

TRAINING PROGRAMME

WenDo – self-esteem, assertiveness and self defence for future female politicians

Introduction:

WenDo is a method of self-defence and assertiveness for women* and girls and an empowering method of counteracting violence that was created in the 70's of the last century. It teaches effective forms of physical and psychological self-defence, setting our own boundaries and taking care of other people's boundaries. It connects techniques taken from different martial arts with a space for analysing situations in which our boundaries have been crossed. WenDo helps you to regain your strength, self-esteem and shows you how you can react in the threatening situations. It also helps to reunite with other women and build trust through a safe workshop space which encourages to freely share one's experiences, knowledge and reflections.

This program is to be used only by trainers who have completed the WenDo coaching training in Poland or abroad. We recommend conducting the workshop in a coaching couple. Most of the exercises are taken from the Autonomy Foundation's elaborations based on scenarios by the German WenDo trainers - Carol Heinrich and Beate Nitzschke. We do not describe in detail the individual self-defence techniques, leaving them to the decision of the facilitators.

The script was written to strengthen women who want to be actively involved in politics at the local or national level. Confidence and sense of agency are some of the most important qualities that are worth strengthening in preparation for active action in the political sphere. Most women do not engage in politics, not because they have no competence, but because of a lack of faith in their own abilities or lack of conviction about the right to occupy space in a sphere that, until recently, was reserved only for men. WenDo helps you realize that everything you need to act has been already in you.

* and people socialized to the female gender roles

General aim of the training:

Empowerment of women entering politics, that is, increasing the sense of self-confidence and awareness of their competences and rights, and a sense of community with other women.



Training objectives:

1. Getting to know of tools: physical self-defence, communication skills, response crossing the boundaries, waking up the voice (in the physical and metaphorical sense).
2. Increasing knowledge and awareness on sex-based violence as a systemic problem in our culture.
3. Identification of one's physical strength and the power of the spoken word.
4. Experience of own effectiveness and efficiency.
5. Increased awareness of own boundaries and the right to defend them.
6. Experience of community and support of women, sharing experiences.
7. Increasing readiness to make decisions, making choices consistent with their own way.

Key words:

assertiveness, self-defence, boundaries, self-confidence, waking up the voice, decision-making, gender-based violence, communication, empowerment, strength, power

Duration: 2 days (6 hours + breaks every day)

Group size: 12 people

Required materials:

flip chart paper, markers in various colours, sticky notes, masking tape, WenDo pine boards (20x20x2 cm), mats / blankets for seating, punching shields (one per pair), possibly a kick shield, printed attachments 1 and 2 : visualization content (module IV) and myths cut outs (module VIII)



DAY I**Module 0 – Introduction (60 min)**

At the beginning of the workshop, take care of each other's presentation (e.g. in the form of a "round"), presenting the planned program and training goals, and making sure that there is consent from the group. In this part, work out the principles (contract) that will give you a sense of security and support those who participate in the fullest possible use of the workshop. In the context of the specific character of the WenDo workshop, it is worth to suggest the principle of discretion, speaking on your own behalf, avoiding assessments or advising. At the end of this part you can suggest to the group "energizer", which on the one hand will have an integrating character, and on the other hand can lightly introduce people to the next, moving part of the workshop.

The suggested course of the module:

1. Presentation of the facilitators and participants - the facilitators model the way of presenting. Ask here also for experience related to participation in similar trainings, as well as expectations towards WenDo.
2. Presentation of the goals and the training program.
3. The history of WenDo.
4. Integration of the workshop group (choose the exercise that you like best).
5. Developing the terms of cooperation / contract.
6. Energizer introducing to the next part of the training (choose the one you like the most).

Module I [Discovering Your Own Power and Decision Making] (90 min)

The WenDo methodology assumes that women participating in the workshop are experts in their own case and already have the strength and potential for effective self-defence - both on the psychological and physical level. The first module aims to enable the participants to experience this strength, after the initial warm-up and learning the basic punch.



Warm-up

Objectives: Beginning to move the whole body, preparing for the first punches.

Instruction:

Lead a warm up in any form, remember to take care of the exact warming up of each joint, especially wrists, elbows and shoulders.

Axe and pestle - the first punch

Objectives: To acquaint participants with the WenDo posture. Acquiring the ability to lead the punch that will later help to break the wooden plank. Opening your voice, paying attention to the role of breathing and shouting.

Instruction:

1. Present what the posture of WenDo looks like, tell about the most important aspects of it (body posture like rooted tree, stability, legs spacing, hand layout, correct clenching of fists).
2. Ask the participant if they know how to chop wood with an axe. Introduce this movement with an exhalation and a shouting. Repeat together in a circle several times.
3. Present the punch of the pestle quickly, then slowly. Discuss the details of the technique (correct clenching of the fist, posture, stroke path, muscle tone), then repeat with the group 5 times for each hand, standing in a circle, with a shouting "ha".
4. Show how to safely practice this punch in pairs with a punching shield. Let the participants get together and practice 5 times on each hand.

Discussion:

Ask the participants about the impressions in each role (the person striking and receiving the punch). Is shouting helping or is it a challenge? What is the role of the shouting during the punch? Pay attention to hit "through" instead of "in" the punching shield - every punch starts and ends with a fist clenched at the hip.



Plank

Objectives: Making decisions. Finding internal strength and reassuring on your own abilities.

Instruction:

Carry out a decision making task which, according to the WenDo methodology, is an exercise with breaking a pine plank.

Remember to ask the participants before the exercise:

- about their experience in breaking the plank or whether they have seen how it can be done
- about weakening thoughts appearing after being introduced to the plank task
- about strengthening thoughts (e.g. I want!, I can do it!, I will break this board!)
- about what helps in breaking the plank (screaming, position, breathing, hitting "through", adrenaline)

Also remember to ask those participants who will decide to come and break the plank:

- what is their decision
- where is their goal
- do they remember about breathing, shouting, looking at the target under the board

Prepare yourself a punching shield on which you will check the strength and technique of the punch before the person hits the plank.

Discussion:

After all the women decide on the plank breaking (or not breaking it), make a round to listen to the emotions and impressions of the participants. What was difficult in this exercise? What helped? How does this exercise relate to their experience of entering politics? Create a space for speech also for those who have decided not to break the plank. Emphasize that both decisions are just as relevant.



Module II [Coherent communication] (90 min)

Caring for your own boundaries requires, first and foremost, their proper recognition. In this module, we suggest activities after which the participants stay with reflection on their private space. We focus on the issue of the coherence of verbal communication with what our body "says" at the same time. Confidence manifests itself in the right attitude, tone of voice, facial expression, gesticulation. According to psychological feedback theory, we can influence our emotions and moods, and thus also increase the internal sense of power, by taking specific positions or controlling our facial expressions and voice. If we practice systematically and thus enter into the role of a self-confident person through a whole range of these non-verbal behaviours, our self-confidence will increase in a real way.

Model scene (drama method)

Objectives: Introduction of the concept of coherent communication. Exercise of conscious and effective response to the typical situation of crossing someone's boundaries.

Choose and act twice a selected short scene with crossing the boundaries. Choose a situation that can happen to all of us - unwanted pickup at the bus stop, the boss putting his hand on your shoulder etc.

Instruction:

Part I

1. In the first version, the trainer playing the role of a defending person should present the reaction with incoherent verbal and non-verbal communication (e.g. she says "bug off, I do not want to talk to you" but at the same time answering the oppressor's questions, going into the discussion with him without looking in his eyes, speaking very quietly and unsteadily, standing in a closed position, etc.).
2. Ask the participant to name all the details in the behaviour of the defending person, which affected the lack of effectiveness of this intervention. What can raise the effectiveness of the reaction and what makes it less effective? What causes that sometimes we feel and receive a lot when someone tells us something, and sometimes less?
3. Play the scene again, this time showing the effective intervention, the message is coherent.



4. Ask the participants what worked for this intervention. If you do not get these answers, name the following elements: posture, eye contact, strength of voice, concentration, self-confidence, facial expressions - we do not smile.

Part II

1. Ask the participant to stand in two rows against each other and in new pairs practice the same situation. One of the person from each pair will practice a brief, clear message along with the whole non-verbal envelope, which is to defend her boundaries. Then they change roles.

2. Give the couples 10 minutes to give each other feedback according to the following scheme:

- What convinced you at verbal and non-verbal level to stop the further attack / crossing boundaries?
Refer to specific behaviours, gestures and details.

- What did you lack in this reaction? What could be strengthened?

My limits - STOP

Objectives: Reflecting on your own boundaries, designating them and signalling them to other people.

Instruction:

1. Stand in a circle. Each person chooses a point that they do not want someone else to cross.

2. Stand with a co-trainer on more or less opposite sides of the circle. Present the exercise - one of you approaches slowly towards the other one, whose task is to say STOP at the moment when she acknowledges that it is too close.

3. The facilitator who spoke STOP now chooses another participant to approach. Each person should be able to be in both roles - the approaching one and the one who sets the limit.

4. During the exercise, remind of the importance of a coherent message, the right attitude, the tone of the voice, avoiding withdrawal.

Discussion:

Meet in a circle, ask the participants about how they feel after this exercise. When was the message effective? What has influenced this effectiveness? Then write along with the participants on the flipchart non-verbal communication elements that support verbal communication.



Module III [Posture and voice] (90 min)

In this module we work on strengthening the attitude which will help us when learning physical self-defence techniques, as well as refers to the inner sense of power when confronting people who cross our borders in a verbal or symbolic way. The exercises proposed here that can be done before introducing some new punching techniques, will integrate the participants more with their own bodies and allow them to test their stability, open their voice and raise energy.

Female bear

Objectives: Increasing the awareness of one's own body. Increasing self-confidence. Acquisition of knowledge regarding a certain attitude in emergency situations.

Instruction:

1. Visualization of the tree - instruct the participants to imagine that they are trees, "rooted" feet to the ground, with stable legs (trunk) and elastic branches (from the hips up).
2. Ask what it means to be able to stand? Among the answers, the following should appear:
 - feet on the hip distance width
 - slightly bent knees
 - clenched buttocks, a strong "base", i.e. tense muscles of the pelvic floor, sphincter, abdominal
 - hips forward, slightly tilted tailbone
 - fists clenched at the height of the hips
 - the top of the body erect and relaxed, mobile and elastic
3. Test the stability of the trees by approaching participants and pushing slightly (after asking if it's okay for them).
4. Ask the participants to pair up - one person in a pair imagines that she is a huge tree with roots in the ground, the other will be a sleeping bear waking up from the winter sleep. Present the exercise - one trainer tries to push the other (first lightly, then more and more strongly) while making sounds. Begin the exercise, after about a minute, announce a change of roles in pairs.



Energizer "Interrupters"

Objectives: Increasing the energy before physical exercise. Opening the voice.

Instruction:

1. Divide participants by any method into three groups. Each of them stands in a row in three different parts of the room, creating a configuration: TRANSMITTERS - INTERRUPTERS - RECEIVERS.
2. The task of the group of "transmitters" is to invent a password that will be shouted to "receivers" set at the other end of the room. "Interrupters" are supposed to drown out this message in any voice manner so that it does not reach the receiving group.
3. On the facilitator's signal "transmitters" and "interrupters" start their activities. When the "receivers" receive the message, they raise their hands.
4. Make three changes to the game so that each group will experience each of the roles.

Punches

Objectives: Practicing a few new punches. Experiencing of releasing the energy, voice and strength necessary in self-defence.

Instruction:

Introduce the group to 3-4 selected punches, remembering to present them in the context of a possible attack. Always first practice punches together in a circle and performing them in the air with shouts, the whole group. Then, present a safe way of exercising in pairs with punching shields and assist, if necessary, working pairs during the exercise. Remind them about the screaming "ha" and about finding new pair before each new punch.

Discussion:

Ask the participants how was it for them to practice. What were the difficulties? Do they see any changes between their first punches at the beginning of the workshop and the last ones? Talk for a moment about sensitive points on the body of the attacker, in order to consolidate the knowledge about where to strike when it is necessary to use physical self-defence.



Module IV [Ending of the first day] (30 min)**Visualisation**

Objectives: Quieting down and reflection after a day of work on our own boundaries. Strengthening the sense of having own space to which one has the right and no one should be allowed to enter it without consent.

Conduct the selected visualization regarding the boundaries and personal space. You can use the Phyllis Krystal's visualization (attachment below). If you have enough time, before the final round, ask the participant for impressions from the exercise.

Attachment 1: Circle of Light (by Phyllis Krystal)

This exercise helps to define and maintain your boundaries and protect your inner space. It will allow you to be alone with yourself in every place; to feel yourself, the real contact with yourself and closeness. It also helps to separate your feelings from other people's feelings and also prevents you from getting into someone's emotions and feeling your own instead.

Make a contact at the body level. Sit comfortably on a chair, back straight, rest your feet on the floor. Close your eyes, feel your body, the chair you are sitting on, pay attention to your breathing. Do not slow down or speed up your breathing, just observe it. Turn your attention to your interior. Focus on your inner world, where your images and thoughts begin. Now imagine that there is a circle around you, the radius of your straight arm with your fingers straight. It is a circle on the floor, with white-golden light and with a golden edge as a border. This circle is a symbol of your inner space, which belongs only to yourself. You have an indisputable right to it. If you have not felt that you have the right to it, imagine your inner wisdom or the higher instance that will grant you the right to this space. If you see or feel that some people have entered your circle, your space, ask them kindly but firmly to leave your place and remind them that they have their own places, but this one belongs only to you. You can imagine that circle every time you feel that you need protection and demarcation before you come in contact with someone. You can imagine this circle also during an event or an unpleasant meeting. You can do it whenever you feel that someone can offend you, use you, get you caught up in his/her emotions, move your problems on you. Then you can use this visualisation. If you feel that the gold-plated circle does not protect you well enough, you can imagine that you grab it from both sides and pull it up to form a protective cylinder out of light. If

this is not enough, ask your inner wisdom to give you more images that you can use to feel confident and safe. If you do this exercise systematically, you will not need much time to give your subconscious information that you need protection and demarcation. All you have to do is stop for a moment and imagine a golden-white circle. For all visualizations, they work faster and better, the more often you repeat them. Now return to reality, return to the room. You are sitting in the room in ..., today is ... Feel your body, stretch yourself, relax.

The final round

Ask the participants for a summary of what they want to take of the first day of the workshop on self-confidence, self-defence and assertiveness. If you have little time, ask for three key words and associations. If there is more time, just ask, "What are you ending this day with?"



DAY II**Module V [Physical self-defence] (90 min)**

The second day should start with warming up the body, reminding the stable posture and punches from the first day, as well as using the aroused energy to master a few simple kicks, possibly next punches. We leave the completely to the facilitators of WenDo, as it always depends on the personal preferences of the trainers as well as on the needs of the group and the dynamics of its process.

Postcards

Objectives: To say out loud a reflection and impressions from the previous day and to introduce the second day of the workshop.

Using the collection of pictures / postcards / photos, invite the participants to the check-in round, based on a metaphor. Ask the group to look at the pictures in the centre of the room. Let them choose one that in some way reflects their condition here and now (on the level of the body, thoughts, feelings), but it can also refer to the reflection from yesterday. Invite volunteers to share their metaphor and answer to the question "What are you starting with?". Pick your own cards and tell the group about your mood at the end of the round.

Warm up - energizer

Objectives: Warming up the whole body, preparing for a series of self-defence exercises.

Instruction:

Lead warm up in any form, remember to take care of the exact start of each joint, especially wrists, elbows and shoulders. It can be an energizer that requires jogging or other body work, ending with stretching the muscles and warming up the joints.

Repetition of punches + new techniques

Objectives: Reminding the punches from the previous day. Experiencing the releasing energy, voice and strength needed for self-defence. Learning new self-defence techniques.



Instruction:

1. Repeat the punches from the previous day. Standing in a circle, ask the participants to explain what these techniques were. Practice your punches one by one - first in a circle together, then in pairs.
2. Teach groups of the following 3-4 techniques (kicks, punches), remembering to present them in the context of a possible attack. Always first practice standing all together in a circle and performing them in the air with shouts, the whole group. Then, present a safe way of exercising in pairs with punching shields and assist, if necessary, individual couples during the exercise. Remember about the shouting "ha" and about finding new pair before each new technique.

Discussion:

Ask the participants how they were practicing. What was the difficulty? Do they see any changes between their work yesterday and today? How is their shouting skill today? Explain any technical doubts. Hear and acknowledge the fears and doubts that may arise among the participants.

Module VI [Assertiveness] (120 min)

Role playing in the WenDo methodology is a specific kind of drama work in which volunteers, working on one of their own situations from the past, have the opportunity to try a new way of behaviour, a new solution to the problematic situation. Participants, thanks to this work, can give the situations once experienced greater clarity, understand it better, perceive the mechanism and regain a sense of agency.

Regardless of whether someone decides to work on their own situation or not, she will certainly benefit from this part of the workshop in the form of a package of possible responses to boundary crossing situations, tips on how to prevent an unpleasant / threatening situation escalation and regaining control.

When conducting scenes/role plays, it is about pedagogical, action-oriented care and support the participants in finding a solution that satisfies them, rather than suggesting ready-made scenarios. This is a module before which it is worth recalling the principle underlying the WenDo method - "each of us is an expert in her own case". We do not advise, do not hurry up. We allow you to independently select and test tools for effective defence of your boundaries - physical or mental.



Talk about assertiveness

Objectives: Introduction to scenes. Familiarizing the participants with the topic of assertiveness and the areas in which such behaviours are important. Deepening the topic of personal boundaries.

Instruction:

Invite the participant to a short conversation about what exactly is assertiveness. Which behaviours and why can be called 'assertive'? What are they aiming at? How are they different from aggression and submission? Why are assertive behaviours difficult to come by? Ask for some examples.

Scenes/role playing

Objectives: Regaining the sense of agency and control over the situation. Finding a more effective way to react to boundary crossing, practicing assertiveness and setting boundaries, consolidating a coherent message, increasing the sense of self-confidence and self-esteem.

Instruction:

1. Divide the group into teams of four. Ask participants to tell stories in these subgroups where their boundaries have been violated and they were not satisfied with their reactions or have not reacted at all. These may be situations related to crossing physical or mental boundaries. Set a time frame (about 5 minutes per person) and underline that at this stage it is only important to tell a story, not searching for solutions. This will be done during acting the scenes.

2. While participants work in the subgroups, separate with paper tape on the floor the part of the room that will be your stage.

3. Sit with the entire group in front of the stage and ask which person is the first who wants to find a new way to behave, communicate, and react to boundary crossing. After you have your first volunteer:

- ask her to tell her story

- ask her to choose people who will play the role of the perpetrator/crossing boundaries person (remind that this person only takes the role, and does not take over the features of this role - to this end, give a bracelet or a sash to those who play the attackers, which after finishing with playing the role will be taken off symbolically)

- give the scene owner time to tell the person who is playing the attacker, what arguments she had, what she was answering and what to say to play the scene as realistic as possible



- after playing the situation, ask the owner of the scene to think about the very moment when her boundary was violated - yet not exceeded but just crossed; let them play the scene again. At the first moment of breaking the boundary, the main character can freeze the scene and say "stop". Everything freezes. Ask the person what she would like to do now? What she would like to say? What is her purpose/goal in this situation?

- the scene is played again with the use of a new solution

4. After the scene ask the owner of the scene how she feels with this solution, and the person playing the attacker about what exactly caused her to stop the attack.

5. It would be optimal if all willing people had the opportunity to work on their scene. For clarity, define the time frame at the beginning of the exercise and determine how many people definitely want to work with this method.

Discussion:

Working with scenes does not anticipate the audience's activity while playing the story and searching for solutions. However, it is important to meet in a circle before the break, after finishing all the scenes and give space to tell the impressions, answer the question "How do you feel?", ask questions for the leaders. At the end you can invite to "shake" emotions and roles through some quick energizer or tapping the body.

Important!

Do not allow realistic acting of physical attacks, especially sexual ones. It is not about reproducing difficult experiences from the past, but only a delicate entry into this situation, remembering the moment of crossing the border in order to be able to react effectively. Offer to use a punching shield on the hand and touching the shoulder slightly, just as a symbol of the assault.

Module VII [Physical self-defence - releases] (45 min)**Energizer**

Objectives: Warming up the whole body, preparing for a series of releases, raising energy in the group.

Offer an energizer that uses physical contact and movement.



Releasing techniques

Objectives: To learn new self-defence techniques - releases.

Instruction:

Introduce to the group 3-4 different techniques that can be helpful in releasing oneself from the various kinds of physical assault. We recommend the use of situations that the participants themselves suggest - they will often be interesting about possible releases from very specific situations, e.g. strangling.

Taking advantage of the fact that you run this workshop with a co-trainer, simulate several types of assaults and ways of getting out of the grip, showing them first quickly, then slowly explaining the individual steps. Before forming new pairs to practice the grips and releases, make some simulated releases in a circle, together, with shouting "ha" for every move.

Discussion:

Ask the participants how it was to practice this. What was the difficult? Which releases seem easier, which are more difficult? Explain any technical doubts. Hear and acknowledge the fears and doubts that may arise among the participants. Summarize all the self-defence techniques that you have been learning for the last two days.

Module VIII [Gender based violence] (75 min)

Gender-based violence often manifests itself as a set of beliefs, stereotypes and myths that, operating in the social space as a set of certain common "truths", support a discriminatory system in which women are burdened with shared responsibility for experienced violence from men - often partners, husbands, fathers. Violence is not just beating - it is also psychological harassment, humiliation, derision, blackmailing, sexual harassment, rape, taking advantage of one's economic dependence. This module aims to look at different manifestations of violence by analysing such false statements and finding counterarguments. Such myths function in both the private and professional or political areas. While conducting this part of the workshop try to refer to the professional, activist and political sphere of the participants.

Myths about gender based violence

Objectives: Increasing knowledge about what violence and stereotypes about it are. To stimulate reflection through discussion relating to social reality.



Instruction:

1. Divide the group into smaller groups of 3 or 4.
2. Give teams a chance to pick two of the previously prepared myths about violence against women.
3. Instruct that they have 15 minutes to discuss the drawn myths. What speaks for their fake? What arguments can be put forward to refute these myths? Ask participants to refer to facts, statistics and the feminist perspective in the context of gender-based violence. You can choose myths yourself, depending on the group you are working with. Below there is a set of myths inspired by a brochure published by the Women's Rights Centre in Poland "Violence against women in the family".

Discussion:

After working in the subgroups, meet on the forum to discuss the results of the discussion. Ask groups to read their myths and invoke arguments against the myths they identified during the discussion. Ask other groups for comments and additions. As part of the theoretical summary, recall the definition of gender based violence, types and forms of violence, and some legal acts to counteract it - at the national, European and international levels. We recommend using the ready-made materials of the Women's Rights Centre to download in the "Knowledge base" tab at www.cpk.org.pl (in Polish only).

Attachment 2: Myths

Family / relationship / domestic/ gender based violence is a marginal phenomenon, typical for the families and people with low economic and social status.
The woman must have had to "deserve" violence she encountered.
It is obvious that women climbing the political ladder had to do some sexual "favour" to someone important in the past.
Violence is the result of alcohol abuse. This alcohol is the cause of violence.
Rapes usually occur in dark streets, parks and are performed by strangers.
If the raped person has no signs of beating nor resistance, we cannot call it a rape.
Sometimes it is worth squeezing your teeth and enduring the unwanted "advances" of the boss - it's a low price for promotion or just keeping the job.
A woman experiencing violence can easily leave her abusive partner. If she does not leave, apparently she accepts it.
The man is aggressive by nature and sometimes he cannot control the outbursts of aggression.



Women use violence as often as men.

There are situations in which women provoke rape - too tight clothes, walking alone after dark, hitch-hiking.

Violence in relationships is a "private matter".

A loud telephone

Objectives: Strengthening the principles of a coherent communication. Throwing out the excess of emotions from the previous exercise on gender based violence myths. Practicing short, clear messages to defend our boundaries.

Instruction:

1. Stand in a circle. Ask the participants to think of different situations in which other people have crossed their borders. What would they like to say then?
2. The first trainer proposes a message, e.g. "No", and passes it in the circle to the other trainer, taking care of the coherence of the verbal message with body language.
3. Explain that the task is to convey this message over and over from one person to another with care not only about the content, but also the form - attitude, posture, facial expressions, tone of voice, etc. Encourage the first round with this first message, provide relevant feedback and guidance.
4. Make as many rounds with messages as you have volunteers for passing their own messages.

Discussion:

Ask how the participants feel now. This exercise can sometimes trigger very strong emotions, let them resound. Repeat elements of a coherent communication once again.

Important!

This task can sometimes cause laughter, which can be a defensive mechanism against the exercise of sending and receiving a difficult message. Encourage participants to give themselves time before letting go of the password to be able to regain full seriousness and concentration.

Module IX [Summary and evaluation] (30 min)



Graphic summary - Hands

Objectives: Summary of the content of the workshop. Reflection on the useful content and internal work over own boundaries.

Instruction:

Ask the participants to draw their hands on the flipchart lying on the floor. Invite them to reflect on what happened to them during this workshop by noting down the answers for the following questions in individual fingers:

- Thumb - What was good / valuable to me?
- Index finger - What did I learn at the substantive level?
- Middle finger - What do I leave here? What do I not want to take with me anymore?
- Ring finger - What emotions are there now with regards to participation in the workshop?
- Little finger - What did I miss at the workshop? What content could have been developed more? What could have be improved?

If there is time, the participants can go around the flipchart and read the entries on the other participants.

Final round + evaluation

Invite the person to the final round summarizing what they leave the workshop with. We encourage you to create and conduct a paper-based evaluation by asking people questions about those elements that were especially important and useful to them, but also about those that they were missing.

