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## E-WISEE LAB

<b>Name of activity</b>	<b>Healthy Relationships and Consent Workshop</b>
<b>Description of activity</b>	The objective of the online activity is to provide young people aged 12-18 with essential knowledge and skills related to healthy relationships, consent, and emotional well-being. Through this activity, participants, will gain a better understanding of these topics and learn how to navigate relationships in a respectful and responsible manner.
<b>Who are the participants?</b>	This material is meant for youth workers in their work with young people (12 - 18 years old ) using non-formal education methodologies.
<b>Competences Strengthened</b>	Healthy Relationships: Participants will explore the qualities of healthy relationships, including communication, trust and respect. Consent: Understanding the importance of consent in all forms of relationships and how to communicate and respect boundaries. Emotional Well-Being: Discussing emotions, emotional expression, and how to support one another's emotional needs.
<b>Number of participants</b>	4-10 participants.
<b>Duration</b>	1.5 hours
<b>Materials for the activity</b>	Internet-connected devices (e.g. laptops, smartphones, etc.) Access to a video conferencing platform (e.g. Zoom, Microsoft Teams, Google Meet) Presentation slides or educational materials on healthy relationships and consent Scenario cards or case studies for group discussions.
<b>Activity Steps</b>	<ol style="list-style-type: none"> <li>1) Introduction (10 min) Explain the purpose and objectives of the activity, emphasizing the importance of healthy relationships, consent, and emotional well-being Ensure all participants are comfortable using the online meeting platform and ready for an open and respectful discussion.</li> <li>2) Healthy Relationships Presentation (20 min) Present key concepts related to healthy relationships, including effective communication, trust-building, and mutual respect. Use examples and scenarios to illustrate the qualities of healthy relationships.</li> <li>3) Consent and Boundaries Discussion (25 min) Discuss the importance of consent in various contexts, such as romantic relationships, friendships, and every-day interactions. Share scenarios and case studies to encourage discussion on recognising and respecting boundaries.</li> </ol>

	<p>4) Emotional Well-being Workshop (20 min) Engage participants in activities and discussions related to emotional well-being, including identifying and expressing emotions and offering support to others. Encourage participants to share their experiences and insights regarding emotions.</p> <p>5) Group Scenario Analysis (15 min) Provide participants with scenarios involving relationship and consent issues. Assign small groups to analyze the scenarios, discuss appropriate responses, and consider how to apply the knowledge gained</p> <p>6) Sharing and Discussion (15 min) Reconvene as a larger group and have each small group share their analysis of the scenarios. Facilitate a discussion on the complexities of real-life situations and the importance of clear communication and consent.</p> <p>7) Q&amp;A and Closing Remarks (10 min) Allow time for participants to ask questions and seek clarification on the topics discussed. Summarize key takeaways and emphasize the importance of applying what they've learned in their relationships and interactions.</p>
<p><b>Scenarios</b></p>	<ul style="list-style-type: none"> <li>- Scenario 1: Scenario: Jane and John have been dating for several months. One evening, John tries to initiate physical intimacy, but Jane hesitates and expresses discomfort. Analysis: This scenario illustrates the importance of communication and consent within a romantic relationship. It prompts participants to discuss how to handle situations where one partner is not comfortable with physical intimacy. It emphasizes the need for open dialogue, respecting boundaries, and acknowledging that consent can be withdrawn at any time.</li> <li>- Scenario 2: Scenario: Sarah and Mike are friends. Sarah frequently borrows money from Mike, and she has trouble paying him back. Mike starts to feel frustrated and wants to talk to Sarah about it. Analysis: This scenario delves into the dynamics of friendships and financial boundaries. It encourages participants to explore how to address conflicts and communicate their feelings in a non-confrontational and respectful manner. It also highlights the importance of setting clear expectations and boundaries in friendships.</li> <li>- Scenario 3: Scenario: Alex is part of a group project at school. One team member, Taylor, is not contributing and often arrives late to meetings. The rest of the group is frustrated with Taylor's lack of effort. Analysis: This scenario focuses on working in a team and dealing with group dynamics. It prompts participants to consider how to address issues related to responsibility and teamwork. It encourages discussions on effective communication, conflict resolution, and the importance of shared responsibilities within a group.</li> <li>- Scenario 4:</li> </ul>

	<p>Scenario: Lisa and Chris have been best friends for years. Recently, Chris started sharing Lisa's personal information and secrets with others without her consent. Analysis: This scenario highlights the violation of trust and personal boundaries within a friendship. It prompts participants to discuss the importance of respecting confidentiality, the consequences of breaching trust, and how to address such breaches in a friendship. It also emphasizes the role of consent even in non-physical contexts.</p> <p>- Scenario 5:</p> <p>Scenario: Emma and Liam are in a relationship. Emma wants to try a new activity in the bedroom, but Liam is unsure and uncomfortable with the idea. Analysis: This scenario addresses the complexities of consent within a romantic relationship, specifically related to intimate activities. It encourages participants to consider how to have a respectful conversation about boundaries, desires, and comfort levels within a relationship. It underscores the importance of mutual agreement and understanding.</p>
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