

HANDBOOK FOR ELEKTRA'S TRAINING PACKAGE



This handbook has been produced by Elektra, Fryshuset, 2023.

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ABOUT FRYSHUSET

"We enable young people to change the world through their passions."

- Fryshuset's vision

"Enabling young people's empowerment and development to help them change the world through their passions."

Fryshuset is a non-profit organisation with no religious or political affiliation. The Fryshuset Foundation was established in 1984. Since then, the organisation has worked to create opportunities for young people to make their voices heard, so that they can change the world. Fryshuset caters to all young people, with a particular focus on those who live in or are at risk of marginalisation. The organisation runs around 60 different initiatives in the areas of: Youth Culture, Role Models & Belief in the Future, School and Employment & Entrepreneurship. Today, Fryshuset operates in the Stockholm area, the county of Skåne, Gothenburg, the county of Kalmar and Borlänge.

VALUES

Our values are our most important compass and represent the proactive energy that comes from bringing together passions, perspectives, knowledge and (different) generations under one roof. Our work is driven by love and a belief in humanity. We are always working for something – never against something. We believe that with the support of a positive environment and fellow human beings, we can all channel our energy correctly, rise up and move forward.

- We build trust and relationships. We create positive environments for young people where shared passions and a desire to participate, bridges differences, creates motivation and a belief in the future. We offer encouragement, trust, and responsibility to help young people grow and take control of their lives.
- We respond to what is happening in society and adapt quickly. We act boldly in new and unknown situations. We see opportunities and dare to create change where others often see problems.
- We are here for all young people, with a particular focus on those living in, or are at risk of marginalisation or exclusion from society. At Fryshuset the door is always open – we believe that everyone can succeed given the right conditions and that everyone deserves a second chance.
- Our starting point is always from the needs of the

individual. We are here for everyone, regardless of background, who wants to get involved and develop as a person.

ABOUT ELEKTRA

Since 2002, Elektra has been a part of Fryshuset which works to prevent honour-related violence and oppression by influencing attitudes and forming opinions. We work for the promotion of human rights, social security and create conditions for meaningful activities that increase knowledge and empower the participants. We provide training and lectures for young people aged 13–25, as well as for professionals in schools, government and other organisations.

Elektra's target group

- Young people aged 13–25 who we meet in schools, leisure centres and other similar places.
- Young people aged 16–25 who want to get involved and learn more about honour-related issues and human rights in order to act as role models and agents of change.
- Professionals who have contact with young people.

The story of Elektra

The Greek mythical goddess Elektra, together with her brother, murdered their mother and her lover. In

2002, Birgitta Englin created a modern version of the ancient drama based on the story, which received much acclaim and was seen by many. This performance was the starting point for the so-called Elektra project, based at Fryshuset in Stockholm, with Uppsala City Theatre and Riksteatern as partners.

The goal was to work with foreign-born young people who were vulnerable to honour-related violence and oppression (HRVO). Following this project, Elektras bröder (Elektra's Brothers) became an independent continuation of the project's previous play, Elektras systrar (Elektra's Sisters). It is about immigrant boys living in Sweden today, who have to find a balance between the cultural demands and expectations of their

families versus those in Sweden. The ambition is for example, to show the duality of how one can love their sister and at the same time maintain order within a family.

In 2004, the project Sharaf Hjältar (Sharaf Heroes) was launched. The idea was born when Fadime Sahindal was murdered by her father because her family did not accept her life choices due to the norms of honour. Sharaf Hjältar brought boys together to discuss human rights, feminism and other social issues. From Sharaf Hjältar, Sharaf Hjältinnor (Sharaf Heroines) was born, where young girls were given the same opportunity to discuss important social issues. Sharaf Hjältar and Hjältinnor laid the foundation for the Ambassador Training Programme that Elektra runs today.

ELEKTRA'S AMBASSADOR TRAINING

The Ambassador Training programme is an important building block in Elektra's organisation, where young people meet, talk and are trained to be good role models for other young people. Through discussions on issues such as equality, democracy and human rights, Elektra's Ambassadors learn to understand and change the norms, values and attitudes that restrict young people's sexuality and their right to live free and independent lives.

THE THREE-PART AMBASSADOR TRAINING PROGRAMME:

• Part 1. Introduction

The first part of the training focuses on creating a safe space for dialogue by working with the group process. This part focuses on interactive dialogue exercises from a human rights perspective. The aim is for the group to gain knowledge both about themselves as individuals and their own values as well as the values of Fryshuset and Elektra. They are also given an introduction to honour-related violence and oppression in order to gain an understanding of what it is.

• Part 2. Knowledge

The purpose of the second part is to give the group an overall picture of honour-related violence and oppression. Using related topics like norms, the participants gain in-depth knowledge of what honour-related violence and oppression is and what it can look like. The session consists of workshops, study visits and visits from external speakers to gain different perspectives on how professionals deal with the issues and to learn where to seek help and get support.

• Part 3: Agents of Change

The final part of the training focuses on harnessing the knowledge, commitment and willingness of group members to take active and concrete action. Here the group focuses on developing leadership skills and rhetorical tools. In this part, participants put their knowledge into practice.

THE PROJECT FREE

Together with the organisation Save the Children, Fryshuset has started the project FREE (Freedom to Choose: Building Capacity of School Staff, and Empowering Parents and Children in the Area of Children's Rights in an Honour Based Context). The project is co-funded by the EU and runs from March 2023 to March 2025.

The goal of FREE is to prevent and combat all forms of gender-based violence against women and girls, as well as all forms of violence against children, young people and other vulnerable groups. All of which are in line with the Europe Convention on Human Rights on preventing and combating violence against women and domestic violence, the EU Strategy on Gender Equality and the EU Strategy on the Rights of the Child.

The project takes a holistic approach to honour-related violence and oppression and is aimed at young people, parents and school staff. Elektra is responsible for developing materials for young people in the form of an educational package that aims to provide young people with tools to strengthen their understanding of norms and honour-related violence and oppression.

PURPOSE OF THE HANDBOOK

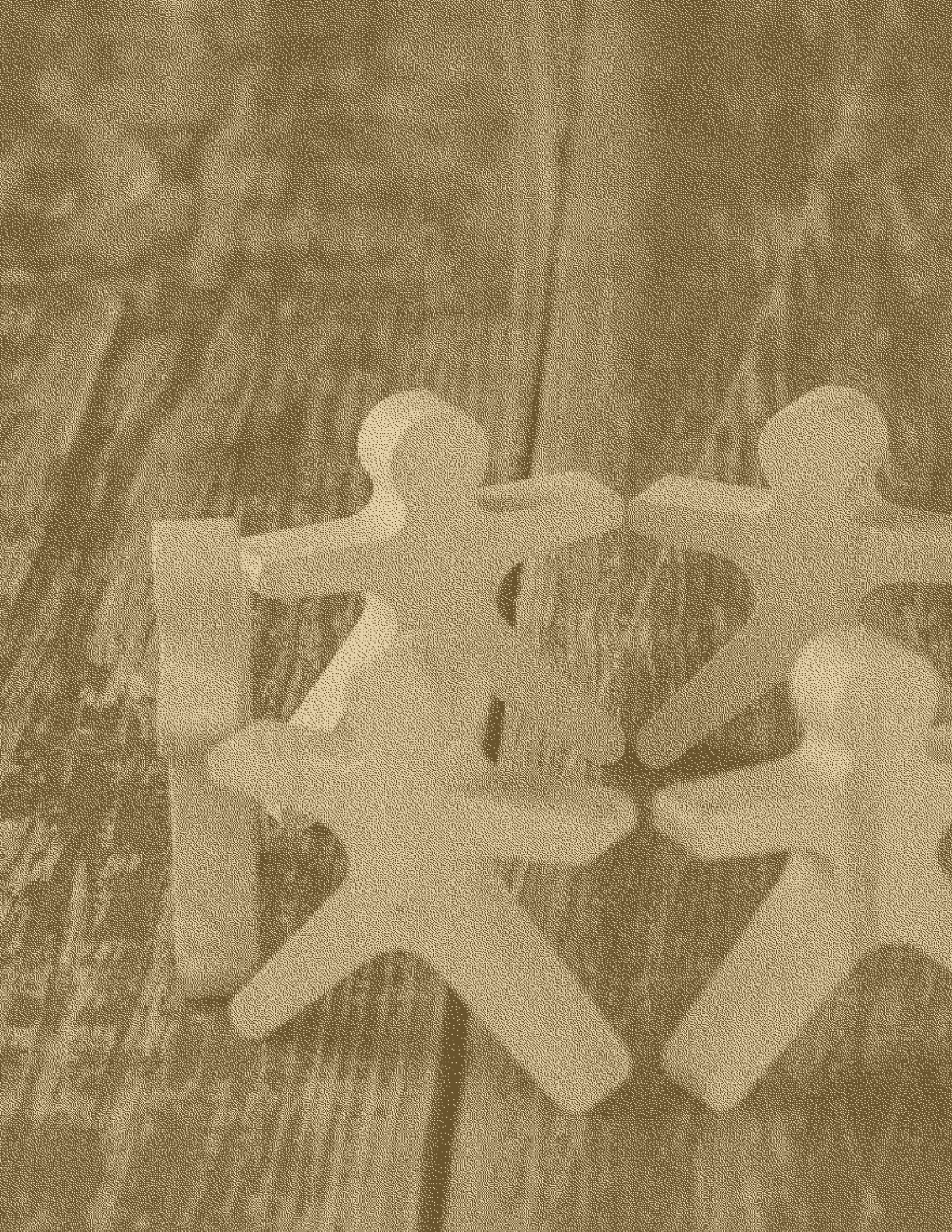
This handbook is designed to complement Elektra's open training package for young people.

It has been developed on the basis of Elektra's accumulated knowledge and experience. We have been supported by a reference group of Elektra Ambassadors.

The material is based on the following themes:

- Introduction
- Norms
- Violence and Relationships
- Honour-related violence and oppression
- Check out

Each theme includes information, exercises, and discussion questions. The material can be used in its entirety or adapted to meet the needs of the group.



THINGS TO THINK ABOUT AS A LEADER

- Give everyone the floor and make sure that everyone has a chance to speak.
- The leader does not participate in the discussion, they only ask follow-up questions or interrupt the discussion if necessary.
- As a leader, do not try to provide support for areas you do not have expertise in. If people need support or counselling, you can refer them to someone who can help.
- As a leader, you are not expected to know everything! If you are asked questions that you don't know the answer to or are not sure of the answer, say that you don't know (and maybe if you have the opportunity you will try to find out next time).
- Do not share personal contact details (this includes on social media).
- Remind the participants that they should not share private experiences during the meetings. This is important in order to avoid spreading rumours that could have consequences for the participants.
- Be on time and come prepared!
- If possible, talk to the teachers beforehand about the climate in the group: what will happen if someone needs to leave/is upset, what support they might need from the teacher, etc. Also inform the teachers that if they are in the room they should not participate in the discussions.
- As a leader you are responsible for following Fryshuset's values when using the material.

EMOTIONAL MANAGEMENT AS A LEADER

These workshops cover topics that can be emotionally difficult, and sometimes as a leader you may hear personal stories from participants that can be difficult to hear. It can be hard not to be affected, which can lead to emotional exhaustion. This can happen if you become too connected to the participants' experiences and cannot distinguish between their feelings and your own. To avoid emotional exhaustion, it is important to think about your own limits and to recognise signs of negative effects on your own well-being.

To avoid emotional exhaustion, it is important to prioritise self-care and set boundaries in your work. For example, you should never have one-on-one conversations with participants; there should always be two of you. Remember to make referrals for further support if a participant is in need of help. It is also important to ask for help from colleagues or supervisors if you feel overwhelmed.

BASIC CONCEPTS

Double Life: The young people we meet often live with a duality between being and doing what the community expects and being who they really are. This can have a huge impact on their lives. Some young people need to lie, change clothes or have secret phones in order to achieve a sense of freedom and (personal) space (Origo 2023).

Family, relatives or community: By family, relatives or community, Elektra means those persons in the direct or indirect environment of the young person who, because of family ties or another common affiliation like (religion, country of origin or neighbourhood), feel entitled to exert pressure on the young person.

(Origo 2023; National Centre against Honour-Related Violence).

Prejudice: Prejudices are perceptions of other people based on preconceived notions about the group that people are identified with. They are opinions about other people that are not based on personal characteristics, (rather generalisations about the group as a whole) (Ahum 2021).

LGBTQI: LGBTQI is an umbrella term for lesbian, gay, bisexual, transgender, people with queer expression and identities and intersex people. Homosexual and bisexual are terms about sexual orientation, i.e. who you fall in love with or are attracted to (RFSL 2023).

Honour: Honour is related to one's esteem or reputation. In the context of Honour-Related Violence and Oppression (HRVO), honour is about a collective morality in which the purity of the woman, and the safeguarding of it by men, is seen as necessary for the survival of the group. In this view, the control of women's sexuality becomes necessary to maintain honour. Thereby, the honour of the family or the community depends on its members behaving correctly according to the current norms of honour (Origo 2023).

Violence in the name of honour or honour-related violence and oppression: In the material, these two concepts occur repeatedly and describe the same phenomenon so we use them interchangeably.

Those who are subjected to violence in the name of honour live in a context where conforming to norms of honour is crucial for the reputation of both the individual and the group in relation to their community (Origo 2023).

Domestic violence: Domestic violence is a form of violence and is characterised by the victim having a close relationship and often strong emotional ties to the perpetrator(s) which can make it difficult to resist and break away (Origo 2023).

Heteronormativity: Heteronormativity means that all relationships are expected to be heterosexual, that an individual is expected to be interested in and to have a romantic relationship with a person of the opposite sex. Heteronormativity is strongly rooted in gender norms, where the sexes are seen as complementary in marriage (RFSL 2023).

Chastity norm: The chastity norm means that sex is not permitted before marriage, based on the expectation that a person should be "pure and untouched" when they get married. The chastity norm affects girls and women more than boys and men, as it is linked to and reinforced by the myth of the hymen. This contributes to a harder control and restriction of girls' and women's sexuality. This control aims to maintain the norm of what a woman can do and be without bringing shame to the family (Origo 2023).

Gender norms: Gender norms are about certain characteristics, behaviours and body shapes that are associated with being a girl or a boy. This also includes certain behaviours that are considered masculine or feminine. There are different expectations or unwritten rules depending on our gender (Origo 2023).

Female genital mutilation: The term "female genital mutilation" covers several different types of procedures. In some cases, parts of the labia or clitoris are cut off. In other cases, the clitoris is pierced with a sharp or pointed object. The crudest

form of genital mutilation is known as infibulation, where both the clitoris and the inner and outer labia are removed. The skin is then sewn together, leaving only a millimetre-sized opening through which urine and menstrual blood can pass. Female genital mutilation (FGM) is a custom practised in many parts of the world. It is usually carried out under violent circumstances, without anesthesia, using simple tools and without medical justification. Because of the risks associated with FGM, it is considered a serious health problem for girls and women. (Origo 2023; National Centre against Honour-Related Violence and Oppression ND).

Betweenness: Betweenness is a feeling that arises when one moves between or outside established norms of national or cultural identity. The feeling of betweenness has been created by some form of exclusion and marginalisation (Origo 2023).

Norms: Norms can be described as unwritten or implied rules that exist in society or a smaller group that tell us how we are expected to live, behave and look. We often follow norms without being aware of it. It is usually only when we ourselves or someone else breaks a norm that we become aware that the norm exists (Origo 2023).

Pronouns: Words that others use to refer to you instead of your name. He/he, she/he, they/they, the/they and others (RFSL 2021).

Transgender person: A person who feels that their gender identity does not correspond to their biological, physical sex (the opposite is cisgender) (RFSL 2021).

Culture of silence: The culture of silence within HRVF contributes to the reinforcement, reproduction and perpetuation of norms. In addition to the body and sexuality, the culture of silence includes other family issues - such as mental illness, violence, addiction, crime, and physical and intellectual disabilities. At the group level, the culture of silence aims to maintain prevailing norms and structures. One consequence of this is that victims find it more difficult to seek support from outsiders, as this is seen as disloyal and constitutes a norm violation (Origo 2023).

Everyday honour: Elektra uses the concept of “everyday honour” to explain the lives of many young people in Sweden today. Everyday honour is a systematic restriction of everyday life with norms for a specific group or community that take precedence over other rules. It is a repetitive pattern of actions and restrictions (National Centre against Honour Related Violence and Oppression ND).

Non-binary: A person who self-identifies as between, beyond, with both, or neither of the gender categories of woman/man. Sometimes non-binary is used as an umbrella term for different gender identities that do not fit within the gender binary, such as intergender or genderqueer.

Non-binary does not mean the same thing for everyone who identifies with it. For some, it means feeling both male and female; for others, they are between the two categories, while many non-binary people do not identify with any gender at all (RFSL 2023).



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Perpetrator: Within the context of HRVO the perpetrator is the family member or collective that exerts its influence on the young person; exerts violence, exerts control (National Centre against Honour-Related Violence and Oppression ND).

EXERCISES

Exercises that will be repeated throughout the training programme

There are many different exercises in the material. The exercises are your tool to guide the participants through the training. The exercises are both practical and theoretical. Plan how to do the exercise and learn it if you have not done it before. It is important to gather the group, preferably in a circle, and then give instructions. It is easier for the group to listen to instructions if they are sitting down. If the group is scattered and unfocused, it may be more difficult to complete the exercise. It is always good to explain to the group after an exercise why it is being done and to talk about how it went afterwards.

Exercises to get to know each other

These exercises are valuable for everyone to learn each other's names and to get to know each other. They create a sense of community within the group. Feeling seen is an important part of thriving in a group, even during short training programmes. The exercises help participants to get to know each other and create a sense of belonging. Remember that the exercises you start with should be relaxed and encourage laughter. The group should not feel pressured to perform. Simple exercises can be used to warm up the group.

Energisers

Energisers are short and simple exercises used before, during or after an activity, lecture or discussion to quickly energise the group. They can also be used before a longer activity.

Besides providing a common focus, they also create more energy and a greater sense of belonging. Remember that the exercises you do at the beginning should feel relaxed and encourage laughter. The group should not feel pressured to perform, but can warm up with simple exercises. The energiser is not always included in the time calculated for the session, but can be used as needed. It is up to you which, if any, you use.

"Word pairs"

Objective:

To get the energy going and allow participants to talk about something other than the main topic.

Instructions:

Shout out associations to words. For example: Salt and...(pepper)! Hot and...(cold)!

"Simon says"

Objective:

A playful exercise that alternates between speaking and moving.

Instructions:

The leader gives instructions to the group. If the instruction starts with "Simon says", the participants should follow the instruction. If the leader does not say "Simon says" they should not move. For example, if the leader says: 'Simon says clap your hands', everyone should do it. But if the leader says 'jump', the group should stand still. The person who jumps is out and can sit down. The game continues until only one person remains standing or until the leader decides to stop the game.

"Rain forest"

Objective:

To create focus in the room.

Instructions:

The leader asks everyone in the room to sit in a circle and look only at the person to your left. During the exercise, everyone should do the same movements that the person on the left is doing. The leader starts by doing one movement and gives enough time for everyone to start doing the same movement. For example, rubbing your palms together. Then do five more different movements (one at a time) using hands and legs. Examples of movements:

Rubbing palms together

Stomping with your feet

Jazz hands

Clap your palms against your thighs

Stomp your feet and snap your fingers

"Find the group of 7"

Objective:

Divide groups into pairs or small groups.

Instructions:

Gather all participants in a circle. Instruct them to stand arm-in-arm with two people, so that they form groups of three, and do this before you have counted down from 7 to 0. Next, ask them to switch to two new people they haven't already locked arms with, but this time in 6 seconds. Do another round where you count down from 5 seconds and so on. End the exercise when there is a good mix of people in each of the groups. Let the participants who end up standing with each other be in the same group for the exercise you will do afterwards. Adapt the number of people who will stand arm-in-arm with each other according to the size of the groups needed for the following exercise.

"Zip! Zap! Boing!"

Objective:

To energise the group or use up any excess energy so that participants can then focus on other exercises. The aim is also to create a variety between speaking and movement.

Instructions:

1. Everyone stands in a circle and passes each other a sound and a movement. There are three movements and three sounds. Try to add one movement at a time as long as everyone can keep up, then try to pick up the pace.

2. Say "Zip" when you want to pass to the person next to you. If you are passing to the person to your right, take your right hand and swing your hand in an open direction towards that person (like pointing with your whole hand). As you swing your hand, say "Zip". Do the same, but with your left hand, if you are passing to the person to your left.

3. Say "Zap" if you want to pass to someone other than the person standing next to you. To do that, put both of your arms out in front of you in a parallel line and point (with your hands pressed together) to the person you want to send to and say "Zap". You cannot "Zap" someone standing next to you.

4. Instead of passing on the "Zip" or "Zap" you can say "Boing" and put both hands in front of your face at the same time. Then the turn goes back to the person who sent it to you and they must quickly send it on again. The exercise should go at a fast pace. If someone says the wrong thing, makes the wrong movement or hesitates too long, they must run one circle round the ring.

"Seven up"

Objective:

To train attention and cooperation.

Instructions:

Everyone stands in a circle. One person starts by saying 1 and puts a hand on the shoulder of the opposite side of their hand (left hand, right shoulder and vice versa) It is then passed to the person next to them on that side (right shoulder sends it to the right, left shoulder sends it to the left). Then the group continues to count, passing to the right or left. Continue counting until you get to 7. Instead of saying seven you clap your hands over your head and say "Seven up". The same person then starts counting again from 1. Start with a few test rounds where no one is eliminated. Once everyone knows the rules, you can begin where if someone takes too long or makes a mistake, they are out. Continue until only two are left, or until the leader decides to stop.

"Pulse"

Objective:

To train attention and cooperation.

Instructions:

Someone starts and has the "pulse". Everyone else should keep their eyes on this person. The owner of the pulse chooses one of the others in the group, making eye contact. Now these two should clap their hands at the same time, using only eye contact - this is how the pulse is transferred! Now it's time

for the new owner of the pulse to choose the next person to receive the pulse. This continues until everyone in the group has been a pulse owner. Try not to talk during the exercise. Concentrate on the exercise and communicate only through eye contact. First, the group needs to get the pulse flowing. Then find a pace in the pulse transfer that can be maintained. Once you have found a steady pace that works, you can try to increase the pace. The more you practise, the faster the pace the group will be able to reach.

"You have ten seconds"

Objective:

A playful exercise that alternates between talking and moving.

Instructions:

The leader says you have 10 seconds to do something and the group should do it as quickly as possible. For example: You have 10 seconds to stand on something black/white/grey. You have 10 seconds to take off your shoes. You have 10 seconds to stand opposite someone with similar trousers/shirt/shoes/eye colour.

"Give a gift"

Objective:

To raise the energy level and allow participants to talk about something other than the main topic.

Instructions:

The exercise is carried out in pairs. One person gives a gift to the other by handing over an imaginary object. The recipient decides what he has received by saying, for example, "Oh, thank you, a lady bug! The giver also helps to define the object by the way the gift is presented (e.g. by showing that it is a big, heavy gift). Finish the exercise when all participants have "received" and "given away" a "gift".

"Count to 10"

Objective:

To create a common focus, a tolerant attitude towards making mistakes (by applauding at the end of the count, no matter how far you have come).

Instructions:

Ask participants to stand in a circle with their shoulders facing each other. Explain that they are going to be involved in an advanced mathematical exercise (which may create some anxiety and comments in the group, or at least an expectation...) Then go through the rules:

- The group should count to 10 together, with one person saying "one", another saying "two", etc., working up to 10.
- People standing next to the person who has said a number are not allowed to say the next number.
- If you get it wrong or say the same number at the same time, everyone must applaud and start again.
- While you are counting, you must not say anything else but stand silently and look down.
- It is very rare that the group will manage to count all the way to 10. This is not the purpose, but the idea is to create a common focus (through a common task) and to convey a tolerance towards making mistakes. Don't spend too long on this, but let the group try it 3-4 times.

"Line"

Objective:

Get the energy up and allow participants to talk about something other than the main topic.

Instructions:

1. Ask the participants to stand in a line. No one is allowed to speak.
2. Then ask them to place themselves in order according to, e.g. height, date of birth, first letter of their name, etc., without communicating in words. For example, the person with the lightest eyes stands on the far left and the person with the darkest eyes stands on the far right.
3. Then reflect together: How do you think the exercise went? What was easy? What was challenging? How did you communicate? Who took the lead and how did the person(s) take the lead? How do we get or take the roles we have in different groups? What can a person do if they want a different role in a group than they have today?

"Speed Dating"

Objective:

To get to know each other.

Instructions:

You are going to interview each other for a few minutes to find out more about each other. You will be given a topic to talk about and you will have 1 minute to talk to each other. Sometimes only one of you can talk, sometimes both - try to balance it!

After 1 minute we will give a signal. Then the people in a row move one step to the right so that you get a new partner. Again, 1 minute. We will switch places a few times.

Topics - choose a question you like:

- What would I do if I won ten million?
- Someone I look up to - someone I know or a celebrity.
- My dream destination and what I want to do there.
- What will I be doing in 10 years if I can choose exactly what I want to do?
- This is what I'd rather be doing on a sunny day in the middle of summer.
- This really makes me angry!
- Some qualities I value in other people.
- What I think politicians should think about more
- This makes me really happy!

"Rattling things off"

Objective:

To get to know each other.

Instructions:

Participants should position themselves in a row with their shoulders aligned and looking outwards from the row.

One person goes in front of the row and faces the others. This person should then say as many words as possible (all types of words) at high speed. If the person says things that are 'connected' in different ways (for example, apple and pear, which are both fruits), they must return to the end of the row and then the next person in line can turn towards the others and start to say words. When that person also says things that are related (or starts to repeat the words), they are "out" and must return to the end of the line and it becomes the next person's turn, and so on.

This way you go through the whole group a few times.

The exercise can create a sense of vulnerability (being forced to stand in front of others) and forces you to say things quickly without thinking. It is important to signal that it is ok to get it wrong and use laughter as a means of disarmament. It is also important that this exercise is done fast all the time. It doesn't matter if it goes wrong after just a few words, and it is important that the next person in turn is on the spot quickly and continues to rattle things off.

ELEKTRA'S DIALOGUE PACKAGE

The following section contains instructions for all the exercises in the five workshops we have developed for talking to young people about honour-related violence and oppression. These instructions complement the presentations and should be used together.



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Instructions:

A leader begins by introducing themselves with name, pronouns and a number representing how they feel today. Then the leader turns over the floor to the participants and asks them to introduce themselves with their name, pronouns and a number that represents how they feel today. Go around until everyone has spoken, finishing with the second leader.

- Name
- Pronouns

How are you feeling today?

5. I can handle anything
4. I feel good
3. I feel okay
2. I am here (at least)
1. Difficult, not much is going right
0. Crappy day, the foetal position would suit me best

Workshop 1: Introduction

Objective of Workshop 1 "Introduction":

To give young people an introduction to Elektra and the way we work. During this session we will explain the core themes of Elektra and present

upcoming events. We also start talking about norms and beliefs and do a series of exercises to practise a norm-critical approach, active listening, being present in the room, but also getting to know each other and getting to know us as leaders.

Exercises:

"Check-in"

Objective:

Getting to know each other and getting focused.

"Group Contract"

In order to create a safe environment during the Elektra meetings, the leader, together with the group, will lay down a number of rules of behaviour.

Read out all the points on the presentation slowly and clearly. Make sure that everyone is present when you, the leader, go through each of the points. Ask the question - Can we agree on these rules? Is there anything you would like to add?

This will be a verbal contract.

Point out: "What is said in the room stays in the room" by reminding participants not to share anything private that they might later regret sharing. This is to prevent rumours etc., from spreading.

Note: If the teacher collects mobile phones during the meeting, you can still read the point about mobile phones by saying something like: "We have already dealt with this."

"Everyone who..."

Objective:

To energise the group or expend any excess energy so that participants can focus on other exercises.

Instructions:

1. The leader says a sentence such as "Everyone who loves ice cream". Everyone who agrees with the statement should swap places with someone else, so there always needs to be an extra chair.

2. Alternative 2. One person stands in the centre of the ring and says the statement, and when people change places, that person tries to take an empty seat. The person who is left without a seat can then say the next statement (there should NOT be an extra chair here).

Suggestions:

- Everyone who loves ice cream
- Everyone who likes to travel
- Everyone who likes cats
- Everyone with long hair
- Everyone who loves green
- Everyone who loves music
- Everyone who likes football

"Hot Seat" alternatively "The Line"

Objective:

To think about different social issues and dare to take part in the discussion.

Instructions for "Hot Seat":

The participants sit on chairs in a circle. There is an extra chair. If participants agree with a statement, they move, otherwise they remain seated. After each statement (except perhaps at the beginning), the leader asks one or more people why they chose to move or not to move. It is important that the discussion is not too long and that you keep up the pace. The leader can also say in the instructions that people should act on what they think first and not think too much (this exercise is about making

their prejudices and opinions visible and it is good not to think too much).

Alternative 1

Instructions to participants: You will be asked to respond to a series of statements. If you agree, stand up and change seats. If you disagree, remain seated. I may ask you why you stood up/sat down. Feel free to explain your thoughts in as much detail as you like.

Alternative 2 (the better option for new groups)

Instructions to the participants: You will be asked to respond to a series of statements. If you agree, raise your hand. If you disagree, keep your hand down. I may ask you what you think. Feel free to explain your thoughts in as much detail as you like.

Instructions for "The Line":

Ask participants to line up for "strongly agree" as well as for "strongly disagree". Point out which side of the room is "strongly agree" and which side is "strongly disagree".

Statements:

- All people are equal in value
- Children should be involved in decision-making
- Everyone in society should have the same opportunities in life
- Everyone in Sweden has the right to their culture
- Everyone should have the same right to express their opinion
- Everyone should be able to dress as they like
- All parties, even if they are racist, should be invited to schools to present their politics
- It's okay not to hire someone because their Swedish is too poor, even if they have the best qualifications

NOTE - not all statements need to be included, you can add your own and you can rephrase the ones here according to the needs of the group.

"Check out" - SUN

Objective:

To bring participants together and give them space to raise issues that are on their minds.

Instructions:

Do a final round where everyone says something about one or two of the following:

- Success of the day
- Concern of the day (For the leaders: think about whether the worry should be said out loud, written down or passed on)
- Lesson of the day

Workshop 2: Norms

The objective of workshop two is to give young people a better understanding of norms, conditions and power and how they are related. We do this through exercises to practise a norm-critical approach. This workshop lays the foundation for talking about honour-related violence and oppression later on.

Exercises:

"Check-in": See instructions under Workshop 1.

"Group Contract": See instructions under Workshop 1.

"Rear View Mirror"

Objective:

To remind participants of the last meeting, to get the group going and to change roles.

Instructions:

Divide the participants into groups of 3-4. Ask them to spend 5 minutes discussing something they took away from the last session. If you feel you have time (for example, if you know it is a fairly quiet group), you can ask them to share, but this is not always necessary.

"Greeting"

Objective:

To get a sense of what norms are and how to break them.

Instructions:

The whole group is instructed to walk around the room and greet each other as if they were meeting for the first time. On the first occasion, the leaders are not involved in the exercise. The group will probably walk around and greet each other by shaking hands or something similar. Then ask the

group to reflect on what they have just done - did they notice anything special?

Notice whether anyone thought about the fact that they used a right-handed greeting. Don't point this out in a judgmental way and don't evaluate anything they say.

Then you repeat the exercise but this time the leaders should now go round and greet with their left hand. Then you reflect on what happened afterwards. How did it feel for those who had to deal with the person who "broke the norm"?

"Four corners"

Objective:

To reflect on how they could put knowledge into practice.

Instructions:

Give them all the instructions before they stand up. Tell them that you are going to make statements and after hearing them they should move to and stand in the corner of the room that represents what they most agree with. Point out what each corner means before they start moving.

Statement 1: I am most influenced by what...

Corner 1: My parents think

Corner 2: My friends think

Corner 3: I see and read on social media

Corner 4: Own choice

Statement 2: Where do you most notice gender norms in your life?

Corner 1: School

Corner 2: Exercise/leisure

Corner 3: At home

Corner 4: Own choice



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"Arms Crossed"

Objective:

It can feel strange and uncomfortable to do things differently from the way you usually do them, but after a while the unusual becomes the usual. Conclusions: Norms can be changed! Some norms are easier to break than others.

Instructions:

Ask all the participants to cross their arms. Leaders then do it together.

Then tell the participants to cross their arms again, but this time with the other arm on top. The one they don't usually have on top.

Questions for the group:

Ask them how it felt when they switched arms. Continue a few times with the "other" arm on top.

Ask them how it feels now? Did it get easier the more often they did it? Was it difficult to remember which was the usual arm and which was the unusual one? This is also the case with norms.

Additional questions to guide the discussion further:

Which norms do you think are easier to break?
What does it take to change a norm?
What do you think can happen to those who break the norms?
Why is it important to question/break norms sometimes?

"Quiz" alternative "Roles"

Objective:

To highlight how norms can change over time.

Instructions:

Read a statement and have participants guess whether it is true or false, before revealing the correct answer.

1. In the 18th century, men wore pink silk garments with floral embroidery and tights. - True!
2. When computers came along in the 1940s, computer programming was considered a "woman's job" as they were considered better at planning - True!
3. Up until 1650, women were more likely to be priests than men - False!
4. In the 19th century, boys were prepared to do almost anything to get a place in the American football cheerleading squad - True!
5. In ancient times, it was the norm for men to cry. - True!

"Roles"

Objective:

To recognise that we have different norms that can limit us.

Instructions:

The leader is equipped with a pencil and whiteboard/paper. "If we asked 100 people in the city what is typically female, male and non-binary, what would be the answer?" Ask the group the question and encourage them to give their opinion.

Listen actively to what is said in the room and write the different categories on the board.

Take one category at a time (female, male, non-binary): write down everything the group says and then together go through what was said and written down. Please ask questions if you do not understand what was said or written down. Then ask what qualities came up for each of the

categories.

- For example, if it says strong under male but not the others. Ask if a woman can also be strong?
- Can a man also be kind?
- Ask if they think that they believe that someone could be placed entirely in one category - i.e. fulfils everything in that category and nothing in the others?
- Ask if they think these norms limit us?

“Check-out - SOL”

- See instructions under Workshop 1.



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More in-depth information for Workshop 2 – Norms:

Norms are based on beliefs about what is desirable and how things should look and be. It is important to be aware of how norms affect you and others you meet, because norms affect people's lives and they affect different people very differently.

Norms are often linked to power and many strong norms in society have a direct impact on people's lives. A clear example of this is gender norms, where men have often held positions of power in society and are more likely to have managerial jobs, higher salaries etc.

This also means that many people who violate, for example, class norms, gender norms, heteronormativity or whiteness norms, etc., live with stress and the fear of being exposed, subjected to violence, discrimination or other unfair treatment. It is important to consider what norms are around us and whether they are actually good norms that help us as human beings. Or if they are norms that restrict, stigmatise and are used for discrimination.

Workshop 3: Relationships and violence

The objective is to reflect on and discuss different types of violence together. We will start by talking about relationships, where participants will reflect on what makes good and bad relationships, and then move on to talk about different types of violence.

Exercises:

"Check-in": See instructions under Workshop 1.

"Group Contract": See instructions under Workshop 1.

"Rear View Mirror"

"Relationships"

Objective:

To get participants to reflect on what makes a relationship good or bad.

Instructions:

Ask the participants to discuss: - Why are relationships important?

1. Write "Good relationship" on the board or paper (A3) and ask participants to write what they think makes a good relationship. Then discuss what they have come up with. Try to summarise what makes a good relationship in just four points.

Here are a few examples:

- **Mutual respect:** This means that you both treat each other with kindness and consideration. You listen to each other, show consideration for each other's feelings and opinions, and treat each other with respect.
- **Trust:** You can rely on each other and feel safe together. This means that you feel that the other person will be there for you and that you can share your thoughts and feelings without fear of being judged or betrayed.
- **Open communication:** You can talk to each

other about what you are feeling and thinking. Communicating openly and honestly will help you understand each other better and solve any problems or misunderstandings.

- **Shared interests:** You have common interests and have fun together. Sharing activities and experiences makes the relationship stronger.
- **Support and encouragement:** You support and encourage each other in your goals and dreams. You cheer each other on and help out when needed.
- **Personal development:** You allow each other to grow and develop as individuals. You support each other's personal development and respect that you may have different interests and passions.
- **Time and space:** You give each other time and space for both shared time and time for yourself. It is important to have a balance in how you spend time together and individually.

A good relationship is like a safe and mutual friendship where you can support each other, have fun together and be honest with each other. It is something that is built over time and takes work and commitment from both parties.

2. Then write "Bad relationship" on the board or paper (A3) and ask the participants to write down what they think is a bad relationship. Then discuss what you have come up with. Try to summarise what makes a bad relationship into four "warning signs".

One example to discuss: Jealousy, does it belong here? If jealousy leads to control and mistrust, then it could be a sign of a bad relationship.

Here are some other examples:

- **Negativity:** A relationship where there is negativity, a lack of caring, and where the partners don't enjoy being together or don't care about each other's well-being.
- **Lack of respect:** This can mean that the other person treats you or others badly, says offensive things or does not show consideration for your feelings and opinions.
- **Distrust and betrayal:** You feel unsure whether

you can trust the other person. They may lie to you, break promises or not keep their word.

- **Constant conflict:** There is a lot of fighting and disagreement in the relationship, and it feels like you are always getting into arguments.
- **Control and manipulation:** The other person tries to control you, forces you to do things you don't want to do, or uses manipulation to get their way.
- **Lack of support:** You feel that the other person does not support you or your dreams and is not there for you when you need it.
 - **Isolation:** The other person tries to keep you away from your friends and family, making you feel isolated and alone.

"Different types of violence"

Objective:

To broaden the understanding of what violence is.

Instructions:

Have the participants explain the different categories of violence listed in the presentation (in the form of pictures) and give examples. Help them if necessary. If someone has already given an answer, just confirm it and do not explain it again. Note that digital violence is not included in the pictures, so mention that too!

Definitions for leaders: Mention the definitions listed below that are not covered by the participants and clarify them if necessary.

Physical - Anything that causes injury or pain. For example, punching, kicking, pinching, hitting with tools, etc.

Psychological - Various forms of isolation, verbal abuse, emotional blackmail, shaming are examples of psychological violence in close relationships.

Sexual - Sexual violence ranges from unwelcome touching to being forced or subjected to sexual acts, including rape, or witnessing various forms of sexual acts. The victim may also be photographed or filmed for sexual purposes against their will.

Material - The violence may also consist of

material damage, such as breaking furniture and other items in the home. The victim may also be forced to destroy possessions of particular importance. Violence may also be directed at pets.

Economic - Economic violence can also be part of domestic violence. The perpetrator may take control over finances and belongings to increase isolation, vulnerability and make it more difficult to leave the relationship.

Neglect - When the victim is dependent on the perpetrator, such as children or people in need of care, and their needs are not met.

Emotional abuse - You may have heard of gaslighting? This is an example of emotional abuse where the person is made to doubt their own impressions and feelings. It is also a form of psychological violence.

Latent Violence - For people living with violence, the violence itself doesn't have to happen for them to change their behaviour, just knowing it could happen is enough to change their behaviour.

Digital violence - any form of violence where technology is used to perpetrate the violence. For example, demanding selfies to know where a person is, using apps to know where you are at all times, cyberbullying, sharing pictures without consent, etc.

"Line"- Is it ok to...?

Objective:

To reflect on violence.

Instructions:

Start by asking the question: "Is it okay to use violence?" and see what they say. Ask if it is possible to justify violence?

Are there times when you can use violence?

Then tell them that you are going to do an exercise to make them think about it a bit more.

Tell participants that after hearing a statement, they will be asked to stand in a line which represents "strongly agree" on one side and "strongly disagree" on the other. Point out which side is "strongly agree" and which is "strongly disagree".

Statements:

- It is OK to use violence in war. It is OK to use violence in self-defence.
- It is OK to use violence against bad people (bullies, cult leaders, dictators).
- It is OK to use violence if you are not respected.
- It is OK to use violence in a boxing match.
- Your partner always goes and picks you up when you go somewhere.
- Your parents/carers look through your phone without asking and without your knowledge.
- Your partner asks for the password to your phone.
- Your partner looks at your phone.
- Your partner makes comments about your clothes.
- Your partner asks you to stay at home with them instead of going out with your friends.
- Your partner talks badly about your parents/carers and/or friends.
- Your partner gets angry because you spend too much time with your friends instead of spending time with them, but regret it immediately afterwards, and become very loving, sometimes giving you presents to apologise.
- Your partner becomes jealous.
- Your parents/carers get angry if you don't look after your younger siblings.
- Your friend gets angry if you want to hang out with people other than them.
- Your friend always decides what you will do together.
- Your parents/carers have information about your whereabouts.

“Hot seat... Is it violence when ...?”

Objective:

To think about violence.

Instructions:

The participants sit on chairs in a circle. There is one extra chair. If participants agree with a statement, they move, otherwise they remain seated. After each statement (except perhaps at the beginning), the leader asks one or more people why they chose to move or not to move.

Statements:- Is it considered violence to:

- Give someone a slap
- Break someone's playstation
- Take a detour or hold your keys in your hand if you go out alone after dark

- When your caregiver grabs your arm to stop you from running into the road and getting hit by a car
- When your caregiver grabs your arm hard for not cleaning your room
- Show a naked picture sent by a person to their friends
- Rob someone
- Take money from someone's wallet
- Not change your child's diaper
- Grab someone's behind
- Call someone a slut
- Not being allowed to pursue hobbies / socialise with friends

Steal small things that are not worth much from someone you have a relationship with

Ask follow-up questions and problematise what has been said - the aim is to get them to really consider these statements. Things are not always completely black white.

For example: A lot of people here have said that smashing someone's Playstation is not violence, and I can probably agree with that in many cases, but if, for example, your partner is angry and you are arguing and they break your Playstation because they know it means a lot to you, would that change your answer? Revisit the definition again.

Point out that violence and oppression often starts with things you don't react to or even think about, like being picked up and dropped off or that your partner wants to spend time with you, so you may not be aware that isolation is occurring. The perpetrator may alternate between love and violence, which means that the victim does not always react strongly to the violence and continues to hope that things will get better during the “bad times”.

“Where can I turn?”

Objective:

To discuss where to turn in more/less acute situations.

Instructions:

Tell them that we are going to do a short quiz.

Ask the participants to answer directly what they think is right in the following situations. The words in brackets are the answers.

- A person is a victim of ongoing physical violence and needs to leave. (police)
- A person is not sure if what they are experiencing is violence and is afraid that the abuser will find out if they tell anyone. (anonymous chats/support lines)
- A person feels bad and needs to talk to someone. (helplines, counsellors)
- A person loves their partner, but sometimes it doesn't feel right and they don't really know why. (Online support groups, youth centres)
- A person is a victim of domestic violence. (Police or social services)

A person witnesses domestic violence. (Police)

“Check out round -SUN”

- See instructions under workshop 1

In-depth information for Workshop 3

- Relationships and violence:

One in three women worldwide is subjected to physical and/or sexual violence, usually by a man they are in an intimate relationship with. The figure is similar in Sweden.

In 2022, 36 019 cases of assault were reported where the victim knew the perpetrator. Of the reported assaults on adult women in 2022, the offence was committed by an acquaintance in 80 per cent of cases.

The corresponding figure for adult men was 42 per cent. In 2022, there were 10 cases of fatal violence where the victim and perpetrator were dating.

Workshop 4: Honour-related violence and oppression

The objective is to give young people basic knowledge about honour-related violence and oppression, “everyday honour” and honour norms.

Exercises

“Check-in”: See instructions under Workshop 1.

“Group Contract”: See instructions under Workshop

1

“Rear View Mirror”

“Hot seat.” Objective:

To reflect on the norms surrounding honour.

Instructions: See instructions for “Hot Seat” in Workshop 3.

Statements:

- Everyone has the right to love whoever they want .
- Family is very important to me.
- Having a good reputation is important.
- A parent/guardian has the right to read their child's texts/messages.
- All rumours are true.
- Parents/guardians usually know everything about their children.
- It is important that your family likes the person you are with.
- You can stop liking the person you are together with.
- It is common for rumours to spread.
- I have been treated unfairly because of my gender.
- It is possible to be in love with several people at the same time.

- Societal norms (unwritten rules and expectations) influence who we fall in love with.
- A person is expected to feel like either a girl or a boy.
- It is common for young people to have secret love relationships.
- Some people don't dare to be with the person they want because they are worried about what others will say.

“What are norms and what are honour related norms?”

Objective: To get young people to think about norms related to honour.

Instructions: Ask the group if they remember talking about norms during the second session? Ask what a norm is. Then ask what they think honour related norms are?

Let the group try to answer the question by raising their hand. If necessary, you can help them by reading out some of the answers below:

Norms are expectations, behaviours, unwritten rules that you have to follow within a group, if you live within norms of honour you have to follow norms such as:

- Not being allowed to dress the way you want to.
- Not being allowed to go out.
- Not being allowed to socialise with whomever you want.
- Not being able to marry the person of your choice.
- Lack of control over their own body, life or sexuality.
- Not being allowed to participate in society because of demands from home.
- Being constantly controlled or under surveillance.
- Not being allowed to study or being prevented from going to school and choosing a career.
- Having to be dominated by those above you in rank.
- Being at risk of being sent away for a “proper upbringing”.

“What is the first thing you think of when you hear honour-related violence and oppression?”

Objective:

To reflect on the stereotype of who is thought to be affected by honour-related violence and oppression.

Instructions:

Ask participants to close their eyes and imagine an image of a person they associate with the words honour-related violence and oppression.

Then ask follow-up questions, one at a time, and have participants respond with a silent show of hands to each question.

- Was the person a guy?
- Was the person LGBTQI+?
- Was the person from the inner city/Stockholm?
- Was the person someone with a disability?
- Was the person an older man?
- Did anyone think of a teacher?

Conclude by saying that anyone can be a victim of honour-related oppression, there is no specific template or person.

“What are the three most important things in your life?”

Objective:

Think about how a person who is the victim of HRV is often torn between their family and their freedom.

Instructions:

Ask participants to discuss in pairs the three most important things in their lives. Food, oxygen and water need not be mentioned.

Give participants a few minutes and then ask the question - What are the most important things to you and how do you prioritise them?

Finally, ask them to tell you what they came up with. Then ask: How many of you thought about freedom? How many of you thought of family?

Many people who are living with honour-related violence and oppression can be torn between these two values, as for many people they are in conflict with each other.

“Dilemma”

Objective:

Think about how you can support people close to you.

Instructions:

Read the text of the presentation (also below)

A classmate needs your help. The friend tells you in confidence that they have very limited free time, and that their parents take away their mobile after a certain time. They are not allowed to chat/text or socialise with their friends during the weekend and in the evenings. The friend is also not allowed to go on the school trip you are going on during the school break.

Discuss in pairs - How can you help your friend?

Ask participants to share what they have come up with. Then show the slide with information on where they can get help.

“Hot Seat”

Objectives:

Participants are encouraged to participate actively and think about the following issues.

Instructions:

The participants sit in a circle, if they agree with the statement they change places, otherwise they remain seated.

Choose some of the following statements and work through as many as possible during the allotted time:

- Everyone needs love.
- Everyone has the right to love whoever they want.
- Family is very important to me.
- It is important to have a good reputation.
- A parent/guardian has the right to read their child's texts/messages.
- All rumours are true.
- Parents/guardians usually know everything about their children.
- It is important that your family likes the person you are with.
- You can stop liking the person you are with.
- It is common for rumours to spread.
- I have been treated unfairly because of my gender.
- It is possible to be in love with several people at the same time.
- Social norms (unwritten rules and expectations) influence who we fall in love with.
- A person is expected to feel like a girl or a boy.
- It is common for young people to have secret love relationships.
- Some are afraid to be with the person they want to be with because they are worried about what others will say.

“Check out -SUN” -

See instructions under Workshop 1.

In-depth knowledge for workshop 4 –Honour-related violence and oppression:

Dual identities and betweenship:

See definition under basic concepts. Dual identities or betweenship are terms used to describe how different ways of living, thinking, and one's upbringing can clash. These concepts are used to describe a person who is in between two worlds. When the person is at school or out in society at large, they are taught that the individual is in focus, that the individual has the right to their own body and critical thinking is encouraged. They have the freedom to ask 'why' questions and challenge information, and the right to have questions answered. People are often encouraged to reflect on their own identity with an adult, such as a teacher, counsellor or youth worker. As you get older, you become more empowered and have more of a say in your own life. At school, you will be given and expected to take more responsibility.

Alongside this existence, this situation, there is the home and the collective, where the focus is on the rules and needs of the collective. The focus is not on the rights and needs of the individual. There is no questioning, there is an expectation that you are expected to follow the rules which are put in place without any explanation. Things are the way they are because the collective says so. There is often a lot of control over personal matters whereby people are seen as a member of a collective first and an individual second.

This can lead to feelings of frustration, insecurity and loneliness. Many people have doubts about their identity because they have to be at the crossroads of these two worlds. Questions such as 'Who am I? Am I the person I am at home, or am I the person I am at school, on the football team, with my friends? Doubts and insecurities can lead many to feel that they are living in a kind of limbo. Not all young people are aware that they are living with restrictive norms of honour, precisely because that is what they are used to. It is what they have grown up with and what they know. Being a great actor who plays one role at school and another at home is part of your daily routine, it's not something you think about.

Many people feel a strong sense of loyalty to their family. Family is a big part of your life and it's easy to take it for granted. So when someone tells you that you shouldn't have to live the way you do, it can be hard to accept. It's very easy to shrug and think "I'm used to it, there's nothing wrong with it". So it's hard to know what's right and what's wrong.

Workshop 5: Final session

The objective is to tie up the sack, evaluate the meetings and provide information on how to get involved in combating honour-related violence and oppression. The workshop will also include exercises to put into practice the knowledge gained during the previous meetings.

Exercises

"Check-in": See instructions in Workshop 1.

"Group Contract": See instructions in Workshop 1.

"Rear View Mirror"

Objective:

To remind participants of what we have done during each session and to get the group started.

Instructions:

Divide participants into groups of 3-4 participants. Ask the groups to discuss for 5 minutes something they have taken away from each session. If you feel you have time (for example, if you know it is a fairly quiet group) you can ask them to share but this is not always necessary.

" Show the film Adam and Selma"

Objective: To start a discussion about honour-related violence and oppression.

Instructions: Show the film and discuss the following questions with participants in small groups:

- What was the film about?
- What did we learn about the characters?
- Why did they act the way they did?
- What do you think drives the different characters?
- What does Selma mean when she says "You of all people should understand" to her mother?
- Which of the most important norms of honour did you see in the film and when did they come up in the film? (Heteronormativity, gender norms, chastity norms)
- Why do Selma's parents not want her to play football?
- What do you think made her go to training anyway?

- What kind of support does Selma get from the community?
- What choices does Adam have?
- What is Adam affected by?
- What do you think Adam is thinking about when he takes the phone and then gives it back?

"Four corners" See instructions under workshop 2.

Statement 1: If you are together, you have the right to check each other's text messages and social media.

Corner 1: Yes, if you love each other you are open about everything.

Corner 2: Well, you don't have to share everything.

Corner 3: No, just because you're together doesn't mean you have the right to see each other's texts and social media.

Corner 4: Your own option.

Statement 2: You hear a negative rumour about a classmate - What do you do?

Corner 1: Nothing, it's none of my business!

Corner 2: I would ask my friend if the rumour is true.

Corner 3: I would tell the people spreading the rumour to stop.

Corner 4: Your own option.

Statement 3: Your friend tells you that their parents won't let them play football any more because they need to focus on their studies and career - What do you do?

Corner 1: Nothing, it's none of my business!

Corner 2: I would support my friend's wishes.

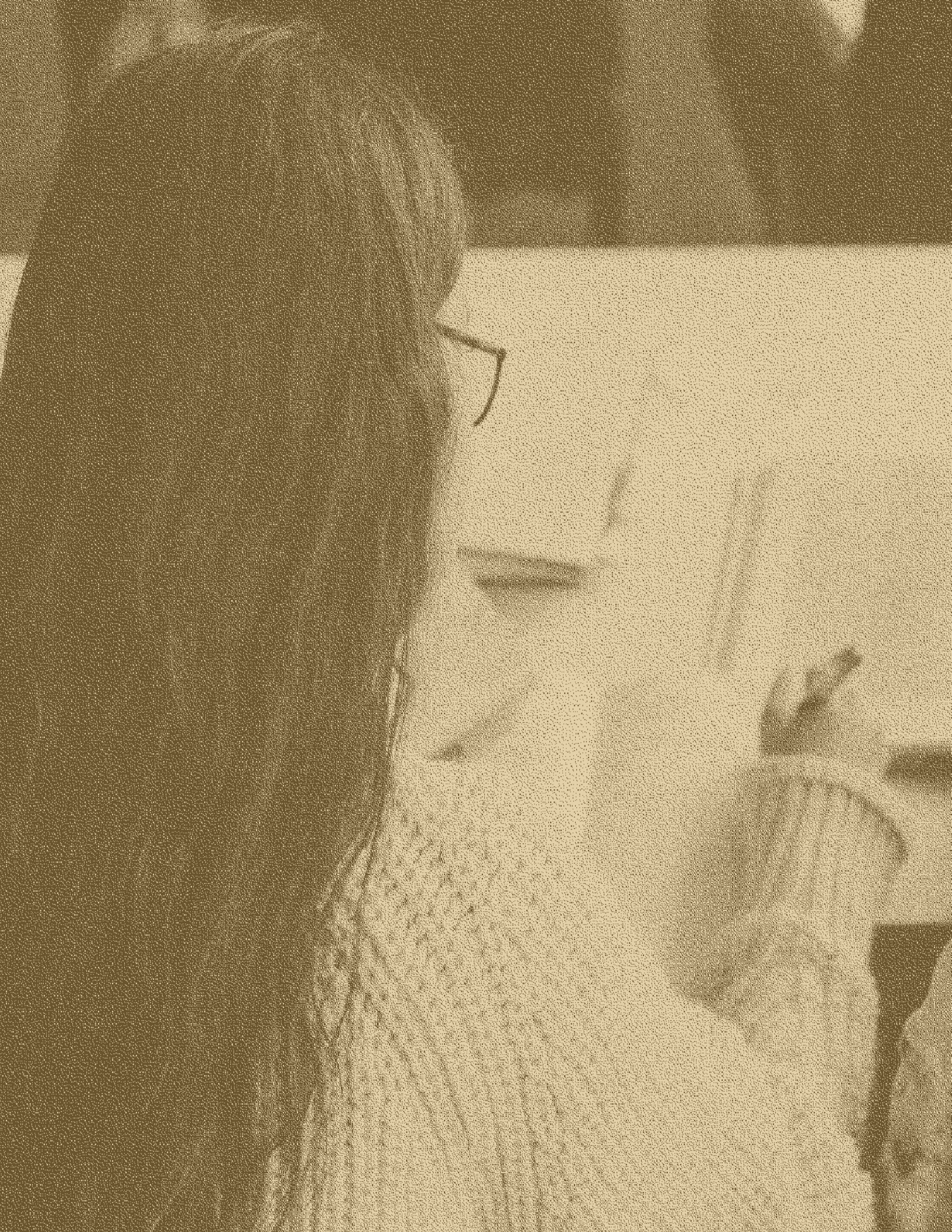
Corner 3: I agree with the parents, studies and career are important.

Corner 4: Your own option.

"Check out -SOL" - See instructions in workshop 1.



Free picture, Freepik, 20



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