

TRAINING PROGRAMME

WenDo – self-esteem, assertiveness and self-defence for the 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 programme was written to strengthen women active in the political field, at local or national level. Self-confidence and sense of agency are some of the most important qualities that are worth strengthening as a politically committed woman. The hard rules of the game in the area of social life, which is politics, often discourage women in striving to develop their professional aspirations. What we propose through this workshop is an exercise in the use of assertive communication tools and strengthening the internal potential and strength so that with greater power, energy and sense of competence can face difficult communication, and sometimes even physically threatening situations that are not that rare in politicians' lives .

* and people socialized to the female gender roles

General aim of the training:

Empowerment of women involved in political activities, that is, increasing the sense of self-confidence and awareness of their competences and rights, and a sense of community with other female politicians.



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 that are politically active, 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, 2 and 3 : scenes from the politician's life (module II), the rule of assertive way of disagreeing and FFCE model (module VI)

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. Ask to briefly introduce one's political engagement.
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 political activism? 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. As a political activist, a woman is perceived in a certain way, and her reactions, statements and behaviours are constantly assessed by the local community or the public opinion. In this module there is a room for self-observation and analysis by giving each other feedback on the issue of consistent, readable communication.

Setting the boundaries – TWO ROWS

Objectives: Reflection upon one's own boundaries, setting those boundaries and letting others know where we have them.

Instruction:

1. Ask the participants to stand in two rows opposite each other, on the opposite two sides of the room.
2. Introduce with your co-trainer the first variant of the exercise. One of you approaches the other slowly. She has to stop you in a spot that will allow them to feel safe and still have their own space. Model how the coherent message should look like - what you say (e.g. "stop", "no", "stop") must be supported by body language.
3. Designate a group that will start from approaching their partners in the other row. When they are stopped, ask the people who were saying "stop" whether this distance is correct - they can make a correction here, asking for closer approach or backing up of the partner.
4. Ask to return to their places and change roles.
5. In the same way, run two more variants of the exercise:
 - the person saying "stop" has to imagine that the partner walking towards her is a specific person who somehow threatens her / to whom she feels reluctance
 - the person saying "stop" stands with her back to the other row of participants, she has to stop her partner by turning around at the moment when she feels insecure
6. After three variants of the exercise, invite the pairs for the feedback session:
 - How did you feel during the various variations of the exercise?
 - What made you stop? What convinced you? (gestures, words, tone of voice, etc.)



Discussion:

Meet back in a circle, ask the participants about how they feel after this exercise. When was the stop message effective? What factors decided about the effectiveness? Then write along with the participants on the flipchart all the non-verbal communication elements that support verbal communication. Also ask about what helps them to be more determined in defending their own borders? What thoughts strengthen the assertive attitude and in giving a coherent message?

Role playing/ drama – „Scenes from the life of a politician”

Objectives: Getting to know the idea of coherent communication and introduction of assertive communicate. Practicing of sending coherent messages that aim at protecting our boundaries in some typical situations from the life of a female politician.

Instruction:

1. Use any of the methods for creating smaller groups of three. Let them choose one scene to be presented in front of the rest of the participants. (attachment).
2. Give each team 10 minutes to prepare the scene in which one of the team members will play the role of a person protecting herself in an assertive way and underline her borders (or just say no) using the coherent communication.
3. In the meantime, prepare the stage space in the room.
4. After this time invite the teams to present their situations. When the team finishes the role playing, ask the rest of participants for feedback on the tools used in the scene – what actually works, what is effective? How else can you react in a similar situation?

Discussion:

Afterwards ask the participants about how they feel after the exercise. Do they think that some of the presented tools of coherent communication can be introduced in their lives? What is assertive communication? Have they ever experienced similar situations? Tell them that tomorrow there will be a space for working on their own situations of boarder crossing.



If the solutions and tools introduced by the participants involved longer assertive communicates you may present to them The FFCE Model, stressing that you will be developing it further in the second day of the workshop.

Attachment 1: Scenes from the politician's life

Scene I

You are giving an interview to a journalist who keeps on asking about your family life / procreation decisions that have nothing to do with the topic of your political conversation. It annoys you that only women are usually asked about such things, so you do not want to talk about it. How can you react in order not to be forced to answer these irrelevant questions?

Scene II

You are at a formal meeting with other political activists. The man leading the meeting gives you a voice, complimenting your outfit and appearance. You feel uncomfortable. How will you react?

Scene III

Having conversation with several colleagues from your political party / working group / institution one of them puts his hand on your shoulder, holding it, in your opinion, a bit too long. You do not feel comfortable. What can you do? How to behave or what to say?

Scene IV

Your colleague who you work with on the draft of a new legal act had to prepare a list of statistical data for tomorrow's meeting. She asks you to do it for her because something new came up for her at the time planned for this work and she will not manage to prepare it. You like this woman and you owe her a lot but you have a lot of work and plans of your own. In order to help her, you would have to give up your commitments. You do not want to do this. How will you refuse her?

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.



Pushing in pairs

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

Instruction:

1. Ask the participants what it means to stand strong in a confident manner? Among the answers should be the following:

- feet on the width of your hips
- slightly bent knees
- clenched buttocks, a strong "base", i.e. tensed muscles of the pelvic floor, sphincter, abdominal
- hips forward, slightly tilted tailbone
- fists clenched at the height of the hips
- the upper part of the body erected and relaxed, mobile and elastic

2. Test the stability of the participants by approaching them and slightly pushing (after asking if it's okay for them).

3. Now, ask the participants to pair up and stand in a double row and face your partner. The exercise will consist of three rounds. Before each of them, present the task, remembering the importance of screaming.

- Round I - people face each other in a stable position that has been rehearsed earlier, they touch each other's hands and start pushing at the signal of the facilitator, trying to push the partner towards the wall in front.

- Round II - this time, the pairs are to stand sideways against each other, touching with the outer edges of the feet (first right and then left) and on the signal they begin to push in opposite directions with their shoulders.

- Round III - participants sit on the floor back to back with their partners; on the signal they start pushing their partner's backs, helping each other with hands and feet on the floor.



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)

A hedgehog-balls massage

Objectives: Calming down and relaxing after a day of work on your own borders. Experiencing a safe touch and practicing to inform the massaging person about one's own limits and preferences.

Instruction:

Give 1 massage ball (so-called "hedgehog") to each pair and invite them to massage each other for about 10 minutes. Start the presentation with instructions on how to massage individual parts of the back, neck, shoulders and arms. Remember not to massage directly on the spine.

Encourage participants to communicate about the massage given / received - in which areas could the partner stay longer? Where to press harder? What areas to avoid? It is an assertive reception exercise that also allows to practice signalling one's boundaries.

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.

Instead of the check-in in the round

Objectives: Relaxing the body and strengthening body awareness. A gentle introduction to the workshop and the group.

Instruction:

Start to walk around the room in different directions. Let one of you lead a narrative that will allow the participants to enter the atmosphere of the WenDo workshop:

1. Walking freely, pay attention to your breathing and body sensations. How are my feet connected to the ground? Do I make small or big steps? How do my body parts – pelvis, abdomen, arms and head – move?
2. Begin to accelerate your pace, stay in touch with your body all the time, but at the same time be conscious about other people walking around the room.
3. Now slowly start to notice other people - meet each other with the eyes while passing by.



4. Slow down a little and continue to greet with your eyes. On a signal, stop with someone for 3 seconds, then come back to the march. (repeat this variant several times)

5. We remain in the same task, the difficulty will be that you cannot smile at the person with whom you are paired. Try to relax your face, to greet your friend with a neutral face.

Ask the group to stand in a circle and ask in a quick round how they feel before today's workshop.

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.

Theoretical introduction - The FFCE Model

Objectives: Introduction to the scenes with simultaneous summary of the assertive message technique that appeared during exercises with coherent communication. Presenting the tool of The FFCE Model.

Instruction:

Ask the participants about the tools they know that may help you to set boundaries. Most likely an assertive message will appear there. Referring to the situations that occurred during the implementation of Module II, present the principles of assertive expression of disagreement and The



FFCE Model (attachments), using the example. Then ask the participants for other examples of the spoken message consistent with this model.

Attachment 2: The rule of assertive disagreement

Use the appropriate language and constructive feedback.

Communicate through "I", not "You", e.g.

"I'm mad at you and I don't like the joke you just said."

instead:

"You always say stupid jokes!"

Attachment 3: The FFCE Model

F like facts: Say what specific behaviour of this person exceeds your limit.

F like feelings: Name emotions and states that this behaviour evokes in you.

C like consequences: Show and make the person realize what are the consequences of such behaviour.

E like expectations: Specify what changes in attitudes and behaviours you expect from a person.

For example: "I am embarrassed (F) when you tell these sexist jokes (F). It is pushing me out of the rhythm of my work (C), I am asking you to stop (E)."

On the basis of: M. Branka i D. Cieřlikowska (ed.), Edukacja Antydyskryminacyjna. Podręcznik trenerki. [Anti-discrimination Education. Trainers manual.], Villa Decius, Kraków 2010

"Political" 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 in a political context] (75 min)

Violence is not just beating - it is also psychological harassment, humiliation, derision, blackmailing, sexual harassment, rape, exploitation of one's economic dependence or position in the hierarchical structure. This module aims to look at different forms of gender-based violence, in particular in the context of women's political involvement, by working in sub-groups basing on the knowledge already existing among participants.

Work in subgroups - violence and harmful stereotypes

Objectives: Systematizing the knowledge about what violence and stereotypes about gender-based violence are, in the context of women's political involvement. Reflection through discussion relating to the social reality in which the participating people work and act.

Instruction:

1. Divide the participants into groups of four.
2. Ask them to work on a graphic design (flipchart cards and markers in various colours will be needed) of the following issues:
 - Group 1 - What is gender based violence? What are its types and characteristics?
 - Group 2 - What are the myths and stereotypes that make it difficult for women to function in the world of politics? Find arguments that you can refute.
 - Group 3 - How is gender based violence manifested in the sphere of political activity? Find a few examples for each of its levels (individual, institutional, systemic).
3. Instruct that they have 20 minutes to discuss and note down their ideas. After this time, ask each group to present the results of their work. After each presentation, ask the other participants if they



want to add / verify something. Give the participants space to discuss and express their doubts and examples.

Discussion:

After working in the subgroups, meet on the forum. Ask how participants feel after the exercise, whether they have any additional reflections on the whole task. Summarize the results of your work briefly.

You can support the definitions taken from these verified publications:

Violence against women in the family, Women's Rights Center, Warsaw 2013

Gender equality policy. Community Initiative Guide EQUAL, European Commission, 2004

Discrimination on the grounds of gender and its prevention, Secretariat of the Government Plenipotentiary for Equal Status of Women and Men, Warsaw 2004

Marta du Vall and Marta Majorek, Gender in politics - perspectives and recommendations, Krakowska Akademia im. Andrzeja Frycza Modrzewskiego, Kraków 2014

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.

