

CAPACITY TRAINING MANUAL

**TO RAISE AWARENESS
AND CONTRIBUTE
TO ENDING CYBER
SEXUAL AND
GENDER-BASED
VIOLENCE IN YOUTH
INTIMATE PARTNER
RELATIONSHIPS**



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1. INTRODUCTION

This Training Manual has been developed in the context of the EU project “NOSGBV - I can choose to say no. Empowering youth, specifically girls to stand up against cyber sexual and gender-based violence in intimate partner relationships” implemented in collaboration with the Autonomous Women’s Centre AWC from Beograd, Serbia, CESI – CENTAR ZA EDUKACIJU SAVJETOVANJE I ISTRAZIVANJE from Zagreb, Croatia, NOK A NOKERT EGYUTT AZ EROSZAK ELLEN EGYESULET - NANE from Budapest, Hungary and Fundación INDERA from Barcelona, Spain.

The project seeks to prevent the normalization of violence in social media platforms, especially online sexual harassment and teen dating violence. The main goal is to give visibility and put violence that occurs through social networks in the spotlight, without trivializing it or despising its power just because it is not exercised through direct contact. Teenagers are often more susceptible to gender roles¹, have less experience in building respectful relationships and are more exposed to the social pressure of their peer group to behave in a certain way.

During adolescence, attitudes and behaviour are influenced by social-sexual “scripts”, which determine individuals’ relationships and sexual interactions through dominant discourses that include core cultural beliefs about gender and sex. For example, the belief that “men are unable to control their sexual desires”; the link between “romance and aggression” as represented in many Hollywood movies and romantic series; and “touching and grabbing”, for instance, are commonplace attitudes and behaviours. Forms of gender-based violence such as sexual harassment have become a “normal adolescent rite of passage”, which leads to such forms of abuse being considered as “normal” or as common as “flirting” and “teasing”.

A society where such attitudes and behaviours are becoming acceptable and young people are actually becoming de-sensitised to such an extent that women, for example, must respond with behaviours driven by fear, is highly dysfunctional and could give rise to many other forms of violence directed at vulnerable groups in the community.

Our focus in this project is to raise awareness about social norms, prejudices and attitudes that encourage and minimize sexual gender-based violence, including control and abuse of power in youth partner relationship via technology and focusing on building respectful relationships off and online. In this we support young people to build a body and mind awareness to be able to hold a quality within themselves, that supports them to not choose abuse over love in a world where social norms are normalizing and standardizing abusive behaviour.

¹GENDER ROLES are a set of behaviors or codes of conduct according to which society expects men and women to behave. They tell us what it means to be a woman or a man and they are reducing and oppressing everyone into roles and behaviors that we more or less adhere to throughout life, but they are by no means what it really means to be a man or a woman. These gender codes are very harmful and lead to abusive and violent standardized patterns in our daily interaction. They also create particular confusion, discrimination and exclusion for people who have a non-heterosexual identity.

2. FOR WHOM IS THE MANUAL

Patterns of violence and victimization often develop and manifest in early adolescence, and soon become a normalized way of communicating and interacting. Therefore, primary prevention measures are key in raising awareness about gender-based violence, specifically in schools and other education centres where gender socialization takes place and attitudes toward oneself and others are formed and reinforced.

This manual was developed for peer educators, teachers and youth workers for awareness-raising and training for young people in formal and non-formal educational settings to prevent gender-based violence, and violence against women in particular, by addressing its root causes as early as possible. Together with this Manual we developed a youth magazine, True2You, which can be used in the workshops in schools and youth centres to deepen on these diverse topics in an age-related way.

Abuse and violence is experienced by young people in different ways, whether as victims, perpetrators or bystanders and they often partake in all three aspects in different social settings. This has a significant impact on their physical and mental wellbeing, their educational attainment and the quality of their relationships.

Young women and men, boys and girls learn more and more social scripts that have normalized abuse and violence and it is important to offer them support systems and safe places to develop a loving relationship towards themselves and others challenging ideals, images, values and beliefs that support standardized violent behaviour.

The workshops offered in this manual provide a structured guideline for teachers, facilitators, youth workers, peer educators and others to introduce the importance of connecting to the feelings that our bodies are communicating to us, but are many times ignored or discounted. The workshop topics are all related to young people's reality and offer a space to revise, discuss, feel and reconnect to what is going on in their lives. However, each topic is just a means to support them to understand how far we live removed from ourselves due to our upbringing in a hyper sexualized and gender stereotyped world and the value brought to our well-being when putting respect and the loving expression of our feelings and bodily integrity first.

Our experience is that the facilitators of each workshop, although on the same topic, have to always connect first to the group of students they are working with and let the workshop develop according to what is needed.

Hence, it is crucial to not rely solely on the content to deliver, but to understand that it is about building understanding and trust as the established foundation, which also brings a sense of connection to the participants. For this reason, each workshop, to truly serve, has to adapt to whatever the lived reality of each youth group will be and hence what is needed to unfold.

Most young people you will be working with may exhibit an important degree of lack of awareness on the topic. It is crucial not to make this just 'their' problem. Young people are reflecting to us what we have made the standard in our normalized way of life and it is crucial to understand that they are not the problem or the deviation, but the mere reflection of a society that has chosen to live abuse over love.

Therefore, it is not about teaching or telling them, but coming to a shared understanding about why we many times make choices in our lives that are actually abusive to ourselves and others when we all deep down would prefer a more loving approach to life, and that we have the power to initiate the changes necessary within our institutions and societal systems to bring us back to the knowingness of love being our true guide in life.

3. FACILITATORS GUIDELINES

Keep it super simple and interactive

3.1. LEARNING FOR LIFE - Making the CONNECTION

Education is organized around content and focuses mainly on academic learning in terms of accumulating knowledge, recall information and regurgitating it on demand. When we refer to education we refer to learning contents, and the teachers, facilitators or presenter's focus is almost exclusively on the contents to be delivered. Over time, these contents become the foundations for new contents. This is reasonable because we tend to see the increasing mastery of the knowledge delivered as a sign of normal progression through the system.

Often times, the relationship with what students have learned is just mental. This is particularly noticeable when the subject matter has to do with them as individuals. They can learn a discourse, to a great level of detail, without allowing 'in' an inch of what they have 'learned'. It is just learned to be recalled in the school context and after this it is deleted from the memory in an almost automatic fashion because the system is not requiring them to go into a deeper connection.

This is because knowledge that has no connection to real life and does not bring an understanding in their bodies does not transform into a lived wisdom that impacts behaviours and ways of life. It remains as knowledge only. Therefore, knowledge, in and by itself, does not change anything.

Hence, we have to make education first and foremost about connection. Without it, they feel they are not considered for what they bring to the world. With it, they feel they are worth being listened to. We cannot make anything relevant to them, if we are not capable of helping them feel that they are relevant themselves. Delivering content is important, but not at the expense of talking to no one or losing them along the way.

Delivering content in connection is everything. It is about helping them to connect to themselves in a way that increases their relationship with their body, because even though we can be lead astray by the ideals and beliefs of others, what we feel from our body remains a grounded reality that we can rely upon as a truth. An example of this would be when we walk into a room where two people had just had a heated, emotional argument or fight and we can feel the tension in the air. Even though they may say 'Everything's alright' when we ask what's wrong, there is a feeling in their body that tells us otherwise and should not be discounted. Hence, to support the young to connect to their bodies, the teacher, facilitator or presenter who delivers the content has to be connected to their own body as well, and talk, as much as possible, from their own lived experience.

Specifically when we want to offer a safe space for discussing the topic of gender-based and sexual violence, which can be sometimes overwhelming for some, we have to be very transparent and connected to ensure that people feel free to share personal experiences and ask for support.

Yet, it is important to be aware that even if this is achieved a 100%, this does not mean that the young will embrace what is on offer. Every group has its own dynamic that will be at play and disruptions, or boycotts (open or in disguise) have to always be expected. In the event of these disruptive behaviours, when possible, it is important to utilize their occurrence in a constructive way by illustrating why we sometimes resort to these dynamics in order to avoid the responsibility of working as a unified group to gain a better understanding of ourselves and grow together.

When you meet a group, they usually come loaded from an earlier class, during the break, on social media, the day in general, etc. Consequently, it is important that the facilitator starts with techniques that are easy to use to help them to come back to themselves or to be with themselves in different situations and moments of the day and hence are settled during the activity.

For this reason, we recommend to start each workshop with a short body connecting activity.

3.2. Body Awareness and Connection

Learning is best embodied if the person receiving the lesson prepares themselves by living in a way that takes deep care of their body so they are fully open and ready to comprehend what is being offered. And this requires connection, a feeling of settlement within oneself.

Make them aware that how they live affects not just them but also everyone they interact with and not always in a good way.

Therefore, it is important that the young get to experience a different way to be with themselves and with others and that they are able to say how this feels in the body.

Hence, body connection and awareness have to become part of our normal conversations with them, so they learn to become aware of the feeling when being connected and how they can connect on their own. This is key, because if someone is disconnected from their own body, they are under an enormous momentum of which they may not even be aware of. In such circumstances, we cannot expect them to simply stop and put the momentum to rest. We have to help them do so.

Breathing is what we do most in life. Yet, we are not (totally) aware that its quality matters a great deal.

We may have all seen small babies. We know how beautiful it is to watch them while they are sleeping in peace with themselves and the world and how their physiology rhythmically moves along. We know what happens to them when something goes wrong and alters them. Their physiology accelerates, alongside with their breathing. They lose touch with themselves and have a really hard time coming back to themselves. We have to help them settle.

What happens to us grown-ups is not so different. When we feel settled, we are with our own body at once. When we get altered by the world, we are no longer one with the body and our physiology suffers. If the source of our altered state remains, or if we help to maintain such an altered physiological state through any means on our own, our being in the world turns very distinct. Unsettlement is our way.

We are affected by the world, and as a result of this we cease to breath our own breath. We breath others, we breath situations, we breath unsettlement and make it ours. The problem with unsettlement is that it does not just affect us; it is unsettling to others. Stopping this dynamic requires something that is able to make ourselves the owners of our own breath, of our own connection with the body; something that can effectively help us to change our physiological state to the point that we can feel ourselves to be back home again.

Hence we recommend starting the workshops with a simple breathing exercise to bring everybody back into their bodies, breathing their own breath.

This does not have to take more than 5 minutes, however, it can be very confronting because it reflects to us the state of being we are in and we feel the unsettlement and raciness, or the exhaustion and lack of well-being we are in. Focusing on our breathing asks us to stop and not everybody wants that. Therefore it may take some time for the class to settle.

Breath your own breath – step-by-step instructions:

1. Ask them to close their eyes following the curvy shape of the eyes and feeling the warmth of the eyes. Ask them to open and close the eyes a couple of times until they feel that the eye is actually curvy. If you do this the first time, you will realize that we close our eyes like they were flat.
2. Ask them to focus on their breath. First the in-breath. Ask them to focus on their in-breath and feel a cool breeze on the tip of the nose. Ask them to breathe in gently.
3. Now ask them to focus also on the exhalation and how the air that is leaving the nose is warm. Ask them to also focus on the quality of their out-breath, making it gentle.
4. Then, when they have found their rhythm, ask them to bring the body along as we inhale and exhale while following the body's responses to this gentleness (feeling the lungs and ribs cage expanding while you inhale and your chest moving when you let air out, etc.).

The key in this exercise is that they get to focus and build a quality of gentleness in their body. Another very effective and simple activity, which permits a rapid arrest of the momentum people may be in, is 'travelling' through the body. It is also a 5-minute exercise that reconnects them back to their bodies.

It is a great technique as you can do it in any classroom situation, as people can be sitting on chairs or standing. Make sure to keep space between them, this supports them to stay with themselves and not distract each other. During the exercise, you offer them a 'journey' through the body nominating parts of the body they then connect to.

Journey through the body – step-by-step instructions:

1. Before asking them to close their eyes, ask them to put both feet on the ground and the palms on the legs. Feeling the feet, and palms, you ask them to close their eyes, following the curvy shape and feeling its warmth.
2. Then you start calling out parts of the body for them to connect to. Give them some space so they can connect to that part (e.g., right knee) and everyone has to concentrate to feel the right knee. In no circumstance should they have to move. They have to connect with their mind to that part of the body. The instructor has to decide what parts are relevant and instruct them to connect. It is of great importance that the instructor is in touch with his/her own body while instructing others.

Any of these techniques help anybody who is not in their body to reconnect. The moment this happens, the person changes not only in how they feel in the body but how they relate to others. In such a state, everybody can also feel how unsettled we generally are. So, the techniques help them increase their own level of awareness regarding life and themselves. This means that, independent of their next move, no one will forget what is possible, whether they choose to preserve it or not.

3.3. Group Work & Working together

Learning is best embodied if the person receiving the lesson prepares themselves by living in a way that takes deep care of their body so they are fully open and ready to comprehend what is being offered. And this requires connection, a feeling of settlement within oneself.

Group work is a great tool for both making connection (including working with each other in harmony) and raising awareness. Working as a group and making group-work work for them, invites everybody to work on connection, openness to others, trust-building, expression and responsibility.

It is up to you to decide what format is needed to work on a specific topic. Sometimes what may be needed is for the whole group to be seated as they traditionally are, facing towards one side of the room. In another moment we may need a circle.

Later on we may need group work and yet in another situation we may need pairing up. Each modality has its pros and cons, thus it is better adapted to work particular themes in particular moments.

Whole group work traditional sitting arrangements are better equipped for sessions where you need to present to the whole class, or classes when you need to use the board.

Circles work better for engaging all of us on an equal foot. As soon as the circle is made it embraces everyone. Very powerful! Brings everyone in together. It is important that the facilitator(s) sit also in the circle. It is also important to be determined to shift people around if they create dynamics that boycott the activity. Students usually get excited if they abandon the usual format and can have an easier way to 'have fun' with the others.

Circles also allow clearly to observe the dynamics that take place in a group. It usually brings those who provide entertainment to the rest on the spot and they deliver big time if no one stops them. This provides a great occasion to reflect on dynamics and link them to themes covered in the sessions. For example, how group discussions are dominated by few, especially bearing in mind the sensitivity of the topics discussed, as well as widespread stereotypes and prejudice linked to how we perceive gender equality and sexual and gender-based violence.

Circular groupings also offer the opportunity to feel how present and engaged the participants are with the group, for someone may be physically sitting within the circle but are energetically sitting outside of it.

Group work or pairing up work is always helpful to really address specific aspects they may not talk about openly within the bigger group:

- Four is a great number for a constellation of people that is able to reflect different angles into any matter and at the same time a great number to avoid becoming too personal and for having different people who may intervene to stop/create dynamics if needed.
- Group work allows the students to realize the power of working together in harmony and to take responsibility for collective dynamics and to learn how to speak on behalf of a group and not just voicing their own opinions. This requires active listening so what was talked about can be shared with the larger group.
- The other theme that group work teaches is that every constellation brings up something different, in that finding the right constellation is the key to proceeding

with any task. Group work offers students the opportunity to come together with people they may not be in contact with on a regular basis. So, group work also permits the discovery of someone else while letting him or her in.

- Pairing up work is a great format for working on themes that are more private in nature and on relationships between two people. It is great for exercises where they can appreciate each other.

It is important that the facilitator is the one who puts the groups together in the understanding that close relationships may not necessarily be a plus for group work and that group work is not a mere continuation of class dynamics in a different setting, but it is instead about generating a new dynamic. So, it does not terribly matter who sits with whom.

The facilitator gives a topic to the groups. They have to work together and at the end of the time assigned, someone has to present in the name of the group to others. The idea is that this serves everybody, so everybody has to pay attention to what is said, independent from whom is speaking. At the end of the presentations, the instructor has to give their feedback to the groups, to say something about what they felt regarding the quality of group work, offer them to comment on what they felt, and a more encompassing feedback regarding the theme under consideration.

3.4. Participation

Participation is a good sign, but in itself does not guarantee the quality of the insights put into circulation. It is not about how many of them open their mouths. It is about what gets expressed and to what extent this truly serves the others.

Taking this into consideration, it is important to be clear about the facilitator's role in this process:

- Live and work in a way that allows you to be as settled and connected with the feelings you receive from your body as possible while avoiding the distractions of worry or doubt.
- Provide a safe, prejudice-free environment where students can feel the tremendous difference it makes to them individually and in terms of what they can achieve by working together, particularly if we speak from the feelings we receive from our body rather than the emotional thoughts that pull us away from the truth of any given matter, such as frustration, bitterness and resentment.

- Keep eye contact, let them in and meet them as equals, not as the teacher, telling them what to do.
- Remind them that we communicate beyond words and our communication carries a quality that impacts others in a good or bad way.
- Show them that the power of words increases when the person delivering them has actually lived the principles that they are teaching on a consistent basis. So, the same words offered by a person who has lived in a way that is connected to a more loving daily approach to life will provide a deeper impact than those from an individual who has not even practiced them consistently themselves.
- Connect and feel what is going on for the students in any given moment and find a way to deliver what you have to deliver in a way that meets them there with compassion and understanding. If they are behaviourally off and it seems impossible to work together, make the session about reconnecting back to themselves so that they feel in control of themselves and settled. Support them to become aware of the enormous value of coming back to themselves and how much easier it is to work together when people are settled in their own bodies.
- Communicate with them that each of them is solely responsible for the quality they bring to school, at work and at home every single day and that what they bring has a clear impact on others. Let them know that letting things go in a way that hinders them, (by either doing nothing about it or feeding it actively) as well as changing those situations is in their hands.
- Support them to become aware that the quality of the environment has an impact on the quality people hold themselves in. So, what we contribute to it makes a difference.
- Conduct the sessions in a way that they can take responsibility for what was attained by the group discussion in a way that owns or claims this as a truth that the group came to by working together.
- Communicate that these are life-long learnings and make sure that they stop for a moment to truly appreciate this.

3.5. Practical training aspects

3.5.1. BEFORE THE WORKSHOP

Ensure that you are well prepared for the session. These sessions do not require a detailed plan of how you will spend your time with them. Just a possible structure (with supporting materials if needed, ready to be used) and clarity regarding the key points you want to work on. The other thing that is required from you is that you are connected to yourself as much as possible and that you are open to feel where they are at and what they need and deliver it.

What you deliver is as important as how you deliver what you deliver!

Take your time to go through the material beforehand and have all the training material, hand-outs, flip-charts, paper, pens, etc. well organized.

What works perfectly with one group, may not work for the following one at all. So, in case of running the same activity to a different group, be prepared to change how you deliver and what is to be delivered for this group. What is it that this group needs? So, be prepared to shift course as needed. That means, a plan B regarding supporting materials just in case they are at all needed. And, engage them, engage them, engage them.... under your own terms

B regarding supporting materials just in case they are at all needed. And, engage them, engage them, engage them.... under your own terms.

If you are a school external facilitator, connect with teachers prior to your workshop as it helps to have a feeling of where the students are at; and to get information that may be of relevance. It may also serve to contrast points of view regarding the class, its dynamics and specific students: are there any kids who need extra support/attention? Are there some kids who are more shy? What can you find that works for them? Are there any kids that are dominant in the classroom? How do they dominate? What works for you in dealing with this?

3.5.2. DURING THE WORKSHOP

- It is mainly about connection.
- Use your voice to help the students connect to themselves and to drop in their own bodies in case of agitation in the room. Your voice is a powerful instrument of connection. Use it wisely. Use your words carefully. Try to use a language, examples and activities that are relevant to the age of the participants.
- Make sure that the participants get to express themselves more than the facilitator does.
- Allow the participants to answer the questions they generate.
- Motivate the participants to speak and express themselves in a positive way.
- Try to mix up the seating of the participants so that they are always sitting next to different people. This will help to facilitate connection amongst the participants.
- If you are standing and talking to the whole group do not stay all the time in the same spot, walk in the classroom.
- Try to start on time and stay on schedule for the activities.

3.5.3. How to start?

In the first workshop, after introducing yourself, lay down what you will present to them. It is very important that they understand clearly the reason why you are there and the rationale behind what you present, the topics you will be covering, the amount of sessions you will be working together and some basic insights on what they can expect from you and from these workshops. It is important that they also get an idea of what they can gain through working together and that they are responsible for where they get as a group.

Establishing basic rules for the group, including the switching off of phones, respect for others

via active listening and the basic rule that everything being expressed within the group will be held confidential are all great foundations to be upheld.

Once you have started, create a link between the previous and current workshop. Use the results or outcomes of the previous workshop to introduce the new workshop. Reflect briefly on the previous workshop at the start of every workshop. Allow the participants to summarize and reflect on their previous experiences.

Introduce the objectives of the workshop and inform the participants about what will be done during the workshop to reach the objectives.

Use examples of classroom dynamics to explore topics that you want to present to them.

3.5.4. How to guide a discussion?

- Encourage quality expression, in which the intention of what is expressed may be beneficial for the expansion of awareness and greater understanding of themselves and the group and that everyone's expression is equally valuable.
- Encourage the expression of as many feelings and experiences as possible.
- Impulse going deeper into a topic by continuously asking 'WHY?', by asking them to unpack their arguments, or by asking for clarification- 'What do you mean by that?' - or by providing a challenging counter-argument.
- Avoid paraphrasing participants' contributions. Repeat using their exact words. This will also send a clear signal that you are listening to them.
- Try to guide the participants to make their own links between ideas and what they feel.
- Encourage students to respond to and build on each other's' experiences and feelings.
- Ensure that every participant is included.
- Respect points of difference (cultural, ethnic, religious etc.) and emphasize points of similarity.

3.5.5. AFTER THE WORKSHOP

At the end of every workshop, there is the possibility to assign "homework" to the participants. The point of these exercises is not to have participants write essays or provide written answers to the questions. The aim is to motivate them to continue connecting about what they have discovered and learned so far.

They can be invited to report what they did for the homework assignment in the next workshop if they want to.

In addition, a simple method that can be used to assess how much impact the workshops are making on participants is to ask them, for example, to write down two main things that they want to remember or do after having done the workshop. These ideas can then be incorporated into the final homework assignment.

You can also ask them to bring some material onto the topic for the next workshop and share why they have chosen it and what they feel about it. In the context of talking about this, it helps them become aware of how we are surrounded by images and ideals that tell us how to be and live.

As the facilitator reflects on the session: you may write down aspects that you felt were important and would like to revisit in the next session.

The workshops in this manual are about raising awareness and making connection (you as the facilitator connecting to them, helping them to connect to each other and also helping them to reconnect to themselves).

Ultimately, it is about them realizing that they can learn from each other, learn to help each other and learn to work together in harmony. This will lead to an increased level of awareness regarding both, the fact that they stand to gain if this occurs and of what stands in the way for this to happen.

4. WORKSHOPS

Our research conducted in 2020 with 1139 young people from the four partner countries – Serbia, Croatia, Hungary and Spain evidenced that most young people, although aware of gender equality, have stereotypical views about gendered behaviours and little awareness about the underlying causes of gender-based violence and how to prevent it.

Hence, the workshops offered in this manual have an interactive, gender and age-sensitive approach, focusing on:

- Gender equality and gender stereotypes: Raising awareness about attitudes (especially gender stereotypes and victim blaming attitudes) enabling young people to understand social gender norms and how they shape individual identities and behaviour patterns.
- Self-esteem and self-confidence, personal and boundaries of others: Supporting young people to express their feelings, identify their needs and to recognise their right to be valued and treated with respect and their responsibility to value and respect others.
- Teen-dating violence: Raising awareness about myths and beliefs about romantic love, especially on warning signs in intimate partner relationships and implicit violent behaviour that could be mistaken for love & care;
- Cyber and general sexual and gender-based violence: Informing about different types of (cyber) sexual and gender-based violence and the psychological and legal consequences of it.
- Online risks and online protection: Informing on ways of protection and support and providing strategies for dealing with these issues, whether from a perspective of a victim, a perpetrator, or a bystander.
- Bystander and Upstander attitudes: Raising awareness about how peer groups often support sexist behaviour or violence, reinforcing gender stereotyped harming behaviour.

The workshops aim to empower young people to become agents of change by becoming aware that they have the power (individually and collectively) to prevent violence and abuse from affecting their lives.

The workshops can be delivered as stand-alone individual sessions, as a program over eight weeks or as a two-three day intensive training.

WORKSHOP TOPICS:

4.1 Gender norms and social conditioning: "Un-masking Masculinity and Femininity"

- Workshop 1: The Gender Box - The codes of Masculinity and Femininity
- Workshop 2: Self Discovery – The Power to Change

4.2 Teen Dating Violence (TDV) - Gendered power relations, sexuality, romantic love and healthy relationships

- Workshop 3: Equal/Healthy and Abusive Relationships
- Workshop 4: Romantic Love – a recipe for abuse and control?

4.3 Cyber Sexual Violence

- Workshop 5: Online control and violence in a partner relationship
- Workshop 6: The importance of setting our own and respecting others' boundaries

4.4 Bystander/Upstander

- Workshop 7: Be an Upstander
- Workshop 8: Taking a Stand – a Toolbox of Intervention Strategies

4.1. Gender norms and social conditioning: "Un-masking Masculinity and Femininity"

We are born into a 'gender box' and the social conditioning and unwritten rules and regulations which are full of ideals and beliefs are set-up to educate us to fit into a system that has very clear sets of masculine and feminine codes, roles and behaviours. We learn from a very young age what it means to be a man or a woman and how to behave masculine or feminine. We learn our identity from a set of rules that dictate our appearance, values and behaviour. This is a life-long process that starts the day we are born and never ends.

These gender codes are very harmful and lead to abusive and violent standardized patterns in our daily interaction. They also create particular confusion, discrimination and exclusion for people who have a non-heterosexual identity.

"Most of our attitudes and beliefs about sex and sexual violence are informed by the way we are socialized – that is, how we are taught to behave in our society. Socialization fosters direct and indirect forms of oppression. Through socialization, each individual acquires character traits and learns skills, values and attitudes deemed appropriate for the role(s) they are expected to assume. The process of socialization involves many aspects of living: family, school, community, religion and politics. The socialization process is also compounded by other cultural factors including television and other media, norms of social etiquette, and so forth"².

We all live in and experience an 'inner' and an 'outer' world and socialization marks every step we take from the day we are born. We are at once collective and individual and what socialization has taught us we have made our 'own'. This often makes it so difficult to know who we truly are, and what has been imposed onto us, because we are living in it and it dwells inside of us and has taken ownership of our bodies and we cannot identify it easily in our daily life.

The social process of becoming 'gendered' creates a situation where our daily choices become so normalized that we do not even consider that they could be imposed onto us. This also opens the question of what is a free choice when we live in a world that is constantly dictating to us how to be, feel and act?

Our everyday knowledge is determined by a sense of values, norms, roles and ways of behaviour oriented to the social settings in which we interact. Generally we do not pause to think about our normalized behaviour or even consider that we can behave and be in different ways. We do and live how we have shown to be and live.

Socialisation is a massive force that has its grip on the individual, which means that it is a collective force that allows people little space to understand the world from a different perspective.

However, there is a common understanding that people have the power to reflect on, shape and construct their own gender identities. Young people in particular, in their use of style, popular culture and their own networks have, in many contexts, increased autonomy when it comes to how they represent themselves and live in their bodies.

Therefore, we have to look at the insidiousness of socialization and how it is tainting us constantly by the predetermined social gendered conditioning and that it imposes upon us the most nebulous rules and regulations of how to be a man or a woman, and subverts the capacity of the individual to make different choices.

The focus is then not so much on how limiting and oppressing the socialization process is, but on activating the power in people to choose differently.

The workshops 1 and 2 are designed to become aware of this constant poisoning that we live with on a daily basis and understand what is truly going on and be able to actively "negotiate" these influences and live who we truly are. They support and give guidance on how we can change the social map we have been given from the day we were born and how we can change direction.

²Colorado Coalition Against Sexual Assault. (2011). Sexual assault advocacy and crisis line training guide. Denver, CO: Author.

4.2. Teen Dating Violence (TDV) - Gendered power relations, sexuality, romantic love and healthy relationships

Despite high rates of gendered violence and sexual harassment among youth, very few young women report these incidents to authority figures. Many concerns are around educating and raising awareness about the risks and rights and how to foster reporting. However, several studies show that it is not a question of not knowing the risks and personal rights but instead more about focusing on raising awareness about how to report as there are larger underlying cultural practices and discourses acting as barriers to it. The question is not so much why specifically young women do not report and how to get them to report but more so of how violence is produced, maintained, and normalized among youth and hence not considered “reportable” as it is standardized and “normal” behaviour.

Young people are socialized into a culture that normalizes and often encourages male power and aggression, specifically within the context of heterosexual relationships. Heterosexual violence is viewed as customary as well as women’s endurance to it. Women’s sexuality is often not considered their own and men can at any point intrude into it. Aggression is part of being a man.

‘Sex’ and ‘sexuality’ is something that gets extremely influenced by socialization, as it simultaneously refers to a) reproduction, b) the erotic desire for another human being, and c) being a central aspect of a person’s gender identity.

There is this idea that sex and sexuality is a purely natural state and due to the relationship between heterosexual sex and reproduction, sexuality is often seen as a natural relationship with heterosexual male and female roles. This leads, for example, to crimes against women often being ‘explained’ in terms of the essential sex drive of men or that rape between married people in many countries has only recently been seen as a crime. Those ingrained ideas about heterosexual norms based on biological reproduction determine what are considered ‘normal’ sexual identities. This leads to discrimination against non-heterosexual sexual identities (Lesbian, Gay, Bisexual, Intersex, Trans, Queer, etc.) that are then seen to be abnormal.

Today, more and more, our sexual identity is what has become a dominant factor in defining our whole identity. Male sexuality equally to female sexuality is biased and bound to images and stereotypes that for example do not allow heterosexual men to feel sensitive. When entering puberty, many young men experience that they have to shut down their sensitivity and adjust to an image of male sexuality that does not allow them being sensitive as sensitivity is sexualised and related to homosexuality.

The sexualisation of sensitivity, tenderness and vulnerability leads to men not being supported in their sensitivity and to a definition of sexuality through domination and force, which explains also the high consumption of and addiction to internet porn.

It is important that the facilitator is the one who puts the groups together in the understanding that close relationships may not necessarily be a plus for group work and that group work is not a mere continuation of class dynamics in a different setting, but it is instead about generating a new dynamic. So, it does not terribly matter who sits with whom.

The facilitator gives a topic to the groups. They have to work together and at the end of the time assigned, someone has to present in the name of the group to others. The idea is that this serves everybody, so everybody has to pay attention to what is said, independent from whom is speaking. At the end of the presentations, the instructor has to give his/her feedback to the groups, to say something about what he/she felt regarding the quality of group work, offer them to comment on what they felt, and a more encompassing feedback regarding the theme under consideration.

Most young men, for example, start distancing from other men entering the teenage years and their physical contact becomes rude and violent or only related through sporting activities or heavy drinking as having tender feelings for other men, without any sexual interest, is not part of the dominant picture of what a man has to be.

Social sexual scripts are acquired and practiced during adolescence and mediate individuals' relationships and sexual interactions, through dominant discourses that include core cultural beliefs about gender and sex. Such as 'men are unable to control sexual desire', the link of 'romance and aggression' as for example represented in most Hollywood movies and romantic series, 'touching and grabbing' are commonplace behaviours, harassment being a 'normal adolescent rite of passage', leading to sexually harassing and abusive behaviour being considered as 'normal' or 'weird' or as 'flirting' and 'teasing'. These tendencies initiate a discourse that positions women in responding to harassment with a barrage of manoeuvres like avoidance and diverting attention in order to keep themselves safe of this normalized male behaviour³.

Young women's sexual desire and consent are subordinated to male desire and sex is often understood as something that is done to women and agency is only applied to 'gatekeeping' to not be 'acted upon' without consent. Sexual harassment has no clear victim/agent or passive/active profile, as it is located in a landscape of gendered power and sex which more and more leads to victim blaming if girls and young women are not able to successfully manoeuvre men's normalized harassing behaviour.

In this, sexual reputation is huge for girls and young women and the threat to being labelled and socially derogated is often a barrier to reporting. Managing their sexuality and sexual reputation is a major pressure for girls as they gain cultural capital among peers for being desired and pursued but not for sexual agency.

The dual role of gatekeeping and needing to be pursued and desired has blurred any boundaries of a clear perception of the normalized violence and sexual harassment that especially in a virtual environment has taken over and is dominating youth culture.

³Heather R. Hlavka (2014)

The dominant sexual scripts culturally available to girls and young women exclude sexual agency, a sense of self-worth, trusting in their own feelings and bodily integrity and present girls as passive receivers of male sexuality in the need of unwanted male desire⁴.

Additionally, we have a tendency to pretend that sex and sexuality is something 'out there' that the young have to discover, as if it was something that exists outside of us, and has to be learnt like driving a car. In this, sex and sexuality has been highly reduced to physical functioning, be it for pleasure or reproduction.

Sex has become a commodity that people access, get their release and treat as a consumer good, based on demand and supply. In this trade of sexuality, degrading visions of women's and men's bodies are paramount, encouraging them to devalue themselves and each other, engendering a sexuality centred on a highly reduced form of sex which we call 'normal'. Specifically Internet porn has transformed intimacy, love and connection into a functional act of domination and abuse, portraying a degrading way of viewing specifically the female body.

The accepted standards of sexualised and abusive relationships are the values the young are growing into and they are adapting fast. Starting to watch Internet porn by the age of 7-8, dealing with body issues and self-harm from a very young age, learning disregard and abuse as a normalized form of virtual communication has become the new normal in a hyper-sexualised society where parents and educators are only left with trying to respond or react and then look for the quick fix for a way of life that has made abuse its common denominator.

In a society where violence, abusive behaviour and self-objectification is normalized, we have young people consenting to rape style sex because it is considered 'normal', so they consent to a cultural practice and with this to abuse. Even if the young person may feel they are in a compromising situation, in many cases they will choose to take a calculated risk – engage in the culturally accepted abuse or risk 'social suicide' i.e., being considered 'uncool' or 'uptight'.

A sexualised society fosters a disconnection from the body and from each other (through various forms of objectification) and this provides a platform for abusive and loveless social scripts to take over and determine behaviours. It opens the door to accepting a reduced version of love that promotes a certain type of sexuality which is based on abuse, humiliation, violence, degradation of the body generally and the female body particularly⁵.

From this understanding, the workshops 3 and 4 are supporting young people to build a relationship with their bodies and themselves and learn that intimate relationships are not mostly about sexualized bodily function, security and protection, but about decency, respect and love and that sex and sexuality is part of this loving interaction in a healthy relationship.

"Our first relationship with any Body is with our own. This then becomes the foundation for our relationships with every Body thereafter"

- Rebecca Asquith

⁴Idem

⁵INDERA (2016) Sexual Health, Healthy Body, Healthy Relationships Education

4.3. Cyber Sexual Violence

Research on cyber sexual and gender-based violence (SGBV) is yet in its early stages and there is very little data available. Data that does exist indicates that, in Europe, 9 million girls have experienced some kind of cyber violence by the time they are 15 years old.

Reports on cyber violence⁶ also emphasize that cyber stalking by a (ex) partner follows the same patterns as offline stalking and is therefore intimate partner violence, facilitated by technology. The normalization of violence in intimate partner relationships is becoming more and more the norm.

Research clearly shows that the Internet facilitates acts of violence and that it perpetuates negative and harmful stereotypes of girls and women, as well as negative notions of masculinity⁷. Research has indicated that some teenagers have worryingly high levels of acceptance of abuse within relationships and often justify the abuse with the actions of the victim⁸, occurring also in adult intimate partner violence.

Prevention of GBV in partner relationships is important as it can have long-term adverse effects, as youth relationships are often not perceived as important by adults and youth might feel under pressure to behave in a particular way in a relationship⁹. In addition to this, dating and romance are themes that dominate youth engagement on social network sites¹⁰.

The EU Kinds Online 2020 Study¹¹ involving 19 countries show the following about young people's online risk behaviour and support seeking.

The proportion of children reporting a negative online experience rises with age, although there are few or no gender differences in most countries. Among those children who said they had had a negative experience online, most said it had happened a few times, but not frequently.

The number of children who reported that they told no one about their negative experiences ranges between 4% (France) and 30% (Estonia). Most often, children told a parent or friend about the negative experience or both (rarely did they tell a teacher or professional whose job it is to help children). In addition to telling someone, the children tried a range of strategies – closing the window or app, blocking a troublesome person and, for some, ignoring the problem or even feeling guilty about what had happened. Between 3% (Italy) and 35% (Poland) of children reported the problem online.

⁶ Including EIGE report "Cyber violence against women and girls" 2017, available at: <https://eige.europa.eu/rdc/eige-publications/cyber-violence-against-women-and-girls> and the European Women's Lobby Report Her Net Her Rights, available at: https://www.womenlobby.org/IMG/pdf/her_netherrights_report_2017_for_web.pdf

⁷ European Union Agency for Fundamental Rights, Violence against women: an EU-wide survey, 2014, available at: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2014-vaw-survey-main-results-apr14_en.pdf, EIGE report "Cyber violence against women and girls", 2017, available at: <https://eige.europa.eu/rdc/eige-publications/cyber-violence-against-women-and-girls> and the European Women's Lobby Report Her Net Her Rights, available at: https://www.womenlobby.org/IMG/pdf/her_netherrights_report_2017_for_web.pdf

⁸ Against Violence and Abuse: A teacher's guide to violence and abuse, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/506524/teen-abuse-teachers-guide.pdf

⁹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/506524/teen-abuse-teachers-guide.pdf

¹⁰ Lenhart, A., Madden, M. (2007), Social Networking Websites and Teens: An Overview, Pew Internet, American Life Project, available at: <http://www.pewinternet.org/2007/01/07/social-networking-websites-and-teens/>

¹¹ <http://www.lse.ac.uk/media-and-communications/assets/documents/research/eu-kids-online/reports/EU-Kids-Online-2020-March2020.pdf>

In most of the countries, less than 10% of the children reported being a victim of online bullying which happened on a monthly basis, while less than 5% reported bullying others monthly online. There were no substantial gender differences. Of those who had been the victim of such behaviour online, a fifth reported no harm and another fifth reported intense harm.

Exchanging sexual messages ('sexting') - Among 12- to 16-year olds, the percentage who received a sexual message in the past year ranged between 8% (Italy) and 39% (Flanders) – more were older than younger, but gender differences were minor. Sending sexual messages is less prevalent than receiving such messages, ranging between 1% (France) and 18% (Germany). Such messages may be wanted or unwanted: when asked about receiving unwanted sexual requests online, the findings showed that more girls and older children experienced such unwanted requests.

The percentage of 9- to 16-year-olds who reported seeing some kind of sexual image in the past year ranged from 21% (France) to 50% (Serbia). Again, more boys and older children saw these images. The largest proportion of children said seeing such images did not affect them negatively or positively. However, more girls felt upset after this experience.

Between one in four and one in two children have communicated online with someone they had not met face-to-face before, but fewer – generally around one in six – have met such a person offline. More older children and boys interact with unknown people than younger children or girls, although few gender differences were found for face-to-face meetings.

Data collected in a report of the European Women Lobby (EWL, 2017: 5–7) show that women across the world are 27 times more likely to be harassed online. Besides a clear disproportion between women and men (aged 18 to 24) concerning the risk of online violence, women are a majority among victims of the most severe forms of violence, such as stalking and sexual harassment. There is need to more thoroughly investigate the phenomenon of online violence against women and girls, and these numbers from the Report show its prevalence: — in Europe, nine million girls have experienced some kind of cyber violence by the time they are 15; — one in five teenagers in Europe experience cyberbullying and among them, girls are at higher risk; — in 2014, 87% of all reported child sexual abuse images depicted girls (EWL, 2017: 5). At the same time, data indicate that women and girls are the primary targets of so-called 'revenge' pornography, created without the consent of all parties involved. Consequences of online violence can be as severe as physical violence against women. Consequences are no different from those of harassment, bullying and stalking in real life and can include stress disorders, trauma, anxiety, sleep disturbances, depression and physical pain (EWL, 2017: 17–18).

The workshops 5 and 6 are designed to raise awareness about the topic of cyber sexual violence and to support young people with measurements of security to prevent them from possible harm.

4.4. Bystander

We are all bystanders, all the time. We witness events unfolding around us constantly. Sometimes we recognize events as being problematic. When this happens, we decide to do or say something or to simply ignore it and let it go.

A bystander is a person who is aware or suspects that someone is being abused but is not directly involved in the event itself. Witnessing acts of violence can be either in person or in digital form, like on social media, websites, text messages, gaming and apps.

Bystanders can play different roles:

- Outsiders witness the violence but stay out of it and do not get involved.
- Defenders help by intervening when violence occurs or extend support to the victim.
- Reinforcers support the perpetrators or violent behaviour and may laugh, encourage, or cheer during or after the incident.
- Assistants help the perpetrators and join in.

We probably all believe that it is important to stop gender-based violence and abuse. However, people rarely intervene, particularly online. While hundreds of bystanders can read an aggressive or sexist post or a request for help, few people actually respond. The bystander effect tells us that this is because we each assume that someone else will step in. Because we do not know who else is watching, we also do not know whether others have already responded. Sometimes adolescents who witness violence are not sure what their role is and or what they can do to address the situation. However, bystanders have the potential to make a positive difference in a situation, particularly for the young person who is being abused.

Workshops 7 and 8 focus on helping students to develop awareness and skills necessary to become proactive helpful upstanders instead of bystanders when they see sexual and gender based violence. While some forms of bystander action are intended to intervene in actual violent incidents, most bystander interventions focus on changing individual and peer attitudes and behaviours. It is important for students to understand how gender-based violence harms themselves and others, to learn the role that bystanders play and equip them with the attitudes and skills necessary to be responsible upstanders in both offline and cyber sexual and gender-based violence.

Workshop 1

THE GENDER BOX

⌚ Timing: 50 min

OBJECTIVES

To explore socialized gender roles and how we are tainted by images and believes.

LEARNING OUTCOMES

Reflecting about the way we learn to live in a Gender Box invites us to take a critical look at our daily ways of seeing and interacting. It offers us to pause and think about how we have acquired such a vast, common sense and seemingly natural knowledge about our values, and ourselves and who we seem to be as a man or a woman in all our diversity.

MATERIAL NEEDED

Work Sheet 1.1: Collage of images of men
 Work Sheet 1.2: Collage of images of women
 Work Sheet 1.3: Gender Box Questions
 Work Sheet 1.4: Female Gender Box
 Work Sheet 1.5: Male Gender Box
 Work Sheet 1.6: But it was just a joke
 Flipchart or white board

PREPARATION

You can use the Work Sheets 1.1 & 1.2 with the collage we have prepared or you can go through images from advertising, social media, etc. and collect pictures that are striking in conveying messages about how men and women are 'supposed' to look and behave and make your own collage.

References: Activity adapted from the following resources: <http://www.makeitworkcampaign.org/wp-content/uploads/2016/02/Gender-Box.pdf> Colorado Coalition Against Sexual Assault. (2011). Sexual assault advocacy and crisis line training guide. Denver, CO: Author

RECONNECTING Start-Up Activity

Journey through the body:

Start the workshop with a short re-connecting activity.

1. Before asking them to close their eyes, ask them to put both feet on the ground and the palms on the legs facing down. Feeling the feet, and palms, you ask them to close their eyes, following the curvy shape and feeling the warmth of the eyes.

2. Then you start calling parts of the body you want them to connect to. Give them some space so they can connect to that part (e.g., right knee) and everyone has to concentrate to feel the right knee. In no circumstance they have to move. They have to connect that part of the body and their mind. The instructor has to decide what parts are

relevant and instruct them to connect. It is of great importance that the instructor is in touch with his/her own body while instructing others.

When you have the feeling they have settled deeper into their bodies you can ask them to open their eyes in their own time.

You can ask them how they feel and make a brief reflection round. Just let them share what they discovered. They may feel tired, racy, bored, found it very hard to do, some pain, or they may feel more calm, less anxious or nervous, etc.

Step by step process of the GENDER BOX

STEP ONE:

Introduce the activity by explaining the following:

1. Introduce the activity by explaining them that from the day we are born we are flooded with messages, images, ideals and beliefs of what it means "to be a man" or "to be a woman."

2. Explain to them that you come to this world and you are not 'free' to be who you are, but that you are constantly informed who you have to be. This is what we call the 'Gender Box'.

3. The 'Gender Box' covers every aspect of human life. How you should look like, how you should think, speak, move and act so that you are accepted by societal standards.

4. Ask them to take a moment to think about the different messages that, over the course of their life, have shaped their idea about what is a "real man" or "real woman."

The messages we receive in life come from a variety of different sources: parents, siblings, other family members, friends, teachers, religious leaders, social media and general media (movies, magazines, TV shows, video games, websites, music, etc.), and many more.

5. Point out that it is important to recognize that we are influenced by everything that surrounds us – even when we don't realize it. This is the concept of socialization. Socialization refers to how every one of us learns about others and ourselves in the context of our society. We gain an understanding of ourselves by our perception of everyone else.

6. Socialization happens all around us every day, but being aware of its effects is one way we can change to what degree we are all influenced by it.

7. Explain that this is an interactive exercise that requires participants to be honest about the ways in which society defines us.

STEP TWO:

Interactive Group work on "How to act like a man"

1. You can work with the group as a whole or split the group into smaller, preferably mixed groups of boys/men and girls/women.

2. If you have a projector you can show the collage of Work Sheet 1.1 of the advertising and social media images of men on the screen. We advice to have always printed copies prepared, just in case the electronic devises are not working. In that case you distribute the copies to the groups.

3. Start with looking at what it means to 'act like a man'. Prepare on Flipchart or Whiteboard a 'boy/man box'. Just draw a square and call it 'man box'.

THE MALE GENDER BOX

To be a **real man** society says you need to be:

strong assertive
tough never show in control
 weakness
 or pain
dominant sexually experienced

Interactive Group work on "How to act like a man"

4. Ask them to look at the collage and identify based on the Work Sheet 1.3 'Gender Box Questions' how men are portrayed, their physical appearance, behaviour, etc. Ask them also to share the messages they receive from their family, friends and other people around them.

5. Explain that this exercise seeks to look at stereotypes, not at individual behaviour. How are men 'supposed' to act, what makes them popular and bein 'a real man'?

6. If it's a whole class discussion, then guide the discussion and collect the answers on the flip chart or white board in the 'boy/man box'. If you work with smaller groups give them around 10 minutes to discuss. Once the groups have had time to discuss the activity, ask them to feed back their answers. Write the attributes discussed in the 'boy/man box' on flipchart/whiteboard.

It is really important to point out that the messages women receive regarding their sexuality are very controversial and transmitting a double standard, for example that they have to be "saint" and "loose or slutty" at the same time. Whatever they choose they are criticised.

Key Points for Facilitators:

This box is a metaphor for what it is like to be a man/woman. There are social "walls" and "boundaries" around us that impact how we behave. These walls make sure that men/women act according to the gender roles society has prescribed for them.

Inside the box represents what society says is okay for men/women to be like or how to behave.

We then embody these attributes and qualities that make a 'real man or a real woman' and live as they were our own.

Our body is a walking 'gender box'.

Possible male attributes are:

HOW ARE MEN SUPPOSED TO BE DIFFERENT FROM WOMEN?

- Stronger
- Tougher
- In control

WHAT FEELINGS IS A "REAL MAN" SUPPOSED TO HAVE?

- Confidence
- Superiority
- Anger

HOW DO "REAL MEN" EXPRESS THEIR FEELINGS?

- Yelling
- Fighting
- Silence

HOW ARE "REAL MEN" SUPPOSED TO ACT SEXUALLY?

- Aggressive
- Dominant with women
- In Control

STEP THREE:

Interactive Group work on "How to act like a woman"

1. Now do the same exercise with the 'Female Gender Box' and look at what it means to 'act like a woman'. Prepare on Flipchart or Whiteboard a 'girl/woman box'. Just draw a square and call it 'woman box'.

2. If you have a projector you can show the collage of Work Sheet 1.2 of the advertising and social media images of women on the screen. We advice to have always printed copies prepared, just in case the electronic devises are not working. In that case you distribute the copies to the groups.

THE FEMALE GENDER BOX

To be a **real woman** society says you need to be:

emotional submissive
weak few sexual partners feminine
ask for help nice virgin

3. Ask them to look at the collage and identify based on the Work Sheet 1.3 'Gender Box Questions' how women are portrayed, their physical appearance, behaviour, etc. Ask them also to share the messages they receive from their family, friends and other people around them.

4. Remind them that this is about the expectations of society on women, the stereotypes and not about individual behaviour.

5. If it's a whole class discussion, then guide the discussion and collect the answers on the flip chart or white board in the 'girl/woman box'. If you work with smaller groups give them around 10 minutes to discuss. Once the groups have had time to discuss the activity, ask them to feed back their answers. Write the attributes discussed in the 'girl/woman box' on flipchart/whiteboard.

Possible female attributes are:

HOW ARE WOMEN SUPPOSED TO BE DIFFERENT FROM MEN?

- Nicer,
- Softer, weaker
- More gossip

HOW DO "REAL WOMEN" EXPRESS THEIR FEELINGS?

- Crying
- Screaming
- Hysteria

WHAT FEELINGS IS A "REAL WOMAN" SUPPOSED TO HAVE?

- Fear
- Emotional
- Insecure / Low Self-Esteem

HOW ARE "REAL WOMEN" SUPPOSED TO ACT SEXUALLY?

- Follow the man / Don't sleep around
- Be passive
- Modest or reserved

Reflections & Debrief

Reflect with the whole class about what it means to “act like a man” and to “act like a woman”.

Show them the Boy & Girl video. <https://www.youtube.com/watch?v=CP-CXCSTmU>

You can ask the class the following questions to guide them in their reflections:

- In your experience, how are girls supposed to look and behave? What makes a girl attractive / popular?
- Where do we learn these gender norms?
- When do we begin learning them?
- Who teaches us these norms?
- Do we see these attitudes in our parents?
- What differences do you observe in the way that women and men are expected to behave?
- What if a girl or boy acts in a way that is outside the gender box? What happens to them?
- How are they treated by their families, peers and the community if they look or behave differently than what is ‘expected of them’?
- Alternatively, what happens to people who conform and seem to fit in? What keeps us in the box?

Write all on a Flipchart or Whiteboard.

Show them the Worksheet 1.4 ‘Female Gender Box’ & 1.5 ‘Male Gender Box’ and support them to understand how we are held by punishments and rewards inside the box and how we believe that we are that, because we have embodied it.

- Is there a system of ‘rewards’ and ‘punishments’ in place? How does this system affect the choices we make?
- What do you fear when you go out of the house?
- How many women and men here in this class are inside this box all of the time?
- If a woman stays inside the box does she stay safe? Are women inside the box ever raped or abused by their partners? (Yes) What does that say about the suggestion that women stay inside the box? Does it really bring them safety or power?
- What happens to men, do they avoid being called names or being harassed when they stay inside the box?
- How do these boxes contribute to the existence of domestic and sexual violence?
- Does one box have more power or a stronger position in our society?

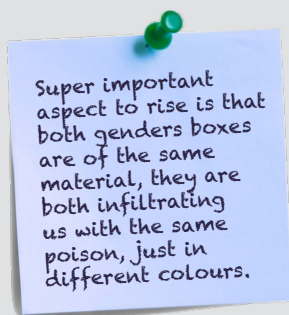
Key Points for Facilitators:

1. Support students to reflect about the images, ideals & beliefs we are imposed by on a daily basis.
2. Discuss the expectations and myths within each gender box and also the contradictions, like women expected to be 'modest' but also provocative and sexually experienced, men's 'natural' sex drive, etc.
3. Discuss also the punishments and rewards that we apply if someone is not conforming to the gender box.

REWARDS: Respect, notoriety, popularity, influence, more opportunities, freedom from abuse etc.

PUNISHMENTS and BELITTling: Bullying, isolation, rumours, discrimination, name calling, physical violence, harassed, abused, ignored, raped, bad reputation, killed, etc.

Punishments are used when men/women step outside the box and act differently than society's behaviour code allows. Those things happen physically and emotionally to people who act in ways that aren't in line with those characteristics listed inside the gender box. They are used to pressure men/women, to keep them "boxed" in.



5. Explain them that name-calling for example is a socializing tactic used to send the message to others that what they are doing or how they are acting is wrong. That way we influence each other about who and how we "should" behave.
6. Reflect with them about what those rewards mean and what they actually communicate to us. What does it mean to be popular if being popular means to submit you to certain behaviours, which can even be self-abusive, etc.?

POSSIBLE TOPICS THE FACILITATOR CAN RAISE IN THE DISCUSSION:

- Men that stay inside the box are generally (though not always) safe from the harassment that occurs outside the box.
- Women who stay inside the box are not "safe" as promised but are raped or abused as often as women outside the box. The only benefit being that they may be believed by society more often than women outside the box.
- Men who leave the box are accused of being "women" or "gay".
- Women who leave the box are constantly questioned and pushed to go back in. Why don't you have children?, You are such a good looking woman, why don't you have a partner? There must be something wrong with you if you cannot find a partner, etc.

The difference between SEX and GENDER:

If needed or asked for by them you can explain the difference between sex & gender to the class:

- **SEX** is the classification of individuals based upon a biological status usually inferred from such traits as chromosomes, hormone levels, genitalia and other physical characteristics.
 - **GENDER** refers to the social attributes and opportunities associated with being male or female, and to the power relationships between different groups of women and men, girls and boys. These attributes, opportunities, and power relationships are established and learned in society and determine what is valued, expected, and allowed for a man and/or woman and are context or time specific and may change.
 - **GENDER ROLES** are a set of behaviors or codes of conduct according to which society expects men and women to behave. They tell us what it means to be a woman or a man and they are reducing and oppressing everyone into roles and behaviors that we more or less adhere to throughout life, but they are by no means what it really means to be a man or a woman.
- These gender codes are very harmful and lead to abusive and violent standardized patterns in our daily interaction. They also create particular confusion, discrimination and exclusion for people who have a non-heterosexual identity.

Workshop Wrap-up

As a final reflection you can distribute the Work-Sheet 1.6 “It was just a joke” and explain that any kind of disrespectful, dismissive or objectifying behaviour is contributing to abuse and violence.

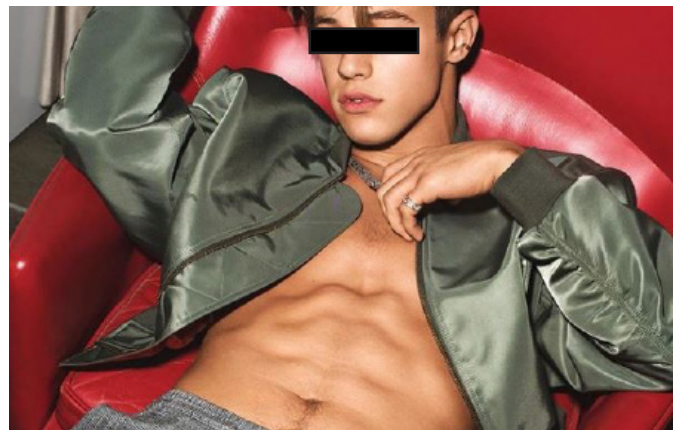
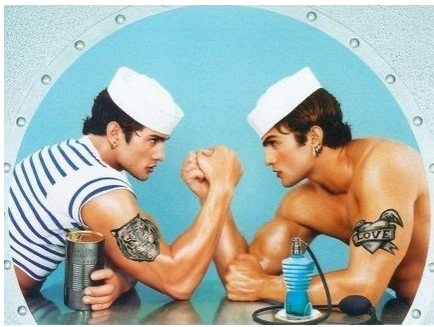
We are all part of a whole and this Oneness has to be respected.

Work-Sheets

Work-Sheet 1.1:

Collage of stereotyped images of men

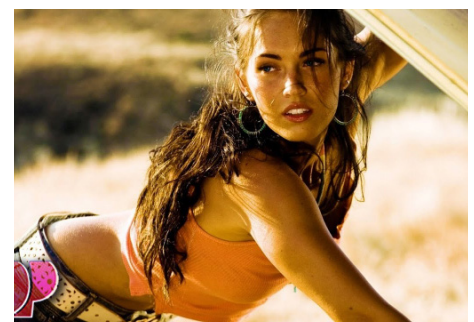
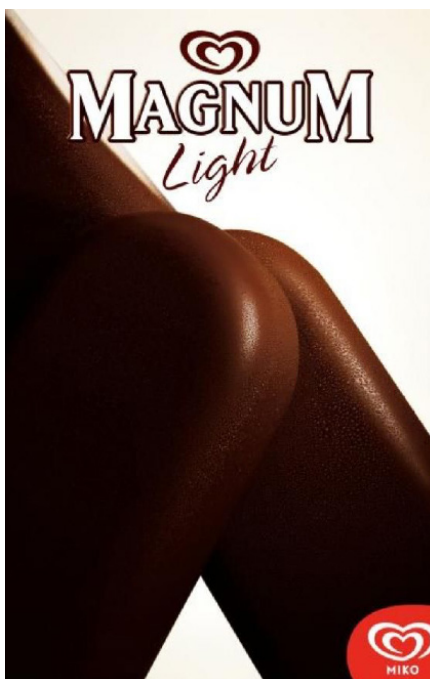
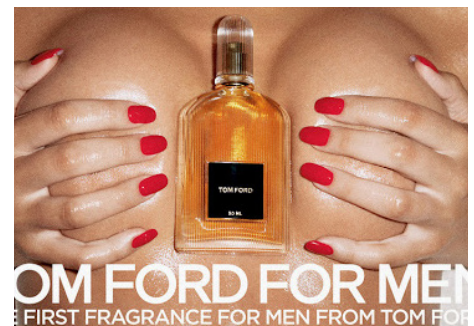
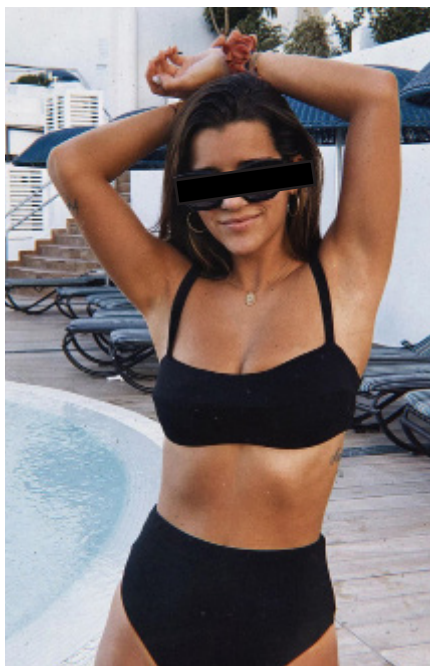
What we see on ads, television, movies and in our "real life" on social media...



Work-Sheet 1.2:

Collage of stereotyped images of women

What we see on ads, television, movies and in our "real life" on social media...



Work-Sheet 1.3:

Gender Box Questions

Please discuss the following questions in your group:

- How are the women/men portrayed in the pictures? Describe their appearance and their physical characteristics.
- What messages do these pictures project about the character of these women/men? How are they supposed to behave? Describe them with adjectives.
- Overall, according to your own experiences and reflecting on what you have heard (from your parents, peers, friends, the media, at school etc.), what different roles do women/men assume in their lives? Are they professionally successful? Do they hold a position of authority? What is their role within their own families?

Answer the following questions:

- What feelings is a “real man” or a “real woman” supposed to have?
- How do “real men” or “real women” express their feelings?
- How are “real men” or “real women” supposed to act sexually?

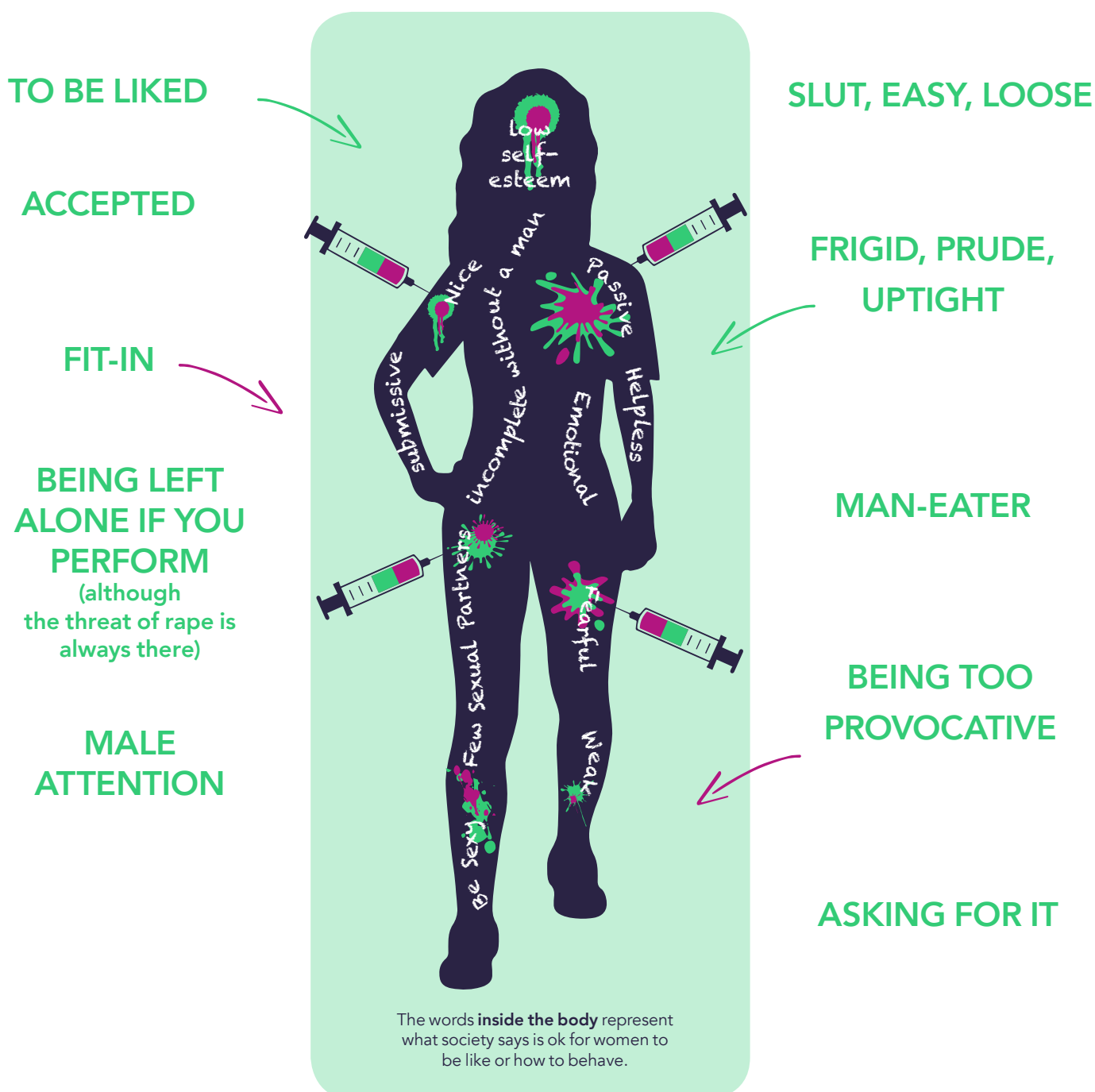
Work-Sheet 1.4:

Female Gender Box

Examples of social **REWARDS** that keep women inside the gender box

Examples of social **PUNISHMENTS** that keep women inside the gender box

A Woman in the "Gender Box"



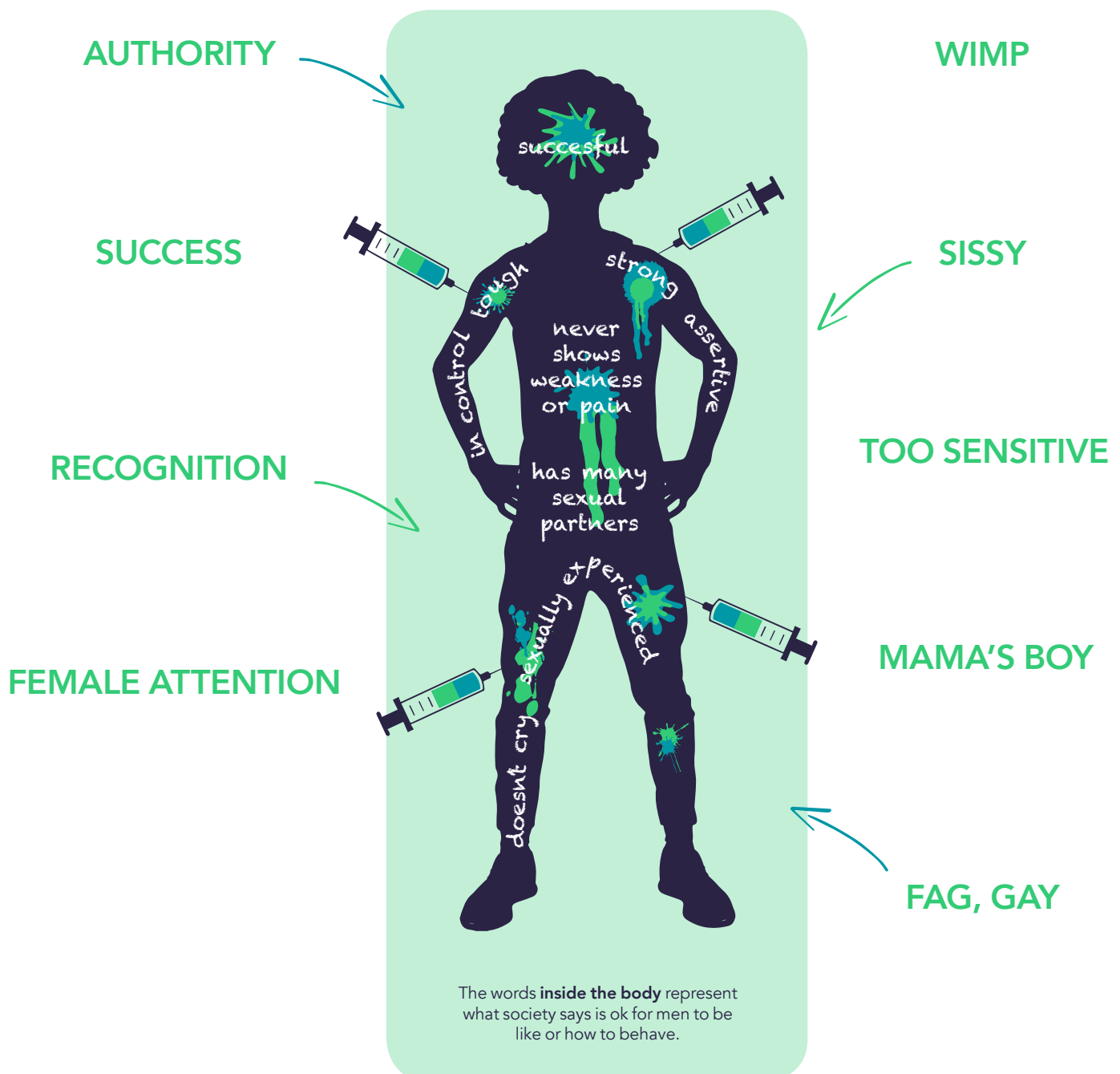
Work-Sheet 1.5:

Male Gender Box

Examples of social **REWARDS** that keep men inside the gender box

Examples of social **PUNISHMENTS** that keep men inside the gender box

A Man in the "Gender Box"



Work-Sheet 1.6:

But it was just a Joke



Workshop 2

SELF-DISCOVERY - The Power to change

⌚ Timing: 50 min

OBJECTIVES

To explore that self-love and self-care are two simple daily things that empower us to live self-responsibly and put us into the driver's seat of our life.

LEARNING OUTCOMES

Everybody can be loving or unloving, it is always a choice! However, we are imposed upon by images, ideals and beliefs, which have become our daily normal diet and we have developed behaviours based on those without being aware of it. We learn these attitudes and behaviours through the stereotypes of what society thinks it means to "act like a man" and to "act like a woman" and we can free ourselves from the restrictions of these boxes/prisons once we see them as unattainable and undesirable goals. Then we can start the process of change.

References: Developed by INDERA

MATERIAL NEEDED

Work Sheet 2.1: 'How gorgeous are you?'
Flipchart or white board

RECONNECTING Start-Up Activity

Breathe your own breath (5 min):

1. Ask them to close their eyes following the curvy shape of the eyes and feeling the warmth of the eyes. Ask them to open and close the eyes a couple of times until they feel that the eye is actually has a curved shape. If you do this the first time, you will realize that we close our eyes as if they were flat.
2. Ask them to focus on their breath. First the in-breath. Ask them to focus on their in-breath and feel a cool breeze on the tip of the nose. Ask them to breathe in gently.
3. Now ask them to focus also on the exhalation and how the air that is leaving the nose is warm. Ask them to also focus on the quality of their out-breath, making it gentle.

4. Then when they have found their rhythm ask them to bring the body along as we inhale and exhale and the body (feeling the lungs and rib cage expanding while you inhale and your chest moving when you let air out, etc.).

Key in this exercise is that they focus on and build a quality of gentleness in the body.

You can ask them how they feel and make a brief reflection round. Just let them share what they discovered. They may feel tired, racy, bored, found it very hard to do it, some pain, etc.

SELF-DISCOVERY Step by step process

STEP ONE:

Introduction to the activity

1. Briefly introduce the workshop and that you are going to reflect with them about what self-love and self-care actually means and why it is so important.
2. Explain to them that everybody can be loving or unloving and that it's always a choice! However, we are imposed upon by images, ideals and beliefs, which have become our daily normal diet. How many men & women do we know who try hard to act like the gender stereotypes, without a second thought? What damage do we do to ourselves and others?
3. Explain that boys are not born to be violent, or have unhealthy attitudes towards girls or among each other. We learn these attitudes and behaviours through the stereotypes of what society thinks it means to "act like a man" and to "act like a woman" and we can free ourselves from the restrictions of these boxes/prisons once we see them as unattainable and undesirable goals.
4. Introduce the activity and share that you are going to discuss different topics with them

STEP TWO:

How do you Feel?

1. Start the workshop with a reflection round where everybody shares how they feel. Each participant should express beginning with 'I feel'. They can express how they feel in general, how they felt in the morning, how they feel right now, etc.
2. If they are having a hard time to start you as the facilitator can start with how you feel and then let the group work anti-clockwise from there. You can also ask them a more direct question, like how do you feel about this class today?
3. When you have finished the round ask them from where they spoke.
 - Did you speak from what you felt in your body?
 - Did you speak from what you thought would be good to say?
 - Did you just say something similar to others?
 - How free did you feel to truly express what you feel?
4. Ask them if they realized that we can speak from our body or from our mind. What is the difference, how does it feel different?

STEP THREE:

Message from the body

1. Ask them how does our body speak to us?
2. Collect all the answers and write them on a flip chart or whiteboard. Possible answers can be:
 - Feeling unwell (headache, stomach ache, etc.)
 - Feeling calm and focused
 - Sweating or feeling cold
 - Heavy Breathing
 - Feeling sluggish and dull
 - Being racy, restless and nervous
 - Being anxious or panicking
 - Hungry, thirsty
 - Tired
 - Feeling emotional, like sad, happy, angry, frustrated, etc.
3. Ask them if they would like to share situations where their body clearly spoke to them and ask them how they reacted or responded to this. Did they feel their body was letting them down? Did they feel that it was a good message?

4. Explain to them, that our body communicates with us all the time, we cannot turn it off, but we can ignore or override it, etc. However, even if we ignore or override our body at some point the body catches up with us and suddenly we become anxious in different situations and we don't know why, we start sweating, we get a dry mouth when we talk, we are nervous or we become harder and harder and push more and more through it.

5. If we live more in harmony with our body, life becomes much more easier as we are not constantly fighting the communication of our very own body. Our body is our internal advisor that guides us in all our actions. Ask them how can we live more from our body?

How can we live with our body as our best friend and not our enemy? (Enemy meaning that we often feel that our body let us down while getting anxious, nervous, sweating, blanking out, etc.)

STEP FOUR:

Defining Self-Love

1. Ask them to look at all the relationships in their life and to share which one is the most important one. When they have shared their most important relationships ask them if it is possible that the most important relationship is the one we have with ourself.

Share with them that 'you are with yourself 24/7, you spend all day and night with you!'

How would it look like if we take care of ourselves 24/7 and how would it look like if we didn't take care of ourselves 24/7?

Ask them how do we take care of ourselves practically?

2. Collect all the answers and write them on a flip chart or whiteboard. Possible answers can be:

- Liking yourself
- Being honest with yourself
- Accepting yourself
- Looking into the mirror and liking yourself
- Not criticising yourself
- Taking care of yourself and treat yourself well
- Eating well and exercising
- Taking care of your body

Defining Self-Love

3. Once all have contributed, you can include aspects that haven't been mentioned and are important, such as self-respect and self-worth and being able to say NO. Ask them what you can say no to from an understanding of taking care of yourself.

4. Collect all the answers and write them on a flip chart or whiteboard. Possible answers can be:

- Say no to doing something you don't feel like doing
- Say no to being pressured into drinking alcohol
- Say no to kissing someone when you don't feel like it
- Saying no to doing someone a favour if you felt obliged to do it
- Say no to self-critique
- Say no to sending nudes

5. When you have collected all the answers talk with them about the fact that being self-loving is knowing your feelings and needs, setting boundaries and listening to how the body communicates with us. Emphasize that this doesn't have to be serious; it can be fun! It's just about making decisions and choices that truly support you!

Making decisions that truly support you is taking care of yourself. It's listening to your body, taking care of what you are feeling and responding to it.

Paying attention to what and how we feel is important. It helps us to have something we can rely upon and say yes or no to. It's your inner compass!

Key Points for Facilitators:

According to the group size, space and time you have, you can make this workshop more interactive.

Gather the class in a circle and ask one person to lie down on a big piece of paper and draw the person's silhouette. Then ask them to cut the silhouette and place it in the middle of the circle. Distribute different coloured sticky notes or different shaped papers participants can use to write down their contributions that provide examples of self-loving acts and stick them on the body figure.

Instead of writing everything down on the flip-chart or whiteboard you then ask participants to share by writing their own comments and sticking them on the body figure.



Reflection, Debrief & Workshop Wrap-Up

- Share with them that in this activity we have reflected on three aspects:
 1. Expressing how you feel and from where you express (body or mind)
 2. The communication or messages of our body
 3. That your first relationship is with yourself and that loving yourself means to take care of yourself
- Now ask them how familiar they are with those three aspects and how much they apply them in their daily life. Possible questions can be:
 1. How self-loving do you feel? Do you apply any of those? Do you think you are self-loving?
 2. What do you feel prevents you from being more self-loving?
 3. Do you listen to your body? What are the messages you mostly listen to?
 4. Is it easy for you to say NO? What are you mostly saying no to?
- End the exercise by distributing Worksheet 2.1 How gorgeous are YOU? Explain what it is about and give them a couple of minutes to circle what they appreciate about themselves and about another person and offer them the opportunity to share these observations with the group.

Work-Sheets

Work-Sheet 2.1:

How gorgeous are YOU?

Do you find it easy to appreciate you? Your beauty, wonder, laugh, smile, the way you care about someone, how your eyes sparkle...

The Gorgeous YOU Challenge ... to everyday appreciate at least 1 thing about yourself and see how this becomes easier and easier until you can appreciate at least 10 things about yourself in a day!

Appreciating and loving ourselves builds a strong foundation for not only an amazing life but also amazing relationships... **you are soooo worth it!**

What do you love about you? Circle as much as you want!

My eyes, the way I care about others, my sense of humour, my smile, my creativity, my sensitivity, my sass, hardworking, independent, my hair, honest, a good friend, my skin completion, my eyebrows, I can be really focused, The way I laugh, respectful, loyal, I'm a good listener, my independence, I'm quirky, practical, the way I dance, my confidence, well organised, friendly, I'm determined, my style, how at ease I am with myself, I'm respectful, I'm motivated, I'm self-aware, I make really good choices, my friends, I'm decisive, ambitious, honest, kind, generous, I'm a leader, I'm brave, I'm goofy, how I am imaginative, I'm humble, that I'm serious, good cook, sporty, open minded, loving, I'm hardworking, I'm reliable, front footing, grateful, I'm wise, I'm cheerful, I'm smart.

Are your qualities not found here? Write down the ones you want to include.

Whether it's a friend or partner, what do you appreciate about others in your life?

Their eyes, the way they care about others, their sense of humour, their smile, their creativity, their sensitivity, their sass, hardworking, independent, their hair, honest, their a really good friend, their skin completion, their eyebrows, how they can be really focused, the way they laugh, that they are respectful, loyal, they're a good listener, their independence, they're quirky, practical, the way they dance, their confidence, they are organised, friendly, determined, they've got good style, how at ease they are with themselves, they're respectful, motivated, they are self-aware, they make really good choices, they are decisive, ambitious, honest, kind, generous, they are a leader, their brave, their goofy, they are imaginative, they're humble, they're serious, they are a good cook, sporty, open minded, loving, they're hardworking, their reliability, front footing, grateful, their wisdom, they are cheerful, they are smart.

Is there something else you love and appreciate about them?

Workshop 3

Equal/Healthy & Abusive Relationships

⌚ Timing: 50 min

OBJECTIVES

To define together with the participants what makes a relationship equal and healthy or unequal and abusive.

LEARNING OUTCOMES

A better understanding of different forms of violence and its effect on the victim of the abuse. A reflection on both our own and our partners' rights in a relationship and learning to define and communicate our expectations and needs from the partner to respect these rights.

MATERIAL NEEDED

Work Sheet 3.1: Stories - Barometer of violence
Work Sheet 3.2: Forms of violence
Work Sheet 3.3: Healthy Relationships - Rights and responsibilities
Flipchart or whiteboard, enough space in the room to move around.

PREPARATION

- Read the related articles in our youth magazine True2YOU regarding intimate partnership violence, different forms of abuse etc.
- Print a copy of worksheet 3.1 for the facilitators and a copy of worksheet 3.2 and 3.3 for every participant.

References: Activity adapted from the following resources: http://nane.hu/wp-content/uploads/2016/03/0308_beszelj_velem_web-1.pdf, NANE Women's Rights Association (2016) Beszélj velem, Gyerekek és fiatalok a párkapcsolati erőszak ellen. Budapest. <http://nane.hu/wp-content/uploads/2016/04/szivdobbanas.pdf>, NANE Women's Rights Association (2016) Szívdobbanás: Párkapcsolat erőszak nélkül. Stuttgart. <https://www.loveisrespect.org/wp-content/uploads/2016/01/Relationship-Rights.pdf> Break the Cycle, National Domestic Violence Hotline. (2017).

RECONNECTING Start-Up Activity

MOVING EMOTIONS - Start the workshop with a short moving and relaxing activity.

1. This exercise aims to practice how to identify and express our emotions. You will need a device to play some music and enough space to allow the participants to move around in the room.

2. Explain that their task will be to keep walking and moving in the room while the music plays, then we will stop the music and read out loud a short everyday situation. Ask them to try to show the emotion they would feel in that situation without making a sound just with their posture and facial expressions and then freeze in that position.

3. Ask them to do some stretching, shake their legs and arms before starting. Start the music and give them 10-15 seconds to move around in the room

then read one of the sentences, you can also make up a situation on your own.

You just missed the bus in the morning.
You got your acceptance letter from the university.
Your phone falls out of your pocket and the screen breaks.
You smash your toe on a doorframe.
You notice a huge spider in the sink.
Your favourite team wins the game.

4. After everyone is frozen, let's ask some of them to name their feelings with a maximum of 2 words.

5. Then start the music again and ask them to start moving again until the next sentence.

To finish up you can have a short discussion with them using the following questions:

How did they feel? How was it to express emotions by moving only? Was it hard to find a word for the emotions?

Equal/Healthy and abusive Relationships

STEP ONE:

Introduction to the activity

1. Introduce the activity by explaining that sometimes it is not so easy to find a definition of what is abuse in a relationship. Where does it start? In what forms does it occur? How do we know that our partner treats us equally, respects us and our needs? We will try to find the answers for these questions.

STEP TWO:

Part 1: Barometer of violence

1. In order to create a conversation about abusive behaviours in a relationship, we will read them the story of different couples. Ask them to imagine a line running through the room, their task will be to find their place in that line according to their opinion on the described relationship.

One end of the line means *'This is a healthy relationship'* the other end means *'This is an abusive relationship'*. At the middle of the line there is also a place for *'I am not sure or I would need more information to decide'*.

After hearing the story everyone should decide individually where to stand on the line.

2. Point out that this exercise is not about choosing the right side, but to talk about this sometimes very heavy topic. We will ask them to share their opinion to learn how they have chosen their place. It's also OK to disagree with others or change our minds during the conversation and move along the line.

3. Read the stories one by one from Worksheet 3.1 In every round ask 2 or 3 people to share their opinion. Try to ask people who are standing far from each other. The following questions can help you to guide the conversation:

- What kind of abusive behavior can you recognize in the story?
- How is it to experience this in a relationship, what consequences can it have?
- (Story 1) Is there a healthy level of jealousy in a relationship? How do you know it is healthy?
- (Story 1) How does technology affect this situation?
- (Story 2) Is it hard to communicate about sex at an early stage of a relationship?
- (Story 2) Would your thoughts be different on this story if we have had changed the sexes?
- (Story 3) How do the different wages or social statuses potentially affect a relationship?
- (Story 3) Is there a specific role for women and men in a relationship?
- (Story 4) Do you think arguments are part of every relationship?
- (Story 4) Do you think it matters what the partners argue about?

STEP THREE:

Part 2: Different forms of violence

1. Ask the group to collect together what types and forms of violence occurred in the stories. What other forms of violence can they think of? Write them on a flipchart paper or whiteboard. What similarities and differences were in the stories?

2. Hand out the worksheet 3.2 and explain that in order to understand the nature of abuse we usually distinguish these 6 forms of violence. Ask them to read the examples and add any other forms of violence we mentioned during the discussion and to match the stories with the types of violence discussed.

Key Points for Facilitators: HARM or ABUSE?

There is a difference between a non-functioning and an abusive relationship. Sometimes it happens, even in a healthy relationship that we hurt our partner. Sometimes we say or do something which hurts the other, because we are tired and frustrated or by the result of a bad pattern carried from childhood. In a healthy relationship these harms are relatively rare and the partners should be able to reflect on their behaviour and have an honest discussion about them. We talk about abuse if the harm continues or increases, exhibits a dominating force, becomes more and more frequent and severe and when the partner who suffers from it has less and less influence and feels more and more powerless.

The signs are:

- Uni-directional - one partner is regularly hurt, tries to control and dominates the other.
- Cyclic: Offenses and beating are followed by apologies, love confessions or false promises. For a while everything seems to be fine, but the violent person in the relationship will get more and more nervous and frustrated and sooner or later the storm breaks out again in the form of additional violent actions.
- Escalation: Forms of violence may combine in relationship, most of the time the abuse does not start with severe physical violence, but other forms of abuse: verbal offenses, control and isolation. After gaining psychological power over the other, the forms of violence may escalate. It works a bit like brainwashing, often people who are frightened and who are convinced to feel incapable, worthless and small are afraid to stand up for themselves and change their situation, no matter how bad it is.

Due to the one-way, escalating and cyclic violence the victim suffers from the following: isolation, solitude, confusion, powerlessness, self-blame, humiliation and fear. These feelings may prevent them from leaving the partner.

Further reasons for staying with a violent partner can be: economical dependence, feeling of love, loyalty and sorrow for the abusive partner, hope, denial, sense of duty and belief in strict gender roles.

WHO CAN BE A VICTIM AND PERPETRATOR?

Partnership violence is not a personal, but a social problem.

Victims of violence usually believe that their case is unique, however it is a social-wide issue and it is rooted in traditional gender roles and social inequality between men and women.

STEP FOUR:

Part 3. My rights in an equality-based, healthy relationship:

1. Hand out the worksheet 3.3 and ask them to read the list of rights everyone should have in an equal and healthy relationship.
2. Divide them in 8 pairs or groups of 3 people and ask them to rank together these rights from (1) most important to (8) the least important one by writing numbers next to the statements. Mention that we know this is not an easy task and it is completely OK to disagree or struggle to make the ranking.
3. Ask the first pair to share which right they think is the most important one. Then ask them to come up with a few thoughts on what this right means for the other person in the relationship. Can they give an example of how they should act in order to respect this right and what they should or shouldn't do?
4. Then ask the next pair to continue with the right they ranked the most important. If that right has been mentioned before, ask them to skip to the next one in the list.

Key Points for Facilitators:

- There are no secret recipes for a healthy relationship as each person and every relationship is different. But it is possible to see if the relationship is based on equality, without presence of violence. If a relationship - either professional, familial or romantic - is based on equality, free from violence, it should provide security, and inner conflicts will be effectively resolved.
- In an ideal relationship, partners work to resolve potential tensions and prevent arguments while spending time together and daily tasks bringing joy and fulfilment to both parties.
- If you experience that your partner questions facts as well as your rights and feelings, mocks or ignores your requests and needs, it is almost certain that the relationship shouldn't be maintained.

Workshop Wrap-up

Ask the participant to briefly answer the following questions:

- How do you feel now? Try to name a feeling, not a thought or opinion.
- What is one thing you would highlight from the workshop? Something you have learned or something that was the most surprising information, something that you took away with you from this session.

Work-Sheets

Work-Sheet 3.1:

Stories – Barometer of Violence

STORY 1

Eric and Sara are together for 5 months now. Whenever Sara wants to go out with her friends without him, Eric becomes very jealous. He wants to know who will be there, where does she go and when she comes home. During the night he keeps texting and calling her. Last time when she didn't respond for hours and her phone was switched off, he made a big scene the next afternoon, calling her a whore and squeezing her arm.

STORY 2

Kathy and Louis are dating for a couple of weeks now. Kathy is Louis's first girlfriend. Kathy really wants to sleep with him, but Louis says he wants to wait some more time. She is threatening him to break up if they don't have sex very soon.

STORY 3

After finishing high school Flora moved to the UK to be with her boyfriend, Pete. In the first months she feels lonely in the city where she doesn't know anyone. Flora plans to apply for a training program to study IT and web development so she could work remotely. Pete thinks this is not a great idea as he is making enough money for both and there is no point in spending money on training and specifically not if they will have a baby soon, and then, Flora will have no time to work anyway.

STORY 4

Anette and Frank are together for 5 years now, they are living together. During the first few years they have never argued but lately they fight over everything and their relationship is very tense. Sometimes after the fights Frank is not talking to Anette for days; he acts like she is invisible.

https://www.breakthecycle.org/sites/default/files/Types%20of%20Abuse%20Final_0.png

Any action that impacts a person's ability to control their sexual activity or the circumstances in which sexual activity occurs, including restricting access to birth control or condoms. ,

DIGITAL AND CYBER VIOLENCE

The use of technology such as texting and social networking to bully, harass, stalk or intimidate a partner. Often this behavior is a form of verbal or emotional abuse perpetrated through technology.

..... , , ,

ISOLATION

A form of manipulation or way of restriction to limit the partner's social interactions with family, friends, closure of the partnership.

..... , ,

REMEMBER, THERE ARE MANY TYPES OF ABUSE. EACH FORM OF ABUSE IS UNACCEPTABLE AND VERY PAINFUL AND DISTRESSING FOR THE PERSON WHO IS EXPERIENCING IT. ABUSE IS USUALLY GETTING MORE AND MORE SERIOUS WITH TIME. NO ONE DESERVES TO EXPERIENCE ANY FORM OF VIOLENCE OR ABUSE!

Work-Sheet 3.3:

Healthy Relationships: Rights and Duties

You have rights in your relationship. Everyone does, and those rights can help you set boundaries that should be respected by both partners in a healthy relationship.

- ☐ You have the right to privacy, both online and offline.
- ☐ You have the right to feel safe and respected.
- ☐ You have the right to decide who you want to date or not date.
- ☐ You have the right to choose when/if you have sex and who you have sex with.
- ☐ You have the right to say no at any time (to sex, to drugs or alcohol, to a relationship), even if you've said yes before.
- ☐ You have the right to hang out with your friends and family and do things you enjoy, without your partner controlling things.
- ☐ You have the right to end a relationship that isn't right or healthy for you.
- ☐ You have the right to live free from violence and abuse.

Workshop 4

ROMANTIC LOVE - A recipe for abuse and control?

⌚ Timing: 45 min

OBJECTIVES

- To speak about the warning signs of an abusive relationship.
- To raise awareness about how romantic myths that we learn through socialization are normalizing abusive relationships and possible warning signs for abusive relationships.

LEARNING OUTCOMES

Reflecting on what society treats as romantic love often involves controlling behaviours and fits with the warning signs of an abusive relationship. To think about what we call love and romance and to give the possibility to think about these concepts in new perspectives.

MATERIAL NEEDED

Work Sheet 4.1: Stories - 'The prince on a white horse'
 Work Sheet 4.2: Warning signs of an abusive relationship
 Flipchart or whiteboard, enough space in the room to move around.

PREPARATION

Print out 'The prince on a white horse' text for every participant and the warning signs of an abusive relationship for the number of groups with which you aim to work based on the number of the participants of the workshop (one group should involve 4-5 person).

RECONNECTING Start-Up Activity

Breathe your own breath (5 min):

1. Ask them to close their eyes following the curvy shape of the eyes and feeling the warmth of the eyes. Ask them to open and close the eyes a couple of times until they feel that the eye is actually has a curved shape. If you do this the first time, you will realize that we close our eyes as if they were flat.
2. Ask them to focus on their breath. First the in-breath. Ask them to focus on their in-breath and feel a cool breeze on the tip of the nose. Ask them to breathe in gently.
3. Now ask them to focus also on the exhalation and how the air that is leaving the nose is warm. Ask them to also focus on the quality of their out-breath, making it gentle.

4. Then when they have found their rhythm ask them to bring the body along as we inhale and exhale and the body (feeling the lungs and rib cage expanding while you inhale and your chest moving when you let air out, etc.).

Key in this exercise is that they focus on and build a quality of gentleness in the body.

You can ask them how they feel and make a brief reflection round. Just let them share what they discovered. They may feel tired, racy, bored, found it very hard to do it, some pain, etc.

ROMANTIC LOVE a recipe for abuse and control?

STEP ONE:

Introduction to the activity

Ask the participants to brainstorm about what is coming in their mind if they hear the word romance, what we call and what society treats as romantic acts.

- collect their ideas on a flipchart.
- while you're collecting the examples ask them, why they think these kinds of acts and behaviours are romantic.

STEP TWO:

The Prince on a White horse

After the brainstorm has finished, hand out the text of 'The prince on a white horse' to every participant. Ask one participant to read out loud the dialogue of Tom and another, to read out loud the feelings of Luisa.

Ask the participants to form smaller groups and discuss the following questions together:

- What do they think about how this story ends?
- What do they think about Tom's behavior?
- What do they think about Luisa's feelings?

- What would they feel if they would be in Luisa's place?
- Was it a romantic story?
- Do they think it is acceptable to have that kind of expectation from one another in a romantic relationship?

Ask every group to share their discussed answers for the questions.

Key Points for Facilitators:

The story of **“The prince on a white horse”** shows the manipulative tactics of abusers built up on the romantic ideas of society, and aims to gain power over another and to isolate another from their other relationships, which also contributes to gaining exclusive power over another.

Society has ideas from romance as **“love at first sight”** or if somebody wants to spend every spare moment with you it is very romantic, and you should be grateful for it. Even though at the beginning of a relationship it can be normal if someone wants to be constantly with the other, it is always important to give space to the other and to be happy that there are several people who want to spend time with her/him and there are other people who like her/him. As well as it can happen that someone likes someone very much at first sight, you can't truly like or love someone until you truly know her/him. It is important to know someone before we make a commitment.

During the exercise it is important to reflect on what could be Tom's aims with his behaviour and why Luisa has these feelings as reactions to it, as well as to highlight the fact that everyone has their previous histories and it happens sometimes, for example, that we are jealous. What is important is how we are dealing with these kinds of feelings and to determine if we use these to control another or are trying to deal with it in a constructive way, by not hurting other people's boundaries or fundamental rights.

STEP THREE:

Romantic myths and warning signs of an abusive

After every group shared their answers, hand out to them the warning signs of an abusive relationship and ask them:

- to collect which of them have appeared in the previous story and how they can be related to romantic expectations of society?

- to collect examples for some of the warning signs and put it in a romantic frame

When the groups are ready, ask them to read out loud the examples which they have collected.

Key Points for Facilitators:

You can help the groups with some example as:

- Mood swings – Love is always stormy, if you are really in love, you make unpredictable things in a relationship.
- Isolation - If someone really is in love, it is normal if he/she can't stand if the other doesn't want to spend every spare time with him/her.

Reflections & Debrief

When they are done with sharing the examples which they collected, speak about the exercise with the participant through the following questions:

- What do you think, why do we think these behaviors are romantic?
- Do we expect the same behaviors from boys and girls in a romantic relationship?
- Are there any behaviors from which they thought were romantic, that they now feel are not in this category?
- Brainstorm about behaviours and acts in intimate relationships which can be really nice and romantic but not attached to controlling behaviours.

Key Points for Facilitators:

It is important to highlight that what is framed as romance in society is really attached to “gender boxes” that society has assigned to males and females. For example:

- Boys have to be the initiator and girls have to wait until a boy asks them out
- Boys have to be vindictive in a relationship and girls have to be meek







You can bring examples from Disney cartoons (Beauty and the Beast, Sleeping beauty) on what pictures they infer about romance and romantic relationships and about gender roles.

It is also important to find together acts and behaviours in intimate relationships which can be really nice and romantic but not attached to controlling and abusive behaviours. It can give tools to youngsters about how they are able to be romantic without being oppressive.

Work-Sheets

Work-Sheet 4.1:

The Prince on a White Horse

<p>TOM</p> 	<p>You are beautiful! I love your style. You have the coolest personality. I never met anyone who was as charismatic as you are.</p>	<p>I feel really good, no one ever said things like this to me before.</p>	<p>LUISA'S FEELING</p> 
<p>TOM</p> 	<p>You know, I never felt anyone that close to myself. You are the only one who I really trust, with whom I can share every problem of mine and who is really able to help to deal with my problems. I love being with you, I love you so much.</p>	<p>I'm so important to him and I also feel really safe when I'm with Tom.</p>	<p>LUISA'S FEELING</p> 
<p>TOM</p> 	<p>I feel as if I have found my other half. I'm sure that we were born to be with each other. Do you also have these feelings, that we don't need anyone else just each other?</p>	<p>Every minute that I'm not spending with Tom is a waste of time. Nobody ever had these kinds of feelings for me.</p>	<p>LUISA'S FEELING</p> 

TOM



You know, you are very sexy. Don't you think that this skirt is a bit too much? I'm so worried about you. I think it would be much safer, if you would change to something less provoking.

I'm really in love with Tom. I can do this little thing for him if this is what is bothering him. From now on I will pay more attention to what I wear. It should be okay with him as well.

LUISA'S
FEELING

TOM



You spend so much time with your friends. I can't understand. Until now, we were so happy together. I'm not enough for you anymore? I think they have a bad effect on you. You are always so grumpy after you are with them.

I want to be kind with Tom. He is so into me and he always wants the best for me. He always says that I'm so grumpy after meeting with my friends. I don't want to cause bad feelings in him. Maybe he is true, they have a bad effect on me, I will pay attention and spend less time with them.

LUISA'S
FEELING

Work-Sheet 4.2:

Warning Signs of an Abusive Relationship

WARNING SIGNS OF AN ABUSIVE RELATIONSHIP

- Checking your cell phone or email without permission
- Constantly putting you down
- Extreme jealousy
- Explosive temper
- Isolating you from family or friends
- Blames you for everything
- Mood swings
- Physically hurting you in any way
- Possessiveness
- Telling you what to do
- Pressuring or forcing you to have sex



Workshop 5

Online control & violence in a partner relationship

⌚ Timing: 90 min

OBJECTIVES

To raise awareness about online forms of control and violence in a youth partner relationship and encourage youth to show support to survivors.

LEARNING OUTCOMES

- Knowledge of possible online manifestations of control and violence in a youth partner relationship and sources of support in such cases.
- Development of critical attitude towards such behaviour.
- Development of understanding of survivors' needs encouraging standing up to control/violence in a partner relationship.

MATERIAL NEEDED

Work Sheet 5.1: Situation 1
Work Sheet 5.2: Situation 2
Work Sheet 5.3: Situation 3
Work Sheet 5.4: Types of online violence – term and definition matching
Work Sheet 5.5: Blank message bubbles
Flipchart or white board, markers, sticky tape, blank paper sheets, post-it notes, scissors.

PREPARATION

Print 1 copy of worksheets 5.1-3 each, print copies of worksheet 5.4 (cut out and mix) and print enough copies of worksheet 5.5 so that each group member has at least one message bubble. Copies have to be made depending on the number of participants.

References: Activity adapted from the following resources: Mogu da neću – Ljubav nije nasilje Program radionica za mlade (Engl. Program for workshops with youth) Autonomous Women's Center, Love is respect (loveisrespect.org) Healthy Relationship – High School Educators Toolkit <https://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf>

RECONNECTING Start-Up Activity

This is me, this is my move

Start the workshop with a short introduction-through-movement activity.

1. Ask participants to stand in a circle. Ask them to say their name and perform a quick movement (this can be a specific facial expression, a turn, raising their hand or arm, a clap, a jump, a combination of movements, etc. After the first person has said their name and made their movement, the next one repeats the name and movement and adds their own name and movement. This continues until everyone has introduced themselves.

2. As the activity progresses, the facilitator and group members help participants to complete the task.

After completing the activity ask participants if it was difficult for them, and who they think had the most interesting move. Ask participants to give themselves a round of applause for their work.

Online control & violence in a relationship

Step by step process

STEP ONE:

Introduction to the activity

1. Introduce the activity by stating that the workshop is about how we communicate online, especially with a person we're in a relationship with, that it can have good and bad sides and discuss the following questions with participants (introduce questions one by one, either orally or written on a flipchart) and take about 10 minutes to discuss the following questions with them:

- Do you consider the majority of people on your social networks true friends or people that you know well?
- Have you ever posted an image of other people online without their consent?
- Have you ever received a message or image that you have found upsetting?
- Would you tell someone if you received an unwanted message or image?

STEP TWO:

Interactive Group work on "Situations of online control and violence"

1. Split the group into 3 smaller mixed groups of boys and girls.

2. Distribute one copy of worksheet 5.1 to group one, one copy of worksheet 5.2 to group two and one copy of worksheet 5.3 to the group three. Ask participants to read the description of the different situations and answer the accompanying questions. Give them 10 minutes to do this.

3. Ask a representative of each group to present their group's situation and main points of their discussions, especially what they mostly agreed on as a group or where there were most differences in opinions (each should have about 5 minutes to do this). After each group member has presented their situation and conclusions of their group, ask the rest of the participants to share their comments or ask questions.

4. After all groups have presented, continue the

discussion (for about 10 minutes) with all participants together by asking the following questions:

- Is it okay if someone who you're dating shares photos of you without you knowing? Why/Why not?
- What do you think about the person threatening to share photos unless the girl has sex with him? Why do you think they're doing this?
- Is it okay for someone's partner to say what they should or shouldn't do on their social networks?
- Is it the victim's fault if they experience such behaviour?
- Do you think someone should send nudes of themselves, just because everyone else is doing it?

Conclude by explaining that all three situations represent negative and harmful behaviour in online space. Explain that anyone can become a victim of such behaviour and that these are all signs of control and abuse in a relationship.

Interactive Group work on "Situations of online control and violence"

Highlight that no one should be made to do anything in online space that they don't feel comfortable with. Highlight that even though it is occurring in online space it leaves real consequences for persons involved. Explain that in such situations it is good not to stay silent, because this helps the harmful behaviour to go on, and it is also useful to talk to an adult or school representative.

Short break if participants need it

Take five minutes to be used as a bathroom break, but also to do some stretching or a quick breathing exercise.

STEP THREE:

Interactive Group work: Definition matching

1. Explain that the previously discussed situations depict different forms of online control and violence in a relationship and that there are other forms of online violence. Explain that participants will learn different types of online violence by matching specific terms with their definition.

2. Ask students to go back to their smaller groups and hand out Worksheet 5.4 with the terms and definitions to each group. Give them 5-10 minutes to complete the task. Ask members of different groups to read out the terms and definitions as the facilitator writes the terms on the board or flipchart. Ask them to state what types of negative online behaviour occurred in the previously discussed 3 situations.

3. Continue the discussion:

- Ask participants whether they think online violence is dangerous or not and why.
- Ask what could be the possible consequences of different types of online violence?
- Ask if they think such violence affects girls and boys differently and why.
- Ask who they would turn to if they were exposed to online violence.

STEP FOUR:

Individual work on "Message to survivor of online violence"

1. Ask workshop participants what they would say to someone being violent or controlling online. Ask participants what they would say to someone being exposed to violence or control.

2. Ask workshop participants to think of a message they would send to the person exposed to online control and violent behaviour. Ask them to imagine what they would say, for example, to a friend experiencing this. Hand out the Worksheet 5.5 with the blank speech bubbles and give participants 5 minutes to complete their messages.

Individual work on "Message to survivor of online violence"

3. Once participants have finished, they can stick their messages up on the board or flipchart paper.

4. The facilitator reads some of the messages, particularly highlighting that it is not the victims fault and that expressing support is helping to show the person is not alone and can encourage them to seek further support, also it shows that we as bystanders are showing that this behaviour is not acceptable.

Key Points for Facilitators:

To fit implementation with class length (45 minutes), you can do steps one and two during one class, and steps three and four during another class. During the implementation of the activity it is important to highlight the following and return to these, especially in cases of stereotypical gender role views, victim blaming, etc.:

- It is not the victims fault if they suffer violence;
- The perpetrator is responsible for the violence (always has a choice not to be violent);
- Both girls and boys are exposed to online violence, but experience more severe forms (e.g. sexual harassment);
- Effects can be severe, and can affect people mentally and physically, due to the social context they can be more severe for girls (e.g. implications of nude photos being; shared for boys and girls);
- Keeping offline or keeping silent about the problem is not a solution, it helps to talk to an adult and there are specialized organizations dealing with this issue, as well;

stalk or intimidate a partner. This behavior is a form of verbal or emotional abuse perpetrated *online*.

Sexting: Even if you trust that your partner will be the only one to ever see the pictures, you can never guarantee that they won't end up on someone else's phone or online. Seriously consider playing it safe and making a policy of not sending and instantly deleting inappropriate photos. The same goes for webcams and instant messaging, too. Remember you never have to do anything you aren't comfortable with, no matter how much your partner pressures you. Sexting can also have legal consequences. Any nude photos or video of someone under 18 could be considered child pornography, which is always illegal. Even if whomever sent the image did so willingly, the recipient can still get in a lot of trouble.

You may be experiencing digital abuse if your partner:

- Tells you who you can or can't be friends with on Facebook and other sites.
- Sends you negative, insulting or even threatening emails, Facebook messages, tweets, DMs or other messages online.
- Uses sites like Facebook, Twitter, Foursquare and others to keep constant tabs on you.

ADDITIONAL INFORMATION THAT CAN BE SHARED/DISCUSSED WITH PARTICIPANTS

General information about online control & violence in a partner relationship (source: www.loveisrespect.org)

Digital dating abuse is the use of technologies such as texting and social networking to bully, harass,

- Puts you down in their status updates.
- Sends you unwanted, explicit pictures and/or demands you send some in return.
- Pressures you to send explicit video or sexts.
- Steals or insists on being given your passwords.
- Constantly texts you and makes you feel like you can't be separated from your phone for fear that you will be punished.
- Looks through your phone frequently, checks up on your pictures, texts and outgoing calls.
- Tags you unkindly in pictures on Instagram, Tumblr, etc.
- Uses any kind of technology (such as spyware or GPS in a car or on a phone) to monitor you.

WARNING SIGNS OF DATING ABUSE SEE WORKSHOP 4, WORKSHEET 4.2.

Setting boundaries in online communication in a relationship:

- It is okay to turn off your phone. You have the right to be alone and spend time with friends and family without your partner getting angry.
- You do not have to text any pictures or statements that you are uncomfortable sending, especially nude or partially nude photos.
- You lose control of any electronic message once your partner receives it. They may forward it, so don't send anything you fear could be seen by others.
- You do not have to share your passwords with anyone.
- Know your privacy settings. Social networks such as Facebook allow the user to control how their information is shared and who has access to it. These are often customizable and are found in the privacy section of the site. Remember, registering for some applications (apps) requires you to change your privacy settings.
- Be mindful when using check-ins like Facebook Places and Foursquare. Letting an abusive partner know where you are could be dangerous. Also, always ask your friends if it's okay for you to check them in. You never know if they are trying to keep their location secret.

How to help a friend:

- Don't be afraid to reach out to a friend who you think needs help. Tell them you're concerned for their safety and want to help.
- Be supportive and listen patiently. Acknowledge their feelings and be respectful of their decisions.
- Help your friend recognize that the abuse is not "normal" and is NOT their fault.
- Everyone deserves a healthy, nonviolent relationship.
- Focus on your friend, not the abusive partner. Even if your friend stays with their partner, it's important they still feel comfortable talking to you about it.
- Connect your friend to resources in their community that can give them information and guidance.
- If they break up with the abusive partner, continue to be supportive after the relationship is over.
- Don't contact their abuser or publicly post negative things about them online. It'll only worsen the situation for your friend.
- Even when you feel like there's nothing you can do, don't forget that by being supportive and caring, you're already doing a lot.

Workshop Wrap-up

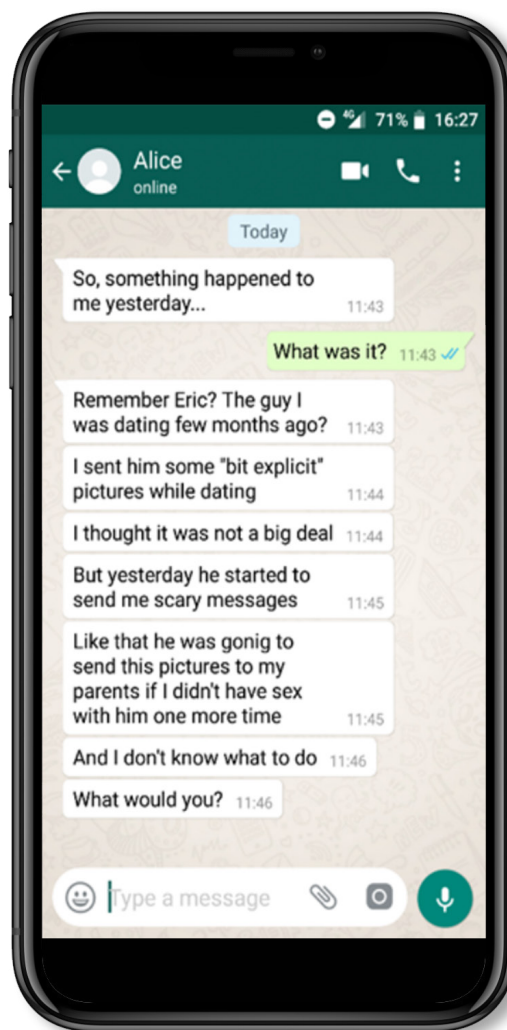
As a final step you can invite workshop participants to visit the project webpage and use the youth magazine to learn more about standing up to online control and violence in partner relationships.

Work-Sheets

Work-Sheet 5.1:

Situation 1

Read the chat and discuss the questions.

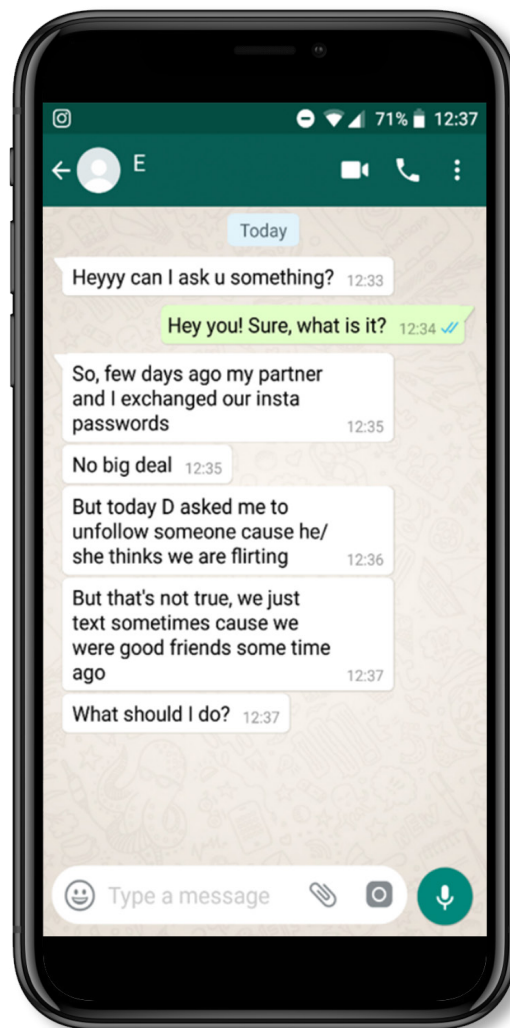


-
- Is this behavior acceptable?
 - How do you think Alice feels?
 - What would be your advice to Alice?
 - Do you think this is a realistic situation?
 - Who can help and how in such a situation?

Work-Sheet 5.2:

Situation 2

Read the chat and discuss the questions.

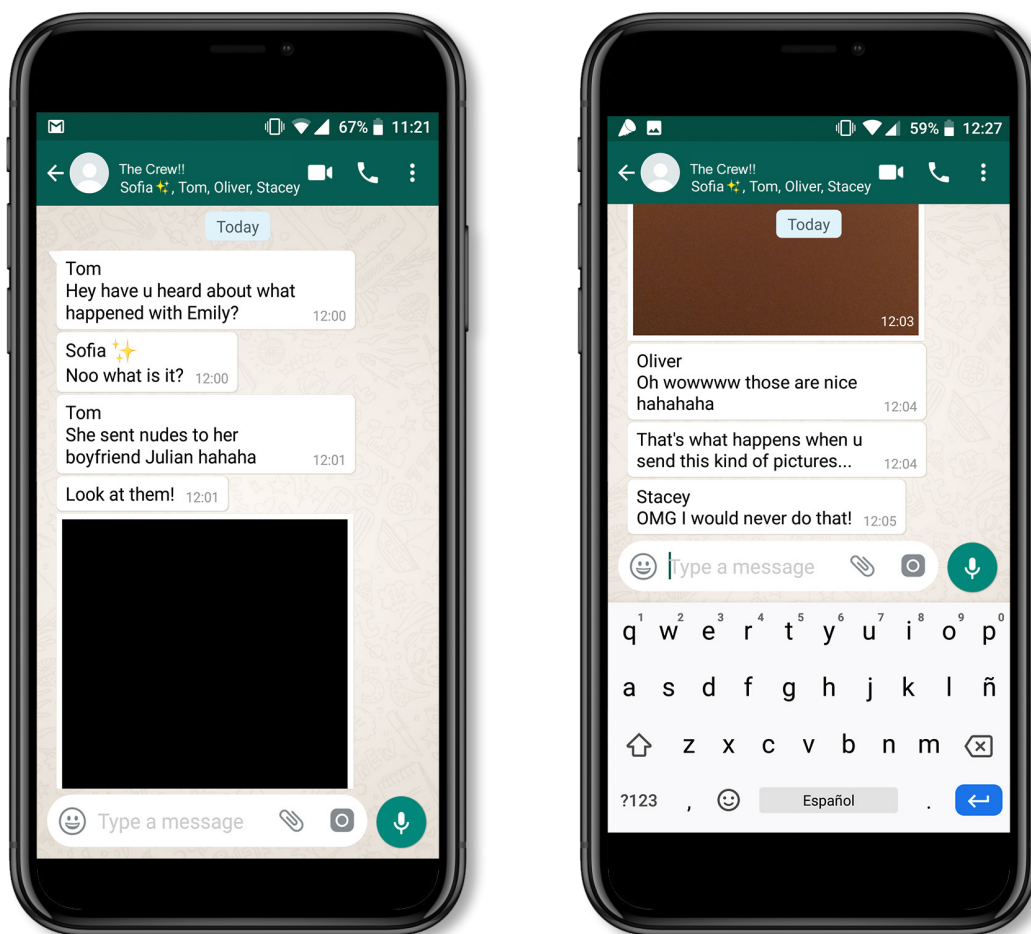


-
- Is this behavior acceptable?
 - How do you think this person feels?
 - What would be your advice?
 - Is this a realistic situation?
 - Who can help and how in such a situation?

Work-Sheet 5.3:

Situation 3

Read the chat and discuss the questions.



- Is this behavior acceptable?
- How do you think this person feels?
- What would be your advice to the group members?
- Is this a realistic situation?
- Who can help and how in such a situation?

Work-Sheet 5.4:

Online violence term and definition matching¹¹

CYBERBULLYING

Repeated behaviour using textual or graphical content with the aim of frightening and undermining someone's self-esteem or reputation.

CYBERSTALKING

Spying, fixating or compiling information about somebody online and trying to communicate with them against their will. The tactic is often used as an extension of intimate partner violence.

ONLINE SEXUAL HARASSMENT

Can involve 1) unwanted offensive sexually explicit emails or SMS messages; 2) inappropriate offensive advances on social networking websites such as Facebook, or in internet chat rooms.

ONLINE DATING ABUSE

Use of technologies such as texting and social networking to bully, harass, stalk or intimidate a partner. Often this behavior is a form of verbal or emotional abuse perpetrated online.

DOXXING

Researching/manipulating and publishing private information about an individual, without their consent as to expose, shame and sometimes access and target the person in "real life" for harassment or other types of abuse.

REVENGE PORN

Type of behaviour consisting of accessing, using, disseminating private graphical or video content without consent or knowledge, content sent by means of 'sexting' can also be shared without consent.

¹¹ Source: European Parliament Study - Cyber violence and hate speech online against women:
[https://www.europarl.europa.eu/RegData/etudes/STUD/2018/604979/IPOL_STU\(2018\)604979_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2018/604979/IPOL_STU(2018)604979_EN.pdf)

Work-Sheet 5.5:

Blank speech bubbles



Workshop 6

The importance of setting our own and respecting others' boundaries

⌚ Timing: 45 min

OBJECTIVES

To explore our own and boundaries of other people and learn the importance of them.

LEARNING OUTCOMES

With this exercise participants will have the opportunity to use the safe place of the workshop to reflect on both their own physical boundaries (where are they, how are we setting them and to whom) and boundaries of other people (how to recognize them and respect them). The exercise is based on activity of setting physical boundaries, but the discussion also involves reflection on psychological and sexual boundaries in any kind of communication and relationship.

MATERIAL NEEDED

No materials needed, but it is important to have a room where the group can be divided into two smaller groups standing opposite to one another and walk towards one another, and sit in a circle.

RECONNECTING Start-Up Activity

Breathe your own breath (5 min):

1. Ask them to close their eyes following the curvy shape of the eyes and feeling the warmth of the eyes. Ask them to open and close the eyes a couple of times until they feel that the eye is actually has a curved shape. If you do this the first time, you will realize that we close our eyes as if they were flat.
2. Ask them to focus on their breath. First the in-breath. Ask them to focus on their in-breath and feel a cool breeze on the tip of the nose. Ask them to breathe in gently.
3. Now ask them to focus also on the exhalation and how the air that is leaving the nose is warm. Ask them to also focus on the quality of their out-breath, making it gentle.

4. Then when they have found their rhythm ask them to bring the body along as we inhale and exhale and the body (feeling the lungs and rib cage expanding while you inhale and your chest moving when you let air out, etc.).

Key in this exercise is that they focus on and build a quality of gentleness in the body.

You can ask them how they feel and make a brief reflection round. Just let them share what they discovered. They may feel tired, racy, bored, found it very hard to do it, some pain, etc.

SETTING BOUNDARIES

Step by Step process

STEP ONE:

Introduction to the activity

1. Introduce the activity by explaining that the topic of personal boundaries, our own and of the other persons we communicate with, is something that we usually don't have where to learn or talk about. Provide participants with the definition of psychological boundary – that this is a term that describes the experience of emotional, physical, sexual, spiritual space between us and other people.
2. Explain to the participants that in any kind of communication or relationship, personal boundaries are of great importance, as they protect our space and time, our privacy, our desires, comfort and our wellbeing.
3. Personal boundaries are important as a way of preventing violence from happening, as when we know our boundaries and we set them strongly, it will be harder to break them. But, strong personal boundaries don't guarantee that violence won't happen, as violence is coming with the intention to break them. In that sense, violence is always a gross violation of personal boundaries and it takes time and work to bring them back.
4. Remind the participants again that we are not taught about boundaries, so it is important to know that we are not always good at setting the boundaries, especially when we are girls who are still often raised with the messages like "smile", "you can't say no to me" or "let the aunt kiss you if she wants" (remind the participants of the exercise on gender roles). These are the messages that our parents and other adults usually told us with good intention, but without knowing how they would reflect to our boundaries and protective mechanisms that we have to develop such as the phrase 'boys will be boys', which is used to excuse abusive behavior that is not truly inherent with boys. At the same time, we are also not always good at respecting other people's boundaries – with or without the harmful intention.
5. This is why we are dedicating this exercise to reflect on boundaries and their importance for any interpersonal communication, and especially with people close to us (like our parents) and within an intimate partner relationship.
6. Explain that this is an interactive exercise that requires participants to be focused and participative.

STEP TWO:

Interactive Group work

1. Divide the participants into pairs (pairs can be made according to who they know best or who they know the least – but keep in mind the way the pairs were made for the discussion after the exercise).
2. Arrange them around the room in two groups so that each participant stands opposite to her pair with a distance of at least 2 meters, and each of these two groups stand in the same line.

Interactive Group work

3. Determine one group that will stand still on its line during the first part of the exercise (this group is setting boundaries), while the participants of the second group will at the same time take light steps towards them (this group is moving according to the boundaries their pairs have set).

4. Explain to the first group that they will be standing still while their pair is approaching them. When they want or when they feel uncomfortable, they can decide to set the boundary for their pair. The instruction for them is to make a comfortable position and to try to focus on themselves and listen to themselves. a distance of at least 2 meters, and each of these two groups stand in the same line. When they want or when they feel uncomfortable, they can decide to set the boundary for their pair. The instruction for them is to make a comfortable position and to try to focus on themselves and listen to themselves.

5. Explain to the second group that they will be approaching their pairs slowly, step by step. They should be focused on their pair and listening when the boundaries are set. When they are set, they should stop walking and stay in that place until further instructions are given.

6. Explain to all participants that the first way of setting boundaries will be by **hand** (movement, waving, extending a fist or an open palm), the second way is with **voice** (saying 'no', 'stop', 'enough', 'don't come closer'...), and the third is with **eyes/the look**. This means that the person from the first group should set the boundary with her hand when she wishes, and her pair from the second group should follow the 'order' and stop. Tell them that it is of great importance that everyone is silent during this exercise, as both groups have a task and have to be focused on it.

7. Check if everybody is clear with the instruction. When the facilitator says 'go' the second group starts walking towards their pairs, and their pairs are, one by one, setting the boundary with their voices. When everybody has finished, just tell the participants to look around. They will see that participants from the second group are standing at different positions in the room, as boundaries from their pairs were different, although no explanations are needed at this moment.

8. When all participants looked around, give the instruction to the second group to go back to their starting position. Tell them to start the second round by repeating everything, but this time the first group is setting the boundary with their hand. Repeat everything, & finally do the third round when the first group is setting the boundary with their eyes/look.

9. When this part is over, ask participants to switch roles, so the first group will now be the ones who are walking, and the second group will be the ones who are setting the boundaries.

10. Repeat all three rounds with switched roles, as a second part of the exercise.

11. When this is over, ask the participants to go back to sit in the circle.

STEP THREE:

Discussion

1. Have in mind that for this exercise the discussion is crucial in order to succeed and that it's of great importance to provide a safe space for each participant and moderate the discussion well, as it's possible for someone to be reminded of some hurtful situation and experience.

2. Try to stick to the order of the following questions and provide space for everyone to say something. You can use gentle incentives for those who are more silent, but don't pressure them to talk if they don't want to.

- Have you noticed how different the boundaries are, that is, how many different positions you all stand in the room? (Emphasize that this is not a bad thing, but that diversity is good and instructive!)

- Were the boundaries respected in all situations? Were there any misunderstandings? (Emphasize that it is ok if someone misunderstood their pair, these things can happen, and that's why we are practicing this in a safe space).

- What role was harder, to set the boundary or to respect the boundary of your pair? Why?

- Do you think you would set your boundaries differently if it was a known/unknown person? Why? Is it harder for you to set boundaries to a known or an unknown person? (Remember here how you divided participants in pairs and whether the pairs were emotionally close to each other or not).

- In what way was it the most difficult for you to set the limit (voice, hand, eyes/look)? Why? (Here you can share your own experience, as it is good to create an atmosphere where everybody is equal. You can say something like "When I first participated in this exercise, for me it was very hard to use my voice which was surprising for me, as I thought it would be the hardest to use the eyes. That's how I learned something about myself and started practicing the use of voice in different situations". It is good to mention voice particularly as it is usually a surprise for many, but you can explain it with the reminder to gender roles and that girls should usually have to be quiet, which prevents them from using their voice to rebel.

- And in what way was it the most difficult for you to recognize the boundary of your pair? Why? (Probably the answer to this question will be the eyes, so it's good to connect it with the previous question and say that even if we don't use our voice, we usually do set boundaries with some part of our body, but people usually don't understand that, or they don't want to understand that. For example, when a girl is exposed to sexist jokes, she may have a sour smile – so she is responding in her own way, although she is not telling that with words. It is super important to feel the body language of our friends and partners if we really respect and love them – body language can tell us a lot if we want to listen).

Workshop Wrap-up

Finish the discussion with a reminder on the importance of boundaries:

- How important it is to learn to recognize and set our own boundaries, both toward close people and people we don't know very well.
- How important it is to learn to recognize other people's boundaries if we want to have quality and respectful communication and relationship. Encourage participants to think about these things in their daily life and try to change the things that are up to them, both in a way of respecting others, but also in a way of not letting anyone disrespect them.

Key Points for Facilitators:

Bear in mind that participants can start laughing during the interactive part, as they tend to cover their possible discomfort with laughter – this is a common thing, as we are not taught to set and think about boundaries. Gently remind the participants that they should be silent and provide safe space for everyone to set their boundaries/respect their pair's boundaries.

Some participants may experience heavy feelings if they are remembering some events when their boundaries were not respected – by their parents, relatives, friends, teachers, trainers, partner... It's important to have this in mind and talk with respect and care for everybody. If someone doesn't feel ok with participating in the interactive part, you can encourage them to be present as a bystander.

The most important part of this exercise is the discussion, as the interactive part for itself doesn't mean much.

During the discussion it's important to have good moderation and to provide a safe place for everyone, with no insults, inappropriate jokes etc.

You will have to watch for the time, as the discussion can become prolonged. On the other hand, if participants are not open to discuss, you can break

the ice by sharing with them your own experience from this workshop and/or by asking questions not directly connected with the interactive part, like: "some of you have probably been in a situation when you just don't want to go to the cinema, but your best friend is non-stop asking you to do it, without taking your wishes into consideration– this is one example of how our boundaries are not respected. Do you perhaps have some similar examples?"

The discussion can go into several directions (relationship with parents or with intimate partners are the most common). You can use the time to remind participants that it is important to have open and sincere conversations concerning both if our boundaries are not respected by our parents or by our intimate partner (or anyone else for that matter) and that it's good to recognize your own boundaries so you can talk about them with people around you.

Workshop 7

BE AN UPSTANDER

⌚ Timing: 45 min

OBJECTIVES

To reflect what an upstander is in relation to sexual and gender-based violence and to offer techniques and skills to enable safe intervention.

LEARNING OUTCOMES

Increased understanding of the role of the bystander in instances of sexual and gender-based violence, including cyber violence. Development of critical attitude towards sexist cultural norms that often lead to gender based violence. Increased knowledge and skills for safe and effective intervention as well as willingness to intervene safely.

MATERIAL NEEDED

Flipchart or white board, markers, sticky tape, blank paper sheets, pens.

References: Activities adapted from the following resources: Quabbin Mediation and Ervin Staub: Training Active Bystanders: A Curriculum for Schools and Community http://people.umass.edu/estaub/TAB_curriculum.pdf, Men Can Stop Rape, from: Family Violence Prevention Fund. : <http://toolkit.endabuse.org/Re-sources/AToolBox/>

RECONNECTING Start-Up Activity

I'm proud that I've stood up for....

1. Welcome participants and tell them that the workshop will be an opportunity for them to learn and practice new skills to help their peers and become upstanders around the issue of gender-based violence prevention and healthy relationship promotion.

2. Ask participants to turn to the person next to them. Instruct them to ask the person next to them to complete the following statement: "One issue, person, or cause that I'm proud that I've stood up for is..." It can be an issue, person or cause. Give them three minutes to share their answers.

3. After three minutes, ask if there are any participants who would be willing to share how they answered the question and if it was difficult for them to remember and talk about the situation.

BE AN UPSTANDER

Step by step process

STEP ONE:

Interactive Group work: Vote with your Feet

1. Divide the room into two parts using duct tape and put up signs reading AGREE and DISAGREE at either end of the floor.

2. Explain to the participants that you will read out certain statements regarding bystanders' motives, behaviour and actions. Explain that they will need to express their degree of agreement or disagreement regarding each statement by 'voting' with their feet.

3. Divide the room into two parts using duct tape and put up signs reading AGREE and DISAGREE at either end of the floor.

4. Point to the line that has been drawn on the floor and explain that the line separates the floor into two hemispheres, one for 'agreement' and another for 'disagreement'. Once they decide where they 'stand' on each statement, they need to move to the relevant part of the floor.

5. Remember it is usually best to start with the group that is the farthest from the statement's or term's

most accurate meaning or most expectable behavior. That way, you end each statement getting closer to the most complete and relevant meaning.

6. At the end of each round, ask people whether they would like to change places.

7. Some useful guidelines:

- No-one can speak until everyone takes a position.
- The more strongly you agree or disagree with the statement, the further away from the centre you will stand (i.e. away from the line).
- No-one can stay on the middle line, but if one cannot decide or feels confused about a question, they can stay towards the middle on one side or the other.
- Students have the right to change their original position if they find the arguments presented valid and convincing. If this is the case, they need to move 'hemispheres'.
- Before you start reading the statements explain that everyone has the right to express his or her opinion without being judged, put down or disrespected.

Statements to be read out for voting (you don't need to read all statements)

1. If someone intervenes in a problem situation, a negative outcome can be avoided.

2. It is my responsibility to intervene when I notice a problematic situation.

3. The person who was abused should fight back by doing something similarly abusive to the perpetrator.

4. The friends of the person being abused should not interfere.

5. If the person being abused talks to a teacher about the incident, nothing will change.

6. Men have no role in ending gender-based violence.

Statements to be read out for voting (you don't need to read all statements)

7. The friends of the person being abused should publicly post negative things about the perpetrator online.
8. There is nothing wrong with a sexist joke.
9. Most of the time, violence in adolescent relationships is not really that serious.
10. If a person doesn't ask for help, it's nobody's business.
11. When others are present, people have less responsibility because there are others who could also respond.
12. If the victim is unpopular, then by helping, the upstander could be excluded from the peer group.
13. If someone looks like they're in trouble, the bystander should ask if they're ok.
14. It is acceptable that the bystander uses violence as a means of intervention.
15. Bystanders don't need to intervene if the victim somehow provoked the sexual assault and is blameworthy.

STEP TWO:

Discussion Questions

After the activity you may wish to continue the discussion using some of the following guide questions:

- Have you ever witnessed an abusive act? Did you say or do anything? Did anybody else do or say anything? What?
- Is it preferable that someone who witnesses' sexual and gender-based violence stays passive and does not react? Why is it preferable? Why is it not preferable?
- What would be the risk if someone who whiteness abuse stays quiet and doesn't do anything?
- What prevents bystanders from intervening or responding to the violence?
- What are different ways a person can be competent as a bystander? What knowledge and skills do they need?
- How could you recruit others to be upstanders and allies?
- What may be the benefit of asking for help from an adult? Why may talking to an adult such as a parent or teacher be difficult?

Key Points for Facilitators:

Remind students that understanding what keeps people from taking action helps us to be able to act.

Belief in rape myths and myths about gender based violence may prevent bystanders from taking action if they do not perceive the situation as dangerous or if they believe that victims are to blame.

Here are a few of the most common reasons or personal blocks that may keep us from intervening when we witness abuse:

- "I'm scared, the harasser will target me."
- "I will look foolish, people will laugh at me"
- "It's not my problem".
- "Somebody else will do something"
- "I can't make a difference"
- "It's harmless, it's not a big deal, rights?"
- "It's a cultural thing, sexist jokes and catcalls are normal"

Point out that saying or doing something can change how everyone sees what is going on and can move all the bystanders to action. What one bystander says or does can increase other bystanders' feelings of responsibility.

We can't always be certain our help is needed, but we could ask. Also, asking others to help so the bystander is not acting alone reduces danger. Learning skills for helping the target and feeling able to use those skills can help.

When a person's values and beliefs include empathy, personal responsibility and caring about people beyond those you are close to, they are more likely to help another.

Stress that no matter what happens, violence and abuse is not the victims' fault. They should never feel ashamed or guilty. The social norms that contribute to accepting gender-based and sexual violence in our society are norms that glorify power over others, objectify women, tolerate violence and aggression, promote male dominance, and foster notions of privacy to the point of secrecy about sexual and gender-based violence. You can be an upstander in many ways to help promote healthy, respectful relationships that are free of violence. Changing social norms, challenging a sexist joke or victim blaming remark can decrease gender-based and sexual violence in the society.

People who witness incidents of gender-based violence as bystanders should not remain quiet or passive. Remaining silent is a way of saying that the abuse is okay.

Workshop Wrap-up

At the end the facilitator could generate ideas for things that bystanders can say and do to become upstanders. Here are some examples of things that a bystander can say or do to change the situation:

- Calling attention to a situation
- Offering help when seeing a problem
- Expressing disapproval
- Stopping negative bystanders (people who encourage perpetrators)
- Supporting the target to act or speak for herself
- Supporting the target – in the moment and long term
- Elevating the victim, affirming her skills and abilities

Workshop 8

TAKING A STAND - A Toolbox of Intervention Strategies

⌚ Timing: 45 min

OBJECTIVES

To raise awareness on students' responsibility as bystanders and encourage them to become upstanders when witnessing violence in intimate partner relationships.

LEARNING OUTCOMES

Increased understanding of the role of the bystander in instances of sexual and gender-based violence, including cyber violence. Development of critical attitude towards sexist cultural norms that often lead to gender based violence. Increased knowledge and skills for safe and effective intervention as well as willingness to intervene safely.

MATERIAL NEEDED

Worksheet 8.1: Situation 1
Worksheet 8.2: Situation 2
Worksheet 8.3: Situation 3
Worksheet 8.4: Situation 4

Hand-out 8.1 Helping a friend who is being abused
Hand-out 8.2 How to be helpful to a friend who's abusing

Flipchart or white board, markers, sticky tape, blank paper sheets, pens.

References: Activities adapted from the following resources: Quabbin Mediation and Ervin Staub: Training Active Bystanders: A Curriculum for Schools and Community http://people.umass.edu/estaub/TAB_curriculum.pdf, Men Can Stop Rape, from: Family Violence Prevention Fund. : <http://toolkit.endabuse.org/Re-sources/AToolBox/>

RECONNECTING Start-Up Activity

Taking a stand:

Start the workshop with a short re-connecting activity.

1. Before asking them to close their eyes, ask them to put both feet on the ground and the palms on the legs facing down. Feeling the feet, and palms, you ask them to close their eyes, following the curvy shape and feeling the warmth of the eyes.

2. Then you start calling parts of the body you want them to connect to. Give them some space so they can connect to that part (e.g., right knee) and everyone has to concentrate to feel the right knee. In no circumstance they have to move. They have to connect that part of the body and their mind. The instructor has to decide what parts are

relevant and instruct them to connect. It is of great importance that the instructor is in touch with his/her own body while instructing others.

When you have the feeling they have settled deeper into their bodies you can ask them to open their eyes in their own time.

You can ask them how they feel and make a brief reflection round. Just let them share what they discovered. They may feel tired, racy, bored, found it very hard to do, some pain, or they may feel more calm, less anxious or nervous, etc.

TAKING A STAND

Step by step process

STEP ONE:

Introduction to the activity

1. Introduce the activity by stating that the workshop is to help students to think about how to intervene when witnessing abuse.
2. One of the best ways to overcome the concerns and fears that keep us silent is to have a toolbox of strategies on hand for intervening when the situation arises. That way, you don't have to think so much about what to do, whether to do it, when to do it, and so on.
3. What we will do now is an exercise which will help you begin to come up with some effective intervention strategies.

STEP TWO:

Interactive Group work

1. Split the group into 4 smaller mixed groups of boys and girls.
2. If you choose to use less than 4 scenarios, divide the group of students into small groups equal to the number of the scenarios that you will use.
3. Distribute one copy of worksheet 8.1 to group 1, one copy of worksheet 8.2 to group 2, one copy of worksheet 8.3 to group 3 and one copy of worksheet 8.4 to group 4.
4. Ask participants to read the description of the different situations and try to imagine themselves in these situations. Ask them then to discuss the situation within the groups and write down what they would do. Tell them to imagine that they know the people in the scenarios but neither of them are close friends. Give them 10 minutes to answer the accompanying questions.
5. As the groups are discussing the scenarios, you can walk around the room, observe, and facilitate as needed. When the time ends, bring everyone back together and ask students from each group (or one person from each group) to report on their discussions. The focus of this activity should be on generating a list of concrete intervention strategies that everyone could use, not only for incidents similar to the one discussed, but also for a variety of situations.
6. When discussing the strategies that each group comes up with, write them down on the flipchart. Participants will probably describe many of the strategies described in the 'List of strategies' which are included in the 'expected outcome' You can use the 'List of Strategies' as a guide to help you categorize student's suggestions and add to the list any new suggestions that may be offered by the students. At the end you may prompt students to discuss any strategy that wasn't mentioned by them, describe it

Interactive Group work

and initiate a discussion on the reasons participants didn't think to include this strategy in their list; if they accept it, add it to the list.

7. After 10 min invite them to reconvene as a large group to discuss the strategies that they came up with. Ask a representative of each group to present their groups situation and main points of their discussions, especially what they mostly agreed on as a group or where there were most differences in opinions. After each group member has presented their situation and conclusions of their group, ask the rest of the participants to share their comments or ask questions.

8. Stress that:

- Violence is NEVER the proper way to react to violence; discuss any violent methods of reaction.
- It is a really difficult situation and it's tough to confront a guy who is abusing a woman or a girl.
- Can you imagine how you would feel if you were the victim in these scenarios and no one did anything? Further discussion:
 - If you were in an abusive dating relationship, where would you go and/or who would you seek for help?
 - If a friend was in an abusive dating relationship, what would you do? What would you say to that friend?
 - If your friend was abusive to his/her partner, what would you do? What would you say to him/her?
 - At the end of the activity ask students: how can we change this situation?

9. Conclude the activity with something similar to the following:

"You all have generated a great list of strategies for challenging others on their violence- supporting language, attitudes, and actions. Hopefully, now you feel more prepared to speak up when the situation calls for it. Remember, your comfort will increase the more you practice speaking up. One word of advice before we wrap up: don't expect miracles from yourself or miraculous results from your interventions. There is no perfect intervention, and there are no instant conversions. As far as we're concerned, every intervention is a success, because every time we speak up, we make the world more safe, eliminating violence. Even though it's not easy to intervene, it's something that we must do."

It isn't easy to challenge someone for using violence against someone or for degrading someone as it could be dangerous, embarrassing (if you're laughed at or not taken seriously) or could cause fear of losing the person's friendship. Safety should always be considered first when confronting a violent person; it is important to avoid violence with that person. It is also important to avoid giving the victim the impression that s/he is defenceless and in need of a 'protector', while on the other hand, silence gives the impression that the abuser's behaviour is condoned or even acceptable.

The most important thing to consider when deciding whether to intervene is one's safety. If the situation does not seem safe, or if provoking further violence from the perpetrator seems likely, then it may be better to let a comment or action go unchallenged and try to find a way to address it later. At the same time, being concerned about another person's reaction is not an excuse for doing nothing.

Being aware of your fears does not make it okay to give in to them. On the contrary, it allows you to try to have control over your fears so that they won't paralyze you when you need to speak out.

Key Points for Facilitators:

The intervention strategies activity will help young people begin to develop ways of speaking up that are thoughtfully strategic. When addressing speaking out in these situations, it is critically important to let people know that you are serious about safety concerns. Having said that, do not dwell too much on the fears and risks of intervening. Doing so runs the risk of scaring potential allies into silence. Make sure that you always return to the positive message that we can overcome our fears and find a way to take action and that you are not encouraging the participants in any way to engage in risky behaviors.

As this activity specifically asks students to imagine intervening in circumstances where they are used to remaining silent, there may be some resistance to developing strategies. Sometimes, students will resist developing strategies by explaining that if they found themselves in such a situation, they wouldn't intervene. Respond by asking them to think hypothetically. What could they say that might make a difference?

One of the most difficult things for boys is to learn to challenge other boys. To challenge sexist language. To challenge boys who talk lightly of violence against women and to challenge people who engage in violence. It isn't easy to challenge someone for using violence against someone or for degrading someone as it could be dangerous, embarrassing (if you're laughed at or not taken seriously) or could cause fear of losing the person's friendship. At the same time, being concerned about another person's reaction is not an excuse for doing nothing.

In addition, pay attention to when young people suggest aggressive or violent interventions (e.g., "I'd kick his ass"). The desire to ride in on a white horse with guns blazing and to fix things is one of the central components of traditional masculinity, and it can often lead to more harm than good. Instead, we encourage students to resist fighting violence with violence, to think before acting, and to seek nonviolent methods of resisting violence that minimize the risk of anyone getting physically hurt.

Another argument that could be used to convince young people to avoid fighting violence with violence is if we explain the similarities between this behaviour and the abuser's. The message that aggressive behaviour against the abuser conveys to both the victims and to society is that the stronger person always wins and that the victim has no control over her/his fate either when s/he is abused or when s/he is rescued by a violent person and via a violent incident.

HERE IS A LIST OF STRATEGIES FOR STUDENTS:

STRATEGY: "Ask for clarifications..."

Question the perpetrator or/and the bystander: *"Why are you doing that?" "Why are you saying that?" "Why do you find that funny?" "I'm not clear about what you mean by that. Maybe you could explain?"*. By questioning we make others reflect on their behavior. Always question in a non-aggressive way.

People who express attitudes connected to a violent culture expect people to go along with them, to laugh, to agree, to join in. They do not expect to be questioned.

STRATEGY: "Give... a face to the victim..."

Make it more personal by reminding the perpetrator or bystander that this could be their sister, brother, friend or girlfriend, boyfriend and how they would feel if this would be happening to someone they care about.

People who express attitudes connected to a violent culture expect people to go along with them, to laugh, to agree, to join in. They do not expect to be questioned.

STRATEGY: "Do not accuse... State your position clearly"

Don't accuse the perpetrator or bystander... Instead of saying: *"YOU are sexist and this is the stupidest thing I've ever heard"*, which puts the other in a defensive position, you could say: *"I don't agree with what you are saying; I believe that nobody deserves to be treated like this"*

Ask participants how they feel when someone points the finger at them, when someone says in an accusatory voice, *“YOU.....”* Talk about how ‘I Statements’ are easier for people to hear since they are about the person making the statement, about which people are less likely to become defensive.

STRATEGY: ‘Use your humour...’

This can be tricky, if people think they’ve been made fun of. However, if you use humour effectively, it can reduce the tension of the situation. Be careful, though, not to be too funny that you undermine the point you’re trying to make.

STRATEGY: “Seek others who are like you”

You could just ask the group, *“Am I the only one uncomfortable with this?”*

Studies indicate that 90% of boys/men are at times uncomfortable with how their male peers talk about or treat girls/women, but almost all remain silent because they believe they are the only ones who feel uncomfortable. This strategy is designed to let others know that they’re not alone in their discomfort. This can also be useful when you know someone who has a pattern of expressing violence-supporting attitudes.

STRATEGY: “Ask for or offer help”

If you witness a violent incident it may be necessary to call the police and also ask for help from people around you. Do not intervene if you are alone and you feel that it could be dangerous. You could also offer your help to the victim by talking to them, which could make them feel safe and supported. If you feel the situation is too dangerous to intervene, get help and talk to them after the incident is over.

STRATEGY: “Make yourself visible”

Let the perpetrator know that you are around and that you’re witnessing what’s going on.

STRATEGY: Use the “Report Abuse” Button

When you notice abusive online behaviour (hate speech, abusive comments, films or photos that are miss-used or sexist) don’t hesitate to report it. Most social networks have a place to report abuse. You can also take a stand by posting your own comments and by pointing out such behaviour as abusive.

Workshop Wrap-up

As a final step you can invite workshop participants to visit the project webpage and use the youth magazine to learn more about upstander roles and techniques for challenging peers' attitudes and behaviours that support sexual and gender based violence.

Work-Sheets

Work-Sheet 8.1:

Scene 1

You meet your friend to go to the cinema and you have the impression that she was crying just before. Sometime in the past, she had told you that her boyfriend screams and swears at her, insults and humiliates her, and he always wants to know where she is and with whom; she even had to give him all her internet passwords, so he can check who she writes to. It also seems that she has some bruises on her arms.

What are the reasons TO INTERVENE in this situation?

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What are the reasons NOT TO INTERVENE in this situation?

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What do you think you would do? What would you say? How do you think you would intervene?

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Group Choice:

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How do you imagine that others would respond to your intervention: Her boyfriend?

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Your Friend?:

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Work-Sheet 8.2:

Scene 2

There is a rumour that a boy that you know raped a girl. You discuss this matter with two of your best friends and one of them defends the accused by saying things about the girl such as: "she was asking for it... look at how she dresses... and have you seen her Facebook and the pictures she has there with boys she has dated? It's so clear that she was asking for it... someone should actually post a message in our Facebook group about her so that all will know that she was asking for it".

What are the reasons TO INTERVENE in this situation?

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What are the reasons NOT TO INTERVENE in this situation?

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What do you think you would do? What would you say? How do you think you would intervene?

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Group Choice:

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How do you imagine that others would respond to your intervention: Her boyfriend?

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Your Friend?:

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Work-Sheet 8.3:

Scene 3

Your friend confides in you that she is stressed out about her relationship. She tells you how her boyfriend likes it when she sends him sexually explicit pictures of herself; so she has done it a couple of times. She didn't see any harm in it but now he demands that she does it, even if she doesn't want to. She says that she tries to tell him she isn't comfortable doing it anymore, and he said since she is his girlfriend this is something that she is expected to do. Recently he has told her that he will even leak the ones that she has already sent if she doesn't continue to send them.

What are the reasons TO INTERVENE in this situation?

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What are the reasons NOT TO INTERVENE in this situation?

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What do you think you would do? What would you say? How do you think you would intervene?

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Group Choice:

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How do you imagine that others would respond to your intervention: Her boyfriend?

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Your Friend?:

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Work-Sheet 8.4:

Scene 4

In school you overhear your classmate having a conversation with his girlfriend, who you also know. The conversation is getting pretty heated and you hear him call her "slut". Your classmate demands that she give him her cell phone, so he can check her text messages. The girlfriend tries to leave but the he says, "You're not going anywhere until we get to the bottom of this," and blocks her from leaving. What do you do?

What are the reasons TO INTERVENE in this situation?

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What are the reasons NOT TO INTERVENE in this situation?

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What do you think you would do? What would you say? How do you think you would intervene?

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Group Choice:

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How do you imagine that others would respond to your intervention: Her boyfriend?

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Your Friend?:

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Hand-out 8.1:

Helping a friend who is being abused

Watching a friend endure dating violence often leaves you feeling helpless and wanting to do something more to help them. By initiating a conversation about the violence, you are showing the victim that you care, and that she/ he is not alone.

- **TELL THE PERSON WHO IS BEING ABUSED THAT YOU ARE CONCERNED FOR HIS OR HER SAFETY.** Make it clear that you know about the abuse, and that you are concerned. Tell your friend that he or she does not deserve to be abused.
- **BE THERE.** Listen without giving advice, unless it is asked for; instead, talk to your friend about the choices they have and let your friend know that you believe them.
- **DON'T PRESSURE YOUR FRIEND TO BREAK UP WITH THEIR PARTNER,** and don't put down their partner, as this may drive your friend away.
- **ACKNOWLEDGE THAT THE ABUSE IS NOT THE VICTIM'S FAULT.** Remind the friend that the abuser is responsible for the abuse. Tell the person that they are not alone.
- **BE SUPPORTIVE AND PATIENT.** It may be difficult for the person to talk about the abuse. Let your friend know that you are available to listen or help any time.
- **AVOID JUDGING YOUR FRIEND.** The person may break up with and go back to the abuser many times before finally leaving the relationship. Do not criticize your friend for doing this, even if you disagree with the choices they make.
- **ENCOURAGE THE PERSON TO TALK TO OTHERS WHO CAN PROVIDE HELP AND GUIDANCE.** Offer to help the person talk to family, friends, a teacher/staff at school or to help them find a counsellor or support group. If your friend decides to go to the police offer to go with them, but make sure you don't do the talking when you get there.
- **DO NOT CONFRONT THE ABUSER DURING AN ACT OF VIOLENCE** as it could be dangerous for you and your friend. It is best to call the police or get help from an adult in violent situations.
- **REMEMBER THAT YOU CANNOT 'RESCUE' THE PERSON WHO IS EXPERIENCING THE ABUSE.** It is difficult to see someone you care about get hurt. However, your friend must be the one who decides what to do. Your job is to be supportive.

Hand-out 8.2:

How to help a friend who is the abuser?

Most young people who act violently or abusive in a relationship do not consider themselves as being abusers. Many of them deny or do not think that such behavior is a big deal.

You as a friend might find it difficult to believe that your friend is an abuser. Talking to a friend who has been violent is not an easy thing to do but it is a sign of a true friendship.

- Do not pretend that you don't know what is going on
- Be specific about what you have seen and how you feel about it.
- Tell your friend that this is not ok and that you won't allow this to continue.
- Make sure that your friend understands that they are responsible for their behavior and the consequences, because abuse/violence is a crime.
- Do not accept any excuses or justifications from them.
- Help them to find professional help, to talk with teachers at school or the school's psychologist or any other grown-up that they trust.
- Offer your friend your support during the process of seeking help.
- Tell your friend that you are worried and care about them.
- Be a role model for healthy relationships by treating them and others with respect.

Remember we
all play a role
in creating a
culture of respect
and saying NO to
violence and abuse!

Don't be the bystander be
the hero!!!

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