



BasicEDU - Development of Model for Strengthening Competences of Disadvantaged Women Through Basic Education

EMPOWERMENT ACTIVITY BOOK



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BASICEDU

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Impressum



BASICEDU

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BASICEDU

BasicEDU: Empowerment Activity Book



BASICEDU

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1. PROJECT

The project, titled “Development of Model for Strengthening Competences of Disadvantaged Women through Basic Education”, is addressing the needs of a particular and vulnerable target group of disadvantaged women because of their educational, social and economic background and at the risk of discrimination because of inequalities, recently, which is the most critical agenda in the European Union (EU). Fundamental socio-cultural, institutional and legal barriers impede the economic integration of women into the labor market. To enable women living in rural areas to integrate into vocational opportunities in the best way possible, a more cohesive integration approach is needed starting from guidance and support from the arrival through the identification of appropriate educational and professional opportunities, up to accompanying, empowering and mentoring disadvantaged women not only to embrace the EU fundamental values but also to feel free to develop their potential to be involved in the labor market. So, it is necessary to identify women's active participation in economic life and developing specific initiatives and approaches in favor of rural women. On this point, it is necessary to create a gender-sensitive approach at the EU level through cooperation with selected rural sub-sectors and provide professional orientation for women in higher and lower-qualified segments and supports the development of new measures to demonstrate the advantages of the greater employment of women living in rural areas.

The BasicEDU project is a KA2 Cooperation for Innovation and the Exchange of Good Practices Project that receives the budget from the European Commission. The project consortium consists of six partners from Turkey (2 Partners), Austria, Germany and Serbia and Spain (Spain left the project on 30.05.2022). The coordinator of the project is Ondokuz Mayıs University, Samsun, Turkey. The partners of the project are Canik Public Education Center (Turkey), ZİB (Germany), OAZA Sigurnosti (Serbia), Compass (Austria). The duration of the project is 24 months, from December 2020 to December, 2022.



1.1. Objectives

The overall goal of the project is to enable more effective labor market integration of disadvantaged women and women in rural areas in the EU.

The objectives of the project are;

- to empower disadvantaged women and women living in rural areas through enhancing their further professional opportunities and thus facilitating their access to the labor market;
- to establish mentoring and empowering relationships between disadvantaged women and opportunities in the local and regional fields and
- to foster the process of skills assessment of disadvantaged women and women in rural areas with a tailor-made methodology considering their specific needs.

1.2. Intellectual Outputs

IO2 BasicEDU Mentoring and Empowerment Program: The project has developed the BasicEDU Mentoring and Empowerment Program, which targets the disadvantaged women through specially designed training modules improving their key competencies as the primary target group and the women mentors through specific guidelines for mentoring and empowerment of the disadvantaged women as the secondary target group.

The program has been piloted by six partners from 5 countries with 120 disadvantaged women, involving 60 women mentors through sharing personal experiences and lessons learned, showing empathy and understanding for the specific needs of disadvantaged women, as well as encouraging them to go a step further and even exceed their own expectations.

IO3 BasicEDU Empowerment Activity Book: The most powerful and impactful activities and practices from the Mentoring and Empowerment program were selected and transferred into BasicEDU Empowerment Activity Book. The book introduces mindfulness practices and exercises for strengthening the self-awareness and self-confidence of the participants. It also contains inspiring success stories created by disadvantaged women, sharing their experiences and achievements, thus acting as role models in their communities. This book has been produced with the support of disadvantaged women and their women mentors and distributed to other women in their environment. The activities in the book will be self-explanatory and easy to apply.

IO4 Online Learning Platform: In parallel to the elaboration of the Mentoring and Empowerment Program, the learning content will be transformed into a more interactive online format by the Online Platform. The platform has introduced the participants from all partner countries and directly impacts their level of autonomy, creativity, impact and engagement. The platform will be further available after the end of the project for other disadvantaged women and target groups. Another significant effect will be the training and involvement of women mentors, sharing their experience and knowledge and establishing a network for the smoother social and labor market integration of disadvantaged women.





Empowerment Activities

2. The Conceptual Framework

Empowerment is defined as the ability of people to gain understanding and control over personal, social, economic and political forces in order to take action to improve their own life situation (Zimmerman, 1995, 2000).

Empowerment has a number of qualities that focuses on supporting people to realize the potential they have within to succeed. As such, the qualities of empowerment can be listed below:

- Having decision-making power.
- Having decision-making power.
- Having access to information and resources.
- Having a range of options from which to make choices.
- Being Assertive.
- A feeling that, as an individual, you can make a difference (being hopeful).
- Learning to think critically (e.g., Redefining who we are, what we can do and our relationships with institutionalized power).
- Learning about and expressing anger.
- Feeling part of a group, not alone.
- Understanding that people have rights.
- Taking action to bring about positive change in one's life and community.
- Learning skills that the individual defines as necessary.
- Changing others' perceptions of one's competency and capacity to act.
- Seeing growth and change as never ending and self-initiated.
- Increasing one's positive



Empowerment is a multi-level construct that interacts on all levels, from intra psychic to a structural, societal level. The individual level of empowerment is used in this activity book that involves supporting individuals to become stronger in their own social context, so that they are better able to take control over their own lives. Individual empowerment is also described as a combination of having a sense of personal control, an awareness of the factors that impede or encourage the ability to take control and, the ability to participate in achieving one's own goals.

The empowerment training can be classified into five stages:

1. Foundation
2. Who are we
3. Who are we in the world
4. Social action and change
5. Closing and energizers

The Activity Level Descriptions of the Activities

Below is the categorization system of the activities in this book. Before you try to organize a training on empowerment, please consider the features of the target group and activities for preparation:



Name of the Activity	Being literate	No physical disability	Encouraging the positive traits	Capable at handcrafting	Focusing on women's rights	Women participants	Can also be used for women under 18	Must be finished within a certain time period	Some worksheets and/or materials are necessary	There will be a concrete output
1. Interviewing		+				+	+	+	+	
2. We are all equal	+		+		+	+		+	+	
3. Be friends with my body		+	+			+				
4. Me, myself	+		+		+	+			+	+
5. I value myself	+		+			+	+	+	+	+
6. Self-presentation- Dialogue Activity	+	+	+			+		+	+	
7. Empowerment bracelet	+		+	+	+	+	+		+	+
8. Actions are louder than words		+			+	+			+	
9. Powerful together	+		+		+	+		+	+	
10. Job-box	+			+		+			+	+

The selected activities in these book are categorized within the classification above:

2.1. Foundation

This stage focuses on creating a safe space, setting ground rules for the training and getting to know each other.

2.1.1. Interviewing (OAZA)

Introduction: Getting to know each other is very important for starting a new program. So, this kind of an activity will surely play a significant role for this kind of an empowerment program for women.

Objectives: Introductory game, getting to know the participants

Group size: 20 participants

Time period: 20 minutes

Space: A class with adequate space for the participants to move around

References: Community centers in Southeast Serbia, manual for moderator of workshop

Steps:

1. The participants are divided into pairs, so that someone they do not know well or with whom they do not communicate often.
2. Person A has the task of finding out as many unusual things as possible about person B in 5 minutes.
3. Then they will switch roles. When everyone has finished the interview, they will return to the circle and everyone will tell what new and unusual thing they learned about their partner."

Reflections: Participants get to know each other and the trainer as well as the program that awaits them at the workshop.

Evaluation question for the activity:

Questions	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
1. Can you easily remember the name of your partner in the game?					
2. Did you feel relaxed while getting to know your partner?					

2.1.2. We are all equal (By Caminos)

Introduction:

Cambridge Dictionary defines equality as "the state of being equal, especially in status, rights, or opportunities". As a project emphasizing empowering women, this equality can be summarized as "women should be allowed the same rights, power, and opportunities as men and be treated in the same way, or the set of activities intended to achieve this state. Through this activity, the intention is that women understand that they should not be limited by their sexes to get a job in the field that they desire.

Objectives:

- To identify the ways men and women are treated differently because of their sexes
- To reassure that men and women are equal

Group Size: 20 participants

Time period: 25-30 minutes



Steps:

1. Just like people are treated differently because of their level of skills and competences, they are also treated in a different way depending on many factors: their age, the color of their skin, their social status, or their sexes, among others. Today we are going to focus on discrimination on sexes and how ingrained it is in our society.

On a paper we ask you to draw two big squares. It is important that there is enough space inside to write. You can write "act like a man" above one of them and "act like a woman" above the other. Now we ask you to write on each square what the characteristics and behaviour of being a man and a woman are in your opinion.

If you get stuck, you can use the following questions to help you: what is a man supposed to be? What is a woman supposed to do? Have you ever heard of phrases like "boys don't cry" or "a woman's place is in the kitchen"?

If so, how do these phrases make you feel? Do you think they represent reality?

2. Next, we move on to stereotypes in the labour market. Do you know someone who has been discriminated against because of their sex when applying for a job? Do you think that the reason for this is their actual ability to do that kind of job or is it related to stereotypes?

Observe the jobs below and reflect on whether they have been traditionally considered male or female. Please do not overthink and go with your first impression when reading them

Kindergarten teacher	Nurse	Engineer	Flight attendant	Cleaner	Gardener	Construction worker
Carpenter	Carer	Secretary	Housekeeper	Pilot	Firefighter	Dancer

Stereotypes do not represent reality. Men and women being able to do a job comes down to their abilities and competencies for that specific job position. In order to achieve equality, our society needs to get rid of assumptions. Sexes should not influence the way we are treated by others.

Evaluation question for the activity:

Q1. This activity has helped me realize the importance of fighting stereotypes..

1. Yes 2. No 3. Not sure

Q2. I now am aware of the changes that our society needs in terms of discrimination and stereotyping.

1. Yes 2. No 3. Not sure

Q3. This activity has helped me to see that being a woman does not have to limit my professional opportunities.

1. Yes 2. No 3. Not sure

2.2. Who Are We?

During this stage, the participants work on topics like identity and background, who are we as a person, what values do we have and, what personal issues are we confronted with?.

2.2.1. Be friends with my body (By ZIB)

Introduction: Women often focus on what is expected of them and how they want other people that they are, being little aware that each person is different and unique.

Self-knowledge is the starting point for every process of personal growth. It consists of a path of internal and continuous reflection. It is vitally important to know each other. To know what is the point where everyone is, what has been achieved in life.

Self-awareness is the foundation for emotional intelligence, self-leadership, and mature adulthood. With it, we can grow and develop. Without it, we are like a leaf riding a wind.

Role of the lead facilitator:

It is convenient to create a relaxed atmosphere, a space isolated from external noise, with dim lighting, and with pleasant temperature, that all sit in a comfortable and relaxed position. A simple way to do it is to sit with the back straight though without tension, supported on the back of the chair, the spine must be right for the energy to flow freely from the feet to the head. The feet are supported with the whole plant on the ground and knees slightly Open, without crossing the legs, arms rest on the thighs or relaxed on the lap.



Objective: That the participants acquire a positive image of her body

Group size: 20 participants

Material: Comfortable clothing, space isolated from external noise.

Time Period: 20 to 30 minutes.

Development of the activity:

Sitting comfortably, they close their eyes and breathe three times deeply, releasing the air, with the idea of expelling all the fatigue. Trying to feel the weight on the chair, attend to the sensations of the body. How does each of you feel? Paying attention to any part of the body that claims it, or that attracts attention,

Cation. Stay in the first part of the body that comes to mind. Put the hands on her and imagine that you breathe into that part, slowly and with her life. As you keep sending that warm energy to this point of the body, through the hands, you can pay attention and spend a little time:

- What does it feel like at that point?
- What emotions are associated with this part of your body?
- Are there any memories associated with this part of your body?
- What color is currently associated with this part of the body?
- Can you hear and make any sound coming from it?
- Do you think of any image or symbol that has to do with it?
- When you think of it, do you think of any words or songs?

Take enough time to better understand what the needs are... (1 or 2 minutes).

Ask yourself the following questions

- What does that part of the body need the most?
- What do you want from you?
- What message did you send?

If you've understood what the desires of that part of the body are, maybe you can also...

Well to reflect on what can be done to satisfy, at least, part of those wishes. Think of something to do today, allow yourself to do something later through that part of the body... like a gift to yourself. (1 minute).

Breathe deeply and move your toes and hands, wake up and stretch. Paying attention again to this room, to the com-Clothes and slowly open your eyes.

Reflections and Evaluation Questions:

Talk about collectively about how each one has felt, what you want, etc... of taking care of working with yourself, to find out who you are, what you like and what you don't like, what you want and what you don't want.

- How did you feel after the activity?
- Is there any part of your body that needs more attention?
- Which one? Why?
- Do you think it is important to listen to your body, why?

2.2.2. Me, myself (By Compass)

Introduction: Values are personal Values are "broad desirable goals that motivate people's actions and serve as guiding principles in their lives and they are the ways of living that can never be obtained like an object and can only be realized from moment to moment. The focus is on what is important to participants, rather than on what he/she aims to achieve.

Objective: To motivate participants to actively deal with a challenging occasion by helping them to get in touch with their personal values and to increase their resilience skills.

Activity Steps:

1. Deliver materials to the participants to create a vision board for their values.
2. Give time to participants to finalize their vision board by using scissors to cut pictures and texts from hardcopy magazines and glue them together on a piece of paper. (25 minutes)
3. Ask participants to reflect their thoughts and experience through reflection questions.

Facilitator's roles: Encourage creativity in the step where the participants create their values reminder.

Note for the facilitator: It is important to advise your participants that the purpose of their value reminder is not to focus on specific outcomes that one hopes to achieve, the current reminder should think on/reflect general values that are important in life and career life.



Materials:

- Some authentic materials, pictures, cards, magazines
- Pen and paper to make drawings
- Scissors to cut pictures and texts from magazines, pictures, and cards
- Glue or sticky tape

Reflections and Evaluation Questions:

The facilitator asks the question below to the participants at the end of group introduction, which will form reflections and evaluation questions at the same time.

1. Can you explain your vision board?
2. How was it to create this vision board?
3. What did you experience while creating values reminder?
4. What did you learn from this activity?

2.2.3. I value myself (By OAZA)

Introduction: Self-esteem is something that can affect one's behavior and personality directly. Especially for those who are between the disadvantaged groups, such as our participants of these training program, it is more possible for them to face with many obstacles which influence their self-esteem and self-confidence. For this reason, it is important to build a foundation of self-esteem on disadvantaged women to gain confidence and be aware of their positive traits and strength.

Objectives: The purpose of this activity is to help women recognize their positive traits, features and accomplishments; identify how it is to give worth to and believe in themselves.

Group size: 20 participants

Time Period: 25-30 minutes

Materials: Worksheets (one for each participant), pen/pencil.

References: Activites for Self-Esteem (Retrieved from <https://www.therapistaid.com/therapy-worksheets/self-esteem/none?page=1> , on 29.07.2022).

Space: The classroom that they are being trained. Each participant will complete her own worksheet, so their writing desk will be required.

Steps:

1. The mentor delivers worksheets for each participant and asks them to fill in the blanks with their own experience by saying that "We sometimes behave ourselves badly. However, ourselves is the most important thing in our life, with many positive things, sides, traits, strengths and qualities. Can you please write down your strengths and positive sides on the worksheets I have delivered you just now?" (5-7 minutes):

Things I am good at: 1. 2. 3.	Things I like about my physical appearance: 1. 2. 3.
I help other people with: 1. 2. 3.	What I value most in my life: 1. 2. 3.
I have made other people happy with: 1. 2. 3.	Compliments I have received: 1. 2. 3.

2. The mentors ask the participants: "Have you finished filling the sheets? Was it hard or easy? Could you easily find your positive traits? If yes, it is okay. If not, don't worry. You will have time to fill it. (1 minute).

Reflection: Can anyone want to read her own? For example, the first group, "Things I am good at". What did you write? Can you share with us?

Meanwhile, we are not machines, we are human, we are women! We have emotions, negative sides, positive sides. We can feel sad, happy, angry, it is okay. We can even feel all these emotions at one time! We can make mistakes, we must admit all these and love ourselves with these traits..

3. The mentor asks the participants to turn the other page of the worksheet. "There are some statements on this side of the worksheet. You can experience them each and every step of your lives. Can you please select three of them which you think are the most important for you? Then, please ask your friend sitting near you, compare your answers and discuss why did you choose them?" (7-9 minutes).

As a woman, I have the right to ...

- Change my mind
- Express my feelings, thoughts and opinions
- Earn a fair
- Make some mistakes
- Be educated
- Reject and say no
- Ask for help
- Question the things in my life
- Earn equal wage with men
- Do things other people do not approve of
- Have my needs be as important as the needs of others

Reflection: "So, was it easy to select the most important three of your rights or not? Were you surprised when you compared your selections with your partner? Remember that you have those rights because you are a human, a woman. Remember! We are unique, and say positive things to yourself every single day you wake up!". (1 minute)

Evaluation questions for the activity: (4 minutes)

Questions	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
1. Are you now confident that you have many positive traits?					
2. Can you easily add any other rights to the ones we listed for you in this activity?					
3. While doing this activity, have you identified you made self-esteem activities unconsciously before?					

2.2.4. Self-presentation- Dialogue Activity (by Compass)

Introduction: Self-presentation is the way we present ourselves in front of others. It includes our dressing style, our body language, our way of talking etc. One should know how to present themselves, as self-presentation is not only a prevalent aspect of our lives, but also a very important factor for the success at integration into the labour market.

Objective: The pairs will demonstrate their understanding of the nature of greetings in the context of the different cultural backgrounds represented in the groups

Group Size: This is activity that can be implemented in any size of group, but in pairwise combinations (4,6,8, 10,12...)

Time Period: 45 Minutes

Space: A flexible seating where participants can hear easily what their pairs are saying and can introduce their pairs on the Step3.

Steps:

1. Split the large group into pairs. Ask participants to pair up with someone they don't know very well.
2. Ask the pairs to have a conversation (15 minutes) about each other and inform them that later they will introduce their pair. The facilitator can leave the conversation open or identify some question such as name, birthplace, hobbies, favourite food, favourite travel location.
3. When the conversations are finalised by the pairs and the facilitator ask everyone to introduce their pair.
"Please meet She was born in... but her family is from She like doing.... and her favourite food is ... Her previous job experience, she sees herself in 5 years....."

The facilitator' roles: The facilitator explains the activity steps and monitors implementation of the activity steps and is responsible for implementing evaluation process through reflection questions.

Participants' role: The participants follow the facilitator's instructions. Each person in the group introduces their pairs. (15 minutes)

Materials:

Handout 1- Self-Presentation for Interview for reflection part:

Hello sir/madam,
It's my pleasure to speak with you. I am Basically, I belong to (City Name). I have been living in (City Name) for (No. of years/months) now. I stay here with my family/alone. Currently, I am exploring job opportunities in the (Field Name) as I have finished (Department/University).
Not only am I passionate about the field I graduated in (Mention field), I like attending activities such as dancing, painting, acting, etc.
In my free time, I enjoy I also enjoy

I've been working as..... my duties included ... and (Job responsibilities) I have always been interested in which was why I choose to follow this career path.
I am looking forward to knowing more about this opportunity and I will be happy to answer more questions



Handout 1. Self Presentation for Interview

Pen to fill the handout 1-Self Presentation for Interview.

Reflections: The activity is a great way to introduce themselves and to get a new group of people comfortable with one another quickly and allows them to get to know each other better.

Evaluation Question for Self presentation- Dialogue Activity (15 minutes)

The facilitator asks the question below to the participants at the end of group introduction.

1. Have you done a similar kind of activity in the past?
2. How do you feel about this activity?
3. What parts of it do you particularly like? Dislike?
4. What would you change about this conversation if you had a chance to introduce yourself in a job interview?

Note for 4. question:

After listening the answers of the participants on the 4. question, facilitator gives some tips to the participants on how to introduce herself/himself in a job interview, for that she or he can deliver the handout 1 that help the participants to create their self-presentation that can be adapted into any job interview.

2.3. Who Are We in The World?

During this stage the focus is on stimulating awareness of our own position in the world, examining relevant social issues such as; prejudice and discrimination that are holding people back from realizing their full potential, examining the workings of power and what impact institutional structures can have on participants and other members of society.

2.3.1. Empowerment Bracelet (By OMU)

Introduction: Being aware of our position and status, together with awareness of current social issues is significant for team spirit. Moreover, team spirit and having close relations between the team members are very important parts for a group of people who have the same aims and status. If that group of people do not have this spirit, they cannot gain positive results and/or achieve their objectives. This kind of a closing and energizing activity is essential for seeing if the team members -especially women carrying an equality and power aim- could have achieved this goal.

Objectives: Achieving team spirit and supporting the members of that team by being aware the position and status in the world.

Group size: 20 participants

Time period: 45 minutes

Space: A class with chairs and desks for each participant.

Materials: Different colors of strands of yarn each representing different positive skills.

References: -

Prepared and developed by Asst. Prof. Dr. Senem GÜRKAN, Ondokuz Mayıs University, Samsun, Turkey

Steps:

1. The trainer puts the color symbolism chart on the wall and reads the positive skills represented by each color.
2. The trainer wants the participants choose one partner from the class that they have been together for two weeks and choose three of these colors that suit them best.
3. The trainer asks the colors they chose for their partner and delivers them strands of yarns in those colors.
4. The trainer defines them how to make a simple and easy bracelet as in the picture below:
5. After 5 minutes, as the bracelets are ready, the trainer asks each women to tell why she chose that colors for her partner and define her to the rest of the group such as "This is my bracelet for my partner including purple, yellow and white. I chose purple for her because she has been very creative since two weeks, etc."



Color Symbolism Chart

- Blue - Intelligence
- Yellow - Smart
- Green - Success
- Orange - Sociable
- Red - Power
- White - Calm
- Black - Reliable
- Grey - Sophisticated
- Purple - Creativity
- Brown - Friendly

Reflections: At the end of each explanation, the trainer wants the participants to clap their hands and show everyone the power of women and their team spirit.





Most importantly, the trainer says, "As you see, we all have the same bracelets. Maybe the colors are different, but the appearances, number of the yarns and three positive traits are all the same. Look at us! We may have different nationalities, skin colors, religions, languages, societal status, professions, political views, hobbies, etc. But we are all the same! Whenever you see this bracelet,

please be sure that all of our status are the same in the world as we are equal!".

Evaluation question for the activity:

Questions	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
Q1. Was it easy to choose colors for her? Why?					
Q2. If you were to make bracelet for yourself, would you choose the same colors? Why? Why not?					



This photo is taken during the trainings at Ondokuz Mayıs University.

**This photo
is taken during the trainings at
Canik Public Education Center.**



2.4. Social Action and Change

The focus here is on becoming change agents within one's own personal situation or within one's own community and, identifying what one needs to do for achieving social change in one's own context.

2.4.1. Actions are louder than words (by ZIB)

Introduction: Communication is a condition inherent to human life and social relations, as an element of transmission and reception of ideas. Although it is sometimes thought of only in terms of oral language, communication is a more complex phenomenon that includes many aspects such as, for example, body language, group relations, physical contact.

Before we talk about why body language is important in communication, let's first find out what body language is. A host of non-verbal cues and signs make up our body language. Examples include facial expression, body movement, tone of voice, and gesture in communication. Knowing how to read and interpret these signs is vital in communication.

Development of the activity

Objective: To become aware of the importance of what we express through our bodies.

Group size: Subgroups.

Material: Photos that reflect different body postures.

Time : 20 minutes



References:

Instituto de la Mujer. Ministerio de Igualdad C/ Condesa de Venadito,34-28027Madrid.(2009). <https://www.inmujeres.gob.es/>.Retrievedfrom <https://www.inmujeres.gob.es/areasTematicas/AreaProgInsercionSociolaboral/ClaraMateriales.htm>

Müller, C., Cienki, A., Fricke, E., Ladewig, S., McNeill, D., & Tessendorf, S. (2013). Body-language-communication. An international handbook on multimodality in human interaction, 1(1), 131-232.

Steps:

1. Divide the group in subgroups and give to each one photo 1.1.



2. Give 10 minutes to discuss the postures of people in the photo.
3. Create a debate around the following questions:
 - Where are they
 - What message do they show with their postures?
 - Who is most likely to get the job
 - What role do body postures play in communication
 - How do postures and gestures affect communication
 - What is the correct body posture when we communicate to others
 - What postures show interest and openness to the conversation?

Reflection:

Now that we know what body language is, let's jump into why body language is important in communication?

Likewise, human beings also use body language while communicating along with verbal language. For instance, your body language illustrates your confidence in the business

world. It is an expression of commitment in more ways than you realize. And the importance of body language lies in the manner that impacts your personal brand.

Evaluation question for the activity:

- Why do you think body language is important?
- How do you use body language in your daily life?
- How does body language help you to communicate?

2.4.2. Powerful together (By Caminos)

Introduction: With the activities below, we want to help you find your own power both on a personal level and in a group. We believe that it is essential for everyone to recognise their own power in order to take care of themselves.

After that, there will be another activity to apply the personal power that you have learned to recognise in order to apply it in a group setting.

Objectives:

- To understand different types of power and be able to recognize them in action.
- To discuss how to use personal power and how to build collective power.

Participants: 15-25 participants

Time: 30 minutes

Steps

1. Think of superpowers that you wanted to have when you were young. Usually, superpowers are represented as a positive trait in the media due to superhero movies, for example, where they are used to do good things and help others. Using that power can make us or others strong. But power can be used in positive and negative ways, to help or to hurt others. It can be used to take advantage of others.

Sometimes we forget our real power when a situation makes us feel not good enough or when someone looks down on us, when we are sad, when we are hurt, etc. We are not able to feel the extent of it.

Please think about the following questions and reflect:

- Can you give an example of a situation when someone used their power over you? Or when a person used their power over someone else? What happened? How was it resolved?



- Which are the good "superpowers" that you had to use in order to solve this situation? Do you think these negative experiences were useful for you to understand what your own personal power is?

2. Communication is not only about words, but also about body language, facial expressions, gestures, the tone of our voice, etc. Being able to communicate what we want to say properly gives us power in any kind of situation. You can find three texts with three different situations below. Please read each situation carefully and think of the best way to tackle the problem and communicate with the other person in order to express what you would be feeling if you were in their place.

Helen wants to become the coach for the local football team, as she grew up playing football in her hometown and is very passionate about the sport. For that, she would need to bring the team back, as there is no team right now because there is no coach. Before getting married and having children, she had completed her qualifications in order to become one. Now that she has started the process, people keep telling her that she cannot be the coach because she is a woman. How can Helen make those people see that this is what she wants and she can do it?

Claire is a young woman who is upset because the person who she thought was her best friend has called her names behind her back. He was seen criticising the way she dresses and does her makeup, as according to him she has been wearing clothes that are too revealing and her makeup is too heavy. She feels betrayed by him, but those comments are very out of character for him, so she would like to talk to him about it and find out if the rumour is true. How can Claire confront him without sounding like she believes those rumours are true?

Malala left her home country when she was 10 when her family migrated. She has been to high school and completed her university studies in her host country. She hasn't been able to find a job related to her studies, and every time she goes for an interview, she is asked many questions that her native friends don't. She is under the impression that potential employers have certain prejudices when it comes to hiring people of color, but her friends disregard these worries because she has grown up in this country. How can she communicate her worries to her friends so that they can understand her situation better?

Do you think you would be completely able to manage this situation in a calm and collected way on your own? Do you think that the situation would escalate without the help of another person to help you analyse the situation? Do you believe that it would have been more helpful to have others to discuss these situations with?

Even though we all have the power inside of us to face a situation like this through good communication skills, sometimes it is important to have the help of a support group that



can give advice on how to tackle the situation and how to communicate what we want to say properly.

Through the previous activities, you have been able to recognize your own power. This personal power is essential to communicate what we like or what we don't like. And even though all of us have power inside of ourselves, sometimes there will be people who won't listen to you or won't show us the respect that we deserve. That is then when the "group power" comes in, a support system to help you empower yourself.

Evaluation question for the activity

Q1. This activity has helped me realise how important my personal power is.

1. Yes 2. No 3. Not sure

Q2. I am aware that it is important to communicate what we like or don't like in a respectful but decisive way.

1. Yes 2. No 3. Not sure

2.5. Closing and Energizers

This stage focus on being strong together and closure exercises.

2.5.1. Job-box (By OMU)

Introduction: A job interview is a short but significant process for one's career life. If it is done in an effective way, it enables the employers to understand if the traits, features and experience of the candidate meet the job's requirements. Moreover, it also helps the employers determine the most suitable candidate for the job.

On the other hand, as this kind of short dialogues in the interviews contain all the elements of an employer or an employee is in need for, it was thought that such an important process must be included in this empowerment training program to establish a circumstance for these women before they experience such kind of a case.

Objectives: The aim of this activity is to contribute women empowerment by raising their awareness on their own power and encourage them participating public sphere with a knowledge of their social, legal and human rights while looking for a job or during a job interview.

Group size: 14 to 20 participants

Time Period: 30 minutes



Materials: Pen/pencils, worksheets.

References: -

Prepared by: Asst. Prof. Dr. Senem GÜRKAN, Ondokuz Mayıs University, Samsun, Turkey

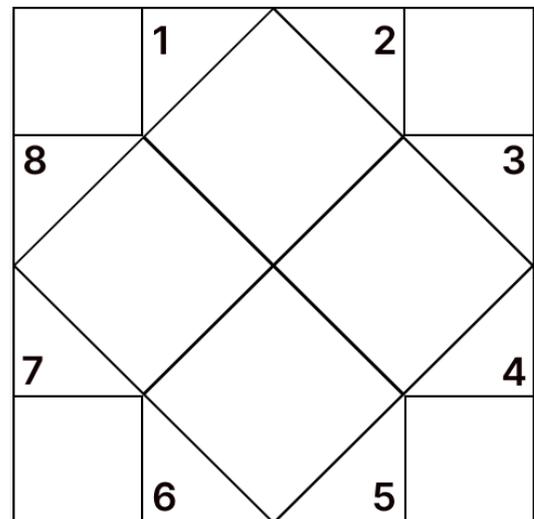
Space: The classroom that they are being trained might be divided into two groups with desks enough for each participant to look face-to-face while doing this activity.

Steps:

1. Divide participants into two groups: the first group would be women employers; second group would be women employees. Ask the participants to select a representative for each group. -2 minutes
2. The mentors would deliver the first group the materials and describe them how to make a toolbox:

How to make job-box:

1. Firstly, you should fold an A4 sheet diagonally and make it square.
2. Fold each corner to the center.
3. Flip it over, now you have smaller square.
4. Fold all corner again to the center.
5. Turn the paper over and fold in half to form a rectangle.
6. Insert your finger in, your job-box is ready!



At this stage, each two participants of the first group (women employers) write a job, the necessary traits and features they look for in a woman employee they want to work with. For instance, supportive, having flexible working hours, having good communication skills, etc.

At the same time, the mentor delivers a pen and an empty sheet to the participants of the second group (women employees) and want them write their own traits and features for the job they are looking for. -10 minutes

3. After filling all the necessary parts, the mentor starts the activity: "Group 1, which of you want to look for a successful and powerful woman employee?" -10 minutes

Participant of group A

We are looking for a secretary to work with me (the general manager of our company). Could you please tell me a number from 1 to 20?

Participant of group B

Yes, 10 please.

(group A counts to 10 by starting from the first blank to the 10th and reads the written trait)

Participant of group A

This woman must have former job experience. Does it fit to your qualifications?

Participant of group B

Yes, but I also need Can you offer this for me?

OR

Unfortunately, not; because I have no former job experience. However, I am sure that in a short time, I will improve myself and meet the necessary qualification you demand for.

The conversation goes on by distinguishing the strong and weak sides of an employee. At the end of the conversation, the employers state their decision of the employee and say the reason for their choosing or not choosing her for that position.

Reflections: Just after the dialogues and the activity finishes, the mentor give reflections such as: "Now that you had some job interviews, no matter if you are chosen for that job or not, you are an experienced employer from now on! Maybe you have a bad trait for an employer (being on your phone for too long, checking emails late, etc.) or have positive traits.

If you were an employer looking for a male secretary, which traits would you write on your toolbox? Are they different from those of women? Why? Why not?

Just think that the employer herself is a human and a woman and as every one, she can also have some negative sides. Be calm and always think of your positive traits!."



Evaluation question for the activity- 8 minutes

Questions	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
1. This activity has been a way for me to be aware of my requirements for a job interview.					
2. By the help of this activity, I am now more conscious about my social, legal and human rights while looking for a job or during a job interview.					
3. By the help of the traits and features we wrote, I can clearly understand the different personal traits assigned to women and men in society called stereotypes.					



BasicEDU SUCCESS STORIES

3. BasicEDU SUCCESS STORIES

Ondokuz Mayıs University

- https://www.youtube.com/watch?v=U9SYwP-TdQA&ab_channel=BasicEDU
- https://www.youtube.com/watch?v=lfyrSLfXul&ab_channel=BasicEDU

Canik Public Education Center

- <https://www.youtube.com/watch?v=4XShSirRhA8&t=48s>
- <https://www.youtube.com/watch?v=aTDTqGUlcmQ>



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