

## NO PINK IS NO SOLUTION

*Why color shouldn't have a gender and it is time for society to say goodbye to its cemented binary color code for girls and boys.*

### LINKS AND RESOURCES ⓘ

[sexual orientation](#) ➔

Background text for adults about the histories of blue and pink as gendered colors and cultural differences:

[No pink is no solution](#) ➔

For more literature and videos:

[sexeducationinfo.com](http://sexeducationinfo.com) ➔

Colors play a significant role in kids' lives. Especially for the adults around them. And nothing sparks controversy as much as the color pink. Depending on who is wearing it, it is always loaded with a different connotation. When girls wear pink, the association is "girly girl" or "princess". When a four year old boy decides to wear pink leggings, adults will ask if he has an older sister, describe this boy as progressive and emancipated, or will be worried that this could affect his sexual orientation ...

***The following guiding and reflection questions are to be used for discussion with a group of adolescents or children about the topic of gender roles.***

### **Goal:**

***Critical reflection on gender roles and personal attitudes and value judgments***

### **Possible questions:**

- ▶ Find arguments why, for example, strawberries and cats are connected to „girl clothing“ and dinosaurs and rockets to „boy clothing“!
- ▶ What are possible arguments why these connections might not fit?
- ▶ What are some examples (historical, cultural) that show that long hair and skirts are not necessarily typical for women?
- ▶ What meaning does the color pink have for you?
- ▶ What effects can it have on behavior when groups of people are designated certain colors?
  - ***Topics that can be discussed here:***  
*homophobia, femmephobia, closed-off opportunities for experimenting with behaviors, toys and activities*

### **Possible research tasks:**

- ▶ Find the names of 10 female astronauts.
- ▶ Which female astronaut was the first to fly to the moon?
- ▶ What is "Mercury 13"?
- ▶ Who were *Tilly Edinger* and *Mary Anning*?
- ▶ In which country or countries do men typically hold hands with one another?
- ▶ Why were the colors blue and pink associated with different gender stereotypes historically than they are now?

## RECLAIMING RAGE

... on a scorned feeling  
that deserves a Renaissance.

### LINKS AND RESOURCES ⓘ

Background text on the topic of anger:  
["Reclaiming Rage"](#) ➔

For a depiction of the spectrum of  
human feelings you can use the  
„feelings wheel“, which can be  
found in different versions online.

As you can read in the background  
text, the topic of anger is also  
connected to boundary setting. In  
conjunction with this topic you can  
discuss in which interpersonal  
scenarios anger can come up, how  
to notice it in one's body and how  
boundaries can be communicated.

The following text can help give  
more context for these topics:

["What is sexual consent about?"](#) ➔

Anger does not have a particularly good reputation in modern society. People who show anger are immediately considered weak, selfish or stubborn. Anger is often linked to a nasty, childish effort to gain more autonomy. We talk about blind rage, not having oneself under control, necessary therapy, and violence that comes with anger.

***In short: anger is everything but socially desirable. It is uncomfortable and it requires action to stop it. As soon as possible.***

But the emotional world of humans is unfortunately – or thankfully – no walk in the park. Next to happiness and surprise we are accompanied by grief, anger, contempt, fear and disgust. We can easily separate ourselves from many of the feelings of others. But with anger, this separation is more difficult. If we ignore it, it often gets worse instead of disappearing. Besides, this anger wants to tell us something ...

***The following guiding and reflection questions are to be used for discussion with a group of adolescents or children about the topic of emotions, and especially dealing with anger.***

### **Goal:**

*Critical reflection on the topic of dealing with emotions*

### **Possible questions:**

- ▶ Which feelings do you know?
- ▶ Which feelings are seen as negative and which are seen as positive?
- ▶ Which feelings do people (or do you) show more easily? Which ones are often hidden?
- ▶ Which reasons are there to become angry?
- ▶ What is good about the emotion of anger? What is not so good?
- ▶ Where do you notice anger in your body? How does it feel?
- ▶ Try to draw a scale. What makes you very angry, not at all, a little bit, a little bit more, etc.
- ▶ What have angry people accomplished? (look at human rights and this article: ["Reclaiming Rage"](#) ➔)
- ▶ When is anger dangerous and what is the difference between anger and hate?

## ON THE JOY OF NOT ALWAYS NEEDING TO BE JOYFUL

### LINKS AND RESOURCES ⓘ

Background text for adults on the topic of being happy:  
["Happy Life"](#) ➔

For a depiction of the spectrum of human feelings you can use the „feelings wheel“, which can be found in different versions online.

A plea for hanging your head in the time of the “*happiness-hype*”. Happiness has had an unparalleled career in the past few years. It has transformed from a fleeting trend to the star of the show. You will notice this especially if you take a stroll through the Amazon online store. Or on Instagram, where you can find nine million posts with the hashtag #*happylife*. In addition, the list of academic disciplines is ever-growing – psychology, neurology, genetics, sociology, economics – that are attempting to answer the age-old question

***What makes people happy? Or: how can people become happier? And in the best-case scenario, how can they stay that way? ...***

***The following guiding and reflection questions are to be used for discussion with a group of adolescents or children about the topic of emotions, and especially dealing with happiness and social pressure to be happy.***

#### **Goal:**

***Critical Reflection on the topic of dealing with emotions, social media, and performance pressure***

#### **Possible questions:**

- ▶ Which feelings do you know?
- ▶ Which feelings are seen as negative and which are seen as positive?
- ▶ Which feelings do people (or do you) show more easily? Which ones are often hidden?
- ▶ Which things make you happy? What makes you content? What are the differences for you?
- ▶ How important is it to be happy?
- ▶ What is fun for you? What is good for you? When do you feel good?
- ▶ Draw a happiness barometer! At the bottom, draw things that make you happy temporarily, in the middle draw things that make you happy for a bit longer and at the top, draw things that make you happy and content more permanently.
- ▶ Which photo on social media would you caption with the hashtag #*happy*?
- ▶ Try to take pictures of yourselves that you would caption with #*happy*.
- ▶ Which pictures would you not post on social media?
- ▶ What effect could it have on someone who is going through a difficult time (*i.e. parents are getting a divorce, moving, mental health issues, unrequited love, etc.*) to only see pictures of happy people on the internet?

## MEASURED REALITIES

### LINKS AND RESOURCES ⓘ

*For this text, it makes sense to read the background text together and reflect on the feelings that arise from reading the text.*

*Another possible activity would be individual or group research on the topic of beauty ideals in different centuries, the results of which are then shared in the larger group.*

Background text for adults on the topic of clothing sizes:

["Measured Realities"](#) ➔

The fact that we take size 36, size 40 and size 44 dresses with us into the fitting rooms today does not reflect that our bodies have changed overnight. It demonstrates a shift in beauty ideals in the society around us.

Female beauty ideals are constantly in flux. In the Renaissance, female bodies couldn't be too voluptuous. In the 1920s, large breasts were out, and then in 1950s curves were desirable again. In the 2000s, very skinny models replaced more athletic builds, and now in the fashion world – at least officially – they are trying to move away from the “size zero” standard.

*While we understand now that standard and ideal are not the same, historically the standard has been based on the ideal ...*

*The following guiding and reflection questions are to be used for discussion with a group of adolescent girls or young women about the topics of clothing size, beauty ideals and body image.*

#### **Goal:**

*Critical reflection on the topic of body image*

#### **Possible questions:**

- ▶ Which sizes do you have in your closet?
- ▶ In which shops do you find clothes that fit you?
- ▶ In which shops is it difficult for you to find clothes in?
- ▶ For which body shapes/sizes does there need to be more clothing?

#### **Further materials:**

- ▶ Using the search terms body positivity and body neutrality, you can find further materials, campaigns, etc. like "[www.thisgirlcan.co.uk](http://www.thisgirlcan.co.uk)" ➔
- ▶ *Film tip: Embrace*, directed by Taryn Brumfitt
- ▶ The adolescents might also know influencers who deal with the topic of body positivity. Use the resources of the group and learn from one another! :)

## CODE RED

### LINKS AND RESOURCES ⓘ

Background text for adults on the topic of menstruation:

["Code Red"](#) ➡

Special tip! Videos by Libresse/Libra/Bodyform:

["Blood Normal"](#) ➡

["Viva la Vulva"](#) ➡

["Libresse Blood"](#) ➡

Approximately half of the Earth's population menstruates. Talking about this menstruation, however, seems to still be a challenge for many people. *Why is this the case?*

There are few products that are stolen and snuck between friends and classmates as often as tampons and pads. As if they were indecent or forbidden. If a tampon accidentally rolls out of a backpack onto the classroom floor, it sits there like it is highly explosive, and is either ignored with blushing faces or treated with disgusted fascination and uncomfortable giggling.

*No, we have not learned to deal with menstruation in a calm and collected way, much less to be proud of it ...*

*The following guiding and reflection questions are to be used for discussion with a group of adolescents on the topic of menstruation. To work toward the abolition of the menstruation taboo it is important that children of all genders participate in such discussions*

**Goal:** *Critical reflection on the topic of the menstruation taboo*

**Possible questions:**

- ▶ Which words do you know for menstruation?
- ▶ Why do you think there are so many words that describe menstruation without directly naming it?
- ▶ Which menstrual products do you know of?
- ▶ Which feelings do you have when you talk about this topic?
- ▶ Where do you think these feelings come from?

**Research:** *Should menstruating people really avoid swimming in the ocean for fear of shark attacks?*

**Video on the topic of menstrual cycle:**

You can watch the video "[This is Your Period in 2 Minutes | Glamour](#)" together (on *YouTube*) to get a fundamental understanding of the menstrual cycle. Afterward it should be explained in detail (*for example in a biology class*). Then you can discuss how these cyclical changes might influence the everyday, when they are altered or erased altogether (hormonal contraception) and how these changes can be dealt with.

**Discussion on the topic of advertising and menstruation**

- ▶ What is clear in these videos?
- ▶ What is confusing? (i.e. blue liquid)
- ▶ Which picture of menstruation is created by these advertisements (i.e. *that ist unhygenic*)?
- ▶ What could be done differently/besser?

*Google old and new advertisements for tampons and pads for the discussion!*