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Youth for Love 2 School teen support programme Toolkit – Addendum

A toolkit for students and school staff and educators to support students in recognizing, preventing and combating Peer Violence.



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■ EXECUTIVE SUMMARY

The **Youth for Love 2** project, co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union, aims to prevent, detect and address peer violence among adolescents (14-18 years) in 5 local communities in 4 European countries (Italy, Belgium, Greece, Romania), by promoting the adoption of positive behaviours and by involving youth, families, educational professionals and community members at large in community-based initiatives developed and led by youth to prevent and address the problem.

The project is the consequential continuation of the previous one, “**Youth for love**”, realised between 2019 and 2021, that had a strong focus on gender-based violence and school related gender based violence (SRGBV). This addendum should empower students with the knowledge, skills, and resources to understand, with the lens of intersectionality, issues related to peer and cyber-violence. Furthermore, it provides tools and methodologies to guarantee that educators are capable to:

- offer a clear identification of what intersectionality means and which are the models that can generate peer violence;
- provide tools for proper prevention and management of response and referral in case of peer/cyber-violence.

For students the programme aims at reaching the following objectives:

- offer tools and knowledge to recognize the different forms of peer violence, its causes and consequences;
- gain awareness on how multiple intersecting identities shape power and privilege;
- deepen their knowledge on spaces and services available in the local community to prevent and fight peer violence.

In this view, schools are key actors and, in this second “edition” of the project, following *Whole school approach principles*¹, they will find new allies in the students’ families, through a solid involvement of parents in the project’s activity. This toolkit is an integration with new contents, tools and methodological indications created with the aim to reinforce the “Toolkit 1” in its aims about the dissemination and the sustainability of the project. It provides theoretical and practical guidance to support school professionals and educators in preventing, combating, and responding to intersectional discrimination models, peer/cyber-violence 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 education contexts.

¹ Involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole-school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and wellbeing, and the conditions that support these (Unesco)

INTRODUCTION

Overview of Youth for Love Project

Youth for Love 2 is implemented within the legal and conceptual framework provided by the Council of Europe Strategy on the Rights of the Child 2016 -2021 which has identified violence prevention as one of the five priority areas to guarantee the promotion of children's rights. Research shows that there are numerous risk factors strongly associated with youth violence that occur at different levels: individual level (i.e. personality and behavioural factors), family and close relationship level (i.e. negative peer influence, lack of social ties, poor parent-child relationships, parents' antisocial behaviours etc.) and community and society level (i.e. low social cohesion, inequality, insecurity, gender and cultural norms) (Center for Disease Control and Prevention, WHO, 2015).

The **Youth for Love 2** project, aims to prevent, detect and address peer violence among adolescents (14-18 years) in 5 local communities in 4 European countries (Italy, Belgium, Greece, Romania), by promoting the adoption of positive behaviors for preventing and addressing peer violence among youth, families, educational professionals and community members at large who will be involved in community-based initiatives developed and led by youth.

Whereas Youth for Love 1 had a more specific focus on School-Related Gender-Based Violence (SRGBV), in this second edition of the project partners have chosen to have a wider focus on peer violence by addressing violence

and discrimination in their interdependencies through a strong community engagement approach for building collective power against different forms of discrimination and power inequality with an intersectional lens.

At European level, the project aims at:

- **developing and testing an integrated educational program** for the prevention and management of peer violence in 5 local communities across Europe;
- **informing and training 190 school professionals** to strengthen their competences in preventing and managing peer violence and become the school's focal point on peer violence;
- **engaging 50 parents or tutors** in a specific training program to strengthen their role in the prevention and management of peer violence at school and community level and strengthen their skills to ensure support;
- **providing 400 students** with a strong knowledge and understanding of peer violence through a **participatory educational program**;
- **involving 200 youth in mapping the needs of their local communities** connected to

peer violence, with particular attention to youth, and engaging the entire educational community in actions to prevent and fight it;

- **advocacy at national and European level** through a participatory process to co-design the project's policy recommendations involving school professionals, students and parents, youth, civil society organizations and movements and policy makers;
- **raising public awareness** of the problem of peer violence among young people and involving 1.5 million of them across Europe through communication activities (website campaign and webgame).

The project partnership is composed of the following European organizations:

ActionAid Italia (Italia), ActionAid Hellas (Grecia), UC Limburg (Belgio), AFOL Metropolitana - Agenzia Metropolitana per la Formazione, l'Orientamento e il Lavoro (Italia), e CPE - Centrul Parteneriat Pentru Egalitate (Romania).

All the materials produced within the project

are available for free download in the section "Learn more" of the project website:

www.youthforlove.eu

The project is co-funded with the financial support of the Rights, Equality and Citizenship (REC) Programme of the European Union.

Duration: May 2021 – April 2023.



Aim, subjects, methodology of the toolkit

The toolkit addresses teachers, school principals, tutors, counsellors, administrative/technical staff, and other relevant school personnel who are responsible for an inclusive school environment that promotes positive and healthy models of behaviours and relationships. Schools as well as public institutions and non-profit organizations working in the education sector are invited to use this toolkit either in full or partially. They can in fact select activities and tools that are most useful in their specific context. The implementation of this training programme can contribute to create healthier and safer spaces for all students, who can benefit from the training activities in the long-term both at school and in their life. Through the programme, teachers and school staff can increase their confidence and ability to act when faced with peer/cyber violence cases, in the managing of which they need a high level of support and teamwork.

The toolkit's contents build upon the theoretical and practical knowledge and instruments developed through the Youth for Love previous project (2019/2021) as well as project partners' and relevant stakeholders' expertise.

The toolkit is developed around the whole school approach that involves, addressing the needs of learners, staff and the wider commu-

nity, not only within the curriculum, but across the whole-school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and wellbeing, and the conditions that support these. A whole school approach recognises that all aspects of the school community can impact positively upon students' health, safety and wellbeing, and so on their educational development.

This Addendum proposed an entire new path that is easy to follow and to realise – and it's the suggested one especially for those who had already tested the YFL1 modules. It is also possible to find additional materials and contents which can be combined with the methodologies and activities from the YFL1 Teen support programme toolkit and from the YFL1 School staff training toolkit.

It's suggested to go through all the four modules proposed in this toolkit, but each facilitator can manage the timing (especially on Module A and C – eventually divided in two training sessions) to achieve the best results as possible.

Each facilitator can use the proposed activities between YFL1 and YFL2 addressing the interests and needs of the group.

Here some suggestions to integrate/deep

some of the proposed contents:

- **Module A** – before addressing the contents about the feminist leadership is better to have an overview on YFL1 TSP toolkit, Module 2 “Gender stereotypes: an introduction” (page 28). The facilitator can find more contents on Module 4 “Promoting inclusive and feminist principles in school environments” of YFL1 SST toolkit (page 70);
- **Module B** – the methodological explanation of the exercise “The train game” is fully available on YFL1 TSP toolkit, Module 2 “Gender stereotypes: an introduction” (page 29); more detailed indications about the “Genderbread Person” Handout are available in the YFL1 SST toolkit (Handout 1 page 26);
- **Module D** – before addressing the contents about cyberviolence is better to have an overview on YFL1 TSP toolkit, Module 7 “Cyberbullying and Cyberviolence” (page 82);
- **Glossary** – to have a complete overview of the main terminology see the paragraph

“Key definitions from the Council of Europe Convention on preventing and combating violence against women and domestic violence” (page 63, YFL1 TSP toolkit).



More specifically the activities within this toolkit include the following methodologies

Cooperative learning

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

Brainstorming

It's a participative educational method aimed at analyzing problems and finding solutions. Participants are free to express their ideas without any judgement from other participants, or for example the teacher, on what comes up. During the last phase of brainstorming sessions generally all ideas are put together for finding common solutions to a given problem.

On- and offline research and documentation

This learning method is aimed at stimulating participants to proactively gather information throughout their learning process. Documentation can happen through on and offline channels, but in both cases participants acquire the ability to select information based on relevance and reliability of sources and the full acquisition of content is favored.

Role playing

Participants put themselves in the shoes of somebody else and demonstrate to be able to integrate and consider different points of view.



Analysis of case studies

This educational method is not aimed at solving a problem but rather to learn how to handle problematic or difficult situations, identify them and imagine possible reactions. Besides developing analytical skills, when implemented with a strong group dimension, this methodology promotes:

- 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 e solving

Problem solving is an educational method aimed at learning and discovering 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 to clearly identify all aspects related to the problem and identify 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 is generally composed of 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 done and learned on 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 the groups, for example to balance competences and skills, or leave participants free to mix and form groups based on their preference.

A feminist intersectional approach to fight and prevent peer violence

All developed materials and resources in this addendum follow an intersectional feminist approach in order to tackle the deep and structural causes of violence, based on the awareness that the analysis and action of feminist movements is not limited to so-called “women’s issues” like reproductive rights or equal pay, but also includes movements with a variety of agendas, such as taking action on the climate crisis or fight for human rights. While the toolkit in YFL1 focused on a more gendered approach because the project focus was SRGBV, this addendum integrates a more intersectional lens, in order to better understand causes and consequences related to peer violence.

Intersectional feminism lifts the voices and experiences of many to build shared multi-dimensional visions for the future and understand that oppression against women and all other forms of oppression are interlinked and thus need to be tackled together from an intersectional perspective. The term “*intersectionality*” was coined by civil rights advocate and law professor Kimberlé Crenshaw in 1989. Intersectional feminism is an understanding that everyone has specific experiences of their gender and recognizes the different identities and challenges they may face or that make them vulnerable. For it to achieve its stated aims, feminism needs to accommodate the different needs, experiences and identities of different people, using an intersectional approach to recognize how privilege, power and

circumstance may affect understanding and perspective. These identities overlap and intersect and can be experienced with various intensity at different times. They can be amplified when put together, so it is important to listen to and acknowledge these different experiences. *“Women aren’t just exposed to sexism – racism, ableism, ageism, homophobia, transphobia, and religious persecution are intrinsically linked to how diverse women experience inequality”*. Intersectionality is a theoretical framework for understanding how aspects of one’s social and political identities (gender, race, class, sexuality, ability, etc.) might combine to create unique modes of discrimination.

A truly feminist social transformation requires that we also address, besides gender issues, also political, racial and economic injustices. Real change is possible only by challenging all forms of discrimination and power imbalances, not only those affecting women. This is why feminist movements focus not only on interpersonal interactions but on the systems and power structures which influence social inequality. While someone may not be personally prejudiced, that does not change the fact that we all live in a society where racism/sexism/classism/heterosexism/ableism still impact the lives of people who don’t fit into the dominant group.

In order to successfully integrate a feminist leadership approach, it is fundamental to re-

flect on power relations within the school context paying particular attention also to deep power structures.

Based on this, all resources and materials are based on feminist principles which emphasise different core ideals and contribute to put feminism into practice challenging different aspects of gender-related issues:

- **the personal is political:** one of the core elements and distinguishing elements of feminist thought. This principle is based on the belief that what we do in our personal lives also has a political meaning and also that our political actions have a strong meaning and impact on our personal sphere;
- **biology is not destiny:** people should not be coerced to form their social identity by their sex, private or public roles;
- **equality:** feminism means equality for everyone not just for women;
- **inclusion and diversity:** there are many forms of oppression and intersectionality;
- **peace & security:** ensuring women are not victims of sexual violence, allowing women to pursue their livelihood without disruption;
- **bodily integrity and freedom from violence of any kind** free from mental or physical abuse, the right to a woman's reproductive and sexual choices, the right to make decisions about their bodies without fear.



The organization of the toolkit

The current toolkit provides four modules, each with specific contents, methodologies, and learning objectives. These modules were developed based on diagnosis and research action activities developed during Youth for love implementation; however, they are not focused on a specific school context, but they are 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 or non-profit or public organization wanting to use the toolkit to adjust the activities to the needs and contexts they operate in; the flexibility in developing the activities in the current toolkit leaves room for adaptations 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 resumed to the school environment only.

Mod.A Feminist Leadership – this module aims to raise awareness on the importance of a safe space, to reflect on collective feminist leadership and to identify the skills and characteristics of a feminist leader.

Mod.B Intersectionality – this module aims to introduce the concepts of intersectionality, heteronormativity, power and privilege; to explore the feminist principle of the intersectionality of gender and other factors of identity and how gender hierarchies intersect with other power and privilege hierarchies.

RMod.C Peer violence – this module aims to build the capacity to recognize peer violence and its different forms; to understand of positive behavior in relationships and raise awareness of causes and consequences of peer violence. **Mod.D Cyber violence** – this module aims to raise awareness on the different forms and features of cyber violence and ways they may take place; to increase students' ability to understand how the main social networks work and their conscious use.

The modules can be adapted in different formal or non formal education contexts. Teachers or facilitators can easily customize the activities and the tools to meet the needs of their students and to tackle the specific challenges their schools are confronted with in building a safe and inclusive climate. However, these standards must always be embedded in the training programme and aims:

- Intersectionality must be a cross-cutting principle in all contents;
- Intersectionality must be integrated in all teaching materials;
- Policies and procedures cannot be regarded neither as formalities nor as “soft” reference documents;
- Proper communication must be employed to convey the contents;
- Teams of school professionals must be set up and work in the best interest of all students.

Ethical recommendations when using the toolkit

Addressing violence issues (GB, peer, cyber) in a school environment happens at the core of a multitude of complex realities and identities: the ones of the students involved, as well as the ones of the teachers and school professionals involved. These facts need to be considered when defining an assessment and intervention system, especially because, 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, out of many that could be encountered in a specific school environment and a specific case.

Mind the gaps. For GBV /peer violence / cyber violence prevention and managing 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 managing of potential cases of different violence forms cannot be achieved while the process of education remains impacted by gender stereotypes and prescriptions! The training activities for students should be only half of the intervention; teachers and school staff should also be trained.

Maintain confidentiality. Remember that when we are dealing with violence forms, we are entrusted to deal with personal data and with very sensitive contents, that impact teenagers' lives to depths we may not even be aware of. Keep the results of the prevention activities confidential and, ideally, make sure they are facilitated by a neutral school figure (the school counselor, 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 act with care and respect. The story of another is not a common good 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 to maintain confidentiality we are aware of the fact that, especially when dealing with underage students, involved adults often have the obligation 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. Students have their individual perceptions and experiences related to violence. To support their capacity to protect themselves and others, there must be a safe space during the training, where stu-

dents 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 to have access to resources and support from adults, another objective is to create strong groups of students, who turn from indifferent witnesses of violence to important actors in its prevention. Cooperation among teenagers is very important in sending out the message that any form of violence (focusing on GB, peer and cyber violence) is not to be tolerated; group cohesion actually matters very much for prevention, turning the school into a safe space for all.

Adjust to students' needs. Do not allow the training to simply become a formal requirement in the eyes of the students. It is very important that the training 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!



MODULE A

Feminist leadership

Learning objectives

- Raise awareness on the importance of a safe space and empower participants to create one.
- Reflect on collective feminist leadership and identify the skills and characteristics of a feminist leader.



Soft skills to develop

Teamwork, empathy, communication, active listening, public speaking, critical thinking

Materials needed



tape



post-its



Billboards



Suggested preparation

This module aims at starting the programme with students and youth integrating some practical elements related to collective feminist leadership and how to exercise it. After defining what a safe space is and reflecting on the necessary actions to make sure a space is actually safe for all, participants will reflect on what collective feminist leadership means and how to exercise it in daily lives.

For preparing the workshop you can refer to Module 4 of School staff training toolkit focusing on feminist leadership and feminisms besides Module 1 of TSP YFL1 which gives useful inputs on how to present the project and focus on the collection of participants inputs, fears and expectations with respect to the project.



Detailed activities



Welcome and introduction

Say hello and resume the main aims of this module. It's suggested to use the proposed ice breaking exercise to set the mood of the group (or it's possible to find others in Toolkit

1 – Student's toolkit youth for love). Then enter the contents of the module and introduce the activities.



15 minutes
for check in



15 minutes
for check out

A compliment for all!

Hand out a piece of paper or post it to all participants. Ask them to write down on it one compliment they have been given or they have heard, or they would like to receive without writing their or anybody else's name on the paper. The compliment can be related either to the inside or to the outside. Give them a couple of minutes for writing and then pass around a small bag

or box. Taking turns, participants will put their folded paper in the box/bag, sharing how they are feeling today with the rest of the group. At the end of the module, pass around the box/bag with compliments and ask each participant to take one paper, read it out loud and share again how they are feeling after the session.

Detailed activities



45 minutes

Safe space

Throughout the entire training programme, it is fundamental to work on the creation of a safe space, where all can feel respected and included. This can only be achieved if all participants agree on a common set of behaviours and ways of interacting among them which are not imposed from the top. Moreover, building a common vision of what characterizes a safe space builds collective leadership and contributes to changing ways of interacting also beyond the specific programme.

To kick off the activity, hand out post-it to each participant and ask them to write down all the elements characterizing a safe space for them. Give the group 5 minutes (and some more if necessary) for this individual reflection. Then, collect the post its and put them on a billboard, clustering similar ones. Do a brief recap of what you see and ask participants if they have any comments or inputs. During this collective reflection you can also add some elements if they don't come up from the group. Each context is different and you might need to readapt them but in general you could suggest:

- Consent
- Privacy
- Mutual respect
- Mutual care
- Zero tolerance against discriminations
- Inclusion and equity
- Self-awareness

Give enough space to the group to discuss and find a common agreement on the main points. Identify with the group at least 10 points for developing the safe space manifesto and write

them down on a billboard. In the discussion and reflections stimulate the group to also add some practical examples of dos and don'ts for each of the identified point. If times allows it, the group could prepare a creative output, like a colourful billboard that can be hung up in the classroom. Alternatively, this can be an assignment from one module to the other.



What is feminism, and what not

Once you have agreed on how to make the workshop together a safe space for all, guide participants in a collective brainstorming on feminism, what it means for participants and how we will use the concept throughout the project. For preparing the activity, a detailed focus on what feminism is and what not, can be found in Module 4 of School staff training toolkit YFLI.

To kick off the reflection show this slam poetry video to the group:

<https://www.youtube.com/watch?v=4fiOSG-vYMBA>

After watching the video, ask participants what struck them particularly and to share reflections and comments about what they have just heard. Then, divide participants in groups of 4 or 5 people.

Give each group 10 minutes to come up with their “definition” and then come back to plenary and ask each group to quickly share the main elements of their discussions (max 2 minutes for each group). Invite participants not to look for the correct definition online but rather to reflect on their perceptions, ideas and personal experiences.

Then open the floor for comments and reflections from the group in order to find a consensus on what feminism means within Youth for Love.

If they don't come up from the group, we suggest to integrate the following reflections, adding to the information included in Module 4 of School staff training YFLI:

- There is not just one feminism, but many different streams of thought. Still, there are some common elements characterizing all

feminist movements (the political is personal, biology is not destiny, equality, diversity and inclusion, peace and security, bodily integrity and freedom from all forms of violence). It would thus rather be more correct to talk about FEMINISMS (plural).

- Feminisms are mainly about gender equality but not only women would benefit from a feminist society. For example, gender stereotypes also affect men, think about toxic masculinity and how it influences their lives.
- Applicare un approccio femminista significa spostare l'asse del potere e smantellare i sistemi oppressivi, riconoscendo le intersezioni tra i diversi sistemi di oppressione.
- Applying a feminist approach means shifting power and dismantling oppressive systems, recognizing the intersections between different systems of oppression.
- With women we mean all those who identify as such, including trans women.
- Even if an issue does not affect you directly you can be a feminist ally and support the struggles of those living under oppression.
- Feminisms are strongly connected also to LGBTIQ+ issues, not only women's. In particular intersectional feminism (which will guide us throughout the project) recognizes the existence of multiple intersecting identities and that other elements (such as class, race, education etc) influence our identity and thus also our place in the society we live in.

Detailed activities

- Feminisms overcome a heteronormative and binary vision of the world (men vs women) and recognize and celebrate all gender identities and sexual orientations.
- Feminisms are not against men, but they are against all systems reproducing male privilege.
- Feminisms are not against having children, but they support each woman's right to autonomously decide about her body.

Based on the degree of awareness within the group it could be necessary to further deep-

en the concept in order to proceed to the next activity on collective feminist leadership. To do so you can refer to the "Intersectional Feminist Discussion Toolkit", developed by ActionAid Australia:

<https://actionaid.org.au/wp-content/uploads/2018/10/FeministDiscussionTOOLKIT-FINAL2018-2.pdf>



Building collective feminist leadership: leadership qualities

After the brainstorming and defining some common definitions of feminisms, leadership and power, introduce the concept of collective feminist leadership. For preparing the introduction you can find in depth references on feminist leadership in Module 4 of School staff training YFLI, besides [this article](#), on collective feminist leadership explaining in detail what we mean by collective feminist leadership. Please note that the presented concepts are complex and could need to be readapted to the specific context of intervention. Throughout your presentation make sure to underline that *"Building collective feminist leadership does not mean that individual exercise of power, accountability and responsibility are ignored, quite the contrary. One of the key elements of collective feminist leadership is developing shared trust and transparency, and a level of coordination*

and organization. Collective feminist leadership does not mean lack of structureless-ness. To sustain it in practice, there is a core focus on collective responsibility and accountability, strengthening resilience, and everyone has a specific role to play building on their energies, talents, and passions. There is clarity and inter-connection of roles, decision-making tools and processes, balance between accountability to mission/goal/common good and collective nurturing, as well as radical honesty to surface and resolve conflict.

Collective feminist leadership is essential to build a feminist future together for the common good of all nature. If we all collectively lead in a feminist way, it forms the groundwork for a society without oppression, violence and discrimination. It would be naïve to say that this space would be free from unequal and oppres-

sive power dynamics, but shared accountability and measures to keep that in check and to address that are at the core. It will take persistent and continuous work to embed a different way – unlearning the hegemonic paradigm – to perceive ourselves as beings that are part of a collective. It is fundamental that we co-build feminist spaces that can sustain this practice.”

²

After presenting the concepts to the group, leave space for comments, doubts and questions from the group and make sure that everyone has a good understanding of what characterizes collective feminist leadership. Then, hand out again post its of different colours to participants and ask them to write down:

- **Colour 1:** what characterizes a feminist leader?
- **Colour 2:** what are the skills a feminist leader should have?
- **Colour 3:** what are the skills I already have necessary to exercise collective feminist leadership?

- **Colour 4:** what are the skills I need to develop to exercise collective feminist leadership?

After giving the group time for individual reflection ask them to add the post its on a billboard already divided in the 4 focuses for reflection outlined above. Ask participants to have a look at what has come up and ask them if they have any comments or integration.

This activity will contribute to acquiring a greater understanding of the groups and of possible capacity building gaps. Moreover, it will contribute to raising youth's awareness on how leadership is exercised and on what elements contribute to make leadership collective and feminist.



15 minutes

Wrap up and ending of the module

After wrapping up the module, recapping what has been done and leaving space for questions and comments from participants you are ready to check out: take the box/bag with

compliments and ask participants to pick one paper from the box, read out loud the compliment they have fished and add how they are feeling now, after the end of the workshop.

² <https://www.boell.de/en/2021/10/29/collective-feminist-leadership-unlearning-me-me-me#:~:text=Collective%20feminist%20leadership%20does%20not%20mean%20lack%20of%20structureless%20ness.&text=There%20is%20clarity%20and%20interconnection,to%20surface%20and%20resolve%20conflict.>

Additional contents references



- Intersectional Feminist Discussion Toolkit, AA Australia <https://actionaid.org.au/wp-content/uploads/2018/10/FeministDiscussionTOOLKIT-FINAL2018-2.pdf>
- Youth For Love project website <https://www.youthforlove.eu/en/>
- Feminist Leadership, ActionAid International <https://www.actionaid.org.uk/about-us/how-we-practise-feminism-at-work>
- WeRise toolkit <https://werise-toolkit.org/>
- 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
- 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/>

Methodological approach

Brainstorming, cooperative learning.

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE B

Intersectionality

Learning objectives

- 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.

Materials needed

Handout 1
Privilege wheel

Handout 2
Flower Power

Handout 3
Privilege walk



Suggested preparations

Please note that if you choose Option 2, for the **Power Walk** exercise space large enough will be needed.

Before the Module implementation and specifically the Power flower (**Handout 2**), identify 6-7 characteristics which are particularly relevant in your specific context, including: sex, gender identity, race, ethnicity, class, language, religion, age, ability/disability, nationality, citizenship (documented/undocumented), sexual orientation, education, geographic region (current and/or of origin), marital status etc. Then, draw the power flower (refer to handout as guide) on a large paper or flipchart:

- the central part of the flower should be left free, it is where participants will add their name in the individual versions;
- Add the identified characteristics on the inner petals, which will represent the individual's specific identities;
- Leave the outer petals blank for now, they will be filled in with the dominant characteristics, namely the characteristics of those in power.



Detailed activities



Welcome and introduction

Say hello and resume the contents from the past activity. It's always suggested to use one ice breaking exercise to set the mood of the

group (See Toolkit 1 – Student's toolkit youth for love). Then enter the contents of the module and introduce the activities.



Setting the scene: our common vocabulary

For a better understand of the main concepts used during the training modules and during the project/initiative, it's suggested to have a look together with the group at Module 1 – Handout 1 “The Genderbread Person” of the Tea-

cher's Training Toolkit 1, showing it to the class and asking participants if they share definitions or if they have some doubts about them. In addition, use the sex and gender quiz provided in student's toolkit 1.



The Power Flower

The Power Flower is a widely used and tested tool to reflect on social identities as individuals and as a group and to understand discrimination as a process for maintaining dominant identities. It has been originally adopted in anti-racist education but is now widely used when talking about diversity and inclusion.

To start reflecting about intersectionality and how our multiple intersecting identities shape power, and thus privilege and oppression, introduce the next activity aimed at reflecting on the multiple identities of participants and how they reflect on internal and external group dynamics.

Show the flower and collectively identify the most privileged group for each characteristic and write them on the outer petals. Allow space for doubts and reflections from the group and, if necessary, suggest some concrete examples to help the reflection. The privilege wheel, included as a handout 1 to this module, can support you in this phase and represents a useful tool to be shown to participants to better explain the concepts and/or kick off the discussion.

Give each participant one printed empty flower (handout) to fill it in with their personal characteristics. Ask them to add the identified dominant categories on the outer petals, while they

Detailed activities

can add their own personal characteristics on the inner petal.

When done, ask them to reflect on the following questions and write down their ideas on a separate sheet of paper:

- How many of your personal characteristics correspond to the dominant identity? How many are different?
- Which are the characteristics we can't change?
- Does the same characteristic affect us in the same way in different contexts?
- What does the flower say about your own power in society? And in this group?
- Which is the relation between and among different forms of oppression? How do they intersect?

After each participant has filled in his/her/their flower ask them to pin their flower on the wall and allow time for walking around and having a look at the different flowers in the room.

After giving the group enough time to walk

around and have a look at the filled in flowers, ask them to pair up and share and discuss their ideas and reflections, in particular:

- How diverse is the group?
- what are the most common characteristics in the group?
- what does this tell us about the degree of privilege and oppression within the group?
- what does this tell us about how our group is perceived by the outside world?

To conclude, go back to sitting in circle and ask participants to share the main highlights of their discussion in pairs. Then, open the floor to comments and reflections with respect to what has come up. How does a greater awareness on our multiple intersecting identities and how they result in privilege and oppression contribute to build more inclusive relationships in this specific group but also in daily lives and in interactions with other people?

The Privilege Walk

To better understand the concept of intersectionality by representing it in a more graphical way we suggest choosing one of the two options below, depending on the specific needs of the group and available time. The privilege

walk also allows to introduce new elements to the discussion related to people's identities which might not be present in the group.



OPTION 1

Show participants the following video, which shows a “privilege walk”. This methodology has been widely used with children, teenagers and adults to reflect on intersecting identities and how they shape our place in the world:

<https://www.youtube.com/watch?v=hD5f8GuNuGQ>

After showing the video ask participants to share their ideas and thoughts. If discussion does not kick off you can use the following questions:

- Why do you think some persons ended up in different spots of the room even though they all started from the same point?
- The privilege walk has highlighted different forms of discrimination: which are they? How did they affect each identity?

During the discussion, point out that each individual may have some privileges but may also face forms of discrimination, depending on specific factors that influence the power dynamics within society. In fact, people may be discriminated against because of their gender, sexual orientation, age, class, ethnicity, nationality, religion, physical and mental abilities, socio-economic status, cultural background, political opinion, and so on. In many cases, individuals are discriminated against based on multiple intersecting factors.



OPTION 2

From a methodological point of view refer to Power Walk activity in Module 4 of the Youth for Love 1 student's training toolkit (free download available at www.youthforlove.eu). Attached to this Addendum you will find an updated version (**Handout 3**) of the profiles and situations to be used during the activity.



Ending the module

To wrap up the module, open space for additional reflections, comments and questions from the group. Try to outline what has been

done during the module and share the focus and aim of the next session.

Detailed activities

Suggestions for facilitators

This 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 disadvantage. Please follow these recommendation points:

- make sure the group understands the concepts and if necessary, take some time to further explain and deepen them. The concepts of power, privilege and oppression are fundamental throughout the entire training programme;
- it could be challenging for some to recognize their privilege, make sure you create a safe and inclusive environment free of judgement;
- acquiring an intersectional lens and being aware of how power and privilege influence our lives can contribute to creating a more inclusive environment at school and pay attention to how we interact with others.
- throughout the discussion during the Power flower or the Privilege Wheel, please introduce the following elements if they don't come up from the group:
 - everyone has multiple identities which shape their lives, experiences and relationships;
 - our identity is shaped by factors such as gender, race, class, sexual orientation, education, ethnicity, age, ability etc.;
 - intersectionality is not just about identity; it tells us also what challenges and contradictions each person faces in their daily lives;
 - intersectionality is about how our identities result in power and privilege or discrimination and tries to subvert them;
 - we need to be aware of our privilege so we can be allies to those who are more marginalized;
 - intersectionality is not about pointing the finger at the most privileged groups but is aimed at raising awareness about power dynamics and how they shape our role in society.

Thematic references

Methodological references

Problem posing e solving, role play



Youth For Love project website <https://www.youthforlove.eu/en/>

Feminist Leadership, ActionAid International <https://www.actionaid.org.uk/about-us/how-we-practise-feminism-at-work>

WeRise toolkit <https://werise-toolkit.org/>

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=w-6dnj2lyYjE&feature=emb_logo

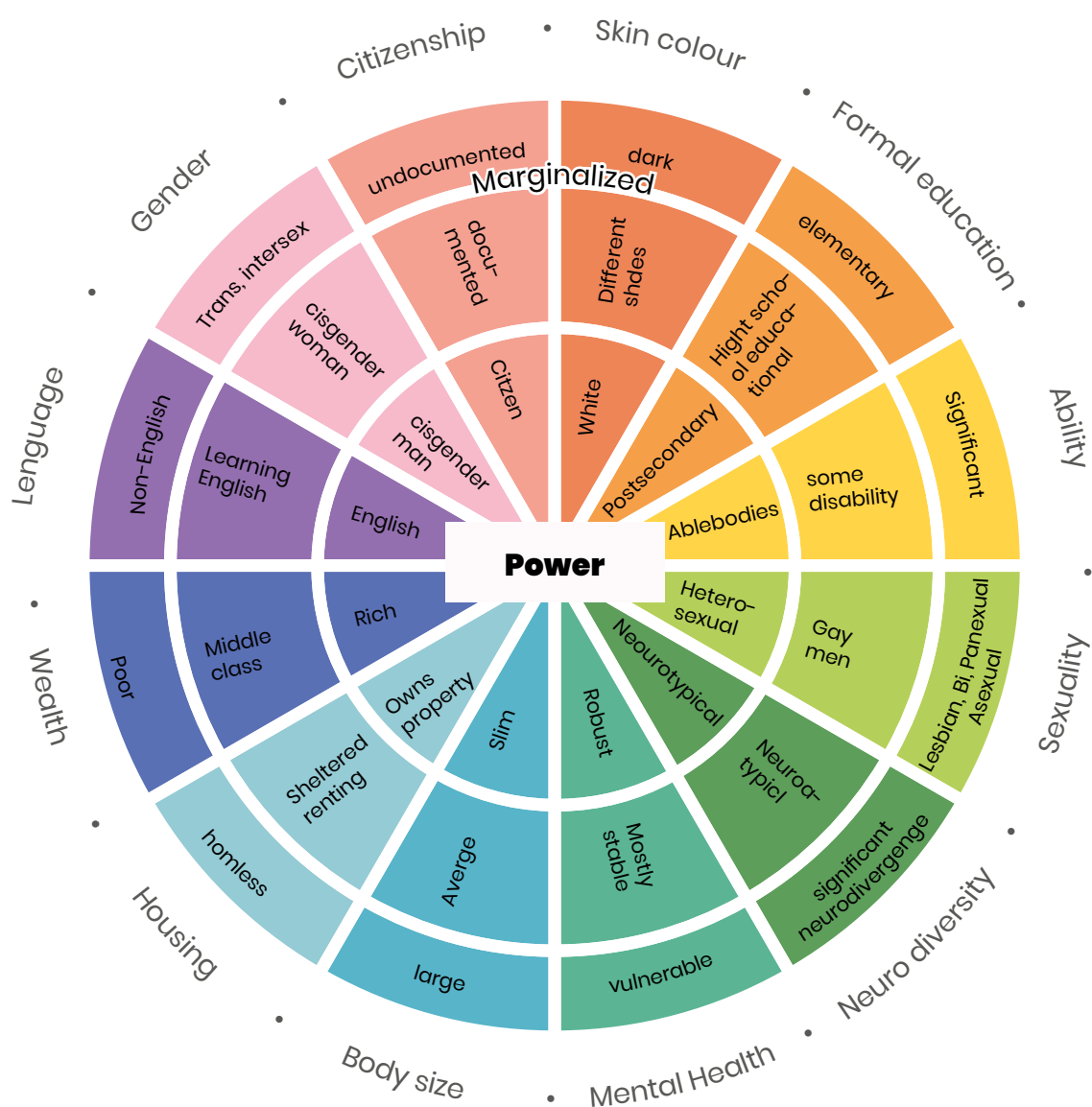
Kimberlé Crenshaw, The urgency of intersectionality, TED Talk https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

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/>

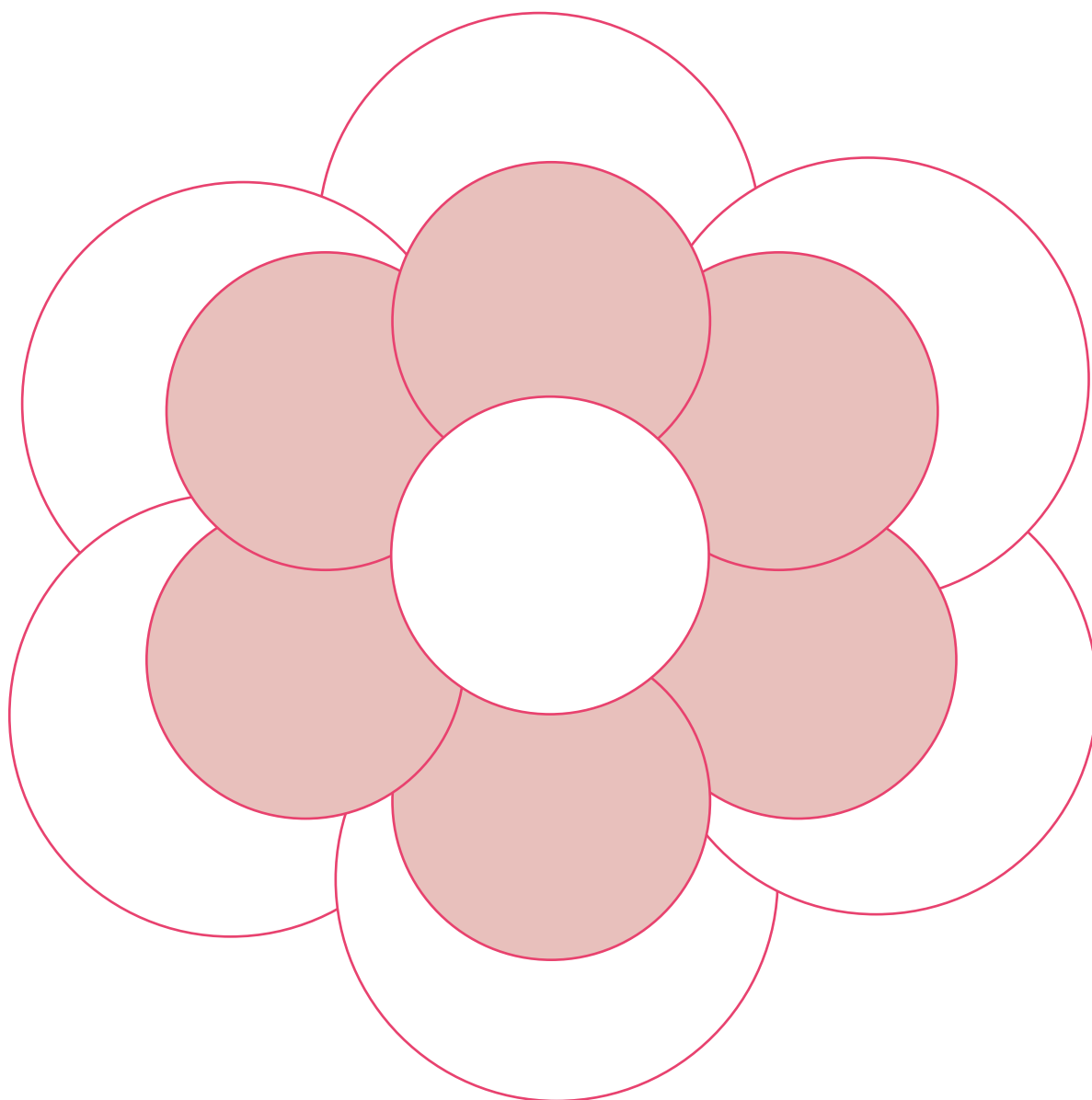
Handout 1 – Privilege Wheel



Source:

https://werise-toolkit.org/en/system/tdf/pdf/tools/Power-Flower-Our-Intersecting-Identities_0.pdf?file=1&force=

Handout 2 – Power flower



Source:

https://werise-toolkit.org/en/system/tdf/pdf/tools/Power-Flower-Our-Intersecting-Identities_0.pdf?file=1&force=

Handout 3 – Privilege Walk

Profiles

JAN

Age: 50

Gender: man

Gender identity: cisgender

Sexual orientation: heterosexual

Nationality: Belgian

You work as a manager for a big multinational company based in Brussels. Your wife has quit working when she got pregnant the first time and now you have two adolescent children. You live in a big rooftop apartment in the centre of Brussels with your family, even if you spend most of the time working. You are often away from home for work but once a year you take your family on a big holiday to spend some time together.

FIRAZ

Age: 25

Gender: male

Gender identity: cisgender

Sexual orientation: homosexual

Nationality: Kurdish refugee from Syria

You are a Kurdish refugee currently living in Greece. You fled your country when Daesh invaded Rojava in 2014, fearing for your life because of your sexual orientation. You have first arrived in Turkey and from there you have taken a boat to Lesbos. There, you have spent more than one year in Moira refugee camp. You are currently living in Athens in an occupied building. You are hoping to collect enough money to continue your journey and reach Sweden where your sister lives with her family.

ALMA

Age: 45

Gender: woman

Gender identity: cisgender

Sexual orientation: lesbian

Nationality: Italian

You are from a small village in the south of Italy and have grown up in a very religious family. Shortly after high school diploma you have moved to a big city in the north of the country to study law. Since your coming out when you were 25 you haven't had any contacts with your family, who has never accepted your sexual orientation. You now live in London and work as a civil rights lawyer. You live with your partner Alice and your cat Meow in a nice flat in the city centre and love to go for dinner to nice restaurants with her.

MARIA

Age: 60

Gender: woman

Gender identity: cisgender

Sexual orientation: heterosexual

Nationality: Ukrainian

You work as caregiver for a family in Spain, taking care of the almost 100-years old grandpa who is not autonomous anymore. You work 6 days a week but without working contract. Because of this you can't ask for a regular staying permit and even though you can economically support your family in Ukraine (you have a husband and two children) you haven't seen them in the last 5 years. On your day off, you meet with your friends, of whom most also work as caregivers, for chats, coffee and sweets. You miss your family a lot and you talk to them as much as possible through videocalls.

MICHELLE**Age:** 18**Gender:** woman**Gender identity:** transgender**Sexual orientation:** heterosexual**Nationality:** Italy

You are enrolled in the last year of high school and can't wait for it to be over! You have started your transition a couple of years ago and your family is very supportive and accepts your gender identity. Home is indeed a very safe space for you while you are struggling a lot at school. As a matter of fact your school is not equipped to provide you with an alias career and your dead name is still used. Your classmates don't want to see you suffering anymore and, supported by a local student's collective, they have chosen to protest to ask the director of your school for the introduction of alias careers so that all students feel accepted and included by the school.

APHRODITE**Age:** 15**Gender:** nonbinary**Gender identity:** genderfluid**Sexual orientation:** fluid**Nationality:** Greek

You go to a professional high school and study car mechanics. You don't like to be called Aphrodite but rather Aphro, but at school and at home they keep calling like that. Your mom complains all the time about you dressing "too manly", trying to cover your curves and especially your breasts which have been growing quite a lot lately. You love to build stuff and hope that you will open your own carpentry someday.

ALICE**Age:** 17**Gender:** female**Gender identity:** cisgender**Sexual orientation:** fluid**Nationality:** French

You come from a very rich family and go to one of the best Lyceums of Paris. Your parents have big expectations for your future: they want you to study business administration so that one day you will take over the family company. But this is not what you see in your future...you are very active in the student's movement and also a feminist activist and one day you want to work in an anti-violence centre for women. Because of your activism at school teachers always point you out as the troublemaker and the one who does not want to study.

MAX**Age:** 19**Gender:** male**Gender identity:** cisgender**Sexual orientation:** heterosexual**Nationality:** Belgian

You have just graduated from high school and are now working as graphic designer. You love your job since you always wanted to do something connected to design and arts. You are currently looking for a shared flat to move out from your parent's place. Even if you have a very good relationship, it's definitely time to become independent! Your parents are a bit worried about your choice because you have been always bullied at school for being too sensible and showing your emotions openly and they don't want you to be pressured of fitting into a toxic masculinity model by your new friends and roommates.

Handout 3 – Privilege Walk

Profiles

ALEGRA

Age: 18

Gender: female

Gender identity: cisgender

Sexual orientation: heterosexual

Nationality: Romanian

You are studying at a professional school to become a hairdresser. This is your last year of school and you have already been offered a job by a salon where you were doing your internship last summer. You don't know yet if you will accept the job since some years ago your mother got a rare sickness and ever since you had to take care of her besides going to school since your family does not have the money to pay for a caregiver for your mom and there is no institutional support.

EDDY

Age: 17

Gender: man

Gender identity: cisgender

Sexual orientation: bisexual

Nationality: Austrian

Your parents moved here from the Democratic Republic of Congo before you were born, still people ask you from where you really come way too often. You have dropped out of school when you were 14 and haven't started studying again yet. You don't have a job either and to be honest you don't really know what to do with your life. You spend most of the time at home playing videogames and during weekends you would love to go out with your friends but since you don't have a job you often can't afford it. Your parents threaten you all the time that if you don't do something with your life they will send you to live with your grandmother in Congo so you have decided to participate in a project for unemployed youth from your local municipality.

CHRISTINA

Age: 18

Gender: woman

Gender identity: cisgender

Sexual orientation: heterosexual

Nationality: stateless person

You live with your family in the outskirts of Rome, the capital of Italy. You are part of the minority Roma community. You and also all members of your family are stateless, like many other Roma in Italy coming from ex-Yugoslavia. Since you are 18, you would be entitled to request Italian nationality. However, you are physically and intellectually disabled making it impossible for you to declare your willingness to acquire nationality as required by Italian law. Indeed, your right to nationality has been denied due to intersecting discriminations based on ethnicity and disability.

This is a real story! Source: UNHCR

ALICE

Age: 25

Gender: woman

Gender identity: cisgender

Sexual orientation: bisexual

Nationality: Italian

Your parents moved to Naples, Italy before you were born from Cameroon. Even if you were born in Italy, you had to wait until 18 to get your citizenship. Fortunately your parents have supported you economically and psychologically in the process, otherwise you don't think you would have made it with all the bureaucracy. Getting the citizenship has been fundamental for finally feeling at home in the country you were born and have the same rights as all your friends, such as moving to work or study to another country without having to worry for visas. Since you have finished high school you have been looking for a stable job but it has been very difficult both because of low opportunities for young people in your area but also because of the fact that most of the time people start treating you differently once they see your skin colour.

JOSÉ**Età:** 27**Gender:** man**Gender identity:** cisgender**Sexual orientation:** homosexual**Nazionalità:** Spanish

You have recently finished university and started working as a teacher. You love your job and especially the fact of working with young people. You have a great relationship with all your students and colleagues. During weekends you dedicate yourself to your other big passion: being a drag queen. Already during university, you have started working in clubs doing shows and you love it. When you started working you were not sure if to quit or not, but you just couldn't leave your passion. Now, you are afraid that someone at school might find out and expose you. Some already had a difficult time accepting you being openly and proud homosexual.

GEETA**Età:** 13**Gender:** female**Gender identity:** cisgender**Sexual orientation:** heterosexual**Nationality:** Nepalese

You come from a remote village in western Nepal. In your country, women during menstruations are believed to be "unclean", people believe that if a menstruating girl touches them bad things will happen and god will be angry. They are exiled from their homes and sent to bare-bone huts during their period although it is illegal since 2005.

When you were 11, you were banished from home for the first time to live in a small hut far away from your family and friends. When you are sent to the hut every month you can't go to school and spend your days cleaning, sweeping and cutting grass. The hut is made of mud and doesn't have a window. You don't have any access to sanitary pads and especially at night it is very cold and you are afraid of animals and people who might attack you.

LIINA**Age:** 29**Gender:** woman**Gender identity:** cisgender**Sexual orientation:** bisexual**Nationality:** Finnish

You live in Barcelona with her dog and three cats. You have spent the last 10 years in Spain, doing many different jobs: real estate agent, salesperson, dog-sitter. Now you work for an international translation company and live in a nice flat in the suburbs. You take very good care of your animals and walk your dog at least 3 times a day. You have chosen that you don't want any children, but people tell you all the time it would be about time to settle down, start a family and have children.

ANNIKA**Age:** 23**Gender:** woman**Gender identity:** cisgender**Sexual orientation:** heterosexual**Nationality:** German

You are a kindergarten teacher and you are currently not working. You got fired from your last job because the director of the kindergarten where you were working found out that your (now ex) boyfriend had shared some "hot" pictures and videos you had sent him in private with his friends from football in a chat. Not only did the director fire you but she told the entire school, parents included, about the reasons for her decision adding that like this you would not have found any other job as teacher. You know your rights so you have chosen to sue the director and all other involved persons. Your case has become national and you got a lot of solidarity from people all over the country.

Handout 3 – Privilege Walk

Profiles

ZEINAB

Age: 10
Gender: female
Gender identity: cisgender
Sexual orientation: still not sure
Nationality: Zanzibar

You are a member of the girl's club of your school where you have learnt about children's rights – like children's right to participate, children's right to education and children's right to be able to be heard. You love to go to the girl's club, sit together and talk about different things. After attending the girl's club you and your friends come back to your communities and talk to other children about what you have learnt, like violence in its different forms.

ANDY (ANDREA)

Age: 18
Gender: woman
Gender identity: transgender
Sexual orientation: lesbian
Nationality: //

You are new in town, you have moved less than a month ago and just stated to go to your new high school. You started your transition at 14 and your family loves and supports you through the journey and so was for your friends and schoolmates until you had to move due to your mother's job. You are afraid that of your new school and scared that your new friends won't accept you and start to bully you as soon as they discover your transition.

This profile is taken from Youth for Love – the game. By playing, you will have the opportunity to live, from different perspectives, stories connected to violence and determine the end of the stories with your choices. Gotten curious? Check it out at:
<https://www.youthforlove.eu/en/pregame/>

ROBERT

Age: 18

Gender: man

Gender identity: cisgender

Sexual orientation: heterosexual

Nationality://

You are the major brother of three sisters and you love to deal with kids. You are very calm and peaceful and love to sing and act. You have trust issues due to how some of your schoolmates did treat you in the past: joking on your size, to even severe bullying acts like throwing food at you or beating you up. This led your self-confidence below zero, making it very hard for you to approach someone sentimentally. Music helps you deal with your issues and you love to sing for your friends and little sisters.

This profile is taken from Youth for Love – the game. By playing, you will have the opportunity to live, from different perspectives, stories connected to violence and determine the end of the stories with your choices. Gotten curious? Check it out at:

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

LISA

Age: 17

Gender: woman

Gender identity: cisgender

Sexual orientation: bisexual

Nationality://

You are forced in a wheelchair since you were 7 after a car crash. You love sports and are very energetic and competitive. You fight against everyone who threatens you with pity and do everything to prove them your strength. You're an only child and live with your father after he and your mother got divorced. You're part of a mixed paralympic basketball team and have a girlfriend also into basketball. You both love to watch the other's matches and cheer each other.

This profile is taken from Youth for Love – the game. By playing, you will have the opportunity to live, from different perspectives, stories connected to violence and determine the end of the stories with your choices. Gotten curious? Check it out at:

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

Handout 3 – Privilege Walk

Situations

If you have never been discriminated based on your gender identity please take one step forward, if yes take one back

If you have never been discriminated based on your sexual orientation please take one step forward, if yes take one back

If you have never been discriminated based on your ethnicity please take one step forward, if yes take one back

If you have never been discriminated based on your body size please take one step forward, if yes take one back

If you have never been discriminated based on your disability please take one step forward, if yes take one back

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

If you don't need to spend money for sanitary pads or tampons every month for most of your life take one step forward, if yes take one back

If you can move around the world without worrying too much about your passport and visa take one step forward, if not take one back

If you hold the passport of the country you were born/grew up please take one step forward, if not take one back

If you don't need to worry about money and how to provide for your needs economically please take one step forward, if not take one back

If you have studied at/are enrolled in/plan to go to university please take one step forward, if not take one back

If your physical appearance corresponds to your gender identity please take one step forward, if not take one back

If you are the main caregiver in your family and you don't get paid for it please take one step back, if not take one forward

If people around you think you are too young to have your own ideas and take decisions please take one step back, if not take one forward

If your right to education is recognized and you can attend school all year please take one step forward, if not take one back

If your family accepts you as you are please take one step forward, if not take one back

If you have a stable job or will probably get one when you finish school/your studies please take one step forward, if not take one back

If you have never been discriminated based on your gender please take one step forward, if not take one back

MODULE C

Peer violence

Learning objectives

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



Soft skills to develop

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

Materials needed

Handout 1

Peer violence iceberg / picture

Handout 2

Case studies (web-game stories)

markers



Billboards, flipchart



post-it



Detailed activities

Suggested preparations

Before the implementation of the modules, please remember these passages:

- draw the iceberg of violence, avoiding to waste time during the session;
- check the case studies and, if needed, readapt them to the class needs, remembering always to have different cases of peer violence to discuss together with participants. Then, print enough copies of the handout 2, case studies.



Welcome and introduction

Welcome the participants and introduce the main topics, activities, and the timeline of the day. A brief recap of the previous session should also be done, allowing time for **questions and comments**.

It is very important to carefully observe the ethical guiding principles. Please keep confidenti-

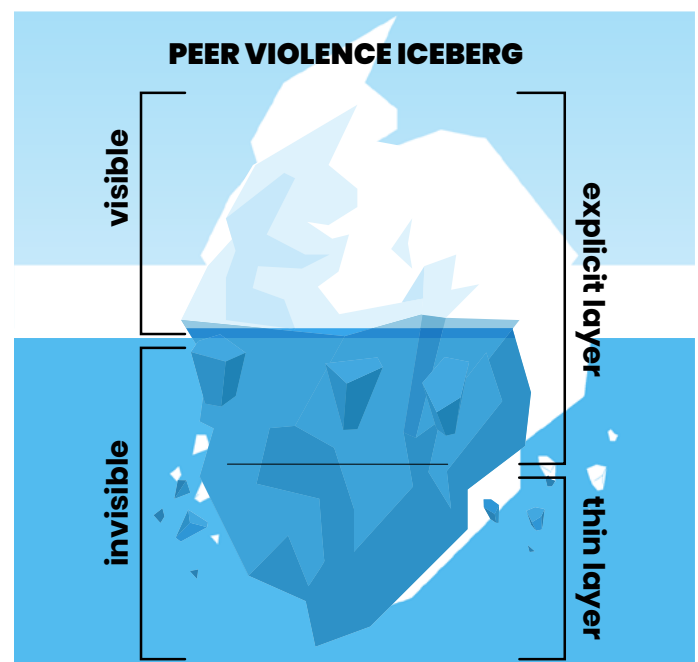
ality, consent for data sharing, responsibility: make sure these principles are integrated into the group work.



The visible and invisible of peer violence

Draw an iceberg on the flipchart and ask the participants to identify the visible and the in-visible aspects of peer violence. Introduce to the participants two options: they can come to the flipchart and write their own answers or they can collect the answers from the room and write them down on the flipchart themselves. At the end, discuss the multiple faces of peer violence and underline the fact that some of them are visible to us, while others are not. You can 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.

Handout 1



Source: Amnesty International



20 minutes

The different forms of peer violence

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

- physical violence
- psychological violence
- economic violence
- sexual violence
- structural violence.



60 minutes

Case studies

Divide participants into 4 groups. Each group will receive a different case study, with an open ending to work on. You may also modify the case studies if necessary. Please use and/or alter accordingly the case studies in Module C Handout 2 – Case studies.

After reading the case studies individually, ask each group to reflect on the stories and discuss the following:

- Which are the forms of peer violence that you can identify in your case-study?
- What is the cause of violence in your story?
- Which are the consequences of the violence in your story?
- Have you ever encountered/heard of such a story before?
- How could the school act in such situations? Is the intervention of the school necessary? Mandatory?
- Are there any reasons why the school could not/would not act in such a situation?
- What would be the consequence of the school not acting in such a situation? What would be encouraged? What would be discouraged?

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.

Everyone (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.

Detailed activities

Ending the module



To wrap up the module, open space for additional reflections, comments and questions from the group. Try to outline what has been

done during the module and share the focus and aim of the next session.

Suggestions for facilitators

Please make sure the participants leave with a clear understanding of why we are paying attention to forms of peer 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?

Thematic references

<https://data.unicef.org/topic/child-protection/violence/peer-violence/>



Handout 2 – Case studies

It's possible to use some of the case studies available in the **"Youth For Love Teen Support Programme Toolkit"** volume 1: they've been tested, they got positive feedback from the previous edition and some of them focuses efficiently on peer violence issues.

Here some suggestion:

- "The story of Amar – Man to man defence", toolkit 1 page 66
- "Yasemin – The bully of the school", toolkit 1 page 69
- "Maria – The long awaited picture", toolkit 1 page 70
- "Georgios – Masquerade party", toolkit 1 page 71

To integrate, use some more Case studies.

These characters and situations are related to Youth 4 Love 2 – The webgame: it's suggested to introduce briefly the webgame to the students and ask them to play it later.

Lisa – Training day

Lisa is 17 years old. Forced in a wheelchair since she was 7 after a car crash, Lisa loves sports and is very competitive. She hates pity and does everything to prove everyone that she is strong and independent. Her parents are divorced and she lives with her dad. She's part of a mixed paralympic basketball team and works hard to become a paralympic athlete. Despite her determination, she often has to fight the other basketball players who don't treat her as a real athlete, call her names and exclude her from the games.

She has been dating a girl named Bianca for two months now. They met during a basketball training session. Bianca was so attracted by how invested Lisa was in the game; she decided to approach and flirt with her. This was Lisa's first real romantic relationship. Lisa's big basketball game is just around the corner; she will play in front of national recruiters. The tension is already very high, then, on top of everything, she gets her period. She would like to skip today's training, but right outside the school she meets Francesco, her coach. He reminds her of the training at 2; Lisa says she might not be in today, since she is very busy with homework and also very tired.

Francesco does not seem happy. Lisa is worried that she will stain her pants from the inten-

sity of the training and then everyone will notice and make cruel comments. Lisa doesn't want to be ridiculed and become the joke of the team; her teammate Lucas cannot wait to tease her and get rid of her from the team.

At the time of the training, Lisa is still nervous and in pain. But she remembers Francesco's words: training is so important! So she decides to go after all. Her friend Sofia comes as well, to cheer for her and support her.

When Francesco picks her to play this time and benches Lucas for the game, he yells, angrily: "What a fucking favoritism this cripple gets every single time."

Lisa is furious "Go to hell!", she shouts, then they continue with more and more physical and verbal attacks.

Everyone on the team is surprised. They know Lucas has a violent and bossy approach to... well, everything! But Lisa? What is going on with her?

Put yourself in Francesco's shoes. How would you manage this situation?

What if you were Sofia, Lisa's friend? How would you react?

Robert – Speak up or shush?

The older brother of 3 sisters, Robert (18 years old) likes to take care of kids and is very calm and peaceful. He has trust issues, since he was severely bullied and fat shamed in the past: his schoolmates, constantly made jokes about his body and his size, threw food at him or hit him. Over time, he lost self-confidence; although he loves singing and acting and is very talented, he always avoids being in the spotlight. Another thing he avoids is telling a girl he is interested in her. He is so afraid of rejection that his only way to meet someone new is by catfishing online, using somebody else's photos. He chats and speaks on the phone with these girls for a while, but when they ask to meet in real life or have a video chat, he ends up ghosting them. The only girl he approached online and is seriously afraid to lose is one of his school friends. She doesn't know he's the person she chats with online. He has been in love with her for months, but never found the courage to talk to her about his feelings in real life.

One day, after school, Robert and his friends are in the park, talking about secret crushes. Maria, one of his schoolfriends, talks about this guy she met online: they still haven't been able to meet in person, but she likes him and hopes they will see each other soon.

Robert starts talking about this girl he would also love to meet, but he stops when his friends start making jokes about how the only dates he is going to have, are with chocolate and pizza. Robert laughs himself but hates the situation; later he tries to talk to his friends about how this makes him feel.

But they do not seem to understand and keep saying that he was laughing too, that it was just a joke, just innocent fun and that they always make jokes about Robert being heavy.

Robert should not even be upset over this! After all, they are among friends! None of them apologizes. Robert changes the subject, as he is worried that continuing the conversation would only isolate him even more.

If you were one of Robert's friends, how would you react in such a situation?

What could be Robert's options?



Handout 2 – Case studies

Andy – Say My Name

Andy is 18 years old and new in town: she moved less than a month ago and just started going to her new high school. She is a transgender woman and started her transition when she was 14. She's always tries to be nice to everyone: her idea is that all negative things in life need to be buried under tons of rainbows and unicorns. But this is just the shiny surface Andy uses to cover her fear of not being accepted by others. She felt loved by her old friends and family, and supported during the transition, but then she had to move, because of her mother's job. At this new school, she didn't mention her transition to anybody. She is very scared that they wouldn't accept her and as soon as they would find out, she would become the new target for bullying.

5 months later, she gained a bit of trust in some of her schoolfriends and started to share her experience and feelings with them: the happiness and relief of feeling herself day by day after the transition, the physical and psychological effort, the fear of being bullied. All of those feelings reflect the relationships around her: while on one side she has a group of really supportive new friends, on the other side there are some girls and boys who keep calling her names and are acting very mean.

On the bad days, the one that helped most was her math teacher, Mark. That was a kind of surprise: Mark is an older man, close to his retirement. But he was always supporting students, from family to love matters. When he met Andy, it was immediately clear that he would play a crucial role for her in the new school: he talked to her, understood her, but most of all he talked to all other teachers and to the class. It

became his priority that Andy feels at home in her new school and is welcomed.

His efforts were however interrupted when a new English teacher arrived: a very young one, David. He seemed super-cool at first: same music taste as his young students, a vintage clean and shiny motorbike, a party wild attitude. But when he started to get acquainted to the students, he called Andy "Andrew". When Andy raised her hand, he stared at her in surprise and said, loudly: "Are you kidding me?"

Andy remained silent for the entire class, then when to talk about it with Mark. Although Mark intervened, a couple of weeks later nothing changed: David still calls her "Andrew" and says he does so because that this is the name in the ID card. Some classmates often laugh when this happens. Andy started to feel uncomfortable and rejected again: she cries every day and thinks maybe she needs to change school. *If you were Andy's family and friends, what would you do to avoid this situation?*

Do you think about David's behavior?

NOTE

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE D

Cyber violence & conscious use of online media

Learning objectives

- Raising awareness on the different forms and features of cyber violence and ways they may take place.
- Knowing safe vs. unsafe behaviors on the Internet.
- To increase students' ability to understand how the main social networks work and their conscious use.



Soft skills to develop

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

Materials needed

Handout 1

Let's build our
communication
Toolkit!

post its



pens and markers



laptops and tablets



Billboards



Detailed activities

Suggested preparations

For preparing the workshop you can refer to Module C: "Cyber violence & conscious use of online media" of School staff training toolkit which gives useful inputs, key definitions and data on cyber violence.



Welcome and introduction

Say hello and briefly introduce aims and contents of the module. Pay attention to constantly come back to the assignment during this module: what is cyber violence, what are the cultural roots that support it, how digital platforms

can be used in a positive way, how people who are victims of violence may feel and how we can prevent and fight it together.



Speed-intros!

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, which the B group moves. Once the 30 seconds are gone, each person in the B group moves to the next person.

Once the exercise is finished, ask the participants about how they dealt with the exercise and if they felt they gathered a lot of knowledge about the persons they interacted with.

They should 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 in analyzing the knowledge about others?



The benefits and risks of Internet use

Start 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?

Which are the ways in which you ensure you are safe when using the Internet and social media? From a scale to 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? Which are they?

Based on the discussion and the responses, approach the component of associated risks. Once this discussion is completed, show the following video on the consequences of posting online: <https://youtu.be/HM5LM-z1MAE>



Ending the module

To wrap up the module, open space for additional reflections, comments and questions from the group. Try to outline what has been

done during the module and share the focus and aim of the next session.

Suggestions for facilitators

The idea of producing a communication product within a laboratory, has the objective of enhancing the youth's protagonism. The creation of a "concrete" product becomes a useful tool to transmit to peers or adults the students' thoughts and ideas about the contents of the workshop.

The communicative products gather a precise symbolic sense: together, enhancing the different skills of everyone, it is possible to achieve excellent results.

For some students, however, lab work can be seen as a "nightmare": being all together is complicated, it can happen to be in a group with a fellow slacker, it can be difficult to bring out ideas.

To avoid being found unprepared, and turning this experience into something negative, it is important first of all to define the roles (who does what), organize the material and, above all, respect the deadlines.

1. Start, as far as possible, from the predisposi-

tions of each: those who are better at graphics will think about the creation of the poster or the presentation, those who are good at writing will take care of the captions, and so on.

2. Individual and group responsibility: no one should feel responsible for the work of others (unless the teacher's instructions provide for a group leader), but everyone can help remember everyone's commitments.

3. Encourage participation by all students and a climate of freedom, interest and collaboration.

4. Pay attention to deadlines: It sounds like obvious advice, but it's the fundamental problem in most group work (unfortunately, not only in school, but also in the working world!).

Handout 1 – let's build our communication toolkit!



Let's build our communication toolkit!

Creation of a poster/fanzine for the implementation of a small awareness campaign online or offline designed and promoted directly by students.

Step by step:

Identify the issues in relation to cyber violence topic that you would like to explore further. Some examples:

- What is on line violence? The difference with the offline violence.
- Privacy and the use of images (consensual or non consensual...).
- The main forms of cyberviolence. What can I do with social networks? Good practices and useful tips!
- The negative effects.
- Netiquette.

The group can be divided into small thematic groups and make them work as if they were a newspaper editorial team.

1. Choose the type of communication product: What do you prefer to communicate with? fanzine, posters, infographics, vademecum.

2. Setting up a search for information and ma-

terials: select keywords, check the reliability of information sources.

3. Save the images and texts downloaded into a folder.

4. Discuss the choice of material with the group.

5. Present the material to the class.

6. Start with assembly and create your campaign

7. Suggestions of sites to create free infographics: Infogr.am; Piktochart.com; Easel.ly; Canva.

8. Suggestions of Sites to create free fanzine:- flipsnack.

Remember that Youth for Love has a serious webgame that can be used to focus on specific aspects on cyber violence or as object of your communication campaign.

After the group works, please come back all together: each group shows the campaign, but not the message. Ask to the ones listening to the presentation which is the message that they understand, and he matches with the group if it's the real message. Then opens to more questions or suggestions to improve each work.

Methodological additional reference

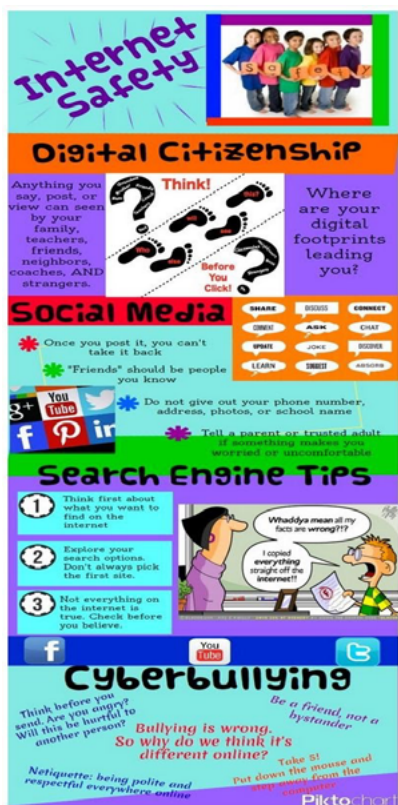
Brainstorming, role play

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)

Some examples:



Glossary of main definitions

Bullying

Repetitive, prolonged form of aggressive and/or violent behavior 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 behavior 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)

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 insensibility 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)

Cyberviolence

"The use of computer systems to cause, facilitate, or threaten violence against individuals, that results in (or is likely to result in) physical, sexual, psychological or economic harm or suffering and may include the exploitation of the individual's circumstance, characteristics or vulnerabilities." (Council of Europe)

Peer Violence

Intentional and repeated infliction of harm on a person by one or more peers that are usually more powerful in some regard". Peer violence or victimization may be direct (physical aggression, threats and teasing) or indirect (spreading rumors and exclusion from peer groups) and may involve bullying, which is generally a more targeted and chronic or repetitive type of peer violence.

Intersectionality

Intersectionality is a theory that was developed by Kimberlé Crenshaw, Professor of Law at UCLA and Columbia Law School. Crenshaw is a leading authority in the area of Civil Rights, Black feminist legal theory, critical race theory, and race, racism and the law. Intersectionality is the interconnected nature of social categorizations such as race, class, gender identity, sexual identity, and disability as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. These places of marginalization are not separate in creating impact but are interconnected and often compound one another.

Multiple intersecting identities

Intersecting identities is the concept that an individual's identity consists of multiple, intersecting factors, including but not limited to gender identity, gender expression, race, ethnicity, class (past and present), religious beliefs, sexual identity and sexual expression. These intersecting factors are what make us multi-layered individuals, as one aspect of our identities influences the other aspects of our identities to paint the full picture of who we are.

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/168046elf1>

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>

National reading recommendations

(to be filled in by each partner)

Co-funded by the Rights,
Equality and Citizenship (REC)
Programme of the European Union



Partnership:

The project involves 4 countries and 5 organizations:

ActionAid Italia, Italy

ActionAid Hellas, Greece

AFOL Metropolitana, Italy

CPE – Centrul Partneriat pentru Egalitate,
Romania

UCLL – UC Limburg, Belgium



act:onaid

Afol
METROPOLITANA
collegiamo il lavoro

CPE
CENTRUL PARTENERIAT
PENTRU EGALITATE

**UC Leuven
Limburg**
MOVING MINDS

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