

### Template for CoolTour project methods

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| Title of the activity                 | Take a Step Forward (Adapted)   |
| Aim                                   | To raise awareness among participants about forced marriage, family pressure, and gender inequality. Additionally, to foster empathy by having participants understand the advantages or disadvantages associated with different social roles.  |
| Length of the activity                | 1 hour - 1 hour 30 minutes  |
| Materials                             | <ul style="list-style-type: none"> <li>- Role cards (the roles you provided)</li> <li>- Open space (where participants can move freely)</li> <li>- List of questions (to be asked to participants during the activity)</li> <li>- Notebooks and pens (optional)</li> </ul>  |
| Target group (age, size of the group) | Ages 16 and above, group size 10-20 participants  |
| Action plan                           | <p><b>Action plan:</b></p> <ol style="list-style-type: none"> <li><b>1. Creating a Calm Environment (5 minutes):</b> Create a relaxed atmosphere by playing soothing background music, or ask participants to sit quietly.</li> <li><b>2. Getting Ready for the Activity (5 minutes):</b> Ask participants to line up side by side in absolute silence, as if at the starting line of a race.</li> <li><b>3. Distributing Role Cards (5 minutes):</b> Randomly distribute the role cards, giving one to each participant. Instruct them to keep the cards to themselves and not to show them to others.</li> <li><b>4. Internalizing the Role (10 minutes):</b> Ask participants to sit down, preferably on the floor, and read their role cards silently. Encourage them to start internalizing their roles by asking the following reflective questions, giving them a moment to think after each:             <ul style="list-style-type: none"> <li>○ What was your childhood like? What was your home like? What kind of games did you play? What did your parents do for a living?</li> <li>○ What is your daily life like now? Where do you socialize? What do you do in the morning, afternoon, and evening?</li> <li>○ What kind of lifestyle do you have? Where do you live? How much do you earn monthly? What do you do in your free time? What do you do during holidays?</li> <li>○ What excites you? What scares you?</li> </ul> </li> <li><b>6. Reading the Situations (25-30 minutes):</b> Read the scenarios aloud in sequence. After each statement, pause for a moment to allow participants to step forward and</li> </ol> |

observe where they stand in comparison to others.

**Statement:**

- You have never faced serious financial difficulties.
- You live in a decent house with a phone line and television.
- You feel that your language, religion, and culture are respected in the society you live in.
- You feel that your opinions on social and political matters are listened to and considered.
- People often seek your advice on various matters.
- You do not fear being stopped by the police.
- You know whom to turn to for advice and help when you need it.
- You have never felt discriminated against because of your background.
- You have adequate social and medical security for your needs.
- You can afford to go on vacation once a year.
- You can invite friends over for dinner at your home.
- You have an interesting life and are optimistic about your future.
- You believe you can pursue education in a field of your choice and advance in it.
- You do not fear harassment or being attacked on the street or by the media.
- You can vote in general and local elections.
- You can celebrate the most important religious holidays with your family and close friends.
- You can attend a seminar abroad.
- You can go to the cinema or theater at least once a week.
- You do not worry about your children's future.
- You can afford to buy new clothes at least once a month.
- You can fall in love with the person of your choice.
- You feel that your skills and talents are appreciated and respected within the society you live in.
- You have access to the internet and can benefit from it.

**7. Reflection and Debriefing (15-20 minutes):** At the end of the activity, ask participants to observe where they are standing. Give them a few minutes to step out of their roles before moving on to a general discussion and debriefing session.

**Reflection questions (optional):**

- What was the most challenging aspect of being in this role?
- How did you feel when stepping forward or staying in place?
- What did this activity teach you about social inequalities?
- How can the challenges faced by these roles in real life be overcome?
- Did this experience make you reflect on your own life and the lives of others? How?

**Comment (optional):**

This activity is a powerful tool for fostering empathy and understanding in participants regarding issues like forced marriage, family pressure, and gender inequality. By stepping into different roles, participants gain insights into how social structures function and their impact on various groups. The activity not only raises awareness about social change but

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|   | also encourages participants to think about how they can contribute to that change on an individual level.  |
| Reflection questions<br><i>(optional)</i> | <ul style="list-style-type: none"> <li>- What was the most challenging aspect of being in this role?</li> <li>- How did you feel when stepping forward or staying in place?</li> <li>- What did this activity teach you about social inequalities?</li> <li>- How can the challenges faced by these roles in real life be overcome?</li> <li>- Did this experience make you reflect on your own life and the lives of others? How?</li> </ul>   |
| Comment <i>(optional)</i>                 | <ul style="list-style-type: none"> <li>- This activity is a powerful tool for fostering empathy and understanding in participants regarding issues like forced marriage, family pressure, and gender inequality. By stepping into different roles, participants gain insights into how social structures function and their impact on various groups. The activity not only raises awareness about social change but also encourages participants to think about how they can contribute to that change on an individual level.</li> </ul>  |
| Roles                                     | <ul style="list-style-type: none"> <li>● <b>Bride:</b> A 13-year-old girl being forced into marriage.</li> <li>● <b>Groom:</b> A 25-year-old man pressured into marrying a 13-year-old girl instead of the person he loves.</li> <li>● <b>Sister:</b> An 18-year-old girl who is not in school and desires to get married.</li> <li>● <b>Groom's Father:</b> A 60-year-old wealthy village leader.</li> <li>● <b>Bride's Father:</b> A 32-year-old man with nine daughters who marries them off for dowry due to financial difficulties.</li> <li>● <b>Groom's Former Partner:</b> A 23-year-old woman who had to end her relationship due to family pressure.</li> <li>● <b>Lawyer:</b> A young family lawyer practicing in a rural region of Eastern Anatolia.</li> <li>● <b>Gendarme:</b> A law enforcement officer working in a village in Central Anatolia.</li> <li>● <b>Bride's Mother:</b> A mother with little say in family matters due to her husband's dominance.</li> <li>● <b>Village Teacher:</b> A young, idealistic teacher working in a village with a low rate of girls attending school.</li> <li>● <b>Doctor:</b> A doctor working in a rural area where domestic challenges are prevalent.</li> <li>● <b>Individual Concealing Identity:</b> A person unable to openly express their identity due to societal pressure.</li> <li>● <b>Neighbor's Daughter:</b> A successful girl studying in her chosen field, coming from a supportive family.</li> <li>● <b>Addict:</b> An individual struggling with alcoholism who is unable to live the life they desire.</li> </ul> |