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Youth For Love Teen Support Programme Toolkit

A toolkit for students, school staff and educators to support students in recognizing, preventing and combating Gender-Based Violence



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■ EXECUTIVE SUMMARY

Youth For Love is a two-year project implemented in four European countries: Italy, Belgium, Greece, and Romania. **The project aims to develop and test an integrated educational program targeting high-school students (14-17 years old) and school professionals, designed to raise awareness on gender-based violence prevention and management.**

The education system should, on one hand, empower students with the knowledge, skills, and resources to prevent and cope with GBV and, on the other hand, ensure that teachers and school staff are capable of offering a proper prevention and protection response, and referral in case of GBV. In this view, schools are key players and allies in the attempt to make gender inequality and GBV unacceptable among adolescents. This toolkit is one of the main instruments created to help boost the dissemination of the project and improve its sustainability.

It provides theoretical and practical guidance to support school professionals in preventing, combating, and responding to school-related gender-based violence (SRGBV) among teenagers, a complex and structural phenomenon with multiple forms and serious consequences. Other stakeholders, like educators or associations, could also take advantage of the instrument, to promote and organize similar programs in other formal or informal educational contexts.

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INTRODUCTION

Overview of the Youth for Love Project

Youth for Love is implemented within the legal and conceptual framework provided by the **Council of Europe Convention on preventing and combating violence against women and domestic violence (2011), known as the Istanbul Convention**. This is because the latter is the most far-reaching, legally binding instrument we have in Europe to prevent and combat multiple forms of violence against girls and women, and it has been ratified in all partner Countries. It is also because it acknowledges all these types of violence as violations of human rights, as forms of discrimination against girls and women; and as causes and consequences of inequality between women and men. And it requires State parties to proactively adopt the necessary legislation and a set of comprehensive and multidisciplinary measures to prevent violence, protect its survivors and prosecute its perpetrators, also targeting schools. In fact, the Istanbul Convention acknowledges the crucial role of schools in enhancing the promotion of equality between women and men; non-stereotyped gender roles; mutual respect; non-violent conflict resolution in interpersonal relationships; gender-based violence against women and the right to personal integrity, by offering teaching material adapted to meet the evolving capacity of learners, in formal curricula and at all levels of education (Art. 14).

Indeed, education plays a key role in challenging the negative social norms that drive gender-based violence. Teenagers have lower self-protective mechanisms and are particularly vulnerable to becoming perpetrators and/or victims of violent behaviours. Despite the fact that legislative initiatives have been taken in all EU Member States to combat violence and abuse, the adolescent years remain largely uncovered due to the lack of policies targeting this

age group and the fact that many of the actions implemented fail to integrate a gender perspective and do not consider the cultural contexts of reference.

In this scenario, the objective of Youth for Love is to develop, implement, and evaluate an integrated **high-school educational program in 4 European countries** (Romania, Italy, Belgium, and Greece) to contribute to the **prevention and combating of gender based violence among teenagers by providing support to and raising the awareness of both high-school students and education professionals** with regard to the existent, unacceptable consequences in SRGBV, and management procedures to be applied in gender-based violence cases.

The project partnership is composed of the following European organizations: ActionAid Italia (Italy), ActionAid Hellas (Greece), UC Limburg (Belgium), AFOL-*Agenzia Metropolitana per la Formazione, l'Orientamento e il Lavoro* (Italy), and CPE – *Fundatia Central Parteneriat Pentru Egalitate* (Romania).

On a European level the project involves:

- **12 European higher education institutions** engaged in the development of educational tools and methodologies for the prevention and management of cases of gender violence;
- **1,200 students** participating in an educational and practical program to increase their awareness with respect to gender stereotypes and the different forms of GBV;
- **180 educators** and school staff trained and supported on issues related to gender violence and how to prevent it;

- **2 million young Europeans** reached by a massive communication campaign on gender stereotypes and GBV through a website and a webgame.

The main activities of the project are:

- The development of a **strong networking strategy at local, national, and European level** in order to involve stakeholders (schools, institutions, other organizations) who share similar approaches, to spread our impact, disseminate communication messages, and develop final recommendations.
- The construction and implementation of **tools validated by university researchers** (i.e. focus group and questionnaires) **to carry out school diagnoses** and assess what is needed to develop an educational programme and to measure the impact at the end of the intervention.
- The development of a **teen support programme and a related toolkit to be used in formal and informal educational contexts**: the programme is tested with students who are directly involved in activities focusing on the deconstruction of gender stereotypes and preventing gender-based violence. The programme promotes peer-to-peer activities in order to stimulate the actions of the school and the community, encouraging them to campaign on the issues raised.
- The development of a **training programme for school professionals** and a related toolkit: the training is implemented with the school professionals of all the schools involved to increase their awareness on gender stereotypes and gender-based violence, provide them with practical tools to work on specific procedures for tackling GBV at school involving the whole educational community.

- The development of a **webgame**, available on the project website for free. Thanks to “Youth For Love - the Game”, young Europeans have the opportunity to step into the shoes of their peers and determine through their choices the stories of 8 different characters based on the themes of GBV, bullying and violence in general. Players become more aware of the importance of making the right decision at the right time and understand what to do to prevent bullying and promote the respect of human rights.

All the materials produced within the project are available for download in the section “Learn more” of the project website: www.youthforlove.eu.

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What Is the Aim of the Toolkit?

The toolkit provides **theoretical and practical guidance to support school professionals in preventing, combating, and responding to school-related gender-based violence (SRGBV) among teenagers**, a complex and structural phenomenon with multiple forms and serious consequences. Adolescents can experience GBV at school as victims, perpetrators, or bystanders. Schools can therefore cause severe distress to students, who are psychologically, physically, cyber shamed, harassed, bullied, assaulted, or abused. As confirmed by Unesco and UN Women, **school-related gender-based violence (SRGBV) affects millions of children, families and communities**. This violence also can have a serious impact on educational outcomes, with many students avoiding school, achieving below their potential, or dropping out completely.

Schools have legal and ethical responsibilities to prevent SRGBV and, whether it occurs within and/or outside their premises, they must always be properly equipped to manage it. In fact, **schools should be spaces where adolescent girls and boys feel safe because gender equality is fully promoted through prevention programmes and easy-accessible, child-sensitive, confidential procedures for reporting, responding to, and referring GBV cases**. Schools are indeed key players in the attempt to make gender inequality and GBV unacceptable among adolescents and are even more effective when they act in strategic partnerships with key local stakeholders.



Who Is the Toolkit for?

The toolkit is for **teachers, principals, tutors, counselors, administrative/technical staff, and other relevant school personnel** who are responsible for ensuring an inclusive school environment that promotes positive and healthy models of behaviours and relationships. In order to properly prevent GBV among adolescents and ensure them access to protective measures, schools need to meet, at least, the following key criteria:

- They must have the **awareness, knowledge, and know-how** needed to enable school professionals to recognize SRGBV situations and cases;
- They must have the **power to take action** in cases of SRGBV, in the best interests of all parties involved;
- They must have **clear procedures and tools in place** to prevent and respond to SRGBV against adolescents.

For prevention to be effective and for intervention to be prompt, teachers, principals, and school staff need to be properly trained and the school leadership must be involved. If the school leaders are not on board, any type of training programmes, policies, and procedures run the risk of proving ineffective.

Schools, as well as public institutions and non-profit organizations working in the education sector, are invited to either use all or only part of this toolkit. They can in fact select the activities and tools that they consider most useful in their specific context. Implementing this training programme can help create healthier and safer spaces for all students, who can benefit from the training activities in the long-term, both at school and in life. Through the programme, teachers and school staff can increase their confidence and ability to act when faced with SRGBV cases, the management of which requires a high level of support and teamwork.

The Teachers' Toolkit also **encourages school professionals to further investigate the topics addressed in the training modules and to make the best use of the available community resources. In fact, it encourages a whole-school approach, strengthening the community role to support a joint, comprehensive, and consistent message to prevent GBV. Indeed, in the school area, real partnerships can be built with non-profit organizations and public institutions that are engaged in the field of GBV prevention and in the support and protection of GBV survivors.** Such community-based partnerships benefit all parties (i.e. schools, students, families, non-profit organizations, public institutions) and help share and consolidate knowledge and know-how that can have long-term positive effects on the lives of adolescents, soon to be adults.

What Is Covered in the Toolkit?

The toolkit's contents build on the theoretical and practical knowledge and instruments developed through the Youth For Love research and activities, as well as the expertise of the project partners and the relevant stakeholders. The toolkit especially reflects what has been learned by schools with an extensive expertise in preventing GBV among adolescents and in managing SRGBV cases through prompt and clear intervention.

Teenagers are impacted by bullying, violence and gender-based violence every day in and outside schools all across Europe, with a significant impact on their social integration and functioning, physical and emotional well-being, as well as their development. **Gender-based violence affects people, regardless of their socio-economic background, origin, physical ability, educational level or age.**

At times, the strain of coping with the shame, anger and inadequacy provoked by it **may significantly alter the survivor's academic and social capacity and their involvement in school life and public life in general.** As a result, such events may influence the course of their lives not only during adolescence but also during other life cycles. **Sometimes the instances of bullying, violence and gender-based violence occurring at school may be accompanied by challenging family contexts, different backgrounds and life stories or histories of multiple discriminations, adding up to other emotional burdens.** As a result, the realities of violence that are faced and the emotional impact to be metabolized may surpass by a very high margin the teenagers' ability to cope, resulting in profound harm.

With technology playing a big part in young people's lives and with the social media channels available to all at any given time, **face-to-face bullying and violence may easily continue in the physical absence of the perpetrators, and in the virtual presence of high numbers of spectators.** In the era of **cyberbullying**, the notion of a safe space can easily become obsolete, as cyberbullying could easily enter homes, and can also therefore invade the time not spent at school, and so all areas of life.

When cases of bullying, violence and gender-based violence occur, **schools have legal and ethical responsibilities to manage these situations and to make sure that any potential future ones are prevented.** Moreover, schools are the appropriate environment for implementing violence prevention activities and for educating students early concerning the right to dignity, safety and protection, as well as for modelling positive and healthy behaviours and relationships. Initiating non-formal activities and workshops with the aim of preventing violence supports the teenagers' ability to understand and experience the concept of healthy boundaries, to better understand themselves and others, to build healthy protection mechanisms and efficient communication patterns in relationships, to empathize with others and to cooperate, as well as to have knowledge of what needs to be done when violence occurs. As a result of these initiatives, an increase of positive attitudes towards self and others is to be expected. The teenage students feel safe, which allows them to have the mental space they need for studying and to ensure their involvement in school work; the climate is overall better and the students feel as if their voices are heard, their experiences matter and adult responses and solutions are available to solve situations that might otherwise seem insurmountable.

The Youth For Love project encourages not only a whole-school approach but a whole-community approach. A coherent, consistent message concerning violence in general and gender-based violence, in particular, is not possible without including all relevant actors of the educational community; this is why we encourage the beneficiaries of this toolkit to consider assessing all resources and factors involved and to build strong bridges and connections. This means providing students with knowledge regarding the resources that exist outside the school and preparing them to use it. At times the situation of violence does not happen at school, but outside; in this context, students may feel better equipped to request support in order to manage a crisis. **Also, the involvement of the entire educational community in preventing and combating bullying, violence and gender-based violence creates a support network**

around schools and school professionals, who too often feel abandoned and alone when dealing with issues and problems related to gender-based violence.

The activities and workshops included in this toolkit intend to provide students with:

- An understanding of the key concepts employed by the project when referring to GBV and related phenomena in and outside schools;
- The knowledge of the root causes of GBV, which lie in wide structural issues, social norms, deep-rooted beliefs and behaviours, and daily practices that shape gender identities, personal experiences, and inequalities;
- The capacity to activate efficient prevention and intervention systems at school and community level.



The organization of the toolkit

The current toolkit includes three sections, developed in the form of ten modules, each with specific contents, methodologies, and learning objectives. These modules were developed based on research activities carried out during the

project implementation; however, they are not focused on a specific school context, but instead drafted in a rather general way so that they can easily be of use to schools operating in various contexts. We also encourage any potential school

SECTION 1 - MODULES: 1, 2, 3, 4

Awareness of gender stereotyping, power and privilege and their social and individual impact

The first section is an introductory one, which aims to make the acquaintance of the group of participants, their needs, expectations and concerns, introduce the participants to the project, as well as **raising their awareness with regard to gender stereotypes** and the way these may impact teenage boys and teenage girls at school, at home, in our personal and professional choices, in relationships and in general in society, etc. **The first section is essential, as it sets up both the boundaries and an atmosphere of trust for the group, allowing the creation and development of the dynamics required to support teamwork.** Moreover, the first section clarifies the definition of some significant terms that we will use throughout the project. Through interactive activities, the first section also provides participants with the opportunity **to consider and understand how power and privilege dynamics influence access to basic human rights and how socially-constructed hierarchies exclude people with different identities, life experiences and personal histories.**

SECTION 2- MODULES: 5,6,7

Gender-based violence, misconceptions, realities, consequences.

The second section uses the newly acquired knowledge and perspective to support students in **understanding and recognizing different forms of violence**, including gender-based violence and cyberbullying. In this second section, the students will build an understanding of the link between the perpetuation of gender stereotypes and the occurrence of gender-based violence, **taking a close look at the root causes of violence, as well as its very harmful consequences.** This will also create the proper environment for students to explore and deconstruct misconceptions concerning gender-based violence and to understand how misconceptions have dramatic consequences, making it more difficult for survivors to seek justice and to receive the support they need, which would facilitate the resolution of the abusive situation.



or non-profit or public organization wanting to use the toolkit to adjust the activities to meet the needs and contexts they operate in; the flexibility used to develop the activities in the current toolkit leaves room for adaptations of and

reflections on the present material. Also, many of the activities included in the modules may be used during workshops with target groups other than teenagers and students, and not limited to the school environment only.

SECTION 3 – MODULES: 8,9,10

Creating GBV-free school and community environments

The third section further explores the prevention and combating of gender-based violence by supporting students to **identify safe and unsafe spaces in their close environment, and to learn how they can access the resources that exist in their schools, as well as in their local communities.**

The modules can be adapted in different formal or informal educational contexts. The teachers can easily customize the activities and tools to meet the needs of their students and to tackle the specific challenges facing their schools when attempting to build a safe and inclusive climate. However, **these standards must always be embedded in the training programme and aims:**

- **Gender equality must be a cross-cutting principle** in all contents;
- **Gender stereotyping must be avoided** in all teaching materials;
- **Policies and procedures** must not be regarded as either strict or “lax” reference documents;
- **Proper communication** must be used to convey the contents;
- **Teams of school professionals** must be set up and these must work in the best interests of all students.



The methodology of the toolkit

The toolkit favours the use of **active and participatory methodologies**, taking into account not only the project partners' experiences in other projects with the same focus but also the experiences of other organizations and institutions that have initiated and developed successful GBV prevention and intervention projects for teenagers in other regions, countries and environments.

The proposed methodologies are not only meant to increase actual knowledge but also to develop soft skills that are needed for teenagers in the process of preventing or managing potential cases of GBV: interpersonal and communication skills, conflict resolution, group decision-making, leadership, teamwork, problem analysis, critical thinking, empathy, etc.

More specifically the activities within this toolkit use the following methodologies:

Cooperative learning

an educational method of learning based on the cooperation between the students, each of whom provides the group with his or her knowledge and skills. Learning in groups proves very effective not only in terms of the cognitive process, but also with regard to the activation of positive socio-relational processes; each participant, in fact, increases their self-esteem, becomes empowered in learning processes, grows in terms of their social skills and learns to cooperate to achieve a common goal.

Brainstorming

participatory educational method aimed at analysing problems and finding solutions. Participants are free to express their ideas without being judged by the other participants, or for example by the teacher, on what comes up. During the last phase of a brainstorming session, generally all the ideas are put together to find common solutions to a given problem.

On and offline research and documentation

This learning method aims to stimulate participants to proactively gather information throughout their learning process. They can be informed through on and offline channels, but in both cases participants acquire the ability to select information based on its relevance, and the reliability of its sources and the full acquisition of the content is favoured.

Role playing

Participants put themselves in the shoes of somebody else and show that they are able to integrate and consider different points of view.

Analysis of case studies

This educational method does not aim to solve a problem but rather to teach how to handle problematic or difficult situations, identify them and imagine possible reactions. Besides developing the participants' analytical skills, when implemented with a strong group dimension, this methodology also favours:

- deeper knowledge of people with different identities and thus less prejudice with respect to them
- the awareness that the same situations or problems can be interpreted differently by different people
- the deconstruction of stereotypes and simplifications
- more awareness with respect to how people interact and what factors facilitate a better mutual understanding
- the highlighting involved in thinking about a real problem and coming up with a possible group solution.

Problem posing and solving

Problem solving is an educational method that aims to learn and discover starting from a given problem. Problem solving is always preceded by a problem posing phase, by which we mean the phase in which participants are called on to clearly identify all aspects related to the problem and one or more possible solutions. It is therefore a method of analysis used to identify, plan and implement all necessary actions for the resolution of a problem.

It generally includes the following phases:

1. definition of the problem;
2. gathering information;
3. identification of the most likely causes;
4. formulation of possible causes;
5. operational development of the analysis;
6. monitoring of results.

Debriefing

This method consists of a self-critical reflection of what has been achieved and learned about a particular subject.

Group work

Group work is a fundamental organizational method for human growth and the socialization of young people. Depending on the specific activity to be carried out, the facilitator can directly form groups, for example to balance competences and skills, or leave participants free to mix and form groups based on their preference.



BEFORE STARTING THE JOURNEY... Practical recommendations

Each module follows the same general structure and some elements are common to all of them. In general we advise facilitators to:

- **Materials needed.**

Create a box/suitcase/bag to bring to each module containing some basic materials that will be used throughout the project. Having them handy could be useful if some activities need to be rapidly readapted: Video projector, Laptop, Speakers, internet connection, Flipchart paper, Blue-tack or paper sticking tape, Markers; Post-its, Stickers, Billboards, Tape, Suggestion box. Each module will contain any additional specific materials needed. Please note that the above-mentioned materials will not be repeated in the modules where needed.

- **Suggested preparation.**

Facilitators should check all the activities in detail and print the required handouts. The room should have the participants' chairs arranged in a semi-circle, with the facilitators' chairs up front, next to the laptop and video-projector. Make sure everyone can hear and see the projections; using speakers that ensure a good sound quality is highly recommended. From the second module onwards, facilitators can assign the task of creating the required setting in the room directly to participants, asking them to make sure the room is ready for starting the activities when the facilitator arrives.

- **Assignment.**

Remember to **leave detailed information about the assignments** from one module to another: timeline, workgroup or individual, the objective of the work. It's always better to notify the tutor of the class about the assignment, to make sure it is done on time!

- **Suggestion box.**

At the end of the first module, the facilitators will also introduce the suggestion box. There could be suggestions or questions that are important, but the person who wants to ask these may does not feel comfortable about sharing them in front of the entire group; this is why facilitators are encouraged to **set up a suggestions box, which will be always available for the participants to use during the workshops.** The questions and/or suggestions collected will be answered during the following session, so the facilitators will have the possibility of reading those questions/suggestions without potentially exposing the participant who placed it in the box (or the sensitive content shared).

- **Time.**

Each module has been built for an **estimated total duration of 120 minutes.** Minor re-adjustments might be necessary to fit it to the school schedule

Also the detailed activities of each module should follow the same general structure to create a group routine and help students, along with the rest of methodologies, to open up to participatory and active learning:

- **Welcome and introduction.**

The facilitators **say the initial hello of the day, ask volunteers to share what has been done previously with the rest of the group and introduce the objectives and activities of the module.** The Weather Status icebreaking exercise follows, in the chosen option (either one of the options suggested below or any adaptations of them, maintaining their main form of execution, to fit the group better). Also, the facilitators should check/allow space for the introduction of the assignment given in the previous module.

In addition to this, we also recommend having the following icebreaker at the beginning of each module:

- **Breaking the ice - The Weather Status.**

In order to get in touch with the state of mind of each participant and to break the ice within the group, the facilitators **ask participants to describe their inner world (how they feel at the moment from an emotional point of view) by comparing their state of mind with a certain type of weather;** further on, they are asked to mime that type of weather. The participants may symbolize their feelings as being stormy, cloudy, sunny, rainy, freezing etc. This activity is also meant to provide an overview of how the group is feeling and how ready the participants are to start the workshop. This exercise will further be used as a group ritual, to be implemented at the beginning of each module, in order to reconnect and continue the work together.

From one workshop to another, you can also organize variations of the Weather Status exercise, adjusting it to the group dynamics and making it as creative as you wish; another option would be, for example, to write the types of weather on a flipchart paper (stormy, sunny, foggy, freezing, windy etc.) and ask participants, at the beginning of the workshop, to place a post-it with their name on it under the type of weather that would be a correct symbol for how they feel the way they feel. Then, at the very end of the workshop, on a new piece of flipchart paper, repeat the exercise; this would also provide a comparison of the impact the workshop has had on the way they feel.

- **BREAK**

when designing the programme, the project partners have foreseen a 10-minute break. The facilitators are invited to choose whether they prefer giving the break in accordance with the school bell or whether they want to foresee it at a specific point of the module. We recommend being flexible and connecting with the mood of the group: sometimes a break fosters better concentration afterwards!

- **Ending the module.**

The final minutes will be used for **brief recapping what has been done and the achievements made during this module,** providing the opportunity for participants to make comments, ask questions or bring up things that have not been addressed and to wrap up. Facilitators will also announce when the next meeting will take place and the main topics to be addressed; also they will use this time to give participants small assignments to be worked on from one module to the other.

Ethical recommendations when using the toolkit

Addressing GBV in a school environment happens at the core of a multitude of complex realities and identities: those of the students, as well as those of the teachers and school professionals involved. These need to be taken into account when defining an assessment and intervention system, especially since, in the absence of ethical concern and of a profound understanding of the phenomenon, the aims of the intervention system may remain out of reach. We are only pointing out a few ethically-challenging situations of the many that could be encountered in a specific school environment and a specific case.

Mind the gaps.

For GBV prevention and management to be efficient, teachers and school staff should be aware of **gender as a significant factor impacting the process of education** and consider it accordingly. Effective prevention and management of potential GBV cases cannot be achieved while the process of education remains impacted by gender stereotypes and prescriptions! The training activities for students should only account for half of the intervention; teachers and school staff should also be trained.

Maintain confidentiality.

Remember that when we are dealing with GBV we are trusted to handle personal data and very sensitive contents that impact teenagers' lives to depths we may not even be aware of. **Keep the results of the preventative activities confidential and, ideally, make sure they are facilitated by a neutral school figure** (the school counsellor, an external expert, a partner NGO etc.). Also, encourage students not to expose each other, but to be aware of each other's vulnerability and to act with care and respect. Someone else's story is not a common asset for all to use and boundaries should be respected; people have different rhythms and may take longer to feel safe and be able to open up: this is why talking about your own experiences and not the experiences of others is very much encouraged. Even though we strongly advise maintaining confidentiality we are aware of the fact that, especially

when dealing with underage students, the involved adults often have the duty to report cases of violence. Please remember that there are specific services and spaces within your local community which can support you!

Respect for each other.

Violence is both a public and a private matter. Each student has their individual perceptions and experiences related to violence. To support their capacity to protect themselves and others, **there has to be a safe space during the training**, where students are able to ask questions, confront misconceptions and reach a new understanding of the phenomenon.

Support cooperation.

While one of the training objectives is to support students in gaining access to resources and support from adults, another one is to **create strong groups of students, who turn from indifferent witnesses of GBV to important players in its prevention**. Cooperation among teenagers is very important to send out the message that GBV is not to be tolerated; group cohesion is actually very significant for ensuring prevention, turning the school into a safe space for all.

Adjust to students' needs.

Do not allow the training to become simply a formal requirement in the eyes of the students. It is very important that the training actually makes students feel heard. Constantly adjust to their needs and to the topics they bring out. **Be there for them and be both a resource for them, as well as a follower in their process of gaining self-knowledge, understanding, and discovery!**

How does the toolkit fit into an integrated programme on SRGBV? _____

As already explained previously, **Youth For Love's partners developed this training toolkit as part of a wider European educational programme** designed to raise awareness, prevent and manage school related gender-based violence. **The toolkit dialogues and integrates with other guidelines or educational toolkits** that are essential to cover and achieve specific activities: school diagnosis and need assessment, monitoring and evaluation, teen support program.

We therefore invite school staff, stakeholders and other interested parties to consult and use the following instruments before starting a complete intervention in a school or another educational context. These resources are available on the project website www.youthforlove.eu in English, Flemish, Greek, Italian and Romanian or by sending a request to one of the partners.

School diagnosis Guidelines

The school diagnosis guidelines contain all the elements to support School staff or educators in collecting, organizing and analysing important data and information before starting an educational programme on SRGBV and to adapt the intervention to the needs of the specific school context. Focus groups have been developed to get more info about students' and school staffs' perceptions of femininity/ masculinity, gender roles, sexuality, gender violence, cyber-bullying and harassment; formal and informal procedures already implemented in school in cases of gender-based violence and levels of awareness regarding the topic, including a map of previous initiatives implemented in the school environment. In Module 1, when you read about school data and info, partners refer to this kind of data and those obtained from the pre-questionnaires of the evaluation guidelines.

The guidelines are available in English, Flemish, Italian, Greek, and Romanian on the website.

Evaluation Guidelines

The training, activities and programme should always incorporate an **evaluation process in order to analyse and to learn which elements have successfully achieved their objectives and those that have failed their purpose, in order to reflect, analyse and improve effectiveness and efficiency.** In this toolkit, in Module 3, the partners provide a suggestion for a specific participatory session in which to discuss some elements directly with the trainees, regarding the following elements: the achievement of the training objectives, the quality of the training, the quality of the methodologies, the needs for further investigations or improvement.

Beside this activity, partners developed two other instruments as part of the project's monitoring and evaluation guidelines:

1. One **pre and post questionnaire** for teachers and school staff and one for students to measure changes in the knowledge, attitudes, practices and behaviours related to gender-based violence and other forms of violence. The questionnaire mainly uses closed-ended questions including Likert-type scales and Multiple choice questions.
2. One **activity report** for facilitators to monitor and evaluate the progress achieved by the school staff group towards the knowledge of the topic, the group's dynamics, the participants' attitudes towards the training, soft skills improvement.
3. One **pre and post questionnaire** for students to evaluate the acquired soft skills

Both instruments are fully available in English, Flemish, Italian, Greek, and Romanian by sending a request to a Youth For Love partner.

Teacher training toolkit

The teacher training toolkit is the tool developed in Youth For Love to provide support to school professionals for the prevention and combating of gender-based violence among teenagers. The training programme for school professionals intends to provide participants, through four different modules, with an understanding of the key concepts employed by the project when referring to GBV and related phenomena in schools; the knowledge of the root causes of GBV, which lie in wide structural issues, social norms, deep-rooted beliefs and behaviours, and daily practices that shape gender identities, personal experiences, and inequalities; the skills to properly assess and address GBV cases involving adolescents; the know-how to set up and manage efficient prevention and intervention systems in schools.

The toolkit is available in English, Flemish, Italian, Greek, and Romanian on the website. A free printed copy is also available upon request to partners.

Peer to peer programme toolkit

The peer-to-peer programme toolkit is the tool developed in Youth For Love, to support students as they carry out campaigning, awareness and advocacy activities with their peers at school, to spread messages and contents related to SRGBV prevention and management. The toolkit is designed to provide students with practical tools and strategies for organizing an activity, involving and managing their peers, and self-evaluating the soft skills developed during the programme.

The toolkit is available in English, Flemish, Italian, Greek, and Romanian on the website. A free printed copy is also available upon request to partners.

Communication

A web serious game is the main tool developed in Youth For Love to reach European youth through a communication campaign. Thanks to “Youth For Love - the Game”, young Europeans have the opportunity to step into the shoes of their peers and determine through their choices the stories of 8 different characters related to GBV, bullying and violence in general. Players become more aware of the importance of making the right decision at the right moment and understand what to do to prevent bullying and gender-based violence.

The web game is available in English, Flemish, Italian, Greek, and Romanian from the project website. We suggest you play by mobile.



NOTES

SECTION 1

Awareness
of gender
stereotyping, power
and privilege and
their social and
individual impact

Objectives of the section

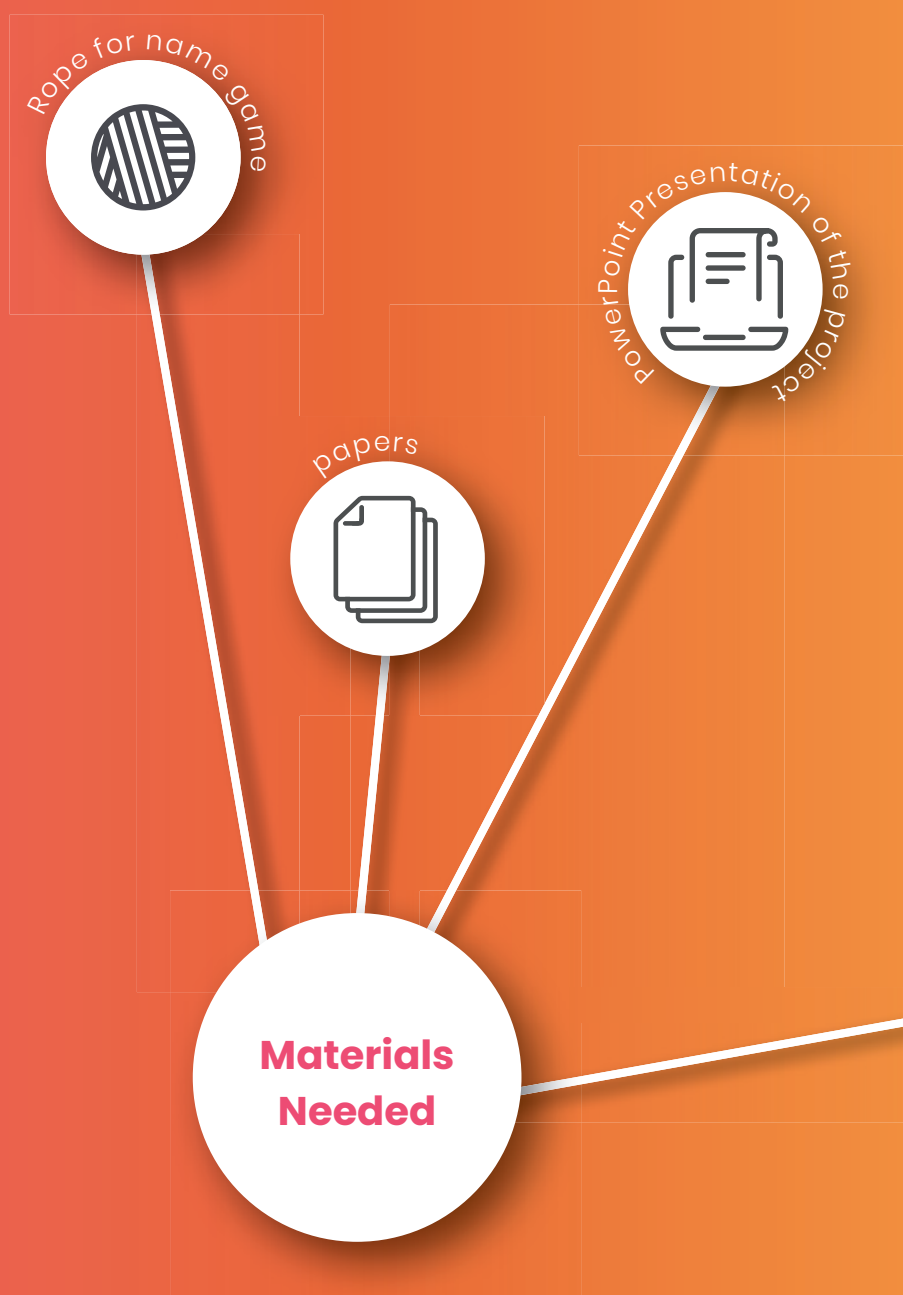
- To raise awareness of the different forms and aspects of gender stereotypes and of the ways in which they may appear;
- To increase students' capacity to recognize gender stereotypes, as well as to understand the manifestations of privilege and inequality;
- To understand students' needs for support and to clarify the best ways of providing support.



M 1: Starting the journey!

The module in brief

- Getting to know each other;
- Providing an understanding of the project's context and objectives;
- Setting secure boundaries for the work we will do;
- Identifying the level of awareness of the group, potential risks and obstacles and how to overcome these in the future workshops;
- Establishing an initial working alliance between participants and facilitators.



Soft skill to develop

Teamwork,
communication,
creativity.

A4 papers with letters on it
(depending on the chosen word) for developing common rules

Written assignment details
(as many copies as considered necessary)

Suggested preparations

please refer to the section “before starting the journey...practical recommendations” at p. 16

Saying hello, introducing the facilitators



The facilitators welcome the students and invite them to take a seat in a circle, and then **introduce themselves**: their professional background, as well as their specific expertise in educational projects/working with teachers and students, working in schools, as well as their previous

experience working in the prevention of gender-based violence. Besides sharing their name and professional background, the facilitators should also take some more time to share something more personal, like their passions and/or values, why they chose to do the work they do etc.

Breaking the ice: The Weather Status



please see paragraph “before starting the journey...practical recommendations” on p. 16 for details

Getting to know each other



Further on, facilitators will involve participants in a name game that will allow them to get to know the participants better and to remember their names. The name game involves using a ball of rope (remember to use a long rope for this). The one to initiate the game will be one of the facilitators, who will throw the rope to another participant, preferably across the room, while sharing their names and the activities they enjoy. The ball of rope will be passed from one participant to another, one by one as each one continues to say their name and an activity they really like. While throwing the ball of rope to another person, each participant should also keep their hand on the rope, retaining some. This will allow the final image to be one of the web, where all the participants are interconnected through the rope. After the first round of names is finished and everyone has caught the rope and said their name, they will have to do the game in reverse and all of them will throw the rope to the person who gave it to them

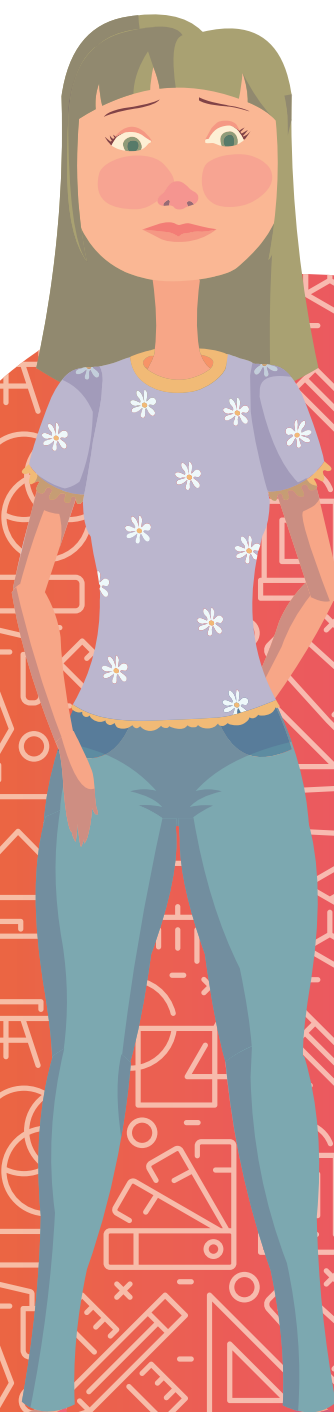
saying their name again and sharing one thing they really dislike. The second part of the game can be fun as the participants have to navigate in between the web of rope, go under and over it etc. It also requires teamwork.

Please pay particular attention to participants with mobility limitations: facilitators should be aware of this and pass the rope to them first in the initial phase of the exercise so that they will not need to make too much effort in the second part of the exercise (in going underneath the rope, for example). The content of the introduction (an activity they like and dislike) can be modified by facilitators depending on what would work best in the specific context or with the particular group. Another option could be to choose expectations and fears about the project etc. We also advise facilitators to write down what has come up afterwards so student's inputs can be considered in the following modules.

Youth4Love!



After getting to know each other, facilitators should introduce the project, its objectives and activities, as well as specific information on the modules of the teen support programme to be implemented. You may also add some findings from the school diagnosis to the presentation, if implemented (for more information on how to implement the school diagnosis please refer to <https://www.youthforlove.eu/en/register>). This will ensure that each participant has the same level of knowledge about the type of intervention the project brings and its objectives. Facilitators should be as honest and flexible as possible in this presentation, remaining open to questions from participants, underlining the timeframe, the project's main topics and structure, while also trying to briefly assess the understanding of the group with respect to project topics and issues. Facilitators can choose a PowerPoint Presentation, flipchart papers or a more dynamic kind of presentation. You may also find this video useful: https://www.youtube.com/watch?v=bkcZtDkise8&feature=emb_title





Creating group rules

Facilitators will divide participants in groups of 3 or 4 and hand out a piece of A4 paper to each group, which will have one letter written vertically on the left side, at the same time leaving enough space for participants to add to the paper later on. Altogether, when placed one next to the other, the letters should form the word T-O-G-E-T-H-E-R (facilitators can choose a different word depending on the national language, but the word should have a communitarian dimension, for example the word C-O-M-M-U-N-I-T-Y can also be used). Each group is asked to write down at least three things that will facilitate working together as a group within the project, expressed in a word or sentence starting with the letter that guides their work. For example, the group receiving the letter T could share: Trust in each other, To be as open as possible, To ask questions freely when you don't understand something, etc. Each group will share their work

with all the others, in the order of the letters, so the word is formed when all letters are attached to the wall. Once all groups have shared their findings, the facilitators should stimulate a discussion to mix the repetitive rules, so they form a common one. This is also the moment to add things that, in the opinion of the group, might be missing, and to share thoughts and reflections in general. During the plenary discussion, the facilitators will also have the opportunity to propose their own rules (trying not to impose them, but rather supporting the emergence of these rules from the participants through questions). The final set of rules will be placed on a coloured billboard, to be hung up on the wall during all workshops, so the group can always refer back to them during the following sessions if needed. Some of the very important rules to be included are:

- **Confidentiality.** We can share parts of our learning process (I learned about myself the fact that I am really uncomfortable when I am a bystander in a situation of bullying and I do not know how to react, this makes me remain quiet, even if this is not in sync with my internal values), but not individual stories (ex: Maria was harassed by an older boy).
- **Not attacking the person who shares a thought, an idea, a life experience, etc.** This is what gives the group permission to grow, while attacking others for their beliefs may actually create an atmosphere of conformity and censorship that restricts its capacity to express fears, concerns, misunderstandings etc.
- **Practicing self-care.** Make sure you do not feel pressurised to share information beyond what you are comfortable with and that you understand well the boundaries and limitations in this group. If there is something you need to share, but you have concerns about sharing it in front of the group, address the facilitators privately after the group session.



Ending the module

Suggestions for facilitators

The first module is essential for the facilitators to test the mood of the class, get to know the students, observe their reactions and feelings concerning the project subjects and spot the informal rules and roles in the classroom (potential leaders, potential disruption etc.) or individual and group dynamics. Thereby, always keep time in mind, but let the students express their views, ideas and concerns and don't stop them.

During their process of group work, you may also give simple tasks to the class or to a single student, especially if you notice someone being too quiet or too noisy, or if you need to

separate two or more students etc. Such tasks could be to set up the video projector, collect the billboards, write down the answers on the flipchart etc.

If you are a teacher or an educator and you are implementing the programme with a group you already know we still advise dedicating time to this first module, and readapting it. Besides, presenting the learning objectives and activities, building common rules and reflecting on worries and expectancies with respect to the programme are the foundations of all the following modules. Moreover, this integrates a feminist leadership approach. Please refer to module 4 of the Youth For Love Teacher Toolkit for further information.

Assignment

Ask participants to develop, in groups, a creative output on the common rules the group agrees on. Participants should be allowed to freely choose the means of expression they prefer and feel most comfortable with, such as: a song, a participatory video, an artistic installation etc. The creative outputs will be shared at the beginning of the following module.

Methodological references

Brainstorming & group work

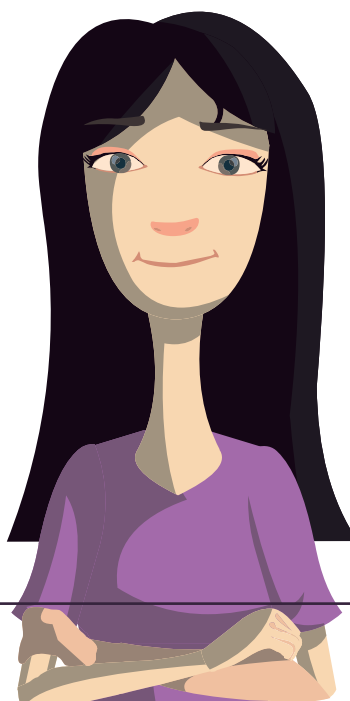
Thematic references

Youth For Love project website

<https://www.youthforlove.eu/en/>

Leadership Femminista, ActionAid International

<https://www.actionaid.org.uk/about-us/how-we-practise-feminism-at-work>



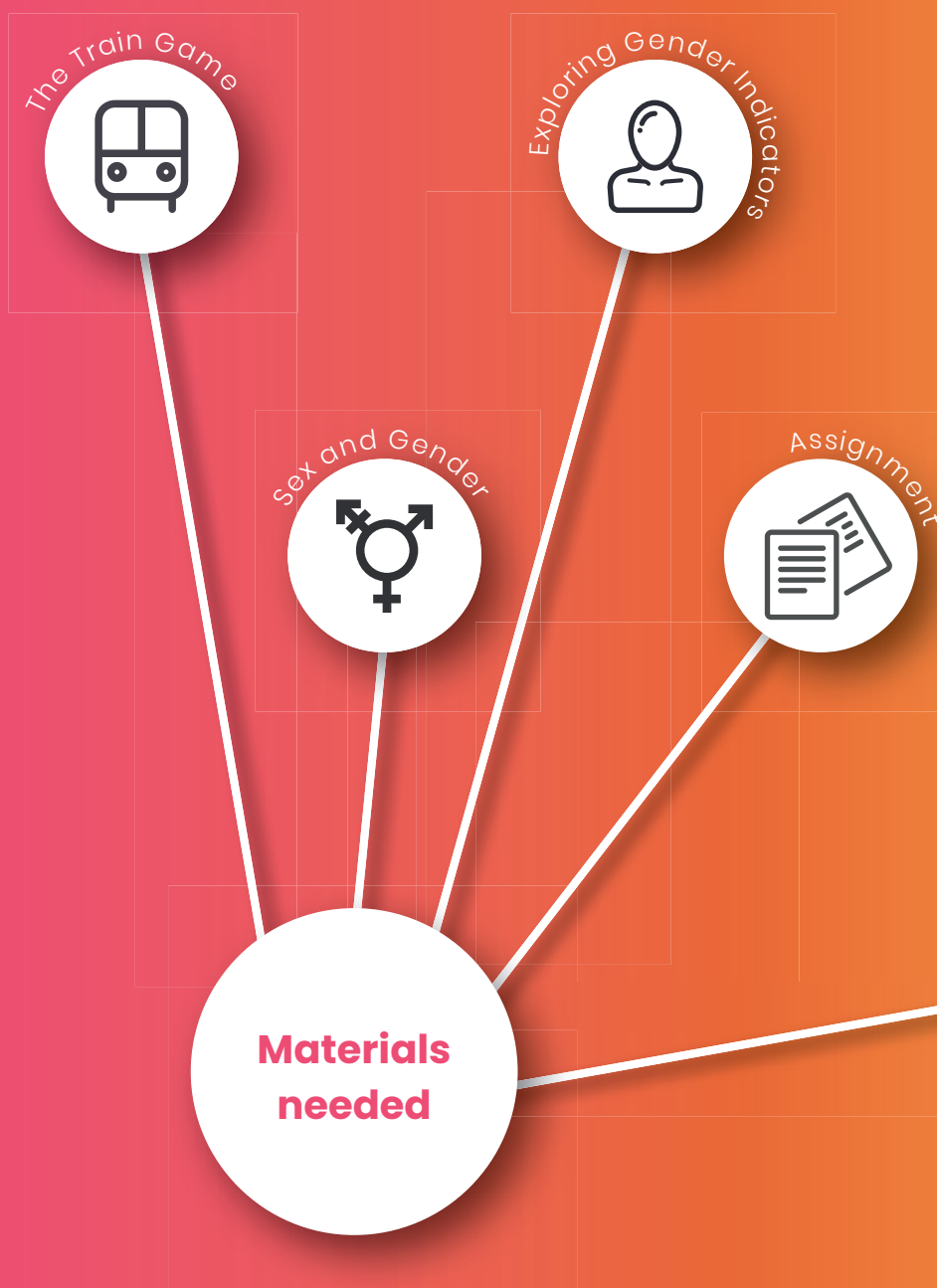
M 2: Gender stereotypes: an introduction!

The module in brief

- Introducing and providing specific examples of the concepts of sex and gender;
- Raising students' awareness on prejudice and stereotypes and their understanding of the effects of stereotyping and labelling;
- Providing the students with a model of thinking to be reflected upon during the work together (stereotypes – prejudice – potential consequences/potential ways of acting).

Soft skills to develop

Teamwork, communication, critical thinking, empathy, creativity, analysis, observation.



Module 2 Handout 1

The Train Game (printed out labels and identity cards)

Module 2 Handout 2

Sex and Gender (1 copy for each group of 3 participants), The printed S signs and the printed G signs (1 S and 1 G sign for each group of participants)

Module 2 Handout 3

Exploring Gender Indicators (1 copy for each participant)

Module 2 Handout 4

Assignment (1 copy for each participant)

Suggested preparations

please refer to the section “before starting the journey...practical recommendations” at p. 16

Welcome and introduction



15 minutes

The Train Game



25 minutes

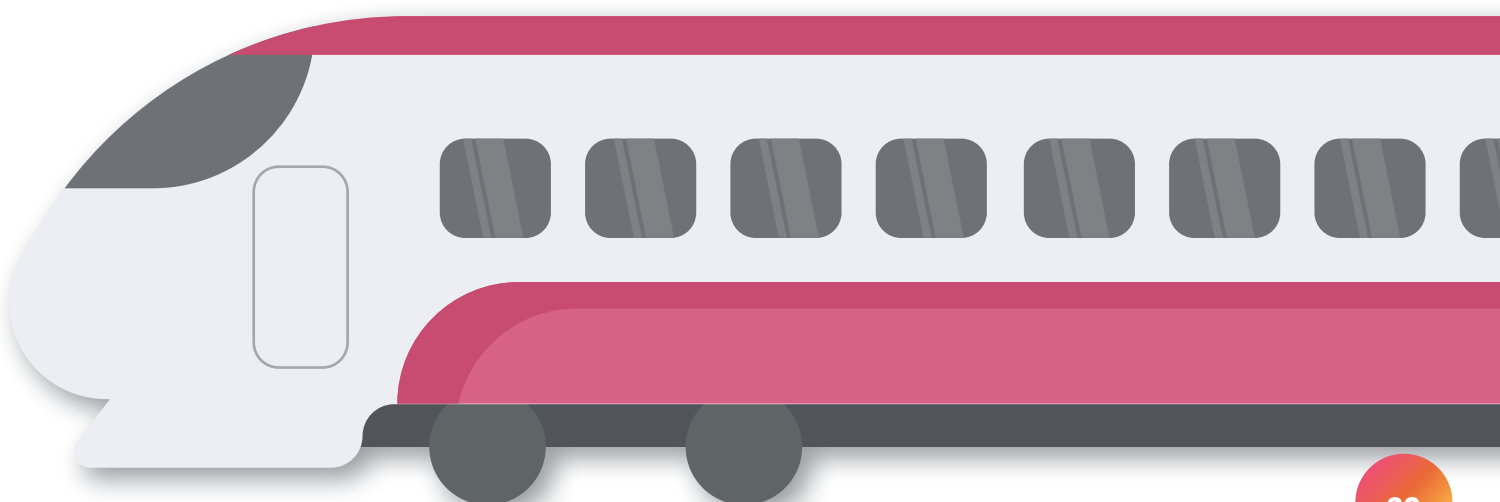
The facilitators will print the label cards in advance and stick them to the wall with the label side towards students, while the real identity of the characters will only be revealed in the second phase of the exercise.

To introduce the exercise, please tell students they are going to leave on a very long train trip to the other side of the world and that they need to choose another person to travel with, from the profiles hanging on the wall. Ask them to look at each profile carefully and take a moment to reflect, since this is going to be a very long trip. Once they have made their choice, they should go and stand in front of the chosen profile. Ask each participant to share why they chose a certain profile. Once all of the participants have shared the reasons behind their choice, you can now share the real identity of the person and ask participants to talk about their reaction after finding out the real identity of the person behind the label.

During the discussion, please underline the fact that we all use labels and stereotyping in our daily life and that the objective of this exercise was to clearly show how easily we build our ideas and impressions on stereotypes and prejudice, inste-

ad of authentic information. Invite participants to reflect on the effects of stereotyping for different groups of people such as women, disabled people, migrants, people from ethnic minorities, LGBTQ+, people from difficult socio-economic backgrounds etc. If there is time, you can also make small comments about how this exercise fits into the larger scope of our project and how stereotypes, when expressed through actions or words, may lead to different forms of violence for any member of the above-mentioned groups or for the group as a whole: micro-aggressiveness, exclusion, limiting opportunities, violence, genocide. In this regard, there is a strong connection to our project, that is dealing with GBV and GBV can impact many persons, as it relates, as in the other examples, to a core identity.

To organize the activity, please make sure you use *Module 2 Handout 1 – The Train Game*. If necessary, you may also consider readapting the labels/identities. Also, make sure it is easy to stick them to the wall (you could use double-adhesive paper tape or Blu-Tack).





Sex and gender

The previous phase will help the facilitators to introduce the first two main concepts of the project: SEX and GENDER. Through examples, the facilitators will support participants in deepening their understanding of the difference between sex and gender, outlining the biological dimension of the first and the social/cultural dimension of the latter. During this activity, the facilitators will use affirmations reflecting sex and gender differences, to be found in Module 2 Handout 2 – Sex and Gender. The facilitators can adapt them to the local contexts, if necessary.

Facilitators should divide participants into groups of 3. To make this phase interactive, each group will receive a printed sign saying S and one saying G, as well as the handout with all the above-mentioned affirmations. They will have 2 minutes to read all affirmations and write S/G for each of them. Then they will come back to the large group and when the facilitator reads one affirmation, they will have to put up the S or G sign, based on what they considered the affirmation to reflect. The group who got most affirmations right wins.

Alternatively, facilitators can create an online quiz, for example through Kahoot: <https://kahoot.com/>

During the discussion following the exercise, the facilitators should underline:

- the fact that gender is culturally/socially determined is also observable through the fact that it changes from one period of time to another, as well as from one culture to another (you can also provide local examples)
- the so-called confusion between sex and gender was sometimes also maintained and used in order to restrict certain rights and to limit women to certain activities/professions (brief intro on the history of rights in the specific country – when women got access to education and some of the arguments against allowing girls to go to school, the same for access to certain jobs etc.)
- there is a set of elements which influences our identity beyond sex and gender (such as age, ethnicity, socio-economic background, disability, sexual orientation, ethnicity etc.) and, even though our project has a specific focus on gender issues, during the activities we will consider and respect individual differences. Those elements not only define our identity but also the degree of privilege and thus oppression each individual is subjected to.

Try to keep this phase as participatory as possible and stimulate students to actively contribute to the discussion.



Exploring gender indicators: being a boy, being a girl

The facilitators will provide each participant with a copy of *Module 2 Handout 3 – Exploring Gender Indicators*. Each participant will need to fill in the answers individually, reflecting their own unique perspective. For this phase of the activity, they will be allowed no more than five minutes.

Once all the handouts are filled in, the participants are asked to walk around the room and share what they wrote with a partner. The participants will walk faster and faster around the room; then the facilitator will give a signal and each person should quickly pair up with another person. Sharing time for each couple will be 2 minutes (1 minute each) and there should be about 10 such exchanges, always with a different person. If the setting allows it, put on some music while the participants walk (or dance) around the room and each time the music stops, they have to pair up with a new partner.

When coming back to the full group, the facilitator will ask participants to share their own findings and those of the others, the most surprising or new things they have discovered, the similarities or differences they have encountered etc. **During the discussion, it is important to underline that we live in a patriarchal society, which places people into the two main categories of men and women, but that not all people might identify with this binary view. In the following modules, we will often talk about the differences between girls/women and boys/men, but in doing so we do not intend to deny other subjectivities. The aim of this kind of activity is to reflect on the cultural and social structures we live in.** All the completed handouts will be kept by the facilitators, who will also review later on what the participants wrote; the main aspects will be anonymously brought up during the next modules.





Ending the module

Suggestions for facilitators

The second module sets the stage for the implementation of all the modules from a conceptual point of view. Please make sure that all questions are answered and that participants leave the room with a clear understanding of the terms that will be used during the next activities. Allow time for clarifications and welcome potential confusion instead

of dismissing it. When confusion is brought out into the open, it provides an opportunity to better guide the learning process. We also suggest dedicating enough time to the recap at the beginning of the next module, to make sure that the participants have understood the concepts.

Assignment

Please provide each participant with a copy of *Module 2 Handout 4 - Assignment*. The handout will support each participant in the process of recording the potentially stereotypical messages that they hear between now and the following workshop. The sources can be multiple: parents,

relatives, peers, neighbours, teachers, media etc. Please ask them if they can identify the channels through which the stereotypes that they currently hold were transmitted to them, especially when observing what is being said about women and men, boys and girls by members of their families.

Methodological references

cooperative learning,
brainstorming, group work

Thematic references

Combating Gender Stereotypes in and through Education -
<https://www.coe.int/en/web/genderequality/-combating-gender-stereotypes-in-and-through-education->

Combating and preventing sexism
<https://www.coe.int/en/web/genderequality/combating-and-preventing-sexism>

Combating gender stereotypes and sexism in and through education
<https://rm.coe.int/1680643799>



NOTES

MODULE 2

The train game

Handout 1

LABELS

REAL IDENTITIES

CEO of a big multinational

a black woman

A family

two men with 3 children

A newly-wed couple in love

two old people who met a few years ago through online dating and can't get enough of each other ever since

A volleyball team

the national Paralympic team

A mother with her child

a teenage girl who gave birth to her baby at 14

LABELS

REAL IDENTITIES

A person who spent the last 15 years in jail

an activist imprisoned for defending human rights in his/her country and just arrived here as a refugee

A bartender

a 35-years old transgender woman

A recent graduate in astrophysics

a very talented 12-years old girl who just graduated from the most important scientific university of your country

A football champion

the captain of the US national female football team who won the world cup in 2019

Bouncer of the coolest club in town

Maria, from the new female bouncer collective

MODULE 2

Sex and Gender

Handout 2

Women give birth to babies, men do not.

S

Little girls are gentle and little boys are tough.

G

Amongst agricultural workers, women are paid only 40-60% of the male wage.

G

Men produce sperm, women don't.

S

Women are nurturers, men are breadwinners.

G

Men cannot control their sexual urges, while women can.

G

Men need more help in post-disaster contexts because they are the main breadwinners.

G

Men's voices break at puberty, women's do not.

S

In the workplace, the managers are men.

G

Women can multitask, men don't.

G

Men are strong, women are sensitive.

G

Women are more suited for teaching because they are born to take care of others.

G

MODULE 2

Exploring Gender Indicators

Handout 3

What do I like/what do I think is enjoyable/beautiful about being a girl/being a boy?

What do I dislike/what is difficult about being a girl/being a boy?

If I was a girl/boy, I would...

**Because I am a boy, I can do/because
I am a boy, I cannot do...**

**Because I am a girl, I can do/because
I am a girl, I cannot do...**

MODULE 2

Assignment

Handout 4

A gender stereotype I heard

Source

Did I adopt it, too? How?

Sibling

Relative

Neighbour

Teacher

Friend

Social media

Other source (specify)

M 3: Gender stereotypes – sources and action

The module in brief

- Building awareness on how gender stereotypes are culturally transmitted;
- Setting up a context to identify the way each participant places himself/herself/themselves individually, starting from the perspective on gender stereotypes;
- Building awareness on the effects gender stereotypes produce on our lives;
- Understanding and modifying the dominant patriarchal narrative on gender issues.

Materials needed for group work

(depending on the communication channels selected for analysis)

Soft skills to develop

Teamwork, leadership, communication, critical thinking, empathy, creativity, analysis, coordination, cooperative problem solving, group reflection, group role definition.

Materials needed

Suggested preparation

please refer to the section “before starting the journey...practical recommendations” at p. 16

Welcome and introduction



Specific for this module: when discussing the assignment, make a comparison and write down the most commonly encountered sources of stereotypes identified by the parti-

cipants, as well as the most common stereotypes. You can do that by creating a shared stereotype map, where they can all briefly introduce their findings.

The web game



All participants stand in a circle at least one metre apart. The facilitators ask them to close their eyes and start walking towards the centre of the circle with their hands out in front of them. As soon as they touch somebody else’s hand, they have to grab it. Their eyes should remain



closed until they are holding both hands with someone. Now they can open their eyes: the participants will be tied to each other in a chaotic web; they need to untie themselves and sit in a circle, without disconnecting their hands, deciding cooperatively on the best strategy to adopt to achieve the objective.



Stereotypes, stereotypes everywhere!

For the following part of the workshop, participants are divided into four or five smaller groups and asked to explore the way a teenage boy/teenage girl is portrayed through the eyes of a certain channel (facilitators are invited to choose the ones they consider age-appropriate and bring in the required materials; their choices also depend on the knowledge of what would work/not work with a certain group). These channels may be:

- Fairytales
- Cartoons
- Comic strips
- Teen magazines
- Popular song lyrics
- Video games
- TV shows for teens

The facilitators may also add other channels, not already included.

Participants will have to analyse how teenage boys/teenage girls are portrayed based on these specific indicators:

- their looks
- their personalities
- their motivations & desires
- their anxieties
- their roles in the context and/or in the group
- their quest (if any)

in order to help participants, keep all the elements in mind, the facilitators should consider projecting them or preparing a handout.



Take action – subvert the stereotype

Based on the work done in the previous phase, each group will have a new task: they may have discovered or become aware of many things they did not like in the previous activity. Now they can do something about it and show that another type of world is possible. Their task is to create the script of a short video, where they question and subvert the stereotypes, reflecting on the means of communication

previously analysed. Each video shouldn't last more than three minutes and will be shown at the beginning of the next module. The participants may use this portion of time to only create the script and/or to actually start working on the video. They could also use up the time to think of a good strategy and put it into practice as an assignment (depending on the time that will be left).



Ending the module

Suggestions for facilitators

The third module provides the participants with a higher level of group work independence in the second part of the workshop. Please make sure you do provide the small groups with clear indicators of the expected end-results and also con-

stantly check with them on the progress of their work and answer potential questions. Set a time by which the videos must be sent to the facilitators, previous to the workshops, so they can actually be played at the beginning of the next workshop.

Assignment

Based on the activities implemented during this module, ask the participants to complete their videos and send them to the project facilitator (if required via WhatsApp, email etc.). Set a deadline for the sending of the video, since all facilitators will need time to watch it, download it etc.

Methodological reference

Cooperative learning, analysis of case studies, group work.

Thematic references

Combating gender stereotypes and sexism in the media

<https://rm.coe.int/168064379b>

Analysing gender stereotypes in the media

<https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-gender-stereotypes-in-media>

Media and the image of women

<https://rm.coe.int/1680590587>

Women and Girls as Subjects of Media's Attention and Advertisement Campaigns

[http://www.europarl.europa.eu/RegData/etudes/etudes/join/2013/474442/IPOL-FEMM_ET\(2013\)474442_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/etudes/join/2013/474442/IPOL-FEMM_ET(2013)474442_EN.pdf)

Media and Gender

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/publications/media_and_gender_scholarly_agenda_for_gamag.pdf



M 4: Gender stereotypes – power and privilege

The module in brief

- Introducing the concepts of intersectionality, heteronormativity, power and privilege;
- Exploring the feminist principle of the intersectionality of gender and other factors of identity;
- Exploring how gender hierarchies intersect with other power and privilege hierarchies, placing some women at a greater risk of multiple discriminations.

Soft skills to develop

Teamwork, communication, leadership, critical thinking, empathy, analysis, group reflection.

Module 4 Handout 1 The Power Walk

Written guidelines for the assignment (one copy for each working group)

Assignment videos to play



Materials needed

Suggested preparations

Please note that adequate space for the Power Walk exercise will be needed.

Welcome and introduction



Specific for this module: Facilitators should already have the videos produced by the participants ready to play. Please make sure that you allow time for this and also that you are able to explore how they felt while doing this assignment,

how the group cooperation went and also if there were moments when gender stereotypes appeared in group role division, role implementation etc.

Run like a girl / Run like a boy



The facilitators will ask participants to stand in a circle, with enough space between them to allow movement. Ask participants to:

- cry like a girl / like a boy
- run like a girl / like a boy
- throw like a girl / like a boy
- fight like a girl / like a boy

The participants should not have time to overthink their actions, ask them to be fast in reacting to your inputs and to do the first thing that comes to their minds. Moreover, they should observe the reactions of the rest of the group. The exercise should be fun but participants should also reflect on the reasons behind it. It is important for facilitators to pay attention to the reaction of the entire group, since a person's gender won't necessarily influence how one moves in a stereotyped way.

To get an idea of the activity, please refer to this video which can also be shown to the group for stimulating discussion: <https://www.youtube.com/watch?v=XjQBJWYDTs&t=41s>

The discussion on the exercise could also explore the following aspects:

- Feelings in the body while moving differently and associated emotions
- Motivation and levels of strength felt in the body
- Awareness of the scope of the movement: is it different for a boy? And for a girl? How?
- Does an external perspective influence how boys and girls move and use their bodies?



60 minutes

The Power Walk

Facilitators should deepen the conversation further, providing the participants with the opportunity to reflect on the existence of multiple identities, privileges and disadvantages. This reflection will take place in the context of organizing an adaptation of **The Power Walk** exercise. The facilitators will ask all participants to line up in the middle of the room. Please hand out an identity card to each participant and invite them to take two minutes to read it; make sure each participant understands their assigned profile. Ask them to keep it a secret for now and not to share it with the others. Inform them that you will read out a set of statements/situations and they must take a step forward if the situation corresponds to their profile or a step back if it doesn't correspond, depending on the information contained in the identity card. Statements will be read out one by one and participants should move forward or backward according to their profile in the exercise.

Only once you have read out all the situations, inform participants that next they will reflect on individual distances, taking into account the finish line (represented by the other end of the room or marked on the floor if the space is very big). Ask the participants, starting from those farthest away from the finish line, to reveal their identities and share how they have felt taking steps forward or backward. Please make sure you print the assigned roles and the guidelines for the exercise in Module 4 Handout 1 – The Power Walk.

After the power walk, the facilitators will invite participants to sit in a circle and stimulate a group discussion about the game. If the group has a hard time starting the discussion, it can be activated by the facilitators, using the following questions:

- why do you think you all ended up in different spots of the room even though all of you started from the same point?
- the game has highlighted different forms of discrimination: what are they and how did they affect each identity?
- underline that each individual may have some advantages but also some disadvantages, which depend on specific factors (race, ethnicity, age, gender, sex, sexual orientation, religion, etc.) and can influence power dynamics within society and give us the dimensions of discrimination each individual has to face
- individuals are discriminated not only on the basis of their gender but also based on their race, class, caste, sex, sexual orientation, gender identity, work, health status, educational level, physical abilities, ethnicity, etc. All those factors are interlinked and can't be considered separately. Unequal power structures are what keep discrimination in place.



10 minutes

Ending the module

Suggestions for facilitators

The fourth module expands the participants' understanding of social inequality, privilege and discrimination. Relate this new knowledge to the project objectives. Introduce additional concepts, such as multiple discrimination, and underline the impact it may have on the capacity to move forward, as well as the additional efforts that should be made by the individual to keep up with others, when at a disadvantage.

When introducing the assignment below, please make sure that the participants understand that this exercise is not meant to provide space to promote a lack of cultural

sensitivity, on the contrary; it is an exercise designed to help participants gain a better understanding, not a more limited one. The same applies when processing the exercise. Prior to the exercise, we could also ask which cultures they have picked to present so that we can also research them for new information and provide additional sources when they introduce their findings. Facilitators could let them know about the sources to be explored: youtube videos, websites, for example Wikipedia, offline documentation and research, documentaries, direct interviews etc.

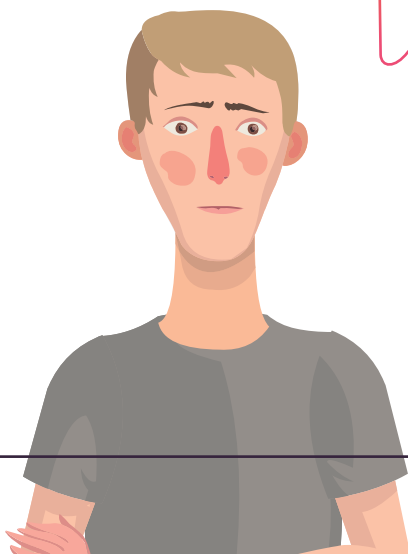
Assignment

For the following module, please divide the participants into 5 groups. Each group will have the task of researching how gender is perceived in a culture different than theirs. They will have to first research, then collect and analyse data, as a group, on gender cultural differences. If they have any connections to people who belong to those cultures (for example classmates or friends who have mixed families, relatives of their own etc.), they should gather first-hand information from them, as well. Each group will have to introduce at least three findings during the next module.

Example: <https://en.wikipedia.org/wiki/Two-spirit>

Methodological reference

analysis of case studies, problem posing and solving, role play



Thematic references

Intersectionality Toolkit -

<http://briguglio.asgi.it/immigrazione-e-asilo/2015/marzo/toolkit-intersezionalita'.pdf>

Intersectionality 101 -

https://www.youtube.com/watch?time_continue=165&v=w6dnj2lyYjE&feature=emb_logo

Kimberlé Crenshaw, The urgency of intersectionality, TED Talk

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

ActionAid, Shifting Power, 2017

https://actionaid.org/sites/default/files/shifting_power_online_final.pdf

ActionAid, Women's Rights and HRBA training curriculum, 2013

<https://actionaid.ie/wp-content/uploads/2016/10/Womens-Rights-and-HRBA-Training-Curriculum-1.pdf>

ActionAid, Reflection Action

<http://www.networkedtoolbox.com/pages/about-reflection-action/>

MODULE 4 The Power walk

Handout 1

Intro

Please take a close look at the profile assigned on your paper and try to silently reflect on the following questions, taking a minute to develop a clearer identity in your mind:

What would that person be like? What would the person like, dislike? What is s/he enthusiastic about? What are her/his fears? What about her/his dreams and desires?

How do you think childhood was for her/him? What type of housing did s/he have? What types of games was s/he playing as a child? What types of toys did s/he have?

What types of job did her/his parents have? What type of job does s/he have?

What is her/his current life like? What does a regular day look like for her/him? What about her/his spare time? What is her/his lifestyle? Where does s/he live? How much money does s/he make per month?

Profiles

FANTA

You are called Fanta and you are a 30-year-old man. You were born in Gambia, where you studied to become a lawyer. Now you live in the South of Italy and work in agriculture, picking fruits and vegetables.

ANNA

You are called Anne and you are a 45-year-old woman. You live in a beautiful flat in the centre of London with your husband and 3 children. You have a good job in the financial sector and work for at least 10 hours a day, while your children stay with a nanny with a migrant background.

VICTOR

You are called Victor and you are 70 years old. You have worked all your life and your wife died a few years ago. You don't have any children. Since you retired, you have been struggling to make ends meet and you often have to go to the food bank of your neighbourhood.

MAYA

You are called Maya and you are a 16-year-old teenager. You are studying in high school and you are a climate activist in the Fridays for Future movement. You enjoy going out with your friends in the evening. This summer you will participate in a European youth exchange in Turkey focused on youth participation and climate change.

ZEINAB

You are called Zeinab and you are a 30-year-old woman. You have a PhD in Physics from the University of Tehran. Once you had completed your studies, you didn't find a job because of the discriminatory laws for women in your country.

JOSEPH

You are called Joseph and you are a 40-year-old man from Uganda. You have a small shop in Kampala, the city capital, and you live alone. Your family is pressuring you to get married but you don't want to since you are not attracted to women. Homosexuality is illegal in your country.

ALICE

You are called Alice and you are a 27-year-old woman. Five years ago you had a huge car accident and you lost your legs. Even though in the beginning it was hard, you didn't give up and now you are the captain of the national Paralympic basketball team.

PRECIOUS

You are called Precious and you are a 17-year-old African-American girl. You live in the suburb of Ferguson, Missouri, and dropped out of school at 14 after your brother was killed by the police. Your mother has been struggling with depression ever since and now you have to take care of your younger siblings.

INES

You are called Ines and you are an 18-year-old woman. You were born in Italy, where your parents arrived from Peru before you were born. This year you can finally apply for Italian citizenship having officially been a foreigner in the country in which you were born and where you have lived all your life.

PAUL

Your name is Paul, you are 40 years old and live in Berlin, where you work for a communications agency. You are gay and very active in the LGBTIQ+ movement.

ADRIAN

Your name is Adrian and you are a 10-year-old Roma boy. You don't like school because all other children mock you all the time by calling you "gypsy" and you often fight with them because of this. Next year you would prefer not to go to school at all.

ALINA

Your name is Alina and you are a 60-year-old woman from Ukraine. You live in Italy, where you work as a live-in nurse for an old lady. You send most of your money to your family in your country of origin and work most of the time, you are only off-duty for 3 hours a week.

ANAPaula

Your name is Ana Paula and you are 15 years old. You live in a favela in Rio de Janeiro with your family. At 14 you dropped out of school to help your family and now you work in a factory, where you often do night shifts. You don't have a car and you move around using public transport, which does not regularly serve the favelas.

RAMONA

Your name is Ramona and you are a 30-year-old transgender woman. You live in Rome and have a master's degree in Economics. You haven't seen or talked to your parents for the last 10 years because they don't accept your gender identity. You also have a hard time finding a job, even though you graduated with honours.

SOPHIA

Your name is Sophia and you are a 24-year-old woman from Greece. You recently graduated from university and still live with your parents. You have a boyfriend and would like to move in with him but you both don't have a job and can't afford to pay rent.

ENRIQUE

Your name is Enrique and you are an 8-year-old boy from Brazil. You love to go to school. Even though your family is poor and an extra income would have been useful, your parents decided to invest in your education. You dream of becoming a doctor or a lawyer.

CLAIRE

Your name is Claire and you are a 38-year-old woman from Belgium. You have been doing the same job for the last 10 years and have a 3-year-old child. You and your partner would like to have another child but you fear that this wish might be an obstacle for your career.

RAQUEL

Your name is Raquel and you live in the suburbs of Barcelona. At night you don't feel safe going home alone. You don't have a car and you are saving money to buy a flat. You can't afford a taxi whenever you go out. For this reason, if none of your friends can take you home at night, you spend the night at a friend's place.

ANITA

Your name is Anita and you are a 37-year-old woman. You are a housewife, married with 2 children. You often feel lonely: your husband doesn't accept your independence and, step-by-step, he has pushed you not to see your friends anymore. You think you must tolerate your husband's behaviour in order to support your kids and keep the family united.

ANNADA

Your name is Annada and you are a 45-year-old woman from India. You are part of the Dalit caste (the "Untouchables"). In the last 25 years, with your family you have farmed a small piece of land close to your home, but you don't have any property rights. You fear that the government might make you leave the land since you're regarded as illegal occupants. In your community women rarely inherit land.

Situations

If you have studied or can study until the age of 15, please take a step forward, if not, take one step back.

If you can choose freely to move to another country, please take a step forward, if not, take one step back.

If you think that having a child will not influence your professional career, please take a step forward, if not, take one step back.

If you think you will have the right to an inheritance after your parents die, please take a step forward, if not, take one step back.

You do not want a child. If you can convince your partner to use a contraceptive, take a step forward, otherwise, take one step back.

You do not like washing dishes and there is a pile of dishes to wash. If you do not need to wash these dishes yourself, take one step forward, otherwise, take one step back.

If you can ride a bike or drive a car to go to work and do your daily errands, please take a step forward, if not, take one step back.

You are walking back from your place of work after dark; there are police officers at the corner of your house. If you can approach them without fear, please take a step forward, if not, take one step back.

If you feel safe walking alone at night, please take one step forward, if not, take one step back.

If you are allowed to marry the person you love, please take a step forward, if not, take one step back.

If you can go to the swimming pool with your friends on a hot day, please take a step forward, if not, take one step back.

If you can access a building without having to think about architectural barriers, please take a step forward, if not, take one step back.

If you have never been sexually harassed, please take one step forward, if not, take one step back.

If you have never been discriminated against because of your gender identity, please take one step forward, otherwise take one step back.

If you can afford to pay all your expenses without having to ask somebody else for support, please take a step forward, otherwise, take one step back.



Final

How did you feel when you were stepping forward?

And when you had to take a step back? Which were the situations that allowed you to move forward?

What about those that require you to move back?

For those of you who moved forward very little, what do the situations when you could actually go forward have in common?

For those of you making quick progress, when did you start noticing others were not moving as fast as you were?

Did anyone feel numb, helpless?

Are you able to guess other people's profiles?

How easy or hard was it to adjust to your assigned profile?

How did you imagine the person behind this profile?

Does the exercise mirror society? How?

What are the human rights at stake for each of these profiles? Did anyone feel like they had no rights?

What steps could be taken to reduce inequalities?

NOTES

SECTION 2

Gender-based violence, misconceptions, realities, consequences.

Objectives of the section

- To raise participants' awareness of the main misconceptions impacting the understanding of GBV and of how these misconceptions may affect reporting, credibility and solidarity;
- To equip participants with the capacity to recognize different forms of violence and to understand their causes and consequences.



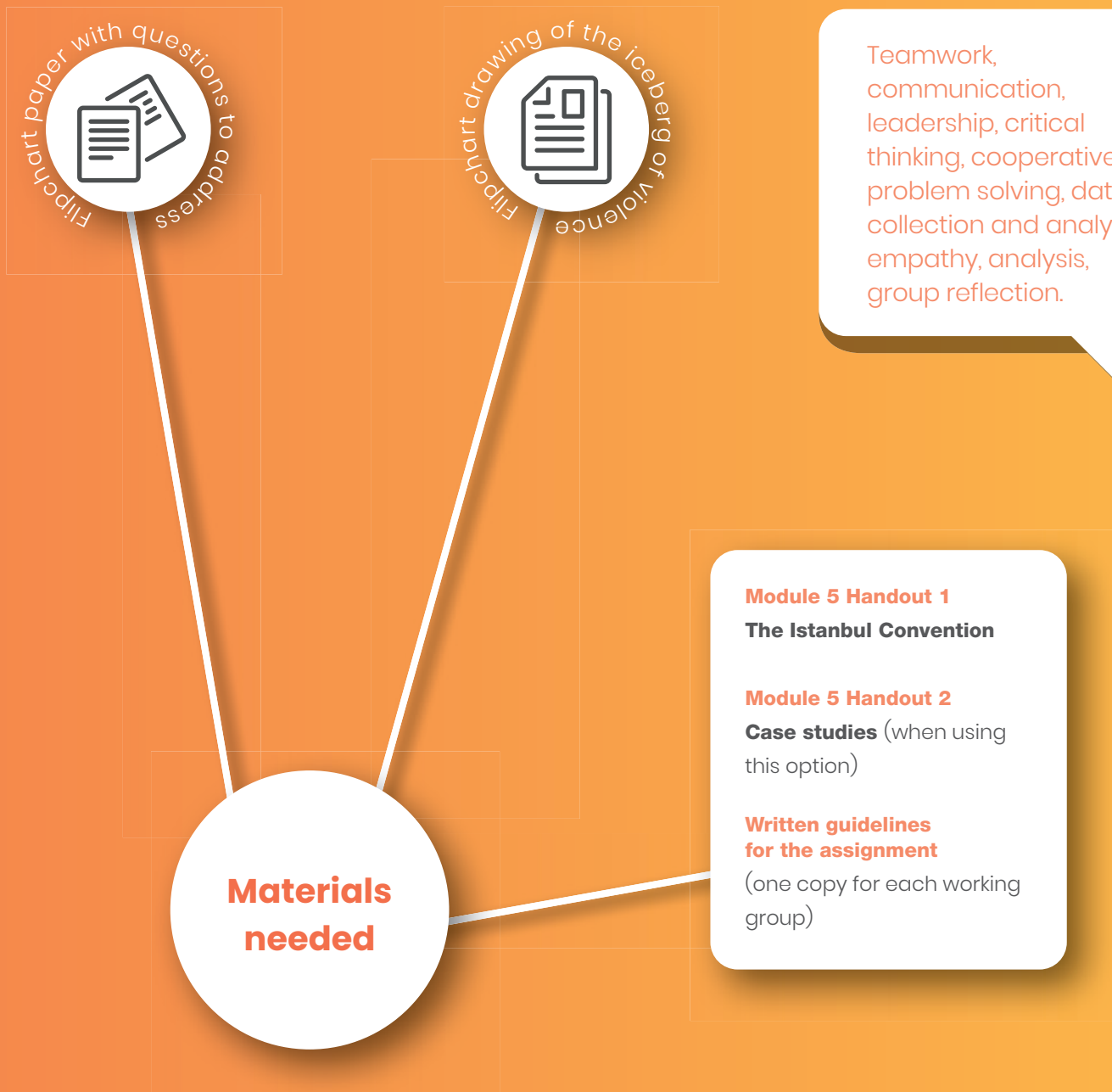
M 5: GBV and its different forms

The module in brief

- Building capacity to recognize GBV and its different forms
- Understanding healthy and unhealthy patterns of action and behaviour in relationships
- Raising awareness of causes and consequences of GBV
- Accessing information concerning GBV from a legal point of view.

Soft skill to develop

Teamwork, communication, leadership, critical thinking, cooperative problem solving, data collection and analysing, empathy, analysis, group reflection.



Suggested preparations

please refer to the section “before starting the journey...practical recommendations” at p. 16

Welcome and introduction



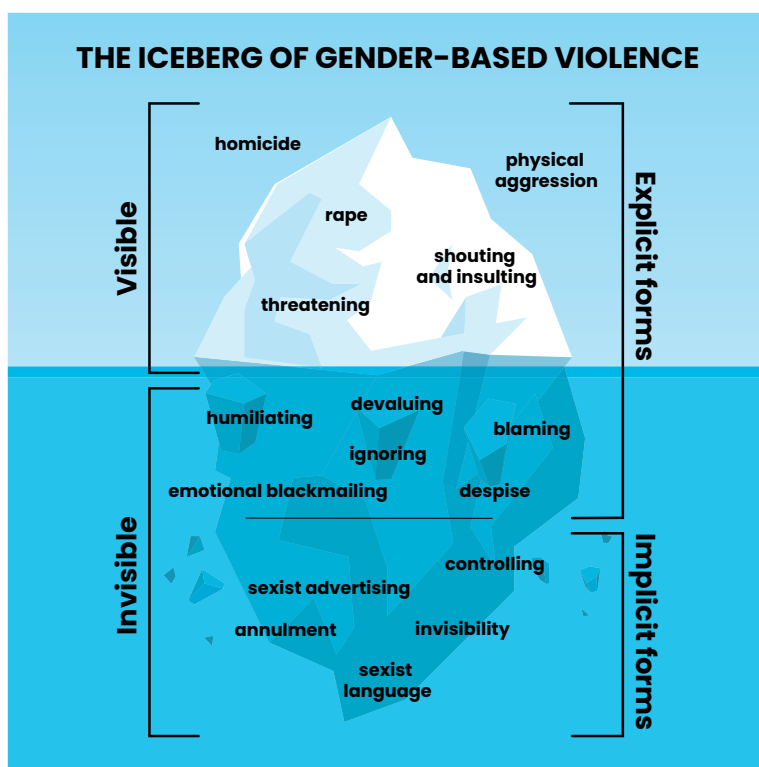
Specific for this module: Please be prepared, knowing which cultures they chose to introduce, to add and/or correct information. Please make sure the introduction of cultural differ-

ences from a gender perspective does not become a hierarchization of cultures and a division of cultures into “good” and “bad” cultures.

The visible and the invisible in GBV



The facilitator draws an iceberg on the flipchart and asks the participants to identify the visible and the invisible aspects of GBV, as in the image on the right. The facilitators may choose if they want the participants to come to the flipchart and write their own answers or if they prefer to collect the answers from the room and write them down on the flipchart themselves. At the end, the facilitator will discuss the multiple faces of GBV and underline the fact that some of them are visible to us, while others are not. They will also try to introduce a small discussion on how the invisible also produces a significant amount of vulnerabilities, especially due to connected emotions: fear, guilt, shame etc.



Source: Amnesty International



60 minutes

The different forms of GBV

After pointing out the many forms of violence that may remain hidden, the facilitators then further clarify the multiple forms of violence one could encounter:

- Physical violence
- Psychological violence
- Economic violence
- Sexual violence
- Structural violence

In order to clarify the concepts used, the facilitators should

refer to the terms used by the Istanbul Convention and have them either video-projected or written on the flipchart. In order to do so, please use *Module 5 Handout 1 – The Istanbul Convention*.

When selecting the best way of implementing the activity, the facilitators should make sure the above-mentioned forms of violence are well reflected in the chosen materials. The facilitators should choose one of the options below.

OPTION 1

The facilitators identify a documentary movie on GBV from their own country and/or with subtitles in the language of their country, where individual stories are presented, so that the participants can watch and discuss it. The facilitators will select 3-4 stories, especially stories with adolescents as the main characters. Divide the participants into 3-4 groups and ask each group to closely follow a certain story (group 1 – story 1, group 2 – story 2 etc.). After watching, ask them to discuss collectively and answer the following questions:

1. which forms of GBV were you able to observe in the story?
2. were all the forms of violence you identified easily visible or rather hard to see or even invisible?
3. what were, in your opinion, the causes of this situation? What led to this situation?
4. what could have been done to prevent this situation? What can be done now?

Please make sure these questions are written on the flipchart, so that students have access to them at all times.

OPTION 2

The facilitators identify well-known TV shows for teens and select potential cases of GBV. Please play those stories at the workshop and transform them into analysis and learning opportunities. Divide the participants into 3-4 groups and ask each group to closely follow a certain story (group 1 – story 1, group 2 – story 2 etc.). After watching, ask them to discuss collectively and answer the following questions:

1. which forms of GBV were you able to observe in the story?
2. were all the forms of violence you identified easily visible or rather hard to see or even invisible?
3. what were, in your opinion, the causes of this situation? What led to this situation?
4. what could have been done to prevent this situation? What can be done now?

Please make sure these questions are written on the flipchart, so that students have access to them at all times.

OPTION 3

Divide participants into 4 groups. Each group will receive a different case study, with an open ending to work on. Please make sure you have printed out enough copies for each story. Facilitators may also modify the case studies if necessary. Please use and/or alter accordingly the case studies in Module 5 Handout 2 – Case stories. After reading the case studies individually, ask each group to reflect on the stories and discuss the following:

1. Which are the forms of GBV that you can identify in your case study?
2. What is the cause of violence in your story?
3. Which are the consequences of the violence in your story?
4. Have you ever encountered/heard of such a story before?

Participants should use paper, billboards, post its, markers, to write down what emerges from group discussions and use it as a guide for the next step of the activity. Once participants have discussed the stories in detail within their groups, ask them to prepare a role-play where they show what is happening in the story and how they would end it. Ask each group to share their role play, which shouldn't last more than 3 minutes. The facilitators and participants should take notes on comments and inputs to share during the collective discussion. Discuss the cases in terms of recognition of the forms of violence, possible endings for stories beyond the ones presented by each group, what could have been done to prevent the cases of violence etc.

No matter which option you choose, please remember to keep the image of the GBV iceberg visible at all times, so that the participants can come back to it while they work. While processing the group tasks, the image can be completed with new elements, discovered through this part of the module.



Ending the module

Suggestions for facilitators

Please make sure the participants leave with a clear understanding of why we are paying attention to forms of violence that may be less visible, yet very impactful for the persons affected by it. Also, during the exercise, constantly put the message in perspective: what is the outcome if the specific case of violence is properly addressed and the harm stops? What if it is not? What impacts solidarity? How can we make sure the people who are subjected to violence are not alone in that context, but rather continue to receive support?

Please make sure the profiles and situations to be used in this module are context-specific. Please make sure you are aware that during the role-play (if you chose Option 3), the participants could have high defence mechanisms in action, due to the fact that they are dealing with traumatic situations; make sure that they are not reproducing behaviours and myths that would actually harm our objectives: please properly address statements such as “the survivors were stupid”, “they were naive”, “I would have never accepted this, they had the possibility to leave” etc.

Assignment

For the following module, please ask the participants to act as if they were researchers and their topic of research would be to answer the following questions: *how do the media reflect cases of GBV, especially GBV against teenagers? How do the media communicate episodes of violence? How do the media explain the causes? What is the*

information given about the women survivors of violence? And about the aggressors?

Though everyone can do their own research, the output should be collective and creative, done in groups of 5: a collage, a role-play, a poem, a song, and it will have to be shared at the beginning of the following module.

Methodological reference

group work, brainstorming, role play, analysis of case studies, problem posing and solving

Thematic references

Hopes, for Sale documentary, CPE – Center for Partnership and Equality, 2012.

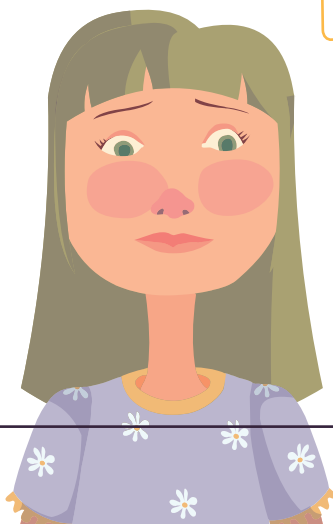
www.sperantelavanzare.ro

What is gender-based violence

<https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence>

Forms of gender-based violence

<https://eige.europa.eu/gender-based-violence/forms-of-violence>



MODULE 5

Handout 1

The Istanbul Convention

What is the Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul, 11.5.2011)?



1

It is the first legally binding treaty in Europe that criminalises multiple forms of violence against women, including physical and psychological violence, sexual violence, economic violence, sexual harassment and rape, stalking, female genital mutilation, forced marriage, forced abortion, and forced sterilization.

2

It is widely recognised as the most far-reaching legal instrument to prevent and combat violence against women and domestic violence as a violation of human rights, a form of discrimination against women; and a cause and consequence of inequality between women and men.

3

It requires State parties to adopt the necessary legislation and a set of comprehensive and multidisciplinary measures in a proactive fashion to prevent violence, protect its victims/survivors, and prosecute perpetrators.

Key definitions from the Council of Europe Convention on preventing and combating violence against women and domestic violence

“Violence against women” is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. (Art. 3)

“Domestic violence” shall mean all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim. (Art. 3)

“Gender” shall mean the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men. (Art. 3)

“Gender-based violence against women” shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately. (Art. 3)

“Women” includes girls under the age of 18. (Art. 3)

“Sexual violence, including rape” (Art. 36):

- a. engaging in non-consensual vaginal, anal or oral penetration of a sexual nature of the body of another person with any bodily part or object;
- b. engaging in other non-consensual acts of a sexual nature with a person;
- c. causing another person to engage in non-consensual acts of a sexual nature with a third person.

“Sexual harassment”: Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment. (Art. 40)

“Psychological violence”: The intentional conduct of seriously impairing a person’s psychological integrity through coercion or threats. (Art. 33)

“Stalking”: The intentional conduct of repeatedly engaging in threatening conduct directed at another person, causing her or him to fear for her or his safety. (Art. 34)

“Physical violence”: The intentional conduct of committing acts of physical violence against another person. (Art. 35)

“Forced marriage”: The intentional conduct of forcing an adult or a child to enter into a marriage; the intentional conduct of luring an adult or a child to the territory of a Party or State other than the one she or he resides in with the purpose of forcing this adult or child to enter into a marriage. (Art. 37)

“Female genital mutilation” (Art. 38):

- a. excising, infibulating or performing any other mutilation to the whole or any part of a woman’s labia majora, labia minora or clitoris;
- b. coercing or procuring a woman to undergo any of the acts listed in point a;
- c. inciting, coercing or procuring a girl to undergo any of the acts listed in point a.

“Forced abortion and forced sterilization” (Art. 39):

- a. performing an abortion on a woman without her prior and informed consent;
- b. performing surgery which has the purpose or effect of terminating a woman’s capacity to naturally reproduce without her prior and informed consent or understanding of the procedure.

Additional definitions used in the Training Modules

School-Related Gender-Based Violence

Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics. SRGBV violates children's fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives. Experiencing SRGBV can compromise a child's well-being, their physical and emotional health, as well as harming their cognitive and emotional development. Evidence suggests that SRGBV can also have long-term and far-reaching consequences for young people who have witnessed such violence, as they may grow up to repeat the behaviour that they have 'learned' and to regard it as acceptable. (UNESCO, UN Women, Global Guidance on Addressing School-Related Gender-Based Violence, 2016, p. 13).

Cyberbullying

Bullying carried on through modern information technologies (e.g. social media, email, mobile phones, etc.) using videos, photographs, drawings, chat, to promote the humiliation of the victims. The different level of power is given by the technological capability of the aggressor to produce a "content" that can reach (potentially) billions of users at the same time. Cyberbullying does not depend on the personal characters, implies an insensitivity toward the social disvalue, can become a multiplier for crimes like defamation and due to the technological means it is hard to identify the active subject. (EU-funded project "From Peer to Peer", Baseline Study on State of Art on Bullying in Europe, 2018, p. 5)



Bullying

Repetitive, prolonged form of aggressive and/or violent behaviour towards one or more persons against their will (for example, due to their race, cultural background, religion, socio-economic class/status, language, political opinion, physical appearance or abilities, body size, intellectual abilities, gender, age, sexual orientation, etc.) and with the aim of harming, hurting, intimidating, humiliating, excluding, isolating, discriminating against or oppressing the target or targets of bullying. Bullying behaviour has a social function, resulting from and/or to establish an imbalance of power within a social group, classroom and/or community. It has the aim to establish a hierarchy of power relationships within a society, group, classroom and/or community, where a person or a group of persons establishes his/her/their position of power over others. The imbalance of power is usually directed to others in a more fragile situation and therefore the possibility of the more fragile one to respond is invalidated. (EU-funded project "From Peer to Peer", Baseline Study on State of Art on Bullying in Europe, 2018, p. 4)

Structural violence

According to EIGE, the European Institute for Gender Equality, "it is also important to recognise that gender-based violence may be normalised and reproduced due to structural inequalities, such as societal norms, attitudes and stereotypes around gender generally and violence against women specifically. Therefore it is important to acknowledge structural or institutional violence, which can be defined as the subordination of women in economic, social and political life, when attempting to explain the prevalence of violence against women within our societies".



MODULE 5

Handout 2

Case studies

(change names and situations, if needed)

The story of Amar – Man to man defence

Amar is 17 years old. He moved to Italy with his family when he was 5 years old, he is the only son in a family of 5 children. He studies and in his free time he takes care of his two youngest sisters. He is always there to help others and has many friends of different nationalities.

Amar is not only an excellent student but he is also very sporty and plays on his school's basketball team. One day during a match he fouls one of the strongest players of the other team, Lucas, who reacts to the foul by insulting him. Amar immediately apologizes but Lucas, seeing that he does not provoke a violent reaction in Amar, continues to insult him and starts saying racist insults. Seeing this scene, the coach of the team tries to put an end to the discussion between the two boys, asking them to explain exactly what happened. The situation seems to have settled down but Lucas still continues to annoy Amar by making nasty and racist comments. The match ends and when Amar leaves the camp, he sees Lucas with



a group of friends looking in his direction and has the feeling that they are waiting for him. He approaches them and they drag him into an isolated corner and start insulting Amar again. This time they don't just insult, they start beating him. Amar is alone against a group. He is not an aggressive boy, but he tries to defend himself in some way and tries to shout in the hope of being heard by someone. Luckily at that moment you can hear the sound of a car, someone is coming. The group leaves but promises Amar that this is just a goodbye and not a farewell and that they will deal with him another time. Amar is on the ground. He is approached by the coach of the team who, after having ascertained his state, asks him if he has seen his attackers and that what happened must absolutely be reported.

If you were in Amar, what would you do?

Would you denounce what happened?

Would you say that Lucas was among the boys or would you remain vague?

Sofia – One night at the disco

Sofia: 16 years old, colourful hair, piercing, curiosity and desire to experiment new things. She's active within her community and often goes to squats and occupied spaces. She loves to write stories and her family is not interested in her education. She is always attentive to her friends, so she is willing to do anything, rather than put them at risk. She lives her sexuality very freely and does not care what others think. She has already had several sexual experiences, but she has not fallen in love yet. She has never had a social media profile, she only uses the internet to listen to punk music. It's Saturday night and Sofia is at the disco with friends and as often happens she has already had a few too many cocktails. The boys at the school know that Sofia is a very free girl and they also know that she lets herself go a lot in the disco. Sofia is dancing with her friends when she is approached by a small group of boys including "the most beautiful one in school", Lucas. At school



Lucas has never shown any interest in her, on the contrary, he never misses an opportunity to tell her that she is an easy girl and too "free" for his opinion. That evening, however, he approaches her, realising that she is quite drunk, he proposes to join him at the counter, he wants to entertain her and drink together. Sofia seems very keen to follow him, wants to have fun and sees nothing wrong with the Lucas's proposal. Sofia's friends try to talk some sense into her by reminding her that Lucas has the reputation of the Latin lover, he is interested in "getting to the point", he doesn't really want to spend a nice evening with her. On the contrary, it is very likely that he made a bet with his friends and that he chose her because he considered her an "easy prey". Sofia doesn't seem to want to listen to her friends, she just doesn't want to think and enjoy the evening, she doesn't think that Lucas would do anything against her will.

In your opinion, is it right to trust Lucas? Should she listen to her friends? What would you do?

Lucas – The invitation

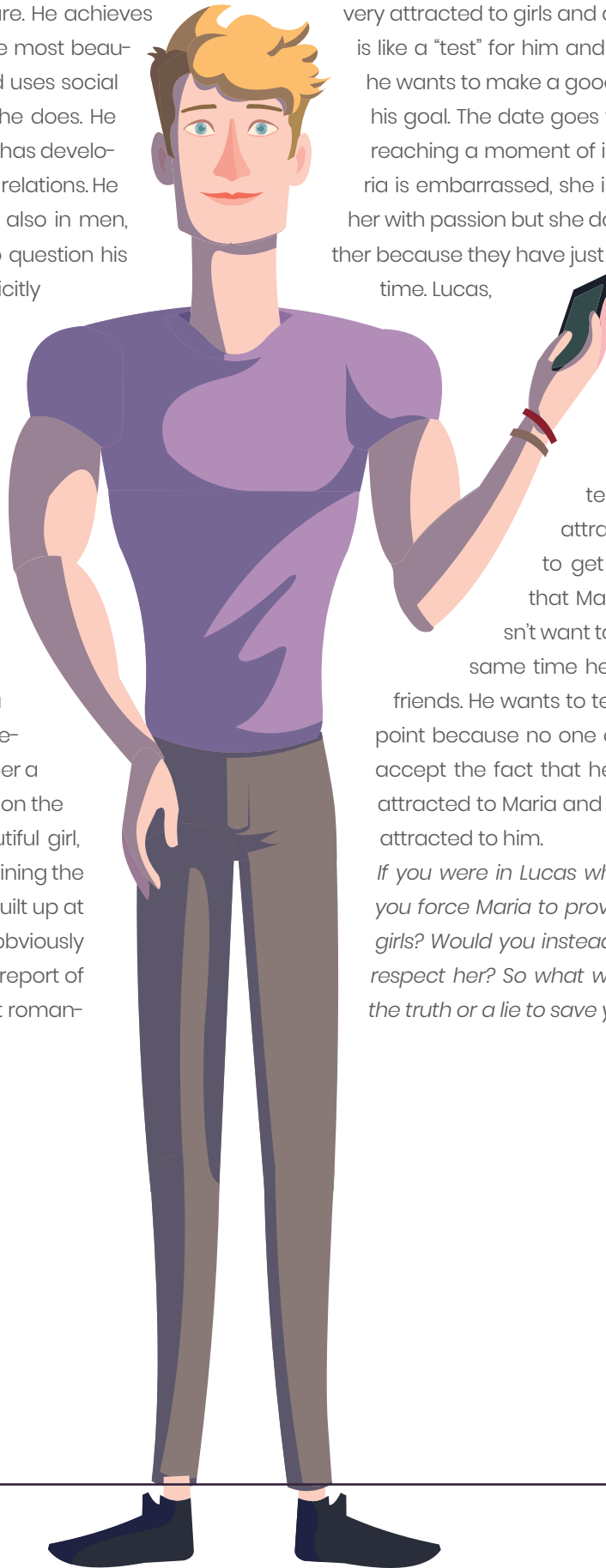
Lucas is 18 years old. Son of super professional parents, with high cultural and economic level. He loves all sports and is very focused on body care. He achieves excellent results in rowing. He is the most beautiful and popular of the school and uses social media to photograph everything he does. He feels a lot of social pressure and has developed performance anxiety in sexual relations. He thinks he might be interested also in men, but does not have the courage to question his sexual orientation. He bullies explicitly weaker and timid boys who practice sports with him.

One evening Lucas is at home alone and decides to invite Maria for a pizza. They have never gone out together and they have different perceptions about the date. Maria is very excited and sees the romantic side of the matter: she will go to the house of the most beautiful boy in school, they will eat a pizza and watch a movie and maybe, before she comes home, he will give her a sweet kiss to say goodnight. Lucas, on the other hand, thinks Maria is a beautiful girl, but he is more interested in maintaining the irresistible playboy image he has built up at school and with his friends, who obviously have asked him to give a detailed report of the evening. He doesn't care about roman-

tic kisses, he just wants to get to the point to prove to himself that there is nothing wrong with him, on the contrary, he is very attracted to girls and able to satisfy them. Maria is like a "test" for him and like a sports competition, he wants to make a good impression and achieve his goal. The date goes well until the two of them, reaching a moment of intimacy, start kissing. Maria is embarrassed, she is happy that Lucas kisses her with passion but she doesn't feel ready to go further because they have just met and she needs more time. Lucas,

who initially tries to be tolerant and respectful, then tries again to go further. This time Maria rejects him again with more decisiveness while telling him that she is very attracted to him. Lucas begins to get nervous...he understands that Maria is not ready and doesn't want to go any further, but at the same time he feels the pressure of his friends. He wants to tell them that he got to the point because no one can resist him. He cannot accept the fact that he may not be completely attracted to Maria and he wonders if she is really attracted to him.

If you were in Lucas what would you do? Would you force Maria to prove to yourself that you like girls? Would you instead give her more time and respect her? So what would you tell your friends, the truth or a lie to save your "reputation"?



Yasemin – The bully of the school

Yasemin is 16 years old second-born in the shade; her mood tone appears slightly depressed. As a child she's had health problems and her parents still treat her apprehensively, preventing her from having experiences consistent with her age. She feels invisible, no one notices her except when playing videogames online. In online games she is a true leader and everyone takes her into account, to the

point that that she is thinking of making a career as a professional pro-gamer worldwide... in the world of e-sports it's her the true leader of the team!

Yasemin is a quiet girl, she is doing quite well at school and has a small group of friends with whom she feels very comfortable. Unfortunately, not all classmates are kind to her. Because of her way of being and her passion for video games, she is often targeted. Viktoria in particular often attacks her and makes her life unliveable. She often speaks badly to her in the corridors, on social media she attacks her without particular reasons and makes fun of her by commenting on her every post. This behaviour, this pressure and these acts of bullying against her are tough to cope with for Yasemin and instead of throwing

out, reacting and defending herself, she becomes more and more closed. She starts skipping meals and no longer publishes anything on social media fearing negative comments, she hardly ever goes out with her friends and starts to skip school, which she perceives as an unsafe place where she can't trust anyone. One afternoon, as she is walking home from school, she is being pulled by her backpack; it is Viktoria

who, as always, begins to mock her as she continues to tug at it, supported by her little group of friends. Luckily Sofia, a friend of Yasemin's, sees the scene and immediately intervenes to help her friend by sending away Viktoria and the small group of people following her. Once Sofia makes sure that Yasemin is all right, she takes her home and tells her that this situation cannot continue: she must somehow react and learn to defend herself. Yasmine says nothing, simply thanks Sofia for her presence and advice and asks her to leave her alone. Sofia leaves her friend but does not give up: she has understood that Yasmin needs a hand and that she cannot be left alone.

If you were Yasemin what would you do to solve the problem? Would you prefer to solve the situation without anyone's help, by facing Viktoria directly? Would you talk about it with a friend? Would you talk to an adult (a family member of Yasemin or yours, a teacher, the school psychologist,...)?



Maria – The long awaited picture

Maria is 18 years old. She is second generation girl, born in Italy. Her motto is "I'm beautiful but I don't like myself, I'm thin but I have some cellulite": she feels more accepted and looked among new people, especially if abroad. She dreams of having a romantic relationship like in movies. She has some very close friends with whom she goes out. At school she doesn't study much, she hates reading, has already failed a grade. Despite her poor school records, she is a very smart girl and has a particular talent for scientific subjects. She doesn't talk to her parents and is always treated like the little girl in the family.

Maria has been seeing Lucas for some time, a handsome guy with whom she is very deeply in love. They meet at school and go out together sometimes during the week and at weekends. In order to have the feeling of being together even when they are not physically together, they have a very dense exchange of messages about socials, in particular whatsapp, instagram and snapchat. In the last few weeks, Lucas begins to make very strong statements and asks Maria to send him some sexy pictures. Maria, who is very infatuated and has enormous trust in Lucas, after yet another request, decides to send him the long-awaited photo via whatsapp. The next day at school Maria notices that her classmates look at her in a strange way and sneer behind her back. Someone also makes comments about her underwear and the fact that they didn't think she was so uninhibited and provocative. Immediately Maria feels naked in front of everyone, guilty, betrayed, dirty, humilia-

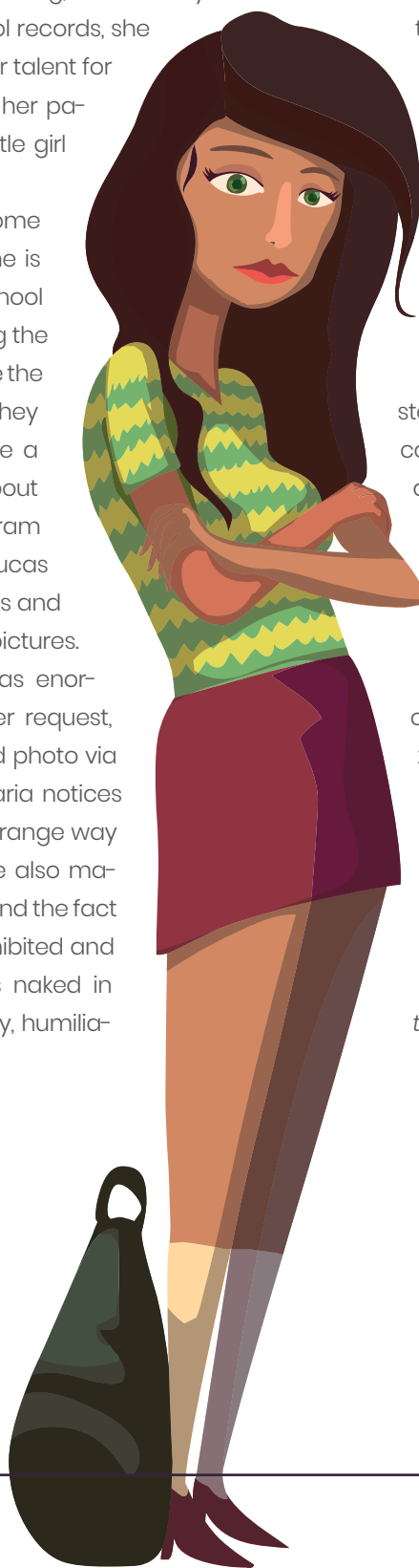
ted and dazed by the situation. She decides to talk to Lucas about it, until the last moment she wants to believe that he hasn't shown the shot she had sent him during an intimate moment to anyone. Finally, at the end of the school day, Maria manages to talk to Lucas, who obviously denies everything, until he confesses that he showed some photos to his friends while they were at the bar and

that, accidentally, while running through the gallery, they came across his photo. Mary

does not know what to think, everyone tells her that it is nothing serious and that within a few days this will be forgotten.

But Maria is upset, she feels that she has done the wrong thing and that she cannot make up for it. She feels violated and thinks that now everyone may have got the wrong idea about her. During the break Maria stays in class so as not to have to put up with comments and glances in the corridors, she avoids posting on instagram; she doesn't want to read the nasty and judgmental comments of his classmates and also limits going out with his friends. On the other hand, Lucas is not at all concerned about his girlfriend's shocked sensibility and upset state of mind; on the contrary, he continues to ironize on what has happened, minimising it and never missing an opportunity to talk about it with pride.

If you were Maria how would you behave? Would you convince yourself that there is nothing serious? How would you behave towards Lucas? What about your classmates? Would you talk about it with an adult?



Georgios – Masquerade party

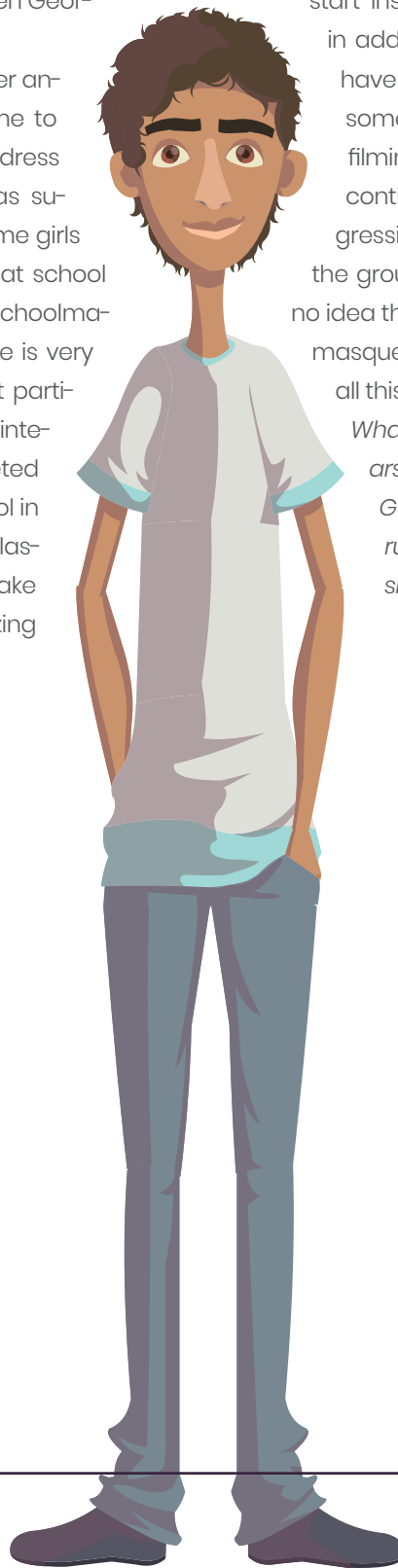
Georgios is 18, very whimsical and cultured, he has always been first in his class without much effort. He loves to travel; he knows many languages. He loves poetry and is very skinny. He doesn't have many social relationships and deep friendships at school, he is considered a little haughty. At university he would like to study literature, but his parents want him to study medicine or law and their disagreement on this matter is causing numerous clashes between Georgios and his parents lately.

Carnival is approaching and the headmaster announces that students are allowed to come to school and attend lessons dressed in fancy dress for one day. Everyone dresses up either as superheroes, movie characters or comics; some girls also dress up as men. Georgios shows up at school dressed as a woman. His classmates and schoolmates have a strange relationship with him. He is very good at school, always prepared and a bit particular because he does not have common interests; these things makes him often targeted and teased. The fact that he arrives at school in women's clothes obviously triggers all his classmates who don't miss the opportunity to make harsh comments and insults not only criticizing

and mocking his choice but also making indelicate comments touching the sphere of sexuality.

Initially Georgios tries to respond to insults and comments in a nice way trying to minimize them. The comments, however, become heavier and heavier and a group of young people around him begins to call him Georgina. Just outside school, on his way home, a group of boys joins Georgios again: they start insulting him one more time. Unfortunately, in addition to the bad words and the titles they have in store for him, they start shoving him and someone pulls out a mobile phone and starts filming the whole thing, inciting his mates to continue and become more and more aggressive. Georgios has all his clothes ripped, is on the ground, gets kicked and starts crying. He had no idea that this decision to dress as a woman for a masquerade party, would lead him to all this. While all this is happening you are going through it.

What do you do? Do you side with the most fearsome guys of the school or do you side with Georgios? Do you pretend nothing? Do you run to call someone? How do you think the situation will develop?



M 6: Causes and consequences of GBV

The module in brief

- Understanding the root causes of GBV;
- Understanding the consequences of GBV;
- Understanding the main myths surrounding the topic of GBV and the impact it might have on resolving cases of GBV.

Module 6 Handout 1 Assignment form

PowerPoint Presentation of head titles and newspapers articles on GBV

(facilitators should prepare this based on the realities in their own countries – to be also compared with the findings of the participants)

Soft skills to develop

Teamwork, communication, leadership, critical thinking, cooperative problem solving, data collection and analysing, empathy, analysis, group reflection.



**Materials
needed**

Suggested preparations

please refer to the section “before starting the journey...practical recommendations” at p. 16

Welcome and introduction



Specific to this module: try to create as many connections as possible between the findings of the participants in their assignment and the PPT prepared by the facilitators.

Communication obstacles



All participants are asked to form a line, in which they face the person in front of them, but have their back to the person behind them. The last person in line gets a written message with an action he must to perform (for example I was riding my bike and I fell). This person must then tap the shoulder of the person in front of them, and when he/she turns round, show this to him/her. The initial person will then turn around and the second person will tap the shoulder of the third person and so on. In the end, everyone will look at how the initial scene has changed.

Videos showing the exercise in action:

<https://www.youtube.com/watch?v=DOE6I4d2pm8>

<https://www.youtube.com/watch?v=D-YHC8b6Hjk>

This is a light-hearted way to show how communication can be distorted when we apply our own filters. However, we should relate the topic back to GBV and discuss how the media can shape opinions on GBV, by presenting cases in a certain way.





The root causes of GBV

The facilitators will ask participants to share their assignments from the previous module and reflect, together with them, on how the media and society in general deal with cases of violence. To guide the discussions, you can project PowerPoint Presentation you have prepared, containing head titles and articles from newspapers. If participants are struggling with giving inputs and comments, facilitators may use the following guiding questions:

- how is the survivor generally portrayed?
- how is the perpetrator generally portrayed?
- what are the comments of people who know the perpetrator/survivor?

- do you think this kind of narration condemns violence?
- how is violence approached in our society besides the media?
- what impact could this kind of reflection by the media have on the reporting of cases of GBV? What about on providing support?

During the whole discussion, the facilitators will try to set a particular focus on exploring the root causes of GBV in our society. Together with the participants, the main question to be answered is: what are the deep-rooted reasons behind GBV?





Consequences of GBV

The facilitators should search for one or more case studies of media reflections/communications of GBV in schools/affecting teenagers. It could be a material that appeared in print or online, or it could be a video. During the module, please either project it or provide it to the participants in print. Allow them to read the story or watch the video and then discuss it, going deeper into the questions previously asked. Invite some volunteers to share what happens in the case study and check with the group whether the story is realistic within their context or not, whether there are missing links, interpretations, influences of the social and cultural perceptions of GBV, whether the article/video material respects or does not respect the ethics of journalism.

Facilitators should guide the discussion towards the consequences of GBV in the proposed case analysing the case at three different levels: a) individual; b) family; c) community.

Facilitators may use the following guiding questions to stimulate debate:

- how is the protagonist of the story feeling?
- what are the short and long term consequences for him/her (from an emotional but also a social point of view)?
- do you think there will be any consequences on his/her active participation in public life?
- will there be consequences on his/her relationship with family?
- are there any consequences for the relationships in general within the family?
- how do friendship relations change for the survivor?
- are there consequences on how the survivor will relate with his/her community?

- what is the social cost of GBV in terms of health services, welfare and security?
- what kind of relationships will the person subjected to violence have with her community?
- what is the impact on GBV with respect to the active participation of the survivor at the community level?

Facilitators should also identify more specific questions to be asked based on the chosen case study.

During the discussion, it is important to point out clearly that GBV has consequences on multiple levels: it affects private but also public life and has an impact on socialization in general. It affects the individual but also his/her family and community.

After the discussion phase (max. 30 minutes) participants should be divided into smaller groups and have 15 minutes to produce as many memes/gifs/social media images as possible that spread their message about the unacceptable causes and consequences of GBV to the world. Probably participants will already know of some free online tools to use, but facilitators may consider using:

- <https://makeameme.org/>
- <https://giphy.com/>
- <https://www.canva.com/>
- <https://imgflip.com/memegenerator>

The online tools are accessible both from smartphones and from pc. if it is not possible to use online tools, facilitators may consider offline strategies, such as drawing or collage (in this case, please remember to bring all the necessary materials)



Ending the module

Suggestions for facilitators

Please make sure you research the media well and select case studies that are relevant. Ideally, you would select case studies featuring teenagers that are relevant for them, but you may also select cases of GBV that affect people of all ages. This is also an option to introduce other data to oppose the main myths surrounding GBV: that it impacts poor women, or those who do not have a high formal education, do not have resources, are from minority groups etc.

Please also consider dedicating time to sharing the outputs

of the group work either when closing the module or at the beginning of the following one

Please make sure that you always refer back to the result of their assignment for this module and underline the things they were not able to assess when they prepared the assignment. Also, go back to their result at the end of the module and ask them if they can now see more than they were able to see when initially preparing their work.

Assignment

At the end of the module, the facilitators will point out the fact that violence can occur not only in a physical space, but also in a virtual one. The assignment will be built starting from an invitation to explore the virtual spaces that the participants use, through the lenses of potentially risky behaviours. The participants should create their own individual list, based on Module 6 Handout 1 – Assignment form. At the end of each day, for a week, they will be asked to check if they were involved in any risk-behaviours online.

At the end of the week, they should have a map of how often they are involved in risky behaviours and in which predominant areas. Each of them will come up with an action plan to limit these behaviours and the discussion will continue in the beginning of the following module. Please create the list of the most relevant risks taking into account the attached document; try to focus on the risks that you know exist, with a local focus.

Methodological reference

group work, brainstorming, problem posing and solving, case analysis.

Thematic references

School-based violence prevention

<https://apps.who.int/iris/bitstream/handle/10665/324930/9789241515542-eng.pdf?ua=1>

Gender Matters

http://www.eycb.coe.int/gendermatters/pdf/GenderMatters_EN_2013.pdf



NOTES

MODULE 6

Assignment form

Handout 1



Facebook

What did I use it for today? (please fill info in for an entire week – Day 1...)	Did I engage in any risk behaviour?	How could the risk behaviour harm me?	How can I limit the risks?



Instagram

What did I use it for today? (please fill info in for an entire week – Day 1...)	Did I engage in any risk behaviour?	How could the risk behaviour harm me?	How can I limit the risks?



TikTok

What did I use it for today? (please fill info in for an entire week – Day 1..)	Did I engage in any risk behaviour?	How could the risk behaviour harm me?	How can I limit the risks?



Youtube

What did I use it for today? (please fill info in for an entire week – Day 1..)	Did I engage in any risk behaviour?	How could the risk behaviour harm me?	How can I limit the risks?



Skype

What did I use it for today? (please fill info in for an entire week – Day 1...)	Did I engage in any risk behaviour?	How could the risk behaviour harm me?	How can I limit the risks?



Email

What did I use it for today? (please fill info in for an entire week – Day 1...)	Did I engage in any risk behaviour?	How could the risk behaviour harm me?	How can I limit the risks?



Whatsapp

What did I use it for today? (please fill info in for an entire week – Day 1...)	Did I engage in any risk behaviour?	How could the risk behaviour harm me?	How can I limit the risks?



Messenger

What did I use it for today? (please fill info in for an entire week – Day 1...)	Did I engage in any risk behaviour?	How could the risk behaviour harm me?	How can I limit the risks?

M 7: Cyberbullying and cyber violence

The module in brief

- Recognizing the value and the risks in using the Internet;
- Knowing safe vs. unsafe behaviours on the Internet;
- Understanding the main actions to be taken for better protection in the online environment;
- Understanding what cyberbullying is, its causes and consequences and how it can be prevented.

Soft skills to develop

Teamwork, communication, leadership, critical thinking, cooperative problem solving, data collection and analysing, empathy, analysis, group reflection.



Module 7 Handout 1

Easy or hard?

PowerPoint Presentation with the findings for the "I know who you are!" activity

Materials needed

Suggested preparations

please refer to the section “before starting the journey...practical recommendations” at p. 16

Welcome and introduction



specific for this module: the facilitators will constantly come back to the assignment during this module.

Speed-intro!



All participants are divided into two long lines (line A and line B). They are asked to stand in front of each other and each pair has 30 seconds to share something with their partner, something that their partner may not know about them. The A group remains put, while the B group moves. Once the 30 seconds are over, each person in the B group moves on to the next person.

Once the exercise is finished, the participants are asked about how they dealt with the exercise and if they felt they

gathered a lot of knowledge about the people they interacted with. They are asked to describe the level of knowledge: is it profound, is it shallow? Did they have the opportunity to check, to go deeper, to ask questions? Then this info is compared to the way we receive information through social media and how we use social media to introduce ourselves to the world. Is this who we really are? Are there thick lenses that social media provides us with to analyse the knowledge about others?

The benefits and risks of Internet use



The facilitators will start by asking participants the following questions:

Who surfs the internet at least once a week?

Who surfs the internet every day?

What do you mainly use the Internet for?

Does the Internet hold an important place in your life?

If yes, how?

In what ways do you ensure you are safe when using the Internet and social media? On a scale from 1 to 5, how safe do you think you are, where 1 is not safe at all and 5 is perfectly safe.

Do you have any examples of how the Internet could be used in an unsafe way, based on the reflections you have made while completing your individual assignments? What are they?

Based on the discussion and the responses, the facilitator approaches the subject of associated risks. Once this discussion

is completed, the facilitators show the following video on the consequences of posting online:

<https://youtu.be/HM5LM-z1MAE>

After the video is played and discussed, participants will be asked to go through a series of questions in order to understand if there are things that we express more easily in the virtual environment and what exactly that means in terms of safety and risk. In order to address these aspects, please refer to Module 7 Handout 1 – Easy or Hard? The discussion should be focused on the fact that the virtual reality may also bring out a feeling that there are no consequences for our actions when we are protected by the lack of direct contact; also, we may not be able to correctly perceive the harm we may be doing to others.



I know who you are!

In preparation for this point and phase of the activity, facilitators randomly pick out three-four names from the group and search for these names online. They collect all the information they can possibly find on these students (Google general results, Facebook page, Insta page etc.) and try to show how much information you can collect

about a person randomly, and how easily you can form an impression, in spite of the fact that a Facebook/Insta profile does not represent the real person. How shallow or how deep is the knowledge that we can privately and anonymously gather?



Cyberbullying – significant risks on the Internet

In order to improve the participants' understanding of the potential consequences, the facilitators will play the following two videos and discuss them in the group:

- Cyberbullying: <https://youtu.be/vtFU6uR2vNQ>
- Sexting: <https://youtu.be/Yh6uLNdFOow>

The discussion should be focused on these different types of cyberbullying and the reasons behind them. The facilitators should point out how to remain protected from the types of consequences that cyberbullying and sexting may have, especially during the teenage years.



Ending the module



Suggestions for facilitators

Please make sure you select the names of the participants to research with care; do not choose anyone you suspect could be survivors of cyberbullying or those you consider could be negatively impacted by being put in the spotlight. By now you should already have built up a good level of knowledge of the group and can let your instinct guide your choice. If you do not feel comfortable selecting names, you can ask some of the participants to volunteer for an exercise, without revealing to them the contents or the activity itself or, in front of the large group, pick some names randomly, from a box where all names are included. Explain the meaning of the exercise carefully and point out the fact

that absolutely anyone can become a target for negative comments; together with the group, also try to understand the dynamics of the situation and what we could do if something like this occurred in our own virtual environment.

Please make sure that you always refer back to the result of their assignment for this module and underline the things they were not able to assess when they prepared the assignment. Also go back to their result at the end of the module and ask them if they can now see more than they were able to see when initially preparing their work.

Assignment

For the following module, please ask the participants to be extra aware of the space of the school, from the perspectives of everything we have learned in the first 6 modules of

the program, as the following module will be dedicated to looking at the school environment from a perspective of safety for all.

Methodological reference

Cooperative learning, brainstorming



Thematic references

Cyberbullying among young people

[http://www.europarl.europa.eu/RegData/etudes/STUD/2016/571367/IPOL_STU\(2016\)571367_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2016/571367/IPOL_STU(2016)571367_EN.pdf)

MODULE 7

Easy or hard?

Handout 1

Mobile phone number questions

Face to face	By phone	By SMS	Chat

Lying

Face to face	By phone	By SMS	Chat

Sorry to say

Face to face	By phone	By SMS	Chat

Expressing love

Face to face	By phone	By SMS	Chat

Talking about sex

Face to face	By phone	By SMS	Chat

Criticism

Face to face	By phone	By SMS	Chat

Being angry

Face to face	By phone	By SMS	Chat

Secret Telling

Face to face	By phone	By SMS	Chat

Bullying

Face to face	By phone	By SMS	Chat

Breaking up with someone

Face to face	By phone	By SMS	Chat

SECTION 3

Creating GBV free school and community environments

Objectives of the section

- To assess participants' perceptions of safe and unsafe spaces and to support their capacity for finding new ways of taking appropriate action in cases of violence and GBV;
- To equip participants with knowledge concerning the community intervention system available for cases of GBV and the ways of activating the system.



Safe spaces and healthy relationships during the teen years

The module in brief

- Assessing safe and unsafe spaces within the school;
- Understanding how unsafe spaces can be transformed into safe ones;
- Exploring the different perceptions of girls and boys regarding the same space, as well as of teenagers with multiple identities.

Soft skills to develop

Teamwork, communication, leadership, critical thinking, cooperative problem solving, data collection and analysing, empathy, analysis, group reflection.

Written guidelines for the assignment (one copy for each working group)

Facilitators may print out a school of the map instead of asking students to draw it

Materials needed

Suggested preparations

please refer to the section “before starting the journey...practical recommendations” at p. 16

Welcome and introduction



The facilitators will also briefly remind participants of the assignment that will be used during the later phases of the module.

The hot chocolate river



The facilitator explains to the participants that they are going to be given a group task, which involves supporting all the group members and working together to get to safety. Their task is to cross a hot chocolate river and the only help they have is some magic cookies they can step on. You show them where the river starts and where it is supposed to end. Each team member (the ideal team is 8-10 members, so you can create 2 or 3 teams, depending on the number of participants) is going to receive a magic cookie to step on (which can be a simple piece of paper or a paper with a cookie printed on it etc.) and they will have to find a way to cross the river while complying with the most significant rule: all the cookies that are touching ground have to be touched at all times. If one cookie is not touched, it is taken away by the facilitators, making it even harder for the team to cross.

Video with example:

<https://www.youtube.com/watch?v=gMjxZglpgUc>

The icebreaker can be processed based on the topic of the module: what did the team do to ensure all the team members moved out of the river safely? How did they cooperate and support each other in this task? What worked? What did not work?



40 minutes

Is our school safe for all?

The participants will be divided into 5 groups. Each group will have the task of making a school map (including the classrooms, restrooms, hallways, gym, cafeteria, yard, surroundings etc.) from the perspective of safe vs. unsafe places. In the initial phase, the facilitators will explain the exercise, pointing out that the notion of safety is very subjective and personal and that bullying or violence may occur to some on grounds or basis that may remain completely invisible for others. This is why it is very important to stress the fact that this is an exercise that aims to explore individual stories and not to silence some experiences, but rather allow them to come out into the open and find solutions.

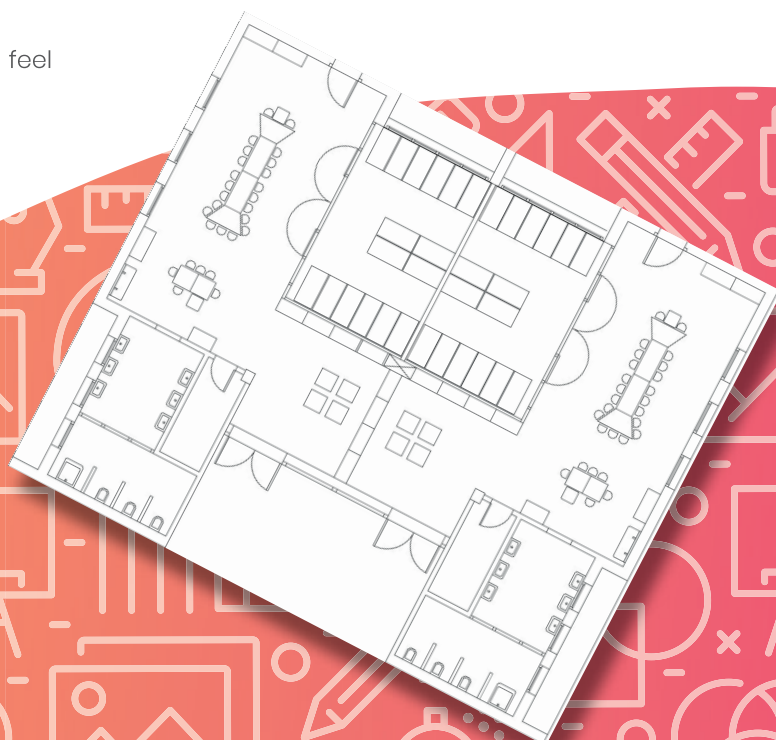
The people in the group will discuss their experiences of safety in these contexts by exploring:

- What happened
- What made them feel safe
- What made them feel unsafe
- What could be done to make an unsafe space feel safe again?

After a maximum of 20 minutes, each group will share their work on a safe vs. unsafe school map. After the presentation, the participants, guided by the facilitator, are asked to discuss and outline similarities between the maps (red areas and green areas), discrepancies between the maps and potential solutions identified by the groups.

The discussions will be built on aspects such as:

- is it possible that, since some spaces are safe for us, we no longer see that they are unsafe for others? What prevents us from seeing?





Let's make our school safe for all!

Participants are asked to go back into the 5 groups created at the beginning of the module. Each group has to find at least 3 specific solutions that could potentially solve one of the identified problems.

Facilitators should print out in advance a handout with the following guiding questions for each group:

- Which category is mostly affected by this problem?
- Which could be the consequences of this problem?
- Who could blow the whistle concerning this problem?
- Who could fix this problem?
- What resources would be needed to fix this problem?

- Name at least 5 steps to be taken in the process of solving this problem.
- Who would benefit the most from this problem being solved? How would their life be improved?

Ask the participants to create a billboard with their problem and solutions and collect them after the workshop. The maps developed by the participants, as well as the identified problems and solutions, should be shared with school staff and be used as a basis for the process of creating specific procedures within the school for dealing with GBV.



Ending the module

Suggestions for facilitators

Please prepare the map support materials to be used during the implementation of the exercise and all handouts in advance. Also, please make sure that you are able to explain, with examples, the meaning of spaces that are invisible to us. It is very important that participants are able to see spaces also through the eyes of people who hold different identities, some of whom are more exposed to prejudice, stereotyping, discrimination and hatred. Ideally, you can show them, at the beginning of the exercise, some examples of the maps that were worked on in other schools (including in schools from other countries), so that they can visualise other students' perspectives.

It is also very important to make sure that talking about safe spaces is not intended from the perspective of security, for example in terms of installing video cameras or punishing perpetrators. By safe we mean inclusive, where everyone is free to express himself/herself/themselves without fearing prejudice. Diversity should be perceived as an added value rather than a problem to deal with.

Assignment

After working on the school safety audit, the facilitators will ask the participants to next consider the resources that exist at the level of their local communities. The next topic of discussion will be introduced by saying: today we have talked about how safe or unsafe our school is, but we always need to consider that schools are part of a broader community and that the entire society plays a fundamental role in tackling GBV. There are public services, institutions and non-profit organizations working in the field of GBV, in your community; are you aware of them?

For this assignment, the facilitators will divide the participants into groups of 5. They will be asked to research what is being done within their community to fight GBV; the participants are encouraged to search for leaflets, videos and materials in general. If possible, they can also interview relevant stakeholders on what they do in the field of preventing and combating GBV. The research should result in a creative output to be presented at the beginning of module 9. The presentation shouldn't last more than 5 minutes.

Methodological reference

cooperative learning, brainstorming, problem posing and solving

Thematic references

Safe and welcoming schools

<http://www.endvawnow.org/en/articles/1756-safe-and-welcoming-schools-.html>

Global Guidance on School-Related Gender-based Violence

<https://www.paho.org/hq/dmdocuments/2017/violence-against-women-2017-03ws-schoolrelated-gender-based-violence-guidance-UNESCO-UNWomen.pdf>



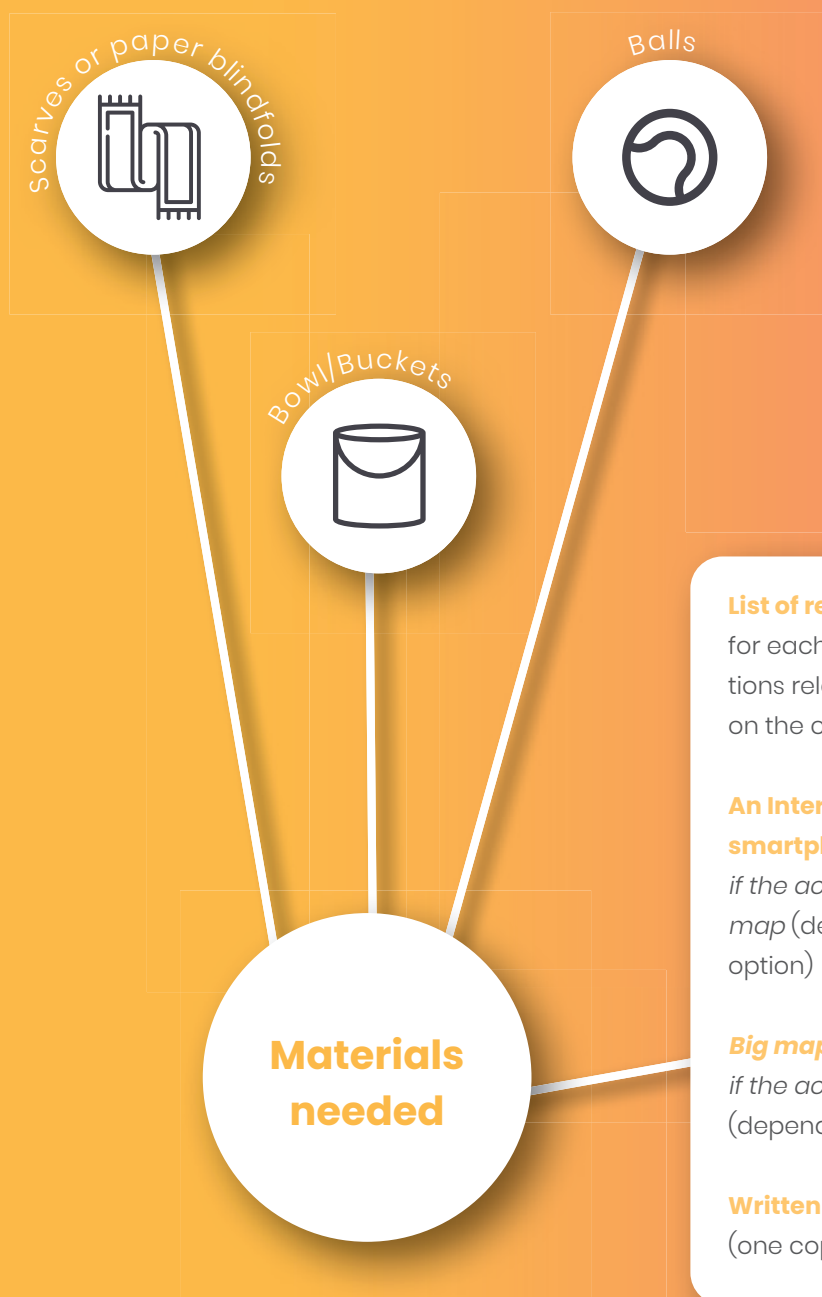
M 9: Schools and Communities free from GBV

The module in brief

- Increasing knowledge of the services and spaces available locally for tackling GBV;
- Understanding how the community addresses GBV and raising awareness and sensitivity with regard to what is there and what is still needed/what is lacking;
- Preparing participants to intervene in potential GBV cases and to know which institution they should address;
- Developing the capacity to act civically in order to solve an injustice/a break in respect for human rights.

Soft skills to develop

Teamwork, communication, leadership, critical thinking, cooperative problem solving, data collection and analysing, empathy, analysis, group reflection.



List of responsibilities

for each of the GBV services and institutions relevant at the local level (depending on the chosen activity option)

An Internet connection and at least one smartphone in each group

if the activity will be done using an online map (depending on the chosen activity option)

Big map of the area

if the activity will be done offline (depending on the chosen activity option)

Written guidelines for the assignment

(one copy for each working group)

Suggested preparations

please refer to the section “before starting the journey...practical recommendations” at p. 16

Welcome and introduction



Working in sync – the value of functioning together



Through a fun, light-hearted exercise, we are going to provide the participants with an understanding of the importance of communication when working towards a common goal. The facilitators will bring scarves or paper blindfolds for all participants, as well as 9 coloured paper balls (3 red, 3 blue, 3 yellow) and 3 plastic bowls or buckets (1 red, 1 blue, 1 yellow). The large group will be divided into 3 smaller groups. Each of them will be blindfolded except for the last person, who will be able to see. Their tasks will be to cooperate in order to collect their balls and insert them in their bowl. The

teams will each be assigned a certain colour and that will also be the colour of the balls they have to collect and of the bowl, they need to insert them in. At the end of the exercise, the facilitators will point out the importance of working together, towards a common goal, and the ways in which having a common goal impacts the group cohesion and functioning.

Please watch the following video for clarifications:
<https://www.youtube.com/watch?v=93yqu-1Zb10>

Available spaces and services for women within our community



The facilitators will ask participants to share the outputs of the assignment given at the end of module 8. Each group should have a maximum of 5 minutes to introduce their work. During the presentations, the facilitator or one or more volunteers from among the participants should take notes on what emerges, in particular, if the presentation does not

have a graphic element such as a PPT presentation or billboards. After each group has shared their work, the facilitator should ask participants whether they noticed similarities/differences in the identified spaces and services, whether anything has particularly surprised them and/or if they think something is missing.



45 minutes

Who does what?

For the following phase of the exercise, the facilitators should pick one of the following options, depending on what they consider best fits the group.

Option 1

Taking into account the previous experience, the facilitators will stress the importance of working together in close connection in order to properly solve and intervene in a case of GBV, where all the institutions have their own work to do but are, however, impacted by the work of the others and the potentially disruptive elements impacting everyone's work.

All participants are divided into groups of 4 or 5. Each group receives a pack of mixed pieces of paper from the facilitator. Each piece of paper represents the attributions of institutions that have a mandate in the cases of GBV (for example, Police, the Child protection services, special investigation services, courts, as well as NGOs working in the prevention and protection of survivors of GBV etc.). The attributions are taken from the relevant legislation, translated into understandable language when they are hard to understand and placed on a piece of paper. The number of papers will be as many as the number of institutions. Then, each printed paper will be cut into pieces (let's say we identify 10 attributions for the Police and include it in one paper, then the paper will be cut

and 10 smaller pieces will result – one for each attribution of the police). If we have for example 5 relevant institutions and each has 10 attributions, then each group of participants will receive 50 pieces of paper with attributions mixed together. The task will be to place them in the right order – to identify from the pile of papers what the police do, what the child protection does, what the NGOs do etc.

Once everyone is ready, the facilitator will ask each group to present their work. Once all groups introduced their work, the participants will be asked to compare the results of their work with the results of their homework and identify if there are any gaps in their knowledge.

The facilitator will further provide all groups with the correct knowledge, according to the way the system functions. The attributions will be linked to the right institutions and the facilitator will also introduce how institutions link to each other in order to create a coherent system of intervention in cases of GBV.

Option 2

Facilitators invite the participants to create a participatory map of the available services and spaces at local level (neighbourhood or city), in which they will include all the spaces and services they found in their previous research. Google Maps offers the possibility of creating personal maps. Please find all the required technical instructions here: <https://www.google.com/maps/about/mymaps/>

All groups will be invited to work on the same map with different layers, so before starting to work on the map, the facilitators should cluster what has emerged into broader categories and assign a specific sign/colour to each one.

A possible clustering could be:

- police
- antiviolenace centres
- public services
- CSOs with a focus on GBV
- support services
- others

The output of this phase will be a map (off or online) containing all the available resources related to GBV at local level and representing a useful resource at community level. Moreover, the map can be used again in Module 10 for constructing the feminist community guide.

Option 2

This hour could also be entirely dedicated to special guests. The facilitators will identify the persons who could be invited for this module and provide them with information about the project and the objectives of the current module. We recommend that the guests have different experiences of working in the system and are able to illustrate the main features of their work. They will not only introduce their insti-

tution/organization/service but also guide the participants in understanding how the system works and provide them with a clear path for addressing a situation of GBV (child abuse, violence, trafficking etc.). The participants should also be able to ask questions and clarifications concerning the guests' work when needed.

Ending the module



Suggestions for facilitators

Please ensure you have a good knowledge of how the system works. If you have guests, please make sure you clearly express your needs to them; that this is not a theoretical or scientific conversation, but rather an informal conversation, where they allow themselves to be resource-persons for the

teenagers and should offer them their knowledge in a clear and interactive way. Also, at the end of this module, make sure you provide the participants with a comprehensive list of community resources they could use or recommend in cases of GBV.

Assignment

Given the activities undertaken during this module, the facilitators will introduce the following assignment for the final module: since we have talked about the available resources related to GBV at local level, within our communities we can find many symbolic places related to feminisms, inclusion

and the fight against GBV. For the next module, do some research on symbolic places within your community! Symbolic spaces can include: squares and roads, buildings, people, local organizations, street art, posters, stickers... whatever has a meaning to you!

Methodological reference

on and offline documentation and research, brainstorming, group discussion



Thematic references

UNESCO and UN Women, School-Related Gender-based Violence

<https://www.paho.org/hq/dmdocuments/2017/violence-against-women-2017-03ws-schoolrelated-gender-based-violence-guidance-UNESCO-UNWomen.pdf>

NOTES

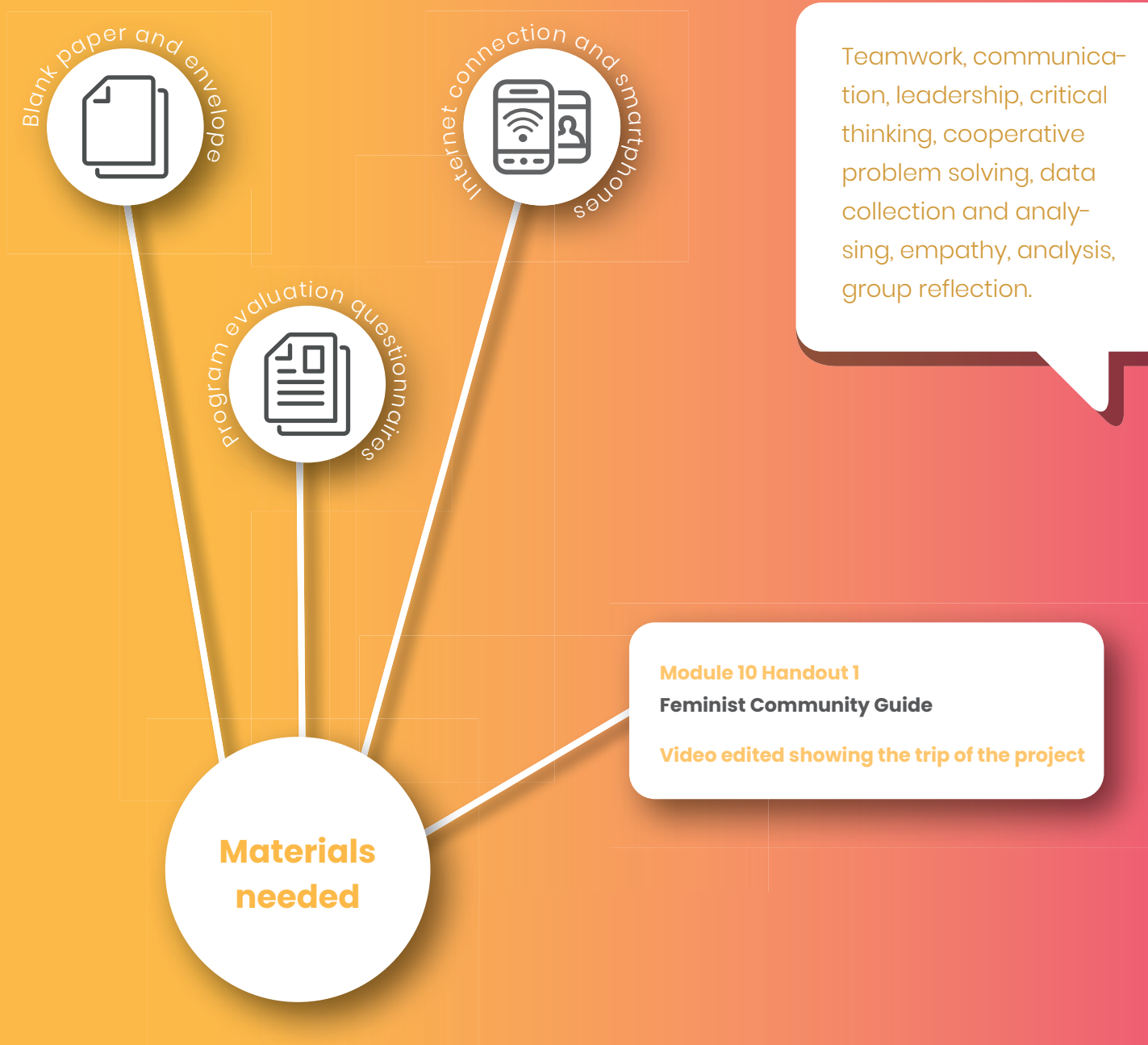
M 10: Schools and communities free from GBV (2)

The module in brief

- To improve the understanding of available local services and spaces for women;
- To approach spaces within the community from a feminist/inclusive perspective;
- To identify new spaces in the community that they could own and use in the future.

Soft skills to develop

Teamwork, communication, leadership, critical thinking, cooperative problem solving, data collection and analysing, empathy, analysis, group reflection.



Suggested preparations

please refer to the section “before starting the journey...practical recommendations” at p. 16

Welcome and introduction



specific for this module: assignment to be used during the later phases of the module.

Local resources and how to make the best use of them



Due to the different possibilities and the rules that apply in different schools, this activity will have multiple options; each facilitator will choose the one that suits the local context best.

Option 1

A Feminist Local Community Guide

During this activity, participants are asked to work on creating a feminist walk in their community, which can be implemented involving other students, families and local actors as participants.

After a brief recap of the services and spaces encountered in the previous module, each participant should share the findings of the assignment with the rest of the group. Facilitators should take note of these on the billboard / a flipchart and leave space for discussion and further inputs from participants if necessary.

Divide students into at least 4 groups and explain the assignment: building on the knowledge acquired in the previous module and, using your assignment, they should prepare a feminist local community guide. Divide the included spots among participants and ask them to fill in an identity card for each one of them. They may use their smartphones or, where available, school computers to gather information if necessary.

Students may finish filling in the cards at home, in order to dedicate enough time to the evaluation activities, and can send them to facilitators via email
Please refer, when choosing this option, to Module 10 Handout 1 – Feminist Spots Identity Card

This activity is connected to the Youth For Love Peer-to-peer programme, during which the feminist walk can be further developed and implemented within the set of proposed activities. The Youth For Love P2P Toolkit provides students with practical guidelines on how to set up p2p activities and a set of creative activities in the framework of campaigning, awareness raising and advocacy.

Even though we strongly recommend implementing all components of the Youth For Love programme, if you do not want to use the P2P activities you may consider implementing the feminist walk as the final event of the project involving other students, families and relevant local actors. If this is the case, please refer to Module 11

Option 2

Given the knowledge the facilitators have of the group, they will decide whether the method of the Open Book or that of the World Café would work better. These methods involve having guests coming from the local institutions and/or organizations working on GBV.

Open Book – each participant is invited to choose an Open Book they would like to read. After the groups are formed (ideally they should have an equal number of participants), the Open Book and the participants who have chosen it take a walk in the school premises (if possible) or go out into the yard (if possible) and discuss the Open Book's work, experiences in dealing with GBV, special hardships and how it can be overcome, as well as things that need to change in the society at an individual and group level for the situation to become better for survivors of GBV, but also to support prevention. The Open Books will have been prepared in advance so that they are able to interact, respond to the questions

in a manner that is appropriate for the group etc. The participants are able to ask the Open Book any question. Each group may rent an Open Book for 15 minutes maximum; after 15 minutes they can rent a new Open Book.

World Café – the group is divided into an equal number of participants. There should be as many groups as there are special guests. Each group will go to a special guest and have a discussion similar to the one presented in the case of the Open Book. The special guests will make sure they provide the participants with as much helpful information as possible, supporting their understanding of the way the phenomenon of GBV may look through the lens of a professional – how is it addressed, what is still needed, how teenagers can support and act individually and as a group etc. Each group stays at each table for 15 minutes and after 15 minutes they switch.



Self-evaluation: where are you now?

The facilitators should prepare and give a piece of paper and an envelope to each participant and explain what they are to do with it: all participants are invited to write a letter to themselves. In this letter, they should reflect on how they have changed throughout the project and make at least one personal commitment they want to achieve by the end of the year. In this letter to themselves, they should state their personal commitment and point out all the necessary steps they will have to take in order to achieve it.

The commitment can involve a personal change (for example: stop mocking people for their gender identity, become

more self-confident and freely express themselves, learn to deal with issues such as anger etc.) or social change they want to achieve (for example: create a safe space for all people at school, become an activist for gender equality etc.). The participants will then put the letter into the envelope, write their names on it and give it to the facilitator, who will keep the letters until the final conference; then, each one of the participants will get their letter back and reassess their commitment and where they are in fulfilling it. The facilitators should also stress that nobody, except the person writing the letter, will know its contents. Nobody else will read it.



Written evaluation of the Teen Support Program

Please give an evaluation questionnaire to each participant. They should fill it in and the facilitators will then collect all the feedback forms at the end.



The gratitude walk

Since this is the last module of the Teen Support Program, the participants will be asked to use the final minutes of the final module to walk around the room, move towards the people they are grateful for (for support, learning opportunities etc. shared during this program) and express their gratitude specifically to them.



Ending the module

The final minutes will be used for a brief recap of the things done and the achievements made during the program, also taking the opportunity to discuss the next steps (the peer-to-peer activities to follow).

Suggestions for facilitators

Please do not forget to take pictures and make small recordings for the final video. The impact could be quite high, also serving for them as a reminder of the moments they have spent and the things they have learned during the program. It will be a special visual summary of the entire program, which may also provide them with memories to be reflected in the evaluation form.

if you choose the feminist walk option please consider that often high school students don't live in the areas where the school is located and in creating the groups it would be important to find a balance between those who have a stronger and a weaker knowledge of the area, if possible.

Methodological reference

group work, on and offline research and documentation, debriefing.

Thematic references

Jane's Walk

<https://janeswalk.org/>



MODULE 10 Feminist spot identity card

Handout 1

Name of the feminist spot:

Address:

website:

Social media/contacts:

Short description (maximum 10 lines):

The history of this feminist spot:

Why is this feminist spot important for our community?

A memory related to this spot (yours or somebody else's):

Name of the feminist spot:

Address:

website:

Social media/contacts:

Short description (maximum 10 lines):

The history of this feminist spot:

Why is this feminist spot important for our community?

A memory related to this spot (yours or somebody else's):

MODULE 11 Final event (optional)

Module 11 – Final event (optional)

To conclude the project and present the main outputs, facilitators should involve participants in the organization of a final event. Before the final event the group should meet at least one more time to discuss the following points in a very operational meeting (even if you will not implement the P2P activities the related toolkit might still provide students with useful tools for the organization of the event). They should split the different tasks among the groups, we suggest the following:

- **Communication:** this group will be in charge of implementing and developing a communication strategy to involve the local community in the event, with different strategies for each target
- **Feminist Walk:** this group will be in charge of the practical organization of the walk and the definition of the itinerary. They will be the guides during the walk. The group should also consider involving relevant stakeholders in the walk to tell their story in person
- **Creative action:** this group will closely coordinate with the feminist walk group and devise some creative actions to be implemented during the walk
- **Community guide:** this group will finalize the community guide including all the feminist spots identified in Module 10, working on the editing and the graphics of the guide to be handed out to participants during the event and further disseminated (also via online)

The working groups should meet on their own when necessary and coordinate with the facilitator and the other working groups. Other common meetings should be scheduled if necessary. We advise rehearsing the feminist walk and other presentations before the event.

You can invite fellow students, school staff, families, young people from the local community, institutions and local organizations to participate in the walk

NOTES

RECOMMENDED RESOURCES

Legal documents, research and publications

Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention, full text, English), 11.05.2011 – <https://rm.coe.int/168008482e>

The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention): Questions and answers <https://rm.coe.int/istanbul-convention-questions-and-answers/16808f0b80>

Council of Europe. Raising awareness of violence against women. Article 13 of the Istanbul Convention: <https://rm.coe.int/168046e1f1>

EIGE – European Institute for Gender Equality <https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence>

FRA – European Union Agency for Fundamental Rights. Violence against women: an EU-wide survey <https://fra.europa.eu/en/data-and-maps/violence-against-women-survey/survey-information>

UNESCO and UN Women. Global Guidance on Addressing School Related Gender-based Violence (2016) <https://www.paho.org/hq/dmdocuments/2017/violence-against-women-2017-03ws-schoolrelated-gender-based-violence-guidance-UNESCO-UNWomen.pdf>

World Health Organization. School-based violence prevention. A practical handbook (2019) <https://www.unicef.org/media/58081/file/UNICEF-WHO-UNESCO-handbook-school-based-violence.pdf>

United Nations Girls' Education Initiative. A whole-school approach to prevent school-related gender-based violence: Minimum Standards and Monitoring Framework <https://www.icmec.org/wp-content/uploads/2018/09/Whole-School-Approach-to-Prevent-SRGBV-Minimum-Standards-Framework-UNGEI.pdf>

Websites, projects

Myths concerning violence against women and girls:
https://ec.europa.eu/info/sites/info/files/factsheet-eu-action_to_combat_violence_against_women-2019.pdf

The Genderbread Person
<https://www.genderbread.org/>

Safe and welcoming schools
<http://www.endvawnow.org/en/articles/1756-safe-and-welcoming-schools.html>

Violence in schools
<https://www.coe.int/en/web/children/violence-in-schools>



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Partnership

The project involves 4 countries and 5 organizations:

- ActionAid Italia**, Italy
- ActionAid Hellas**, Grece
- AFOL Metropolitana**, Italy
- CPE Ț Centrul Parteneriat pentru Egalitate**, Romania
- UCLL Ț UC Limburg**, Belgium



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