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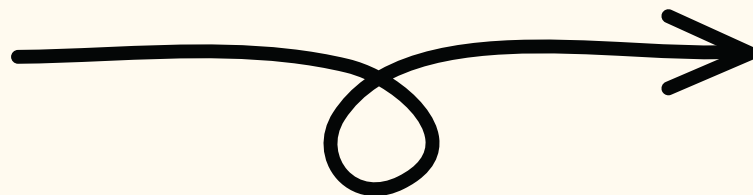


AGDISTIS



Emotional Intelligence
with a Gender Perspective

Role-Playing Dynamic



2022-1-ES01-KA220-SCH-000087432



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This publication was carried out with the financial support of the European Commission under Erasmus + Project “AGDISTIS – Emotional Intelligence and intervention in non-normative behaviour and gender bullying”, No. 2022-1-ES01-KA220-SCH-000087432

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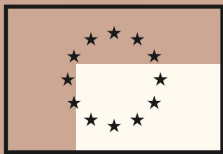
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SCENARIO 1

EXCLUSION OF A TRANSGENDER STUDENT

SITUATION

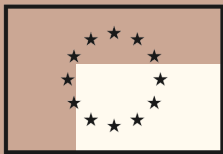
A transgender student named Alex is being excluded from a group of friends at school because of their gender identity. The group often leaves Alex out of activities and avoids including them in conversations.



SCRIPT

Characters:

- Alex: The transgender student trying to be accepted.
- Jamie: The leader of the friend group, who is unsure how to include Alex.
- Taylor: A group member who is openly supportive of Alex.
- Casey: A group member who is hesitant and feels uncomfortable with Alex's gender identity.



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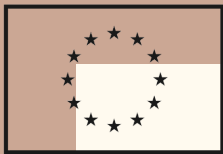
DIALOGUE

- Alex: "Hey Jamie, can I join you guys for lunch today?"
- Jamie: (hesitant) "Uh, I don't know... We kind of have our own thing going on. Maybe another time?"
- Taylor: "Why not? I think it would be fun to have Alex join us. What's the harm?"
- Casey: (whispering) "I just don't feel comfortable with it. It's different, you know?"



REFLECTION

- How did Alex feel being excluded? How do you think it affected their emotional well-being?
- What could Jamie have done to include Alex? How might empathy play a role in this situation?
- What were Taylor and Casey's perspectives? How can understanding different viewpoints help in resolving conflicts?



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SCENARIO 2

HANDLING NON-NORMATIVE BEHAVIOR

SITUATION

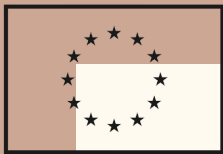


Jordan, a student, is teased for choosing activities that are not typically associated with their gender, such as a boy interested in ballet or a girl interested in mechanics. Other students make jokes and avoid partnering with Jordan in class projects.

SCRIPT

Characters:

- Jordan: The student engaging in non-normative behavior.
- Riley: A classmate who participates in teasing Jordan.
- Morgan: A student who doesn't agree with the teasing but is afraid to speak up.
- Sam: The teacher who notices the behavior and intervenes.



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DIALOGUE

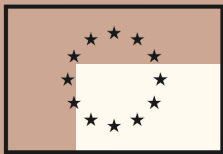
- Jordan: "Hey, anyone want to partner with me for the science project?"
- Riley: (mockingly) "Why don't you just dance your way through the project, Jordan?"
- Morgan: (quietly) "Riley, that's not cool. We should be nicer."
- Sam: "What's going on here? Jordan, it's great that you're pursuing your interests. Let's show respect for everyone's choices."

ACTION!



REFLECTION

- What emotions do you think Jordan felt during this situation? How could they manage those emotions?
- What role does empathy play in understanding Jordan's perspective?
- How did Sam's intervention impact the situation? What other actions could have been taken?



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SCENARIO 3

SUPPORTIVE PEER RELATIONSHIP

SITUATION

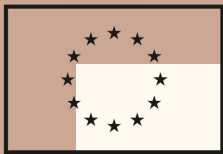
Taylor has come out as non-binary and is finding it challenging to manage school life with their new identity. Taylor's friend, Morgan, wants to support them but isn't sure how best to do so.



SCRIPT

Characters:

- Taylor: The non-binary student.
- Morgan: The supportive friend trying to understand and help.
- Jordan: Another student who doesn't understand non-binary identities.
- Alex: A student who provides information and helps clarify.



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DIALOGUE

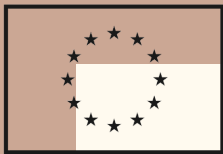
- Taylor: "I just don't feel like I fit in anywhere anymore. It's hard being non-binary here."
- Morgan: "I want to support you, but I'm not sure what to do. How can I help?"
- Jordan: "Non-binary? What does that even mean? Can't you just be a boy or a girl?"
- Alex: "Non-binary means not identifying strictly as male or female. It's important we respect how Taylor feels."



ACTION!

REFLECTION

- What challenges does Taylor face in expressing their non-binary identity?
- How can Morgan support Taylor in a meaningful way? How does empathy help?
- How did Alex's explanation help Jordan understand? What role does education play in acceptance?



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SCENARIO 4

ADDRESSING GENDER-BASED BULLYING

SITUATION

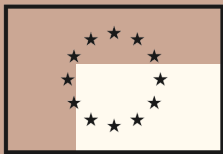
Casey is being bullied by classmates because they like wearing clothes that are not typically associated with their gender. The bullying is making Casey feel isolated and sad.



SCRIPT

Characters:

- Casey: The student experiencing bullying.
- Jamie: A student who is bullying Casey.
- Taylor: A student who witnesses the bullying and decides to intervene.
- Sam: The teacher who addresses the issue with the class.



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DIALOGUE

- Casey: "Why do you always have to make fun of what I wear? It's just clothes."
- Jamie: (mockingly) "Because it's weird. Why can't you dress like everyone else?"
- Taylor: "Stop it, Jamie. Casey can wear what they want. It doesn't hurt anyone."
- Sam: "Bullying is not acceptable in any form. We need to respect everyone's choices and identities."



REFLECTION

- How does bullying affect Casey emotionally? What can Casey do to cope with these feelings?
- What motivated Taylor to intervene? How does standing up for others demonstrate social skills and empathy?
- What actions can the teacher take to address and prevent bullying in the future?



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