection. They need connection — adults who explain, support, and model that the female body is not a problem to be fixed but a system to be understood, in every culture.

Women's health begins right here:

- **with knowledge that strengthens,**
- **with words that calm,**
- **with the courage to take symptoms seriously,**
- **and with trust in one's own body — a marvel that deserves to be listened to.**

Text by Lisa Jülich, Cycle Mentor (@zykluscoaching)



The Ruler Method
Moving One Step Forward

Short description

The Ruler Method is adapted from Motivational Interviewing and helps participants explore motivation, confidence and readiness for change in a simple, non-judgemental way. Instead of asking a woman to make a big life change immediately, the method invites her to identify where she is now on a scale from 1 to 10 and what could help her move just one step forward.

This method can be used to support women in setting realistic personal goals, strengthening self-confidence and recognising their existing resources. It is especially useful for participants who may feel overwhelmed, stuck, unsure of themselves, or afraid of failure. The method respects each woman's current situation and avoids pressure. It helps participants see that change does not have to begin with a perfect plan; it can begin with one small, possible action.

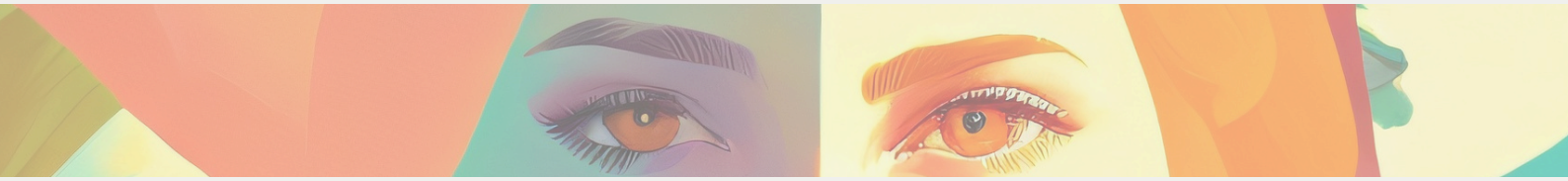
This is very relevant to the FEMPOWER project's focus group findings. Some women named short-term goals such as finding work, improving health or regaining custody of children, while others found the idea of goal setting new and needed concrete examples. Most agreed that even a small goal can give a sense of purpose and increase self-confidence.

Theoretical background

In Motivational Interviewing, rulers are commonly used to explore importance, confidence and readiness. The original approach often uses a 0–10 scale. For example, the Importance Ruler asks how important a change is, while follow-up questions explore why the person chose that number and what could help them move to a slightly higher number. The Confidence Ruler is used to explore how confident the person feels about making a change, and the recommended follow-up is not to jump from a low number to 10, but to ask what would help the person move to a slightly higher number.

This is important because motivation is not treated as a fixed personal trait. SAMHSA describes motivation as dynamic and changeable, and Motivational Interviewing supports change through partnership, acceptance, compassion and evocation rather than pressure or authority.

The method also aligns with the LifeComp framework, especially self-regulation, growth mindset and managing learning. LifeComp highlights the importance of self-awareness, setting goals, motivating oneself, seeking support, developing resilience and confidence, and learning throughout life.



How to Use the Method

Aim
To help participants identify one personal goal and break it down into a realistic next step, while strengthening self-awareness, self-efficacy and confidence.

Suitable for
This method can be used in:

- Module 1: Introduction and self-reflection
- Module 3: Personal development and goal setting
- Module 5: Work-life balance and stress management
- Module 6: Networking and self-marketing

It is especially suitable when working with women who feel overwhelmed, have low self-confidence, experience social vulnerability, or find abstract goal-setting difficult.

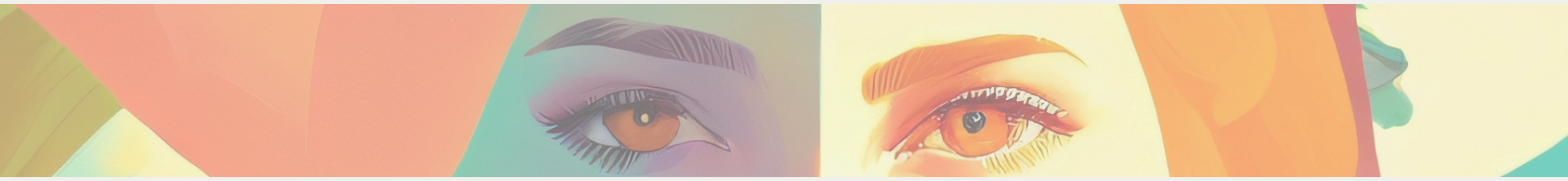
Time
20–35 minutes

Materials
A printed scale from 1 to 10, paper, pens, optional floor cards with numbers from 1 to 10, stickers or coloured markers.

Step-by-step exercise

Step 1. Choose one area
The facilitator invites participants to choose one area where they would like to feel stronger or move forward. Examples can include: self-care, confidence, communication, looking for work, asking for support, setting boundaries, learning something new, managing stress, joining group activities, speaking up, or taking care of health.
The facilitator should emphasise that the goal does not need to be big. It should be something real and meaningful for the participant.
Example facilitator wording:
“Think about one area of your life where you would like something to be a little bit better. Not perfect. Just a little bit better.”

Step 2. Importance ruler
Participants mark their answer on the scale:
How important is this change for me right now?
1 = not important at all
10 = extremely important



Then they answer:

- Why did I choose this number and not a lower one?
- What does this tell me about what matters to me?
- What would make this number one point higher?

This part helps women connect the goal to their values, needs and personal reasons. The key is to ask “Why this number and not lower?”, because it helps the participant recognise that some motivation already exists.

Step 3. Confidence ruler

Participants mark their answer on the second scale:
How confident do I feel that I can take one small step?
1 = not confident at all
10 = completely confident
Then they answer:

- Why did I choose this number and not a lower one?
- What strengths, experience or support already give me some confidence?
- What would help me move one point higher?
- Who or what could support me?

This is the most important part. If a woman says “I am only at 2”, the facilitator does not push her towards 10. Instead, the question becomes:
“What would help you move from 2 to 3?”
That shift makes the method empowering rather than overwhelming.

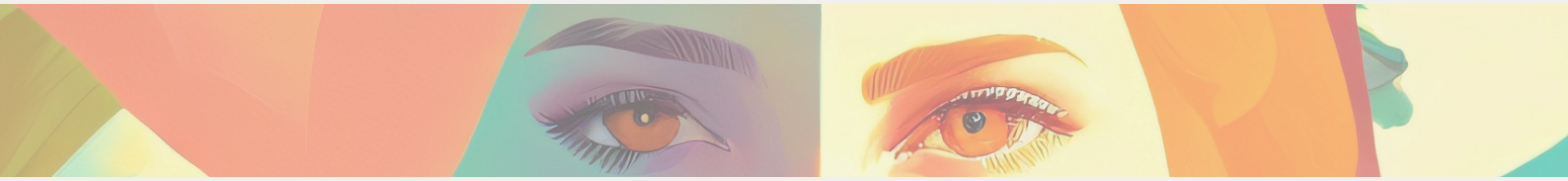
Step 4. One small next step

Participants write one realistic action they could take within the next week.
Examples:

- I will go for a 10-minute walk once this week.
- I will ask one person for information about a course.
- I will write down three things I am good at.
- I will attend one group activity.
- I will prepare one sentence I can use when I need to say no.
- I will update one part of my CV.
- I will call or message someone who can support me.

The facilitator can use this sentence structure:

- “My next small step is…”
- “I will do it by…”
- “The support I need is…”
- “If something gets in the way, I can…”



Step 5. Reflection

Participants can reflect individually, in pairs or in a group.

Reflection questions:

- What did I notice about myself?
- Was it easier to think about one small step than a big change?
- What helped me feel even slightly more confident?
- What support do I need from myself or others?
- What number would show progress next time?

Optional group version: Human Ruler

This can be more active and engaging. Place numbers from 1 to 10 on the floor. Ask participants to stand next to the number that reflects their current confidence or readiness. The Motivational Interviewing training manual uses this kind of floor ruler to help participants physically position themselves on a 0–10 scale and then reflect on why they chose that place and what could help them move higher.

Use this gently. Participants should not be forced to explain their number publicly. They can simply stand, notice where they are, and write privately.

Possible facilitator questions:

- “What helped you stand at this number and not lower?”
- “What would make it possible to move one step forward?”
- “What kind of support would make that easier?”

Facilitator notes

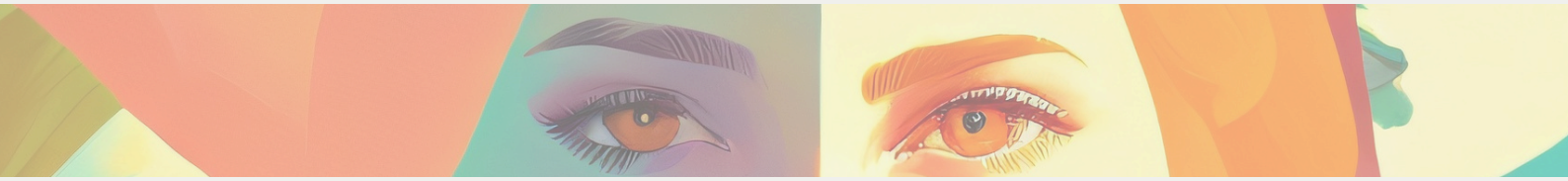
The facilitator should avoid interpreting low numbers as failure. A low number is useful information. It may show that the goal is too big, too vague, not personally meaningful, or that the participant needs more support.

Avoid asking:

- “Why are you not at 10?”
- “Why are you not more motivated?”
- “Why haven’t you done this already?”

Better questions are:

- “What already makes this a 2 and not a 0?”
- “What helped you get this far?”
- “What would make one small step possible?”



Participant handout
My Ruler: One Step Forward

The change or goal I want to think about: _____

1. How important is this to me right now?

1 2 3 4 5 6 7 8 9 10

I chose this number because:

_____

_____

Why is it this number and not lower? _____

_____

What would help me move one point higher?

_____

_____

_

2. How confident do I feel that I can take one small step?

1 2 3 4 5 6 7 8 9 10

I chose this number because: _____

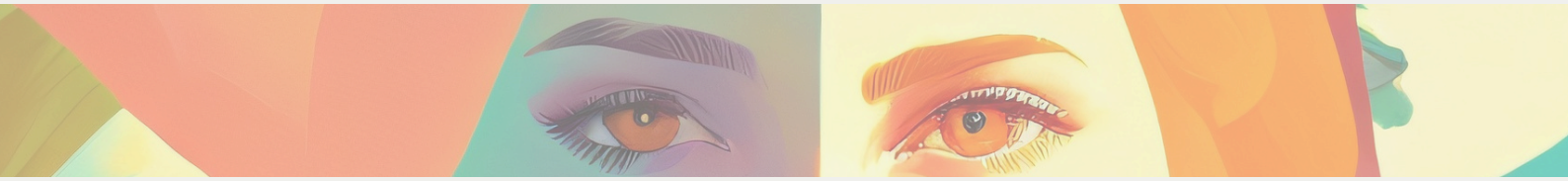
_____

What strengths or support do I already have?: _____

_____

What would help me move one point higher? _____

_____



3. My small next step

One small thing I can do this week: _____

_____

When I will do it: _____

_____

Who or what can support me: _____

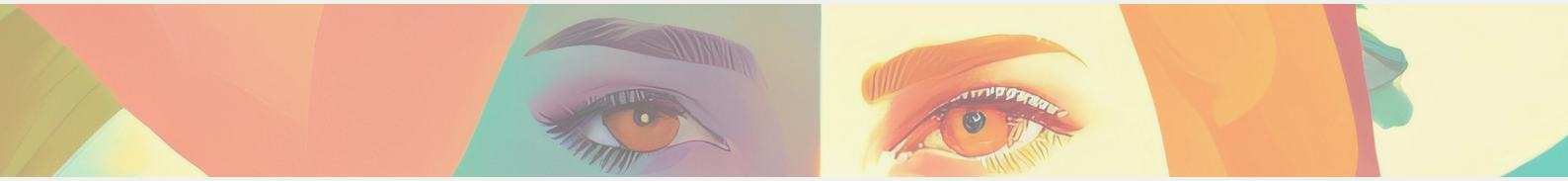
_____

If something gets in the way, I can: _____

_____

_____

Sources: Miller, W. R., & Rollnick, S. (2013). Motivational Interviewing: Helping People Change (3rd ed.). Guilford Press.
Substance Abuse and Mental Health Services Administration. (2019). Enhancing Motivation for Change in Substance Use Disorder Treatment. Treatment Improvement Protocol (TIP) Series, No. 35. SAMHSA.
Motivational Interviewing Network of Trainers. (2020). Training New Trainers Manual. Motivational Interviewing Network of Trainers.
Sala, A., Punie, Y., Garkov, V., & Cabrera Giraldez, M. (2020). LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence. Publications Office of the European Union.



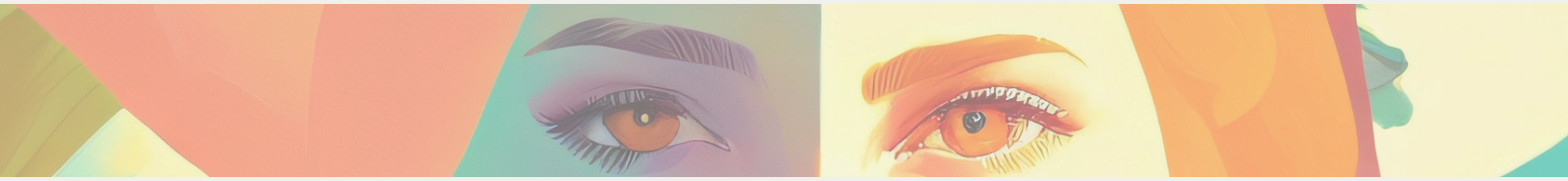
The Crumpled Person
How Words, Expectations and Stereotypes Leave Marks

This method works beautifully for the FEMPOWER project because the project is about helping women recognise strengths, reduce harmful stereotypes, build self-worth, and reflect on roles, values, and inner resources. That is exactly what our focus group report identifies as the purpose of the activity.

The key message should be:
Words, stereotypes, judgment, and repeated negative messages can leave marks. Positive support and repair matter, but they do not simply erase harm. Empowerment means recognising the marks, giving them meaning, and rebuilding dignity, support, and self-belief.

Avoid saying "the person is not the same anymore" too strongly, because it may sound hopeless. Better: **"The person still has value, dignity, and potential, but we can see that what happened left marks. These marks need care, support, and time."**
That keeps it empowering.

Short description
The Crumpled Person is a creative reflection exercise that helps participants understand how repeated negative messages, stereotypes, judgment, and exclusion can affect a person's self-image, confidence, and sense of worth. The exercise uses a paper figure as a symbolic representation of a person. As harmful messages are named, the paper figure is gradually crumpled. Later, participants try to repair the figure through supportive words, apologies, and affirming messages. Although the paper can be unfolded, the marks remain visible.
The method can be used to explore how women may internalise harmful social expectations, such as being "not good enough", "too emotional", "only a mother", "too old to learn", "not suitable for leadership", or "dependent on others". The method supports reflection on emotional wounds, self-worth, communication, empathy, solidarity and the importance of supportive environments.
It connects especially well with the FEMPOWER focus group findings, where women spoke about needing to be heard, accepted without judgement, offered equal opportunities and supported to follow their dreams without being belittled or held back.



This exercise can support several FEMPOWER modules:

- Module 1: Introduction and self-reflection – recognising how external messages shape self-image.
- Module 2: Communication and self-presentation – exploring how words affect confidence and visibility.
- Module 3: Personal development and goal setting – identifying what needs healing before a woman can move forward.
- Module 7: Gender Equality and Diversity – discussing stereotypes, discrimination, and social expectations.
- Module 8: Body-oriented empowerment and artistic final project – using a visual, symbolic, and embodied method.

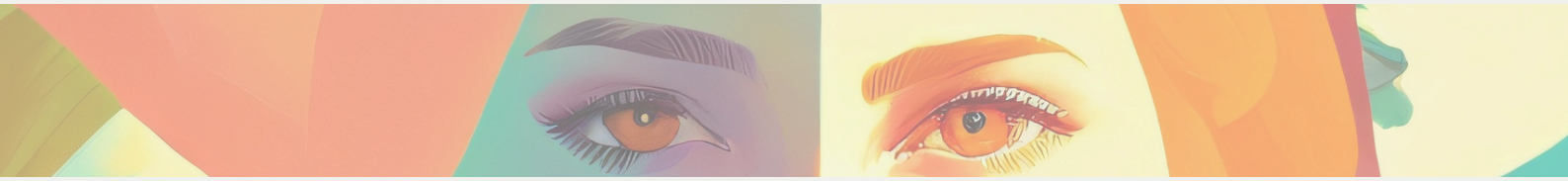
Theoretical background

The method can be linked to gender stereotypes, psychosocial wellbeing, trauma-informed practice and social-emotional learning.

The Council of Europe describes gender stereotyping as a serious obstacle to real gender equality because it limits the development of talents, abilities, educational and professional experiences, and life opportunities. This provides a strong rationale for using the exercise not as a bullying activity, but as a tool to show the emotional and practical impact of repeated gendered messages.

The LifeComp framework is also relevant because it includes self-regulation, empathy, communication, collaboration, wellbeing and growth mindset as personal, social and learning-to-learn competences. These competences are teachable and can be developed in formal, non-formal and informal learning settings.

Because the exercise may touch sensitive experiences, it should be facilitated in a trauma-informed way. SAMHSA highlights safety, trust, peer support, collaboration, empowerment, voice and choice as key trauma-informed principles, and stresses the need to avoid retraumatisation. This is why participants should never be pressured to disclose personal experiences.



Step-by-Step Exercise: Group Version

Aim

To help participants reflect on how harmful messages, stereotypes, and judgment can affect women's confidence, self-worth, and sense of possibility, and to identify what kind of support helps repair harm. **Time**: 30–45 minutes

Materials

- A paper figure cut out in advance
- Markers
- Prepared harmful-message cards
- Prepared supportive-message cards
- Flipchart or board
- Optional: plasters, stickers, coloured paper, tape

Step 1. Introduce the figure

The facilitator shows a paper person and says: "Today this paper person will represent a woman. She is not one of us, but she may carry experiences that many women recognise. Let's give her a name."

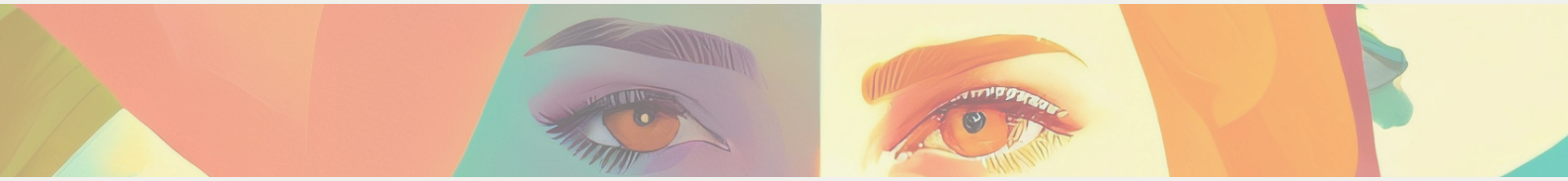
Participants choose a neutral fictional name. Important: do not use the name of a participant, colleague, local person or anyone known to the group.

Step 2. Harmful messages

Instead of asking participants to invent insults freely, prepared cards could be used. This is safer and keeps the activity focused on the workshop topic.

Examples of harmful messages:

- "You are too emotional."
- "You are not strong enough to lead."
- "You should think about others before yourself."
- "You are only a mother."
- "You are too old to start something new."
- "You do not have enough education."
- "No one will hire you."
- "You will not manage alone."
- "You should be grateful for what you have."
- "You are selfish if you take care of yourself."
- "You talk too much."
- "You are difficult when you set boundaries."
- "You do not look professional enough."
- "Women like you do not succeed."
- "People will laugh if you try."



Each participant reads one card aloud or silently. After each message, they gently crumple one part of the paper person.

The facilitator should say: **“**We are not saying these things because we agree with them. We are showing how messages like this can affect someone over time.”

Step 3. Observe the crumpled person

When the paper person is fully crumpled, place it in the centre.

Ask:

“What do you notice?”

“What happened to her?”

“What kinds of messages affected her the most?”

“What might happen to a person who hears these things many times?”

“How could this affect her confidence, communication, decisions or goals?”

Keep the discussion general. Do not ask: “Has this happened to you?” Instead ask: “Where do women sometimes hear messages like this?”

Possible answers: family, school, workplace, social media, institutions, relationships, public spaces, cultural expectations.

Step 4. Repair and support

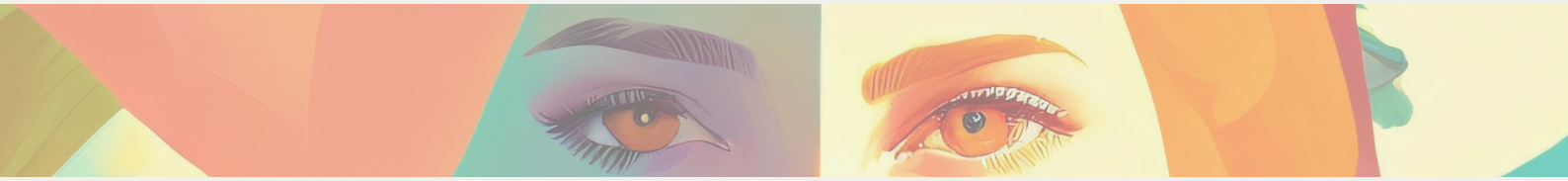
Now pass the figure around again. Each participant says something supportive and tries to smooth out part of the paper.

Examples:

- “You deserve respect.”
- “Your voice matters.”
- “You are allowed to ask for help.”
- “You are more than one role.”
- “You can learn at your own pace.”
- “You are allowed to set boundaries.”
- “You have strengths.”
- “You are not alone.”
- “Your past does not define your whole future.”
- “You are allowed to take up space.”
- “You can start with one small step.”
- “You deserve opportunities.”

Step 5. Main reflection

The facilitator says: “We can unfold the paper. We can say sorry. We can offer support. This matters. But the marks do not disappear immediately. This is why empowerment is not only about saying ‘be confident’. It is also about recognising what has affected confidence, creating safer support, and helping a person rebuild step by step.”



1-2-1 Version

This can also work in individual support, but more gently.
Instead of insulting the paper person aloud, the facilitator can prepare cards and ask the participant to choose which messages feel relevant in society, not necessarily personally.

The person can sort cards into three piles:

- Messages women often hear
- Messages I have heard or felt
- Messages I want to reject

Then the participant crumples the paper only if they want to. Another option is to draw lines, marks or small folds instead of crumpling it fully.
The repair phase can become a personal resilience exercise:

- "What message would you like to give this person?"
- "What did she need to hear earlier?"
- "What support would help her now?"
- "What boundary could protect her?"
- "What strength is still visible?"
- "What small step could she take?"

At the end, the participant can add plasters, colours or words onto the paper figure. The goal is not to make the paper perfect again. The goal is to show that the person is still valuable and can be supported.

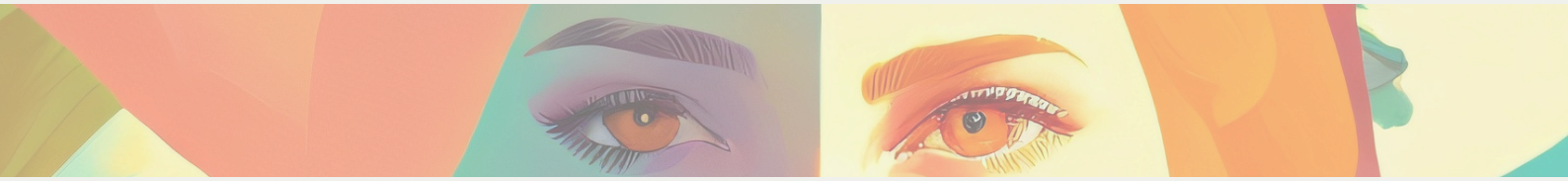
Safer adaptation for vulnerable groups

For women with psychosocial disabilities, trauma history, low confidence or high emotional sensitivity, I would use a softer version:

- Instead of crumpling the whole person into a ball, participants make one small fold for each harmful message.
- Instead of insults, use "heavy messages" or "limiting messages".
- Instead of public sharing, participants can write or choose cards silently.
- Instead of "apology", use "repair", "support" or "what she needs now".

This avoids making the activity too intense.

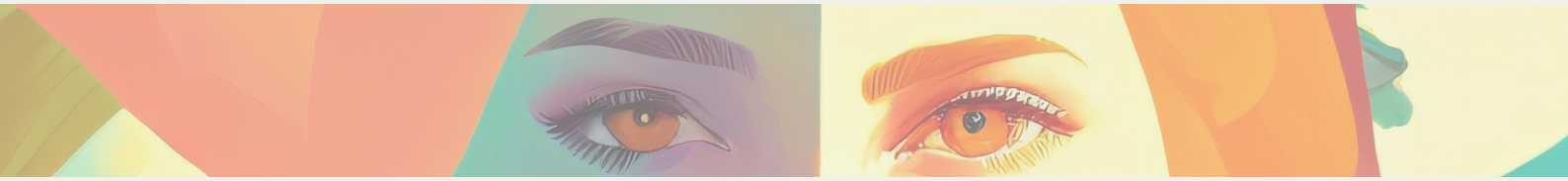
Useful facilitator sentence: "You do not need to share anything personal. You can speak about women in general, about society, or about the fictional person."



Important Facilitation Notes

- The method is powerful, but it needs boundaries.
- Do not let participants freely insult the paper person in a cruel or chaotic way. In a bullying prevention workshop that can work, but in FEMPOWER it may become too harsh or triggering. Prepared cards are better.
- Do not use real-life personal insults from the group unless the participant chooses to write privately.
- Do not end with “she is damaged forever”. End with dignity, support and recovery.
- Avoid forced forgiveness. An apology does not automatically repair harm. The better question is: “What does real repair require?”
- Do not turn this into toxic positivity. “You are amazing” is nice, but support also means opportunities, safety, practical help, respect, boundaries and time.
- This is especially important because WHO notes that repeated or multiple experiences of violence and abuse can have lasting physical and mental health consequences, and effects may persist even after the abuse has stopped. Even when this exercise is not specifically about violence, the same caution is useful: some participants may connect the topic with painful experiences.
- The Crumpled Person is a symbolic exercise that helps participants see how repeated harmful messages can affect a woman’s self-worth and confidence. A paper figure is used to represent a fictional woman. As participants read out limiting messages linked to stereotypes, judgement, exclusion or social pressure, the paper figure is gradually crumpled. Afterwards, participants offer supportive words and try to smooth the paper again. The visible wrinkles become a metaphor for emotional marks: support and repair matter, but harm should not be minimised.
- The exercise is not intended to present women as broken. On the contrary, it helps participants recognise that dignity and potential remain, even when a person has been affected by negative experiences. The method opens discussion on what women need in order to rebuild confidence: respectful communication, solidarity, safe spaces, practical support, boundaries, self-care and opportunities to participate.
- The exercise can be used to explore the impact of gender stereotypes, social expectations, discrimination, emotional pressure and internalised self-doubt. It is suitable for group work and can be adapted for individual sessions. The facilitator should use trauma-informed principles, ensure voluntary participation and avoid asking participants to disclose personal experiences.

Sources: Council of Europe. Combating Gender Stereotypes and Sexism.
SAMHSA. Trauma-Informed Approaches and Programs.
World Health Organization. Understanding and Addressing Violence Against Women: Health Consequences.
Sala, A., Punie, Y., Garkov, V., & Cabrera Giraldez, M. (2020). LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence. Publications Office of the European Union.



Participant Reflection Sheet

The crumbled Person: Reflection

One harmful message that many women hear is:

_____ _____

_____

This message can affect a woman by:

_____

_____

_

One supportive message she may need is:

_____

_____

Support is not only words. One practical thing that could help her is:

_____

_____

One message I want to reject is:

_____

_____

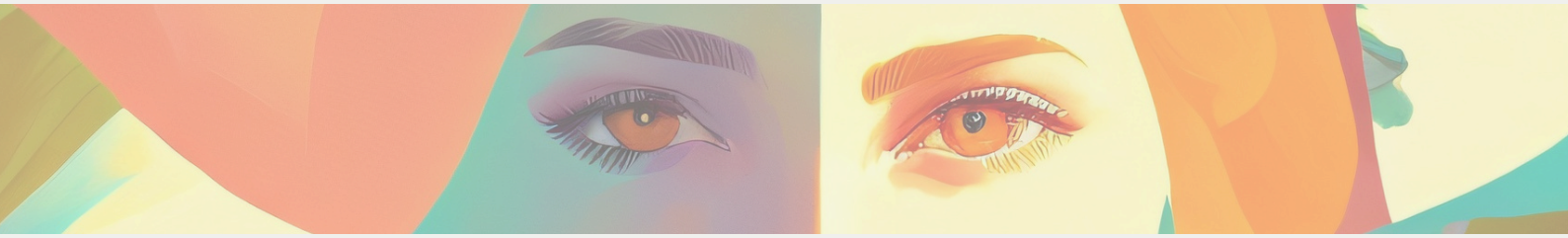
One message I want to carry with me is:

_____

_____



Women Who Found Their Wings



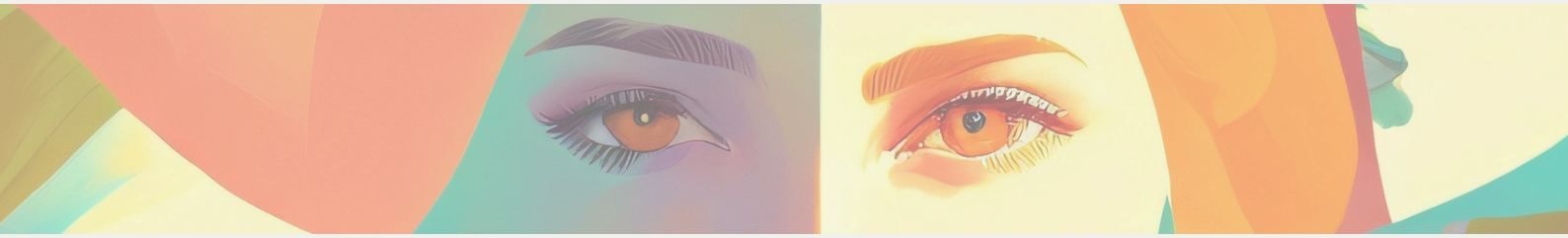
Women who found their wings

A Collection of Stories of Strong Women

On the following pages, you will find stories of women from all partner countries of this project- Germany, Greece, Lithuania and Spain.

You can use them as an inspiration, and you can even work with them with a group.

To find methods to use storytelling for your educational purposes, you can check out the free material and learning platform “Stories for Empowerment” (in 6 different languages): https://storiesforempowerm.wixsite.com/activities



Angela Merkel

Federal Chancellor

In Templin, a town in the Uckermark region, there lived a girl named Angela. When she was seven years old, she was sitting in church with her mother while her father was preaching. Suddenly, her mother began to cry.

“What’s wrong?” Angela asked.
“They are building a wall,” her mother replied. “They want to create a border between East and West Germany.”

Angela was stunned. She wondered why people would separate others with fences and walls. In her view, everyone should be free to go wherever they wanted.

But people in East Germany were not only prevented from traveling to the West. They were also not allowed to listen to Western radio stations or watch Western television. Angela secretly listened to Western radio to find out what was really happening in her country.

After finishing school, she studied physics with the goal of becoming a professor. However, the Stasi, the secret police of the GDR, made it clear to her that a scientific career would only be possible if she agreed to spy on other people for the secret service. Angela refused and therefore never became a professor.



When the Berlin Wall fell, she was working in a research laboratory. She called her mother and said, “I think we are free now and can go to the West.” And that was indeed the case.

Angela’s strong interest in her country eventually led her into politics. In the end, she even became Federal Chancellor of the Federal Republic of Germany — a country that understood the suffering caused by walls and never wanted to be divided again.

Amalia Fleming

Doctor and Politician

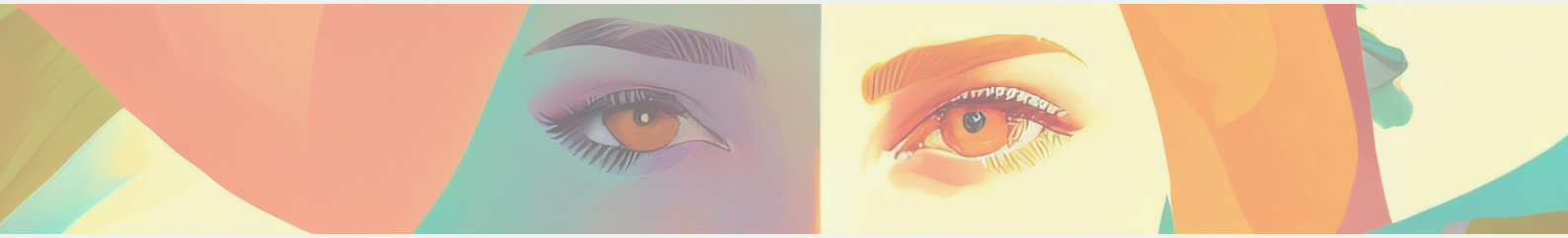


Amalia Fleming was one of the most important Greek women of the 20th century, as she distinguished herself both in the field of science and in the struggle for democracy and human rights. She was born in 1912 and studied medicine, following a path of offering to people and society. She was the wife of the renowned scientist Alexander Fleming, the discoverer of penicillin; however, she also developed a strong and independent personality with significant social action.

Amalia Fleming is particularly important because she did not limit herself only to her scientific role. During the dictatorship in Greece, she actively fought against the authoritarian regime, defending democracy and freedom. For this action, she was persecuted, which demonstrates her courage and determination. She later continued to contribute through her political and social presence.

Her importance for Greece is great, as she represents a model of a woman with scientific knowledge, integrity, social sensitivity, and a strong spirit of resistance. Her life shows that a woman can make a meaningful contribution both to science and to the defense of democracy and human dignity.

“I was born Greek, and this is an incurable condition that nothing and no one can change.”



Carmen Amaya

Flamenco Dancer



Carmen Amaya was known as "La Capitana" (The Captain). At just 4 years old, she was already singing and dancing alongside her father, a flamenco guitarist.

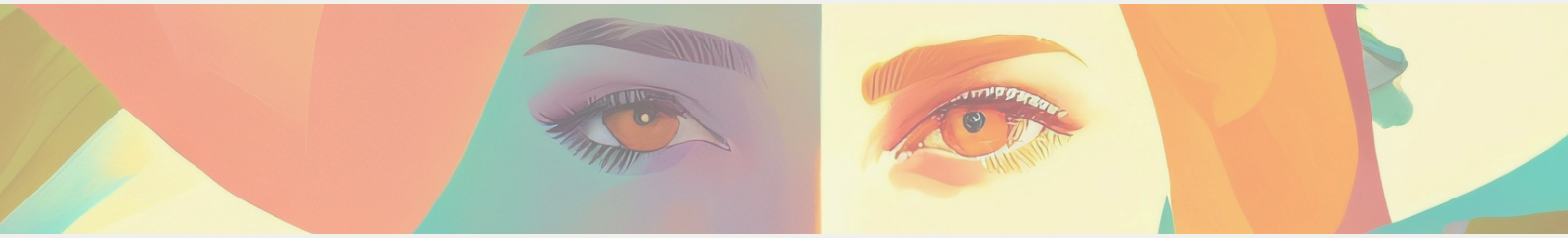
She belonged to a family of seven children, and they lived in a very poor suburb of Barcelona, although her family was originally from Sacromonte, the gipsy and flamenco neighbourhood of Granada, Spain.

She danced to survive until the age of 11, when she made the leap and appeared in a film for the first time and later in performances at increasingly prestigious theatres.

With the coup d'état and the civil war in Spain, she emigrated to America, where she enjoyed increasing success and was able to improve her family's living conditions. She worked until the last days of her short life, when she died at the age of 45 from kidney disease.

Carmen's strength stemmed from her generosity and her unique style of dancing, which revolutionised flamenco for women by challenging traditional norms. She responded to her emotions, and she was the first woman to wear pants instead of a dress.

The freedom of her "tapping" (zapateado) exuded virtuosity and rhythmic richness, which left a permanent impression on subsequent generations of flamenco women dancers. For her, flamenco was feeling, soul, and passion, and her dance seemed to spring from suppressed rage and violence, which led her to perform it with astonishing speed and power.



Marianne Pitzen

Creator and Director of the Frauenmuseum

Marianne Pitzen, born in Stuttgart in 1948, moved to Bonn in the 1970s, where she founded the gallery “Circulus” and the magazine “Circular”, and where she became active in women’s and urban initiatives such as “frauen formen ihre stadt” and “Frau + Futura”. In 1981 she founded the world’s first Frauenmuseum in Bonn, which she has directed ever since and which she has shaped so strongly that it is often perceived as a “Marianne-Pitzen-museum”.



The Frauenmuseum understands art as political practice and focuses on exhibitions by women artists who link their work to feminist struggles and social conflicts; themes range from suffragettes to #MeToo, from women’s suffrage to contemporary protest movements. Alongside exhibitions, the museum also collects and researches women’s art and women’s history, maintains archives and a specialist library on women in art, politics and society.



The project team with Marianne Pitzen (5th from the left)

In 2014, the City of Bonn attempted to cut funding and declared the Frauenmuseum “done”, but Marianne Pitzen responded with a broad, international campaign, mobilising supporters and donors. The result was a strategic turnaround: the women’s association bought the former department-store building in Bonn’s Nordstadt for 510.000 Euros through a specially created non-profit company (“Stiftung sichere Zukunft – Museum der Frauen gGmbH”), without bank loans. Having secured ownership, Marianne Pitzen and her “ladies” planned extensive renovations, including a new courtyard design, a lighting concept, and even a bright pink exterior for the 40th anniversary in 2021—always with her characteristic mix of seriousness and mischievous humour.

Marianne Pitzen continues as long-standing director, artist, and public face of the institution. She embodies a combination of artistic practice, institutional persistence, and feminist activism, and the Frauenmuseum remains a stubbornly independent space at the intersection of art, politics, and women’s history.

Eleni Glykatzis-Arveler

Historian





Eleni Glykatzis-Arveler is one of the most important Greek historians, specializing in Byzantine history. She was born in 1926 and gained international recognition for her academic work, making significant contributions to the study and understanding of Byzantium and European history. Her career in academia has been highly successful and widely respected.

She is considered an iconic figure, as she became the first woman rector of the Sorbonne University in Paris, breaking major social and professional stereotypes of her time. Through her achievements, she proved that women can excel and lead in fields traditionally dominated by men.

Eleni Glykatzis-Arveler is regarded as a great woman not only for her scientific contribution but also for the example she sets. Through her work and actions, she promotes values such as education, democracy, and equality, inspiring new generations to pursue knowledge and progress.

Mariana Pineda

Fighter for Social Rights



Mariana was born in Granada, Spain, in 1804. She received little affection in her early years, as her parents were never formally married, and her mother was taken away from her when she was a child. Despite this, she grew up strong and accustomed to adversity under the care of relatives. At fifteen, she married Manuel Peralta, a Liberal official older than her, with whom she had two children. However, her husband's death left Mariana a widow with significant material and emotional responsibilities while still very young.

During the turbulent context of Spanish liberalism, Mariana decided to take a stand and embraced liberal ideas, opened her home as a refuge for political prisoners, and took risks to support the cause of freedom. One of her most notable acts was her assistance in the escape of a Liberal leader condemned to death, bringing him the robes of a friar so he could escape from prison.

In 1831, authorities discovered in her home a flag embroidered with the words "Equality, Liberty, and Law". She was arrested for conspiracy and offered clemency at trial if she would betray her comrades, but she refused.

She was sentenced and executed at just 26 years old. Her legacy grew after her death, and she became a liberal symbol and heroic figure. Her figure inspired artists such as Federico García Lorca, who wrote a work about her life, and she has been hailed as an emblem of women's commitment to fighting oppression.

Sophie Scholl

Resistance Fighter

There was once a girl named Sophie. She lived in a city with a prison, and she often stood outside it to play her flute for one particular prisoner. The melody she played expressed her free thoughts. She hoped that the man in the cell could hear her — it was her father.



He had been imprisoned because he had spoken out openly against the National Socialists and their leader, Adolf Hitler.

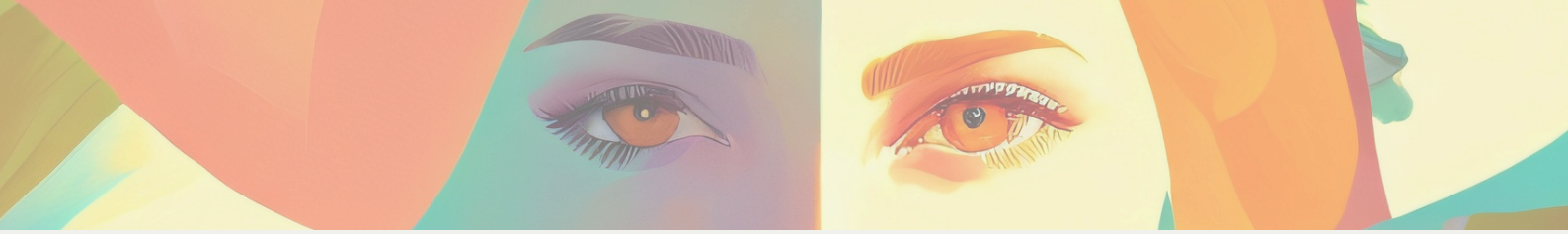
At first, Sophie supported Hitler. Together with her brother Hans, she took part in marches organized by his party. But over time, she read reports about the terrible crimes committed by the Nazis, especially the mass murder of the Jews. She then realized that her father had been right from the very beginning: Adolf Hitler was a bad person.

Sophie and Hans changed their opinion of the so-called “Führer” (=leader). They understood that the Nazi regime was fundamentally evil and founded a resistance group called “The White Rose.” Through leaflets, they called on the German population to resist the Nazis.

However, spies were everywhere — in schools, churches, universities, and on the streets. Anyone who dared to criticize Hitler had to expect to be reported to the police and arrested. Sophie was not intimidated by this. She was convinced that resistance was the right thing to do and was not afraid of the consequences.

She once said: “How can one expect a just cause to prevail when hardly anyone is willing to fully sacrifice themselves for it?”

Sophie, Hans, and other members of the White Rose were arrested and executed by the Nazis. Yet their courage has inspired people all over the world to stand up for freedom.



Katerina Sakellaropoulou

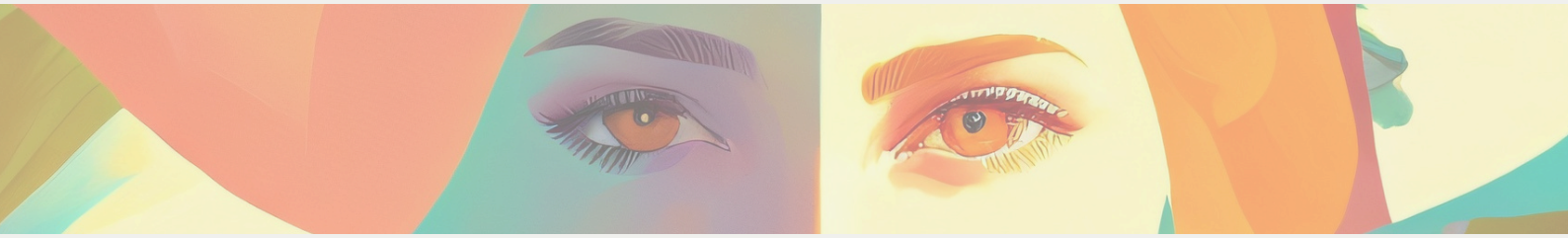
Judge and legal scholar
the first woman President of the Hellenic Republic



Katerina Sakellaropoulou is one of the most important contemporary Greek women, as she was the first female President of the Hellenic Republic. She was born in 1956 in Thessaloniki and studied law. She distinguished herself in the field of justice and became President of the Council of State before being elected in 2020 to the highest office of the country.

Her election is an important milestone for gender equality in Greece, as it shows that women can reach the highest positions of responsibility and play a leading role in public life. Through her stance and work, she promotes values such as democracy, human rights, and respect for citizens.

“Equality is not a given, it is a constant pursuit.”



Lourdes Pastor

Sociologist and Singer



In 1981 in an Andalusian village of Spain, a girl named Lourdes Pastor was born. In her home, guitars, clapping, and coplas sang of life, accompanied by the firm voice of her mother, Rafaela Pastor, a woman who believed in equality for women. Amid the echoes of flamenco and her mother's words, Lourdes learnt that art could also be a form of struggle.

She studied sociology at the University of Granada, convinced that understanding the world was the first step toward transforming it, but her voice called her to sing. Thus, she began to forge her own path, uniting music and social commitment.

She transformed flamenco, blending it with rhythms of rumba, bulerías, jazz, pop, and Cuban son, and filled it with words that spoke of equality, freedom, and memory. In her "feminist martinete," she proclaimed: "We want to be our owners; we are born free, sisters." Every verse, every beat, is a declaration of independence.

Her commitment extended beyond the stage, actively working for women's rights, while her art continued to grow with the same rebellious pulse. On her album "The Revolution Around the Corner" (2023), she rescued the voices of silenced women and brought them into the present to remind us that the struggle continues.

Today, Lourdes Pastor continues to sing and build. Her story shows that revolution can have rhythm, that feminism can also be danced, and that one voice can ignite many others.



Laskarina Bouboulina

Commander

Bouboulina is one of the most iconic female figures in Greek history. She was born in 1771 and was closely connected to the Greek War of Independence of 1821, as she devoted a large part of her fortune and her life to the struggle for freedom. Coming from Spetses, she possessed a strong personality, determination, and deep patriotism, qualities that made her stand out in her time.

Her contribution to the struggle was very significant. With her own resources, she equipped ships and actively supported the military efforts of the Greeks. At the same time, she took part in important events of the Revolution and proved that courage, strength, and determination are not qualities that belong only to men. At a time when the role of women was limited, Bouboulina managed to overcome social stereotypes and carve her own remarkable path in history.

Bouboulina is an important Greek figure not only for her role in the national struggle, but also because she remains a timeless symbol of bravery, self-sacrifice, and female strength. Her life and contribution continue to inspire to this day, reminding us that women can play a decisive role in society and history. For this reason, her legacy remains alive in the collective memory of the Greek people as a model of heroism and offering.



“We will either win or die, but we will not leave the Greeks enslaved.”

Séfora Vargas

Lawyer

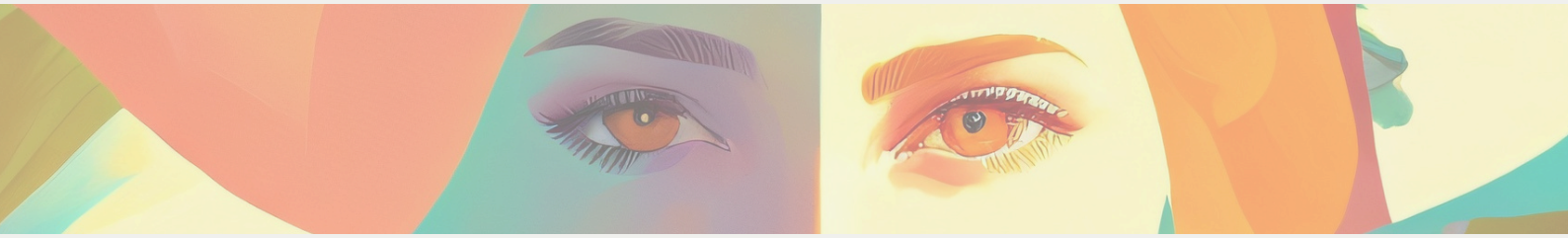


Born in 1980 into a Roma family in Seville, Spain, Séfora quickly understood that Roma women had to earn their freedom. Although she grew up among the traditional codes of her community, where many customs marked out paths closed to women, she refused to accept these limits and decided to study and defend their rights.

She studied and became one of the few Roma women of her generation to earn a degree in law. She founded the Association for Human Rights and Equality of the Roma People (APROIDEG), through which she promotes education, employment, and women's empowerment within and outside the Roma community.

Séfora has publicly denounced forced marriages, sexist violence, and any practice that denies women's freedom, without renouncing her Roma identity. This dual defence of her culture and equality has made her a figure fighting against racism and patriarchy. Her message is clear: "There is no respect for culture without respect for the women who sustain it."

Her work has led her to give international conferences and appear in the media, but she has also faced internal criticism. She has received threats and rejection for questioning power structures, but she has stood firm. In interviews, she repeats that silence never protects: "Roma girls should know they can study, make decisions, and live without fear."



Sofia Bekatorou

Athlete



Sofia Bekatorou is one of the most important contemporary Greek women, as she has stood out both in sports and in social life. She was born in Athens on December 26, 1977, and became known as an outstanding sailor. Throughout her career, she achieved significant distinctions, most notably the gold Olympic medal at the Athens Games in 2004 and the bronze medal at the 2008 Olympic Games. At the same time, she achieved many successes in world and European championships, establishing herself as one of the most important figures in Greek sailing.

However, her importance is not limited to her athletic achievements. In 2021, Sofia Bekatorou spoke publicly about the sexual abuse she had suffered in the field of sports, breaking the silence and encouraging many other women to speak out as well. This act was considered a turning point for the Greek #MeToo movement, as it opened a broader public dialogue on abuse, gender-based violence, and the protection of victims.

Thus, Bekatorou is now a symbol of strength, dignity, and truth.

For this reason, Sofia Bekatorou is considered an important Greek woman of the 21st century: because she combined excellence in sports with the courage to defend dignity and women's rights. Through her stance, she proved that a woman can not only succeed but also inspire an entire society through her example.

"I have achieved distinctions for our country, while losing the most important asset as a person: my love for myself."

Neringa Trinkaite

Director of Šiauliai District Tourism and Business Information Centre, Lecturer



Photo: Renata Chvoinikovienė

What helped you not to be afraid of changing direction and moving forward?
To this day, my professional life has revolved around three main fields: education, media (communication), and tourism. The last one is still young – only about a year old. I am incredibly happy to work in such a unique place as the Hill of Crosses. At the same time, I have never completely left education behind – I have continued working as a teacher, lecturer, and trainer.

When the war in Ukraine began, I was among the first volunteer teachers in Šiauliai to work with Ukrainian groups. Today, I conduct training sessions and consultations, and soon I will become a guide. I must admit that only now have I realised that I am not my own best teacher – time is. When there is no growth and daily life turns into routine, a person simply withers.

A Lithuanian proverb says: If you're afraid of the wolf, don't go into the forest. I suppose I have never been afraid of that wolf – and I won't be.

Have there been moments when you didn't know what would come next? What did you do then?

The answer is simple: act, not wait. Seeing and hearing more than others has always been my goal. Wanting alone is not enough. At the age of 25, I took on an administrative role at school – I call it "sold time."

That kind of work never truly pays off. I understood this much later, but I do not regret it. Hundreds of former students greet me on the street, and that shows the time was meaningful.

I believe education is the strongest field of work. I feel completely at home in front of an audience. Yet, at the same time, the desire to explore new areas was always there. None of these fields were easy.

The first days were often full of signs. On my first day at Šiauliai Television, I hit my head on a pillar so hard that sparks flew – I knew it wouldn't be easy. Media work was tough but incredibly exciting. Over twenty years, thousands of contacts were built – relationships with people, the most valuable thing of all.

I like to say: the harder it is, the more interesting it becomes. One piece of advice: never regret the decisions you make. Don't be afraid to take risks. It may not be easy; you may be disappointed at times, but challenges only strengthen and toughen you. Growing every day is what makes life fascinating.



Photo: Renata Chvoinikovienė



Was there ever a moment when you thought: "Maybe that's enough, maybe this isn't for me"? What helped you keep going?

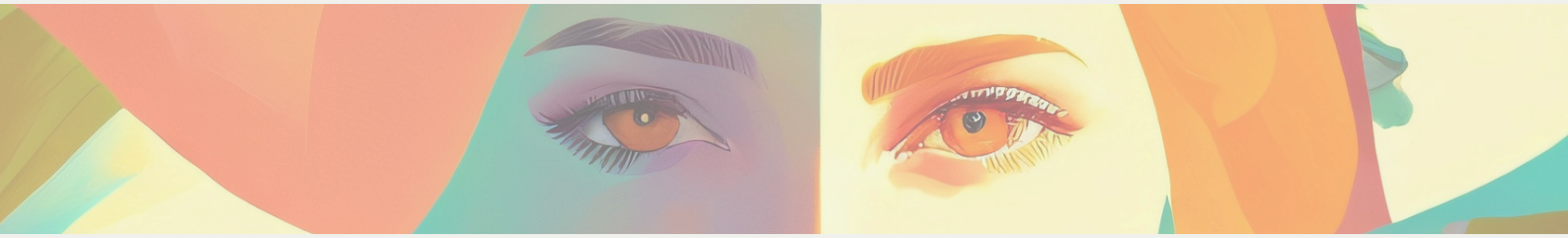
Once, I asked a Franciscan friar how they feel when told they must leave a place of service and move elsewhere. His answer confirmed what I already knew: "The worst thing is getting too comfortable." Monotony, habit, attachment – and, of course, the comfort zone. If we think only about ourselves, success will be short-lived. But if we think about others – about service, vocation, and searching – then by trying new fields and new paths, we feel needed and alive.

I want to create, explore, and constantly feel hunger. That inevitably means stepping into uncomfortable situations – but that is what drives us forward. Women often underestimate themselves. Phrases like "I'm too old" or "I won't manage" make me angry. They haven't even tried yet, and already give up. As the saying goes: the eyes are afraid, but the hands do the work.

I have never accepted phrases like "I don't know," "maybe," or "not for me." Such language paralyses me. Inner motivation always helps. No matter how difficult the day ahead, quietly saying "I can" in the morning gives me wings. I do have one flaw – I dislike postponing unpleasant tasks and often leave them until the last minute. Things don't always go smoothly; sometimes you have to run over embers and get covered in soot. What helps me not give up is belief in myself. I always say: if you have hands, legs, and a head – move forward.

What would you do differently today if you could return to yourself 10–15 years ago?

A strange question. I wouldn't change anything. Every day and every year is a gift. I still remember myself at thirty, in Italy, on the island of Sardinia, at a folklore festival. I wasn't dancing or singing – I was holding the Lithuanian flag. And I was happy. When you learn to value small things, you no longer feel the need to change the past. I enjoy remembering. I am sentimental. My home is full of memories.



Which inner quality did you discover only through experience?
Experience is powerful. It is easier for me to say what I still struggle with – I never learned how to say "no." That is my weakness. Another one is excessive openness; I joke that I can't keep my tongue behind my teeth. I also dislike delayed answers – "no" is also an answer. I believe the greatest strength is the ability to share – bread, ideas, and kind words. To offer a helping hand without expecting gratitude. Just to do good.

What does "success" mean to you today?
Working in media taught me one rule countless times: You plan, God laughs. Over fifteen years, I learned to change plans instantly and make decisions on the spot. Sometimes I had no choice – I had to put on makeup and go live on air. You cannot show fear or emotion. I learned to "switch off" temporarily.
For me, success is discovery – learning new things. And, of course, people. My success is my twin sister, Gitana. We started our careers at the same school, and although our professional paths diverged, she remains my most reliable critic, companion, and source of inspiration.

Has your understanding of success changed over time?
Success is more than a weekend at a shopping centre or an all-inclusive holiday. For me, success is self-expression. I see myself as a creator – and that is powerful. I often ask others: what makes you interesting? At first, people are surprised, then they find answers – more than one. I want to motivate those who feel weaker, to encourage, inspire, sometimes even challenge them – all so they can take a step forward and taste success. When it works, I am incredibly happy. Then I feel proud to be a teacher of life.

If one thought or piece of advice could reach other women, what would it be?
I always have several. Never abandon yourself. There are no impossible situations – only unused opportunities. If you don't love yourself, no one else will. If you
don't give yourself at least 20 minutes a day, your day is lost. Surprise yourself every day. Don't be afraid to be different. Smile. And even embrace your greatest
enemy in your thoughts – then you will truly laugh.

Gitana Trinkaite

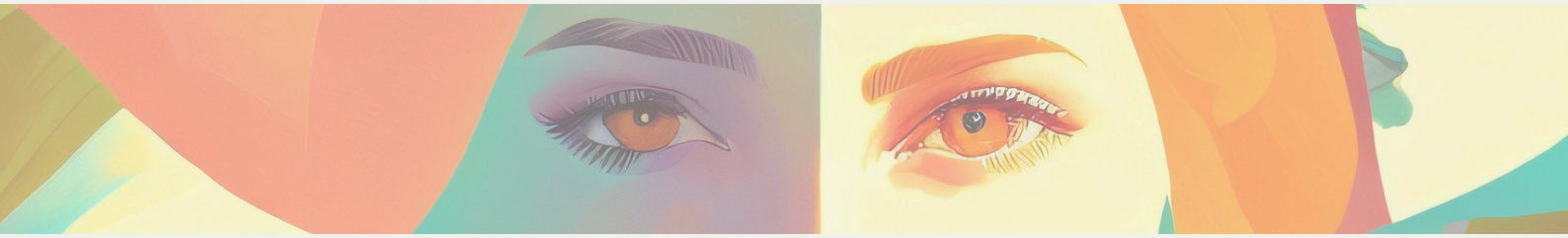
Expert Lithuanian language and literature teacher, Šiauliai Julius Janonis Gymnasium



Photo: Šarūnas Mažeika

What would you do differently today if you could return to yourself 10–15 years ago?
Honestly, I have never really thought about changing anything in my life, even if I had such an opportunity. I have always felt support, attention, and positive recognition from those around me. This gave me countless joyful moments when I could feel proud of myself and experience respect from others. I also try to look forward rather than back – perhaps that is the main reason why I would not change anything. There is still so much I want to do.

Which inner quality or strength did you discover only through experience, not immediately?
I believe that everything a person gains comes through experience. Of course, there are innate qualities, but they need the right environment to unfold. As an inner quality, I discovered creativity; as a strength – responsible leadership. These did not emerge immediately. Certain activities, commitments to others, and initiatives gradually helped them grow and strengthen – qualities that people who know me now recognise and value.



What does it mean to you to be a strong woman? Is it about fighting, or about allowing yourself to be who you are?
First of all, I am glad that I want to be strong. That desire opens opportunities to act here and now, to make decisions consciously, to believe in outcomes, and to hope for success. In truth, not fighting but allowing oneself to be authentic brings the greatest joy in life and a sense of fulfilment.

What would you like girls to know about themselves before they grow up?
I think everyone should understand one simple truth: life is beautiful, and people are born to create that beauty. “Growing up” depends on how much a person can be called the creator of their own life. There are people, after all, who never truly grow up.

What has strengthened you most as a woman – work, people, or life experiences?
I believe a person is shaped and strengthened by time itself – time that includes one’s chosen profession, the people met along the way, and, of course, everyday experiences. Each day is a discovery of others and of oneself.



Photo: Renata Chvoinikovienė

Teaching requires a lot of inner resources. How do you take care of yourself when you feel tired?
There is a saying: find a job you love, and you’ll never have to work a day in your life. I am convinced that I have managed to do exactly that. My inner resources feel like an inexhaustible source within me. I simply enjoy doing what I want and what I can do – building relationships with young people, encouraging them to love and respect their native language, to take interest in local culture, to value what has been created, and to become creators of their own lives.

“Every day is a discovery of others and of myself”

Elmyra Baljanaitė - Plater

An officer of the Lithuanian Armed Forces to the core



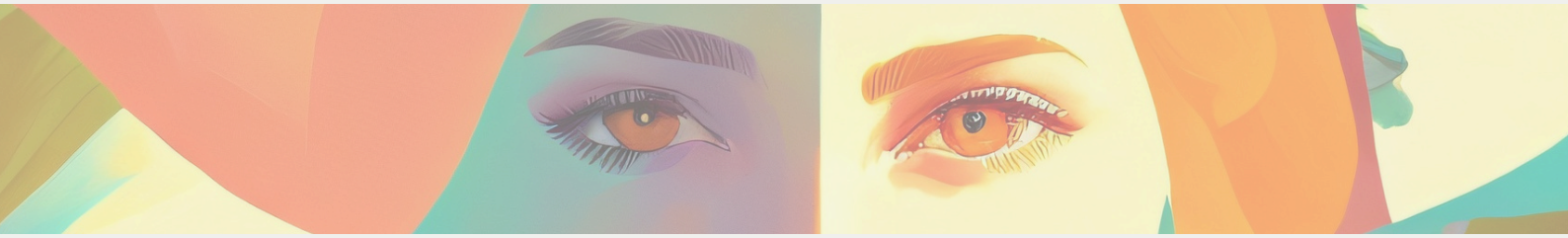
When Service Becomes a Way of Life

Captain Elmyra Baljanaitė-Plater is an officer of the Lithuanian Armed Forces to the very core of her being. For her, service is not just a set of duties or a uniform — it is an inner stance, a responsibility, and a constant, conscious choice.

She deeply loves Lithuania — its history, its struggles for freedom, and its people. This love is not expressed through declarations, but through everyday actions: through service, through the body, through the communities she brings together and strengthens. Today, Elmyra serves in the Šiauliai Regional Military Command, yet the scope of her activities reaches far beyond the formal boundaries of military service. She is a person for whom discipline and creativity are not opposites, but complementary forces.

Ethnosport - Not Nostalgia, but Living Culture

Ethnosport holds a special place in Elmyra's life, particularly the traditional Lithuanian game of ritinys. She is one of the most active and visible advocates of this traditional sport in the Šiauliai region. Elmyra not only competes herself, but also contributes to team building, competition organisation, and the transmission of traditions to younger generations. The Šiauliai women's team, of which Elmyra is a member, won first place in the Lithuanian Women's Ritinys Championship, proving that ethnosport is not a relic of the past, but a living, community-building activity. Events marking the 100th anniversary of ethnosport in Šiauliai once again highlighted its importance not only for sport, but also for cultural identity, community cohesion, and historical memory.



History She Does Not Only Tell - She Embodies It

Military history reconstructions are another strong dimension of Elmyra's work. She is not merely an observer — she steps into history with her entire presence, discipline, and sense of responsibility. It is no coincidence that people often call her Emilija.

Emilija Pliaterytė is not just a historical figure or a role model for Elmyra. She represents a value-based compass — a symbol of courage, determination, and the choice to act. This connection is also reflected in the 1830–1831 Uprising-themed historical tours that Elmyra leads in Šiauliai, where history becomes a lived experience and the role of women is visible and acknowledged.

Elmyra also speaks publicly — in discussions and radio programmes — about Emilija Pliaterytė and the role of women in historical reconstructions, emphasising that women were not on the margins of history, but active participants in it.

Leadership, the Body, and Preparedness for Extreme Conditions

Alongside her historical and sporting activities, Elmyra leads leadership sessions and training on preparedness for extreme conditions. These activities bring together her military experience, physical training, and deep understanding of human behaviour.

In these sessions, physical readiness is important — but equally essential are inner discipline, the ability to remain grounded under pressure, and responsibility for oneself and others. Elmyra does not teach heroism; she teaches realistic, everyday strength.



Service to People - As Important as Service to the State

Elmyra's activities also include social initiatives, particularly those focused on strengthening mothers, families, and communities. She actively supports initiatives addressing motherhood, mental health, and community-based support.

One such initiative, "Mama mums rūpi" ("Mothers Matter to Us"), was awarded the Presidential "Lithuanian Power" Award and visited Šiauliai.

This area of her work reveals another side of Elmyra — her ability to be present with people, to listen, support, and bring others together not through obligation, but through genuine human connection.



Service in the military is often associated with strength and discipline. What inner quality helped you endure the most difficult moments?
The greatest opponent is usually ourselves. The most important thing is not to stop. One more small step forward. That is the art of small steps.

Was there a moment when you had to be strong not because you wanted to, but because you had to? Who supported you then?
As long as we are alive, everything is possible. I supported myself. I always said: I will only give up if I die. Since childhood, I had an authority figure — Captain Emilija Pliaterytė. If women back then could overcome such hardships, why couldn't I?

How do you understand strength today — is it still about enduring, or also about allowing yourself to let go?
Every situation is different. Sometimes you need to let go of control, and sometimes you need to stay in control until the very last second.

How did motherhood change your view of yourself as a woman and as a professional?
It enriched me. I constantly learn from my children. Every day they learn how to live — they welcome the sun and the morning with joy and are happy to be here and now. Again, it is the art of small steps.

What has been harder to balance — duty to the state or duty to yourself?
Duty to myself. I always put myself second. Sometimes it is easier for me to do things for others than for myself.

"As long as we're alive, anything is possible."

What would you like other women to know about motherhood and strong professional identity that is rarely spoken about?
Women are constantly in service — especially those with children. In my eyes, this is the purest form of service, lasting a lifetime, from a child's very first breath. Service is important, but children grow up too fast. You cannot get that time back. So I would say: hug more often, say "I love you" more often. And perhaps consider delegating some of your work, even temporarily.

How do you recognise when it is time to stop and take care of yourself?
We often don't know how to rest — we push ourselves until we "break". Or the body starts speaking through illness. I am still learning. What helps me most is discipline and planning: eating on time, exercising, sleeping, and maintaining a routine.

Is it easy for you to ask for help? If not, what helped you learn?
My children.

Have there been moments when you felt "outside the stereotype"? How did you deal with that?
Constantly. I learned to accept myself.



If you could speak to your younger self before choosing this path, what would you say?
I am very proud of you. Just don't forget yourself, my dear.

What does it mean to be a woman in an environment often dominated by masculine culture?
I feel like myself there. I can step outside conventional thinking, look at challenges differently, and solve everyday and professional issues creatively — sometimes very simply.

If one thought from your experience could support another woman, what would it be?
You can do anything. Always pursue your dreams. Every goal is achievable if you work towards it. Everything begins with believing that YOU CAN.



Emotion Cards and Body Postures

“No” Pose

Purpose and themes: For exploring our ability to say “no” to self and others, boundaries, what you don’t want, response to abuse, etc.
Notes: often used with a verbal “no” in first language. Karate inspired
Safety: potentially very triggering (as well as empowering) as it can relate to violations. Gender differences are common. Handle with care.





“Taking Space” Pose



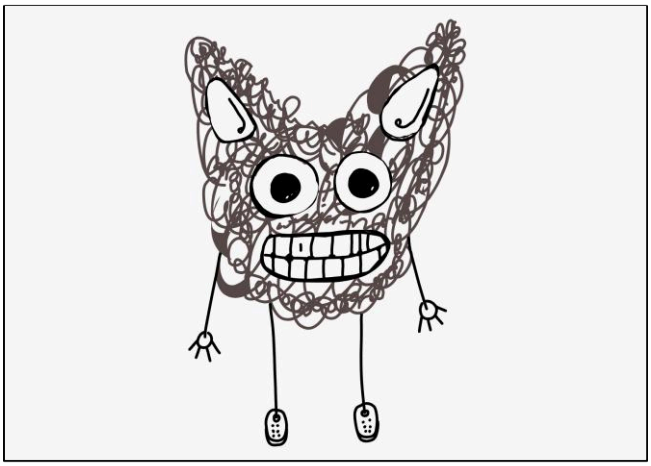


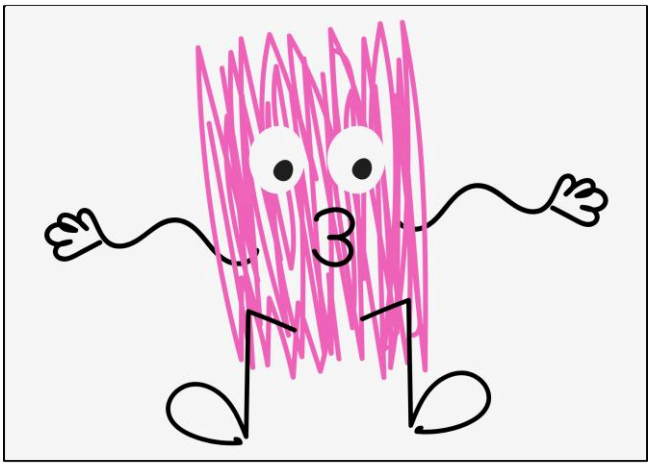
Purpose and themes: for exploring taking up space, social expressiveness, extroversion, being public, visibility and fame.
Sound / breath: “aaaahhhh”, out-breath emphasised

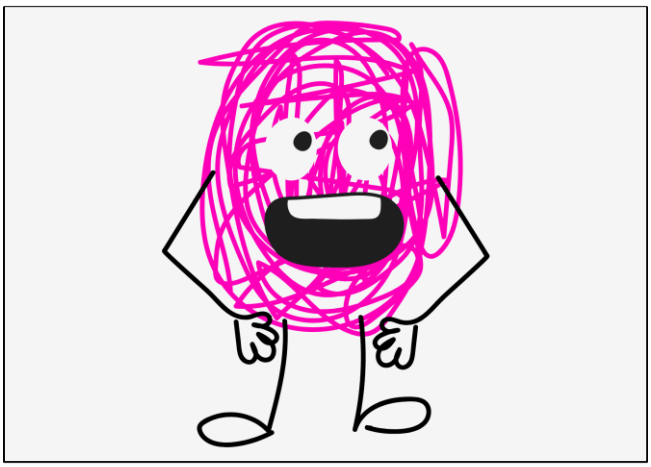
From the book: “The Coach’s Embodied Toolkit” by Mark Walsh & Christina Dohr, 2024, Unicorn Slayer Press

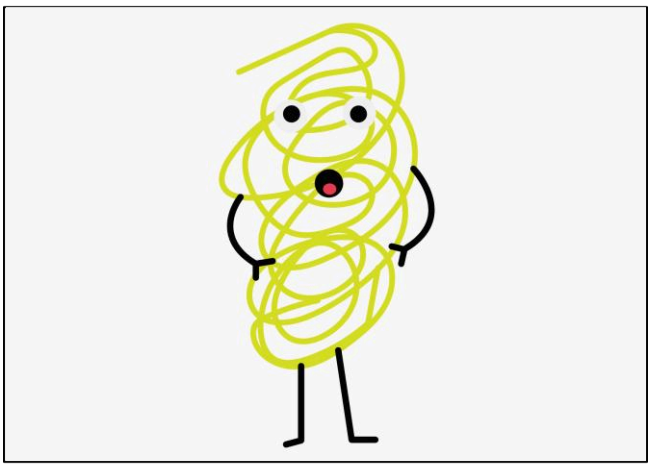


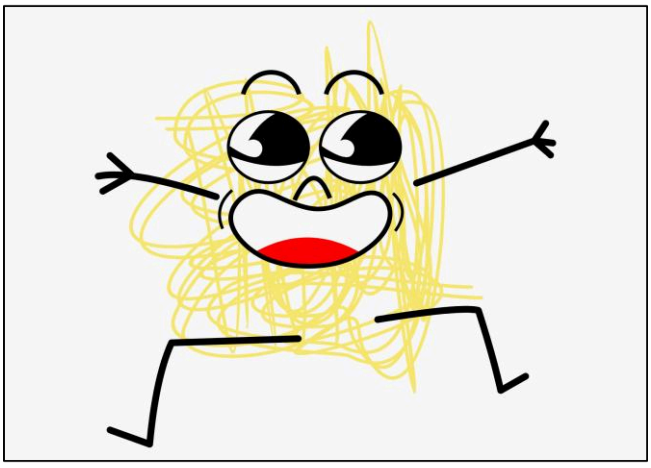


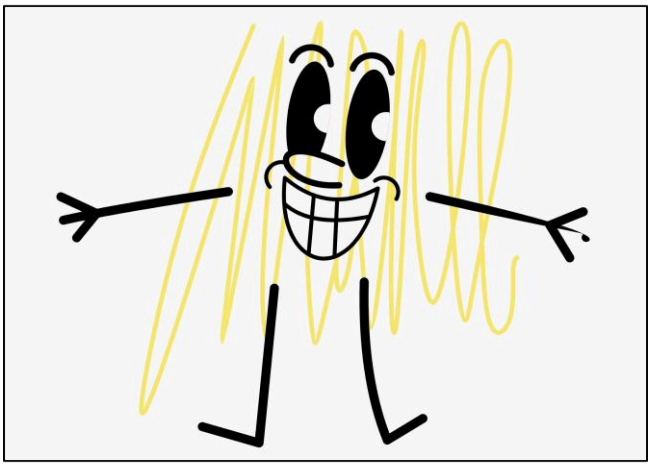


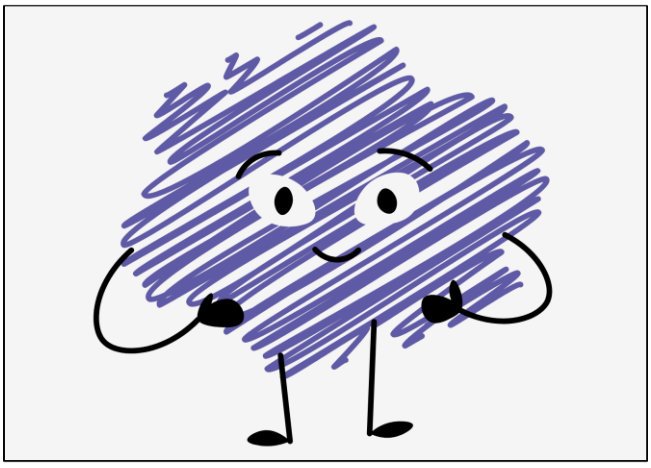




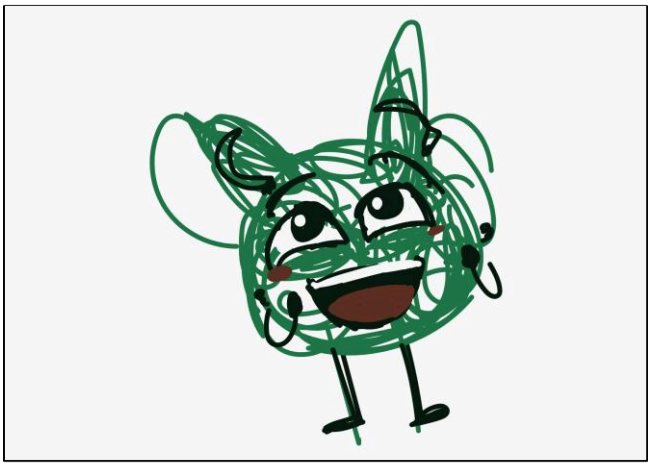
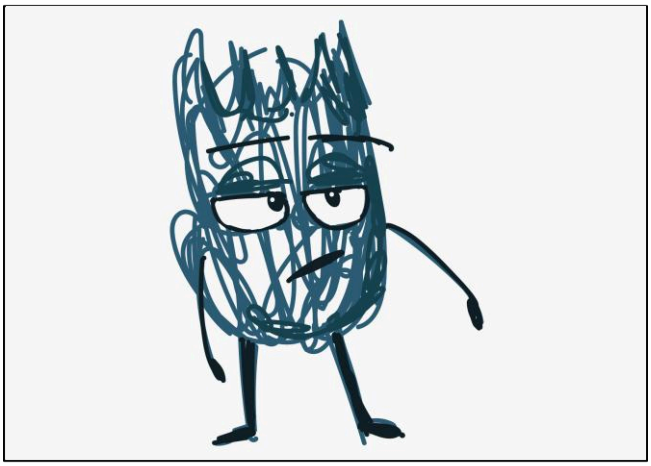
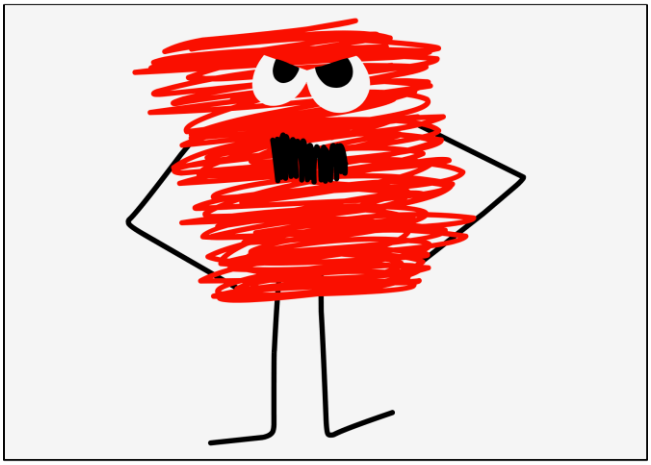
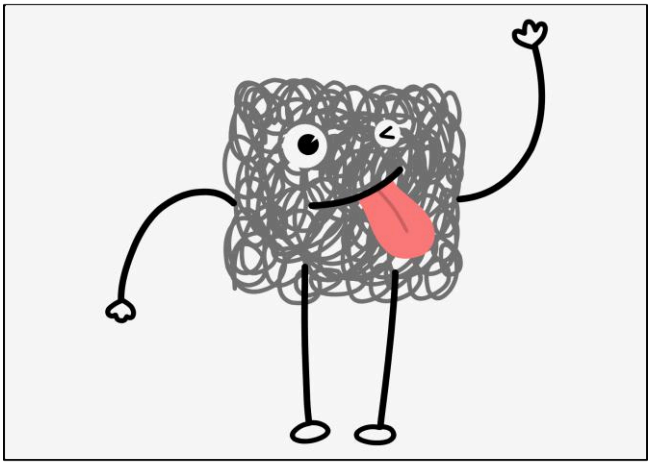


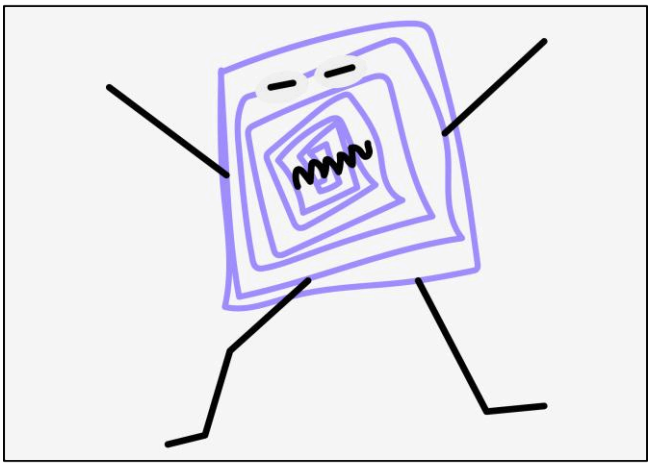
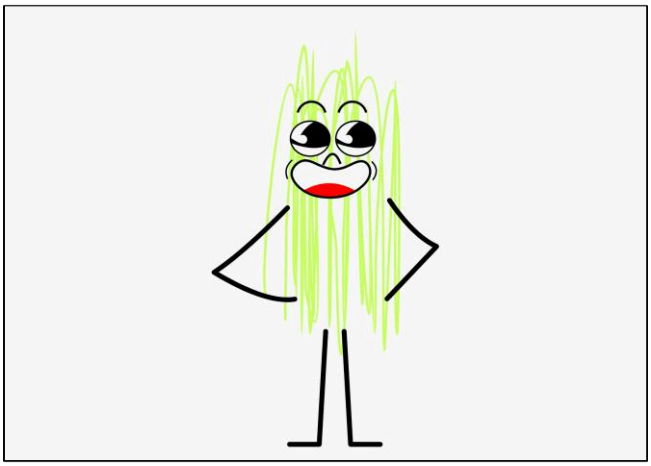
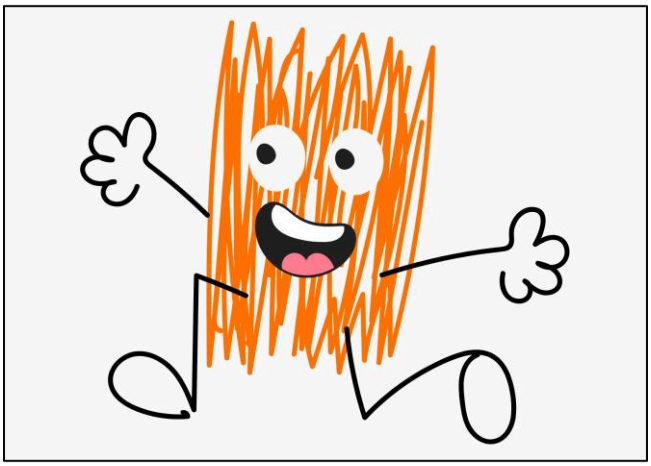


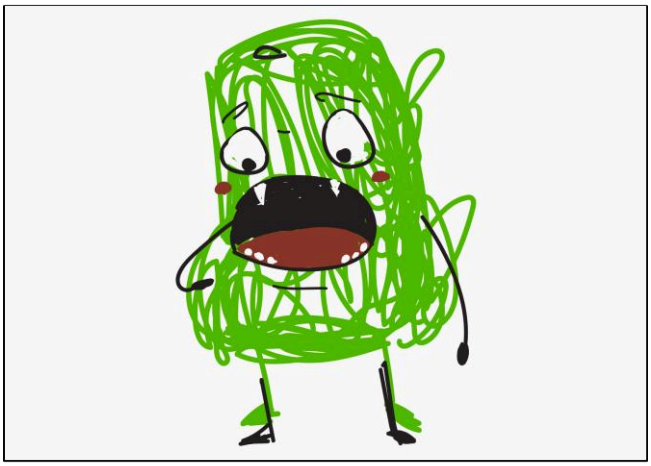




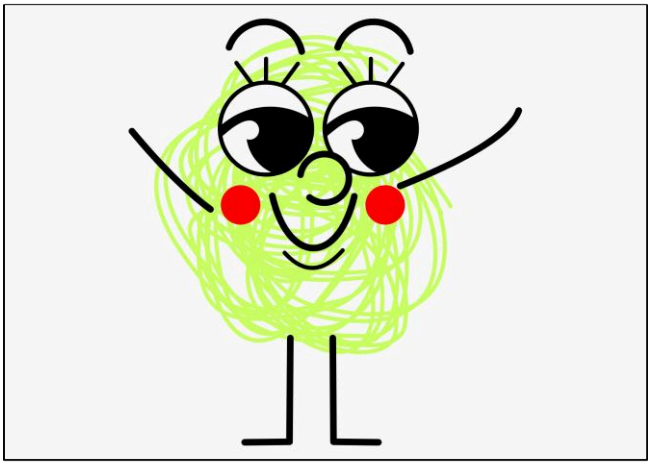


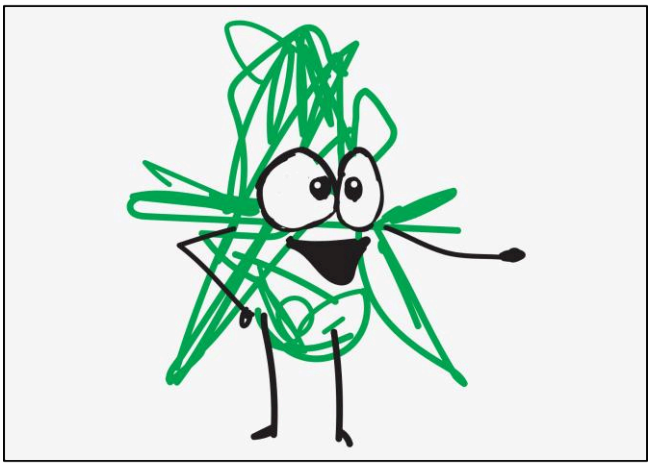




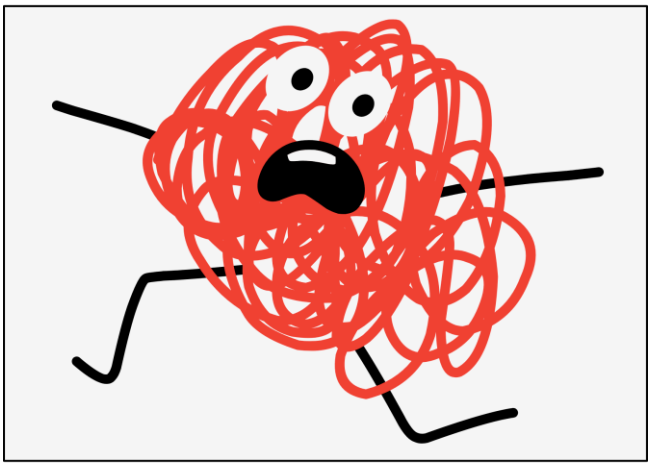


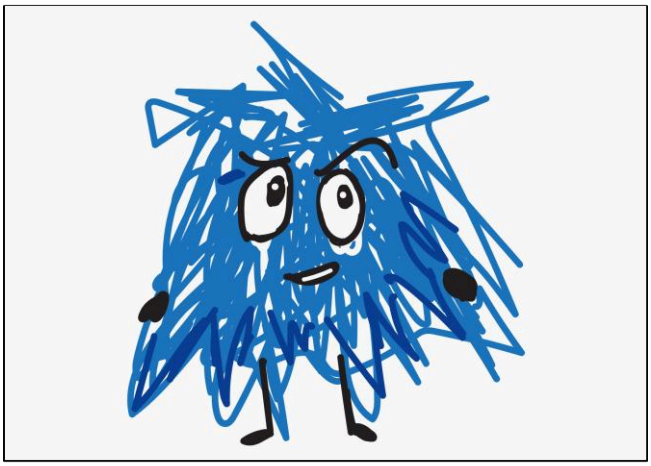


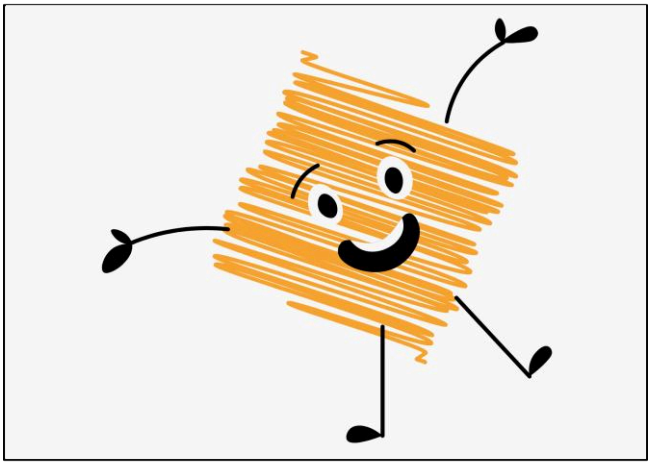


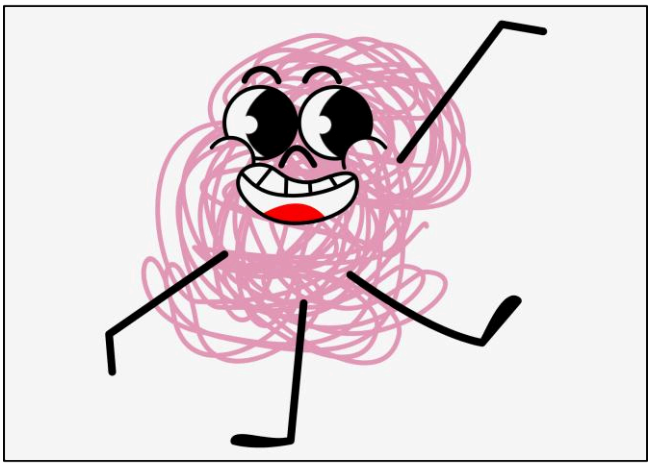
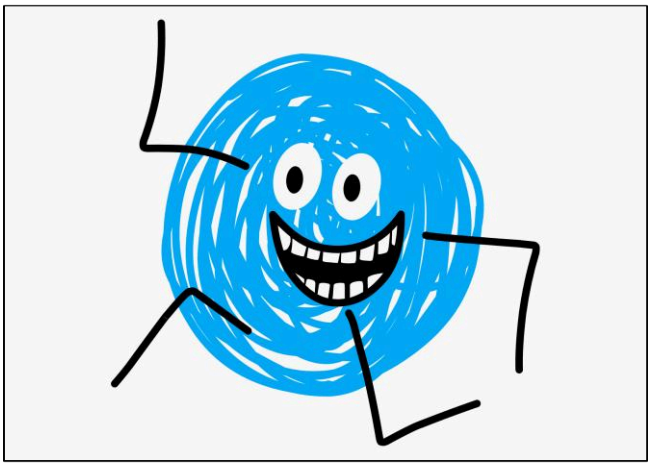









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