



Digital Education for Gender Equality

**PILOT PROGRAMME:  
WORKSHOPS FOR YOUNG PEOPLE**



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*“CONVEY – Counteracting sexual violence and harassment: Engaging Youth in schools in digital education on gender stereotyping”*

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cesie  
the world is only one creature



sexual violence centre cork



HFC  
"Hope  
For  
Children"



City of Westminster



Palermo dal 1783  
Maria Adelaide  
Educandato Statale



BULGARIAN  
RED CROSS  
Regional council -  
Plovdiv

## TABLE OF CONTENTS

### A. GENERAL INFORMATION AND LOGISTICS

A.1. Goals.....	4
A.2. Timeline.....	4
A.3. Facilities.....	4
A.4. Group size.....	4
A.5. Identifying young people.....	5
A.6. Permission.....	5
A.7. Evaluation.....	5

### B. THE PILOT PROGRAMME

B.1. Structure.....	5
B.2. Activities.....	6
<b>1. Introductory activities</b>	
Activity 1.1 - “Getting to know each other’ task (1)”.....	7
Activity 1.2 - “Getting to know each other’ task (2)”.....	7
Activity 1.3 - “The interview”.....	8
<b>2. Gender stereotypes &amp; sexualization of women in digital media</b>	
Activity 2.1 - “Let’s talk about stereotypes”.....	10
Activity 2.2 - “Let’s explore stereotypes”.....	10
Activity 2.3 - “Girls/Boys can’t do that”.....	11
Activity 2.4 - “Girls like pink, boys like blue”.....	12
Activity 2.5 - “My Word cloud from popular ads”.....	13
Activity 2.6 - “Earth visitors”.....	14
Activity 2.7 - “Going back in time”.....	15
Activity 2.8 - “Ideal you”.....	15
Activity 2.9 - “Documentaries as starting point of discussion”.....	16
Activity 2.10 - “Stereotype puzzle”.....	16
<b>3. Online game, GBV, IPV, sexual violence and harassment</b>	
Activity 3.1 - “Boundaries”.....	17
Activity 3.2 - “Sharing on social media”.....	19
Activity 3.3 - “The bridge”.....	21
Activity 3.4 - “Use different scenarios to highlight the difference between sexual harassment and positive attention”.....	22
Activity 3.5 - “Break the myths about gender-based violence!”.....	23
Activity 3.6 - “Our message! (Poster for a Volunteer Campaign)”.....	25
Activity 3.7 - “Feeling safe”.....	26
Activity 3.8 - “Analysis of game content in mixed working groups”.....	27
<b>4. Icebreakers</b>	

## A. General information and logistics

### A.1. GOALS

The educational workshops to be delivered in schools will aim to:

- educate and familiarize the young people on the issues of sexual violence, harassment, gender stereotyping,
- teach children and young people how to protect themselves and
- to promote behavioural change (behaviour tolerant to violence and gender stereotypical behaviour) by training young people about media influences, gender equality, healthy relationships, risky behaviour and attitudes related to media and sexuality, etc.
- share the online simulation game by allowing young people to face sensitive topics in an attractive way for them as the target audience but also appropriate for their age and development.

Thus, the educational workshops will help youngsters to make informed decisions and develop better coping mechanisms, contributing to the prevention of violence linked to gender stereotyping and sexualisation of females in the media and new technologies.

In the context of the project, it has been developed a game/application that should be used combined with this programme of activities. The game will be presented in an interactive way, explaining the rules and the objectives and stimulating young people's interest who will spread further on the game usage and enrich the support community. Each session will be closed by a debriefing and evaluation activity.

Workshops will be facilitated in a group work format, in a safe and protective environment where they will be encouraged to share their experiences and learn from each other.

### A.2. TIMELINE

The workshops are expected to be implemented **during 2018**. The teacher can select the timeline that best fits to the school schedule. For example, the teacher may select to implement one or two sessions per week. However, it is strongly recommended the sessions to be held on a **weekly basis (one session per week)**.

Regarding the duration of sessions, there is a recommended time to be allocated to each individual activity but this is only a guideline and activities may be adapted by facilitators. The teacher should select from the activities as many as necessary for the implementation of the workshop. The minimum duration of a complete workshop should be **10 hours** (i.e. one session a week for 10 consecutive weeks).

### A.3. FACILITIES

The workshop may be held within school hours or outside according to the preference of the involved parties.

### A.4. GROUP SIZE

It is advised to work with a group of 20-25 students. Because of the interactive nature of the activities, sessions do work best if they are delivered to groups of up to 20-25 young people, enabling everyone to have an equal involvement. It is also advised to involve an equal number of boys and girls if possible; in case of groups with a clear majority of boys or of girls (more than a 40% to 60% ratio), the teacher should contact the organization that is responsible for the project in the country.

### **A.5. IDENTIFYING YOUNG PEOPLE**

For the implementation of the programme, different options are available. The teacher can either invite young people to participate on a voluntary basis or involve a specific class or youth group. For example, one option is to deliver the programme as extracurricular activity where young people from different classes chose to participate or another option is to deliver the seminar to whole classes as part of the curriculum. Both models are acceptable. For the purpose of this project we strongly **recommended to opt for a whole class and preferably as part of the curriculum**. If this is not possible, then other methods can be applied.

### **A.6. PERMISSION**

If it is necessary, you should ensure that it is obtained the necessary permission from school or responsible agency for the implementation of the training seminars and the programme at schools.

### **A.7. EVALUATION**

In order to evaluate the impact and the effectiveness of the intervention, the peer group should complete a questionnaire (pre-questionnaire) before the onset of the workshop, an interim questionnaire in the middle of the workshops and one questionnaire at the end of the workshop. The aim is to measure the attitude and behaviour change in the target group of school students 14-18 years old.

## **B. THE PILOT PROGRAMME**

### **B.1. STRUCTURE**

As mentioned above the minimum duration of the programme is 10 hours. The time needed for questionnaire's completion is not included in the 10 hrs duration.

***Session 1 – introduction (45 minutes) and pre questionnaire***

***Session 2 – gender stereotypes (45 minutes)***

***Session 3 - gender stereotypes (45 minutes)***

***Session 4 – gender stereotypes &sexualization of women in digital media (45 minutes)***

***Session 5 – Online game, GBV, IPV, sexual violence and harassment (45 minutes) (and interim questionnaire)***

***Session 6 – Online game, GBV, IPV, sexual violence and harassment (45 minutes)***

***Session 7 – Online game, GBV, IPV, sexual violence and harassment (45 minutes)***

***Session 8 – Online game, GBV, IPV, sexual violence and harassment (45 minutes)***

***Session 9 – Online game, GBV, IPV, sexual violence and harassment (45 minutes)***

***Session 10 – Online game and discussion, closure (45 minutes) and post questionnaire***

*In addition to the introductory activities below, the programme includes several **icebreaker activities** that the facilitators are free to use.*

*The first part of the activities will help young people to explore gender stereotypes, gender roles and gender-related expectations placed on them by their family, society and the media. Young people will be encouraged to critically assess the impact of gender stereotypes on their life and experiences and how these are related to inequality and sexual violence.*

*The second part of the activities will help young people to explore what gender-based violence is, the different types of abuse, what is sexual violence and sexual harassment, and the myths around the phenomenon of violence etc.*

*During the workshop students will play the educational game to explore and test the knowledge that they gained and will obtain new insights via the investigation of the cases that the game involves.*

## **B.2. ACTIVITIES**

### **1. Introductory activities**

*In this section there are activities for the first meeting with the group. The focus of these activities are get to know each other (especially if the group of adolescents is not familiar with each other). The facilitator can select one out of the three activities below (all three activities have the same aim and there is no need to implement all of them).*

*important note: before starting any activity and after introduction of the workshop to the students, the teacher must set the ground rules.*

#### **Suggested activity for ground rules<sup>1</sup>**

**Time:** 10 min

**Learning Objectives:** Students arrive at commonly agreed upon and mutually respectful norms of behaviour which help create a safe and supportive environment during the course of the programme.

**Material:** 1) Flipchart with paper 2) Markers

#### **Instructions**

- Provide students with a brief overview of the purpose of the programme.
- Explain what Ground Rules are and why they are useful (they help students feel comfortable and safe sharing their thoughts and opinions especially when the activities will be dealing with sensitive topics like abuse or inequality). Ask students: What are the Ground Rules you would like to set?
- Write down their responses. You can suggest any Ground Rules the students have missed.
- Place the Ground Rules flipchart in a visible spot (e.g. on the wall) where it will remain during all Sessions.

#### **Expected Result**

- 1) Work as a team
- 2) Respect other's opinions, even when they're different to our own
- 3) Listen carefully, without interrupting the speaker.
- 4) There are no stupid or wrong questions - we can ask whenever we don't understand something.

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<sup>1</sup> Adapted from [http://www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual\\_digital\\_v12.pdf](http://www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual_digital_v12.pdf)

- 5) Everybody is free to express their opinions but nobody is obliged to share intimate details or discuss things that make them feel uncomfortable.
- 6) Personal attacks are not allowed: Nobody should accuse anybody of anything.
- 7) Inappropriate, degrading or humiliating comments are not allowed.
- 8) Respect the time.
- 9) Confidentiality: Whatever you say and share among you is confidential and is not to be discussed outside the room or shared with others.

### Activity 1.1 - Getting to know each other' task (1)

**Time:** 25-30 min

**Learning objectives:** Bonding, Promoting Active listening

**Instructions:** split the group in pairs or groups of 3 (in case of odd number in the group).

They are placed to sit in close proximity facing one another (10-15 min). After that, each child can share with his/her pair details about his/her name (e.g. who else in the family has the same name, potential symbolic meanings of the name or a story the child is aware of, famous people or historical figures with the same name, any comments the child wants to make in regard to his/her name).

The other member of the pair is encouraged to listen carefully without interrupting and waiting for his/her turn to share his/her own 'name story' (promoting active listening).

Then, children are placed in groups of four and sit in a circle. Subsequently, each group member shares the 'name story' of his paired member with the bigger group. Time for reflection is given and children are encouraged to express feelings and thoughts in regard to the task. After that, each group of four choose a representative member and after sitting in one single circle including all groups, the representative introduces his/her teammates allowing them to add any information they want about themselves.

### Activity 1.2 - Getting to know each other' task (2)

**Time:** 25-30 min

**Learning objectives:** Bonding, Promoting Active listening

**Instructions:** Children are working in pairs or groups of 3 (in case of odd number in the group). They are placed to sit in close proximity facing one another. The task is for each child to recall an event or a situation that took place at school and make him/her feel happy. It can be either something he/she experienced individually or include classmates and/or teachers. The instructor advises the child to be as specific and detailed as possible (Date, time, duration, persons involved etc).

The other member of the pair is encouraged to listen carefully without interrupting and waiting for his/her turn to share his/her own story (promoting active listening). Subsequently, each group member describes the 'happy moment' of his pair in the bigger group. Time for reflection is given and children are encouraged to express feelings and thoughts in regard to the task. Each group of three choose a representative member and after sitting in one single circle including all the groups, the representative member will share the details with the bigger group.

### Activity 1.3 - The interview

**Time:** 45-60 minutes

**Learning objectives:** This activity takes the form of a role-playing game that recreates a journalistic interview. This is an important activity that not only encourages creativity and develops the imagination of participants, but also promotes their social development. The aim is for young people to be able to imagine themselves as various public figures, people from different professions, and people in need. Through the roles, the participants will formulate current societal problems (discrimination, class/ethnic division, inequality, etc.) and possible solutions to the outlined issues so that they can draw conclusions about the ways society is organized nowadays.

**Material:** sheets, pens, whiteboard, markers, scissors

**Instructions:**

- Ask participants to divide into small groups of two or three people. In each group there should be a consensus on the roles participants take - a journalist and a citizen(s).
- On pre-cut sheets of paper, write representatives from different social groups and bend them so that they do not see what is written. Each group must arbitrarily pull on a sheet that will determine their role in society.

**Profession:**

A person with physical disabilities

Retired

Unemployed

Hostess

Worker

Prisoner

Student

A person with a different skin colour

Homeless person

Teenager without parents

A person from a minority group

A person of different ethnic origins

- After the participants pick up their roles, take 5 minutes for reflection. At this time, anyone who is in the role of an interviewee should consider a situation according to his/her role in which his/her social rights have been violated, and so they have turned to the media to make the case public.
- If it's necessary, teachers/ facilitators, can refer them with questions about basic social rights through which the interviewee can receive protection or assistance; what or who may cause an offense. An example of an offense may be when a person with physical disabilities is denied access to a particular location due to lack of support (ramp, elevator, escalator, etc.). Another situation is when someone of a different ethnicity or skin color is denied work because of prejudices against their race / ethnicity.

- On the other hand, participants who are "journalists" can write down the questions they will ask. Although the questions depend entirely on the participant who acts as a journalist, he/she should consider several key points during the interview (they can be written on the board).

They are:

- In what environment does the interviewee live / is located?
  - How has the violation of rights occurred?
  - What are the laws in force?
  - What are the rights of the affected persons?
  - Questions to the general public about possible solutions and participants when solving them.
- It can be said that the role of the "journalist" is also the most responsible role, because she/he needs to get as much information as possible on the problem so that "society" can have specific answers.
  - Before the interview begins, it is important for the participants to determine the environment in which they are composed - it may be on the street, at the workplace, in the classroom, etc.
  - Conduct the interview (15 minutes). During the interview, ask "journalists" to briefly record the respondents' answers so they can then communicate them to the others in the group who will play the role of "the public."
  - Once the discussion time has passed, ask each group to tell about the interview. In this way, the problems of the different groups and professions will be outlined, as well as the relationship between the institutions and the citizens. Initiate a discussion. Ask each group how it felt when it was subject to public attention (in the person of the journalist). Encourage "society" to ask questions and analyse the situation.

### **Outcome**

Exacerbation the sensitivity of young people to specific life situations. To improve the dialogue between young people and to broaden their circle of interests and knowledge of societal inequalities. To build the foundations of tolerant behaviour of young people in society and to encourage their active participation. Emphasize the role of the institutions in building a peaceful and democratic society. To point out basic human rights and obligations.

### **Wrap up**

## 2. Gender stereotypes & sexualization of women in digital media

In this section there are activities focused on stereotypes. This section includes several activities as a toolbox. Most of the activities have the same aim and objectives. The facilitator can select 3-4 different activities from this section.

### Activity 2.1 - "Let's talk about stereotypes"

**Time:** 30 minutes

**Learning objectives:** to explore gender stereotypes or roles through non-verbal communication

**Material -**

**Instructions:** Children form groups of four. Each team member is assigned the same task. The task is to describe a word (indicative words: stereotype, woman, man, rights, discrimination) to the rest of the group by means of body movement and symbolic gestures without usage of speech. Then, children come back to the whole group in order to discuss and reflect upon the words' meaning.

**Key Points for Discussion:**

- Why did you choose these gestures or movements to describe this word?
- How do you feel when you saw these gestures when your classmate tried to describe this word?
- How you find the word? / why you didn't find it?
- If you describe again this word what non-stereotype gestures would you choose?

**Wrap up / debriefing**

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

### Activity 2.2 - "Let's explore stereotypes"

**Time:** 30 minutes

**Learning objectives:** to explore the use of stereotypes in common language

**Material:** box, papers, pens/markers

**Instructions:** The facilitator develops a list with stereotype jokes. Then, each child chooses randomly a joke and read it out loud to the rest of the group. Upon completion, children will be asked to rate the extent to which they perceived the joke as funny in a 5 Likert scale (1 not at all - 5 absolutely). After that, the group will discuss:

- a. Which joke was rated as the funniest and why
- b. Which joke was rated as the least funny and why
- c. Potential stereotypes that have been perceived as funny and why
- d. Potential stereotypes that have been perceived as inappropriate and why

**Examples of Stereotype Jokes (the facilitator is encouraged to develop country specific jokes)**

- *What is a woman reading on an empty sheet of paper? Her rights!*
- *How can we broaden woman's freedom? Just expand her kitchen!*
- *After three hours of continuous talk on the phone, one girl says to another: and now let's get to the main topic*
- *Men... with two drops of shampoo they wash their hair, their body, plates, glasses, three apples and their car*

- *What can a man do to make a woman happy? He can just stay single*
- *How many jokes exist for men? None. Actually, they are all true*

### Wrap up / debriefing

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

**Expected Result:** The students will become more aware of how certain gender stereotypes can be hurtful or insulting to each gender. They will also become aware of particular gender stereotypes are still commonly accepted or seen as harmless.

### Activity 2.3 - "Girls/Boys can't do that"

**Time:** 30-45 minutes

**Learning objectives:** to assess the impact of gender stereotypes bias on life; to help children think critically about gender stereotypes and their effect on children's rights (e.g. discrimination).

**Material:** List with gender stereotypical phrases, 4 papers with labels "I agree" / "I don't know" / "I am still thinking" / "I disagree"

#### Instructions

The room has been divided into four corners. Each corner is marked with a chart: I agree / I don't know / I am still thinking / I disagree.

You will read different statements, one by one, about boys and girls what they do/ don't do. The children take a position in a corner according to if they agree, disagree, have no opinion.

Read out the first statement and wait till the children have chosen a position. Then ask children from different corners why they choose this position. Invite children to change positions if they change their mind after hearing others' reasons.

#### Examples for statements:

- *Puppets are only for girls.*
- *Boys don't cry.*
- *Boys don't wear skirts.*
- *A girl cannot be the boss.*
- *Only boys play football.*
- *Girls are weak and boys are strong.*
- *Girls help their mothers. Boys help their fathers.*
- *It is better to be a girl than a boy.*
- *When something goes wrong, boys are always blamed first.*
- *Boys can say 'dirty words', but girls can't.*
- *Girls are smarter than boys.*
- *Girls win in fights because they fight 'dirty'.*
- *It is OK for boys to hit each other, but not for girls.*
- *Boys are lazier than girls.*
- *Girls are better liars than boys.*
- *A woman wearing a mini-skirt and walking alone at night is 'asking for it' (increase the odds of getting in danger or getting harmed).*

**Notes for the teacher:** The list can be widened by teachers and also by students. You don't have to read all the statements you can choose only 5 of them and discuss those more detailed.

**Discussion questions:**

- a. What was similar about these statements?
- b. Did anyone's reasons lead you to change your position? Why?
- c. Why do you think people had different opinions about these statements?
- d. How can we know which position is 'right'?
- e. Are there different rules and expectations for boys or girls in the society?
- f. What happens when a boy or girl doesn't agree with these ideas and wants to be or act differently?

**Further questions**

- In your experience, how are boys and girls typically expected to behave?
- What are boys and girls typically expected to look like or dress?
- What differences have you noticed in the way men and women are expected to behave?
- Are there different rules for male and female siblings in your home?
- Where do think these differences come from? How are they communicated?

**Wrap up**

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

**Activity 2.4 - "Girls like pink, boys like blue"**

**Time:** 30-45 minutes

**Learning objectives:** to evaluate the students' awareness about their description terms and see if the color pink or blue influenced unconsciously their description.

**Material:** you can use two dolls, one in pink and one in blue and ask students to pin on the doll statements that describe a boy and a girl. If you don't have dolls you may use large papers depicting two persons one in pink and one in blue. Some examples of the statements could include:

- "Girls are pretty"
- "Boys are strong"
- "Girls are timid and delicate"
- "Boys are adventurous"
- "Girls need to be more careful"
- "Boys don't need to talk about their feelings"
- "Boys are more emotionally stable"
- "Girls are more emotional"
- "Boys are better at dealing with pressure"
- "Muscles on girls are ugly"
- "Boys are better at sport"
- "Girls are less competitive"
- "Boys are better at math"
- "Girls are better at English"
- "Girls are better with children"
- "Girls are better at cleaning"
- "Boys are more logical"
- "Girls are more bitchy"
- "Girls need to dress a certain way so that they don't attract attention"
- "Boys are immature"

- “Boys are less trustworthy”
- “Girls are more feminine”
- “Boys will be boys”
- “Girls need to take more responsibility for their own safety”
- “Boys who wear makeup are weird”

**Instructions:** Give the pink doll to the boys and the blue to the girls and ask them to collect statements which describe a boy/girl. After 5 minutes in group work ask them to read out loud the statements they collected. Ask children why they chose these statements. Is the colour of the doll affected on their statements?

**Discussion questions:**

- a. What was similar about these statements?
- b. Are there different rules and expectations for boys or girls in the society?
- c. What happens when a boy or girl doesn’t agree with these ideas and wants to be or act differently?
- d. How could some of these statements be limiting?

**Further questions**

- In your experience, how are boys and girls typically expected to behave?
- What are boys and girls typically expected to look like or dress?
- What differences have you noticed in the way men and women are expected to behave?
- Are there different rules for male and female siblings in your home?
- Where do think these differences come from? How are they communicated?

**Wrap up / debriefing**

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

**Expected Result:**

Through discussing these statements, the students should clearly see the different expectations placed on them by society. It should also become clear how some of these statements can be limiting.

**Activity 2.5 - “My Word cloud from popular ads”**

**Time:** 15-20 minutes

**Learning objectives:** the activity highlights the power of media and encourages critical thinking about gender stereotypes while reading popular magazines or watching TV.

Children will learn to critically evaluate the values and gender stereotypes communicated through media about what it means to be a boy and a girl. Through this awareness of constructed ideals of gender, the students will learn to question and challenge gender stereotypes in the media around them. They should become aware that gender stereotypes are not always accurate representations of what it means to be a man or a woman and are not set in stone. They should also become aware of the dividing and limiting effects that these gender stereotypes can have when one does not ‘fit in the box’.

**Material:**

- Magazines depicting advertisements aimed at both men and women, boys and girls. You may use this tool <http://www.wordle.net/>

- paper
- markers

**Instructions:** Choose either some popular magazines or popular sites that target young people. Provide a couple of popular magazines/images to the young people and ask each one of them to select the words to describe a woman and the words to describe a man in common ads; or identify examples in text, images, etc. that either support or counter traditional gender roles and stereotypes.

The cloud will give greater prominence to the words that appear more frequently in the advertisements. The instructor can insert the chosen words in the wordle tool and present it in digital form for another visible representation of this task.

#### **Discussion questions**

- How are the women/men depicted in these advertisements? Describe their physical appearance?
- What messages do these advertisements communicate about the women/men in the pictures?
- What are their personal qualities? How are they expected to behave?
- Based on your own personal experiences at home, in school and among your friends, what different roles are assigned to men and women that you have noticed?
- Did something make you surprise in the results?
- What is the connection between this activity and GBV?
- Why is it important to be aware how media effects on us?
- Did you find in the magazine words that you expected to find?
- Did some words related to a woman or a man shock you? Why?

#### **Wrap up / debriefing**

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

### Activity 2.6 - "Earth visitors"

**Time:** 30 minutes

**Learning objectives:** the activity highlights the power of media and encourages critical thinking about gender stereotypes while reading popular magazines or watching TV

**Material:** popular magazines and websites

<https://www.nationalgeographic.com/>

<https://www.cosmopolitan.com/>

<https://www.popularmechanics.com/>

<https://people.com/>

<https://www.instyle.com/>

<http://ew.com/>

<http://www.oprah.com/app/o-magazine.html>

<http://www.vogue.co.uk/>

<http://time.com/>

**Instructions:** Imagine you are visiting earth for the first time, you receive some magazines and see some websites as “reference” for learning what men and women were supposed to act/be like in our culture and note down some examples followed by a discussion afterward about the digital media's portrayal of gender.

**Discussion questions**

- As an earth visitor which characteristics would you highlight of men and women?
- Why is it important to be aware how media's portrayal of gender?
- How does it affect on the society?
- how does it affect you?

**Wrap up / debriefing**

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

**Activity 2.7 - “Going back in time”**

**Time:** 15-20 minutes

**Learning objectives:** the activity highlights the power of media and encourages critical thinking about gender stereotypes while reading popular magazines or watching TV

**Material:** <http://www.seeme.org.au/advertising-clips.html>

**Instructions / Discussion questions:** Choose three clips and answer the following questions:

- ✓ What is the advertisement about?
- ✓ How are men and women represented?
- ✓ What kind of activities are they involved in?
- ✓ What kind of language is used to describe them? Is there any difference in the way they describe a woman and a man that leads to inequality?
- ✓ How do you react to the clip?
- ✓ How would this advertisement be received today? What is different and what is the same?

**Wrap up / debriefing**

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

**Activity 2.8 - “Ideal you”**

**Time:** 30 minutes

**Learning objectives:** to evaluate the degree of overlap between perceptions of the ideal person and the male and female stereotypes

**Material:** paper and pen; pictures of “ideals” can be brought and show them after everyone finished her/his own lists

**Instructions:**

Students are each handed a piece of paper at the beginning of class. They are instructed not to look at what is on the papers others have.

They are given one of the following tasks:

- a. List the 5 most important characteristics that an ideal person should have.
- b. List the 5 most important characteristics that an ideal woman should have.
- c. List the 5 most important characteristics that an ideal man should have.

Compare and discuss lists. Students discuss and evaluate the degree of overlap between perceptions of the ideal person and the male and female stereotypes.

#### Discussion questions

- Why are perceptions and stereotypes overlapping?
- How does it effect on the society?
- What is the connection between the lists and the pictures of the stars/models?

#### Wrap up / debriefing

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

### Activity 2.9 - "Documentaries as starting point of discussion"

**Time:** 30 minutes

**Learning objectives:** to help children think critically about gender stereotypes and their effect on the society and to show the link between objectification of woman's body and Gender Based Violence (GBV).

**Material:** Defending Our Lives

[https://www.youtube.com/watch?v=PTImho\\_RovY](https://www.youtube.com/watch?v=PTImho_RovY)

<https://www.youtube.com/watch?v=8ap2xnMcvpw>

#### Discussion questions

- a. What is the connection between the objectification of human body and GBV?
- b. Are there different rules and expectations for boys or girls in the society?
- c. Where all the stereotypes come from?
- d. Who has the responsibility to do something against it?
- e. What can we do against stereotypes?

#### Wrap up / debriefing

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

### Activity 2.10 - "Stereotype puzzle"

**Time:** 30 minutes

**Learning objectives:** to help children think critically about gender stereotypes and their effect in the society and how "innocently" saying things like "you are boy and boys do not cry" can have detrimental effects on the future adult males of the society, on their perceptions, on their behaviours and actions. (Another

interesting example is that one may ask from a boy not to cry and then the same person latter in life might complain that the adult male is insensitive and does not express his feelings).

**Material:** pieces of puzzles

**Instructions:** Participants will find under their seat 3 puzzle pieces. On each we will ask them to write 1 gender stereotype. On back of the puzzle will be written a description and we invite them to analyse how it could affect their role gender in their future.

For example:

**Stereotype:** Girls play with dolls and boys with balls.

**How could it influence in gender roles:** For example: The care of the children is seen as a *natural* task done by the women.

**Stereotype:** Boys shouldn't cry.

**How could it influence in gender roles:** Boys could believe that sharing and showing their feeling is bad and that they are weaker for it.

**Notes for the teacher.** It can be useful for children who are more visual.

#### Discussion questions

- a. Are there different rules and expectations for boys or girls in the society?
- b. What happens when a boy or girl doesn't agree with these ideas and wants to be or act differently?
- c. Where all the stereotypes come from?
- d. What can we do against stereotypes?

#### Wrap up / debriefing

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

### 3. Online game, GBV, IPV, sexual violence and harassment

#### Activity 3.1 - "Boundaries"

**Time:** 45 minutes

**Learning objectives:** acquiring awareness of personal boundaries and of the concept of comfort zone; understanding how the perception of what is personal, our body and sexuality can be very different from one person to the other; learning that people's reactions to the invasion of personal boundaries are unique.

**Material:** CONVEY game story 1

**Instructions:** After playing the story 1 of the game, ask the students to stand up and form pairs. Now go around the room, assigning numbers 1 and 2 in each pair and fixing the distance between the two people, so that they are initially at arm's length from each other.

Inform them that you will read instructions to them and they will need to follow them.

The first instructions to them will be:

"Face each other. Now number 1 get one step closer to number 2".

Now explain that they may feel uncomfortable when following some of the instructions you will give. If at any time either the person doing the action or the person receiving the action feels uncomfortable, they

can not follow the instruction, or they can communicate their unease to the other person in the couple through gestures. Nobody is allowed to speak.

Read out loud the following instructions, one by one, allowing some time each to perform.

- (a) Number 1 and number 2, look into each other's eyes and hold each other's look during the whole exercise if you can.
- (b) Number 1, put your hand on number 2's shoulder. [provide some time]. Now release.
- (c) Number 2, put your hand on number 1's shoulder. [provide some time]. Now release.
- (d) Number 1, with your hand, feel the face of number 2, explore the shapes of their face. Stop.
- (e) Reverse instruction for number 2.
- (f) Number 1, get one step closer to number 2. [Allow some seconds]. Now get one step back.
- (g) Reverse instruction for number 2.
- (h) Number 1, use your hands to go about the silhouette of number 2, from head to toe, slowly.
- (i) Reverse instruction for number 2.
- (j) Number 1, go around to the back of number 2, and give them a massage on their shoulders and back.
- (k) Reverse instruction for number 2.
- (l) Number 1, caress the hair of number 2.
- (m) Reverse instruction for number 2.
- (n) Number 1, take the hand of number 2 in your hands. Feel every inch of their hand, from the wrist to the nails, and back.
- (o) Reverse instruction for number 2.
- (p) Number 1, hug number 2.
- (q) Break the pairs.

You may repeat the exercise after mixing the pairs, or go straight to the discussion.

Ask all students to come into a circle. They may sit down still in a circle if they prefer.

#### Discussion points:

- How did number 1s feel?
- How did number 2s feel?
- What was the most difficult instruction to follow?
- Did they not follow some of the instructions? Why do they think it was harder to follow some instructions rather than others?
- [If you did a second round of instructions after changing the pairs] How was it different, if it was, when your partner changed? Why do you think it was different? (because of different/same sex, different/same culture, different sensibility/understanding of personal space and boundaries?)
- [If you didn't do a second round of instructions] Do you think it would be different with different people? How would the exercise feel different if you were asked to do it with a person of the same sex as yours? Different sex than yours? Different culture than yours? Explain.

Now explain that the purpose of this activity was to explore individual comfort zones, and understanding own boundaries as well as those of others. What each individual deems as ok for themselves, may not be ok for someone else, and may put them in discomfort.

- Did anyone try and understand, during the exercise, if the other person was at ease with what they were doing? How was this communicated? If you did not perceive any specific response, does that necessarily mean that all you did was ok with that person?
- Point out that making the effort to understand if the person we are interacting with accepts and is at ease with what we do is very important, and that this is about getting consent. However, different people have different ways to 1. React to what they receive and the actions of others; 2. Give consent, or even not give consent if they feel they are not able to, or if they feel that there is an imbalance of power between themselves and the other person, which may cause the inability to react and to say/do something to communicate that they are not at ease.

- Now try and lead the discussion towards what happens in the game, specifically in Maria's story (story 1). You may also refer to the topic of consent in Katarina's story (story 2).
- In both stories, actions are made by the perpetrator that are unwanted by the survivor.
- You can refer to the training content about consent, sexual harassment and sexual violence

**Wrap up**

Ask the participants about their experience from this activity and what new did they learn as well as if there is something that impressed them.

Personal debriefing: Asking how the experience was for the individual (what was best/ worst? How is the process of coming back to the present reality). Aims at integrating the experience into their life, understand and place their emotions in the right place, remember what they learned and bring a sense of closure.

**Activity 3.2 - Sharing on social media**

**Time:** 45-70 minutes

**Learning objectives:** understanding the importance of consent and of the responsible use of social media and digital media.

**Material:** Flipchart, markers, CONVEY game story 4, list of facts, badges, a classroom

**List of facts:**

Public fact/story	Very private fact/story
I don't like math and I failed the exams twice and...	my mom is very sick and the atmosphere at home is very difficult and I can't focus at all to study or to do my homework
I like sports and would like to be part of a team but...	I live in a remote area and there is none in the family to drive me to practice hours
I am not really a very sociable person, I have some friends but...	went to a party last week and got really drunk, some even have a video of me singing being drunk and I am ashamed that my parents will see it
I borrowed my mobile phone to a friend/classmate in order to call her mother but...	later I see this girl holding my phone and laughing with a group of pupils in the corridor. When I asked what's going on, the girl explains she has used my phone to send a text message saying 'Contact me for free sex' to most of the boys in my class.
A girl asked me out, but I wasn't interested.	Since then, she and her friends laugh at me every time I walk past them. They ask me loudly whether I 'prefer boys to girls'
I am preparing a presentation for school with another student. We have agreed on who will address which topic and how much time each of us will spend on it.	While we are rehearsing the day before it is due, I realise that s/he has spent much more time than you had agreed on and that s/he is addressing my topic.

I am dating Paul for a few weeks now. I like Paul but I am not in love with him. I like another boy who is in his final year in high school.	When I told Paul that I want us to break up, he got angry. Then I started to cry, feeling uncomfortable and didn't know what to say to him...but I know I don't want to be with him anymore.
I bought Niki a CD with her favourite singer for her birthday. Niki opened the CD and seem pleased with her present.	Then she asked where the rest of her presents were. When I told her that I bought only this CD for her birthday, Niki got mad and began to yell at me. She said that she expected more from me than a cheap CD for my birthday and she broke the CD in two.
*	

*\* instruction for partners and/or teachers: you may add your own scenario or ask the children to develop a scenario*

**Instructions:** After playing the fourth story of the game, split the group into two smaller groups. Lead one of the groups outside of the classroom.

In the meantime, the group inside will be individually given two fictional and private facts, and be told that they need to think them as their own. They will be given 5 minutes to think the facts through and even adapt them if they wish to. They will be asked to decide which of the two facts is more private, and which is less private. At this point, you will further split the group into group A and group B and provide labelled badges. You can now give the following instruction: when the group from outside is led back into the classroom, they will pair up with the students in the classroom. Each of the “insiders” will share both facts with their partner. However, group A students will not mention which of the two facts they consider more private, while group B students will let their partners know which of the two is the fact that they consider more private and would not like to share with the rest of the students.

As you wait for the students inside to acquire and think through their facts/stories, you can give the instructions to the group outside: you will further split them into two groups, group 1 and group 2 and provide labelled badges. Explain that when they are back in the classroom, they will be told two facts by someone. Group 1 students will be free to decide which of the two facts they want to later share in plenary; group 2 students will share what their partner will have labelled as the “more-private fact”. Group 2 students are free to choose not to share the more-private fact if they do not wish to do so. Once you call them into the classroom, group 1 students will join group A students, and group 2 students will join group B students. They will partner up with one person each, and listen to both facts from their partner.

You can now have the “outsiders” enter the classroom and pair up with the “insiders” (Group 1 students pairing with Group A students; Group 2 students pairing up with Group B students). You can make the pairs or allow them to choose their partners, within the limitations provided. Give the pairs 3 minutes to share the facts, then ask the group to come together in a circle. One by one, the students who were outside will have to share with the whole classroom the facts they have been told, following the instructions given (underlined above).

As the round of sharing goes on, there may be reactions from the “insiders” when they feel that something private has been shared. You will ask the group to continue the sharing round, pretending nothing has happened.

**Debriefing:**

At the end of the process, you will acknowledge that something troubling has happened in the group. Ask the Group A and B students how they felt once the private story/fact was told instead of the public one. Explain the instructions that you had given to the group outside. Point out the importance of being aware about what each one of us chooses to share, and with whom. Take the example from story 4 of the game, and underline the consequences of sharing something personal on social and digital media, especially with people that we do not really know.

You may refer here to the content of the teachers' programme about online violence.

The unrestricted and not supervised use of social media and of sharing of information/pictures/videos with non-trusted people or unknown people may generate a process that becomes impossible to stop, in which someone share or post something about you that misleads the audience and creates a different, not wanted or not true image of you without your consent. That can also happen for revenge, in case of a fight or an argument.

You may refer here to the concept of revenge porn.

### **Conclusion:**

When you feel that the discussion has covered all main points, ask the full group to split into 4 smaller groups (depending on the number of students, you may want to have fewer groups).

Now ask each group to create a document containing between 5 and 10 bullet points about what NOT TO DO online to avoid an unwanted situation such as the ones you've just discussed.

Allow them 15 minutes to come up with the lists.

Now ask each group to voice their list, and write down their points on a flipchart paper for the whole class. That will become the guidelines of the class about HOW TO STAY SAFE ON SOCIAL MEDIA.

You can leave the guidelines on the wall of the classroom.

### **Activity 3.3 - "The bridge"**

**Time:** 15 minutes bridging – 30 minutes debriefing

**Learning objectives:** To experience how the victims of GBV feel and to show violence includes also verbal/psychological abuse

**Material:** Statements which contain gender and language stereotyping that aim to diminish or discourage.

**Instructions:** several students are selected and go out of the room; the rest of the students are split in two and form a bridge with their hands.

To each student from the bridge formation is given a role and they need to memorize a sentence to say it out loud. One by one the students that are outside pass under the bridge and they hear all the sentences from the bridge. Once the volunteer passes under the bridge will hear only negative or diminishing affirmations and the second time only positive or uplifting ones (or the other way around).

The exercise is followed by debriefing discussing the feeling of the student that passed under the bridge and the feelings of the "bridge".

### **Discussion questions**

- How did you feel? The ones who passed under the bridge and the ones who were the bridge.

### **Examples for sentences**

- You look like a girl/boy.
- Are you gay?

- Why don't you smile?
- Are you shy?
- You look sexy.
- Why are you hiding your nice boobs?

- You are beautiful
- You are smart
- You know what you want
- You have a unique style
- I like the way you think-
- I like the way you express yourself

### Wrap up

#### a. for the people passing under the bridge

1. How did you feel when you passed under the bridge and heard all the nice and encouraging words? Did it remind you of someone or a situation?
2. How did you feel when you passed under the bridge and heard only the negative and diminishing words?
3. Would you want to pass again the bridge? if yes which one?
4. Which word stayed in your mind? (if is negative then deeper debriefing is needed)

#### b. for the people creating the bridge and being the voice of the bridge

1. How did you feel saying only positive and encouraging words to someone?
2. How did you feel saying only negative and diminishing words to someone?
3. Was easy for you to think of what to say?

### Activity 3.4 - "Use different scenarios to highlight the difference between sexual harassment and positive attention"

**Time:** 45 minutes

**Learning objectives:** to highlight the difference between sexual harassment and positive attention and encourage them to behave how they want to and not following GB stereotypes

**Material:** scenarios in printed versions

**Instructions:** This activity reaches its objectives the most effectively if it is a roleplay. In this case, the group is split into two, those who are acting and those in the audience. After each scene there is discussion. If it is not a roleplay just read out the scenarios out loud or tell them to think about it first in smaller groups. For example:

✓ Scenario 1.

Suppose a boy repeatedly tells a girl, in public, that she has a great figure. While at first the girl is flattered, when he keeps talking about her figure publicly, she becomes increasingly uncomfortable.

Discussion followed by debriefing

- Do you think she has reason to feel uncomfortable?
- Is this an example of sexual harassment or positive attention?
- In our culture, do you think it is easy to confuse the two?

Ask for arguments to support their opinions

✓ Scenario 2

Sam wants to buy a doll for his nephew's birthday, but his friend, José, says, "No way!" Sam explains that dolls help teach little boys to take care of someone and be loving, but José argues that they just teach boys to be sissies. Sam knows he is right, but he's concerned about what José might say to their friends.

- What might Sam do?

✓ Scenario 3

Serena and Fernando have been going out for months, and things have been good between them. Her parents approve of him, and the word is out around school that she is his girl. However, lately Fernando has been putting a lot of pressure on Serena for more than she is ready for. When she says, "No," he says that it's her place as a woman to please him.

- What can Serena say to him?

**Notes for the teacher**

- With older kids is recommended to do it as a roleplay but be aware that after the scene they do not stay in their roles.
- You can do all the scenarios working in smaller groups or just deal with one scenario.

**Activity 3.5 - "Break the myths about gender-based violence!"**

**Time:** 60 minutes

**Learning objectives:** To analyse widely shared but misconceptions about violence, which are gradually becoming stereotypes and norms of behaviour.

**Material:** balloons, paper, pen

**Instructions:** Inflate the balloons with small sheets of paper in them. On the papers, write myths about violence (below).

- Make a circle with participants;
- Identify an assistant from the group who will determine who will burst the balloon;
- Each balloon must be transmitted clockwise;
- When the assistant says STOP, the one who holds the balloon should burst it in the fastest way, read aloud the statement and say his or her opinion – do they agree or not?
- Ask the group's opinion. Also, let's think about what people usually comment on, what public attitude is (what is the general belief).
- If the participant has difficulty or can't answer, responsibility falls on the participant sitting next to him on the left.
- The facilitator must have read the facts in advance and be ready to answer if the participants do not understand what the problem may be about the particular myth.
- This activity is repeated until all the balloons you have prepared are exhausted.

**Examples for myths:**

1. Myth: If a woman does not like being beaten, she can leave home at any time.

What people think, "It is your fault that you are in this situation"; "No one keeps you in power, you obviously have to be happy."

Fact: Women cannot always leave, and some of the reasons include fear, lack of money or information because of her children or because she thinks things will improve. You should be aware that sometimes if the woman does not leave the family home, the consequences may be very serious.

2. Myth: The use of alcohol is the most common cause of violence.

What people usually think: Drink and get furious; He killed him in aggression and could not control himself, but then he regretted and apologized.

Fact: While alcohol consumption can lead to aggressive behaviour, most cases of domestic violence, for example, are not the result of alcohol use. Alcohol is not a cause of violence, but an excuse!

3. Myth: Violence occurs only in poor or uneducated social groups.

What people usually think: Poor people have no education or manners, so they do not know how to behave with each other; Poor people do not have enough income, and this creates a strain that grows into violence.

Fact: The abusers can be from all social groups and everyone can be a victim of violence. It can happen in every family, ethnic group, in poor or rich, at all ages.

4. Myth: He / She deserved it / provoked it.

What people usually think: I'm nervous to the limit and I could not close his/her mouth in any other way.

Fact: Nobody deserves to be beaten or emotionally tortured, no matter if people knew each other or not. Violence often blames women or children, claiming they have provoked them, but no behaviour deserves to be punished by fighting. Children should be disciplined in ways that teach and educate rather than hurt. There is no excuse for violence! Responsibility falls on the one who chooses to hurt others.

5. Myth: Victims provoke sexual harassment when dressing provocatively or acting like that.

What people usually think: Look at her how she's dressed up! She obviously likes to whistle to her ...

Fact: Rape or attacks are crimes that arise from the will of an abuser to exercise force or control another person. Neither scanty clothing nor loose behaviour is an invitation to unwanted sexual acts or violence. Yes

Forcing someone against his will means abusive, whatever the way they are used.

6. Myth: My home is my fortress! No outsider can interfere in family business!

What people usually think: Do not interfere in others people business, every family knows best.

Fact: Beating and harassment are crimes that no one should be silent about

7. Myth: The people who use violence are behaving aggressively in all their relationships.

What people usually think: He is very kind and fun, he cannot behave badly with her.

Fact: Violators choose whom to target their aggression, and this disguised behaviour often misleads the others.

8. Myth: Domestic violence is " the abuser's loss of control".

What people usually think: He / she dropped his nerves / failed to hold back /provoked it...

Fact: Forcing behaviour is a choice. The people who use violence, apart from their gender, use it to control their victims. Home violence is the use of control, not its loss! Acts of violence are purposeful.

**Expected Result:** Participants gain insight into negative social attitudes that often hinder direct victims to find help. Make a parallel with the community in which the participants live and draw similar examples. To highlight the many situations in which a victim of domestic violence may fall. Discuss how to find help, and also what kind of help there is (legal, psychological, etc.). If it's possible, to develop alternatives to combat violence and to monitor young people's attitudes about these social occurrences.

### Activity 3.6 - "Our message! (Poster for a Volunteer Campaign)"

**Before starting this activity, it is important for the trainers themselves to know beforehand the benefits of volunteering and its leading principles.**

**Time:** 60 min.

**Learning objectives:** Young people to get acquainted with the main principles of volunteering. Outline the main areas of volunteering. Create a positive attitude towards free work and a willingness to contribute to society. Young people themselves outline human rights and civil rights issues that they formulate in a message to the whole of society. Encourage participants' initiative and creativity.

**Material:** watercolours, pencils, paint brushes, sheets of paper, pens.

**Instructions:**

- Before the participants get involved in creating the poster, initiate a discussion on volunteering.
- Questions for discussion:
  - What are the positive features of free work?
  - Which Areas of Activity Cover Voluntary Work?
  - Who can be a volunteer?
  - Do you have a good experience and what are your impressions? If not, would you become a volunteer? Why?
- Ask participants to work in groups of 3 or 4 people.
- Write down a variety of social rights on small sheets of paper for the participants to work on

*Social rights are:*

The right of everyone to equal treatment and life free of violence

The right of everyone to access education

The right of everyone to be healthy (access to health services)

The right of everyone to participate actively in society

The right of everyone to express what he thinks

The right of everyone to free time and games

The right to privacy

- Each group is pulling a single sheet.
- Explain to them that they are "volunteers" who need to raise public sensitivity about a problem - one of the most important things to change existing stereotypes and negative attitudes.
- To this end, they must create a poster that calls for public mobilization to manage the problem. Ask the participants to think about an appropriate message.
- Then the participants get to work (25 - 30 min).
- Each group should present their work to others and analyse it.
- Encourage participants to discuss the issues facing social rights and social groups that find it difficult to access them.

**Expected result:** Raising young people's awareness of how they can take part in various social initiatives. To achieve understanding on issues of social responsibility and mutual assistance. Raising awareness about

social rights. Make a parallel between the different European countries and the positive results of volunteering achieved in them.

### Activity 3.7 - "Feeling safe"

**Time:** 45 minutes

**Learning objectives:** understanding the gender dimension of what we refer to as violence against women and girls as well as gender inequality; understanding the concept of personal perception of safety, personal boundaries and importance of being able to convey our boundaries.

**Material:** Flipchart, markers, CONVEY game story 2

#### **Instructions:**

After playing the second story of the CONVEY game, ask the students to discuss what they conceive as mistakes in the behaviour of the survivor. Keep the discussion to a minimum and ask them to write down a list of actions they regularly make to avoid sexual assaults, harassment and unwanted attention from others. This needs to be an individual list.

Allow them about 5 minutes to write down their list.

Now ask them to share the list, one by one. As they speak, write down their actions on a flipchart. On one side of the flipchart, you will write down the actions made by boys, and on the other side you will write down actions made by girls. Do not repeat the same action twice on the same column. Do not explain that you have split the columns according to the gender of the speaker.

When you have made the full round, ask the students to comment if something strikes them from the lists. The idea is that they will first notice that you have based it on the gender of the person making the actions.

Point out, as it will be, how the list of the girls is much longer than that of the boys. Ask the students to comment on both columns, on what strikes them, on what they find strange/unusual, or what they had never thought of.

The point of the discussion is to underline how women feel obliged to take some actions regularly to avoid the unwanted interest of men and to feel safe, even if most of the times these actions may be unaware, involuntary, or not pleasant. This is due to the gender-specific dimension of specific types of violence, that are perpetrated by men to the expense of women.

#### **Wrap up / debriefing**

Feeling safe is one of the main needs of any human being. Each one of us has their own ways to feel safe and take actions that lead there.

What is important is to be able to recognise our own boundaries in terms situations in which we do not feel at ease anymore.

If we take proxemics for example, i.e. the study of the amount of space that each person needs to set between themselves and the others, we will notice that some people can tolerate a smaller distance between themselves and another person, while other people will only be comfortable and at ease if a greater distance separates them from other people. Now, this depends surely on the cultural background and context of the person, but also on the specific experiences that the person has lived through.

In practical terms, what has just been discussed during the activity has four main learning points for us:

- 1- Each one of us feels safe in different situations and contexts and with different conditions;

- 2- Being able to identify/being conscious about our own boundaries, in terms of what does not make us feel safe, is a first step towards feeling at ease and knowing how to get there;
- 3- Being able to communicate our own boundaries, i.e. when we do not feel at ease anymore, is a very important step towards regaining our safety and feeling at ease again;
- 4- We should at the same time be able to ASK the person we are interacting with about whether they feel safe and at ease with a specific action that we may take – e.g. “Is it ok if I stand this close to you, or do you need me to step back a bit?”;
- 5- In our society, as we learn from the lists of actions to avoid unwanted attention (or really actions to feel safe) that we have developed together, there is a striking imbalance between what women and men need to do to feel safe (and be safe).

As a final point, you may ask if anyone wants to comment on any of the points, or if anyone has any additional learning points.

The concept of “consent” may be called in the discussion as well.

### Activity 3.8 - “Analysis of game content in mixed working groups”

**Time:** 45 minutes

**Learning objectives:** to assess the impact of gender stereotypes on their life and how these are related to inequality, sexual violence and domestic violence.

**Material:** box, papers, pens/markers

**Instructions:** This approach is best suited for processing difficult and complex content (such as a case of Domestic Violence). The process involves seven steps in which students engage content, analyze information and compose their own interpretations through a variety of activities:

- ✓ Children play the game No 3 while watching the evolution of the story.
- ✓ The whole group of children use creative methods, such as conceptual mapping and develop a rationale to structure the content of the game. The structure can be as follows: a) potential causes, b) links to real life experiences, c) potential consequences, d) alternatives that can be discerned, e) prospects for the future. For this thematic module, focus groups of students (1 – 5 students) are formed and each focus group is assigned a specific task to accomplish after the screening of the game. For each task they should focus on and record the most important information that fall within the thematic field they have undertaken (for example one focus group is assigned to work on potential causes).
- ✓ The groups are being restructured in such a way as to form new ones made up of the ‘experts’ of the groups that have been assigned to elaborate a specific topic. The number of new group members corresponds to the number of groups created in the previous step to process the respective sections of the game.
- ✓ Focus groups collaborate and prepare a joint presentation where each ‘expert’ undertakes a specific section.

**Discussion questions (if needed)**

- Domestic violence has different types: what do you think are the types of domestic violence?
- Do such cases represent real life scenarios?
- How often do you think do these situations occur?
- What are the causes of Domestic Violence?

- What are the consequences of violence?
- If you were in an abusive relationship, where would you go and/or who would you seek for help?
- If a friend was in an abusive relationship, what would you do? What would you say to that friend?

### **Wrap up**

What did you learn from this activity? Did you gain something that you could apply to your life and your relationships?

It is important to stress the following:

- Violence is NEVER the proper way to react to violence
- Domestic violence is a pattern of assaultive, threatening and controlling behaviours that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally behaves in ways that cause fear, degradation and humiliation to control the other person. He/she may threaten to use or may actually use physical violence. Types of abuse can be physical, sexual, emotional and psychological.
- A violent relationship may include threats, physical harm, acts of intimidation, humiliation, isolation and deprivation. The abuse may occur during a relationship, while the couple is breaking up, or after the relationship has ended.
- The purpose of domestic violence is for one partner or ex-partner to establish and exert power and control over the other.
- Violence can take place in real life as well as on the internet (online), namely, sexual, emotional and psychological abuse can also take place on the Internet (such forms of abuse include: Cyber-stalking, Cyber-harassment).

#### 4. ICEBREAKERS

"Icebreakers" are games or activities that encourage communication and participation in all groups, particularly new groups. Icebreakers are not mandatory to be used and do not consist part of the educational activities of the workshop, but it is recommended having some relaxed, fun icebreaker games/activities at the beginning of a group meeting. Icebreakers are expected to contribute to group building. To get some ice breaker activity ideas some examples are provided below. It is strongly advised the facilitator to use at least one icebreaker during the 1st meeting with the students. It is up to the teacher, if an icebreaker will also be used at the beginning of each meeting with the students.

##### Icebreaker 1

**Material:** a bag of marshmallows (you will only need one per small group of 3 people), spaghetti, string (1 meter per group of 3), one meter of tape per group of 3 people

Now invite the participants to a short icebreaker, called the "Marshmallow Challenge".

The task: teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one meter of tape, one meter of string, and one marshmallow. The marshmallow needs to be on top. The structure must be FREESTANDING, so it cannot touch any wall, it cannot hang from anywhere. They have 7 minutes to do so.

The game will be useful to get the group into a creative frame of mind, which will be needed during the meeting.

##### Icebreaker 2

**Find your twin** (icebreaker that focus on similarities and not differences)

This game is played in rounds, and in each round members of the group need to find their twin and ask 3 or 4 set questions. The leader gives direction for how each person is to find their twin in each round ie.

Round 1- find someone the same height as you,  
round 2- find someone who likes to wake up in the morning,  
round 3- find someone who like the same type of music, etc.

When everybody has found their twin, they ask each other the 3 or 4 set questions (ie. How would you spend your last 10.00 euro? What's the best thing that happened to you? Where would you like to travel tomorrow? Etc.).

##### Icebreaker 3

**Toilet Paper Game** (prepares the ground for feeling comfortable to share personal opinions that will be asked later on in the activities)

- Pass around a roll of toilet paper to the group and ask them to take **what they need**. *No further explanation.*
- When done. tell the group that as they go around the room, each person must tell a fact or something about themselves for each square of Toilet Paper they took.

##### Ice-breaker 4

**Puzzles Game** (shows the variety of talents and celebrate diversity in a visual way)

Give participants a blank piece of puzzle (cut up a box in puzzle pieces). Each person writes on the piece one skill which they contribute to the group. The puzzle is then assembled to show that everyone contributes to the whole.

### Ice-Breaker 5

**Marooned Game** (This activity helps them to learn about other's values and problem-solving styles and promotes teamwork).

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. *Note that they are only allowed five items per team, not per person.* You can have them write their items on a flip chart and discuss and defend their choices with the whole group.

### Ice-breaker 6

**Some details about you and me...** (prepares the ground for feeling comfortable to share personal opinions that will be asked later on in the activities)

Give a hand-out to each person to complete the statements. When all are done collect and read out loud randomly some of them. Try to guess who said what.

Fill in the following statements or as many as you want

- I am unique because...
- I have never...
- I love it when...
- I love to...
- I think I have the best...
- I would never...
- My idea of beauty is...
- The best thing I ever did for my partner/child is...
- The best way for me to relax is...
- I felt guilty when...
- The biggest and best...
- The funniest thing that ever happened to me was...
- The greatest thing my partner/child ever did was...
- The lowest moment of my life was when....
- The most important decision I ever made in my life was...
- The most unbelievable thing...
- The thing that makes me laugh is...
- There is nothing I enjoy more than...
- I think of life as ...

### Ice-breaker 7

#### Talk like an expert

Volunteers are invited to talk as long as possible as they were experts without making long pauses or sounds like “aaaa...”, or “hmmm”. The speaker can choose any theme. The longest expert speech wins.

### Ice-breaker 8

**Tall stories** (prepares the students to be open for discussion, and be creative)

The leader starts a story with a sentence that ends in SUDDENLY. The next person then has to add to the story with his own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. The story becomes crazier as each young person adds their sentence.

Tape it and play it back. For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY....'

### Ice-breaker 9

#### **My Autobiography today and tomorrow**

**Goals:** Participants to reflect on the skills they have and how they can improve them; To mark out each person's motivation for development; To encourage continuing education at universities; To enhance participants' practical skills to make their CV.

**Number participants:** 5+

**Time to pursue the activity:** 45-60 min.

**Materials:** Sheets A4, pens

#### **Instructions:**

- Distribute to the participants the printed sheets of the options "My autobiography today" and "My autobiography tomorrow"
- Explain to them that they have to fill in both forms
- After completing them, initiate a discussion. It should affect the participants' perceptions of themselves and how they see themselves in the future - where they will continue their education, what their plans for professional realization, how they will achieve them, etc.

My autobiography today:

1. Name, surname, last name .....

2. Date of birth .....

3. Place of birth .....

4. Address .....

5. Family (mother, father, brother / sister).....

6. Education:

Where I studied: .....

Where am I currently studying: .....

Which subject is my favourite one: .....

How many languages do I know: .....

7. Skills:

Can I work with a computer: .....

What I do for sports: .....

What kind of instrument I play / hobby: .....

Other: .....

8. Qualities:

What are my positive qualities: .....

What I want to change in myself: .....

What I like to do in my free time: .....

9. My Future

What do I want to become when I grow up: .....

My future autobiography:

1. Name, surname, last name .....

2. Date of birth .....

3. Place of birth .....

4. Address .....

5. Family status: married, unmarried

6. Children .....

7. Education:

School: .....

University: .....

10. Profession:

What and where I work: .....

11. Qualities:

What are my positive qualities:.....

What do I want to change in myself:.....

What do I like to do in my free time:.....

12. My past (what helped me to become what I am): .....

**Questions for discussion:** what does it mean to have a "vision" of what I want to become - that it is a setting goals for personal development. To provoke thinking and ideas - by what means to an end we will achieve this change - transition to a higher level of education, qualification in a certain area, language learning, development of personal skills, etc. Make a difference between goals and means.

**Expected result:** Skills to set personal and professional goals, expressive skills, and CV envisioning. Stimulate creative appearances.