

"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.



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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

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: 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.

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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.



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