



CHAPTER 2

Activities to address gender and gender- based violence with young people

Activities to address gender and gender-based violence with young people

Educational approaches and guidance for facilitators

This manual has been developed to be used primarily with youth groups in non-formal education settings, although it can also be easily adapted and used in formal education settings. The principles of non-formal education apply throughout, especially in the running and facilitation of activities proposed in this chapter.

All the activities proposed draw on the experience of human rights education. The manual adopts a human rights approach to gender-based violence and uses human rights education as a basis for young people to learn about, and act against, gender-based violence.

This section provides essential information and practical tips on human rights education and non-formal education and outlines their general application to this manual. This should support facilitators in choosing the activities most adequate to their group, and should enable them to facilitate with confidence. Specific advice is also proposed about working on gender issues with young people.

Human rights education – more than an educational approach

Gender-based violence is a human rights violation. It can be prevented and addressed using a human rights framework, which human rights education (HRE) can help to explain.

Before starting to work with these activities, it is important to understand the educational approach within which the manual and activities have been developed. The underlying approach to human rights education is based on the approach outlined in *Compass – a manual for human rights education with young people*¹.

Human rights education is about education for change - both at a personal level and at the level of society. It is about developing young people's competence to be active and responsible citizens who participate in their communities. The educational process should therefore develop knowledge, skills, values and attitudes that are appropriate for positive action on behalf of human rights. In the case of this manual, such positive action concerns chiefly the area of gender-related human rights - for example whenever gender-based violence is concerned.

Compass defines human rights education as:

...educational programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities².

A more detailed definition of HRE can be found in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education:

... education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms³.

There are other definitions of human rights education. All such definitions incorporate three important dimensions:

- **Learning about** human rights – for example, knowledge and understanding of human rights, of what they are, and of how they are safeguarded or protected;
- **Learning through** human rights: this dimension recognises that the educational context and the way human rights learning is organised and imparted must be consistent with human rights values (e.g. participation, freedom of thought and expression, etc.). In human rights education, the process of learning is as important as the educational content;
- **Learning for human rights:** young people need to develop the skills, attitudes and values to be able to apply human rights values in their lives and to take action, alone or with others, to promote and defend human rights.

How can these three dimensions be translated into educational practice with young people? In the process of human rights education, it is recommended to respect the following principles:

- **start from what people already know**, from their opinions and experiences. From this base, enable them to search for and discover together new ideas and experiences, and contextualise these in universal human rights;
- **encourage the active participation** of young people in shaping the discussions and the educational content. Support them to learn from each other;
- encourage young people to translate their learning into **simple but meaningful actions and personal attitudes** that demonstrate their rejection of injustice, inequality, and the violation of human rights.

Knowledge, skills, attitudes and values supporting human rights education

In order for young people to work in the defence of human rights and towards a deeper understanding of human rights issues, they need a knowledge and understanding of certain issues, and certain key skills. They also need to develop and practice appropriate attitudes and values.

In terms of **knowledge**, young people need to develop an understanding of the main concepts and the historical development of human rights, as well as the standards demanded by the main instruments and mechanisms for human rights protection. This means knowing about one's own rights and the way they interact with other people's, as well as knowing how to defend human rights.

In terms of **skills**, young people need to be able to communicate and advocate for human rights in public and private, to be able to assess cases from a human rights standpoint, and to reflect on what constitutes an abuse of human rights. Other important skills include dealing with conflict and learning to transform it in a constructive manner, and participating actively and constructively in the community.

Finally, in terms of **attitudes and values**, young people need to develop motivation and a commitment to the protection of human dignity; empathy and solidarity for others; and a sense of justice and responsibility for their own actions and those of others.

In relation to gender equality and gender-based violence, it is important that young people feel confident and able to address and combat gender inequalities and gender stereotypes, including their own role in perpetuating or combating them, within a human rights framework. Knowledge of human rights instruments specifically concerned with gender equality is also important.⁴

It is essential that young people have a deeper understanding about how human rights relating to gender equality are based on people's needs, and why they have to be protected. Young people with no direct experience of gender-based violence may think that the issue is of no concern to them, but from a human rights perspective, such a position is not acceptable. People everywhere have a responsibility to protect the human rights of others, including rights related to gender.

People have different ways of understanding important values, and therefore perceive rights and responsibilities differently. This means that human rights issues, including those which are gender related, are often controversial. Human rights education provides a framework to address and deal with these differences in understanding values and which manifest themselves as conflicts of opinion. Human rights education with young people is also about equipping young people with the ability to appreciate different points of view about a question, even if

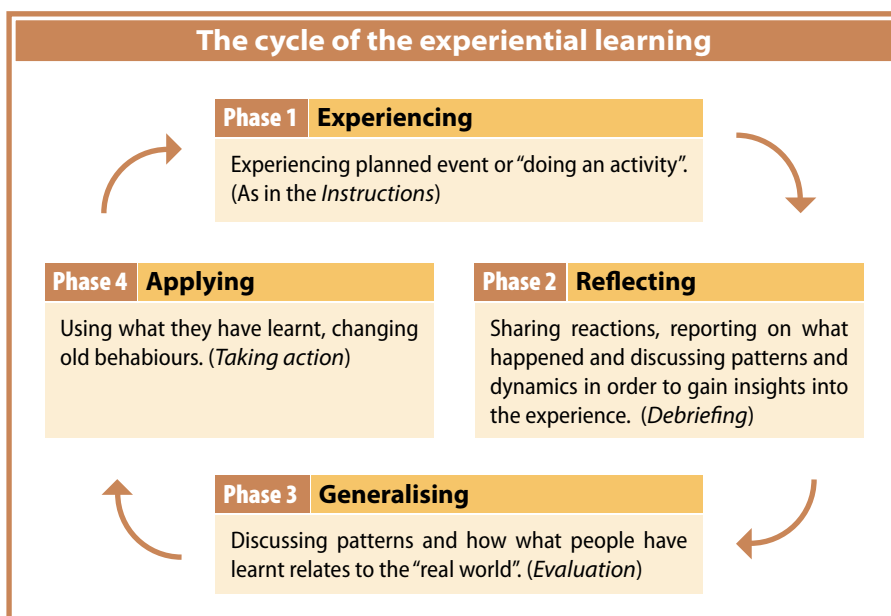
they are not necessarily in agreement and helping them to develop skills to reach mutually agreeable solutions.

This manual and its activities are based on an understanding that conflicts of opinion can be used constructively for the learning process, provided that the facilitator feels confident in addressing possible conflicts, and confident about managing diverging opinions in a group. The purpose is not so much that everyone needs to agree with a given result, but rather that the participants are also able to learn from the process of discussion (e.g. by listening to each other, expressing themselves, seeking information, respecting differences of opinion, etc.).

Experiential learning – a basis for human rights education

Skills and values such as good communication, critical thinking, advocacy, tolerance and respect, cannot really be ‘taught’: they have to be learned through experience. For this reason, all the activities in this manual address sensitive issues around gender and gender-based violence, while promoting co-operation, participation, and learning through experience. The activities encourage young people to think, feel and act, and to engage their heads, hearts and hands in the defence of gender related human rights.

For this reason, the activities proposed in this manual have been developed in accordance with the David Kolbe’s cycle of experiential learning cycle.



Source: Compass – Manual for Human Rights Education with young people, Council of Europe, October 2012

This cycle suggests that it is not sufficient simply to run an activity (Phase 1 of the learning cycle). It is essential to follow any activity with a debriefing and evaluation, which enables people to reflect on what has happened and why (Phase 2); to evaluate their experience and extract learning points (Phase 3); and finally to decide what to do next (Phase 4). In this way, the cycle returns to Phase 1, and a new cycle of the learning process begins.

In a school setting, activities such as those included in this manual can help to break down artificial barriers between subjects, and can also provide ways of extending links between a school subject and areas of interest, in order to promote a more holistic approach to an issue. In a non-formal educational setting, the activities can awaken interest in issues and, because they promote learning in a non-didactic way, they are often intrinsically more attractive to young people.

Using the activities

Choosing activities

This manual contains educational activities to address gender-based violence with young people.

As facilitator of the learning process, you should choose activities that are at the “right” level for you and your group and that will fit into the time you have. Read carefully any activity you are planning to do, at least twice, and try to imagine how your group may react, and some of the things they may say. Make sure that you have all the materials you will need, and check that there will be enough space, especially if participants will be breaking up for small-group work.

The instructions for each activity should be understood only as guidelines: each facilitator should use the material to suit the needs and context of their group, including issues needing to be addressed, and taking into account their own experience and ability as facilitator. It is not possible to write activities that will fit exactly into every possible European – or international – context. Facilitators are therefore expected to adapt the activities, while preserving the key aims and dynamics.

Key to the presentation of the activities













Each activity is presented in a standard format.



Level of complexity

By complexity, we indicate both the complexity of the method, and the critical thinking, analytical and communication skills participants need to possess in order to be able to benefit from the activity. Most of the activities that require basic skills employ simple methods, take little preparation, and often do not take much time. On the other hand, those activities that require good communication and thinking skills are often divided into different stages, require more preparation, and take longer. They usually also require greater competence, including emotional competence, from the facilitator.

Levels 1 to 4 indicate the general level of intellectual and emotional competency required for participation, and the amount of preparation involved. The level also refers to the degree of difficulty for participants and for the facilitator. In general, these variables tend to go together: level 1 activities need very little preparation and demand little emotional competence from both participants and facilitator, while activities at level 4 need much more.

	<i>Overview</i>	This gives brief information about the type of activity and the issues addressed, including any specific thematic focus.
	<i>Group size</i>	This indicates the ideal number of people (including minimum and maximum) needed to run the activity.
	<i>Time</i>	This is the estimated time in minutes needed to complete the whole activity, including any discussion before or after the activity.
	<i>Objectives</i>	These outline the learning that the activity hopes to achieve for participants, in terms of knowledge, skills, attitudes and values.
	<i>Materials</i>	This is a list of equipment needed to run the activity.
	<i>Preparation</i>	This is a list of things the facilitator needs to do or prepare before starting the activity.
	<i>Instructions</i>	This is a list of instructions for how to run the activity.
	<i>Debriefing and evaluation</i>	This section includes suggested questions to help the facilitator to conduct the debriefing and to evaluate the activity (Phases 2 - 4 of the experiential learning cycle).
	<i>Tips for facilitators</i>	These include guidance notes, things to be aware of - especially for debriefing the activity - information on alternative ways of running the activity, additional background information relevant to the activity, and indications of where further information can be found.
	<i>Suggestions for follow-up</i>	These include ideas for what to do next and links to other activities that can be used to address similar issues or themes.
	<i>Ideas for action</i>	Suggestions, relating to the issues and themes addressed, for further steps or courses of action for young people to take.
	<i>Handouts</i>	These include role cards, action pages, background reading material, discussion cards or other materials that should be given to participants during the activity.

Advice on facilitation of activities

In this manual, we use the word ‘facilitator’ for the person who prepares, presents and coordinates the activities for participants. A facilitator is someone who helps people to discover how much knowledge they already possess, encourages them to extend their learning, and helps them to explore their own potential. Facilitation means creating an environment in which people learn, experiment, explore and grow. It differs from the process where one person - the ‘expert’ - imparts knowledge and skills to others. This terminology helps to emphasise that educational work on the themes of gender and gender-based violence requires a democratic and participative approach. We assume that you are facilitating groups of young people, for example in a classroom, in a youth club, on a training course, at a youth camp or at a seminar.

What follows are some general facilitation tips for work with groups of young people, and specific advice for working with the sensitive issues addressed by Gender Matters. Different approaches to facilitation exist, but all approaches require sensitivity to participants’ context and to their special situations and needs. All activities in this manual can be adapted to specific circumstances with little effort. However, the facilitation of activities addressing gender issues, and in particular the issue of gender-based violence, requires particular sensitivity. It also demands careful attention to ethical questions and questions of responsibility.

- This manual does not require that facilitators have prior experience, however, it does recognise that working with the issues of gender and gender-based violence may be challenging. An interactive and participatory approach is essential, together with a sensitive approach to the issues, particularly where discussion is likely to lead to disclosures by participants on highly personal matters.
- Working on gender issues, as with other topics in human rights education, requires particular competences. Youth educators/trainers/activists always need to begin by working themselves, and reflecting on the attitudes, beliefs, knowledge and behaviour that they bring to youth work in general, and to work on gender in particular.
- Users of this manual do not have to read it in its entirety to be able to use it: this will depend on their own self-knowledge, the needs of the group, and the extent to which the facilitator feels competent in the area. However, use of this resource should always be preceded by a process of reflection on the issues.
- The manual asks those who use it to be ‘translators’ from one context to another. The information provided needs to be supplemented with information from, for example, national institutions, NGOs, legal and judicial systems, and local contexts. It is important also that users of the manual reflect on whether particular perspectives fit their own experience and youth work context; and that they adapt or substitute examples, ideas and explanations, where appropriate.
- Finally, working on gender, sex, gender-based violence and related issues

should be an essential part of all youth work because it is something that concerns all young people. The questions and concepts that are addressed through this work are all relevant to young people's lives, and they relate directly to the world young people live in.

Specific ethical and practical considerations

Ethical considerations belong in any educational activity that brings people together, and these ethical considerations are particularly important when issues of identity and power are present, as in the case of many activities dealing with gender or gender-based violence. There are certain important issues to be taken into consideration when working on the issue of gender and gender-based violence with groups of young people, and these are particularly relevant when making decisions about which activities to choose.

- **Gender is a politically sensitive issue**

Gender related issues can be highly politically charged. For example, equal rights for LGBT+ people or the rights of young women to determine their reproductive destinies have caused significant and often acrimonious debates in the public and political sphere between people of different political persuasions, as well as between people from different social, religious or cultural backgrounds. On a more personal level, people of authority surrounding young people - e.g. parents, teachers and professional youth workers - may have objections to certain issues being discussed or raised in the context of youth work or in leisure time activities, for example questions about sexuality. Facilitators need to be aware of such potential concerns before beginning to work on the issues with young people, and when choosing activities from this manual. It is also important to make sure that your organisation will support you, and that its policies and approaches do not conflict with the work that you are aiming to carry out.

- **Cultural difference matters**

The cultural backgrounds of the members of the group you are working with may be a relevant factor in choosing your approach and the activities you will use. For some people and communities, specific gender related issues (such as sex, relationships and sexuality) should not be spoken about in public, or in mixed sex settings. Many young people may therefore find it difficult to engage in open discussion about such issues directly, especially if members of the other sex, or people that they do not know well, are present. Furthermore, the existence of domestic violence and sexual abuse is often denied in traditional (as well as in modern-secular) communities. The socialisation of a given participant in this relation will influence whether they will be willing to discuss or will be resistant to engaging with the activities you propose. However, the importance of cultural background can also be overestimated.

Not all young people who come from “traditional communities” will have difficulties in engaging with these issues. For example, a person’s social background can often be more relevant than their religion to how they deal with sexuality. However, the fact that the young people you work with may come from very diverse cultural and social backgrounds, each of which may have a specific way of dealing with these issues, means that you need to consider the intercultural nature of your group, both in the development of your educational programmes and in the choice of the activities you propose.

• **The context of your work**

It will be useful for you to consider your own reasons for undertaking to work on gender related issues in the context of (general) youth work. Ask yourself such questions as:

- What is the relevance of such issues, and why the need to address them in this context?
- Why do the young people you are working with want to or need to address such issues?
- What are your educational objectives in undertaking the exploration of such issues?

Before you begin, you should think about such questions. Your responses will help you to select the kind of activity that is better suited for your purposes.

It is also important to consider how you will group your young people, considering your educational objectives at any given time. For example, when wishing to engage the members of your group on the question of female sexuality, you may consider beginning with work in single-sex groups to avoid participants feeling forced into discussing something they do not feel comfortable about with members of the other sex.

Finally, while you may consciously decide to engage in youth work with one or other target group, for reasons relating to the specificity of the context you are working in, you also must consider that you can never fully know ‘who is in the room’. For example, even if working with an all-female group, you may not be aware of the sexual preferences of all members.

For this reason, you must also take into account that within single-sex and mixed groups there always exists a modicum of diversity that may complicate the dynamics, or enrich them. You should also bear in mind that the oppressed and marginalised are not immune to prejudice, any more than are members of the privileged classes or the majority. The most important thing is to remember that everyone needs to feel comfortable and respected, if they are to engage fully.

• **Disclosure may take place**

Noting that one can never fully know “who is in the room”, it is important to remember you cannot know whether or not there are participants who have experienced sexual or relationship abuse, or another form of gender-based violence. Although it is important to create a safe space for participants to discuss sensitive issues related to gender and gender-based violence, you should always be prepared for the possibility that creating such a safe space, and the dynamics of the activity, may lead young people to disclose painful personal experiences of gender-based violence. When this happens, it can be difficult for everyone concerned – for the participant disclosing, for other participants, and for the facilitator.

It is difficult for a facilitator to prepare in advance for such a disclosure in the group. The disclosing participant may become very emotional, as may other participants listening to their story. In such an event, you should aim to observe the following points:

- Do not interrupt or try to stop the participant.
- Listen to the participant, for as long as they are willing to speak
- Avoid pressing anyone else to go further or deeper in sharing experiences
- You may want to call for a break and invite everyone to refresh themselves, in order to defuse the atmosphere
- Pay special attention to the participant in question, and make sure that they are not left alone, if they do not want to be. You or another person that they trust might accompany them to another room to enable them to calm down and collect their strength. They may need a short time away from the group, or on their own.
- It may be necessary, either immediately or at a later point, to come back to the disclosure in the whole group and speak about the fact that it took place.
- Whatever you and your team decide to do, the decision should be made in consultation with the participant who made the disclosure. This also concerns how the disclosure is to be dealt within the group.

Facilitators should not attempt to enter into a psychological support role or try to offer “therapy” to participants. There may be a need for such support, but this is neither the responsibility nor the role of a facilitator in an educational setting. You may, however, offer to provide details about support that is available.

Finally, disclosure in the context of youth work is not only a matter of dealing with a complicated group dynamic or an emotionally charged situation. When a participant discloses something that they have experienced, the act of which constituted a crime (rape, sexual abuse, grievous bodily harm), then you may be obliged to inform the relevant authorities (police, social services, etc.), especially

if the person who disclosed such information is a child (a person under the age of 18). In case such a situation arises you should be properly informed about your legal obligations. At the very least, and despite the importance of respecting confidentiality, you will need to tell your superior (e.g. the president of your organisation, a senior youth worker or your line manager or employer). You will need to decide together if further action is necessary. Of course you must keep the participant concerned fully informed and try to ensure that your action does not put them at any further risk.

Endnotes

- 1 The Spotlight Initiative to eliminate violence against women and girls - <https://www.un.org/en/spotlight-initiative>
- 2 COMPASS – Manual for human rights education with young people, Council of Europe, October 2012, p.17
- 3 Committee of Ministers Recommendation CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education
- 4 See the Compilation of good practices for more about how to address gender stereotypes in education, including how to promote an education free from gender stereotypes and how to identify ways to implement the measures which are included in the Committee of Ministers' Recommendation on gender mainstreaming in education, Council of Europe 2015: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680590fe0>

Overview of the activities

Page	Time (min)	Title	Overview	Level	Number of participants
76	90	About Maria	This activity deals with the issue of forced sterilization of women with disabilities in recent history. Using a real story, participants explore, how gender-based violence can affect people. They then reflect on what the history of violence can teach us about preventing and acting against it today.	3	6-30
82	120	Digital Media Bash	This activity uses research techniques to address the presence and use of violence in the digital media.	1	10-30
86	120	Gender Confusion	This activity combines an analytical exploration of concepts (terms) used in work around gender equality and how they are understood / used by young people or presented in the media and by the educational authorities. It allows participants to reflect on the role of language in gender-based violence.	3	10-30
90	60-90	Gender-in-a-box	This activity raises awareness about gender and addresses problems associated with rigidly defined gender roles. It is based on the analysis of images of men and women in media.	3	6-30
94	60-90	Good, Better, Best	This activity looks at how gender stereotypes affect the lives of young people, and at the value society places on "feminine" and "masculine" qualities. Participants use sets of cards to discuss which qualities are more commonly regarded as masculine or feminine.	2	8-20

Page	Time (min)	Title	Overview	Level	Number of participants
99	90	Greater Expectations?	This activity uses brainstorming to help participants understand the different expectations towards and demands on girls/ young women and boys/young men in contemporary society. It allows participants to explore concepts of gender equality further.	1	15-30
102	60	The Impact of Gender-Based Violence	The participants look at various examples of gender-based violence and discuss the consequences for the individuals concerned and for society as a whole.	2	8-30
109	60	Kati's Story	This short simulation activity helps to build empathy towards victims of interpersonal or relationship violence and demonstrates that leaving a violent relationship generally takes place in stages. Participants listen to a story and use blankets to symbolise different stages of entering and leaving an abusive relationship.	4	10-20
116	60	The Knight in Shining Armor	This short role play introduces the difficulties of recognising abuse and looks at early warning signs to identify potential abusers. It provides a good basis for discussion on how society romanticises relationships which may involve violence and oppression.	3	10-20
120	190	N vs Sweden	This simulation activity looks at issues surrounding women seeking asylum, using a case brought to the European Court of Human Rights.	4	Any

Overview of the activities

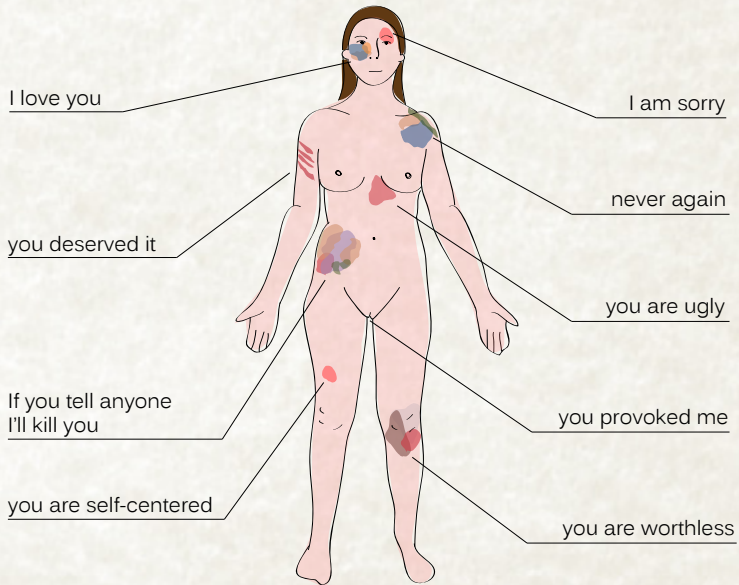
Page	Time (min)	Title	Overview	Level	Number of participants
129	120	No Violence Here	This is a simulation activity, in which participants devise a policy on preventing and acting against gender-based violence in their school	4	10-30
140	45 Part 1 120 Part 2	Our Daily Sexism	In this activity, participants need to decide how they would respond to different examples of sexist hate speech online. They then develop an online action that they could implement to act against examples of gender-based violence.	2	6-20
147	60	Safety in My Life	This activity uses brainstorming to reflect about what people do to avoid violence and to identify common threats to safety according to sex. It highlights gender differences in relation to violence and addresses the absence of appropriate information for young people on the nature of interpersonal violence.	2	8-20
151	60-75	Sex Sells?	This activity addresses several issues concerning public perceptions of gender, sex and sexuality. Participants analyse how different genders are depicted in advertisements in newspapers and magazines using a special tool for analysis.	2	10-30
156	40-60	Spaces and Places	This activity looks at the safety of LGBT+ young people in different everyday settings. Participants position themselves along the length of a wall, according to how safe or unsafe they think it is for LGBT+ people to be "out" in particular settings.	2	10-30

Page	Time (min)	Title	Overview	Level	Number of participants
160	120	Stella	This activity uses ranking methods to expose the differences in participants' moral values, and to open discussion on questions of gender inequality and socialisation into gender-based stereotyping.	2	5-30
164	60	Too Hard to Respond	This activity uses brainstorming and role-playing to address ways of responding to unwanted sexual advances, sexual bullying and harassment.	3	6-30
168	60	What to Do?	This activity explores opinions in the group on common dilemmas relating to sex, sexuality, relationships and violence.	2	6-30



lesson 26

my body



homework

- 🗡️ Up to 70% of women experience violence in their lifetime.
- ✂️ Stop violence against women!
- 👄 November 25 – International Day for the Elimination of Violence Against Women

Poster created by the No Hate Ninjas (Portugal) for the No Hate Speech Movement youth campaign.

About Maria
Digital Media Bash
Gender Confusion
Gender-in-a-box
Good, Better, Best
Greater
Expectations?
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Kati's Story
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Shining Armor
N vs Sweden
No Violence Here
Our Daily Sexism
Safety in My Life
Sex Sells?
Spaces and Places
Stella
Too Hard to Respond
What to Do?

18 Educational activities to address gender-based violence with young people

“The past is always tense, the future perfect.”

Zadie Smith

About Maria



Level 3



6 to 30



90 minutes



Complexity: Level 3

Group size: 6 to 30

Time: 90 minutes

Overview: This activity deals with the issue of forced sterilisation of women with disabilities in recent history. Using a real story, participants explore, how gender-based violence can affect people. They then reflect on what the history of violence can teach us about preventing and acting against it today.

Objectives: To learn about and reflect on cases of gender-based violence and discrimination and consider their effect on people with disabilities today

To understand which human rights are violated in different cases of gender-based violence

To reflect on personal roles and consider the type of actions which could help to prevent gender-based violence today.

Materials: Copies of “The story of Maria and her country” (one copy per group)

Copies of the task for each group

Preparation: You may want to review some of the terms relevant to this activity, such as forced sterilisation or eugenics.



Instructions

- 1) Start with a simple activity “Up and down”. Tell participants that you will read out a series of different statements. If they agree with them, they should stand up, and if they do not agree, they should sit or crouch down. Different degrees of standing or crouching are possible: participants can stand with their arms raised if they agree completely with the statement; or they can sit on a chair, if they partly agree.
- 2) Read out the following statements, one by one, allowing people to adopt a position after each statement. This part of the activity should be done in silence.
Statements:
 - Women should have the right to have babies
 - Women should have the right to decide if they want to have babies or not
 - Forcing women to have babies should be illegal
 - Forcing women not to have babies should be illegal
 - States that have performed surgery to make women infertile without their consent should pay reparations
- 3) Run a short debriefing after this part of the activity. You could ask the following questions:
 - How did you feel during the activity? Was it difficult to adopt a position?
 - How difficult / easy was it to answer the questions? Which ones were the most difficult and why?
 - Did you have any doubts when answering the questions? What were they?
 - Have you ever heard of cases when women have been forced to have an operation which makes them infertile? Can you give details – for example, who was involved, and which reasons were given? (you may want to explain to participants the meaning of the term “forced sterilisation”)
- 4) Now ask participants to make smaller groups of 4-6 people. Give groups copies of the handout “The story of Maria and her country” and ask participants to read it. After they have read it, they should answer the questions below the text and write their answers to the last two questions (How do you think that forced sterilisation affected the rest of Maria’s life? How do such acts affect the understanding of human rights?). Allow about 30 minutes for this part of the activity.
- 5) Once the groups are ready, ask them to present their answers to the last question. Allow some time for discussion of this question. You could also ask them to share their answers to the other questions. Tell participants that the case is about Sweden, and the story is based on the real-life experience of Maria Nordin, a Swedish citizen.
- 6) Finish the activity with a debriefing and evaluation, focusing on the types and extent of gender-based violence and discrimination experienced by people with disabilities today. Discuss how it affects them and relate the issues to human rights.



Debriefing and evaluation

Start with a general overview of the activity and ask the following questions:

- How did you feel during the exercise? Was it difficult or easy to connect with Maria's story?
- Did you expect the story to be about Sweden? If you guessed, which facts in the story gave this away? Were you surprised?
- Have you ever heard of eugenics? What is it? Can you think of other eugenic ideas or practices from history which classified certain people as inferior, and in doing so, appeared to justify violence against them – even killing them?
- Why do we need to remember gender-based violence and other crimes against people with disabilities which happened in Sweden and other countries in the recent past? What can we learn from such a look at history?
- What can governments of countries that allowed such violent practices do today to compensate the victims?
- People with disabilities face a great deal of discrimination today. Can you think of examples?
- Do you know about other violent practices that threaten bodily and mental integrity, which are performed on people today without their consent?
- Which human rights are violated when such practices are carried out?
- What can young people like you do to prevent or fight gender-based discrimination?



Tips for the facilitator

This activity deals with the forced sterilisation of people with disabilities in Sweden. However, it is important to remember that it is not only this country that has a history of such cruel treatment against – mainly - women from minority groups. Similar examples can be found in many countries of the world, for example Germany, Czech Republic (Czechoslovakia), Russia, Switzerland, China, United States and Australia. You could also refer to the forced sterilisation of Romani women which happened in Czechoslovakia, and later in the Czech Republic and Slovakia. The report of the European Roma Rights Centre, “Coercive and cruel”, published in 2016, describes examples of such sterilisation from 1996 to 2016 and analyses the effects of such acts on the people concerned, on communities and on society as a whole.

The forced sterilisation of women constitutes an example of very cruel gender-based violence and a serious human rights violation. It violates such rights as the right to life, the prohibition of inhuman and degrading treatment, the right to safety, the right to privacy, and freedom from discrimination. The European Court of Human Rights has dealt with several cases concerning forced sterilisation, e.g. V.C against Slovakia (on the forced sterilisation of Romani woman) or A. P.,

E. Garçon and S. Nicot against France (on the forced sterilisation of transgender people). In both cases, the Court found forced sterilisation to be a human rights violation. Yet, in 2017 there were still 22 countries in Europe that demanded sterilisation for transgender people before they transition to another sex.

During the activity, participants may ask you whether sterilisation (including unforced) is allowed in your country, or anywhere in the world. You may want to check this fact before running the activity. There are many countries which do not permit sterilisation unless it has been recommended by a doctor for medical purposes. Sterilisation is usually permanent, but in some cases it can be reversed, although such a procedure is very risky and does not often end successfully.

You may want to read the first chapter of the manual, where you can find different examples of violence, before you run the activity. This may help with debriefing the activity.

Suggestions for follow-up

If the group is interested in exploring other historical examples of violence, you could suggest the activity "Dosta" from *Compass – the Manual for human rights education with young people*, in which participants plan and carry out an action project to raise awareness about Roma victims of the Holocaust.

You could also propose that participants look at the section on Intersectionality and multiple discrimination (in Chapter 4) to learn how gender intersects with other characteristics, such as skin colour, class, disability, ethnic origin or age.

Ideas for action

You could explore with participants whether forced sterilisation has ever been carried out in your country. Organise a visit to a local organisation which deals with challenges that people with disabilities face in your community and ask them what they do against gender-based violence.

The story is based on Sam Rowlands, Jean-Jacques Amy, *Sterilisation of those with intellectual disability: evolution from non-consensual interventions to strict safeguards*, Centre of Postgraduate Medical Research & Education, Bournemouth University and Learning Disabilities – Toward Inclusion, Helen L. Atherton and Debbie J. Crickmore (Ed.), Churchill Livingstone, Elsevier Ltd., 2011.





The story of Maria and her country

(based on a real story)

Maria lived in a country which she loved, but just as with every other country in the world, it had some sad historical chapters. In 1909, her country established *The Society for Racial Hygiene*, with the aim of influencing public policy and public opinion by spreading knowledge about eugenic methods, and their results. The Society distributed pamphlets about the importance of “racial hygiene” and presented the sterilisation of women considered ‘unfit’ as one way of maintaining a higher genetic pool within the country. The Society was later replaced by a government department called The State Institute for Racial Biology, which operated until the late 1950s.

In 1934, Maria’s country adopted a law which allowed for the forced sterilisation of people with intellectual disabilities. Later, this law was extended to other groups of people who were considered ‘unfit’ for society.

When Maria was 17, she was identified as having a very low level of intelligence and was diagnosed by the school doctor as ‘feeble-minded’ (this is the term that was used to refer to people with intellectual disabilities). The doctor also said that because of this fact, Maria would be unable to raise children. She was later called to sign some papers. She was not sure what she was signing, and it turned out later on that by signing these papers she had agreed to be sterilised. In 1943, the doctors performed an operation on her and removed her ovaries, which made her infertile. It emerged later that the reason she was classified as ‘feeble-minded’ was because she was short-sighted (and had no glasses). This had made her unable to read the blackboard.

In 1997, in a newspaper interview, Maria (who was by then 72) said: “I’ll never forget when I was called into the headmistress office... I was aware of it well before. I hid in the basement bathroom, crying all by myself. I thought of killing myself, and I have been thinking of it ever since. But I never wanted to give them [the government] the satisfaction of getting rid of me. I tried to let my hatred go, to melt it away. But it isn’t possible for me’.

Maria demanded compensation from her government in 1996, but her claim was initially rejected. However, after prominent newspaper headlines about her story, an *ex-gratia* payment was made to her.

The law allowing forced sterilisation was operational until 1975, and it is estimated that some 60,000 people were sterilised, mainly women. How many of these sterilisations were on the grounds of intellectual disability is unknown. A similar law applied to transsexual people, who had to undergo sterilisation before a sex change. This law was abolished in 2013.



TASK FOR THE GROUP

After reading the story of Maria and her country, discuss the questions below in your group. Prepare a short report to present to the rest of the group, based on your answers to the last two questions. You will have about 2-3 minutes for your presentation.

Questions:

- What did you think about the story? Did it shock or surprise you? Why, or why not?
- Which country do you think Maria was from? Give a reason for your guess.
- Can you imagine Maria's feelings when she understood that she would be sterilised?
- How do you think that forced sterilisation affected the rest of Maria's life?
- How do such acts affect the understanding of human rights?

“You are what you share”

Charles Leadbeater

Digital Media Bash



Level 1



10 to 30



120 minutes



Complexity: Level 1

Group size: 10 to 30

Time: 120 minutes

Overview: This activity uses research techniques to address the presence and use of violence in the digital media.

- Objectives:**
- To share and discuss the use of violence in the digital media
 - To learn how to recognise hate speech and act against it
 - To develop gender awareness among participants

- Materials:**
- Computers, tablets or smartphones with access to the Internet (one for each group)
 - Flipchart
 - Copies of the handout (one for each group)

Preparation: Prepare links to a series of web pages for participants. These should include links to mainstream media sites and/or alternative media and social media. For social media, you could ask participants to open their social media pages. Look for web sites presenting different opinions, for example from different political perspectives. If you have less time available for the activity, select some articles and give participants links to these. Do not provide links to extremist web sites.



Instructions

- 1) Inform participants that they are going to analyse digital media using a pair of “gender / violence glasses”. You may need to explain the concept of gender and gender-based violence.
- 2) Start the activity with a simple brainstorm, asking participants about examples of how violence and gender-based violence are presented online. Write down the answers on the flipchart. You could ask the group if they have ever heard of hate speech. If they have not, or if they are unclear about it, provide them with the definition in the glossary.
- 3) Split participants into smaller groups of 4-5 people and tell them that each group will be given a different web site and will analyse it using the “Research and analysis tool”. Participants should look at different content on the web sites they have been given – for example, articles, pictures, photos, videos, memes, advertisements, comments, etc. This part of the activity may take some time, but you could limit it to 45 min. Provide the group with links to the web sites to be analysed. Tell the group that they can use their own social media profiles e.g. on Facebook, Twitter, Instagram, etc.
- 4) Ask the entire group in plenary to compare their findings and draw conclusions on the use of violence and its impact for young people of different genders.
- 5) After the presentations, go to the debriefing and evaluation

Debriefing and evaluation



Start with a few general questions on how participants felt about the activity, and then move to explore how online gender-based violence can be challenged and addressed. Use some of the following guiding questions:

- Have you ever looked at the issue of violence through gender glasses before? If not, what did you learn by taking this new perspective? Did anything surprise you?
- Is the material found and displayed representative of issues in your community?
- Did you find any gender stereotypes in the web sites? If yes, what were they?
- Were there more examples of violence committed by men? If yes, why do you think this is?
- Were there any “invisible” groups (e.g. LGBT+)? If yes, which? Why do you think they were not represented?
- Did you find examples of hate speech related to gender?
- Why do people use gender-related hate speech?
- Which human rights may be violated when people use hate speech online?
- Should hate speech be prohibited on digital media? Explain your answer
- How can the media be influenced to change the way it presents violence, stereo- typed images of perpetrators of violence, and different genders?



Tips for facilitators

This activity can take some time and requires preparation from the facilitator. It is important to prepare links to the web sites participants will analyse beforehand, and you should make sure to select web sites that differ in content and present opinions from different points of view, including different political viewpoints. Encourage participants to look at the comments under articles, as this is where most examples of hate speech can be found.



Suggestions for follow-up

If participants are interested in exploring the topic further and seeing how site administrators react to examples of violence, try the activity 'Reading the rules' from *Bookmarks*. In this activity, participants explore the terms of use or community guidelines of websites and take steps to report inappropriate content. Participants also discuss the positive and negative aspects of reporting.

For an in-depth exploration of bias and stereotyping in the media, you could run the activity 'Front Page', adapted to the issue of gender. This activity can be found in *Compass*.

Alternatively, you could suggest that participants review student text books and analyse these using "gender glasses".



Ideas for action

Encourage participants to contact local media outlets and ask them about their policy on reporting gender-based violence. Participants could challenge them to use "gender glasses" in their approach to reporting violence. You could organise a discussion in your group with media professionals and students about the responsibility of media professionals for the content and approach of their reporting.



Research and analysis tool

Review carefully the web site provided by the facilitator. Analyse the contents, looking at articles, pictures, videos, ads, photos, memes, comments, etc. You should analyse the content using gender/violence glasses, looking at how gender and violence is portrayed or reported. Discuss this within your group and answer the following questions, recording the answers on flipchart paper:

- What is the name of the web site?
- Comment on how the following are presented:
 - images of femininity:
 - images of masculinity:
 - images of people who are neither portrayed as stereotypically feminine, nor as stereotypically masculine (if any):
 - images of LGBT people (if any)
- Count how many times you see examples of violence, including violent expressions
- Count how many times men are described or portrayed as 'perpetrators', and how many times as 'victims' of violence
- Count how many times women are described or portrayed as 'perpetrators', and how many times as 'victims' of violence
- Are expressions of violence initiated by men and women treated or reported differently?
- Are there any examples of hate speech on the web site? Make a note of some of these. Do the examples refer to gender or to other characteristics?
- Is there any violence portrayed that you would identify as gender-based violence? Write down some examples
- Did you find any examples of encouragement or incitement to hate?
- Any other comments.

Which genders are you?

Gender Confusion



Level 3



10 to 30



120 minutes



Complexity: Level 3

Group size: 10 to 30

Time: 120 minutes

Overview: This activity combines an analytical exploration of concepts (terms) used in work around gender equality and how they are understood / used by young people or presented in the media and by the educational authorities. It allows participants to reflect on the role of language in gender-based violence.

Objectives:

- To understand the meaning of concepts such as sex, gender and sexual orientation
- To reflect on how different notions related to gender are presented in participants' environment and what impact it has on people and society at large
- To illustrate the dynamic and complex nature of gender identities

Materials:

- Pens and paper
- Appropriate visual aids and presentation equipment for the input
- Copies of the grid for group work

Preparation:

- Prepare a short input / presentation on terminology used in work around gender equality - covering at least terms such as sex, gender, transgender, sexual orientation, gender-based violence, gender-based discrimination. Definitions and explanations of these terms can be found in Chapter 1 of this manual and in the glossary at the end of the manual. The presentation can be made using flip-charts or as an electronic presentation.
- Copy handouts - one per each group



Instructions

- 1) Tell the participants that in this activity they will have time to reflect on how different terms related to gender and gender equality are understood by young people and other people or institutions in the society.
- 2) Divide participants into smaller groups: the number of groups should correspond to the number of terms you decide to explore together with the participants. Each group receives one term (e.g. gender) and the grid for group work, which you can find in the end of this activity. Tell the groups that they should first start with writing down their own understanding of the term, and then follow each box in the grid: how it is understood by other young people, how it is presented in the media and by educational authorities. Participants should base their reflection on what they know, what they heard or noticed in their own environment. Tell them that it is not a problem if they do not know some of the answers. Allow some 30 minutes for this part of the activity.
- 3) Once the groups finished their task, ask them to present their findings. You can allow some short time for questions after each presentation. The questions, however should only be asked if something is unclear. Do not open a discussion here.
- 4) At the end of the process give a brief presentation of the terminology used in the activity – use Chapter 1 and the Glossary of terms in this manual. Once it is done, continue with the debriefing and evaluation.

Debriefing and evaluation



Ask participants to sit in a circle, and ask them the following questions:

- How did you feel in this activity? How did you find the discussion in small groups? Were there any differences of opinion, or misunderstandings?
- Did your understanding of the term differ in comparison with the one presented in the end of the activity by the facilitator? What were these differences?
- Why do you think people have such different interpretations of terms relating to gender?
- Does the understanding of the terms by other young people and the way they are presented in the media and by educational authorities carry a positive or negative message? Why is it so? What impact does it have on the society?
- Do you agree that "gender" is political? Why yes / no?
- Can the use of language contribute to gender-based violence?
- How do gender related concepts, and the way they are used, contribute to discrimination? How can we avoid this?
- Is there any space for people in your community to discuss issues relating to gender and gender-based violence? To what extent are young people able to be involved in such debates? How could young people become more involved?

- Which human rights are violated in cases of gender-based violence? What can young people do to promote and protect human rights?



Tips for facilitators

Be aware that participants will have different approaches to, and knowledge of the topic. They may be confused about the meaning of terms, and there may be linguistic differences, particularly relating to transgender issues. Some participants in the group may have a better understanding of the concepts than others: it is important to reassure everyone that all opinions will be respected, and no-one should feel inhibited by other members of the group.

Try to explain and clarify, without giving participants the impression that you are telling them “the truth”. Be aware that in some languages the English word “gender” may not have a direct equivalent.



Suggestions for follow-up

If you would like to explore the concept of gender further, try the activity “Expectations and demands”, which uses brainstorming to help participants understand the different expectations towards, and demands upon, girls/ young women and boys/young men in contemporary society.

If the group has not already explored the human rights framework, and you would like to place gender issues in the wider context of human rights, you could try the activity “Act it out!” from *Compass – manual for human rights education with young people*.

Once participants have a basic understanding of the terms, it may be useful to explore stereotypes and prejudices related to gender and sexuality. Try running the activity “Let’s talk about sex!” from *Compass*. This activity uses the “fish-bowl” technique to explore attitudes to sexuality, including homophobia.



Ideas for action

Consider inviting a guest speaker from a local LGBT+ or gender organisation to come and talk to the group about gender issues and the work they are doing. Participants could prepare questions before the meeting.

Participants could prepare a lesson plan and deliver a mini workshop to their peers (in the youth club or at school) explaining different terms related to gender.



Grid for group work

You will receive one term used when talking about gender and gender equality. Write in each box how, in your opinion, this term is understood and presented by different people, including you. You will have some 30 minutes to do the task.

Gender Confusion

Term:

1. How do you understand it?

2. How is it generally understood by your peers / other young people?

3. How it is presented / promoted in the media?

4. How is it officially presented / promoted by the educational authorities around you?

“Gender roles are so deeply conditioned in us that we will often follow them even when they chafe against our true desires, our needs, our happiness.

Chimamanda Ngozi Adichie

Gender-in-a-box



Level 3



6 to 30



60 to 90
minutes



Complexity: Level 3

Group size: 6 to 30

Time: 60 to 90 minutes

Overview: This activity raises awareness about gender and addresses problems associated with rigidly defined gender roles. It is based on the analysis of images of men and women in media.

Objectives:

- To understand the socially-constructed nature of gender roles and the mechanisms and agents of gender socialisation
- To explore and reflect on personal experiences of gender socialisation
- To discuss the connections between gender socialisation and gender-based violence

Materials:

- Magazines and advertising clippings, which show people in different life situations or electronic devices with Internet access
- Flipchart with paper, scissors, glue sticks, marker pens (red, blue, green and black)

Preparation:

- Prepare several flipchart posters. Each poster should have one of the following headings: MEN, WOMEN, preferably each in a different colour
- If you decide to use web sites, instead of magazines, prepare some links to web sites with ads that show men and women in different life situations



Instructions

- 1) Divide participants into smaller groups of three. Hand out magazines or clippings and ask the small groups to look through them and discuss the messages about “men” and “women” conveyed by the magazines. Instead of magazines, you can show some websites with ads that show people of different genders in different life situations.
- 2) While participants are talking, hang up the two flipcharts that you prepared before the activity.
- 3) After about 15 minutes, ask participants to come back into the circle and feed back on the qualities of ‘men’ and ‘women’, as presented through the magazines or web sites. Make notes of qualities they list on the two flipcharts. Try to use key words or short phrases.
- 4) Once the lists are complete, ask the group to cut out a few images from the magazines, if you use them, to illustrate some of the ideas. Stick them next to the keywords listed on the flipcharts. Give them five minutes for this task. Bring the group together and look again at the posters:
 - Ask participants to look at the lists and identify possible contradictions among characteristics listed under MEN and under WOMEN (e.g. under WOMEN: not hairy; long hair) Connect any such contradictions using a marker.
 - Ask participants to look for qualities that seem to be independent of “will” – for example, physical qualities, such as height, are largely a matter of genetics and can be influenced only to a certain degree. Put a box around these qualities.
 - Ask the group to find matching opposites in the men’s and women’s lists, and then circle and connect them using a marker of a different colour, e.g. submissive – dominant.
- 5) Proceed to the debriefing and evaluation to explore further the process of gender socialisation, and to make connections with gender-based violence.

Debriefing and evaluation

Explain to the group that despite arguments about certain words, different groups of people usually manage to agree on lists of characteristics normally attributed to men and women in a very short period of time. Explain that the reason for this is that we all learn about what women and men “should be” from common sources. The term used to describe these common perceptions is “gender roles”. Gender roles tend to be presented to us as binary ‘boxes’ into which women and men are expected to fit.



Use the following questions to debrief the activity:

- How did you feel during the activity? Did you find out anything surprising?
- Where do we learn gender roles from?
- Are the roles or characteristics that you have listed the same for men and women all over the world? If they are not, what are some of the differences?
- How does society punish people who do not conform to society's expectations about their gender? How are people who do conform rewarded?
- "A rigid definition of gender roles contributes significantly to gender-based violence" - Do you agree with this statement? Why, or why not?
- Can you think of people who do not fit into the gender roles ascribed by society? Have you ever heard of non-binary people? How does gender-based violence affect them? How does such violence affect society as a whole?
- What can we do to challenge stereotypes about fixed and non-changeable gender roles? How can gender-based violence against people who do not fit into "gender norms" be prevented? How can we all act against it?



Tips for facilitators

The strength of this activity is that it brings the issue of gender roles and gender socialisation closer to participants. These issues are often dealt with only in theoretical discussions. If you have enough time, you can start this activity with an illustration of a real-life experience that participants are likely to have encountered. If you have come together for a one-off activity, you could create the experience in the form of a role-play (e.g. a boy and girl playing in a kindergarten or playground, and an adult instructing them to act like a boy and a girl), or using a video showing boys and girls or women and men in typical or atypical gender roles - for example, someone interviewing for a job atypical for their gender. If the group meets regularly, try to use a recent or typical experience, for example, that boys are usually called on to take out the trash or move the chairs, while girls might do the washing up or make the teas and coffees.

The first part of this activity could also be conducted in sub-groups. Each group would be given a selection of magazines or clippings (or web sites) and their own flipchart papers with MEN and WOMEN as headings. Introduce the activity by asking the group to give a few examples about messages that young people receive about how 'men' and 'women' are supposed to be, based on the video / role-play / experience they have in common. Take a few answers, then explain that the group will now work in two smaller groups, one on men, the other on women. If you have a bigger group, you can decide to create several groups that will work on gender roles ascribed to men and some that will work on women's gender roles. Each group should look through the magazines and clippings (or web sites) and use them as illustrations wherever possible. Tell participants that they should not limit themselves to what they have found in the magazines

or web sites, but should also think of their own childhood, school years or adolescence, and add messages which they have received about gender roles to the list. The groups should work in separate locations, if possible. The facilitator should monitor the process.

Suggestions for follow-up

If you think it would be useful to continue the discussion and explore the concept of identity, try the activity “Who are I?” from *Compass*. You could also explore further how gender differences are related to the issue of violence, for example using the activity “Safety in my life”.

Ideas for action

Gender socialisation can be seen in almost every aspect of life. The kind of examples that can be found in advertising or youth magazines can also be seen in many other areas of life. To supplement the discussion on ‘Where do we learn gender roles from?’, the group could examine different influences on gender socialisation, such as primary school text books, or the policies and activities in the youth group or other organisations.

The group could look into campaigns – including on the Internet - which address issues of gender socialisation and gender stereotyping, and could try to contribute to these campaigns by taking part in activities or creating publications or materials. If there are no appropriate campaigns already existing, they could think about starting their own campaign, or producing resources for other members of their school or youth group.



Adapted from Creighton, A. and Kivel, P. (1990). *Helping Teens Stop Violence. A practical guide for educators, counsellors and parents.* Hunter House, Alameda.

Once you label me you negate me

Søren Kierkegaard

Good, Better, Best



Level 2



8 to 20



60 to 90
minutes



Complexity: Level 2

Group size: 8 to 20

Time: 60 to 90 minutes

Overview: This activity looks at how gender stereotypes affect the lives of young people, and at the value society places on “feminine” and “masculine” qualities. Participants use sets of cards to discuss which qualities are more commonly regarded as masculine or feminine.

Objectives:

- To learn how people become socialised to regard certain qualities as feminine and others as masculine
- To understand why society considers certain qualities to be “positive” or “desirable”, while other characteristics are considered to be “negative” or “undesirable”
- To discover how the widely adopted binary approach affects non-binary people

Materials:

- Two sets of cards with adjectives (see preparation and handouts)
- Instructions for each group
- 2 envelopes and sheets of A3 paper

Preparation:

- Make 2 copies of the set of cards at the end of this activity. Cut out the cards and shuffle them (keeping each set separate). Put one set of cards (20 cards) into each envelope.
- Prepare one sheet of A3 paper for group A: divide it into two columns, one labelled ‘Feminine’ and the other ‘Masculine’.
- Prepare another sheet of paper divided into two columns for group B. The labels should read ‘Positive / Desirable’ and ‘Negative / Undesirable’.

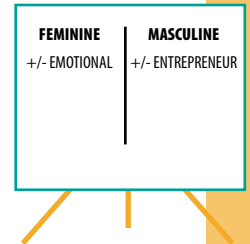


Instructions

- 1) Explain that this activity is about exploring how gender stereotypes work in society. Form two groups with equal numbers of participants (Group A and Group B). Ask people to sit in their groups, at opposite corners of the room. Give each group an envelope with a set of cards, a sheet of A3 paper and a worksheet with the appropriate instructions.
- 2) Tell participants to read the instructions on their worksheet and work as quickly as they can to carry out the task. They need to place each card on the A3 paper in the appropriate column. For group A, they will place the cards according to whether they think each one is "masculine" or "feminine", and for Group B, according to whether society tends to regard the quality as "Positive / Desirable" or "Negative / Undesirable".

Allow the groups 10 to 15 minutes to complete the task according to the instructions on the worksheet.

- 3) When they are ready, gather the whole group together again. Divide a piece of flipchart paper into two columns, and write 'Feminine' at the top of one, and 'Masculine' at the top of the other. Ask Group A to list the qualities they put into the "Feminine" column, and after each adjective, ask Group B if they placed that adjective in the Positive/ Desirable or the Negative/Undesirable column. Record this information beside each adjective using a plus (+) or minus (-) sign. Repeat the procedure for the "Masculine" column.



- 4) When Group A has listed all the adjectives, continue with the debriefing and evaluation.

Debriefing and evaluation

Ask participants some of the following questions:

- How did you feel during the activity? Looking at the flipchart paper, how do you feel about what you see?
- Does anything about the results surprise you? Explain why.
- In which column – feminine or masculine – are there more (-) signs next to the qualities? What does this tell you?
- Why are some (feminine or masculine) qualities less desirable? How do you think this comes about?
- Do you consider this characterisation of "masculine" and "feminine" qualities to be an accurate classification, which would be true for all time and for all places?
- How do we learn gender stereotypes?
- In your opinion, how do gender stereotypes affect our behaviour, and how do they affect the way we treat or judge other people?



- What are some of the consequences of gender stereotypes for women, for men, and for non-binary people? Can you give examples from real life?
- How are gender stereotypes linked to discrimination, violence and hate speech? Can you think of examples of gender-based discrimination, violence or hate speech? What impact do these phenomena have on gender equality and the enjoyment of human rights?
- What can be done to avoid gender stereotyping? What can be done to avoid the negative consequences of stereotyping?



Tips for facilitators

By way of introducing the conclusion to the debriefing, you could inform participants that research has found that children as young as 5 or 6 years of age use gender related stereotypes.

The debriefing could also look at the fact that groups with “undesirable” characteristics are generally regarded as being less valuable, and they tend to have a lower status in society. This usually means that they are more often exposed to prejudice and to verbal or physical violence. You could ask participants to identify groups who have been affected by such problems in their local area and how they think these can be overcome. Try to link this with human rights and ask the group to identify human rights issues related to gender-based violence.



Suggestions for follow-up

If participants are interested in the topic, they may wish to raise awareness about gender stereotypes and gender-based violence and to prepare guidelines for their school or youth club. For this, you could use the activity “No violence in here”.



Ideas for action

Support participants to carry out a research project about stereotyping in everyday life. If the members of your group attend school, discuss how they could research and document stereotyping in school over a period of time. On the basis of the results, your group could propose recommendations to the school authorities on how to address stereotyping, and the group could be involved as peer educators to raise awareness among other pupils. The same could be done in the youth club / organisation.

Developed by: Marietta Gargya, hotline worker at NANE Hotline for battered women and children, Hungary, on the basis of a research study by Broverman, I., Vogel, S. R. Broverman, D.M., Clarkson, F.E. and Rosenkrantz, P.S. (1972). ‘Sex Role Stereotypes: A current appraisal’. *Journal of Social Issues*, 28. Blackwell. pp 59-78.

**Set of cards:**

DEPENDENT	INDEPENDENT
EMOTIONAL	RATIONAL
OBJECTIVE	SUBJECTIVE
SUBMISSIVE	DOMINANT
PASSIVE	ACTIVE
GOOD BUSINESS SKILLS	POOR BUSINESS SKILLS
COMPETENT	INCOMPETENT
UNDECISIVE	DECISIVE
AMBITIOUS	UNAMBITIOUS
DIPLOMATIC	UNDIPLOMATIC



Instructions for Group A

Headings: Feminine - Masculine

FEMININE	MASCULINE

Certain characteristics are considered to be more feminine, while others are thought to be more masculine. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.

Instruction for Group B

Headings: Positive/Desirable - Negative/Undesirable

POSITIVE/DESIRABLE	NEGATIVE/UNDESIRABLE

Certain characteristics are considered to be more positive and desirable, while others are thought to be negative and not desirable. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.

“Nobody objects to a woman being a good writer or sculptor or geneticist if at the same time she manages to be a good wife, a good mother, good looking, good-tempered, well-groomed and non-aggressive.”

Leslie M. McIntyre

Greater Expectations?



Level 1



15 to 30



90 minutes



Complexity: Level 1

Group size: 15 to 30

Time: 90 minutes

Overview: This activity uses brainstorming to help participants understand the different expectations towards and demands on girls/ young women and boys/young men in contemporary society. It allows participants to explore concepts of gender equality further.

Objectives:

- To learn how to recognise society's differing expectations towards girls and boys, and young men and young women
- To reveal and discuss the gender expectations and norms which individuals face
- To discuss how gender norms affect people's human rights

Materials:

- Five sheets of flip chart paper
- a large wall
- masking tape
- a marker for each participant

Preparation: Hang six pieces of flipchart paper on the wall. Each paper should be marked with one of the following typical settings:

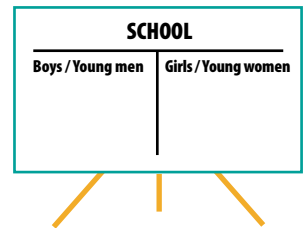
• School · Workplace · Family · Friends · Society · Partner

Divide each piece of flipchart paper into two columns: one should have the title 'boys / young men', and the other should have the title 'girls / young women'.



Instructions

1) Stick the prepared pieces of flipchart paper on the wall before the activity. Tell participants they should take a few minutes to think about what they believe is expected or demanded from girls and boys in the different settings identified on the posters. Allow them to walk around or sit down and think, and stress that they should do this part of the activity individually. They should write their ideas on the pieces of flipchart paper (in the appropriate box or column).



2) Once this phase has been completed, divide the participants into six sub-groups and place each group next to one of the pieces of paper. Tell them to discuss their setting with others in the group. They could use the following guiding questions to support the discussion:

- Which differences can you identify between expectations and demands placed on girls, and those faced by boys?
- What would you like to change?
- How do you think this can be changed?

Allow about 20-30 minutes for this part of the activity.

3) Bring the group together and ask each small group to report back briefly on their discussion to the whole group. Ask the other participants for initial reactions to the results: how do they feel about them, and does anything surprise them?

4) After the presentations, move to the debriefing and evaluation and continue discussion of the group work, focusing on how people can challenge existing gender norms and expectations.



Debriefing and evaluation

Start by asking participants how they felt doing the activity and if there was anything that they found difficult. You can then use the following questions to run the discussion:

- How did you find the exercise? How did you feel during the exercise?
- Was it easy to identify gender expectations in the first part of the activity?
- Where do people's gender expectations come from? Who establishes them?
- Is it easy for boys and girls / young men and young women to fulfil these expectations? What are the difficulties?
- Who helps to promote these expectations?
- How do we ourselves promote them (whether consciously or unconsciously)?
- Have you ever felt pressured by gender expectations? How did it feel? How did you react?

- Have you ever pressured others to conform to gender expectations? How do you think it would have made those others feel?
- Have you ever challenged gender expectations or norms? How was your challenge taken? Were there any consequences?
- Can gender expectations or demands violate human rights? Which rights, and how are they violated?
- How could we or our organisation work to address damaging gender stereotypes and expectations? What could be done to promote gender equality among young people?

Tips for facilitators

While this is a classic brainstorming and discussion activity, the topic of gender expectations can be controversial. Expectations relating to gender are also partly a matter of perception. As a result, this activity may cause disagreement: some participants may see gender expectations as perfectly reasonable, while others may see them as oppressive and demanding. How expectations are perceived is also likely to be linked to cultural and societal values. You could address some of these issues in discussion.

Please note that this exercise has been deliberately based around binary gender norms, however it is highly likely that it will trigger discussion of issues linked to diverse gender identities. If you feel it is important to challenge binary gender norms in the activity, you could add an extra space on the flipchart for 'other genders' besides 'girls / young women' and 'boys / young men'. You will need to adapt some of the questions in the debriefing.

Suggestions for follow-up

This activity can be a good starting point for exploring the concept of gender-based violence and learning about its different forms. The activity "Understanding gender-based violence" looks at different examples of gender-based violence, and participants discuss the consequences for individuals and society.

Ideas for action

Suggest that participants conduct longer-term observations of expectations relating to gender, focussing on different settings. This could be done over a week or a month. The results of their observations could be compared to a survey of young people of different genders in real settings (for example, school) about their perceptions of the expectations placed on different genders. You can initiate a discussion of the similarities and differences between the perceptions resulting from the survey and those resulting from individual observation.

Source: This activity was developed on the basis of an activity developed by the Intercultural Center, Foundation of Women's Forum, Sweden.



“Human behaviour flows from three main sources: desire, emotion, and knowledge.”

Plato

The Impact of Gender-Based Violence



Level 2



8 to 30



60 minutes



Complexity: Level 2

Group size: 8 to 30

Time: 60 minutes

Overview: The participants look at various examples of gender-based violence and discuss the consequences for the individuals concerned and for society as a whole.

Objectives:

- To understand the meaning of gender-based violence recognise and be able to recognise different types of gender-based violence
- To discuss the impact of gender-based violence on those affected by it and on society as a whole
- To consider the question of personal responsibility in relation to occurrences of gender-based violence

Materials:

- Copies of stories (one story per group)
- Flipchart paper

Preparation: Make copies of the stories that can be found at the end of this activity. Prepare two pieces of flipchart paper, with the headings “Consequences on victims” and “Consequences on society”. You may also want to read Section 3 of Chapter 1, where different types of gender-based violence are described.



Instructions

- 1) Ask participants if they have heard of gender-based violence. Discuss this briefly with the group, exploring the different examples of gender-based violence which exist. You may also provide participants with a definition of gender-based violence.
- 2) Tell participants that they will work in small groups of 4-5 people to discuss a brief story. They should read the text and answer the questions at the end. Hand out one story to each group and give them about 20 minutes to discuss the cases.
- 3) Once this part of the work is completed, ask the groups to come together and present their answers. They should begin by reading the story aloud. Allow other groups to comment on the group's results. If the groups are unclear about the types of gender-based violence present in the story, you may need to provide the answers yourself.
- 4) When the groups present their answers to the questions about the impact of violence on the victims and on society, write these down on the pieces of flipchart paper. After each presentation, read the summarised answers back to the whole group and ask if they would like to add or change anything.

Debriefing and evaluation

Begin this part of the activity with participants' general impressions of the activity and then discuss the consequences of gender-based violence and what participants can do to prevent it.

- What do you think about the activity? How did you feel doing it?
- Had you heard about all the different types of gender-based violence presented in the stories? Was there anything surprising for you?
- Was there anything common to different groups' responses to the impact of gender-based violence?
- Why does gender-based violence have consequences for the whole of society?
- What causes gender-based violence? Who is to blame?
- Which human rights are violated in case of gender-based violence?
- What can be done to put an end to such violence, and who can help to bring such a change about?
- What can you do to prevent this type of violence, and how can we all act against it?

Tips for facilitator

This activity is based on an activity from *Bookmarks* – Understanding hate speech. The stories in this activity can easily be modified, and facilitators are encouraged to adapt them to local context, where necessary. Some stories include more than one type of violence (e.g. Story 4 – verbal violence, hate speech, physical violence, hate crime).



Pay attention to this when explaining the types of violence: very often different types happen together at the same time. Try also to address the issue of intersectionality, when someone suffers from violence and discrimination on multiple grounds – as in the first story (gender and disability). You can read more about this in Chapter 4.

Participants are deliberately not introduced to different types of gender-based violence at the beginning of the activity: the discussions aim to explore what they already know on the topic. If you think this will be too difficult for participants, you could make a list of different types of gender-based violence on the flipchart and show this to them before they work on the stories.

We use the word “victim” in this activity, which is a word with certain negative connotations. Some people prefer to use other terms, such as: person targeted by violence or affected by violence. However, the word victim is used in several international human rights instruments, for example in the Council of Europe Convention on preventing and combating violence against women and domestic violence. The Explanatory report to the Convention specifies:

“The term ‘victim’ refers to both victims of violence against women, and victims of domestic violence, as defined in Article 3 (a) and Article 3 (b) respectively. While only women, including girls, can be victims of violence against women, victims of domestic violence may include men and women as well as children.”

Make sure to emphasise that the only person responsible for violence is the perpetrator. It is never the victim’s fault!



Suggestions for follow-up

If you want to explore further the question of violence in relationships, you could try the activity “Kati’s story”. Violence in online gaming is addressed in the activity “Changing the game” from *Bookmarks*, in which participants devise a small campaign against sexism in online games. Or you could explore further the topic of economic violence, using an activity in *Compass* called “Different wages”. This is a simulation activity that confronts people with the realities of the labour market, addressing issues such as different wages for the same job, discrimination in the workplace and policies of low pay for young workers.

You could also present key points from the Council of Europe’s Convention on Preventing and Combating Violence Against Women and Domestic Violence. You can find a shortened version of the Convention in the Appendices.



Ideas for action

On the basis of answers provided by the participants to the last question of the debriefing, ask participants what they would like to do as a group in order to prevent or act against gender-based violence. Develop a plan together, and then carry out the action.



Stories

Story 1

Martha moves using an electric wheelchair. She lives with her partner in a small apartment, in a small town. They have been together for 6 years. Steven, her partner, has always been a great support to her in carrying out daily activities. However, recently he has been under great pressure to work very long hours. Martha is at home alone and there are days when she does not eat for more than 8 hours. Last Monday, Steven returned home in the morning after a night shift and found that she had been unable to put herself to bed and had tried to sleep in her wheelchair. When Martha asked Steven to work from home in the evenings, he said this was not possible. Martha has no relatives locally, so it is difficult for her to call on anyone else. She also has few friends, as the couple rarely go out. Once when Martha told Steven she was hungry he told her: 'Come on, you are a woman! Make an effort and cook something for yourself or call for a take-away!'.

Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? What are the possible consequences for society as a whole?

Story 2

Bernadette works as an accountant in a large company. She has recently received numerous missed calls from an unknown number. When she tried to call back, there was no response. She did not worry until recently, when she received several text messages from a different number. These made her feel uncomfortable, as the texts were very explicit: they called her a slut, suggested that she loves sex and described her body in detail. The last message was even threatening: "I dream about raping you and I will do it one day. You'll love it!". She did not know what to do so she told her friend about the messages, but the friend suggested that she calm down. However, she did offer to drive Bernadette to and from work every day. Bernadette felt slightly relieved, but recently, she noticed an unfamiliar man near her block of flats, looking at her. The same thing happened on the next day.

Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? What are the possible consequences for society as a whole?



Story 3

Linda, who is 17, is a passionate online gamer. In her free time, she plays a lot and she has even made some good friends online. Gaming has always been her passion and she is very good at it, especially at strategic online games. Last time she played her favourite game, one of the male players commented on her avatar (containing her picture) saying: 'God, you are so f... hot! I wish I was near you to show you what a real man is'. Linda did not react, although she felt a little uncomfortable: after all, it was only a game, and just a stupid comment. Two weeks later, she did not do very well in a game she was playing, and some of the players started to send her private messages: 'Go to the kitchen and bring me a beer, woman', 'Get some sex and come back again', 'Playing in a team with women always ends up like this. Never again!'. She decided she would not play the game for the next month.

Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? What are the possible consequences for society as a whole?

Story 4

Jan and Ivan have been in a relationship for 2 years. They decided to spend New Year's Eve at their friends, in a town about 100 km away. After the party, at 6 o'clock in the morning, they were going back to the hotel holding hands. They were close to the bus stop when they saw a group of young men walking towards them. One of the men started shouting: 'Look at those fags! You deserve to die! You are a shame to our country'. Jan and Ivan were scared. Three of the men started to run towards them. They kicked Jan in the belly and punched Ivan in the face. Jan and Ivan cried out for help, but then the bus arrived and the three men got on. Jan asked the driver for help, telling him that those men had just violently beaten him and his friend. They shouted back: 'they are fags!' The bus driver refused to help and shut the door in Jan's face.

Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? What are the possible consequences for society as a whole?

**Story 5**

Martina (16) met Sasha (17) at school. She had always liked him, so she couldn't have been happier when he asked her for a date. After two dates, she was sure she was in love. On the third date Sasha invited her home and started telling her how beautiful she was, and at one moment he touched her leg. Martina said nothing, but when he started to stroke her, she removed his hand. He suggested that they should undress and make love. She said it was too soon for her and that she wanted to wait until they knew each other better. He insisted and started to undress her. She wanted to leave but he forced her onto the bed by force and started to undress her, touching her in between the legs. She screamed and tried free herself, but Sasha was too strong.

Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? What are the possible consequences for society as a whole?

Story 6

After the birth of her second child, Samantha decided to go back to work as soon as her maternity leave was over. She discussed it with her husband, who asked her to wait to make this decision until her maternity leave was coming to an end. As this time approached, she submitted a number of job applications and was invited to an interview, and was then offered the job. She was very happy and shared the news with her husband. He was less happy and started asking about the job, identifying difficulties and problems, such as that the children would need to go to nursery school, there would be problems with picking them up, the family would need to eat out more often, etc. After two hours of very intense discussion, he asked: 'Don't you have enough money? I always give you money when you go shopping. You don't need more. You are a woman and need to take care of our children.'

Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? What are the possible consequences for society as a whole?



Story 7

The government of country X pushed a new law through parliament which decriminalised marital rape, on the grounds that rape is “not possible” between people who are married. The government also passed a law removing sexual orientation from the list of factors classified as leading to hate crime.

Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? What are the possible consequences for society as a whole?

Story 8

Melinda, a high school teacher, wrote a letter to colleagues informing them that in a few months’ time, she would be undergoing sex reassignment surgery from male-to-female. Melinda had worked in the school for 5 years, and twice had been chosen by students as the best teacher of the year. Just one month after Melinda’s surgery had begun, at a meeting for all parents of the school the school board made an announcement about Melinda’s status. About 20 parents wrote in to protest, requesting that Melinda be removed from the staff. The school board decided to dismiss Melinda in September, on the basis of parents’ complaints. Melinda decided to fight for her rights and lodged a legal complaint against the school.

Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? What are the possible consequences for society as a whole?

"I'm the one you love to hate."

Rob Halford

Kati's Story



Level 4



10 to 20



60 minutes



Complexity: Level 4

Group size: 10 to 20

Time: 60 minutes

Overview: This short simulation activity helps to build empathy towards victims of interpersonal or relationship violence and demonstrates that leaving a violent relationship generally takes place in stages. Participants listen to a story and use blankets to symbolise different stages of entering and leaving an abusive relationship.

Objectives:

- To identify the stages of a typical abusive relationship and to develop understanding about the process of leaving a violent relationship
- To build empathy towards victims of interpersonal or relationship violence
- To discuss the role of third persons (friends, family members, professional helpers, etc.) in helping a person to remove themselves from a violent relationship

Materials:

- An enclosed space, with doors that can be closed, and large enough for the whole group to stand in a circle around a chair
- One chair for the middle of the room
- Eight light blankets or bed sheets, large enough to cover an adult fully



Preparation

- Before running the activity, familiarise yourself with the issue of violence in relationships, including physical violence. Chapter 1 of this manual will be helpful in clarifying the differences between various kinds of violence, particularly the sections dealing with domestic violence and abuse.
- Make sure you have a co-facilitator – ideally someone who has already worked with this group. If you are facilitating alone, ask a participant to act as co-facilitator.
- Before running the activity, approach a participant you believe to be “emotionally strong” and ask them whether they would agree to take on the role of Kati. Talk them through the entire activity before asking them to decide, and make sure they understand that the blankets will be placed over them. Make sure that they do not suffer from any form of claustrophobia or anxiety.
- Prepare the room by placing one chair in the middle and create a space so that everyone can sit in a circle around the chair or in a semi-circle in front of it. Put the blankets in a pile nearby.



Instructions

The activity illustrates the different stages of entering and leaving a violent relationship.

As facilitator, your task will be to read aloud the story of Kati (see the handout below), leaving a pause after each episode of the story.

The story is divided into two parts: part one describes the different stages of the abusive relationship, and part two deals with leaving it. In part one, after the first paragraph, your co-facilitator will put the blanket over Kati. The blanket symbolises an event that is likely to lead to or be the result of abuse or violence. After this, participants should understand what they are expected to do after each episode in the story.

In the second part of the story, your co-facilitator will remove the blanket from Kati, to symbolise a stage of leaving the violent relationship. Participants should follow accordingly. To maintain the surprise effect, it is better not to tell the whole group straight away about the meaning of putting blankets over Kati or removing them.

- 1) Explain that the aim of the activity is to build empathy towards victims of interpersonal or relationship violence, using a symbol to represent the highly limited space and possibilities available to battered women.
- 2) Ask the participant that you have prepared to take on the role of Kati to come forward. Introduce the participant to the group. Tell everyone else that s/he will have a difficult task, but that s/he will be safe during the activity. Ask the volunteer to sit on the chair in the middle of the room. Then introduce your co-facilitator to the group. Explain that this person will assist you in running the activity. Pass around the blankets or sheets among participants evenly (1 for every 2 or 3 participants). The co-facilitator should have one.

- 3) Explain to participants that you are going to read out a series of statements. There will be a short pause between each statement. Participants should follow the story closely and pay particular attention to the pauses, as each of them will have a task during the pauses. Also tell them to pay attention to the co-facilitator, as during the first pause s/he will demonstrate what participants will need to do later. Explain to participants that the person playing 'Kati' has been briefed thoroughly, is fully aware of what is going to happen and is happy to accept the challenge.
- 4) Ask participants to be silent during the reading of the story, and tell them that if they have questions, they should keep them until this part of the activity is over. Tell them to take note of their feelings as the activity proceeds. If they have questions of clarification, ask them to raise these now, before the main part of the activity begins.
- 5) Start reading the story slowly. At the first pause, signal to the co-facilitator to put the first blanket over Kati. Make sure that the co-facilitator knows in advance to cover Kati completely. Continue reading the story. At the next pause, encourage participants to put on another blanket over Kati. If participants are hesitant, you can look up, nod your head or signal to the co-facilitator to guide a participant in putting on another blanket.

When you get to the part of the story where you ask Kati questions, read even more slowly.

When you get to the first pause in the second part, signal to the co-facilitator to come forward to remove the first blanket. Again, signal to participants that they should follow the example of the co-facilitator at the next pause. Participants do not normally hesitate to remove the blankets, but if they do, signal to the co-facilitator to guide them.

- 6) After all blankets have been removed, thank the participant who played Kati, and ask them to sit back in the circle. Allow participants a moment to settle before beginning the debriefing.

Debriefing and evaluation

Begin the debriefing by asking for a round of impressions, to get an idea of how everyone feels. It is important to remember that this can be an emotionally challenging activity, and participants may feel upset or uncomfortable. Remind them that they have the right not to say anything. Offer the participant who played Kati the possibility to speak first about their feelings. Continue with others who indicate that they want to speak. During the debriefing, keep the paper with Kati's story close at hand, so that you can refresh participants' memories of any aspects of the story, as necessary.

The following guiding questions can help you to develop the discussion:

- How did it feel to put the blankets on Kati? How did it feel to watch others cover her?



- How did you feel about the removal of the blankets?
- Did you notice the reaction of other participants during the covering and the removal? Were there differences?
- Who is responsible for Kati having been covered by so many blankets? Is it Kati, her husband, or other people in the story?
- Why were the blankets removed in stages? Why did we not just remove them all at once?
- In your opinion, what were the different roles and responsibilities of the people in this story for ending the abuse? Could they have played their roles differently?
- What, in general, is the responsibility of “third parties”, i.e. to individuals not belonging to either side? What is the responsibility of society?
- Which human rights are violated in cases of domestic violence? How does it affect the struggle for gender equality?
- What do you think that young people, youth workers and youth organisations can do to prevent or stop violence in abusive relationships?



Tips for facilitators

This activity needs a particularly safe environment. It is not an activity that can be run with a group that has only recently come together. If your group works together regularly, this is an activity for when they already know and trust you, as facilitator, and each other. If your group has come together for a one-off residential activity, it is suggested that you run this activity only after the group has worked together for a few days. Trust in the facilitator is just as important as trust in each other for the success of this activity.

Make sure that no one disturbs the storytelling: avoid any coming and going at this stage. If you are running this activity after a break, make sure that everyone is back in the room before you start.

It is strongly suggested that before the activity, you explain to the volunteer playing Kati that s/he will be covered fully by several blankets. The volunteer must be claustrophobia-free and ready to experience some physical hardship during the activity. You may also decide that Kati should be played by a co-facilitator. This is advisable if you have not, by this point, had the chance to build a high level of trust and safety in the group.

Some participants may be hesitant about putting the blanket over Kati, or may prefer to put it on Kati's lap rather than over her head. The facilitator and co-facilitator should stay silent during the activity: try to encourage participants to perform the act of covering Kati fully by using eye contact and guidance. Bring into the debriefing stage any hesitations or unwillingness on the part of participants, according to how they have performed the act of covering Kati.

Remember that you cannot necessarily know “who is in the room”. Any of the

participants may have experienced an abusive relationship, and you should avoid putting any pressure on such people to disclose things they do not want to speak about.

Try to formulate the questions you ask in the debriefing in a non-personal manner, so that even if participants have experience of such matters, they do not feel the need to answer by referring to their experience directly. Be aware that such experiences may be painful for participants to be reminded of, and that as a facilitator it will be your responsibility to deal with the emotional consequences of running the activity in your group. In other words, and in practical terms, if a participant gets upset or starts to cry, you need to be prepared to deal with that both on a one to one basis, and with the whole group. This may be as simple as taking a break, asking the participant if they want to go to their room to freshen up, and telling the rest of the group that the person needed some time out and will speak about it when he/she/they are ready; or it may involve addressing the reasons for the participant getting upset in a discussion with the whole group - with their prior consent, of course.

Variations on this activity exist. You can alter the story to fit the environment you are working in. You could also make 6 to 8 steps rather than 9. Be sure, however, that you have an equal number of story steps for both the first phase and the second phase of the activity (i.e. putting on and taking off blankets). Do not go above eight steps; staying under the blankets is no fun!

Suggestions for follow-up

It is possible to work with variations on this activity by using a different 'story' to illustrate Kati's situation.

Have a look at the activity 'Domestic Affairs' to develop the theme of domestic violence and 'Power Station' to develop the theme of how power and violence are related. Both activities are from *Compass – manual for human rights education with young people*.

Ideas for action

Consider providing information about domestic and relationship violence to your own target group. If you have not been active in the field of gender-based violence before, consult an NGO dealing with these issues for advice on how best to inform your target group about the problem, and support them to understand how they can help themselves or others affected by it. Involve your group in the preparation of the resource materials (e.g. flyers, blog, etc.). Check the Internet or local organisations offering crisis intervention to battered women or other people exposed to ongoing relational violence. Find out what support they give to victims. If possible, invite the representative of such an organisation to explain what they do to help in 'removing Kati's blankets'.





KATI'S STORY

PART I

Kati is 28. She married Jan when she was 20 and he was 23. They have two children, who are 3 and 7 years of age.

When Kati was a child, she often saw her father beating her mother. It happened several times a week. Kati remembers that sometimes her mother had to go to the hospital because of her injuries.

(Pause)

Co-facilitator covers "Kati" with first blanket.

Immediately after they get married, Jan tells Kati that he will take care of the family income, because Kati does not know how to save. He tells her she will get from him only enough money to buy food and household items. He tells her she will have to show him receipts to prove that she spent the money on what she asked the money for and that he approved.

(Pause)

Kati gets pregnant in the first year of their marriage. Jan starts to tell Kati regularly that she does not know how to run a household and that she is very lucky to have him, because nobody else would want her for a wife.

(Pause)

After the birth of their first child, Jan starts to beat Kati. He accuses her of loving the child more than him.

(Pause)

Kati goes to her mother and tells her about being beaten by Jan. Her mother tells her that this is part of marriage and she should learn to put up with it. According to her mother, "a woman has to stick with her husband".

(Pause)

As their first son grows older, Jan threatens and beats him too. Kati is worried, but at the same time she believes that it can be very harmful to children to separate them from their fathers.

(Pause)

Kati tells one of her co-workers that she is regularly beaten by Jan, and that she needs help. Her colleague tells the others at her workplace, and now everybody is talking about her.

(Pause)

Kati is increasingly absent from work without a proper excuse and she is laid off. Now she does not have a job or an income of her own.

(Pause)



PART II

(Question to the person in the middle and to mark the transition from covering to uncovering Kati)

Kati, why do you have to live like this?

(Pause)

Why don't you leave your husband?

(Pause)

Kati reads a story in a magazine about a battered woman who manages to leave an abusive relationship. The article contains the phone numbers of hotlines, shelters, and drop-in centres for abused women. Kati decides that she cannot bear being abused any longer. She called a hotline where she had a long discussion with a woman who told her that she is one of many women experiencing domestic violence.

(Pause)

Co-facilitator removes one blanket

For the first time Kati has an open discussion with her older son about their shared fear of their violent husband and father.

(Pause)

After a few weeks of thinking and planning, Kati calls her sister and asks her whether she could move to her place with her sons for a short period. Her sister had long given up hope that Kati would ever leave her violent husband and now she is very glad to be of help. (Pause)

One afternoon Kati packs up their everyday belongings and moves with her sons to her sister's place.

(Pause)

She starts to look for a job. Her sister helps by asking friends if they know of any opportunities, and they look through the job advertisements together.

(Pause)

Kati visits a lawyer to get information about custody and child visitation issues and advice about how the truth about Jan's violence towards them can be revealed. They also discuss divorce procedures.

(Pause)

Kati finds a job she likes, and moves into a rented apartment with her sons. She visits Child Welfare Services and finds out that her older son can enrol in a support group for children who have fled from violent homes.

(Pause)

Kati finds a self-help group of women who have survived domestic violence. Through sharing and listening she learns to understand how and why her romantic relationship developed into an abusive one. She decides that once she feels she is back on her feet, she will join a group to support battered women herself.

(Pause)

“If you think you are too small to have an impact, try going to bed with a mosquito in the room.”

Anita Roddick

The Knight in Shining Armor



Level 3



10 to 20



60 minutes



Complexity: Level 3

Group size: 10 to 20

Time: 60 minutes

Overview: This short role play introduces the difficulties of recognising abuse and looks at early warning signs to identify potential abusers. It provides a good basis for discussion on how society romanticises relationships which may involve violence and oppression.

Objectives:

- To discuss the boundaries of a safe and equal relationship
- To learn to recognise the early warning signs of an abusive relationship
- To discuss the role of education and / or youth work in helping to prevent violence in intimate relationships

Materials:

- Copies of the story of the Knight in Shining Armor for Susie, the narrator and the knight



Preparation

- Familiarise yourself with the issue of violence in relationships before running this activity. Chapter 1 of this manual, especially the sections dealing with domestic violence and abuse, is particularly helpful for clarifying the differences between various kinds of gender-based violence and for identifying potential human rights concerns.
- Select two participants or a small team to help you with co-facilitating this activity. Brief them in advance about what will happen during the activity. Give each of them a copy of the story of the Knight in Shining Armor. If possible, the person that plays Susie (and is 'courted') should be female. If you do not think that any participant is appropriate for the role, ask a (female) team member to be Susie. The other participant or team member should be the narrator. You (the facilitator) should play the knight.
- Prepare the working area so that all participants can sit in front of the actors, in such way they can observe all the action clearly.

Instructions

- 1) Explain to participants that they will hear a short story about a knight on a white horse, and that afterwards there will be a discussion of the issues raised and the feelings evoked.
- 2) The actors move to the middle of the room. You (the facilitator) are the knight. You kneel in front of Susie, or sit next to her, and hold her hand. It is preferable for you to act out the 'courting' scenes by heart, rather than reading, so if possible, try to learn the dialogue in advance. The narrator stands to the side and reads aloud their parts of the story.
- 3) After the 'courting scene' and story have been completed, look at the faces of participants for reactions or emotions. If they seem a little shocked or upset, ask for a moment of silence for them to reflect on and take note of their feelings.



Debriefing and evaluation

Begin the debriefing by asking the person who played Susie to share her feelings and impressions about the role play. Then continue by asking everyone the following questions:

- How did the story make you feel? Why?
- What do you think about this relationship?
- At which point do you think Susie should have realised that this is a dangerous relationship?
- What are the signals that indicate that this relationship is becoming abusive?
- What can we understand about romantic relationships from this story?
- Where does a genuinely equal relationship end and an abusive one begins?



- From where do we get our ideas about what relationships should be like? How realistic are these ideas or stories?
- Which human rights are violated in cases of domestic violence?
- How do romanticised views of relationships affect young people?
- What can you do to raise awareness of young people about gender equality?



Tips for facilitators

This activity can be very emotional for some participants: it needs to be run in a safe environment. This is not an activity that can be run with a group that has only recently met. If your group has come together for a one-off residential activity, it is suggested that you run this activity only after the group has worked together for a few days. Participants need to be able to trust the facilitator as well as other members of the group.

Bear in mind that you do not necessarily know “who is in the room”. Someone may have experienced, or be experiencing, an abusive relationship. You should make sure that no-one feels under any pressure to disclose things that they are not ready to speak about. Try to formulate the questions you ask in the debriefing in a non-personalised manner, so that even if they participants have relevant personal experiences, they do not feel that they have to answer by referring to these experiences directly.

Be aware that such experiences may be painful for participants and that as a facilitator it will be your responsibility to deal with any emotional consequences of running the activity in your group. If a participant gets upset or begins to cry, you need to be prepared to deal with that both on a one to one basis and in the whole group.



Suggestions for follow-up

Run the activity “Kati’s story” with the same group to develop further the theme of domestic violence and abuse. You could use some of the information in Chapter 1 to provide further information on domestic violence. You could also use chapter 3 in this manual to explore with participants ways of acting against gender-based violence, including domestic violence.



Ideas for action

Participants could get in touch with a local hotline or shelter for women experiencing domestic violence to understand the extent of the problem in their community. You could also arrange a meeting with people working in relevant organisations. Alternatively, participants could conduct research online, or by making enquiries with the police, into existing measures for addressing domestic violence. They could design a resource for young people which explains domestic violence and outlines the support that exists for victims in the local area. If such support services do not exist, participants could design a campaign to for them to be established.



The knight in shining armor

Knight: Wow Susie! You are so beautiful! I love your style so much! You are such an individual, and I love that about you...!

Narrator: Susie is very happy and feels attracted to the knight

Knight: I've never felt so close to anyone. You are the only one I trust, the only one I can share my problems with, the only one who understands me. It is so good to be with you. I love you so much...

Narrator: Susie feels that she is very important to the man. She feels safe.

Knight: I feel I have found my other half. We have been created for each other. We don't need anybody else, do we?

Narrator: And Susie indeed feels that the Knight is her whole world. Every minute they spend away from each other is painful.

Knight: You are so beautiful, so pretty. But don't you think that your skirt is a bit daring? I'm worried about you: I think you should wear something else. That would make me feel better. We belong together, don't we? You are mine.

Narrator: And because Susie loves him and would not want to argue about such an insignificant thing, she changes the way she dresses to suit his wishes.

Knight: You spend too much time with your girlfriends. We have such a great time together: am I not enough for you? I don't think you should put so much trust in them. I think they have a bad influence on you: I don't like the way you talk about them and the things you do together. I don't like the way you talk to me when you come back from being with them.

Narrator: And because Susie wants to be nice to him, she begins to see less and less of her friends. Soon they have been left behind altogether.

Knight: I do like your parents, but why do we have to see them every Sunday? I'd like to spend more time with you alone. Anyway, they do not seem to like me. All they do is criticise me. I'm not even allowed to relax on Sundays! They can't wait for us to break up. I wish you didn't want to spend so much time with them.

Narrator: Susie is worried about their relationship. She does not want to threaten it, so she spends less time with her family. Now there is peace... Or is there?

“You can chain me, you can torture me, you can even destroy this body, but you will never imprison my mind.”

Mahatma Gandhi

N vs Sweden



Level 4



Any



190 minutes



Complexity: Level 4

Group size: Any

Time: 190 minutes

Overview: This simulation activity looks at issues surrounding women seeking asylum, using a case brought to the European Court of Human Rights.

Objectives:

- To reflect on the issues facing women seeking asylum
- To develop critical thinking skills, logical argumentation, and a sense of justice
- To develop an understanding of the role of the European Court of Human Rights

Materials:

- Copies of the case
- Copies of role cards
- Additional information for the facilitator

Preparation: Prepare the role cards, making sure that you have enough copies for participants.

Ensure that there are separate spaces for the 3 groups to work at the preparation stage, and a plenary room where the court hearing can take place.



Instructions

- 1) Tell the group that the session will be devoted to a case which came before the European Court of Human Rights. Ask participants what they know about the Court and the European Convention of Human Rights.
- 2) Inform them that the case deals with the rejection of an asylum claim made by an Afghan woman to the Swedish government. Depending on the group, you may need to clarify some of the terminology relating to migration (e.g. asylum seeker, migrant, refugee).
- 3) Hand out copies of the case for participants to read individually. Give them about 10 minutes to read this in silence.
- 4) Tell participants that the question they are to consider in the trial is: "Would deporting N. be a violation of article 3?". Make sure that everyone understands this question, in broad terms.
- 5) Divide the participants into 4 groups:
 - Group 1 represents N.
 - Group 2 represents the Swedish Government
 - Group 3 represents the European Court of Human Rights
 - Group 4 represents experts from UNHCR

Give each group the appropriate role card and explain that they have 30 minutes to clarify their positions. Groups 1 and 2 should prepare their arguments to put to the court, while Group 3 should prepare questions for both sides. Group 4 needs to be ready to present information about conditions facing Afghani women claiming asylum, without taking sides in this particular case.
- 6) After 30 minutes, invite the participants for the Court hearing.
 - The Court hearing is presided over by the judges and should last 30 minutes. Groups 1, 2, and 4 each have 5 minutes to present their main arguments. After the main arguments have been presented the judges should put questions to the different parties.
- 7) Each of the judges should then come to an individual decision. Allow them about 5 minutes for reflection. Bring the group back together and ask the judges to present their individual decisions and the arguments.
- 8) Inform the participants about the real decision of the European Court and the reasoning behind it. Ask for their reactions and then proceed to the debriefing and evaluation.

The verdict:

The Court had to establish whether the applicant's personal situation was such that her return to Afghanistan would contravene Article 3. (...) The court found that as the applicant had resided in Sweden since 2004, she might be perceived as not conforming to the gender roles ascribed to her by Afghan society. Moreover, she had attempted to divorce her husband and had demonstrated a real and genuine intention of not living with him. However, if the spouses were deported to Afghanistan, separately or together, the applicant's husband might decide to resume their married life together against her wish. The new Shiite Personal Status Law required women to comply with their husbands' sexual requests and to obtain permission to leave the home, except in emergencies. (...) The Court could not ignore the general risk indicated by statistics and international reports. As regards the applicant's extramarital relationship, she had failed to submit any relevant and detailed information to the Swedish authorities and she has not even tried to explain why she failed to do so. Nevertheless, should her husband perceive the applicant's filing for divorce or other actions as an indication of an extramarital relationship, adultery was a crime under the Afghan Penal Code. Should the applicant succeed in living separated from her husband in Afghanistan, women without male support and protection faced limitations on conducting a normal social life, including the limitations on their freedom of movement, and lacked the means of survival, which prompted many to return to abusive family situations. (...) There were no strong reasons to question the veracity of the applicant's statement that she had had no contact with her family for almost five years and therefore no longer had a social network or adequate protection in Afghanistan. In the special circumstances of the present case, there were substantial grounds for believing that if deported to Afghanistan, the applicant would face various cumulative risks of reprisals from her husband, his family, her own family and from the Afghan society which fell under Article 3¹.

Accordingly, the Court found that the implementation of the deportation order against the applicant would give rise to a violation of Article 3 of the Convention.

**Debriefing and evaluation**

You can use this activity to support participants understand more about the concerns of women seeking asylum and the gender issues relating to migration. The activity can also be used to raise awareness of the work of the European Court of Human Rights. Depending on your focus and the composition of your group, use some of the questions below to run the debriefing.

- Did you find the issues raised by this case easy to resolve? If not, which ones were most difficult for you?
- Did you find your role difficult to play? If so, what was difficult?
- Do you think the judges made the right decision?

- *Ask the judges:* What were the important factors for you in making the decision?
- *Ask everyone:* In the real case, the European Court felt that there was a risk of Article 3 being violated. How did they justify this decision?
- What are the aspects of this case which are specific to women?
- Why it is important to adopt a gender perspective on migration issues?
- N's credibility and consistency was questioned during the trial. How do you explain this, and was it fair?
- Have you heard of this case before? Are you aware of anything like this in your country?
- This case presents the risks faced by N. in the event of deportation back to Afghanistan. Which other risks do asylum seeking women face - both while fleeing, and in the 'host' countries?
- Does your country respect international standards with respect to protection of asylum seekers and refugees?
- What is the general attitude of people in your country towards asylum seekers? Does the attitude differ towards female asylum seekers?
- What kind of support is available to asylum seekers/refugees/migrants in your community?
- Certain rights, such as the freedom from torture, cannot be restricted or limited. Why do you think this is the case?
- Why do we need the European Court of Human Rights? Who can take a case before the Court?

Tips for facilitator

You could adapt the simulation in various ways. Instead of having a big trial, you could set up mini-courts, each with its own mini-trial. You would ideally have equal number of members in each group.

You should encourage participants to use their time in working groups to clarify the case and to prepare opening statements, or to prepare questions for all sides, in the case of the judges.

You could use this activity to further explore the connection between gender and migration. Refer to the ECHR database to find court cases brought against your country (<http://hudoc.echr.coe.int>). Make sure you have prepared yourself beforehand on the role and functioning of the court, and on issues surrounding women refugees or asylum seekers.

Be aware that the activity may stir up islamophobic views or beliefs about cultural superiority. These often arise when discussing women of Muslim faith. Ensure that judgements about the particular situation in Afghanistan do not lead participants to make generalisations about how women are treated or viewed by the Islamic faith.





Suggestions for follow-up

You could follow up this activity in various ways:

Explore the issue of women in armed conflict by engaging participants in research and discussion. This is one of the main areas of action identified by the Beijing Declaration and Platform for Action. (<http://beijing20.unwomen.org/en/in-focus/armed-conflict>).

The activities “3 things” and “Can I come in?” from *Compass* also address issues concerning refugees.

You could explore further the position of women of Muslim faith in your country/ community, including the challenges they face.

In *Bookmarks*, you can find further ideas and activities that look at hate speech against refugees and migrants, such as “The stories they tell”.



Ideas for action

Participants could research cases brought against their country at the European Court of Human Rights and/or the current stance of their government with respect to asylum seekers and refugees. The HUDOC database provides access to the case-law of the Court (hudoc.echr.coe.int/). Participants could also investigate the support services available to asylum seeking women and LGBT+ persons.

Organise a Living Library together with participants and invite refugees and immigrants as books. The Living Library works in the same way as a normal library, but instead of books there are people. It aims to break down prejudices, by allowing members of the public who may have a preconceived idea about individuals from particular communities to meet and talk and listen. The Council of Europe publication “Don’t judge the book by its cover”² offers helpful advice for setting up a living library project.

The manual *We Can! Taking Action against Hate Speech through Counter and Alternative Narratives* provides ideas on how to take action online and offline to challenge hate speech against refugees in the media, and how to promote respect for their human rights.

1. Source: European Court of Human Rights / Information Note no. 132 – July 2010

2. <https://rm.coe.int/16807023dd>



N. Vs Sweden

This case came before the European Court of Human Rights. It concerns N., a woman born in Afghanistan and living in Fagersta, Sweden.

13 August 2004 – N. and her husband, X., arrive in Sweden, illegally helped by a smuggler.

16 August 2004 – N. and X. apply for asylum and residence permits. They state they have been persecuted since 1996 because of X's involvement in the Communist party. This had also led to his arrest on 2 occasions, and to the couple's relocation to Kabul. X claims poor health: sleepiness, anxiety and aggressive behaviour. N. claims that her political stance was well known in Afghanistan, as she was a teacher for women: this was not accepted by the leading elite in Kabul.

29 March 2005 - the Migration Board rejects the couple's application. It argues that the situation in Kabul is better than in other parts of the country and questions the claim that the couple's lives will be in danger if they return to Afghanistan. The Migration Board rules that the information provided is too vague, and that poor mental health is not grounds for asylum.

2005 - The couple appeals the decision. In addition to the claims above, N. also informs the court that she has separated from her husband, lives alone and intends to pursue a divorce, even if X opposes it. This puts her at risk of serious persecution in Afghanistan as she would be considered to have brought dishonour both on X and on her family. She believes that X's family will seek revenge and that at best, she will become a social outcast. She also claims that she was not able to obtain a divorce in Afghanistan, pointing that the punishment for adultery in Afghanistan would be death by stoning.

19 March 2007 - The appeal is rejected. The court rules that X has failed to demonstrate that he would be of interest to the resistance groups in Afghanistan. With respect to N., the court points out that the former ban on education of women has now been replaced by a policy of affirmative action, and that a considerable time has passed since N. was involved in women's education. With respect to her private life, the court remarks that N. was not formally divorced, and according to her statement, she had not had

an extra marital affair - so she would not be in danger of being punished for adultery. The court also notes that N. has not demonstrated that her family has rejected her, so she does have a network in Afghanistan.

4 September 2007 – N. appeals again, receives a refusal, which makes the decision final and the deportation orders enforceable.

27 October 2007, 28 January 2008 – N. invokes new circumstances and twice applies for a residence permit. She is refused.

February 2008 – she petitions the Court in Sweden for a divorce from X and intends to invoke the divorce as grounds to stop her deportation. X informs the court that he opposes the divorce.

19 November 2008 - The Court rejects the petition, claiming it has not competence, because the couple are not legal residents in Sweden.

17 October 2008 – N. requests a review of the asylum claim, and a stop to the deportation. She points to a worsening of the situation in Kabul, and a well-founded fear of persecution, as she has since started a relationship with a Swedish man and therefore risks the death penalty in Afghanistan. She claims to have had no contact with her family since 2005. The re-evaluation is rejected.

17 February 2009 – All attempts to appeal this decision are rejected and the case is transferred to the police for enforcement of deportation.

28 April 2009 – N. brings the case to the European Court of Human Rights (ECHR). To the information presented above, she adds a letter from a Swedish man that confirms that they have been in a relationship since 2008 and have been living together in his apartment since April 2009. The Government declares that this information was not presented before by N., even though it might have been relevant to her asylum claim. The Government also says that N.'s mail address has not been changed to the man's apartment. The European Court notifies the government that is not advisable to enforce the deportation orders while the trial is ongoing.



Role card for Judges

Your role is to decide whether the deportation of N. to Afghanistan would constitute a violation of Article 3. You are also responsible for presiding over the Court hearing. You need to ensure that each party presents their main arguments in no more than 5 minutes, and you need to prepare questions for each of the parties involved. The questions should be designed to give you the information that you need to make the decision. At the end of the hearing, each of the members of your group should present their decision and the arguments supporting it.

Information on conditions facing women in Afghanistan

From UNHCR Eligibility Guidelines for Assessing the International Protection Needs of Afghan Asylum-Seekers (July 2009)

In view of the serious and widespread human rights violations and ongoing armed conflict in many parts of the country, the UNHCR considers that a significant number of Afghan asylum seekers are in need of international protection. Applications by Afghan asylum-seekers should be determined on an individual basis, according to fair and efficient refugee status determination procedures, including the right of appeal. Favourable consideration should be given to the specific groups identified in these Guidelines, including, but not limited to (i) persons perceived as contravening Sharia law and members of minority religious groups; (ii) ethnic minority groups; (iii) persons associated with or perceived as supporting the Government, including civil society members; (iv) actual or perceived supporters of armed anti-Government groups; (v) journalists; (vi) persons associated with the People's Democratic Party of Afghanistan or other left-aligned political parties; (vii) women; (viii) children; and (ix) persons at risk of becoming victims of blood feuds.

Women are at particular risk of ill-treatment if perceived as not conforming to the gender roles ascribed to them by society, tradition and even the legal system. Ill-treatment occurs in a variety of forms and may be inflicted by several actors, including family members. Such treatment includes domestic violence, excessive custodial sentences and degrading and inhuman treatment. The Shiite Personal Status Law (2009) requires women to comply with their husbands' sexual requests, and to obtain permission to

leave the home, except in emergencies. The code has yet to be implemented and is currently under review as a result of international pressure.

Cases of physical violence perpetrated against women and girls in Afghanistan have increased by about 40% in the period from March 2007 to March 2008. Existing figures indicate that currently up to 80% of Afghan women are affected by domestic violence.

Afghan women, who have adopted a less culturally conservative lifestyle, such as those returning from exile in Iran or Europe, continue to be perceived as transgressing entrenched social and religious norms and may, as a result, be subjected to domestic violence and other forms of punishment ranging from isolation and stigmatization to honour crimes for those accused of bringing shame to their families, communities or tribes.

Unaccompanied women or women lacking a male "tutor" (mahram) continued to face limitations on conducting a normal social life. They include divorced women, unmarried women who are not virgins, and women whose engagements to be married have been broken. Unless they marry, which is very difficult given the social stigma associated with these women, social rejection and discrimination continue to be the norm. Many Afghan women are prevented from leaving the family compound without a burqa and a male companion, who has to be a husband or a close relative. Women without male support and protection generally lack the means of survival, given the social restrictions on women living alone, including the limitations on their freedom of movement. Unable to live independently, they face years of quasi-detention, prompting many to return to abusive family situations. The results of such "reconciliation" are generally not monitored and abuse or honour crimes committed upon return are often done with impunity. Furthermore, women's rights activists face threats and intimidation, particularly if outspoken about women's rights, the role of Islam or the behaviour of commanders.

European Convention on Human Rights

Article 3 - Prohibition of torture

No one shall be subjected to torture or to inhuman or degrading treatment or punishment.



Role card for N.

You have 30 minutes to discuss the case and prepare your opening statement, which needs to prove that the deportation of N. to Afghanistan would result into a violation of article 3.

N's claim is that:

She faces a real risk of being persecuted or even sentenced to death as she has been separated from her husband and is now involved with another man

She risks being subjected to inhuman and degrading treatment as her family has disowned her, and she has no social network or male protection in Afghanistan

She believes that both her family and her husband's family will have been informed about her attempt to divorce her husband

She is not able to divorce her husband in Afghanistan as she needs two witnesses to support her claim. Even so, she is still at risk of inhumane and degrading treatment.

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Role card for the Swedish Government

You have 30 minutes to discuss the case and to prepare your opening statement, which needs to prove that the deportation of N. to Afghanistan would not result into a violation of article 3.

You are claiming that:

While international reports confirm the very difficult conditions for women in Afghanistan, the situation in Kabul is slightly better, compared to the rest of the country.

The applicant did not provide sufficient proof that she is at real and concrete risk of being subjected to ill treatment, either by the government and/or at the hands of private individuals.

N's general credibility is in question, as her story was vague and lacked detail, particularly with respect to her extramarital affair. There is no indication that this affair is known to the Afghan authorities, or to her and her husband's family.

Legally, she is still married, and there is no indication that the Afghan authorities or the families are aware of her attempt to get a divorce in Sweden. It is still possible, under certain circumstances (e.g. if her husband is ill and that it endangered the wife) for her to divorce in Afghanistan.

European Convention on Human Rights

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Role card for UNHCR Experts

You represent the UN Refugee Agency and your role is to provide the judges with an expert opinion on conditions facing asylum seekers from Afghanistan, particularly women. You have 30 minutes to prepare a 5 minutes input on the main points relevant to the case. You should not take the side of either of the parties but should be ready to provide an objective and expert opinion for the court.

The UNHCR is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It aims to ensure that everyone can exercise the right to seek asylum and find safe refuge in another state, with the option of returning home voluntarily, integrating locally, or resettling in a third country.

Additional information

From the *UNHCR Eligibility Guidelines for Assessing the International Protection Needs of Afghan Asylum-Seekers* (July 2009)

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“In order to carry a positive action, we must develop here a positive vision”

Dalai Lama

No Violence Here



Level 4



10 to 30



120 minutes



Complexity: Level 4

Group size: 10 to 30

Time: 120 minutes

Overview: This is a simulation activity, in which participants devise a policy on preventing and acting against gender-based violence in their school.

Objectives:

- To understand that gender-based violence is a human rights violation
- To explore the concept of restorative justice as a means of addressing cases of gender-based violence
- To develop discussion skills and the ability to draw up policy statements

Materials:

- Role cards for each group and the card describing the concept of restorative justice

Preparation:

- Make sure you have enough space for four groups to work separately.
- Prepare a flipchart or a slide with a definition of gender-based violence. You can use the definition of gender-based violence from Chapter 1.
- Make copies of the handouts: the story and role cards for each group; restorative justice cards for 3 of the 4 groups



Instructions

- 1) Ask participants what they understand by gender-based violence. Collect a few answers from the group and if necessary, show them the definition on flip-chart paper or a slide, allowing some time for questions or clarifications. You will find the definition in Chapter 1.
- 2) Tell participants that the activity will involve a simulation. They will need to imagine that they are members of a school community, in which there have been several cases of gender-based violence. They should listen to the story first, and then in groups, will make decisions about how to address gender-based violence at school. Start reading the story, which you can find in the end of this activity

Once the story has been read out, show participants the timeline of the activity:

- Preparation – 30 minutes (with a possibility for groups to consult experts after 15 minutes)
 - Meeting of the school community – 40 minutes (by the end of which, policy guidelines will have been drawn up)
 - Debriefing and evaluation: 50 minutes
- 3) Explain that the results of the small group work do not have to be in final written form. Groups can just make a list of points of items that need to be included in the school policy against gender-based violence.
 - 4) Split the group into 4 smaller groups and assign roles to them: students, teachers (incl. school management), parents, and independent experts. The group of experts can be smaller than the other groups.

Give each group a role card and allocate a space for each one to work. The card explaining the concept of restorative justice should be given to all groups except the group of parents. After 15 minutes, announce that from this time on, the groups are able to consult the experts.

- 5) After 30 minutes of group work, call participants back into plenary and start the meeting. The meeting should be run by the experts and should include:
 - Welcome address, outlining the aim of the meeting
 - Short presentations from each of the other groups (students, teachers and parents) – 3 minutes each
 - Question and answer session: 10 minutes
 - Open discussion: 15 minutes (optional)
 - Discussion and finalising guidelines: what should be in the guidelines (list all items on the flipchart)
 - Closure of the meeting
- 6) Take participants out of role. You could do this by asking participants to stand with their eyes closed and telling them that they are leaving the school now

and coming back to this room and tactivity. Move to the debriefing and evaluation, using some of the questions below.

Debriefing and evaluation

As the activity may have been very emotional for some participants, start by inviting them to share their emotions, and then continue with the more detailed questions on what participants have learnt, and what can be done in cases of violence occurring. Use some of the following guiding questions:

- How did you feel during the activity? Did these emotions change during the activity?
- What was the most difficult part of the activity? Why? Which difficulties did you encounter in the preparation phase, and then during the meeting?
- Does gender-based violence happen at school or in your organisation/youth club? How is it normally dealt with?
- How does gender-based violence affect people who suffer from it personally? How does it affect a whole school community or a youth organisation?
- Have you heard of the concept of restorative justice before? Do you think it could be useful when addressing certain cases of gender-based violence? Explain your answer.
- Do you think it makes sense to introduce policies about gender-based violence or violence in general in places where young people are (school, youth club, etc.)? What should such policies include? Does your school or organisation have such a policy?
- How does gender-based violence affect gender equality? Which human rights are likely to be violated in cases of gender-based violence?
- Do we have a personal responsibility to address cases of gender-based violence? What is this responsibility?

Tips for facilitators

The activity may be difficult for some groups, especially groups that have never seen policy guidelines before. You could start by asking participants if they are familiar with their school rules, as an example of policy document.

The case described in the activity takes place in a school, but you could adapt it to a youth club or organisation context.

The simulation may provoke disputes and may also lead to potential conflict. Tell the 'experts' that you are there to support them: if conflicts arise during the discussions, be prepared to step in to help in resolving them.





Suggestions for follow-up

Working through this activity with participants may enable you to introduce them to human rights instruments, such as the Council of Europe Istanbul Convention or the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention), or the Committee of Ministers' Recommendation CM/Rec (2010)5 to member states on measures to combat discrimination on grounds of sexual orientation or gender identity. You can find information on all these documents in Chapter 1, and there are abbreviated versions in the Appendices.

If you think the topic of safety of LGBT+ people is an important issue to be explored further, try running the activity "Spaces and Places".



Ideas for action

If participants feel that their group or institution – e.g. their school or youth club/organisation - needs a policy about gender-based violence, you could work with them on developing a proposal for how to ensure that one is adopted. Participants could start by developing a lesson plan on gender-based violence and organise an awareness-raising workshop with their peers.



The story

You are members of a school community. Several cases of gender-based violence have occurred in recent weeks, for example sexist comments on the school Facebook page, people making jokes about a student who identifies as transgender, and a girl who was beaten by her boyfriend. You all want to make sure that there is no place for gender-based violence in your school. For that reason, the school management, in response to claims by a number of students, has decided to draw up a policy against gender-based violence in the school. To begin with, you will work in separate groups:

- students nominated by the school community
- teachers, including school management
- parents.

There will also be a group of independent experts to support you in devising such a policy. The task of each group will be to develop a short statement (about 3-5 points) outlining the most important things to be included in a policy against gender-based violence. Each group should also write a short paragraph (or series of bullet points) on how occurrences of gender-based violence should be addressed. You will have about 30 minutes to do this, and after 15 minutes, you will be given the chance to consult with some 'independent experts'. The experts will invite each group for a meeting, and the group will have 3 minutes to present the outcomes of their work and discuss their recommendations with the experts.

Role card: Parents

You are a group of parents at a school where there have been instances of gender-based violence. The school has decided to devise a policy against such violence, and you are in favour of such a move.

Your group's priorities are:

- The safety of your children is of the utmost importance
- The school should pay greater attention to respect for civic and family values among students
- You would like to have more influence on the teaching of so called 'controversial issues', such as LGBT

Prepare a short statement (about 3-5 points) outlining what you stand for and what you regard as the important things to be included in the policy against gender-based violence. Then write a short paragraph (or bullet points) on how occurrences of gender-based violence should be addressed.

You will have about 30 minutes for this task in your group. Half way through, after 15 minutes, you will be given the chance to consult with experts. You can use this to refine the points you wish to raise during the school meeting.

At the meeting, you will have 3 minutes to present your ideas and then discuss them with others. The meeting will be facilitated by a group of independent experts who will help to finalise the policy.

Meeting schedule

- Welcome address and aims of the meeting
- Short presentations from each group (students, teachers and parents) – 3 minutes each
- Question and answer session: about 10 minutes
- Open discussion: 15 minutes (optional)
- Agreement on the policy guidelines for the policy paper: what should be included (list all items on the flipchart)
- Closure of the meeting



The story

You are members of a school community. Several cases of gender-based violence have occurred in recent weeks, for example sexist comments on the school Facebook page, people making jokes about a student who identifies as transgender, and a girl who was beaten by her boyfriend. You all want to make sure that there is no place for gender-based violence in your school. For that reason, the school management, in response to claims by a number of students, has decided to draw up a policy against gender-based violence in the school. To begin with, you will work in separate groups:

- students nominated by the school community
- teachers, including school management
- parents.

There will also be a group of independent experts to support you in devising such a policy. The task of each group will be to develop a short statement (about 3-5 points) outlining the most important things to be included in a policy against gender-based violence. Each group should also write a short paragraph (or series of bullet points) on how occurrences of gender-based violence should be addressed. You will have about 30 minutes to do this, and after 15 minutes, you will be given the chance to consult with some 'independent experts'. The experts will invite each group for a meeting, and the group will have 3 minutes to present the outcomes of their work and discuss their recommendations with the experts.

Role card: student representatives

You are a group of students who were nominated by the school community to help to devise a school policy against gender-based violence.

Your group's priorities:

- You are in favour of full gender expression: everyone has the right to be who they want, and this decision should be fully respected.
- LGBT+ people should be protected, and facilities should be created for transgender people, including gender-neutral toilets
- The values you would like to promote are: non-violence, non-discrimination, tolerance, equality
- You want to make sure everyone feels safe at school, regardless of their gender identity or sexual orientation

Prepare a short statement (about 3-5 points) outlining what you stand for and what you regard as the most important things to be included in the final policy against gender-based violence.

Then write a short paragraph (or bullet points) on how instances of gender-based violence should be addressed. You are in favour of restorative justice approach. You can read about this in the separate handout.

You will have about 30 minutes in total in your small group for this task. Half way through, after 15 minutes, you will be given the chance to consult with experts. You can use this to refine the points you wish to raise during the school meeting.

At the meeting, your group will have 3 minutes to present your ideas, and you can then discuss them with others. The meeting will be facilitated by the group of independent experts, who will help to finalise the policy.



Meeting schedule

- Welcome address and aims of the meeting
- Short presentations from each group (students, teachers and parents) – 3 minutes each
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- Open discussion: 15 minutes (optional)
- Agreement on the policy guidelines for the policy paper: what should be included (list all items on the flipchart)
- Closure of the meeting

Restorative justice

Restorative justice can be used in all instances where something happens which causes harm to people, relationships, or the community.

The concept is based on 3 ideas:

- repair: violence causes harm, and restorative justice demands that the harm is repaired;
- encounter: the best way to determine how to repair the harm is to have the parties decide together; and
- transformation: repair can cause fundamental changes in people, relationships and communities.

Restorative justice is a way of dealing with cases of disruption or violence by addressing not just the wrongdoing, but also the damage caused. It maintains that the best way to do this is for all people concerned to meet and discuss the problem and to propose solutions. At such meetings:

- All parties are included (victims, perpetrators, and other people affected). The meeting should be facilitated by an impartial outsider
- Addressing the damage caused is an important part of any resolution.
- The resolution must be agreed upon by all parties at the meeting

In practice, such a process can look like this:

There is a group of people nominated by the school community that facilitates a meeting, at which both victim and perpetrator are present. Each side presents what happened and how they understand it. The victim can suggest how they believe justice can be restored, which might involve making demands on the perpetrator to repair the situation. Such a proposal can also come from the facilitator, but the victim has to be in agreement. The perpetrator then needs to agree to the measures proposed to repair the harm. The process of restoring justice is supervised by the facilitators or people nominated by the facilitators.

Restorative justice cannot be used in all instances of gender-based violence. Many types of gender-based violence constitute a crime and should be reported immediately to the law enforcement authorities, which should take legal action (which may involve restorative measures).

Based on: <http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/#sthash.wd1Bsy9t.dpbs>



The story

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- parents.

There will also be a group of independent experts to support you in devising such a policy. The task of each group will be to develop a short statement (about 3-5 points) outlining the most important things to be included in a policy against gender-based violence. Each group should also write a short paragraph (or series of bullet points) on how occurrences of gender-based violence should be addressed. You will have about 30 minutes to do this, and after 15 minutes, you will be given the chance to consult with some 'independent experts'. The experts will invite each group for a meeting, and the group will have 3 minutes to present the outcomes of their work and discuss their recommendations with the experts.

Role card: Teachers (including school management)

You are a group of teachers and representatives of school management who have been selected by the school community to draw up a school policy against gender-based violence.

Your group's priorities:

- Student safety is of the utmost importance for you. The school should be free from violence, and students should feel that they are properly protected against violence, including knowing that measures will be taken when gender-based violence occurs.
- The school needs to put more effort into prevention of gender-based violence
- The values you would like to promote are: non-violence, non-discrimination, tolerance, equality

Prepare a short statement (about 3-5 points) outlining what you stand for and what you regard as the most important things to be included in the policy against gender-based violence .

Then write a short paragraph (or bullet points) on how instances of gender-based violence should be addressed. You are aware of the concept of restorative justice, but you are not sure if this is an appropriate response in cases of gender-based violence. You should discuss other ideas for tackling incidents of gender-based violence at school.

You will have about 30 minutes in total in your small group for this task. Half way through, after 15 minutes, you will be given the chance to consult with experts. You can use this to refine the points you wish to raise during the school meeting.

At the meeting, your group will have 3 minutes to present your ideas and you can then discuss them with others. The meeting will be facilitated by the group of independent experts who will help to finalise the policy.



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Role card: Experts

You are the group of experts which was invited to help the school draw up a policy against gender-based violence. Your task is to support the students, teachers and parents in drafting the policy and help them make sure it is as inclusive as possible.

You should make sure the policy includes:

- Measures to ensure the safety of all students, including LGBT+ people
- The promotion of such values as: non-violence, non-discrimination, tolerance, equality
- Provision for education on gender-based violence (prevention)
- Measures to be taken in case gender-based violence occurs (you are in favour of a restorative justice approach. You can read about it in the accompanying paper)

You will have about 15 minutes to discuss how you are going to support the groups. After this time, the groups may call you and ask for guidance.

After the preparation phase, you will facilitate the meeting with teachers, students and parents, which should result in the final policy guidelines for the policy statement, including the measures to be taken when gender-based violence occurs. You do not have to finalise the paper during the meeting.



Meeting schedule

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“The limits of my language are the limits of my world.”

Ludwig Wittgenstein

Our Daily Sexism



Level 2



60 to 20



45 minutes
(Part one)
120 minutes
(Part two)



Complexity: Level 2

Group size: 6 to 20

Time: 45 minutes (Part one), 120 minutes (Part two)

Overview: In this activity, participants need to decide how they would respond to different examples of sexist hate speech online. They then develop an online action that they could implement to act against examples of gender-based violence.

Objectives:

- To learn to recognise sexist hate speech and the consequences it has on the people targeted
- To develop an online action against sexist hate speech
- To identify different ways of responding to sexist hate speech online

Materials:

- Flipchart paper, markers and masking tape
- Copies of the Action cards (at least one for each group)

Preparation: Make 4 signs on pieces of flipchart paper and stick each one in a different corner of the room. The signs should read:

- Nothing
- Respond to the person who did it
- Report the behaviour
- Something else

Make sure there is enough space for participants to move around the room.



Instructions

This activity is done in two parts.

Part 1 (45 minutes)

- 1) Ask participants if they know what hate speech is, and whether they have come across hate speech online. Provide participants with a definition of sexism:

Sexism means perceiving and judging people only on the basis of the particular sex/gender category they are thought to belong to. Sexism involves unequal treatment of the person on the same basis. It applies to both men and women; however, women are normally considered to be more frequent targets of sexism. Extreme sexism includes sexual harassment, rape, female genital mutilation and other forms of sexual violence. However, everyday sexism takes different forms, sometimes not easily recognisable – for example, telling jokes about blond girls, commenting on the female body (objectifying women), reacting to the way women are dressed (“what does she wear? She’s asking to be raped”), giving women easier tasks in online games (“she is a woman, she won’t manage the next level”), or objectifying women in advertising, etc.

- 2) Tell participants that in this activity they will look at examples of sexist hate speech. Point out the signs in the corners of the room and explain that you will read out several different scenarios. Participants should choose which of the following options best fits what they would do:
 - Nothing
 - Respond to the person who did it
 - Report the behaviour
 - Something else
- 3) Explain that after each scenario has been read out, participants should go to the corner which is closest to the way they would probably respond. Tell them to be honest about what they think they would do!
- 4) Read out the first scenario and give participants time to select their corner. Once they have taken a position, ask a few in each group to explain why they chose that response. Then read out the next scenario and continue until you feel enough cases have been discussed.
- 5) Ask participants how sexist hate speech affects people who are targeted, how it affects bystanders (people who witness it) and how it affects society generally. You could also ask specifically: how does sexist hate speech affect women/men/LGBT+?
- 6) You may want to continue with the first part of the Debriefing and Evaluation (see below) or move immediately to part 2.

Part 2 (120 minutes)

- 1) Tell participants that in this part of the activity they will work in smaller groups to develop an online action, aimed at raising awareness about sexist hate speech and the ways of dealing with it.
- 2) Split participants into 3 groups and give them the Action Cards that can be found at the end of this activity. Different groups will have different tasks:
 - Group One will develop a mini-campaign addressing the issue of sexist hate speech online
 - Group Two will develop a script of a video clip against sexist hate speech to be posted online
 - Group Three will develop counter narratives against sexist hate speech online
- 3) Tell the groups where they will be working. Allow about 60 minutes for this part of the activity.
- 4) After the participants have finished developing their actions, bring them back into plenary and ask to present their work.
- 5) Help participants to plan the actions that each group designed. They should think about such things as:

Who will be in charge of taking the action forward?
When, and how will it be done?
- 6) Move to the debriefing and evaluation.

Debriefing and evaluation

This part of the activity can be done in two parts. You could use the first set of questions after Part One of the activity:

- How did you find the activity? Which scenarios did you find it most difficult to respond to and why?
- Have you ever come across sexist hate speech online – either as a person targeted by hate speech, or as a witness? How did you feel?
- Should people have the right to say whatever they want on the internet? If not, what should be the limits?
- Which human rights are violated by hate speech?
- How can you help to prevent or act against sexist hate speech online?
- After Part two, you could ask the following questions:
 - Are you happy with the results of your work? What was the most difficult part of the task for you?
 - Do you think it is important to act against sexist hate speech online? Why?
 - How easy will it be to carry out the actions you have developed?
 - Do you need supporting in order to implement them?
 - What do you hope will be the result of your action?





Tips for facilitators

The activity can be run in a single session, or part 2 could be run at a later date. You could also run either of the two parts without the other: just the responses to sexist hate speech, or just the action planning. This will depend on the learning needs of your participants and the aims you want to set for the activity.

As the activity is conceived (in two parts), participants are first able to explore different ways of reacting to sexist hate speech, and they then go on to draw up plans for action. This order allows them to see that anyone can work to bring about change and fight against hate speech online; and to recognise that it is everyone's responsibility to do so.

The second part may be challenging for participants. Allow them to be creative, and try not to limit them in their ideas, but be available for support, and remind them – if necessary - not to be too ambitious, but to stay focussed. If three actions seem to be too many, select just one of the cards for participants to work on.

The group working on alternative and counter narratives may need additional support: you could recommend that they choose about 3 examples of sexist hate speech, and brainstorm ideas for how they could respond to these. For further information on using counter narratives, refer to the manual "*WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives*" which can be found online.¹ The web site of the Council of Europe's campaign against hate speech also offers inspiring examples of actions against hate speech online, as well as educational strategies for addressing the problem: <https://www.nohatespeechmovement.org>.

Suggestions for follow-up

If participants are interested in exploring further the topic of gender-based violence in the media, you could run the activity "Digital media bash", in which participants use research and observation techniques to address the problematic use of violence in the digital media.

You could also work further on alternative and counter narratives against hate speech. Using the manual *WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives*, prepare a workshop on how to develop narratives against hate speech.

Ideas for action

Help participants to finalise their actions and carry them out online. Think about how they can evaluate the impact of their actions.

1. "*WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives*", Council of Europe, 2017: <https://rm.coe.int/wecan-eng-final-23052017-web/168071ba08>

Source: This activity is adapted from the activity "Confronting Cyberbullying" in: *Bookmarks – Combatting Hate Speech Online through Human Rights Education*, Council of Europe 2014





Scenarios

A boy from your school commented on one of your photos on Facebook, saying: "You look hot. I would not mind putting my tongue into your mouth"

Someone posted a photo of you on snapchat. The picture had been taken secretly, while you were taking a shower after a sports lesson.

In a discussion on social network, your brother boasts about how many girls he shagged. He also says that all women are just "bitches".

A girl in your class told you that she has received nasty text messages calling her "pervert tomboy", "disgusting lesbian" and "ugly pig", and making fun of her "big tits". Some boys from your class have been pulling her hair and laughing at her in school.

Your best friend put the following post onto his social network: "Women are made to stay at home and take care of children. History teaches us that they are good only at that."

You noticed that a person from your class is very unhappy and does not talk to anyone. During the break, you approached them and asked what the problem was. They told you that they had received messages on online messenger from classmates calling them: "a dirty bitch", "sissy with the vagina" and "a freak, neither a man nor a woman".

Your friend told you that she had been raped by her boyfriend. He also posted a photo of her online, with the comment: "I finally got her".

During an online game, other gamers sent you messages like: "you should cook something instead of being here" or "did you check your man has enough beer at home".

In an online discussion about refugees, in which you tried to explain why it is important to receive them in your country, a person you do not know said: "I can see you fantasise about being raped. You do not need refugees. I can provide you with that, with pleasure".

Your friend regularly posts online jokes picturing women as inferior to men and as "sex machines".



ACTION CARD

Group 1: Mini-campaign against sexist hate speech

You will develop a mini-campaign to be carried out online that raises awareness about sexist hate speech online and motivates people to take action against it.

Online campaigns are usually meant to attract people's attention to a specific issue/problem. A good campaign needs to:

- Be clear about what it wants to communicate
- Ideally, be about just one issue: keep it focussed!
- Engage the public in a conversation/discussion
- Be interesting, both in form and content
- Include visuals (photos, memes, etc.)
- Happen over a period of time (e.g. once a week, over the period of a month)

You do not need to prepare everything immediately. Focus on developing a general idea for a mini-campaign. The following questions may help you:

- What is your aim? E.g. you could aim to raise awareness of different responses to sexist hate speech online, or responses or strategies for victims of sexting.
- Who is your campaign addressed at? e.g. it might be addressed at pupils in your school, or at the general public
- What would you like to communicate and how? Will you use visuals? What could they show, and which medium will you use (photos, drawings, etc.)?
- How will you engage your audience in the conversation?

ACTION CARD

Group 2: Video against sexist hate speech online

You need to develop an idea for a video against sexist hate speech online. The video should aim at raising awareness about sexist hate speech online and motivate people to take action against it. Do not make the video itself, but think about what should be included and how it can be done. The following points will help you to plan:

- Choose the issue that you would like to present in the video, for example stereotypes about women
- Think about who your video is addressed to: e.g. your friends, pupils at school, etc.
- Decide on the way you want to present it and the message you want to communicate
- Think about how the video will be made – e.g. in the form of a role play, cartoons, photos with a voiceover, etc.
- Develop a detailed script – scene by scene
- Think about timing: the best and strongest videos are short!
- Where will you post the video?

If you have enough time, try to make the film itself.



ACTION CARD

Group 3: Alternative and counter narratives against sexist hate speech

Your task is to develop alternative and counter narratives against sexist hate speech online. Counter and alternative narratives combat hate speech by discrediting and deconstructing the narratives on which they are based. They also propose (alternative) narratives based on human rights and democratic values, such as openness, respect for difference, freedom and equality. New narratives may be effective by providing alternative and accurate information, by accounting for different perspectives and views, or by using humour and appealing to emotions (without discrediting the person who posted the hate speech). Two examples of alternative and counter narratives are given below:

1) Message posted on social media

Message

Men deserve better. We should be complaining - not these stupid sensitive bitches (women). We get called rapists a lot of the time when most of us haven't done anything.

Alternative or counter narrative

Men being called rapist is just as unacceptable as women being called stupid sensitive bitches. None of this should be condoned: there should be respect for all genders.

2) Hate Destroyer - An action run by the Finnish National Committee of the No Hate Speech Movement Campaign used creative art to challenge hateful images. The activity challenged a racist, homophobic and neo-nazi graffiti, expressed in symbols and words on a wall. The challenge used the same space to paint new symbols and words next to, and over the original paintings. The new symbols and words proposed a different narrative - of love, and respect for diversity and human rights. A video is available at <https://www.youtube.com/watch?v=V4Pc4uY0HiE>

You can use examples of sexist hate speech from the earlier examples, or propose your own. When developing these narratives, think about the following:

- What is the best way to approach these specific examples of sexist hate speech?
- What do you want to say, and how would you frame the response – e.g. providing accurate information, using humour etc.
- How or where would you disseminate the message online, so that other people can learn from your example?

“It is hard to fight an enemy that has outposts in your head”

Sally Kempton

Safety in My Life



Level 2



8 to 20



60 minutes



Complexity: Level 2

Group size: 8 to 20

Time: 60 minutes

Overview: This activity uses brainstorming to reflect about what people do to avoid violence and to identify common threats to safety according to sex. It highlights gender differences in relation to violence, and addresses the absence of appropriate information for young people on the nature of interpersonal violence

Objectives:

- To recognise the differences in safety levels and concerns for men and women, and for boys and girls
- To discover the information gap for young people on the realities of gender-based violence
- To identify some ways for youth work to play a role in filling this gap

Materials: Flipchart paper and markers for each of the small groups

Preparation: Set out a circle of chairs in the middle of the room for the introduction to the activity. Put flip chart paper and markers in each of the spaces allocated for working groups.



Instructions

- 1) Explain that this activity is about sharing and compiling ideas for what people can do in order to stay safe. Participants will work initially in single sex groups: these will create lists of their own, which will then be shared and discussed with others.
- 2) Form small groups, with not more than four or five people in each. These should be single-sex groups.
- 3) Ask each group to go to one of the prepared working spaces. Ask the groups to share ideas on the subject of 'staying safe': they should think about and share things they do to avoid violence and stay safe. The groups should also discuss threats to their safety that they face on a regular basis. Give them about 20 minutes for the sharing exercise and tell them they should list their actions and threats on the flip chart paper.
- 4) Get the groups back together and ask each one to report back. Hang the flipcharts so they can be seen by everyone, and place lists from groups of the same sex next to each other.



Debriefing and evaluation

Ask for participants' first impressions of the activity and the results. A good way to begin this discussion is to ask if anyone is surprised by any of actions or items on the different lists, in particular by any striking differences or similarities between the women's group/s and the men's.

- What do you think about the differences in actions for protection by men and by women? Where do these differences come from?
- Are the lists of threats representative of the actual dangers boys and girls, men and women face in their daily lives? Why, or why not?
- Which dangers might be missing from the lists? Why do you think that such dangers did not feature in your discussions?
- Can you identify the dangers in your local context?
- What information do we receive about violence and safety from violence?
- Where does such information come from? Is it credible? Do young people take it seriously?
- Whose job is it, or should it be, to inform young people and children about violence and precautions for staying safe? How could you or your organisation contribute to making a change in this respect?
- What are the main challenges to gender-based violence in your community / country?
- Which human rights are violated in cases of gender-based violence?



Tips for facilitators

This activity requires a certain level of awareness from participants on what violence is, the forms that exist, and how these are defined. Make sure that you read the information about violence in Chapter 1 of this manual in preparation for running the activity, so that you can help participants clarify any confusion that may exist around the different types of violence that can be observed in daily life.

Lists made by participants often focus heavily on precautions against violence from complete strangers, even though there is evidence that violence is most often perpetrated by someone known to the victim.

Be aware that if most participants believe that they are safe from violence, this can often manifest itself in attitudes of victim blaming, and the activity may even strengthen prejudiced attitudes towards victims of violence. Discussions about taking precautions against violence or actively defending one's own safety might lead to some participants placing blame on victims for not having done enough to ensure their own safety. You may need to reinforce the message that perpetrators of violence are always responsible for their own actions. Violence is not caused by insufficient information or inadequate awareness of safety concerns, nor is it caused by finding oneself in a vulnerable position. People who do not manage to ensure their own safety do not "decide" to become victims. Perpetrators, on the other hand, actively decide to use violence.

Explain that violence is a social phenomenon; keeping safe from violence demands learned social skills. Make sure that you focus the discussion on the extent to which society, including social institutions from family to school, prepares young people for the most typical forms of violence they are likely to encounter.

Most of this activity is carried out in single sex groups. Pay special attention to this fact and be sensitive about people who do not identify themselves as men or women. You may even want to create a third group – OTHER GENDERS – if you feel this is necessary and will be safe for transgender people.

Suggestions for follow-up

The publication *Young People and Violence Prevention – Youth Policy Recommendations*, edited by Gavan Titley and published by the Council of Europe, provides an easy-to-understand guide to the issue of violence in the everyday lives of young people, and some ideas on how to combat it. This book is available for downloading at <http://book.coe.int/youth>.

If you want to pursue the topic further, try the activity "Power Station" from *Compass*, in which participants brainstorm acts of violence that are common in their daily lives and then look for creative ways of dealing with them. If you want to explore further the topic of gender-based violence, try using the activity 'Understanding gender-based violence', in which participants analyse different examples of violence.





Ideas for action

Suggest to the group that they research programmes that exist in the local area which are engaged in violence prevention with young people, and that they contact those involved to find out more about what they do and how. Discuss with your group how you could collectively contribute to violence prevention efforts.

Suggest to the group that they review school programmes to explore the extent to which they address these issues as part of the curriculum. If there is an obvious lack of violence prevention programmes in a given school, suggest that the group considers developing a project in cooperation with a specialised organisation to initiate a violence prevention or human rights education programme with a gender focus in the school.

Source: Adapted from Adams, M., Bell, L.A. and Griffin, P. (Eds.) (1997). *Teaching for Diversity and Social Justice*. Routledge, p. 122.

“Labels are for clothing. Labels are not for people”

Martina Navratilova

Sex Sells?



Level 2



10 to 30



60 to 75
minutes



Complexity: Level 2

Group size: 10 to 30

Time: 60 to 75 minutes

Overview: This activity addresses several issues concerning public perceptions of gender, sex and sexuality. Participants analyse how different genders are depicted in advertisements in newspapers and magazines using a special tool for analysis.

Objectives:

- To identify gender stereotypes projected through the media
- To reflect upon and discuss the social construction of gender roles
- To raise awareness of inequality of opportunity between genders

Materials:

- Newspapers and magazines
- Scissors, glue
- Flipchart paper and “post-its” in two different colours
- Copies of the grid for analysis for each group (see handouts)

Preparation:

- Collect various newspapers and magazines, rich in advertisements and with pictures
- Read through the instructions carefully and study the grid that participants will use in the second part of the activity (see handouts)



Instructions

- 1) Introduce the activity. Start by referring to daily life and common perceptions of different gender roles in society: remind participants that it is almost impossible to find aspects of life where gender issues are absent. Even with basic questions, such as who washes the dishes at home, how girls and boys sit in schools, or where women and men are generally employed, gender is present. Explain that advertisements in the media very often reflect and magnify the different characteristics, stereotypes and prejudices relating to gender that exist in society.
- 2) Hand out the newspapers and magazines, with a selection of “post-its”, and ask participants to look through them and select one advertisement to analyse individually. The selected advertisement should convey something about gender roles and expressions (e.g. it might contain pictures of women, men, or other genders)

Using the grid (see handouts), each participant should then identify and note down the different parties in the advertisement they have chosen, the direct (obvious) messages and any possible hidden messages, and the use made by the advertisement of gender stereotypes.

In addition to filling out the grid, ask participants to write down the attributes of men and women they find in the advertisement on post-its of different colour. Specify at the beginning of the activity which colour they should use for attributes of men, and which for attributes which apply to the women portrayed.

- 3) Once participants have filled out their grid (give them about 20 minutes for this task, to include time for reflection), ask them to get together in pairs to share their advertisements, grids, and gender analysis (the different post-its with attributes of men and women). Give participants about 20 minutes for this task as both participants in the pair will need time to present and share.
- 4) When participants have finished the work in pairs, ask them to present the attributes assigned to different genders to the whole group. They should stick all the post-its describing women onto one piece of flip chart paper, and all those for men onto another.



Debriefing and evaluation

Ask participants to comment on the attributes on the post-its, particularly relating to the differences between those applying to men and those to women. They may refer to the advertisements, but this is not essential.

Use some of the following questions to explore the issues in greater detail:

- How do you feel about the lists of male and female attributes which were to be found in the advertisements you analysed?
- Do these attributes accurately describe men and women you know, or men and women in general? Explain your answer.
- Is there anything problematic or unethical about the way men and women were portrayed in these advertisements?

- How are attributes such as those you identified reflected in the context where you live?
- How does the way that women and men are portrayed in advertising affect the way that young women and men see themselves and others?
- How do you think advertising could avoid the use of stereotyped and negative portrayals of women and men?
- How might advertising contribute to forms of gender-based violence?
- Are there any consequences of such advertising practices on human rights, how they are perceived and respected?
- How can you / your organisation contribute to the creation of more gender equitable advertising practices?

Tips for facilitators

Be aware that advertising often uses overtly sexual images or covert sexual messages about women or men to “sell” the product they are advertising. This needs to be addressed but be aware that any discussion relating to sex may be uncomfortable for some participants.

You can decide to include additional colour for ‘other genders’ if you feel it is important to tackle the issue related to transgender people. If you decide to do it, adapt the questions in the debriefing accordingly.

Suggestions for follow-up

The topic of media and gender could be explored further. The activity “Digital media bash” uses research and observation techniques to look at the use of violence in the digital media.

This activity can also be used to initiate discussion on homophobic or sexist online hate speech. In the activity “Saying it worse” from *Bookmarks*, participants have to rank different examples of anti-gay hate speech according to which they think are ‘worse’. In this manual, the activity “Our daily sexism” involves participants in the process of deciding how they would respond to different examples of sexist hate speech online. They also need to develop an online action that they could carry out to address sexist hate speech.

Ideas for action

Ask the group to develop a code of ethics for media professionals working in advertising and marketing to guide them on the presentation of gender in the media.

Contact local media professionals, especially those working in marketing and advertising, to discuss the issue of the presentation of gender in the media. If your group has already worked out a code of ethics, ask for the media professionals’ comments. Alternatively, invite media professionals to come and meet the members of your group and organise a panel discussion on the presentation of gender in the media. Consider inviting feminist activists with strong views on the issue to take part in the discussion.





Grid for Analysis

Look at the picture you have chosen and describe it:

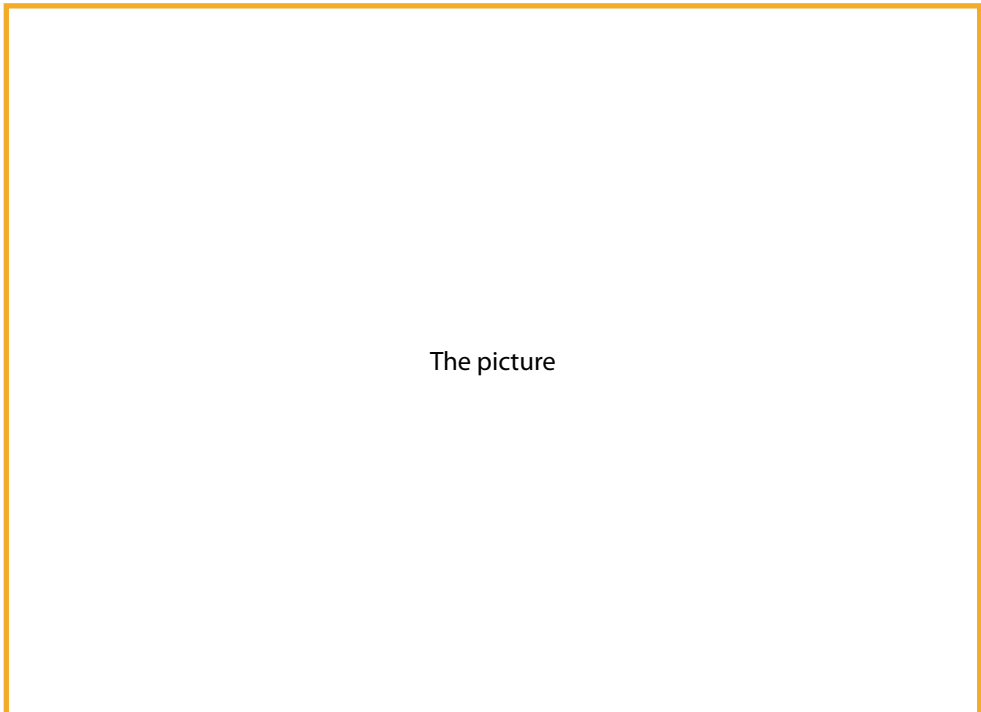
- 1) What roles people have in the picture, e.g. husband, wife, partner, parent, etc.
- 2) What are people actually doing?
- 3) What is their behaviour: active or passive, smiling or being sad, showing aggression, taking initiative, etc.

Once you identify the roles, activities and behaviours, assign them to a concrete person (write it down in the “Who?” column), e.g. husband (role) - man (who?)

In the “(In-)appropriate?” column decide if you consider the connection between the person (who?) and the role they have, the activity they do and their behaviour appropriate or inappropriate.

In the “Why?” column justify why you consider this connection appropriate or inappropriate.

Once you finish your analysis, write down different attributes assigned to people of different genders in your picture. These attributes should be written on post-its of different colour (your facilitator will tell you which colours to use). Attributes are usually qualities or features of a person, such as: dominant, self-confident, strong, weak, etc.



The picture



	What?	Who?	(In-)Appropriate?	Why?
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Role

Activity

Behaviour

“The safety of the people shall be the highest law”

Marcus Tullius Cicero

Spaces and Places



Level 2



10 to 30



40 to 60
minutes



Complexity: Level 2

Group size: 10 to 30

Time: 40 to 60 minutes

Overview: This activity looks at the safety of LGBT+ young people in different everyday settings. Participants position themselves along the length of a wall, according to how safe or unsafe they think it is for LGBT+ people to be “out” in particular settings.

Objectives:

- To raise participants’ awareness of the fact that openly LGBT+ young people may feel unsafe when entering (public) spaces
- To reflect on what it means to be safe when your gender identity or sexual orientation is not accepted by society
- To discuss the human rights threats faced by LGBT+ people

Materials:

- A large empty wall, with space for the participants to move along it
- Three large pieces of paper with the headings: ‘SAFE’, ‘UNSAFE’, ‘I DON’T KNOW’

Preparation: Prepare three large pieces of paper with ‘SAFE’, ‘UNSAFE’, ‘I DON’T KNOW’ written on them. Stick the first two onto opposite ends of a large empty wall making sure that there is plenty of space between them.

The poster with ‘I DON’T KNOW’ written on it should be placed in a corner or a different side of the room facing the “Safe” – “Unsafe” wall.



Instructions

- 1) Ask participants to imagine that the room is a giant opinion scale, with one end of the room representing 'SAFE', the other end 'UNSAFE'. Indicate the posters on the wall and clarify that those who have no idea about how to answer can choose the 'I DON'T KNOW' space.
- 2) Explain to participants that they will need to imagine the safety levels for LGBT+ people to be 'out' at various events or locations, and to position themselves on the scale accordingly

Read aloud each of the events or locations below, allowing time between reading each one for participants to position themselves in silence:

- at a gay or lesbian bar
 - during a classroom discussion at school
 - during a music festival
 - during a discussion at school where racist, homophobic and xenophobic remarks are made
 - at a gay or lesbian bookstore
 - at the work place
 - in a local youth club in a culturally diverse urban area
 - at the pharmacy when asking for condoms
 - at a football match or any other sports event
 - at a youth conference or training course where homophobic remarks have been expressed by participants
- 3) After each statement ask participants to explain the position they have taken by asking individual participants why they think a setting is safe or unsafe for LGBTs+ to show they are "out". Encourage participants to engage in discussion with others who have a different view, but try to ensure that they provide relevant, evidence-based arguments, or that they speak from a position of personal experience. Participants should outline their own opinion rather than disputing the opinion of others, but they may make references to arguments put by other people.

Make sure to invite also the participants who opted for "I don't know" to share anything they may want to share or to check if they are better informed now and could thus place themselves in the safety scale.

Repeat this procedure for some or all of the settings on the list. Decide in advance how long you would like to devote to the discussion of each setting (5 to 10 minutes, recommended). This will give you an idea of how long you need for the whole activity.

- 4) Invite the participants for the debriefing.



Debriefing and evaluation

Start by inviting participants to share how they feel after the activity.

- Was there anything surprising in any of the positions taken or arguments made?
- Were there differences in perception concerning the safety of these settings for LGBT+ people who are “out”? Why?
- Based on the activity, what are some of the characteristics of settings considered to be ‘unsafe’ for LGBT+?
- What are some of the characteristics of settings considered to be ‘safe’ for LGBT+?
- Can you identify settings from your local context which are ‘safe’ or ‘unsafe’?
- What are some of the dangers facing young LGBTs+ who are ‘out’ in your local context?
- Are there other aspects of identity - other than belonging to LGBT+ - which might lead to someone feeling unsafe in your local context?
- What do you think that people in these settings can do to help LGBTs+ who are ‘out’ to feel safe? Give examples from the different settings
- What precautions can young LGBTs+ take to improve their own safety?
- Why do some people have difficulties in imagining the level of safety of some places (the “I don’t know” positions)?
- What are some of the human rights threats facing LGBT+ people in your community / country? Can these be overcome? How?



Tips for facilitators

You need to give consideration to the right time to run this activity with your group, depending on the group itself and the specific objectives you have. You might not want to use this activity at the beginning of a training, if participants do not already know each other and do not feel safe to challenge each others’ views or speak about their personal experiences. You should ensure that participants have a minimal understanding of the terminology and what is involved in coming out. You can find more information on these questions in Chapter 4, in the section on LGBT+.

Depending on the composition of your group and the experiences of participants, the activity may lead to some of them sharing personal experiences involving violence and insecurity. You should be prepared to deal with such experiences and the emotions that might arise as a result of sharing them. However, you should also make it clear to participants at the beginning of the activity that they should not feel compelled to share anything that they are not comfortable with.

It may be useful to run this activity together with a co-facilitator who can support you by taking notes or supporting participants who may need to take a break from the activity.

Especially when working with a local group, it is useful to be aware of any instances or settings where there has been violence against LGBT+. Awareness of any such issues will be helpful when facilitating the discussion among participants.

When working with a group that has limited awareness and experience with LGBT+ you might be faced with a situation where 'I DON'T KNOW' is the most common answer. To avoid this, you can take the option away, pushing people to make a choice between 'SAFE' and 'UNSAFE'.

The list of settings provided is not exhaustive. You could revise it to make it more relevant to your group's reality.

It may be useful for the debriefing if the facilitator or a co-facilitator has made a note of the results for each setting, and these are displayed for participants, so that they can recall how many people thought the setting was unsafe or safe, etc. It may also be useful to make a note of some of the arguments used by participants, so that you can refer to these later on during the discussion.

The issue of safety in public spaces is also important for women, as well as from an intersectional point of view. You could develop a list of roles for participants to play, and ask them to position themselves according to their perceived level of security. Such a list could include such roles as being a young woman, young LGBT+ from an ethnic community, etc.

Suggestions for follow-up

You could try the activity "Where do you stand?" from *Compass*, using statements adapted to the themes of gender and gender-based violence.

The activity could also be followed by looking at private instances of gender-based violence – e.g using 'Kati's story' or 'Understanding gender-based violence' from this manual.

Ideas for action

You could work further with participants on the question of safety and inclusion within their organisations and groups. They could conduct an 'inclusivity analysis' of your group, or another organisation they belong to. Such an analysis can be carried out by reviewing organisational policies and practices to check whether they are safe, welcoming and open to LGBT young people. Be aware that this type of review requires a large measure of openness to criticism on your part and on the part of others in your organisation.

You could also suggest that young people conduct some research in the local community, identifying places where violence targeting LGBT+ has occurred. They could work to raise awareness of such issues in the community by organising a silent march to highlight instances of violence, or create collaborative online maps that illustrate the extent of the problem and indications about available support services in the community.

You could also invite law enforcement representatives to discuss with the group the measures they adopt (or do not adopt) to prevent and follow-up on instances of violence against LGBT+.



“Compassion is the basis of morality”

Arthur Schopenhauer

Stella



Level 2



5 to 30



120 minutes



Complexity: Level 2

Group size: 5 to 30

Time: 120 minutes

Overview: This activity uses ranking methods to expose the differences in participants' moral values, and to open discussion on questions of gender inequality and socialisation into gender-based stereotyping

Objectives:

- To enable participants to reflect on their own values and priorities in relation to gender issues
- To analyse the sources and influences which lead to different moral positions or priorities
- To understand how individuals become socialised into gender-based stereotyping and prescribed gender roles

Materials: • A copy of Stella's story for each participant

Preparation: Make sure you have enough space for participants to work individually, in small groups of 3 to 6, and in plenary.



Instructions

- 1) Introduce the activity and its objectives. Ask them to read the story individually and to rank the behaviour of each character (Stella, Vitali, Ralf, Stella's mother and Goran) along a scale from 'best' to 'worst'. For example, they might decide that Stella's behaviour was the worst, Goran's was the next worst, Ralf's was next – and so on. Give participants 10 minutes for this task.
- 2) When everyone has decided on their individual ranking, ask participants to get together in small groups (between 3 to 6 people) and compare and discuss their results with others. The task of the small groups is to come up with a common ranking – a list that everyone in the small group can agree on. The group should create a common ranking on the basis of shared understanding and consensus, rather than using, for example, a majority voting.
- 3) Optional: After the small groups have agreed a common ranking, you could repeat this phase by bringing two small groups together to form medium size groups. However, if you do include this phase, groups in the first round should not be larger than 4 people.
- 4) Ask each group to present the results of their discussions to the plenary. Groups should give brief arguments for their commonly agreed ranking.

Debriefing and evaluation



Use some of the following questions to debrief the activity:

- When you worked individually, how did you decide what was good and what was bad behaviour?
- Was it difficult to agree on a ranking that suited everyone?
- What were the challenges or blocks which made agreement difficult?
- What role do personal values play in such a process?
- Where do personal values, such as those reflected in this activity, come from?
- Can you identify any prescribed gender roles in the story?
- Which gender related concerns or dilemmas are raised by this story?
- Are any of these concerns present in the context where you live? How do issues such as these affect young people?
- Which human rights issues can you identify in the story? Do you think human rights are useful when dealing with moral dilemmas related to gender? Explain your answer
- How can we support young people to deal with social pressures relating to morality and gender?



Tips for facilitators

It is important that you establish an open atmosphere in which every ranking of the story is seen to be acceptable, and where you do not start 'blaming' people for arguments you might consider strange or bad yourself.

The activity can be adapted in a number of ways. One possibility is to run it as described, and then to repeat it with a changed story, in which all the women become men, and vice-versa. Do participants' rankings remain the same? If not, why does the change make a difference? You could also include the ages of characters in the story, and experiment in other ways: for example, by making them all have the same gender, or by including a character's ethnic or national background. It would then be interesting to look at how the changes in the story make a difference to the ranking, and why.



Suggestions for follow-up

You could follow this activity with other activities that explore gender stereotyping and gender socialisation, for example: "Gender-in-a-box" or "Good, better, best".

You could also explore gender-based violence and intersectionality through activities such as "Understanding gender-based violence" or "About Maria".



Ideas for action

Suggest to your group that they explore the question of values, as these relate to gender, in different settings or communities. You could do this in several ways, for example: conducting a series of interviews using different audio-visual methods with representatives of different religious and cultural communities, or inviting women and men from the communities you are interested in knowing more about to come to meet the members of your group and to discuss values related to gender.



Stella's Story

Somewhere in a far-off land lives a beautiful girl called Stella. She is in love with the handsome Vitali, who lives on the other side of an enormous river. Earlier in the year, all the bridges across this river were swept away by a terrible flood, and all the boats except one were damaged or destroyed. Stella asks Ralf, the owner of the only remaining boat, to take her to the other side of the river. Ralf agrees, on one condition: he insists that Stella sleep with him. Stella is confused. She does not know what to do and runs to her mother to ask for advice. Her mother tells her that she does not want to interfere in Stella's private business. In desperation, Stella sleeps with Ralf, who then takes her across the river. The joyful Stella rushes to Vitali to embrace him and proceeds to tell him everything that happened. Vitali pushes her away roughly, and Stella runs off, sobbing. Not far from Vitali's house, Stella meets Goran, Vitali's best friend. She tells him everything that has happened. Goran punches Vitali for what he has done to Stella, and then walks away with her...

“Saying NO can be an ultimate self-care”

Claudia Black

Too Hard to Respond



Level 3



6 to 30



60 minutes



Complexity: Level 3

Group size: 6 to 30

Time: 60 minutes

Overview: This activity uses brainstorming and role-playing to address ways of responding to unwanted sexual advances, sexual bullying and harassment.

Objectives:

- To identify different forms of sexual bullying and harassment commonly faced by young people
- To practice different reactions to unwanted sexual advances or bullying
- To understand the dangers for young people, particularly women, of vague or ambiguous sexual overtures and responses

Materials: • Flipchart and markers

Preparation: Read through the instructions carefully, study or research about sexual bullying and harassment (see also chapter 4). If you know some people in the group, consider preparing one or two to volunteer in order to start the role-playing.



Instructions

- 1) Introduce the activity by asking participants if they have heard of cases of about sexual bullying or harassment. Ask them to give examples of different kinds of of sexual bullying and harassment on the flipchart.
- 2) When the group has drawn up a list, ask participants to brainstorm ideas for how they might react to different forms of sexual bullying or harassment. Note these responses down on the flip chart next to the forms of bullying / harassment. If participants come up with responses that suggest using physical violence, ask them to think about other possible ways to respond in a non-violent way.
- 3) Ask for at least two volunteers who would like to role-play a reaction to unwanted sexual advances, bullying or harassment. Give them some examples of possible scenarios, if necessary. These might include: making unwanted comments about people's appearance or looks, pressuring another person to do something they do not want using emotional blackmail (e.g. "you would do that if you loved me"), or name calling and insulting another person using homophobic language.
- 4) Give the volunteer pairs a few minutes to choose and prepare their sketch. If they have difficulty choosing a scenario, give them one yourself (see Tips for facilitators for ideas).
- 5) Ask the volunteers to act out their scene to others in the group.
- 6) Then ask the couple to play the same scene again, inviting other participants to step in and propose their own responses to the dialogue. They could do this by calling out "Freeze", at which point those playing the scene should stop, and the person calling "Freeze" should step in to replace one of the characters in the dialogue. The scene continues, with a different proposal for resolving the problem. In this way, the dialogue can be moved on in a different, perhaps more effective, or more assertive, direction. This offers a way for the spectators to play an active role in proposing alternative ways of asking for and refusing sexual intercourse.
Continue with one sketch until there are no further suggestions from the audience, or until players have been replaced a maximum of three times.
- 7) Move on to the next volunteer pair and repeat the procedure. Try to offer all participants who wish to take part in the dialogue the opportunity to do so, obviously within the limits of the time available to you. After that, continue with debriefing and evaluation.

Debriefing and evaluation

Ask participants to share with the rest of the group some of the things they feel they have learned from the activity.

- How did you feel during the activity? Was it hard to enact examples of sexual bullying and harassment? Why?



- Was it easy to respond to bullying? Why, or why not?
- Why do some people engage in sexual bullying or harassment? What do they want to achieve?
- Were any of the responses proposed violent in nature? Is this ever a good idea?
- Why is it difficult for some people to react to sexual bullying / harassment?
- Why do some people decide not to report extreme forms of sexual harassment, such as rape or sexual assault?
- What impact can sexual bullying / harassment have on young people?
- Who or what could help you in responding to unwanted sexual advances or reacting to sexual bullying / harassment and, if necessary, reporting it?
- Have you ever heard of self-defence classes / training for people who want to protect themselves from violence (e.g. Krav Maga)? What do you think about such an idea?
- Sexual bullying and harassment are forms of gender-based violence. What other forms of gender-based violence do you know?
- Which human rights are violated when people experience sexual bullying and harassment?
- What can young people do to raise awareness among their peers about sexual bullying / harassment and ways of reacting to it?



Tips for facilitators

In the first part of the activity, when you ask participants to brainstorm different forms of sexual bullying / harassment, it is important to focus on examples that are relevant for young people. You may want to help participants with this task, asking them, for example, if they have ever witnessed someone commenting on another person's appearance, or someone making sexualised comments about other people.

When young people propose a violent response to sexual bullying or harassment, ask them if it would be possible in those particular cases to react differently – without using violence – as violence has a tendency to escalate. Be aware that in some extreme cases, when harassment threatens people's lives, violence may be the only option people have at a particular moment.

Suggest that participants choose scenes to role-play which do not represent violent and extreme cases of sexual harassment (do not ask them to enact a case of rape!), but rather focus on "lighter" forms, for example:

- someone makes comments about the way you look (using sexualised language) and you react firmly saying: "It is none of your business what I wear. And... I will never accept the language you are using, so please stop, otherwise I will have to report it".

- someone wears clothing which depicts (pictures, words, drawings...) inappropriate sexual behaviour or language, and you decide to ask two friends to join you and approach the person, in order to draw their attention to the inappropriate content and asking them never to wear it again.
- someone touches you without your consent and you ask them not to, while also informing them you intend to report this to the school management.

You may also decide to focus on how to respond assertively to unwanted sexual advances. In other words, how to say NO, taking care of your own personal space and human rights, and at the same time, not using offensive words or actions.

It is sometimes difficult to recognise sexual bullying. Certain forms of communication, particularly non-verbal forms such as body language or eye contact, are often subject to very different interpretations. Even where verbal communication is involved, misunderstandings may arise – for example, a meeting between two people might be interpreted by one as a friendly chat and the other as a romantic date.

This activity may raise a lot of emotions, especially when there is a participant in the group who has experienced sexual bullying. Make sure you run this activity with a co-facilitator, so that they can take care of such a person, if this becomes necessary.

Suggestions for follow-up

Follow up by using the activity “Let’s talk about sex” from *Compass*, to explore further attitudes to sexuality, including homophobia.

You might also want to further explore issues of domestic violence through “Kati’s Story” and “Knight in Shining Armor”.

Ideas for action

Check whether there have been any information campaigns related to sexual rights, sexual violence, or date and acquaintance rape in your neighbourhood or country. Try to obtain materials (posters, flyers, free-cards) for your school or youth club, or get together and make your own campaign materials. Use the different resources to initiate a discussion on what kind of campaign would be effective, and how to prepare it. If you do establish your own campaign, whether on prevention or raising awareness, do not forget that it will be seen by any victims and survivors that attend your school or live in your community. Make sure that you provide information about services (hotlines, drop-in centres) for victims of different forms of sexual abuse or gender-based violence.

Check if there are any self-defence trainings in your neighbourhood for people who want to protect themselves from violence. If there are, ask them if you can get a demonstration training.



“Love is about giving freedom and power, not about gaining control or possession.”

Jeffrey Fry

What to Do?



Level 2



6 to 30



60 minutes



Complexity: Level 2

Group size: 6 to 30

Time: 60 minutes

Overview: This activity explores opinions in the group on common dilemmas relating to sex, sexuality, relationships and violence.

Objectives:

- To identify and discuss dilemmas related to sex, sexuality and violence that young people face as they enter the adult world
- To discuss and explore different approaches to dealing with these dilemmas
- To learn about sexual and reproductive rights within the human rights framework

Materials:

- The handout “Dilemmas” (for reading aloud by the facilitator)
- A large enclosed working space with four corners or four separate spaces.

Preparation: Familiarise yourself with the dilemmas and make signs for each corner: A, B, C and Other.



Instructions

- 1) Invite participants to stand in the middle of the room and tell them that you will read aloud a number of stories which present dilemmas related to sex, sexuality, violence and relationships. For each dilemma, participants should select one of the possible options (A,B,C, or Other) and take a stand by choosing a corner of the room which corresponds to their preferred response. Indicate the different corners and read out the first dilemma.
- 2) When everyone has selected a corner and is standing in place, allow participants to discuss their response with others around them. Ask participants from each corner to give a reason for why they are standing there.
- 3) Repeat the process for each of the dilemmas, or as many as you wish to present. Then move on to the debriefing and evaluation.

Debriefing and evaluation



Begin by asking participants for their impressions of the activity, and then continue the discussion to focus on the dilemmas young people have relating to sexuality, sex, violence and relationships. Use some of the following questions:

- How did you feel during the activity? Why?
- Was there anything surprising in the responses or positions of other participants?
- Do you consider that these dilemmas are representative of those faced by young people today?
- How do you think young people make a decision when faced with such a dilemma?
- When you have a dilemma (large or small), how do you go about resolving it?
- Where can young people faced with such dilemmas get support from if they need it?
- Which human rights can you identify which are relevant to human sexuality?
- What challenges do young people face in exercising their rights related to sexuality? What are some of the challenges related to gender equality?

Tips for facilitators



You can adapt the dilemmas to suit the group you are working with, by changing the sex, age, sexuality, nationality or other characteristics of the persons described, or by changing the scenarios. Remember that it is not always possible to know 'who is in the room' and that you should avoid using the personal stories of participants.

If you have digital projector, it may be helpful to display the options on each dilemma on the screen.



Suggestions for follow-up

Explore the activity 'Look who's coming to dinner!' in the Education Pack All Different – All Equal, to broaden the perspective of participants on relationship dilemmas, and to explore the effects of other people's opinions on the relationship choices and self-determination of young people.



Ideas for action

Find out whether any form of support (counselling, anonymous help-line, etc.) exists for dealing with the concerns of young people in your local area. If none exist, consider whether your group could initiate a project to provide relevant peer support services.



Ranja's dilemma

Ranja is 14 and is in love. Her girlfriend feels the same way. They have been together for two months, but Ranja's parents don't know this. She is sure they would forbid her to go on seeing her girlfriend. What should Ranja do?

- A. Stop seeing the person she is in love with
- B. Take her girlfriend home and present her to her parents
- C. Continue to meet her in secret
- D. Something else (Other corner)

Barry's dilemma

Barry is 16. He is gay, but no one in his family or circle of friends knows this. He likes a boy in his class and would like to have a relationship with him. However, he is not sure if the boy will be open to the proposal, and he is worried that the boy might tell other people in the class and that his parents might find out. What should Barry do?

- A. Drop the whole idea and forget about the boy
- B. Tell his parents and friends that he is gay, and ask the boy out on a date and just see what happens
- C. Try to get to know the boy better, to check whether he has similar feelings, before revealing his own
- D. Something else (Other Corner)

Jenny's dilemma

Jenny is 15. The coolest guy in the school asks her home after the disco, telling her his parents are away. Jenny likes him, but doesn't really know him. She has heard that he has slept with lots of girls at school. She doesn't want to have sex with him yet. What should she do?

- A. Say no
- B. Say yes
- C. Say yes, but only if a few friends go too
- D. Something else (Other corner)



Nasrine and Eddie's dilemma

Nasrine and Eddie are 18 and 19 respectively. They have been together for more than a year. They have just found out that Nasrine is pregnant. They were not planning on having kids but had been thinking about getting married. Nasrine wants to tell her parents. Eddie is sure they will not approve and might even try to break them up. They don't know what to do, because Nasrine is still finishing school. What should Nasrine and Eddie do?

- A.** Go to a counsellor for advice
- B.** Get married quickly and secretly and then announce the pregnancy to Nasrine's parents
- C.** Tell Nasrine's parents and ask for their support in planning the next steps
- D.** Something else (Other corner)

Ingrid's dilemma

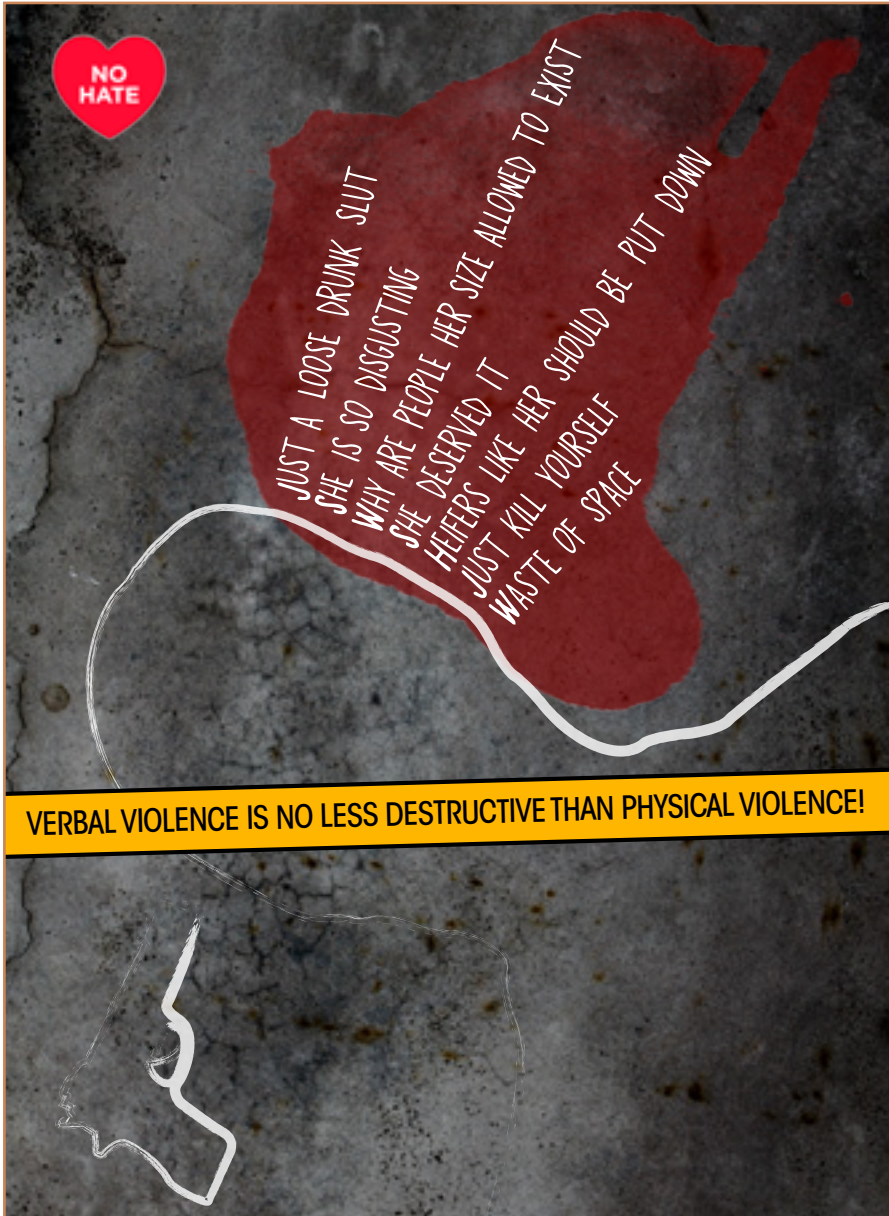
Ingrid and Shane are both 17. They have been going out together for 2 years. One night they are out at a disco and Shane gets drunk. Ingrid decides to go on to another disco without Shane and he gets very angry, starts shouting at her and pushes her to the ground. What should Ingrid do?

- A.** Stay with Shane for the rest of the night and forget what happened
- B.** Leave the disco without Shane and tell her friends what just happened
- C.** Hit back, until Shane stops shouting
- D.** Something else (Other corner)

Alina's dilemma

Alina was born intersex, but the doctors took the decision to operate surgically to make them a woman. Their parents were not informed about the decision, and no additional follow up on Alina's condition was ever made. Alina was raised as a girl, not knowing what being intersex means. By the time Alina reached puberty, they started to develop several health issues, and certain markers of masculinity. At the last medical consultation, the doctors revealed to Alina and their parents the original cause of the issue and proposed further hormonal treatment to force female characteristics. Alina's parents were very much in agreement with the doctors' proposal. What should Alina do?

- A.** Allow her parents and the doctors to decide, because they know better
- B.** Ask for more information and further options, while taking only the medication necessary to mitigate health risks
- C.** Sue the doctors and institutions that were responsible for the situation
- D.** Something else (Open corner)



Poster created by the No Hate Ninjas (Portugal) for the No Hate Speech Movement youth campaign.