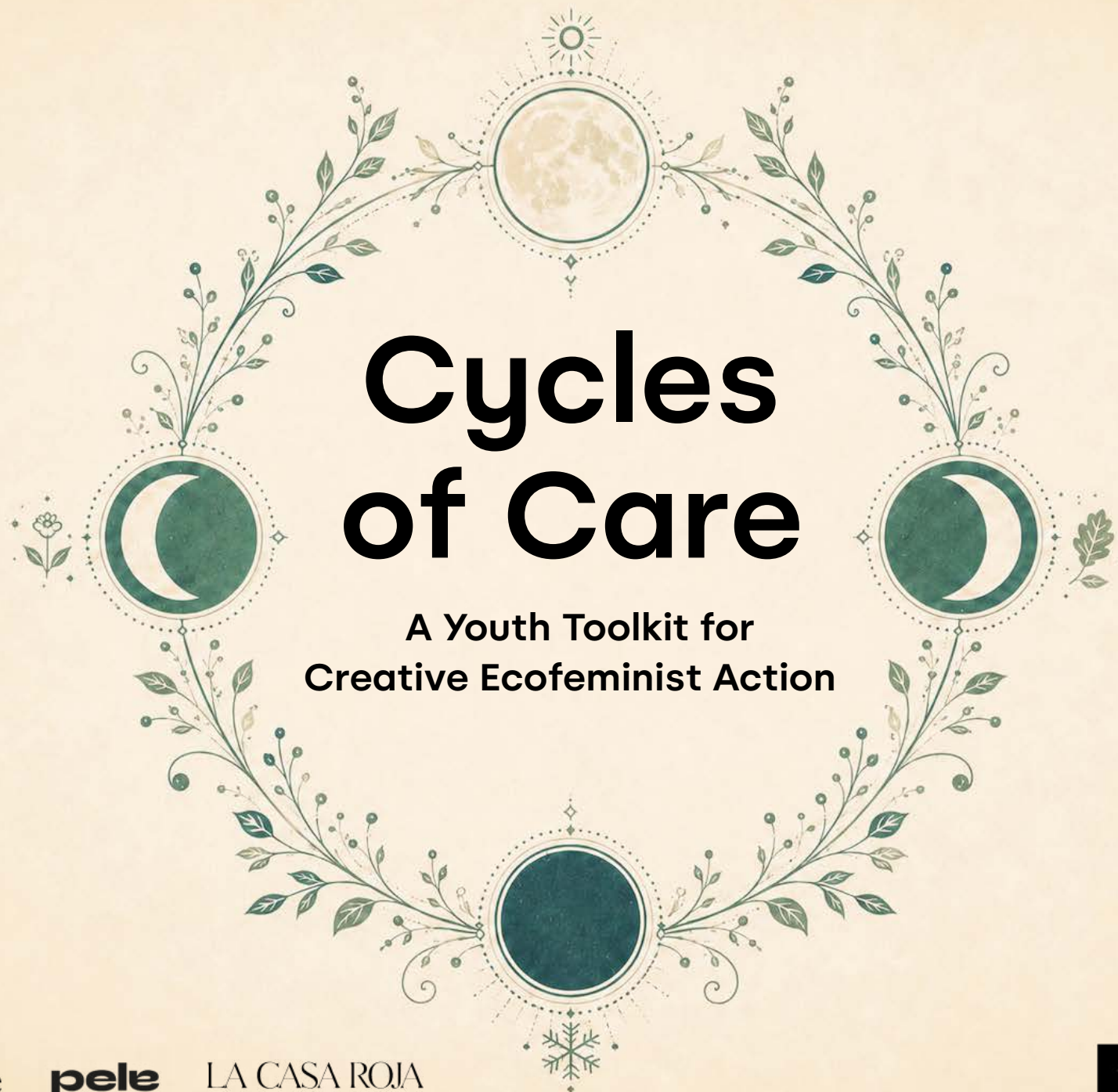




Foreword

YAP! - Youth Activism for Equality, Personal and Planetary Health was born from the conviction that young people have a vital role to play in building more just, caring and sustainable societies. Coordinated by Plàudite Teatre – Espai d'Arts Escèniques in partnership with PELE – Associação Social e Cultural, the project brought together ecofeminist principles, artistic creation, body awareness, care practices and civic engagement. Its main objective was to support young people's agency for a more sustainable world, while creating and sharing knowledge on ecofeminism, menstrual cycle awareness, well-being, gender equality and environmental sustainability. Through this project, we wanted to offer young people not only information, but also spaces of trust, creativity and expression where they could connect personal well-being with collective and planetary health.



Throughout the project, we developed a rich programme of activities in Spain and Portugal: introductory sessions on ecofeminism, workshops on cyclical living, sustainability and self-care, creative youth activism laboratories, theatre and movement workshops in schools, the co-creation of a fanzine, artistic residencies and public performances. These activities involved young people, teachers, artists, educators, youth workers, experts and staff from both partner organisations. The final international exchange, held in Portugal from 5 to 8 May 2026, brought together 17 young people from Spain and Portugal, together with teachers and staff. It offered a meaningful moment to share part of the work developed throughout the project, including the presentation of performances before an audience of around 100 people — adults, young people and children — in an institutional public space.

This Toolkit is one of the tangible results of that shared journey. It gathers the methodologies, reflections, practices and creative tools developed and tested during the project, with the aim of supporting teachers, youth workers, artists, facilitators and community organisations who wish to work with young people around ecofeminism, care, creativity and sustainable activism. PELE has been a fundamental companion throughout this journey, and we are deeply grateful for the affinity, generosity, companionship and mutual learning that shaped our collaboration. We are very happy to have walked this path together. Likewise, we would like to express our sincere gratitude to Anna Lucia Pinto (La Casa Roja), body-mind connection, cyclical living and gender equality expert, for her inspiring contributions from the very conception of the action, for facilitating yoga and self-care workshops and for authoring this Toolkit.

We hope this Toolkit will be useful, inspiring and easy to adapt to different contexts. Above all, we hope that those who use it will find in these pages the same spirit that guided the project: the belief that care, art and collective action can help young people imagine and build healthier futures for themselves, their communities and the planet.

Eugenia DELGADO MATA
Artistic Director – Plàudite Teatre

Cycles of Care A Youth Toolkit for Creative Ecofeminist Action

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The authors warmly thank the teams of both organisations for their commitment, creativity and collaboration throughout the project. Their work in designing and facilitating artistic, educational and embodied activities made this toolkit possible.

We also extend our sincere gratitude to all the teachers, youth workers, artists, researchers and experts who contributed their knowledge and experience to the project activities, webinars and workshops, particularly those working in the fields of ecofeminism, environmental sustainability, menstrual health, well-being, care practices and creative activism.

Special thanks go to the ecofeminist activists and educators whose ideas and practices inspired the conceptual foundations of this toolkit. In particular, Grace Akpoli (anti-racism, ecology), Carina Pierro Corso (multimedia art), Maria Victoria López Benito (menstrual education), Vanessa Marcos (human rights), Ana Luisa Meza Ferrari (perinatal psychology), Estebana Ortiz (ecofeminist activism), Nora Pascual Armendáriz (menstrual activism), Catarina Taborda (youth activism) and Eva Vilaseca (ecosocial transition).

Above all, we thank the **young people who participated in the activities** in Spain and Portugal. Their openness, creativity, reflections and feedback shaped the content of this toolkit and gave meaning to the project's objectives.





Youth Activism for Equality, Personal and Planetary Health

Project Description

YAP! - Youth Activism for Equality, Personal and Planetary Health is an Erasmus+ Small-scale Partnership in the field of youth, coordinated by Plàudite Teatre – Espai d'Arts Escèniques in partnership with PELE – Associação Social e Cultural. The project has a duration of 18 months, starting on 1 December 2024, and is implemented through transnational cooperation between Spain and Portugal. It addresses the connections between gender equality, environmental sustainability, care, well-being and civic engagement from an ecofeminist perspective. Its activities include capacity-building actions, educational workshops, artistic and embodied methodologies, creative youth activism processes, communication materials and public presentations.

The project involved the collaboration of several key allies, including experts in ecofeminism, menstrual health, yoga and self-care, art and cyclical living, as well as women's and human rights activists from different continents. Educational institutions also played an essential role in ensuring young people's participation, particularly Institut Bisbe Berenguer and Centre Educatiu Dolmen in Spain, and Escola Secundária Aurélia de Sousa and Escola Secundária Augusto Gil in Portugal.

Overall, the project actively engaged more than 250 secondary school students in different workshops and involved 20 young people from Spain and Portugal in artistic co-creation processes, including the development of a fanzine and theatre performances. The project was co-funded by the European Union through the Erasmus+ programme, with the additional support of L'Hospitalet de Llobregat City Council, the Direção-Geral das Artes (DGARTES) of the Government of Portugal, and the Junta de Freguesia de Bonfim.



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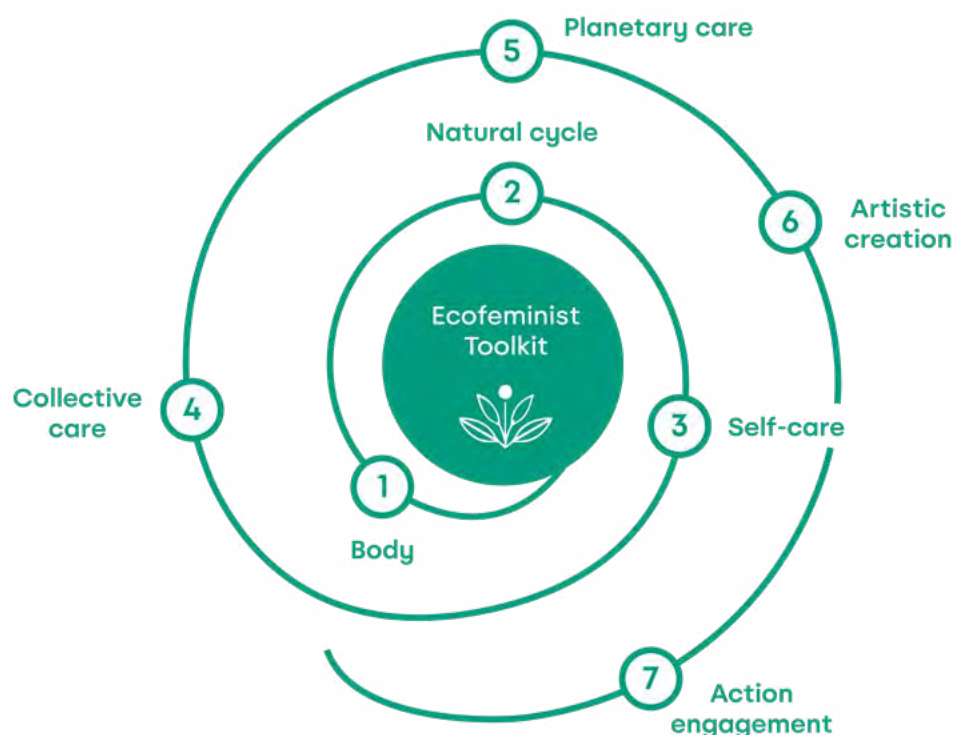
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Introduction

This toolkit aims to provide educators, youth workers, artists and facilitators with accessible ecofeminist, creative and care-centred tools to support young people's awareness, well-being and sustainable civic engagement.

It is designed for teachers, youth workers, artists and facilitators who wish to work with young people in an inclusive, creative and participatory way. It offers both a shared understanding of key concepts and practical tools that can be easily adapted to different educational and community contexts.



The structure of the toolkit follows a spiral journey. It begins with the body, listening, feeling and becoming aware, and gradually expands towards collective care, creativity and social engagement, before returning to care and reflection. **This approach reflects the project's core values: respecting natural rhythms, nurturing well-being, and fostering sustainable and healthy forms of activism.**

The content is inspired by the activities developed throughout the project in Spain and Portugal, including menstrual education, yoga and mindfulness practices, theatrical games, movement theatre and dance workshops, "radical tenderness" and "critical theater" methodologies, visual co-creation outputs such as fanzines, and public artistic activities. Youth experience and feedback has been central in shaping this toolkit, highlighting the importance of calm, connection, depth, creativity and safe spaces for expression and civic engagement.

This toolkit is based on activities carried out in Spain and Portugal:

- An introductory webinar on ecofeminism and sustainability
- Workshops on cyclical living and mindfulness
- Youth activities in educational and community settings
- Artistic and embodied practices developed by partner organisations
- Public presentations

The content is organised in three main parts:

- **Part I – Common Language**, which introduces key concepts such as ecofeminism, cyclical living, care and creative action.
- **Part II – Practices & Tools**, which offers concrete activities to work with young people in embodied and artistic ways.
- **Part III – Inspirations & Resources**, which provides examples and further materials to deepen learning and engagement.

By combining reflection, creativity and action, this toolkit aims to support young people in becoming active, caring and empowered participants in their communities, while nurturing their personal well-being, mental health as well as connection to others and to the planet.



This is **NOT** only a toolkit about activism.

IT IS a toolkit about **how to sustain activism without burning out**.

IT BRINGS together **body, care and social change**, recognising that meaningful transformation does not start only from ideas or actions, but from how we relate to ourselves, to others and to the world.

Unlike many educational resources, this toolkit:

PLACES THE BODY AT THE CENTRE

Learning begins with sensation, presence and awareness. Before thinking or acting, we reconnect with the body as a source of knowledge, intuition and regulation.

UNDERSTANDS ACTIVISM AS CYCLICAL, NOT LINEAR

Instead of promoting constant productivity, it values rhythms of energy, rest and regeneration. Action is only one part of a wider cycle that includes listening, reflection, care and integration.

INTEGRATES CARE AS A POLITICAL AND PRACTICAL FOUNDATION

Care is not treated as an “extra” or a soft skill, but as a core element of ethical, sustainable and transformative practice — for individuals, groups and communities.

USES ART AND CREATIVITY AS TOOLS FOR EXPRESSION AND CHANGE

Art is not an outcome, but a process that allows emotions, experiences and social issues to become visible, shared and transformed collectively.

CREATES SAFE(R) AND BRAVE SPACES FOR REAL PARTICIPATION

The toolkit supports environments where young people can express themselves, question, feel and engage — at their own pace and according to their own boundaries.

CONNECTS PERSONAL WELL-BEING WITH PLANETARY HEALTH

It recognises that the way we treat our bodies, our communities and the Earth are deeply interconnected, and that sustainable futures require care at all these levels.

THIS TOOLKIT INVITES A DIFFERENT WAY OF ENGAGING IN ACTIVISM:

SLOWER, DEEPER, MORE EMBODIED, MORE RELATIONAL — AND MORE SUSTAINABLE.

How to use this toolkit

This toolkit is designed to support teachers, youth workers, educators, artists and facilitators working with young people in educational, cultural and community contexts. It brings together **ecofeminist perspectives, yoga and embodied practices, artistic methodologies and youth participation** to explore well-being, equality and environmental sustainability.

The tools and activities presented here have been developed and tested with young people aged approximately 14 to 25 years. They can be adapted to different ages, group sizes and learning environments, including schools, youth centres, cultural organisations, NGOs and community initiatives. No previous experience in theatre, dance, yoga or activism is required to develop the proposed methodologies.

The toolkit is organised as a spiral journey, reflecting the approach developed during the project:

1. Arriving in the body
2. Discovering cycles
3. Collective care and radical tenderness
4. Living cyclically in society
5. Artistic expression
6. Creative ecofeminist activism
7. Closing the cycle : returning to care

This sequence moves from personal awareness to collective creation and civic engagement, and then returns to care and integration.

Facilitators are encouraged to select, combine and adapt the activities according to the needs, interests and time available within their group. The proposed order offers a possible pathway, while remaining flexible and open to different approaches.

The toolkit can be used in various ways, for example as a one-day workshop, a multi-session programme, or as part of a school or community curriculum.

For those who wish to deepen their understanding of the topics explored, additional resources are available in Part III – Inspirations & Resources and in the Bibliography, which can support preparation before facilitating activities with young people.

The activities are designed to be facilitated within **care-centred, inclusive and safe(r) learning environments** that also embrace the idea of brave spaces. Facilitators are encouraged to support open dialogue, respect different perspectives and recognise that moments of discomfort can be part of meaningful learning and growth.



Who can use the toolkit

While some tools are rooted in artistic and embodied practices such as yoga, theatre, dance and visual creation, the activities are designed to be accessible and adaptable.

The toolkit is primarily intended for the target groups mentioned in this project — teachers, youth workers, educators, artists and facilitators working with young people. However, it can also be used in a wide range of other educational and community contexts.

It is suitable for cultural organisations, schools, youth centres, NGOs and community groups, and can also be adapted for use in informal settings, including family environments.

No specific experience or prior skills are required. Curiosity, openness and a care-centred approach are enough.

Facilitator principles

This toolkit is grounded in care-centred and inclusive principles. When using the activities, facilitators are invited to:

-  Respect different rhythms, bodies and comfort levels
-  Never force participation or personal sharing
-  Use inclusive and non-judgmental language
-  Offer choices and alternatives whenever possible
-  Create safe(r) and brave spaces based on trust, respect and active listening
-  Build spaces of trust and listening

Creating safe(r) and brave spacest

This toolkit encourages facilitators to create not only **safe spaces**, but also **brave spaces**. While safe spaces focus on comfort and protection, brave spaces invite participants to engage with challenging topics, express different perspectives and take emotional and relational risks in a respectful and supportive environment.

In a brave space, participants are encouraged to speak from their own experience, listen with openness and remain present even when discomfort arises. Discomfort is understood as a natural and valuable part of learning, especially when exploring topics such as gender, the body, identity and environmental justice.

Facilitators play a key role in holding this balance: creating conditions of trust and care, while also encouraging honest dialogue, critical reflection, respect for everyone's experience, and active participation. This approach supports deeper learning, empathy and meaningful collective processes.





Adaptation and sharing

The tools can be adapted for mixed-gender groups, single-gender groups and different cultural contexts. Facilitators are encouraged to adjust language, depth and format while keeping the core values of care, respect and participation.

This toolkit is intended to be shared, adapted and replicated. It aims to support wider community use and inspire new initiatives that place care, creativity and sustainability at the centre of youth engagement.

**CARE IS NOT AN ADDITION TO THE WORK,
IT IS ITS FOUNDATION.**



PART I COMMON LANGUAGE

Ecofeminism, Cycles, Care & Creative Action

This section introduces key concepts that form the common language of this toolkit. These ideas reflect the values and approaches developed throughout the project and provide the foundation for the practices presented in the following sections.

By exploring concepts such as ecofeminism, cyclical living, care, embodiment and creative action, this part supports a shared understanding among young people, educators and facilitators. It highlights how our bodies, our communities and the planet are deeply interconnected, and how recognising these connections can support well-being, equality and environmental sustainability.

These concepts are not meant to remain theoretical. They serve as reference points for the practical activities developed in Part II. They offer a framework to understand why care, creativity and participation are powerful tools for young people to express themselves, connect with others and engage in meaningful social change.



1. Ecofeminism

Why justice for women, bodies and the Earth is the same journey.

Ecofeminism is a movement that connects the exploitation of nature with the domination of women and bodies. It emerged in the 1970s and 1980s through women's involvement in peace movements, environmental activism and anti-nuclear mobilisations.

The term was first introduced by **Françoise d'Eaubonne (1974)** and later developed by thinkers such as **Karen J. Warren, Carolyn Merchant, Ynestra King** and **Vandana Shiva**. They showed how systems based on patriarchy, capitalism and colonialism harm both people and the planet. Ecofeminism promotes ways of living based on care, cooperation, respect for life and environmental sustainability, while working for gender equality and social justice.

Connections to rights and everyday realities:

- Gender equality and bodily autonomy
- Care for the environment and natural resources
- Shared responsibility for people and the planet

“Ecofeminism is about healing the Earth while creating just and caring societies.”, Vandana Shiva

2. Body – Territory – Earth

Why our bodies, our communities and the planet are interconnected.

The idea of **Body–Territory–Earth** comes from Indigenous and ecofeminist activism, especially from **Lorena Cabnal**, a Guatemalan feminist activist.

It highlights that our bodies are deeply connected to the environment: what happens to land, water and ecosystems also affects our health, safety and dignity. As humans are not separated from nature, rather part of it.

This perspective connects environmental protection with bodily autonomy, community well-being and social justice.

Ecofeminist authors such as **Starhawk** also invite women to develop their “inner power” by reconnecting with their bodies, recognising their own energy and cultivating self-respect, as a source of strength for political action and civic engagement.

Connections to rights and everyday realities:

- Health and bodily integrity, women's empowerment
- Protection of land, water and ecosystems
- Fair access to healthy environments

“My body is my first territory to defend”, Lorena Cabnal

3. Cyclical Living

Why connecting menstrual cycles to seasons, rest, movement and sustainability.

Cyclical living recognises that life moves in rhythms: through seasons, natural cycles and bodily processes such as the menstrual cycle. Energy, emotions and needs change over time, and these variations are natural and healthy.

Respecting these cycles supports well-being and sustainability, while constant productivity can lead to exhaustion and disconnection. Living cyclically encourages rest, regeneration and balance, both for people and for the planet.

Ecofeminist authors invite women to (re)learn to value and love their bodies as a way to resist objectification and exploitation. Cyclical living is inspired by ecofeminist thought and feminist approaches to health and nature. **Émilie Hache** reminds us, giving importance to the body, and especially to the female body, is a way to reclaim the biological dimension of our existence and reconnect with lived experience.

Living cyclically encourages rest, regeneration and balance, both for people and for the planet.

Connections to rights and everyday realities:

- ☿ **Menstrual dignity and education**
- ☿ **Health, rest and well-being**
- ☿ **Sustainable use of natural resources**

*“Life is not linear. It is cyclical, regenerative and interconnected.”,
Ecofeminist principle (inspired by feminist ecology)*

4. Care and Self-care as Political and Creative Practice

How care, tenderness and embodiment sustain activism and communities.

The central role of care comes from **feminist ethics of care**, developed by thinkers such as **Carol Gilligan** and **Joan Tronto**, and from feminist movements that have highlighted the value of unpaid care work, such as those inspired by **Silvia Federici**.

They show that care is not only personal, it is also social and political. Self-care helps protect health and prevent exhaustion, while collective care builds strong and supportive communities. Care is also about maintaining, repairing and sustaining the world we live in.

In ecofeminism, care is central to creating sustainable forms of activism and social change.

Connections to rights and everyday realities:

- ☿ **Physical and mental health**
- ☿ **Shared responsibility for care**
- ☿ **Safe and supportive communities**

“Care is a fundamental human activity that makes life possible.”, Joan Tronto

5. Art, Culture and Embodied Expression as Ecofeminist Activism

Why theatre, dance, storytelling and creative practice change minds, bodies and systems.

Feminist and social movements have long used art as a tool for transformation. In ecofeminism, art is often visionary, intuitive and embodied, allowing women and communities to express their experiences, identities and connection to nature.

This creative process is not only personal but also collective, helping people share stories, build understanding and reclaim their voices. Creative activism allows people to:

- **express lived experiences**
- **challenge injustice**
- **build empathy**
- **imagine new futures**

Ecofeminist practices use art to connect body, emotion, community and environmental awareness in powerful and accessible ways.



Connections to rights and everyday realities:

-  **Freedom of expression**
-  **Cultural participation and understanding**
-  **Inclusion and diversity**

“The body remembers what words cannot say.”, Feminist embodied practice principle

6. Youth activism matters

Why from awareness to collective action and social transformation.

Youth activism is part of global feminist and environmental movements that promote participation, equality and climate justice.

Young people bring creativity, energy and new perspectives to social change.

Ecofeminist youth activism values:

:

- **care instead of pressure**
- **collaboration instead of competition**
- **creativity instead of confrontation**

It encourages young people to act together in ways that are meaningful, sustainable and connected to everyday life.



Connections to rights and everyday realities:

-  **Youth participation and voice**
-  **Social equity and inclusion**
-  **Environmental responsibility**

“Another world is not only possible, she is on her way.”, Arundhati Roy

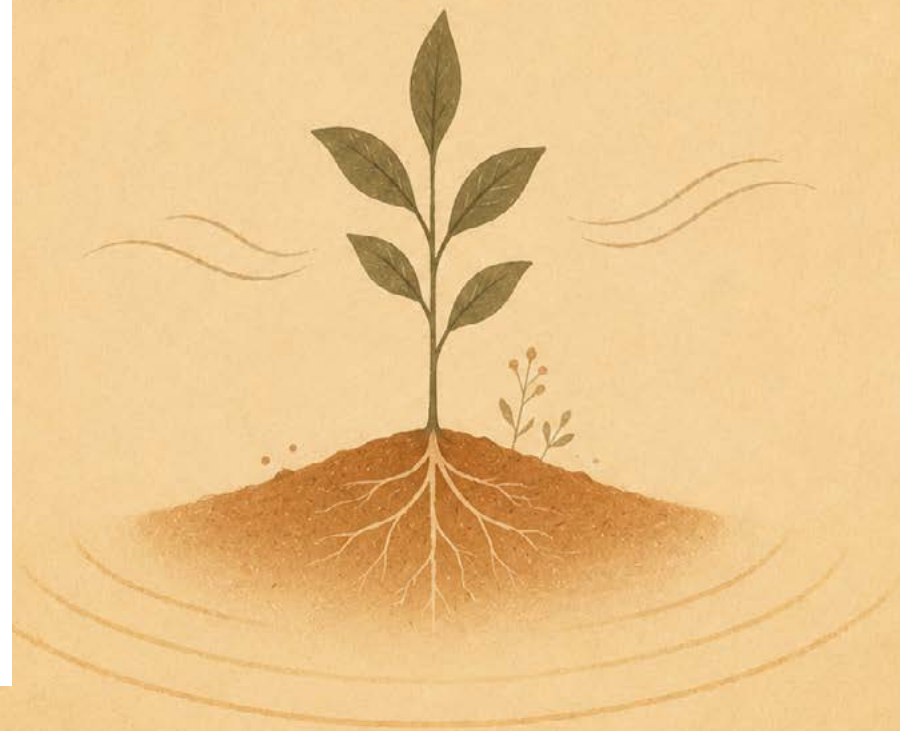
PART II PRACTICES & TOOLS

From Inner Cycles to Collective Creation

This section brings the project's ideas into action through practical, ready-to-use activities for teachers, youth workers, artists and facilitators. It includes embodied, creative and ecofeminist approaches that support young people in exploring cycles, care, creativity and collective action in an engaging and accessible way.

Each chapter includes:

- Purpose
- Practical Information
- Description of the activities
- Expected outcomes
- Facilitation tips



1. Arriving in the Body

Creating safety, presence and trust

Our bodies are the starting point from which we perceive, feel, think and act. When we are overwhelmed, stressed or disconnected from our physical sensations, it becomes more difficult to notice ourselves and others, to learn, to collaborate creatively, or to engage with challenging topics.

This section offers simple practices to help participants become present, grounded and connected to themselves and each other. These are not exercises to perform “correctly”, but invitations to notice sensations and create a shared space of safety, calm and attention.

By starting from the body, we build a foundation for all the work that follows, whether reflection, dialogue, creativity or collective action.

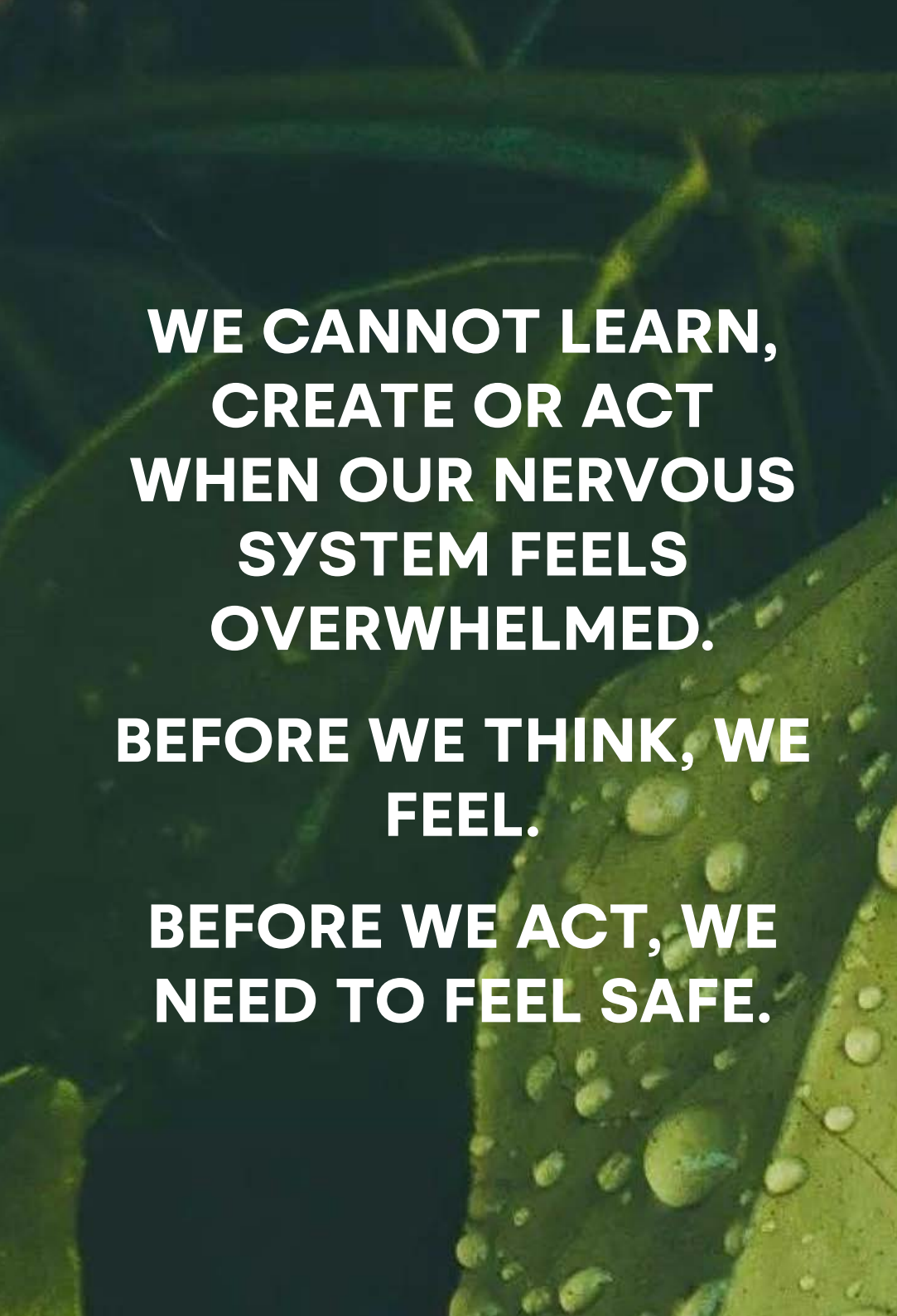
Purpose

This practice supports participants to:

- feel calmer and more present
- connect with their bodies and emotions
- build trust and safety within the group
- improve focus and attention

Practical information

- Duration: 10–15 minutes
- Group size: Individual work within a group (small or large groups)
- Materials: None (optional: soft music or mats for comfort)
- Space: A quiet space where participants can move freely



**WE CANNOT LEARN,
CREATE OR ACT
WHEN OUR NERVOUS
SYSTEM FEELS
OVERWHELMED.**

**BEFORE WE THINK, WE
FEEL.**

**BEFORE WE ACT, WE
NEED TO FEEL SAFE.**

Step-by-step activities

1. Grounding and breathing (diaphragmatic breathing)

Invite participants to sit or stand comfortably. Ask them to place one hand on the chest and one on the belly. Guide them to breathe slowly and deeply through the nose, allowing the belly to rise and fall with each breath. Encourage slow breathing for one to three minutes. Invite participants to relax their shoulders, jaw and face, and to notice how their body feels before and after the exercise.



2. Body scan and slow movement

Invite participants to close their eyes if they feel comfortable, or to soften their gaze.

Guide their attention slowly through different parts of the body (feet, legs, hips, back, shoulders, arms, hands, neck and face). Encourage them to notice sensations such as warmth, tension or relaxation, without trying to change anything.

After the body scan, invite participants to gently stretch or move in a way that feels comfortable. Movements can be simple, such as rolling the shoulders, stretching the arms, or softly bending the knees.



3. “How am I today?” check-in through posture and gesture

Invite participants to stand in a circle. One by one, each person says: “I am [name], and today I feel...”.

Instead of using words, participants express how they feel through a movement, gesture or sound. In this way, feelings are expressed through the body rather than explained. After each person shares, the group repeats the movement and sound together, creating a sense of connection and collective recognition.

Participants are invited to observe each other respectfully, without commenting or judging.



Expected outcomes

- Increased body awareness
- Improved emotional regulation
- Stronger group connection and trust
- Enhanced listening and empathy
- Readiness for group participation
- Increased sense of safety in learning environments

Facilitator tips

- Speak slowly and with a calm tone of voice
- Remind participants that there is no right or wrong way to feel or move
- Participation is always optional, invite, do not force
- Encourage participants to follow their own rhythm and limits
- Offer alternatives (e.g. eyes open, seated position, less movement)
- Maintain a safe(r), respectful and non-judgmental atmosphere

2. Discovering Cycles: Self-care as Resistance

Understanding ourselves as cyclical beings. Listening, regulating, respecting limits

Life moves in cycles, through the seasons in nature and through rhythms in our bodies, such as the **menstrual cycle**. Energy, emotions and needs change over time, and these variations are natural and healthy.

This section invites participants to explore cyclical living through both personal reflection and shared experience. It introduces menstrual awareness as a key element in understanding bodily rhythms, while also connecting these rhythms to nature and sustainability.

The activities can be adapted for mixed groups, single-gender groups or different age ranges, always respecting comfort levels and personal boundaries.

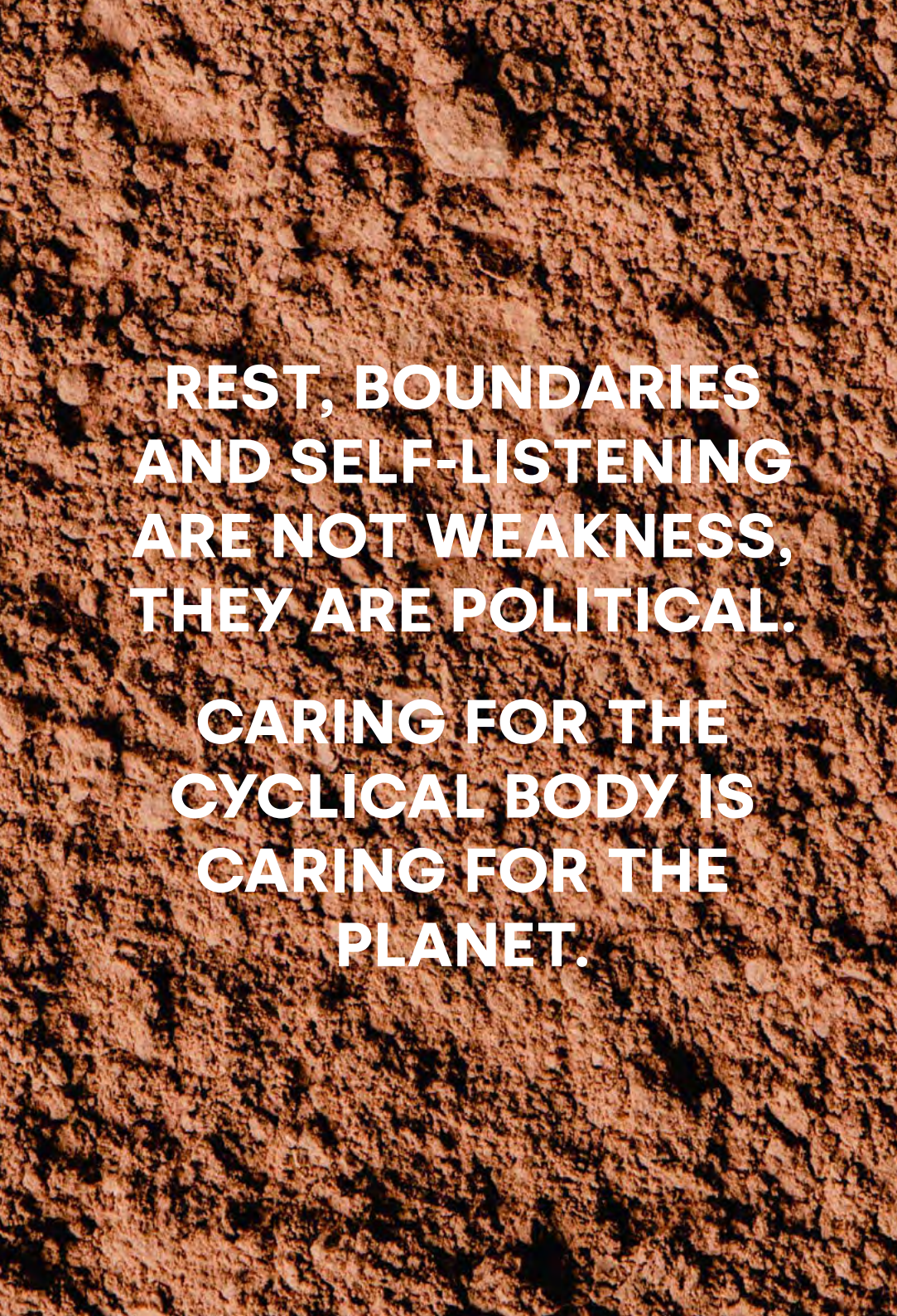
Purpose

This practice helps participants to:

- understand bodily and natural rhythms
- normalise change and reduce shame around menstruation
- develop self-awareness and respect for personal limits
- connect personal cycles with environmental cycles
- encourage empathy and open dialogue

Practical information

- Estimated time: 20–30 minutes
- Group size: Small or large groups
- Materials needed: Paper, notebooks or journals, pens or coloured markers
- Space: Comfortable space for sitting, drawing and gentle movement



**REST, BOUNDARIES
AND SELF-LISTENING
ARE NOT WEAKNESS,
THEY ARE POLITICAL.

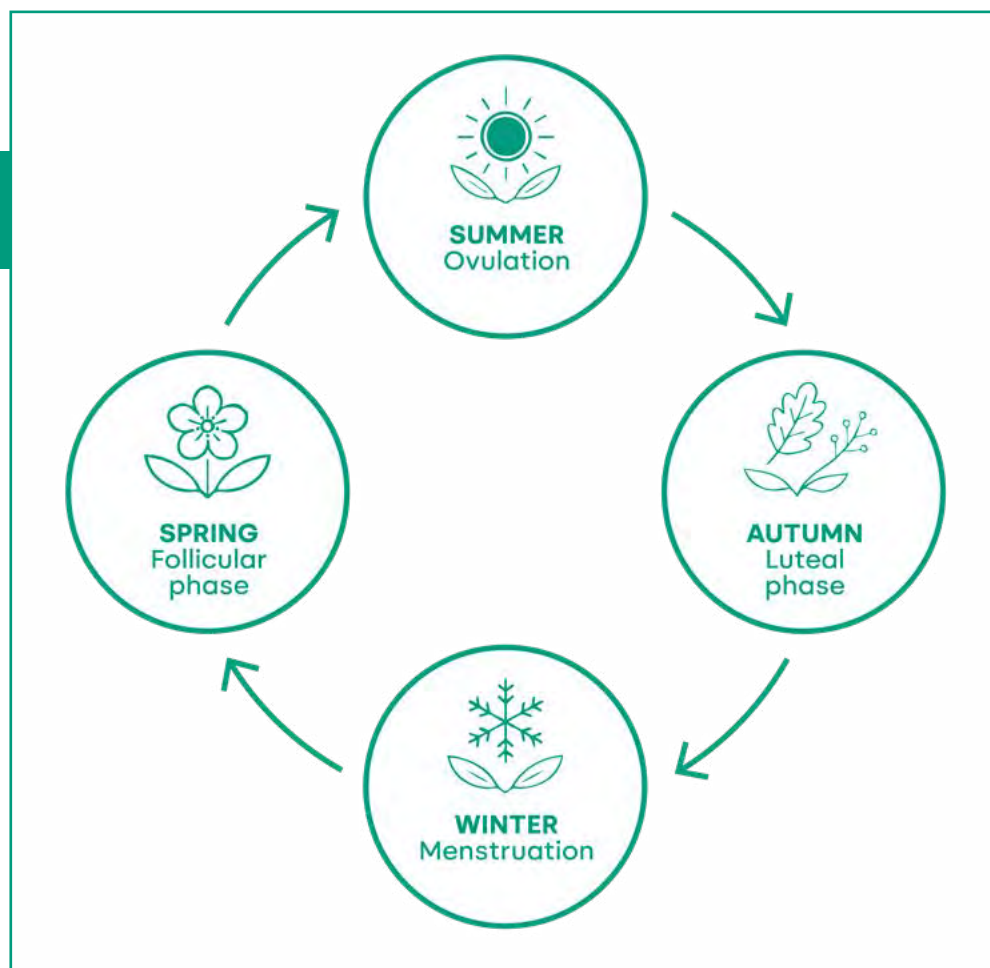
CARING FOR THE
CYCLICAL BODY IS
CARING FOR THE
PLANET.**

Step-by-step activities

1. Energy journaling and menstrual cycle awareness

Begin by introducing the idea that both nature and our bodies move in cycles.

Explain that just as the year has four seasons (spring, summer, autumn and winter), and the moon has phases, the menstrual cycle also has four main phases, each associated with different levels of energy, emotions and physical sensations.



In a simple way, you can present:

- Spring phase (after menstruation): rising energy, feeling lighter and more active
- Summer phase (around ovulation): high energy, confidence, creativity and social connection
- Autumn phase (before menstruation): slowing down, needing more focus and calm
- Winter phase (menstruation): low energy, need for rest, care and reflection

Briefly explain that these changes are linked to natural hormonal variations in the bodies of people who menstruate, influencing mood, energy and physical sensations. Emphasise that these changes are normal and healthy.

Invite participants to draw a large circle and divide it into four parts, like the seasons or the phases of a cycle.

Ask them to reflect on their energy, mood and body sensations across the last month, recent weeks, or even just the present moment, and to write or draw in each section using prompts such as:

- In which “body season” do I feel more active or creative?
- When do I feel calmer or more tired?
- When do I need more rest or care?
- In which season do I feel right now?

Participants who menstruate may try to connect the season they feel in with the phase of their menstrual cycle, if they are aware of it. There is no need to share this information with others.

For participants who do not menstruate, the focus can be on general energy rhythms, emotions and changes over time, including within a single day, relating them to natural cycles such as light and seasons.

Afterwards, invite those who wish to share what they noticed. This activity builds awareness of cycles, encourages self-listening, and helps normalise change in both bodies and nature.



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2. Gentle yoga postures for menstrual care

Invite participants to practise a few simple and comfortable postures that support relaxation and release tension, especially useful during menstruation or moments of low energy.

Invite participants who do not menstruate to explore these postures as well. They are restorative and beneficial for everyone, and can be used as an introduction to self-care.

Examples include:



Reclining Butterfly Pose (Lying down Baddha Konasana)

Invite participants to lie on their back and bring the soles of the feet together, allowing the knees to gently open to the sides. Pillows or folded blankets can be placed under the knees for support and comfort.

This posture softly opens the belly and hips, supports relaxation, and can help ease menstrual discomfort.



Seated Forward Fold

Sit comfortably and gently lean the torso forward, using pillows, a folded blanket or a chair for support if needed. Legs can be extended or slightly bent.

This posture supports relaxation and brings comfort to the lower back and abdomen.

Encourage slow breathing and continuous listening to the body.

Remind participants to stop if anything feels uncomfortable.



Paschimottasana

3. Group conversation: respecting cycles in everyday life

Create a safe(r) and open space for discussion by inviting participants to reflect on questions such as:

Examples include:

- Why is rest important for our bodies and for nature?
- How can we respect moments of low energy in ourselves and others?
- How can schools, families and communities better support people during menstruation or moments of fatigue?

Emphasise that everyone experiences changes in energy and emotions, and that respecting cycles is part of collective care and well-being.

The goal is not to share personal details, but to normalise cyclical needs and build empathy and understanding. Sharing should always be optional.



Expected outcomes

Participants will:

- increase awareness of bodily and emotional cycles
- normalise menstruation and reduce stigma
- develop self-listening and respect for personal limits
- build empathy towards different bodily experiences
- connect personal well-being with environmental cycles

Facilitator tips

- ✓ Adapt language depending on the group's age and comfort level. Normalise the cyclical nature of life.
- ✓ In mixed groups, focus on cycles, energy and nature, introducing menstruation in a gradual and respectful way.
- ✓ In girls' groups, allow space for deeper conversation about menstrual experiences if participants feel comfortable. Acknowledge shared experiences and help participants recognise that they are not alone.
- ✓ In boys' groups, focus on understanding cycles, empathy and body awareness. Invite reflection on how all bodies experience fluctuations in energy, mood and concentration. You may explain that hormonal levels fluctuate in all people. For example, testosterone levels often vary throughout the day, influencing energy and focus.
- ✓ Never force sharing; participation is always a choice.
- ✓ Use inclusive language (not all girls menstruate, not all who menstruate are girls).
- ✓ Create a safe(r) space where participants feel respected, heard and free from judgment.

3. Collective Care & Radical Tenderness

Listening, regulating, respecting limits

Collective care is the practice of looking after one another within a group, recognising that well-being, resilience and change are created together. Radical tenderness invites us to build relationships based on empathy, listening, vulnerability and respect.

This section explores how groups can move from individual awareness to collective support. Through simple relational practices, participants are invited to experience trust, connection and shared responsibility, creating the foundations for healthy communities and sustainable activism.

Purpose

This practice helps participants to:

- build trust and emotional safety
- experience vulnerability as a strength
- develop empathy and mutual support
- strengthen group cohesion and a sense of belonging
- recognise care as a collective responsibility

Practical information

- Estimated time: 20–30 minutes
- Group size: Small or medium groups
- Materials needed: Paper, markers (optional)
- Space: An open space where participants can sit or stand in a circle



**WE DON'T HEAL OR
CHANGE THE WORLD
ALONE. COMMUNITIES
AND MOVEMENTS
GROW STRONGER
WHEN THEY ARE
BUILT ON TRUST,
TENDERNESS AND
MUTUAL SUPPORT.**

Step-by-step activities

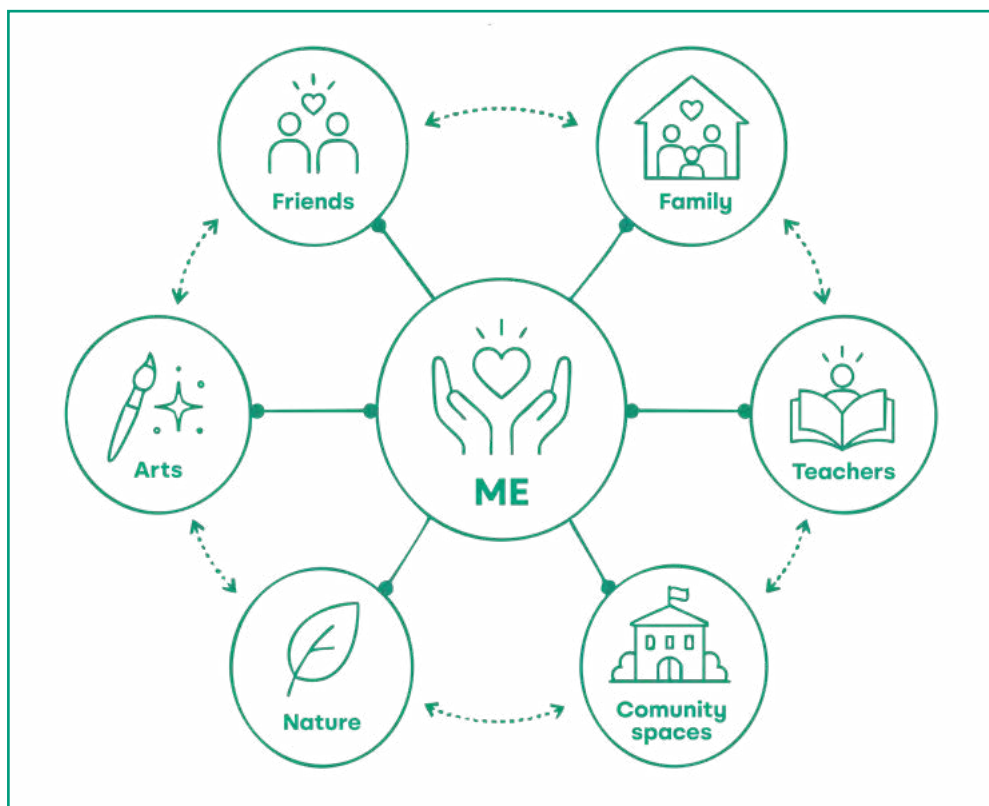
1. Care mapping: who supports whom?

Invite participants to draw a simple map with themselves at the centre, and around them the people, places or resources that offer support (friends, family, teachers, community spaces, nature, art, etc.).

Then invite reflection with questions such as:

- Who supports me when I need help?
- Who can I support?
- What kind of care do I need from a group?

Sharing is optional. The focus is on recognising care as relational and collective.



2. Network of hands: experiencing interdependence

Invite participants to stand in a circle. Ask them to close their eyes (if they feel comfortable) and extend their hands forward with open palms.

Slowly, participants begin to walk towards the centre of the circle, gently finding and touching other hands. Encourage them to move slowly and with attention.

Invite participants to notice the presence of others through touch and breath.

You can ask:

- How does the touch of another person feel?
- What happens if we remain still and simply stay in contact?

After a moment, invite participants to gently lean into the contact, without fully releasing their body weight. Then slowly return to their own centre. Repeat the movement, gradually allowing a little more weight to be shared through the hands, always respecting personal limits.

You can ask:

- How much do I trust others?
- How much weight am I willing to share?
- How can I help others feel safe?

Emphasise **interdependence**: our well-being is connected to others. We support and are supported at the same time. Invite participants to reflect on how to hold this responsibility with care and awareness.

3. Creating a collective care agreement

This activity is recommended after the previous one. Invite the group to co-create a short “care agreement” or manifesto that defines how they want to relate to each other during the activities.

Ask guiding questions such as:

- How do we want to listen to each other?
- How do we respect boundaries and differences?
- How do we take care of ourselves and others when things feel difficult?

Write the group’s ideas on a large sheet of paper and keep the agreement visible throughout the sessions.

This tool supports shared responsibility and strengthens collective care.

Expected outcomes

Participants will:

- 🌱 experience trust and emotional safety in group settings
- 🌱 recognise vulnerability as a shared and valid experience
- 🌱 strengthen empathy and mutual support
- 🌱 understand care as a collective responsibility
- 🌱 develop skills for relational awareness and group cohesion

Facilitator tips

- ✓ Emphasise that participation and sharing are always optional
- ✓ Allow moments of silence, they are part of the process
- ✓ Encourage listening without interrupting or trying to fix
- ✓ Respect different comfort levels with touch and vulnerability
- ✓ Reinforce that care is not a weakness, but a collective strength.



4. Living Cyclically in Society

Understanding extractivism, regeneration and power

Living cyclically is not only a personal practice, it is also a social and political question. Our economic systems, patterns of consumption and ways of organising power deeply affect both human bodies and the natural world.

This section invites participants to explore how extractive systems disrupt natural and social cycles, and how regenerative approaches can restore balance, care and sustainability. Drawing from ecofeminist perspectives, it connects everyday experiences to larger structures such as the economy, production and decision-making.

The activities encourage critical thinking while remaining grounded in lived experience and collective reflection. They translate these ideas into accessible, experiential learning.

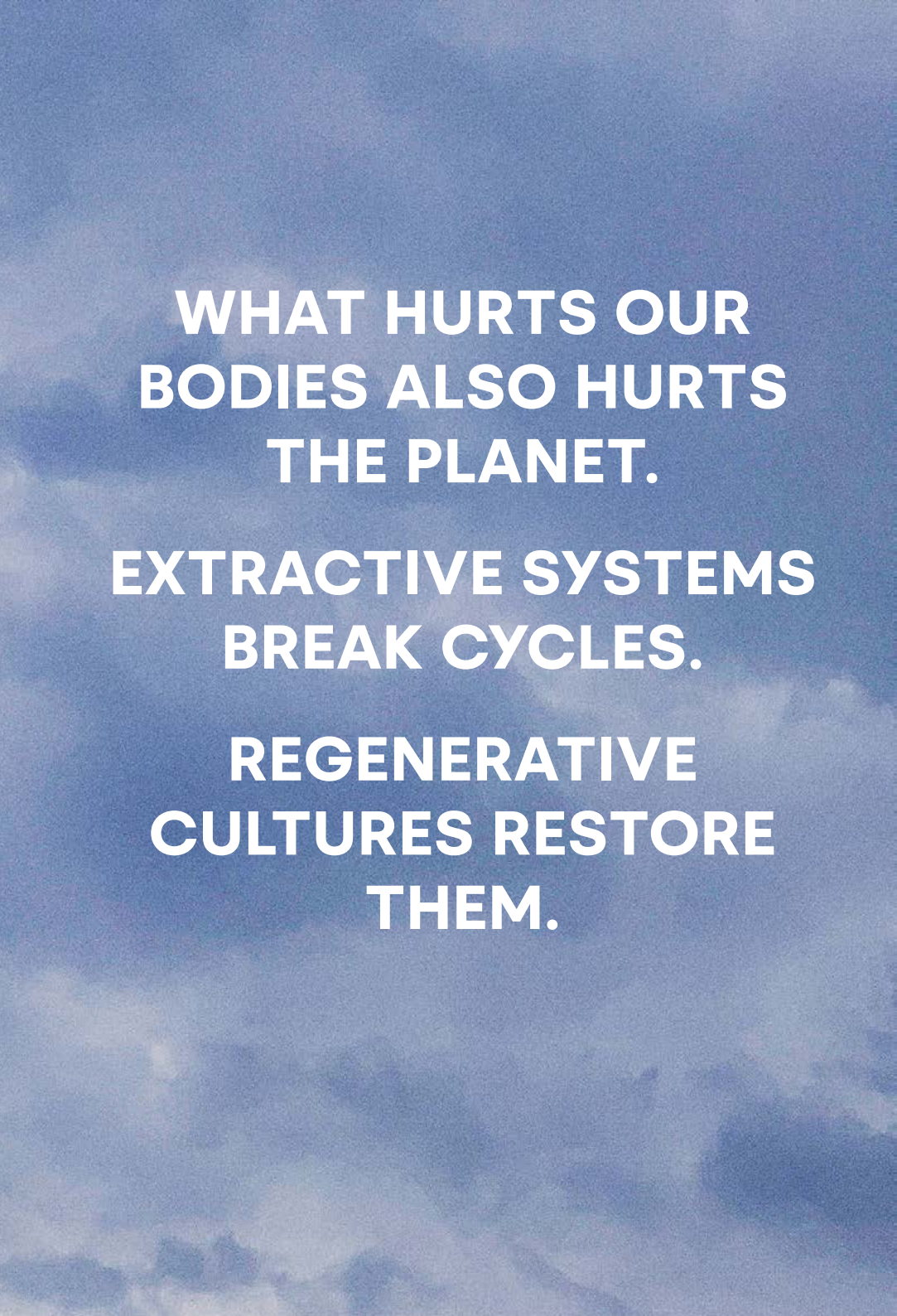
Purpose

This practice helps participants to:

- understand extractivism and regeneration in simple terms
- recognise connections between body, environment and society
- develop critical awareness of systems of unequal power
- imagine more sustainable and caring alternatives
- connect personal choices to collective responsibility

Practical information

- Estimated time: 20–30 minutes
- Group size: Small or medium groups (up to 25 people)
- Materials needed: Paper, markers, large sheets (optional)
- Space: Tables or open space for group work



**WHAT HURTS OUR
BODIES ALSO HURTS
THE PLANET.**

**EXTRACTIVE SYSTEMS
BREAK CYCLES.**

**REGENERATIVE
CULTURES RESTORE
THEM.**

Step-by-step activities

1. Draw your cycle: breaking and repairing

Invite participants to draw a simple cycle (a circle) representing a system they know, such as the body, food production, water, energy fluctuations, menstrual cycle or nature.

In a first step, ask them to identify where the cycle is broken by extractive practices (overconsumption, waste, pollution, exploitation, exhaustion). In a second step, invite them to imagine how the cycle could be repaired through regenerative practices such as care, rest, reuse, recycle, respect for limits, sustainable practices, community support or sustainable choices.

This activity helps participants visualise how systems can be disrupted and how they can be transformed and regenerated.



2. Domino of interdependence

Invite participants to stand in an open space and create a “human domino”. One participant begins by representing an element (for example, water, trees, soil or animals). One by one, other participants join, each representing another element connected to the previous one.

Gradually, a chain is formed, showing how different elements are interconnected.

Once the group is connected, invite the first participant to introduce a disruption to their element (for example: drought, pollution, overfishing, deforestation).

Then, one by one, participants show how this change affects the next element in the chain.

Encourage participants to explore how environmental changes also affect social and economic systems. For example, if there are no fish in the sea, a fisher cannot work, may lose income, and this affects their ability to live and support their family.

After exploring disruption, invite the group to create a second domino focused on regeneration.

Ask: What actions could help restore balance? What can be done at a local or collective level?

Encourage participants to think about real, concrete actions, including community-based and grassroots initiatives.

Use this embodied exercise to reflect on questions such as:

- promoting campaigns for balanced meat and fish consumption
- creating a neighbourhood composting or food-sharing initiative
- supporting repair, reuse or exchange networks in the community
- starting a campaign to reduce plastic use in school or neighbourhood spaces

Use this embodied exercise to reflect on questions such as:

- What happens to bodies when the Earth is exploited?
- How does the economy influence health and well-being?
- Who holds the power to change these systems?

This activity highlights interdependence and shared responsibility.

3. Sustainable menstrual care: a concrete example

Introduce menstruation as a simple and concrete example of how social systems affect both bodies and the planet. You do not need to be an expert to facilitate this activity. The goal is to open reflection, not to provide medical knowledge.

You can start with a short explanation:

Menstruation is a natural bodily process experienced by many people. However, access to products, information and safe facilities is not equal everywhere. In addition, many commonly used menstrual products are single-use and create waste, which has an environmental impact.

Invite participants to reflect on everyday questions such as:

- What do people need to manage menstruation with dignity?
- What challenges might some people face (lack of products, stigma, lack of information)?
- What impact do disposable products have on the environment?

Then explore possible alternatives and solutions, for example:

- access to education and accurate information
- reusable or lower-impact products
- support from schools, families and communities
- breaking stigma and creating open conversations

You can invite participants to share ideas, but avoid going into personal or intimate details unless they choose to do so. The aim is not to give one “correct” answer, but to encourage understanding, critical thinking and collective responsibility.

If you feel you need more information on menstrual health and education, you can refer to the resources listed in the bibliography. This activity can be adapted depending on your level of knowledge and the needs of the group.

Expected outcomes

Participants will:

- understand basic concepts of extractivism and regeneration
- identify connections between environmental and social systems
- develop critical thinking about power and sustainability
- recognise their role in collective change
- imagine alternative, regenerative practices

Facilitator tips

- ✓ Use simple language and concrete examples
- ✓ Avoid blame or pressure around personal choices
- ✓ Encourage curiosity rather than judgement
- ✓ Provide examples to understand more complicated concepts
- ✓ Emphasise that change happens at both individual and collective levels
- ✓ Keep the focus on possibilities, care and regeneration.

Note for facilitators

Some activities explore personal and social topics such as the body, gender inequality, health and environmental justice. As introduced in the opening section, facilitators are encouraged to create safe(r) and brave spaces where participants feel respected, listened to and free to choose their level of participation.

5. Artistic Expression

Turning feelings into stories, movement and images

Artistic expression plays a central role in this toolkit. Through art, personal experiences, emotions and reflections can be transformed into shared stories, gestures and images.

This section explores artistic practices as tools for expression, communication and collective creation. Theatre, movement and visual creation offer accessible ways for young people to explore what they feel, reflect on social and environmental issues, and connect individual experiences with collective narratives.

The activities are inspired by methodologies developed by the partner organisations during the project. They approach art not as performance, but as a process of listening, experimenting and co-creating meaning together.

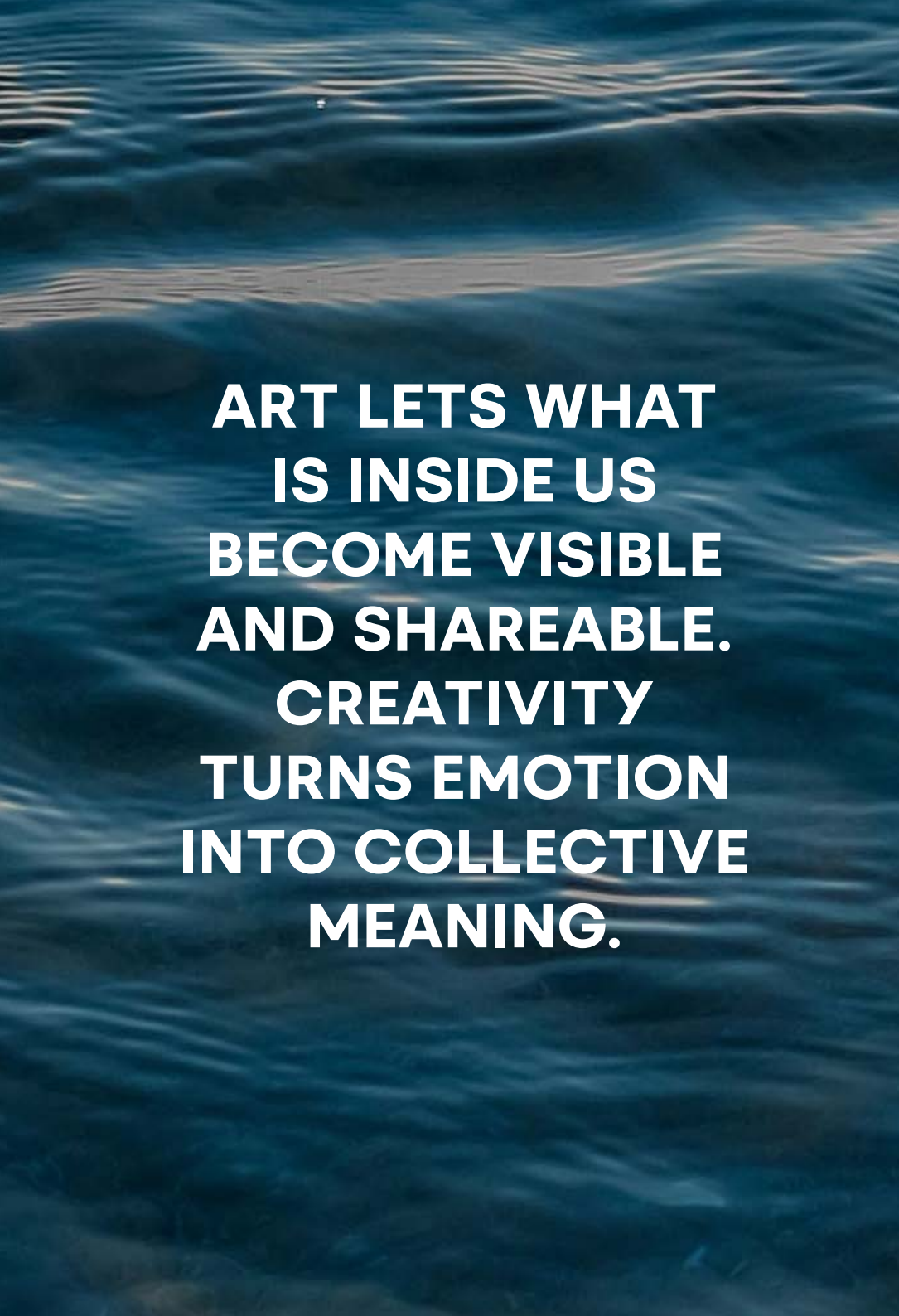
Purpose

This practice helps participants to:

- express emotions and inner experiences through symbolic language
- build empathy and collective understanding
- explore care, fragility and resilience in creative ways
- develop imagination and non-linear thinking
- connect personal meaning with collective interpretation
- gain confidence in artistic expression without pressure

Practical information

- Estimated time: 45–60 minutes
- Group size: Small or medium groups (up to 25 people)
- Materials needed: Materials needed: Paper (A4 or thicker), pens or pencils, and optional creative materials (coloured pencils, markers, collage materials, scissors, glue).
- Space: Open space suitable for movement and creative work



**ART LETS WHAT
IS INSIDE US
BECOME VISIBLE
AND SHAREABLE.
CREATIVITY
TURNS EMOTION
INTO COLLECTIVE
MEANING.**

Step-by-step activities

1. Theatre of the body

This practice uses the body, voice and space as primary tools for expression and collective creation. It moves away from text-based approaches and focuses on presence, relationships and shared experience.

Participants begin by exploring how bodies relate to each other in space. Through simple exercises, they develop awareness of rhythm, proximity, tension and support. Creation is understood as something that emerges between people, rather than from an individual.

This approach highlights care, interdependence and attention as essential elements of creation. Social and environmental questions are explored through the body, making them visible and experiential rather than abstract.

Invite participants to choose a recent news story connected to a social or environmental issue.

As a group, identify:

- Who is involved?
- What is happening?
- What relationships or tensions are present?



Step 1: Verbal exploration

Reconstruct the story together using words.

Step 2: Simplification

Reduce the story to key words and actions. Introduce sounds instead of explanations for key moments (for example tension, conflict or change).

Step 3 : Embodiment

Translate the story into movement:

- gestures
- postures
- use of space
- rhythm

Participants can embody characters, situations or relationships.

Step 4: Collective composition

Create a short group composition combining movement, sound and space.

Encourage participants to explore:

- proximity and distance
- support and conflict
- repetition and transformation

The goal is not to “perform well”, but to explore how meaning can emerge through the body and collective interaction.

This activity supports non-verbal expression, critical thinking and collective creation.

2. Movement improvisation

Creating a simple movement sequence. Invite participants to begin in silence.

Step 1: Sit quietly for a few minutes.

Step 2: Stand up and follow the first movement that comes to mind. It can be very simple. Repeat it until it feels familiar.

Step 3: Do a short warm-up (jumping, shaking, stretching).

Step 4: Repeat the process to create a second movement.

Step 5: Combine the two movements into a short sequence.

Step 6: Add a third movement and repeat the sequence until it feels natural.

Step 7: Explore variations:

- very slow / very fast
- soft / strong
- small / expansive

Step 8: Exchange sequences in pairs:

- learn someone else's movement
- teach your movement to another person

Step 9: Explore all movements together in the space.

This process can become the starting point for a collective choreography.

Instant composition

Each participant writes a short “score” (a creative instruction), for example:

- “Caress the light”
- “Show a flower how to start a revolution”
- “Hold someone’s vulnerability with care”

Collect and redistribute the scores so no one receives their own. Give participants a few minutes to reflect.

Open the space for improvisation (20–40 minutes).

Guidelines:

- Once you enter the space, you stay until the end
- At some point, you perform your score
- You can join others if you feel connected
- Pay attention to the group and shared space

At the end, invite a group reflection:

- What happened?
- What did you notice?
- How did you relate to others?

Remind participants that uncertainty and discomfort are part of the process.



3. Visual creation: poetic instruction and fanzine

This activity combines writing and visual creation to explore care, imagination and symbolic thinking. It is inspired by artistic practices such as Yoko Ono's instruction-based work, where simple sentences invite multiple interpretations and creative responses.

Instead of giving direct instructions, participants are invited to create open and poetic prompts that can be interpreted in different ways. This allows creativity to emerge without pressure and encourages personal meaning-making.

Invite participants to reflect on the question: "How do you take care of a flower in the midst of a storm?"

Everything starts with a seed.
Choose a safe place
to sow it.



When the rain
comes from within, let
it water the soil with life.



Credits image:
© Carina Corso

Explain that both the "flower" and the "storm" can be symbolic. The flower may represent something fragile, valuable or alive (a person, an idea, a feeling, a community). The storm may represent a challenge, difficulty or external pressure.

There is no right or wrong interpretation.

You can share an example of a poetic instruction, such as: "Choose a safe place to shelter your plant. When it grows, speak only in bloom."

Explain that the goal is not to be literal, but to create an instruction that opens imagination and invites interpretation.

Step 1: Brainstorming

Invite participants to write words, ideas or draw quick sketches related to the question. Encourage free thinking. All ideas are welcome.

Step 2: Writing the instruction

Ask participants to transform their ideas into a short poetic instruction. The instruction should be open, imaginative and not completely literal.

Step 3 : Sketch

Invite participants to create a rough sketch or collage that represents their idea. See example below.

Encourage them to reflect on:

- What does the flower represent?
- What does the storm represent?
- What elements can make the idea clearer or more open?
- What is shown, and what is suggested?

Participants can experiment with materials, colours and textures. Drawing is not required, collage or simple shapes are also valid.

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Step 4: Reflection

Invite participants to observe their sketch and reflect:

- What works well?
- What could be changed or simplified?
- Which elements are most meaningful?

Step 5: Final creation

Participants create a final version combining text and image.

- Invite them to think about how the instruction and the image relate:
- Is the text part of the drawing or separate?
- Is it a title, a caption or integrated into the image?

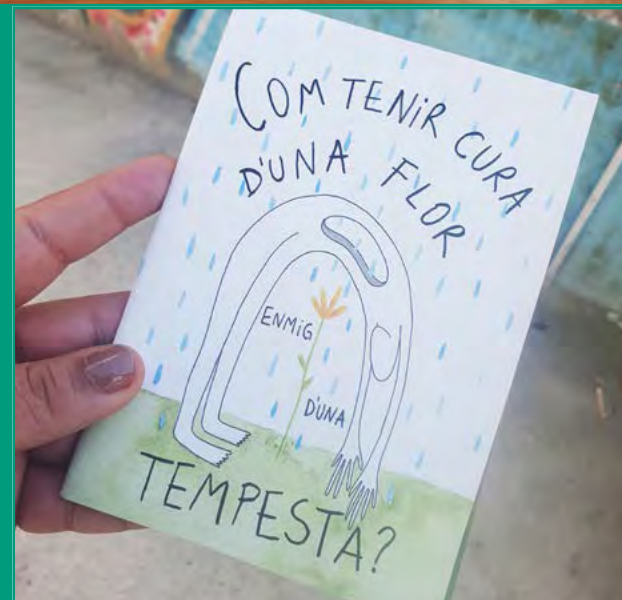
The final works can be combined into a

*collective
fanzine*

This activity supports imagination, symbolic thinking and personal expression, while allowing participants to explore care and resilience in creative ways.



Credits image:
© Pedro Figueiredo

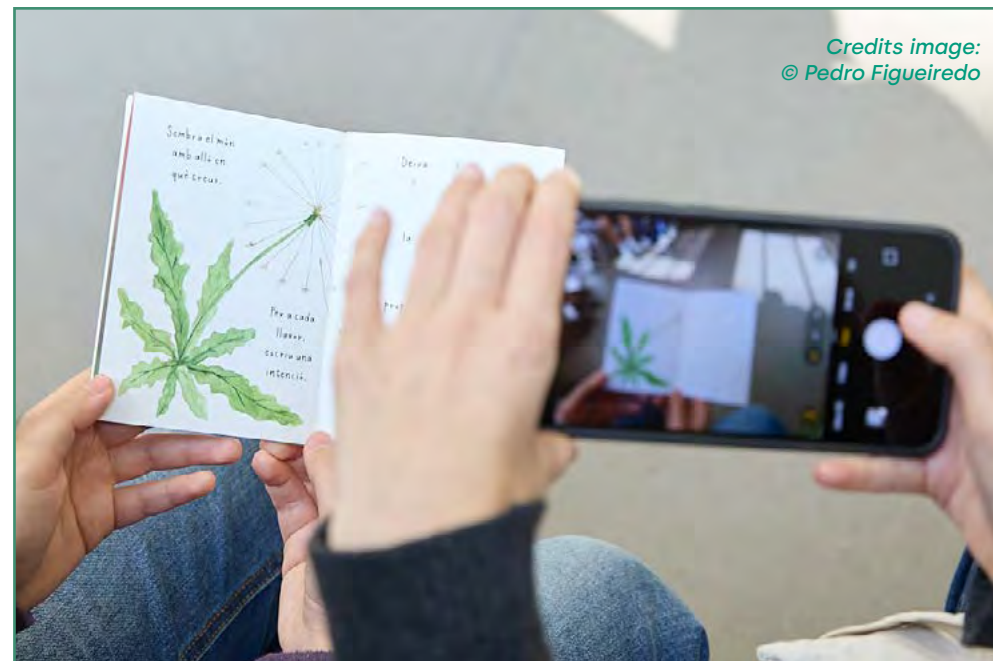


Download the fanzine here: https://plaudite.org/wp-content/uploads/2026/06/YAP_FANZINE-ENG.pdf

Expected outcomes

Participants will:

- express emotions and ideas through non-verbal and symbolic forms
- develop confidence in creative expression
- strengthen imagination and collective storytelling
- connect personal experiences to social and environmental issues
- experience collaboration through artistic processes



Facilitator tips

- ✓ Emphasise that there is no "correct" way to interpret the task
- ✓ Encourage imagination rather than technical skill
- ✓ Offer examples if participants feel stuck, but avoid influencing their ideas too much
- ✓ Support participants who feel insecure about drawing (collage, symbols or simple shapes are enough)
- ✓ Keep the atmosphere open, playful and non-judgmental
- ✓ Allow time for reflection, the process is as important as the final result



6. Creative Eco-feminist Activism

From expression to collective voice

In this toolkit, activism is not approached as a separate or final step, but as something that can naturally emerge from processes of awareness, care, reflection and creative expression.

Through embodied practices, collective exploration and artistic creation, participants develop ideas, emotions and perspectives that may lead to a desire to share, express or engage with the wider community.

Creative practices such as movement, theatre, storytelling or visual creation can become forms of collective voice, allowing young people to express what matters to them in ways that feel authentic, accessible and meaningful.

Purpose

This practice helps participants to:

- recognise expression as a form of participation
- explore how personal experiences connect to collective issues
- develop confidence in sharing ideas and perspectives
- experience creative processes as a pathway to civic engagement
- understand activism as something diverse, accessible and sustainable

Activities

This section does not propose single activities, but the results of processes from creation to expression. Possible forms of action include:

- a small performance or movement piece
- a visual exhibition or fanzine
- a collective message or manifesto
- a sharing circle open to others
- a symbolic or creative gesture in a public or community space

**ACTIVISM DOES NOT
HAVE TO BE LOUD OR
EXHAUSTING. SMALL,
CREATIVE AND
COLLECTIVE ACTIONS
CAN CREATE REAL
CHANGE.**



At **Plàudite Teatre**, methodologies include community theatre, critical theatre and movement theatre, where participants explore, step by step, what they really feel and think about specific topics, share their thoughts freely and co-create a common piece. Theatre becomes a space where young people can investigate their own questions, listen to others and transform personal concerns into collective expression.

The creative process begins with trust-building games, body awareness and an introduction to theatrical language. Through voice, rhythm, space, presence, critical theatre and improvisation, participants learn to express ideas not only through words, but also through gestures, sounds, physical images and group composition. The aim is not to train professional performers, but to create a safe and creative environment where each participant can discover their own way of being present, taking space and contributing to the group.

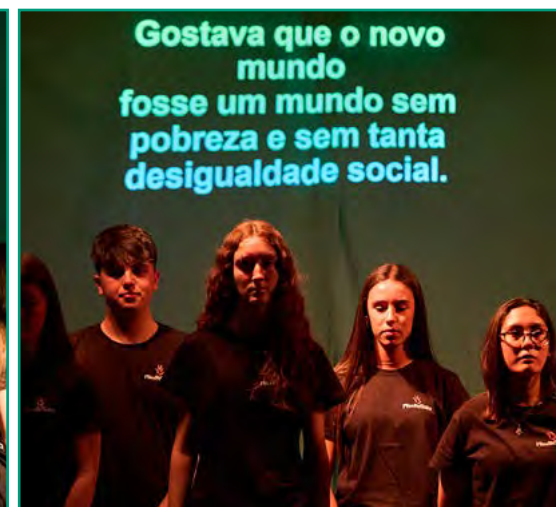
Ecofeminist and health themes are introduced through embodied and reflective workshops on menstrual health, body care, sustainability and the relationship between personal and planetary well-being. These experiences help participants connect abstract concepts such as interdependence, care, inequality or climate crisis with their own bodies, emotions and everyday realities.

From there, the group explores the world they inhabit: climate emergency, social inequalities, housing, fear, exhaustion, consumerism, disconnection from the Earth and the difficulty of imagining a future. Through collective exercises, these concerns become scenic material: short texts, repeated gestures, choral movements, sounds, images and physical compositions.

The group gradually creates a shared artistic language where individual voices remain visible, while becoming part of a wider collective narrative. The process moves **from exploration to collective dramaturgy**.

Participants select, organise and rehearse the materials generated during the workshops, shaping them into a physical and choral performance. The final piece combines movement, voice, silence, rhythm and group images to express how young people perceive the crises around them, and how they imagine more caring and sustainable ways of living together.

In this sense, theatre becomes a form of creative ecofeminist activism: a way to make visible what is often felt but not said, to connect personal experience with social and planetary questions, and to share a collective message with an audience. The final creation becomes a public presentation to be performed in front of a diverse public, both locally in l'Hospitalet de Llobregat and internationally in Porto, showing how theatre can become a space for youth expression, care, civic participation and collective imagination.



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Critical Theatre

Plàudite Teatre's Critical Theatre methodology uses the performing arts as a tool to foster critical thinking, active participation, and social transformation. It is based on the idea that theatre provides a safe space to explore reality through lived experience, question established narratives, and collectively build knowledge.

The process combines theatrical tools, critical education, and experiential learning. Participants investigate issues that are relevant to their own contexts, share experiences, analyse conflicts, and explore different perspectives through movement theatre, improvisation, drama games, character creation, and scene development. In this way, theatre becomes a social laboratory where situations, emotions, critical thinking and relationships can be explored, encouraging reflection, community and empathy.

The creative process is collective and participatory. The process itself is as important as the final outcome. The resulting performances are not merely artistic products; they are tools for awareness-raising and dialogue that enable the group's reflections to be shared with the wider community. Performances are complemented by facilitated discussions that strengthen the connection between participants and audiences.

In this way, theatre becomes a tool that promotes communication, social, and civic competencies while strengthening youth leadership and young people's capacity to create change within their communities. Plàudite Teatre's Critical Theatre methodology aims to empower individuals who are able to analyse reality, express themselves critically, engage in meaningful dialogue, and actively contribute to building a more just, inclusive, and democratic society.

Peer Methodology

With the peer methodology Plàudite Teatre achieves a unique motivation among the participants, from their experience, the tools practiced and acquired involve the rest of the group and other groups of young people with whom they share the stage experience, becoming a reference and positive example. It is participation from a safe place of group and individual empowerment. We act among equals and invite our equals to have the positive experiences that we have had with the theater, generating a community where we look up to each other from a positive leadership perspective.

Participants do not simply learn about and reflect on the issues explored; they become active agents in sharing those learning experiences. Through performances and discussion-based activities, they exchange knowledge, attitudes, and experiences with other young people, generating positive influence based on identification, proximity, and the credibility that peers naturally provide.



Credits image: © Pedro Figueiredo

Key Benefits for Facilitators

- Participatory and transferable methodology.
- A practical tool for addressing complex issues through experience.
- Greater participant engagement and ownership.
- Meaningful spaces for reflection and dialogue.
- Development of positive youth leadership.
- Impact that extends beyond a single activity.

Key Benefits for Participants

- ✓ Critical thinking and analytical skills.
- ✓ Communication and emotional expression.
- ✓ Empathy and active listening.
- ✓ Self-confidence and self-esteem.
- ✓ Collaborative working skills.
- ✓ Participation and leadership.
- ✓ Capacity to positively influence other young people.
- ✓ Commitment to their community

✦ **CRITICAL THEATRE** <https://plaudite.org/en/fostering-young-critical-thinking/>

✦ **ECOFEMINISM** <https://plaudite.org/en/ecofeminism>

✦ **YAP!** <https://plaudite.org/en/ecofeminism-yap-youth-activism-for-equality-personal-and-planetary-health/>



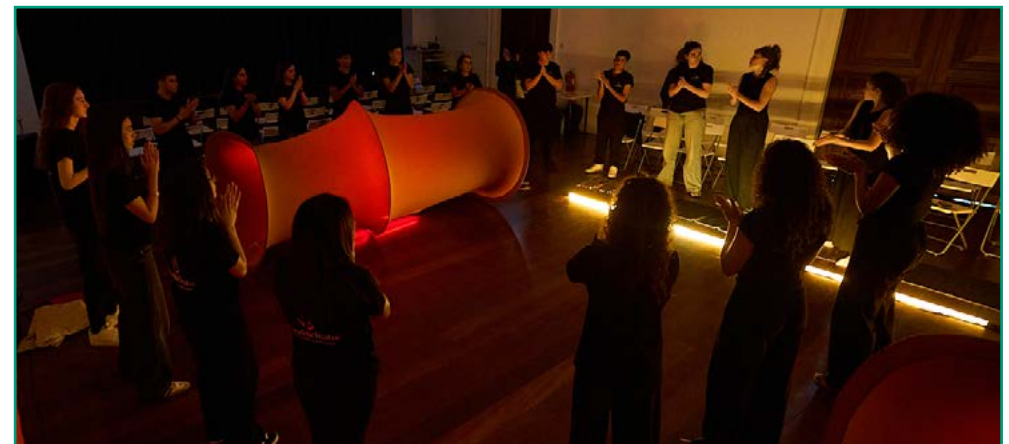
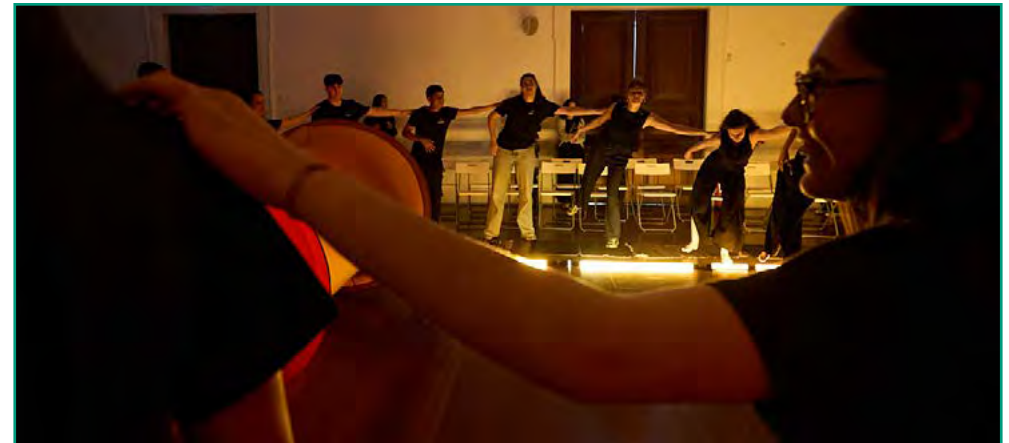
Credits image: © MB Pozo Ruiz

At **PELE**, the initial approach for a collective and creative action, is to start with the urgency of each group. What is it that I want to say? If a big audience would listen to me, what would I tell them? From a first mapping of individual urgencies, we try to distill a collective urgency from the whole group. This identification with the urgency is crucial for the creative process, so everybody feels deeply involved into the creative process.

Depending on the group's availability and interests, we then experiment with different artistic languages: performance art, installations, video art, visual art, creative writing, theatre, dance, etc. In general we work multi-disciplinary, to create different artistic layers and accessibilities, not only for the participants but also for the audience.

Though we believe that it is always important to have an artistic outcome - something that is seen, visible, sometimes loud, sometimes very gentle and soft, something that creates a friction in our everyday life and proposes an alternative of how to relate with each other - it is the connections and relationships made between the people that represent the core of our work. During each process we try to reflect on:

- How can we stimulate processes of critical thinking and collective reflection?
- How can different artistic expressions be explored, yet a collective narrative be created together?
- How can societal dynamics of power relations not be reproduced but reflected on?
- Based on democratic values, how can we experiment with non-hierarchical decision making processes?
- How can by self expressing through different artistic means the self-esteem of the participants be strengthened?
- How can polyphonic voices be heard, to show the individuality within the collective?
- How can the participants be empowered also beyond the frame of the project and what is the project impact in the long term?
- How can through the project an alternative social imaginary be created?



Radical Tenderness

Feeling it. What? Do you? Do you listen? Listening inside out. What happens if we don't do anything? Bodies moving together through space, rhythms, times. Connecting, following, letting go of each other. Body-space. Holding each other. Holding on to each other. City-jungle. Co-existing. Co-depending. Look around. Listen through your skin. Being part of it. Touching it. What? Can't you feel it?

A process | An encounter | A performance | A manifesto

During an artistic residency a group of young adults explores the idea of radical tenderness through the creation of sound and movement: What happens if we practice tenderness collectively? If we take the time to really listen to each other, to look at the world with eyes that really want to see it. If we understand our vulnerability as a space to connect, our co-dependencies as a moving network that holds us together rather than separating us..

Does tenderness then become a form of protest? An act of proposing a radically different reality based on connection, affection and dedication? The result of this artistic research is an occupation of tender spaces inside ourselves and public spaces we share.

Who are you tender to?

This project was already developed in different cities in Portugal. Here you can see the videos of all presentation: [Ternura Radical](#) | [Projetos em curso](#)



Credits images: © Pedro Figueiredo



Expected outcomes

Participants may:

- 🌱 feel more confident expressing their voice
- 🌱 experience connection between personal and collective dimensions
- 🌱 develop a sense of agency and belonging
- 🌱 engage in forms of participation that feel sustainable and authentic

Facilitator tips

- ✓ Avoid presenting activism as an obligation or expected outcome
- ✓ Value small-scale and process-based actions
- ✓ Support participants' ideas without directing them too much
- ✓ Ensure that sharing remains voluntary and respectful
- ✓ Emphasise that expression, care and presence are already forms of action

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7. Closing the Cycle

Because cycles don't end in action, they return to rest

Creative processes, collective work and public actions can be powerful and intense experiences. To support well-being and sustainability, it is essential to create moments of closure that allow participants to rest, reflect and integrate what they have experienced.

This section invites facilitators to close activities, workshops or performances with care and intention. Returning to the body and to gratitude helps participants reconnect with themselves and with the group, acknowledge the journey taken together, and leave the space feeling grounded and supported.

Closing rituals are not an “extra”, but an essential part of ethical, care-centred and ecofeminist practice.

Purpose

This practice helps participants to:

- slow down and regulate after intense experiences
- integrate emotions and learning
- feel acknowledged and valued
- close the process with calm and care
- strengthen group connection

Practical information

- Estimated time: 5–15 minutes
- Group size: Any
- Materials needed: None (optional: soft music, cushions or blankets)
- Space: Quiet and comfortable space



**EVERY CYCLE NEEDS
REST TO BEGIN
AGAIN. SUSTAINABLE
ACTIVISM STARTS
AND ENDS IN CARE,
ROOTED IN THE BODY
AND IN A STRONGER
AWARENESS OF OUR
POWER.**

Step-by-step activities

1. Body relaxation

Invite participants to sit or lie down comfortably. Guide them through a short relaxation, bringing attention to the breath, the movement it creates in the body, sounds and physical sensations.

Gently guide awareness through different parts of the body, from feet to head, inviting the release of tension.

Encourage slow breathing and a few moments of silence before closing the practice. This supports nervous system regulation and emotional integration.

2. Gratitude circle

Invite participants to sit or stand in a circle. Each person can share one word, gesture or short sentence expressing gratitude, for themselves, for the group, or for something experienced during the process.

Sharing is always optional. Listening is also a form of participation.

This practice reinforces connection and collective recognition.

3. Shared closing

Invite participants to sit or stand in a circle and take a moment to arrive together in silence.

Each person is invited to share one word, gesture or short phrase that reflects how they are leaving the space or what they are taking from the experience.

Sharing is optional; attentive listening is equally valid. The facilitator can support a calm rhythm, allowing brief pauses between contributions.

Close with a collective breath or a simple shared gesture to mark the ending.

This practice supports emotional grounding and helps the group transition gently from the shared experience back into their individual paths.

4. Three claps

Invite participants to sit or stand in a circle. The group is invited to collectively produce three claps, no more, no less.

No one leads or announces the moment. The action emerges through shared attention, without verbal coordination.

This simple ritual fosters presence, listening and group attunement. It creates a subtle and collective ending, allowing the group to close together through shared awareness.





Expected outcomes

Participants will:

- 🌱 regulate emotions after intense experiences
- 🌱 integrate learning and reflection
- 🌱 feel acknowledged and valued
- 🌱 leave the space grounded and calm
- 🌱 strengthen sense of closure and group connection

Facilitator tips

- ✓ Use a calm tone and slow down the rhythm after intense activities
- ✓ Prioritise grounding and body awareness over discussion
- ✓ Remind participants that rest and closure are part of the process
- ✓ Keep sharing optional and avoid putting people on the spot
- ✓ Allow a clear and gentle ending (silence, breath or simple ritual)

Ending by returning to care reminds us that sustainable activism and creativity require rest, gratitude and connection. By closing cycles gently, we make space for renewal — for people, communities and the planet.

8. Integrating the experience: closing reflection

Before moving on, invite yourself to pause for a moment.

Take a few quiet breaths and reflect on what you have experienced in this section — the practices, the tools, the stories and the values behind them.

You may ask yourself:

- What feeling stays with me?
- What idea or learning feels important right now?
- What intention do I want to carry into my work, relationships or daily life?

You may choose to write it down, draw it, or simply hold it in your mind. If you are working in a group, you can share it — or keep it for yourself.

There is no right or wrong answer. This moment is about recognising what you take with you and allowing the cycle to close with awareness, care and continuity.



PART III PRACTICES & TOOLS

This section gathers a selection of inspiring projects, organisations, websites and practical resources related to ecofeminism, youth activism, menstrual health, care practices, sustainability and artistic engagement. It offers concrete examples of creative action and useful tools for learning, teaching and community work, supporting young people and practitioners who wish to deepen their knowledge and agency.

Ecofeminism & Environmental Justice



[Ecofeminism & Environmental Liberation Toolkit](#)

A rich and accessible resource exploring ecofeminism through an intersectional lens, with a strong focus on global south perspectives and environmental justice.



[Kit de Ecofeminismo – Ayuntamiento de Madrid \(ES\)](#)

A practical and educational toolkit offering accessible materials and activities to explore ecofeminism in community and educational contexts.



[Ecofeminist didactic materials \(Sumadiversitat – CAT\)](#)

A collection of educational resources and materials to introduce ecofeminist perspectives in learning environments.



Youth Activism & Participation



[Youth Action for Climate: Compendium Practices](#)

A compendium presenting ten examples of contemporary youth climate action, from litigation and diplomacy to eco-anxiety, local activism and intersectional responses to climate insecurity.



[UNICEF Toolkit for Young Climate Activists](#)

A comprehensive guide supporting young people to engage in climate action, advocacy and participation at different levels.



[Climentines Toolbox](#)

A European project toolbox offering creative and educational methods to promote gender equality and youth empowerment.



[Playful Climate Activism \(JINT\)](#)

A resource focused on using games and creative methods to engage young people in climate action.



[Top 10 Eco Youth Movements \(The Oxygen Project\)](#)

An accessible overview of inspiring youth-led environmental movements from around the world, highlighting different forms of activism, engagement and impact.

Menstrual Health & Ecofeminist Practices



[Menstrupedia](#)

A youth-friendly educational platform that explains menstruation in an accessible and inclusive way, using visual and engaging formats.



[Days for Girls](#)

A global organisation providing practical educational resources on menstrual health, dignity and access.



[The Period Education Project \(by PERIOD.\)](#)

A comprehensive, youth-focused toolkit designed to support menstrual education, advocacy and stigma reduction. It includes lesson plans, discussion guides and activities that are accessible and adaptable for schools and youth settings.



[The Cup Effect](#)

A resource focused on sustainable menstrual products and education, supporting both environmental awareness and bodily autonomy.



[Guía para el Activismo Menstrual \(ES\)](#)

A practical guide connecting menstrual health, sustainability and activism, with accessible tools and reflections.



[Rezero – Menstrual Education & Sustainability \(ES\)](#)

Resources and initiatives focused on menstrual education, reusable products and environmental impact.

Mental Health & Self-Care



[UNICEF Mental Health Toolkit for Young People](#)

A structured toolkit offering practical strategies to support emotional well-being and resilience.



[WellYouth – Youth Mental Health & Well-being Toolkit](#)

A comprehensive resource connecting youth work, well-being and mental health support.



[Anna Freud Centre – Self-care resources](#)

Evidence-based materials supporting young people's mental health and self-care practices.

Arts, Body & Creative Activism



[Artful Activism Toolkit \(ActionAid\)](#)

A powerful resource on how to use creative practices and art as tools for activism and social change.



[Arts & Activism in Youth Work \(JINT\)](#)

A practical guide on integrating artistic approaches into youth activism and participation.



[Yoga Calm – Starter Kit](#)

Simple and accessible tools to integrate body awareness, calm and regulation into learning environments.

These resources are offered as inspiration and can be adapted to different contexts, needs and groups. Facilitators are encouraged to explore them critically and creatively, integrating what resonates with their practice and values.

Bibliografía

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Additional resources

- ✦ **Ecofeminism & Environmental Justice**
[The Regenerative Design Field Guide](#)
[Ellen MacArthur Foundation – Circular economy basics](#)
- ✦ **Mindfulness, Care and Rest**
[The Nap Ministry \(Tricia Hersey\)](#)
[Mental Health Foundation: tips for self-care](#)
[Mindful Teachers](#)
[Smiling Minds](#)
- ✦ **Menstrual Health and Rights**
[Clue – Menstrual Cycle 10](#)
[Period Positive](#)