

4. Exercises addressing gender and gender-based violence with young people

4.1 Working with gender and gender-based violence in the context of (non-formal) education with young people

The aim of "Gender Matters" is to provide information, perspectives and resources for deepening and focusing the emphasis of youth and educational activities which address issues related to gender and gender-based violence within the framework of human rights education. While there is no special starting point, and it is our intention that you have the opportunity to choose the parts that are relevant for you, we strongly recommend you look through the whole manual to gain an overall picture of the contents, and that you read the parts of the conceptual chapters most closely related to the issues being addressed by your work with young people. The previous chapters cover conceptual and definitional information on gender and gender-based violence, as well as information relevant for mobilising to combat gender-based violence and human rights abuses related to gender.

As already outlined in the introduction to the manual, reading this resource, and thinking about its use in relation to your youth work, must be accompanied by consideration of questions of responsibility, ethics and sensitivity:

- This resource does not expect prior expertise from readers. However, it is based on the principle that while gender is of relevance to everyone, it does not follow that running safe and ethical explorations of gender in youth work is straightforward. Specific training reflections, approaches and methodologies are necessary, and a sensitive approach to dealing with disclosures that participants may make in the context of such activities is required.
- Working with gender – as with other special topics in the context of human rights education – is a *competence area*. It always begins with the youth activist working with him- or herself, and reflecting on the attitudes, beliefs, knowledge and behaviour that he or she brings to youth work in general, and work on gender in particular.
- As with Compass¹, users do not have to read this manual in its entirety to be able to use it. How much a user reads (and reflects on) before using the exercises is guided by how competent they feel about their own self-reflection and the needs of their group. But it goes without saying that using this resource should be preceded by a reflection on just how competent one is to use the exercises proposed.
- This manual asks those who read it to be translators, not necessarily from one language to another, but from one context to another. Those working with the

¹ www.coe.int/compass

resources developed in the manual, and especially in this chapter, will have to supplement the information provided with information from, for example, their own national institutions, NGOs and local contexts. In addition, it is important for users to decide where different perspectives do not fit their experience and youth work context, and to adapt and substitute examples, ideas and explanations.

- Finally, working on gender, sex, gender-based violence and related issues is an essential part of all youth work because it is something that concerns all young people. The questions and concepts that are addressed through this work are ones that are relevant to young people's lives and relate directly to the world they live in. This is why these issues have to be addressed and in a way in which young people have the chance to explore them themselves.

4.2 Human rights education - an educational approach

Before you work with these activities, it is important to understand the educational approach within which the manual and the activities included in this chapter have been developed, namely human rights education. The underlying approach to human rights education is the same as the one outlined in Compass, and for the users less familiar with Compass, there are a few points, in particular, worth reading.

Human rights education is about education for change, both personal and social. It is about developing young people's competence to be active citizens who participate in their communities to promote and protect human rights. The focus is the educational process of developing knowledge, skills, values and attitudes that are relevant for acting positively on behalf of human rights, and specifically in the area of gender related human rights or when gender-based violence is concerned.

Human rights education can, therefore, be defined as

- ...educational programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities.²

In this process we:

- start from what people already know, from their opinions and experiences, and from this base enable them to search for, and discover together, new ideas and experiences;
- encourage the participation of young people to contribute to discussions and to learn from each other as much as possible;
- encourage people to translate their learning into simple but effective actions that demonstrate their rejection of injustice, inequality and violations of human rights.

² Official definition of Human Rights Education by the Council of Europe Youth Programme (Directorate of Youth and Sport).

4.2.1 Knowledge, skills, attitudes and values supporting human rights education

In order for young people to work in the defence of human rights and towards a deeper understanding of human rights issues, they need certain kinds of knowledge and skills. They also need to develop relevant attitudes and values. In terms of knowledge, young people need to develop an understanding of the main concepts and the historical development of human rights, as well as the standards demanded by the main instruments and mechanisms for human rights protection. This means knowing about one's own rights and the way they interact with other people's rights, as well as how to defend one's own rights and those of others. In terms of skills, young people need to be able to communicate about and advocate for human rights in public and private, to critically assess situations in terms of human rights and reflect on what constitutes an abuse of human rights, to deal with conflict and learn to transform it in a constructive manner, and to take an active and constructive role in their communities. Finally, in terms of attitudes and values, young people need to be committed to the protection of human dignity, to develop empathy and solidarity for others and to acquire a sense of justice and responsibility for their own actions and those of others.

Knowing about human rights, gender issues and gender-based violence is very important, but not enough to ensure that young people are able to contribute constructively to the defence of human rights, especially those related to gender.

It is necessary that young people have a far deeper understanding about how these human rights evolve out of people's needs and why they have to be protected. For example, young people with no direct experience of gender-based violence may think that the issue is of no concern to them. From a human rights perspective this position is not acceptable. People everywhere have a responsibility to protect the human rights of others, including those related to gender. It does not matter whether the right to life or freedom to determine one's own reproductive future is under discussion. Human rights are about democratic values, respect and tolerance. Educational activities which aim to address gender related human rights must create a learning environment that respects these values.

Human rights issues, including those which are gender related, are controversial because different people have different value systems and therefore see rights and responsibilities in different ways. These differences, which manifest themselves as conflicts of opinion, are the basis of our educational work.

Two important aims of human rights education are

- to equip young people with the skills of appreciating - but not necessarily agreeing with - different points of view about an issue;
- to help young people to develop skills in finding mutually agreeable solutions to problems.

This manual and its activities are based on an understanding that conflicts of opinion can be used constructively for the learning process, provided that the facilitator feels confident in addressing possible conflicts in a group. As in many non-formal educational activities, the purpose is not so much that everyone agrees with a given result, but rather that the participants can also learn from that process (e.g. listening to each other, expressing themselves, respecting differences of opinion, etc.).

4.2.2 Experiential learning – a basis for human rights education

These competencies, especially the skills and values of communication, critical thinking, advocacy, tolerance and respect, cannot be taught: they have to be learned through experience. This is why all the activities included in this chapter promote co-operation, participation and learning through experience, in addition to treating the sensitive issues around gender and gender-based violence. We aim to encourage young people to think, feel and act, and to engage their heads, hearts and hands in the defence of gender related human rights.

Cooperation, experience and participation are all essential to the activities that we propose in this manual. Learning in these activities takes place because the young people who participate in them have the chance to cooperate with each other during the learning process, to have an experience they can analyse in light of the realities they would like to change and to participate actively in the learning process. These activities demand participation and involvement so that the people doing them gain an experience through which they learn not only with their heads but also with their hearts and hands. These sorts of activities are sometimes called ‘games’ because they are fun and people play them with enthusiasm. We prefer to use the term ‘exercise’ because it expresses the fact that such activities are not ‘just for fun’, but they are purposeful means to achieve educational aims.

For this reason, the exercises proposed in this manual have been developed in respect of the ‘experiential learning cycle’³. It is not sufficient to simply ‘do’ an activity (phase 1 of the learning cycle). It is essential to follow through with debriefing and evaluation to enable people to reflect on what happened (phase 2), to evaluate their experience (phases 3 & 4) and to go on to decide what to do next (phase 5). In this way they come round to phase 1 of the next cycle in the learning process. In a school setting, activities can help break down artificial barriers between subjects and provide ways of extending links between subject and interest areas to promote a more holistic approach to an issue. In a non-formal educational setting, activities can awaken interest in issues and, because they promote learning in a non-didactic way, they are often intrinsically more acceptable to young people.

The following exercises offer a framework and structure to group experiences, allowing you to work within the limits of your own and the young peoples’ experience and compe-

³ For further information on the experiential learning cycle and on the steps to learning that are entailed in its five phases, we suggest you consult the following general non-formal education and youth work facilitation resources: T-kit - Training Essentials – www.training-youth.net and Compass – www.coe.int/compass The ‘experiential learning cycle’ – Kolb.

tencies. When carefully facilitated, such activities are an effective method of learning within a task-orientated setting.

4.2.3 Facilitating human rights education in various settings.

In this manual we use the word ‘facilitators’ for the people who prepare, present and coordinate the exercises for participants. A facilitator is someone who helps people discover how much knowledge they already have, who encourages them to learn more and helps them explore their own potential. Facilitation means creating an environment in which people learn, experiment, explore and grow. It is a process of sharing, of giving and taking. It is not a question of one person, who is ‘an expert’, giving knowledge and skills to others. You may find it helpful to reflect on your own style and practice in order to develop your facilitation skills, especially if you are not yet experienced in dealing with issues related to gender or gender-based violence in the educational work you do with young people.

This manual and the exercises it proposes can be used in extra-curricular activities, on a training course or a seminar, at a summer camp, in a work camp, in a youth club or with a youth group that meets regularly. They can also be used at school in a classroom. They can even be used if you work mostly with adults. Nevertheless, the educational approach and the types of activities described in this manual may seem easier to apply in the non-formal sector than in the formal sector. We believe, however, that the exercises can be useful in both.

4.3 Using the exercises

4.3.1 Choosing exercises

This chapter compiles exercises for training and facilitation that cover different gender issues and aspects of gender-based violence.

Some of the exercises will be similar or close to other exercises that you or your group may already be familiar with. In general, the exercises have been newly developed or adapted from previous experiences or publications. If an exercise has been adapted and the source is known, it has been stated at the beginning of the activity.

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

Again we emphasise that the instructions for each activity are only guidelines and that you should use the material in the way that suits your own needs. Indeed, it is not possible to write activities that will exactly suit every situation across Europe. We expect you to adapt the activities. For example, you might take the basic idea from one activity and use a method from another. Each activity is presented in a standard format.

4.3.2 Key to the presentation of the exercises

Level of complexity

Levels 1 to 4 indicate the general level of competency required, in intellectual and emotional terms, for participation and / or the amount of preparation involved, as well as the level of challenge for the participants and facilitator involved in the activity. In general, the two variables go together: level 1 activities need very little preparation and demand little emotional competence from both participants and facilitator, while those activities at level 4 need much more.

Level 1

These are short, simple activities, mostly useful as starters. Energisers and icebreakers fall into this category. Nonetheless, these activities are of value in the way that they make people interact and communicate with each other.

Level 2

These are simple activities designed to stimulate interest in an issue. They do not require prior knowledge of human rights issues or developed personal or group work skills. Many of the activities at this level are designed to help people develop communication and group work skills while at the same time stimulating their interest in human rights.

Level 3

These are longer activities designed to develop deeper understanding and insights into an issue. They demand higher levels of competency in discussion or group work skills.

Level 4

These activities are longer, require good group work and discussion skills, concentration and co-operation from the participants and also take longer to prepare for. They are also more embracing in that they provide a wider and deeper understanding of the issues.

Overview and themes

This gives brief information about the type of activity and the issues addressed, including any themes that are focused on during the activity.

Group size

This indicates the ideal number of people (including minimum and maximum) needed in order to do the activity.

Time

This is the estimated time in minutes needed to complete the whole activity, including the (pre- and / or post-activity) discussion.

Objectives

These outline the learning the exercise hopes to achieve for participants in terms of knowledge, skills, attitudes and values.

Materials

This is a list of equipment needed to run the exercise.

Preparation

This is a list of things the facilitator needs to do or prepare before starting the exercise.

Instructions

This is a list of instructions for how to run the exercise.

Debriefing and evaluation

This section includes suggested questions to help the facilitator to conduct the debriefing and to evaluate the activity (phase 2-4 of the experiential learning cycle).

Tips for facilitators

These include guidance notes, things to be aware of, especially for the debriefing of the activity, information on possible variations in running the activity, and extra background information relevant to the activity or where to find more information on the themes addressed by the exercise.

Suggestions for follow-up

These include ideas for what to do next and links to other activities that are relevant for dealing with the theme.

Ideas for action

These include suggestions, relating to the issues and themes addressed, for next steps to take action on.

Handouts

These include role cards, action pages, background reading material, discussion cards, other materials that should be given to participants in the context of the exercise, etc.

4.3.3 Advice for the facilitation of the exercises presented in this manual

As explained above, we use the term ‘facilitators’ to describe the role of the people (trainers, teachers, youth workers, peer educators, youth volunteers) who prepare and run the exercises. This terminology helps to emphasise that educational work on the themes of gender and gender-based violence requires a democratic and participative approach. We

• assume that you are facilitating groups of young people, for example in a classroom, in a youth club, on a training course, at a youth camp or at a seminar.

• What follows are both general facilitation tips for work with any kind of youth group and specific advice for working with the highly sensitive issues addressed by GENDER MATTERS. Many different approaches to facilitation exist. All require sensitivity to the contexts of the participants and to their special situations and needs. All can be adapted to specific circumstances with a little effort. However, the facilitation of groups dealing with issues of gender and especially gender-based violence requires particular sensitivity.

• In this section, we also address the specificity of facilitation within distinct forms of youth work that are appropriate for working on such issues, such as youth work with young boys or girls and single sex youth work.

• **Running exercises on sensitive issues such as gender-based violence**

• Ethical considerations belong in any educational activity that brings people together, and these ethical considerations are heightened when issues of identity and power are present, as in the case of many of the activities dealing with gender or gender-based violence. We therefore strongly suggest that before undertaking activities dealing with gender based violence you read section 3.2.5 of this manual, entitled 'Ethics and competence in gender training'. It will provide you with valuable advice and useful guidelines for dealing with this sensitive topic in an appropriate manner with participants of your educational activity. We also suggest that you take time to read and understand section 1.2.3 of this manual, as it will help to put such ethical considerations in context in relation to the broader issue of gender.

• In addition, there are several important issues to take into consideration when beginning to work with the issue of gender and gender-based violence with groups of young people, and in particular when making decisions on which exercises from this manual to choose:

• *Gender is a politically sensitive issue*

• Gender related issues and problems in society can be a highly charged political issue. Issues such as equal rights for Lesbian, Gay, Bisexual and Transgender (LGBT) people or the rights of young women to determine their reproductive destinies have caused significant and often acrimonious debates in the public and political sphere between people of different political persuasions, as well as between people of different cultural and social backgrounds. Closer to home, persons of authority surrounding young people (parents, teachers and professional youth workers, for example) may have objections to certain issues being discussed or raised in the context of youth work or leisure time activities (for example, speaking about sex). You need to be aware of this before beginning to work on the issues with young people and when choosing the exercises from this manual that you want to use in your youth group. You also have to make sure that your organisation supports you and that its policies and approaches are not in contradiction with the work you want to do.

Cultural difference matters, too

The cultural background of the members of the group you are working with on issues of gender and gender-based violence is an important factor in choosing your approach and the exercises you will use. In certain communities, specific gender related issues (such as sex, relationships and sexuality) are taboo and should not be spoken about in public or in mixed-sex settings. Young people who have been brought up in such cultural communities may have difficulties, therefore, to engage in open discussion about such issues directly, especially if members of the other sex are present. In addition, the existence of domestic violence and sexual abuse is often denied in traditional (as well as modern-secular) communities. The socialisation of a given participant in this relation will influence whether they will be willing to discuss or resistant to engaging with the exercises you propose. The importance of cultural background can also, however, be overestimated. Not all young people who come from 'traditional communities' will have difficulties to engage with these issues. A person's social background (e.g. coming from a low-income, low-education background) can often be more relevant to how they deal with sexuality, for example, than religion. But the fact that the young people you work with may come from very diverse cultural and social backgrounds, each of which may have a specific way of dealing with the issues, means that you have to consider the intercultural nature of your group in the development of your educational programmes and in the choice of the exercises you propose.

Different types of youth work can be used for different purposes

Educational work on the subject of gender-based violence and other gender related issues can be conducted in the context of so-called 'general youth work', but it is not the same as doing specific human rights education on the issue of gender with young people. In the first place, you have to consider your own reasons for undertaking to work on the issues in the context of general youth work. What is the relevance and need for addressing such issues in that context? Why do the young people you are working with want to or need to address such issues? What are your educational objectives in undertaking the exploration of such issues? Before you start you have to think about such questions, and the answer to them will lead you to reflect on the kind of youth work that is most effective for your purposes.

You may find, on reflection, that other types of youth work than the 'general' are more effective for your group and its needs, and that it is better to undertake human rights education on issues related to gender in the context of specific target groups. Throughout this manual we have made reference to three specific target groups that this kind of youth work may be conducted with: single-sex groups, LGBT and mixed groups. It is important to consider the way in which you want to form groups, considering your educational objectives at any given time. For example, when wishing to engage the members of your group on the issue of female sexuality, you may consider beginning with work in single-sex groups to try

to avoid embarrassment or that participants feel forced into discussing something they do not feel comfortable about with members of the other sex. Chapter 3 of this manual deals specifically with the utility single-sex groups.

Finally, while you may consciously decide to engage in youth work with one or other target group for reasons relating to the specificity of the context you are working in, you also have to consider that you can never fully know ‘who is in the room’. For example, even if working with an all female group, you may not be aware of the sexual preferences of all its members. Therefore, you must also take into account that within single-sex and mixed groups, there always exists a modicum of diversity that may complicate the dynamics. Unfortunately, the oppressed and marginalised are not immune to prejudice any more than members of the privileged classes or the majority. The most important thing is to remember that everyone needs to feel comfortable and respected if they are going to engage fully.

Disclosure may take place

Noting that one can never fully know ‘who is in the room’, one will also acknowledge that there is no guarantee whatsoever that a given participant of your activity has not experienced sexual or relationship abuse or another form of gender-based violence. While creating a safe space for participants to discuss sensitive issues related to gender and gender-based violence is of paramount importance to beginning to work on the issues with young people, you have to be prepared for the fact that creating such a safe space may lead young people to ‘disclose’ a painful past experience of gender-based violence. When this happens, it can be difficult for everyone concerned – the participant disclosing, the other participants and the facilitator.

It is difficult for a facilitator to prepare in advance for dealing with such a situation in the group. The participant may get very emotional, as might other participants listening to their story. Therefore you should consider the following:

- It is imperative not to interrupt or try to stop the participant.
- Make sure you hear the participant through as far as they are willing to go.
- A good way to diffuse the situation is to call for a break and tell everyone to go and freshen up.
- Pay special attention to the participant in question and make sure they are not left alone if they do not want to be. You or another member of the team they trust might accompany them to another room to calm down and freshen up. They may need a short time away from the group, or alone.
- It may be necessary, either immediately or at a later point, to come back to the disclosure and speak about the fact that it took place in the whole group.
- Whatever you and your team decide to do, the decision should be made in consultation with the participant who made the disclosure. This also goes for how the disclosure is to be dealt with in the group.

Finally, disclosure in the context of youth work is not only a matter of dealing with a complicated group dynamic or an emotionally charged situation. When a participant discloses an experience they have had, the act of which constituted a crime (rape, sexual abuse, grievous bodily harm), then you may be obliged to inform the relevant authorities (police, social services, etc). You need to remain properly informed of your legal obligations if such a case arises. At the very least, and confidentiality notwithstanding, you have to tell your superior (whether that is the president of your organisation, the senior youth worker or your line manager or employer) and you will have to decide together if further action is necessary. Of course, under such circumstances, you must keep the participant concerned fully informed and try to ensure that your action does not put them at any further risk.

General facilitation advice and information resources

Beyond the above considerations, you might find it useful to consider some general advice on facilitation of different kinds of youth work activity. An excellent exposé on how to facilitate human rights education activities can be found in Compass⁴. Further information on training in general can be found in the T-Kit ‘Training Essentials’⁵. In addition, the following manuals created by other organisations are worth consulting if you are interested in familiarizing yourself with a variety of approaches to the facilitation of activities on gender and gender-based violence issues.

- “Shortcuts to Gender Equality: Methods and strategies regarding young people’s leisure and associative activities”, The Swedish National Board for Youth Affairs⁶;
- “Empowering Young Women to Lead Change - A training manual”, World Young Women’s Christian Association⁷;
- “Human Trafficking: Our Response – Manual for Peer Education”, ASTRA⁸;
- “Training Manual on Gender Based Violence”, FEMNET⁹.

In addition, the following manual produced by the International Women’s Health Coalition (IWHC), entitled ‘Positively Informed: Lesson Plans and Guidance for Sexuality Educators and Advocates’¹⁰ has an excellent ‘Additional Resources’ section that is usefully organised according to different strands of educational work on gender related issues (for example, ‘general sexuality education’ or ‘relationships’). This will be particularly helpful for additional background information on specific issues within the complex of gender issues one might address with young people.

4 www.coe.int/compass , pages 38 - 62

5 www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit6/index.html

6 www.ungdomsstyrelsen.se

7 www.ywca.org

8 www.astra.org.yu/en/pdf/istrzivanje6.pdf

9 www.femnet.or.ke/documents/gbv.pdf

10 www.iwhc.org/resources/positivelyinformed

4.4 List of activities

Title	Level	Group size	Time	Page
Expectations and demands	1	15-30	60 min	93
Gaining Status	1	6-30	60 min	95
Gender confusion	3	10-30	120 min	97
Gender-in-a-box	2	6-30	60-90 min	100
Good, Better, Best	2	8-14	60 min	106
Just once	2	6-30	90 min	110
Kati's story	4	10-20	60 min	114
Listen Closely	1	6-30	60 min	121
Media Bash	1	10-30	90 min	123
Safety in my life	2	8-20	60 min	126
Sex sells?	2	10-30	60-75 min	130
Spaces and Places	2	10-30	40-60 min	133
Stella	2	5-30	120 min	136
The Knight on the White Horse	3	10-20	60 min	139
Too hard to ask	3	6-30	60 min	143
What to do	2	6-30	60 min	147
General exercises for single sex groups				151

Expectations and demands¹

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

Complexity Level I

Group size 15 to 30

Time 60 minutes

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

Objectives To help participants distinguish between the differing expectations contemporary society puts on girls and boys, young men and young women

Materials

- Five sheets of flip chart paper
- A big wall
- Masking tape
- A marker for each participant

Preparation Hang five flipchart papers on the wall. Each one should be marked with one of the following typical settings in or from which girls / boys and young men / young women face expectations:

- school
- family
- friends
- society
- partner

Divide each flip chart into two columns; one column should have the title ‘boys’ or ‘young men’, and the other should have the title ‘girls’ or ‘young women’ on each.

Instructions

Tell participants they should take a few minutes to think about what they believe is expected or demanded of girls and boys in the different settings identified on the posters on the wall. For this they can walk around or sit down and think, but they should do this part of the activity individually. Once they have ideas, they should write these down on the relevant part of the appropriate flip chart.

Once the brainstorming phase has been completed, divide the participants into five sub-groups. Each group should select one of the flip charts and discuss its content.

¹ Adapted from an exercise developed by “Intercultural Center, Foundation of Women’s Forum, Sweden”.

LEVEL: I



GROUP: 15-30



TIME: 60 MIN.



- The following guiding questions may help participants in the discussion.
- • What differences can you identify between the expectations and demands put on girls and boys?
- • What would you like to change?
- • How do you think it can be changed?

• Each group reports the results of their discussion briefly to the whole group.

• **Debriefing and evaluation**

• Initiate the discussion by reviewing the results of the group work. Ask participants for their initial reactions to the results, how they feel about them, if anything surprised them and, if so, why.

• Continue the discussion using the following guiding questions:

- • Where do these expectations come from?
- • Is it possible for boys and girls / young men and young women to fulfil these expectations?
- • Who promotes these expectations?
- • How do we ourselves promote them (whether consciously or unconsciously)?
- • What are the effects of these expectations on young people?
- • How can we / our organisations contribute positively to changing the situation?

• **Tips for facilitators**

• While this is a classic brainstorming and discussion activity, its theme, ‘expectations on different genders’, can be quite controversial. Expectations on different genders are also a matter of perception. As a result, this exercise can cause disagreement, as what for some participants may be perfectly reasonable expectations, for others may be overly demanding. The perception of expectations on different genders can also be linked to issues of values and socialisation. You can also focus the discussion on these related issues.

• **Suggestions for follow-up**

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

• **Ideas for action**

• You can encourage members of your group to discuss what they would like to change in relation to this issue, and provide them with the opportunity and facilitation to prepare projects or actions to create change. Make sure that both boys and girls are involved in this process and find an equal voice for their ideas.

Gaining Status

“Many women do not recognize themselves as discriminated against; no better proof could be found of the totality of their conditioning.” Kate Millet

- Complexity** Level I
- Group size** 6 to 30
- Time** 60 minutes
- Overview** This is a brainstorming and prioritisation activity in which you ask participants to think about the status of girls in the society where they live, as well as broader questions of gender and gender equality.
- Objectives**
- To understand the status of girls in the contemporary society
 - To understand the social mechanisms by which society confers status on girls
 - To identify ways in which the status of girls can be improved
- Materials**
- Flipchart
 - Markers
 - Pens
 - Blank paper
- Preparation** This activity does not require significant advance preparation but it is worthwhile for the facilitator to become acquainted with some factual information about the status of girls and young women in the society in which the participants you work with come from.

Instructions

Ask participants the following question:

- What gives status to girls in your society?

You should take note of all the answers on a flip chart or wall chart. Brainstorm for as long as the ideas are flowing freely but for not more than 20 minutes or so. Then ask the group to split up into pairs and to rank the five most important things on the list from 1-5 (1 is most important, 5 is the least important). Give them 15 minutes to complete their ranking.

Then ask the pairs to compare their list with that of any other pair sitting close to them. Ask the groups of four to make their own rank order on the basis of the two lists prepared by the pairs. Give the groups 20 to 30 minutes for this ranking.

Ask the groups of four to present their rankings to the whole group.

Debriefing and evaluation

Begin the debriefing by reviewing the results of the ranking exercise. Is anyone surprised by any of the results? Ask participants if they consider anything particularly noteworthy?

LEVEL: I



GROUP: 6-30



TIME: 60 MIN.



- Is there any difference between the first list and the second list?
- Why do you think there is a difference?
- What do we want to change about the status of girls?
- What are we able to change?
- How can we change those things?
- Why are girls affected disproportionately when it comes to gender-based violence?
- What instruments are in place to protect the rights of girls?

Tips for facilitators

This exercise can also be well complemented by input and discussion on the European Convention on Human Rights and other human rights instruments, such as the Convention on the Rights of the Child. Consult *Compass*² for more information about these instruments of human rights protection or for good advice about working with ranking techniques if you have never worked with this method before.

Suggestions for follow-up

This exercise can be followed up appropriately by the development of group and personal action plans on the improvement of the status of girls.

Ideas for action

If participants demonstrate an interest in the issue of the status of young women and girls worldwide you can suggest that they consider reading more about it in the 'World Youth Reports' published periodically by the United Nations (Youth Unit). These can be found online at www.un.org/youth. Your group could, on the basis of the information gained, consider developing a campaign to improve the position and status of young women and girls locally or internationally.

² www.coe.int/compass

Gender Confusion

“Gender is not only male, female, man or woman. It is something much, much bigger. Gender is something that you define if you want to, not something that is to be forced upon you.”

- Complexity** Level 3
- Group size** 10 to 30
- Time** 120 minutes
- Overview** This exercise is a combination of an analytical exploration of concepts used in the ‘gender debate’ and a critical and personal reflection on one’s own gender. It also addresses sexuality and sexual orientation.
- Objectives**
- To make participants reflect upon their approach to gender as such and their own gender in particular
 - To demonstrate that gender is not only about women’s issues and that it is not a static issue to be discussed along the dichotomy male-female or man-woman
 - To link issues of ‘sexual orientation’ with ‘gender’.
- Materials**
- Pens and paper
 - Copies of your input for yourself and participants
 - Relevant visual aids or presentation equipment for the input
- Preparation** Short input / presentation on terminology used in the gender debate covering terms such as sex, gender, man, male, woman, female, transgender, inter-gender. Definitions and explanations of these terms can be found in Chapter 1 of this manual.

Instructions

- Ask the participants to write down, individually, the first thing that comes into their minds when seeing the word ‘gender’. Tell them to keep this piece of paper for themselves for a later stage in the activity.
- Introduce a brief presentation of the terminology commonly used in the gender debate covering terms such as sex, gender, man, male, woman, female, transgender, inter-gender. It is very important that you, as the facilitator, present a variety of definitions for each term to demonstrate that ‘solid’ and final definitions of these terms ‘do not exist’. Rather, the definitions you present should be explained as ‘possible definitions’. During the presentation and as each new term is introduced, encourage participants to engage in challenging and debating the definitions presented. If participants are not forthcoming by themselves, ask questions and invite them to express their opinion on what they have heard.
- Break the group up into smaller groups of maximum five people per group. Ask each group to spend a total of 20 minutes reflecting on what each of the con-

LEVEL: 3



GROUP: 10-30



TIME: 120 MIN.



cepts presented means for the individual members of the group. The groups can be asked to discuss these on the basis of the following guiding questions:

- What feelings do I have when I encounter those terms?
- How do I see myself in relation to those concepts and the definitions presented for them?
- Do I agree with the definitions presented? Why / Why not?
- Can I identify with any of the definitions for the terms presented? How / Why not?

The groups should prepare a short oral report that summarises the results of their discussion to be presented to the whole group in plenary.

- Bring the groups back into plenary and listen to the oral reports. Be sure to allow each group an equal amount of time and to ask if there are any questions of clarification needed after each of the reports. At this point issues that arise as a result of linguistic differences can also be addressed.
- Ask participants to write down, again, the first thing that comes into their head when seeing the word 'gender'. Ask them to look at the result of what they wrote the first time and to compare it to the new result.
- Initiate a debriefing discussion focusing on participants' reactions to any difference there may have been between what they wrote the first time and the second time in response to being asked to write down the first thing that comes to mind when seeing the word 'gender'.

Debriefing and evaluation

Ask participants to sit in a circle on the floor or on chairs. The following could be guiding questions for a debriefing discussion:

- Please share with the rest of the group what you wrote the first and second time you were asked to write down the first thing that comes to your mind when seeing the word 'gender'.
- Why do you think a difference emerged between the first and second response?
- Are you surprised by the difference if there was one? Why?
- Why do you think people have such different understandings of the terms relating to gender?
- How are those terms presented in the public sphere?
- How can language contribute to gender-based violence?
- Does gender related language and the way in which it is used contribute to discrimination?
- To what extent is there space for debating the definition of terms relating to gender where you live?
- To what extent do you think young people are involved in those debates?
- How can young people get involved in those debates?

Invite them to respond to the following process related questions:

- What did you learn during this activity?
- How did you feel during the activity?
- How do you feel now at the end of the activity?
- What have you gained from your participation in this activity?

Tips for facilitators

Be aware that the participants will have different approaches to and knowledge of the topic. Take into account that there may be confusion about the different terminology and linguistic differences, especially with regards to transgender issues. Try to explain and clarify without giving the impression that what you are telling the participants is 'the truth'.

Suggestions for follow-up

Think about inviting a guest speaker from a local LGBT or gender organisation to come and talk to the group further on gender and gender definitions. Participants can prepare questions before they come and the invited speaker can talk about what role gender definitions and common understandings of terms have within their organisation and the work that they do.

Ideas for action

If there are participants who demonstrate an interest in the more conceptual basis of issues relating to gender, you may suggest that they consider reading Chapter 1 of this manual.

HANDOUT

You may consider distributing copies of your brief input on the terminology and concepts related to the gender debate to participants after the input.

Gender-in-a-box³

What are little boys made of? / “Snips and snails, and puppy dogs tails / That’s what little boys are made of!” / What are little girls made of? / “Sugar and spice and all things nice / That’s what little girls are made of!” 19th c. English rhyme


LEVEL: 2

GROUP: 6-30

TIME: 60-90 MIN.

Complexity Level 2

Group size 6 to 30

Time 60 to 90 minutes

Overview Scholars and trainers alike often refer to ‘gender roles’. This is a concept that is today relatively widely used and discussed in the public sphere. In communication, the existence of rigidly defined gender roles and the damage that these can cause to individuals is most often taken for granted. Nevertheless, participants may come from backgrounds where the difference between gender and sex is not acknowledged and where the different roles accorded to women and men are considered as something ‘natural’ or ‘biological’. This exercise addresses the problematic effects of rigidly defined gender roles in society and aims to raise awareness about them. Participants will discuss the current role of the youth sector in this process and imagine possible change, as necessary.

Objectives To help participants gain insight into

- the socially-constructed nature of gender roles
- the mechanisms and agents of gender socialisation
- their personal history of gender socialisation
- the connections between gender socialisation and gender-based violence

Materials

- Youth magazines
- Advertising clippings
- Flipchart with paper
- Scissors
- Glue sticks
- Red, blue, green and black markers for the flipchart

Preparation Prepare two flipchart posters. Each should have one of the following headings: MEN (written in blue) and WOMEN (written in red).

³ Adapted from Creighton, A. and Kivel, P. (1990). *Helping Teens Stop Violence. A practical guide for educators, counsellors and parents*. Hunter House, Alameda.

Instructions

The first part of this exercise can be conducted in sub-groups or in the whole group. You should decide about this in advance. If you decide to create sub-groups, examine whether it is more appropriate to conduct the first part of the exercise in single-sex sub-groups.

Refer to a common experience the group has had prior to this exercise, whether this was an introductory activity to this exercise or a movie they all know or pop-stars acting out extreme gender roles. Explain to participants that there is / was a strong message of gender socialisation in that experience, and that the following activity will be about examining gender socialisation in a very practical way.

When working with one large group

Form small groups of threes. Give out magazines or clippings and ask the small groups to leaf through them and discuss with each other the messages that young people receive from these magazines about what men and women are supposed to be like. While they are talking, prepare two empty flipchart papers on the wall or on two stands and write MEN in blue at the top of one of them and WOMEN in red at the top of the other. After about 15 minutes, ask participants to come back into one circle and to brainstorm on the qualities of 'real men' and 'real women' as presented through the magazines they have been looking at, and other sources where such images are present. Encourage participants to disclose examples of what they were taught to understand as a 'real man' or 'real woman' during childhood or in school. Make notes of qualities, preferably using key words or short phrases, on the two flipcharts, using the red and blue markers for women and men, respectively. In a multicultural or multi-ethnic group take note of differences that arise, including all the different gender roles that arise, for example, in some cultures thin women are considered more beautiful (usually places / groups where there is no food shortage), whereas in others (usually in places / groups where poverty and hunger are the norm) having more fat tissue is idealised as beautiful.

Once the lists are complete, ask the group to cut out a few image examples from the magazines and stick them next to the keywords listed on the flipcharts.

When using sub-groups

Form sub-groups. Present the magazines or clippings and the flipchart papers with MEN and WOMEN as headings. Introduce the exercise by asking the whole group to give a few examples about messages that young people receive about how 'real men' and 'real women' are supposed to be like from the video / role-play / experience they have in common. After receiving a few answers, explain that the group will now work in two sub-groups, one brainstorming on men, the other on women. If you have decided to use single-sex sub-groups, the male group works on the male roles and the female group should work on the female roles. They should look through the magazines and clippings and use them as illustrations wherever possible. Also tell participants that they should not limit themselves

- to what they have found in the magazines, but think of their own childhood, school years or adolescence and contribute with the messages they have received about what men and women should be like. Sub-groups should preferably work in separate locations. The facilitator should monitor the process.
- When the sub-groups are ready, bring them back into one group, review the results and ask members of the other sub-group to add (some of) their own thoughts.
- The result should look something like this:

MEN

faithful (can be) polygamous muscular heterosexual
 brave sporty father had many girlfriends hairy chest
 strong potent creative winner rich successful
 daring manager protects the weak, esp. women active
 hits back competent breadwinner intelligent tall
 clever tough does not show emotions (apart from anger)

WOMEN

(good) mother pretty married sexy monogamous
 virgin(-like) passive (good) housekeeper fertile cheerful
 has big breasts long hair graceful takes care of her body
 thin less clever than boyfriend no body hair patient
 sexually experienced non-violent keeps traditions dresses well
 obedient family-orientated silent seductive caretaker

Debriefing and evaluation

- Explain to the group that despite some possible arguments on one word or another, very different groups of people usually manage to put together lists of these characteristics in a short period of time. Explain that the reason for this is that we all learn about how women and men should be from common sources. The collective name for these lists is 'gender roles'. These roles are presented to us as 'boxes' into which women and men are expected to fit. As you say this, draw a blue and a red rectangle around the words on the flipcharts.

Explain that what differentiates gender from sex is that, whereas the list of sexual characteristics is very short and has not changed in the last hundred thousand years, lists of gender roles are long, and vary both geographically and historically, often within a short distance or period of time.

Begin a discussion around the main issues raised by the exercise. You can use the following questions as a guide:

Gender socialisation

- Is it easy to stay in the boxes? Why?

Sometimes people do not *want* to stay in the box, but many times it is very difficult, or impossible to do otherwise.

Suggest to the group that they look for potential contradictions *within* the boxes, circle the pairs with green marker and connect them, for example:

- thin body - big breasts
- not hairy - long hair
- uses violence to resolve conflicts - kind to girlfriend

Some of these potential contradictions are biological: fat tissue on women does not (normally) grow only in one place; strong and long hair also means more hair on other body parts. Others expect different types of personalities in different situations.

Look for qualities that cannot be obtained by will, and box them in green, for example, physical qualities such as muscular, tall or thin are largely a matter of genetics and they can be influenced only to a certain degree. Becoming rich or being fertile are also qualities over which the individual has only limited influence.

- In what ways are we motivated to stay in, or try to get into the boxes?

Socialisation involves rewards and punishments as a way to reinforce or ban activities, habits and values. Ask participants to look at the contents of the boxes and to brainstorm how society punishes girls and boys, women and men, who do not want to or cannot belong to the box to which they are ascribed by society, in one respect or another.

- What is said to such people? What is done to them?

Note down the answers on a new sheet of flipchart headed 'Punishments' and list the brainstormed words in groupings for verbal, psychological, physical, sexual and social / economic forms of punishment. When the brainstorming is over, name the five forms of violence and give headings to the groups of words.

Conclude this part of the debriefing by explaining that these are some examples of the types of violence used to punish us and others, when we or they do not fit in. It is important to stress that there are many other causes and excuses for violence; the point of this exercise was to show the negative motivation which is responsible for so many of us actually trying to be who we are expected to be, but it is not an explanation of the causes of violence!

- *Gender roles and inequality between women and men*
- Gender roles equally limit men and women at the individual level. However, if we compare the two boxes, we find, first of all, that there are some important differences between them:
 - 1. There are fewer contradictions in the male box.
 - 2. Expressions in the male box often start with ‘can be’, whereas the women’s box has much more of the obligatory type of qualities.
- Furthermore, there are several opposites in the two boxes, which give more freedom and more power to men as a group, creating certain group privileges which are accessible to men as opposed to women, whether they ask for them or not.
- Ask the group to find matching opposites in the men’s and women’s boxes, and then circle and connect them in black, for example:
 - • active - passive
 - • uses violence to resolve conflicts - non-violent
 - • earns well - family-centred
- This exercise demonstrates that inherited gender roles and socialisation are partly responsible for the fact that men are encouraged to participate in the public sphere and in the political and economic life of the country. It is not surprising, therefore, that these systems are more representative of men’s realities and needs. Women, on the other hand, are often encouraged to stay in the family sphere and to engage in care-taking, resulting in their disproportionate under-representation in decision making and their financial dependence on men. These severely limit the life options, choices and freedom of women.
- *Gender roles and gender-based violence*
 - • Looking at the boxes now, what kind of connections do you think exist between gender socialisation and gender-based violence?
 - • Where do we learn the gender roles?
- During the initial brainstorming and during the brainstorming on punishments, it is common for several sources to be raised. Make a new flipchart with the heading ‘Sources of gender socialisation’, and list the names of people and institutions that come up. Usually this list includes parents both before and after birth, kindergarten, school, peers, friends, the media (press, magazines, TV, commercials, music, movies, books, literature, science, fairy tales), religion, holy scripts, history books, popular psychology, the military, and so on.
- *Role and responsibility of the youth sector*
 - • How does gender socialisation appear in the youth sector?
 - • Have there been or are there any changes in this field?
 - • Should the youth sector address this issue differently from current practices? If, yes then how?
 - • Can you give some examples of good practice?

Summary and conclusion

The existence of gender roles is often denied, with gender roles being considered 'natural'. How can something be natural and part of our biological set-up if it changes within ten years or a hundred kilometres? Here you can refer to cultural and geographical differences raised by participants during the brainstorming. Many individual boys and girls, women and men, suffer from the demands put on them to conform to specified gender roles. A rigid definition of gender roles contributes significantly to the inequality between women and men and to gender-based violence.

Tips for facilitators

The strength of this activity is that it brings the issue of gender roles and gender socialisation close to participants. Usually these issues are dealt with only in theoretical discussions. Therefore, it is important to introduce this exercise with some sort of real-life experience participants have. If you are working with a heterogeneous group coming together for a one-off training activity, it is best to create the experience right there in the room in the form of a role-play (e.g. boy and girl playing in a kindergarten or playground, and an adult instructing them to act like a boy and a girl), or a video showing boys and girls or women and men in typical or atypical gender roles, such as interviews with people having jobs that usually people of the other sex do. If the group meets often over a longer period of time, you can think of some recent or typical common experience, for example, that in camp, boys are usually called upon to look for wood and build the fire, whereas girls do the kitchen duties.

Suggestions for follow-up

Gender socialisation is part of almost every aspect of our life. The kind of examples that one finds in advertising or youth magazines can be found in many other areas of life, as well. As an add-on to the discussion on 'Where do we learn gender roles from?', the group could examine other sources of gender socialisation, such as first-grade schoolbooks, the policies and planned activities of their own organisation, and so on.

Ideas for action

The group can look for any pre-existing campaigns that address issues of gender socialisation and gender stereotyping and find ways to contribute to these campaigns through activities or creating publications or materials. Where the group can not find any pre-existing campaigns in which to take part in, they may like to think about how they can start their own campaign or produce information material to give to their organisation or other organisations.

Good, Better, Best⁴

“All is not what it seems”


LEVEL: 2

GROUP: 8-14

TIME: 60 MIN.

Complexity Level 2

Group size 8 to 14

Time 60 minutes

Overview This activity illustrates gender stereotypes and the way society considers ‘feminine’ and ‘masculine’ characteristics desirable or undesirable.

Objectives

- To recognise that people are socialised to consider certain characteristics as feminine and others as masculine
- To discover how society considers certain characteristics ‘positive’ or ‘desirable’, while other characteristics are considered ‘negative’ or ‘undesirable’
- To raise awareness of the almost automatic nature of social categorisation

Materials

- Two sets of cards with the different adjectives from the list below on them (see preparation and handouts)
- A work and instruction sheet for each group

Preparation Prepare the materials for the group work in advance

Instructions

Sets of cards

Each card has one part of a pair of adjectives written on it (see handouts). Although these pairs of adjectives form opposites, the stacks of cards should be sufficiently mixed so that it is not immediately very obvious.

Worksheets and instruction sheets

Worksheet for Group A

Prepare a blank sheet of paper divided into two columns. Each column should have a heading: one should read ‘Feminine’ and the other ‘Masculine’. Prepare a separate sheet with the following instructions to add to the worksheet:

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

⁴ Marietta Gargya, hotline worker at NANE Hotline for battered women and children, Hungary, developed on the basis of a research study by Broverman, I., Vogel, S. R. Broverman, D.M., Clarkson, F.E. and Rosenkrantz, P.S. (1972). ‘Sex Role Stereotypes: A current appraisal’. *Journal of Social Issues*, 28. Blackwell. pp 59-78.

Worksheet for Group B

Prepare a blank sheet of paper divided into two columns. Each column should have a heading. One should read 'Positive / Desirable' and the other 'Negative / Undesirable'. Prepare a separate sheet with the following instructions to add to the worksheet:

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

See handouts for pre-prepared cards and work / instruction sheets

Explain that this exercise is about finding out how gender stereotypes work in society.

Form two groups with equal numbers of participants. Ask them to sit in two corners of the room. Hand out the envelopes with the cards and the worksheets with the instructions. Tell participants that they should follow the instructions on their worksheet and work as quickly as they can. Tell participants they have approximately 10 to 15 minutes to complete the task according to the instructions on the worksheet.

When ready, gather the whole group again. Write on the flipchart two headings: 'Feminine' and 'Masculine' and ask Group A to dictate the characteristics they put under the 'Feminine' heading. After each adjective, ask Group B if they placed that adjective in the Positive/Desirable or the Negative/Undesirable column. Note this information beside the adjective by putting a plus (+) or a minus (-) sign beside it.

Debriefing and evaluation

Ask for a round of first impressions about the exercise and its results. You can ask participants some of the following questions:

- How did you find the exercise? What did you like or dislike about it? Why?
- How do you feel about the results, now that you see the summary?
- Does anything about the results surprise you? What? Why is it surprising?

The following typical issues need to be addressed in the debriefing of the exercise:

a. Characteristics in the feminine column are likely to have minus (-) signs next to them, while the ones in the masculine column are likely to have plus (+) signs:

- What do you think about this difference?
- Where do these differences come from?
- Do you consider this characterisation of masculine and feminine attributes to be accurate or stereotypical?
- How do we learn gender stereotypes?
- Can you identify with any of them (in yourself or in people you know)?
- In your opinion, in what way do gender stereotypes affect the way we / other people evaluate or judge men and / or women?

- b. The lists of men's and women's attributes (whether negative or positive) have a lot to do with our perception of men and women. These tend to inform the pre-conceived or ready-made ideas we have when we meet people:
- What do you think the consequences of gender stereotypes are on young women and men?
 - What do you think can be done to deal with the negative consequences of gender stereotyping?
 - How does gender stereotyping contribute to gender-based violence?
 - How are people affected that don't fit into the gender stereotype?

• **Tips for facilitators**

- By way of introducing the conclusion to the debriefing, you may want to tell participants that research has found that children as young as 5 or 6 years of age have gender related stereotypes. It has also been found that consensus on the differences exist, regardless of age, education, sex or social status.
- An additional dimension of the debriefing can focus on the fact that groups with undesirable characteristics are generally regarded as being less valuable and that they have lower status in society. This usually means that they are more often exposed to prejudice and to verbal or physical violence. You can ask participants to identify groups who are affected by such problems in their local area and ask how they think they can be overcome.

• **Suggestions for follow-up**

- Ask participants to think about ways to raise awareness about stereotypes and to prepare guidelines for how to go about confronting and challenging stereotyping in everyday situations. Ask them to experiment with following the guidelines in their everyday lives and to observe the results. Discuss their different experiences at a later meeting.

• **Ideas for action**

- Develop a 'research project' about stereotyping in everyday situations. If the members of your group attend school, discuss how they could observe and document stereotyping in school over a period of time. On the basis of the results, your group could propose recommendations to the school authorities for how to combat stereotyping, and the group could be involved in in-school activities to raise awareness about it among pupils.

HANDOUTS

Instructions for Group A**Headings:** Feminine - Masculine

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

Instruction for Group B**Headings:** Positive/Desirable - Negative/Undesirable

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

Set of Cards

dependent	independent
emotional	rational
objective	subjective
submissive	dominant
passive	active
skilled in business	not skilled in business
competent	incompetent
hesitates a lot	makes decisions quickly
ambitious	not ambitious
diplomatic	direct

Just Once

“Men their rights and nothing more. Women their rights and nothing less.”

Susan B. Anthony (1820 – 1906)

LEVEL: 2

GROUP: 6-30

TIME: 90 MIN.

Complexity Level 2

Group size 6 to 30

Time 90 minutes

Overview This brainstorming and discussion activity aims to create a better understanding of the differences between arbitrary incidents of violence in a relationship and systematic abuse

Objectives

- To identify what constitutes violent incidents as distinct from abuse in a relationship
- To discuss ways of recognising the difference between violent incidents and abuse in a relationship
- To discuss differences in how to deal with violent incidents and abuse appropriately

Materials

- Flipchart
- Markers

Preparation

Pre-prepare enough copies of the association pyramid (on flipcharts or A3 paper) for working groups as follows:

Draw a pyramid on the flipchart paper. ‘Conflict’ should appear at the top. You should draw two empty lines directly under it and a further two empty lines under each of those. You can extend the levels of association even further, but it is best not make the task too complicated. Three levels is usually enough to provoke a rich discussion.

Example:

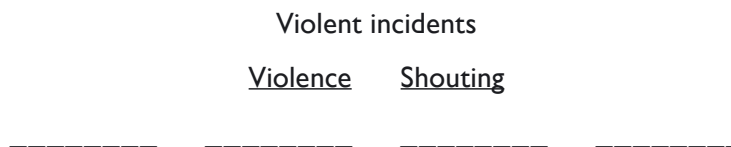
Violent incidents

Instructions

Explain that in this exercise the group will discuss the differences and similarities between violent incidents between people in a relationship and an abusive relationship using the method of word association. The work of word association is best done in small groups, so if your group is bigger than six or so, form several small groups to work in parallel.

For the purposes of clarity, it can be useful to draw a big version of the association pyramid on a flip chart and show it to participants when explaining what the groups have to do. Explain that participants should fill in the association pyramid by thinking about the word at the top position of the pyramid (in our example 'Violent incidents') and writing the first two things they associate with it in the two empty positions immediately below. They proceed in the same manner for all the words through the levels of the pyramid.

For example:



The groups should prepare a second pyramid for the theme of 'Abuse'.

Explain that the participants of each group should decide together which words they consider most appropriate to associate with the word above through an open and mutual discussion of what they consider related to the main theme, and the words that are later added to the pyramid. Explain that everyone's ideas count and that everyone should feel their opinion is represented by the final result of the work of the group. The groups should be prepared to present the results of their work, including their flipcharts, to the plenary at the end.

NB: This part of the exercise can take up to 30 minutes, depending on how many people there are in each group and how many levels of the pyramid you ask them to fill in.

Finally, the groups present the results of their work to the plenary. Make sure that each group receives an equal amount of time for presentation, and remember to ask if there are any questions of clarification after each presentation.

Debriefing and evaluation

To initiate the discussion, refer directly to the outcomes of the group work. It is probably best to begin with a discussion of the first set of results (i.e. those for violent incident) and then proceed into a discussion of the results for abuse. The concluding part of the debriefing can link the issues.

Possible questions to guide the discussion:

On Conflict:

- Do you consider the descriptions of violent incidents in a relationship from the group work to be accurate? If so, why? If not, why not?
- Is there anything that has emerged in the exercise that you find surprising or which you were not aware of beforehand? Why / How?

- What about the final result at the bottom of the pyramids?
- Are there any contradictions between the results of the work of the different groups?
- Looking at the results of the group work, how would you define violent incidents in a relationship?
- What do you think causes violent incidents in a relationship?

You can use the same set of questions, with slight adaptations, to initiate a discussion on the results for 'abuse', for example:

- Looking at the results of the group work, how would you define an abusive relationship?

Already at this stage, different definitions for violent incidents and abuse will emerge. Try to keep track of the similarities and differences raised in the discussion. At this point, if there are items that appear in relation to both headings, point them out and discuss why they are characteristics of both conflict and abuse in relationships.

Having discussed what some of the differences between conflict and abuse in the context of relationships are, you can continue by discussing with participants what they consider to be appropriate approaches to dealing with each.

To conclude, ask participants about what they got out of the activity and how they feel they can follow it up:

- What do you feel you have learned from this activity?
- What do you think you (and your friends, group, organisation) can do to deal with the problem of abusive relationships?

Tips for facilitators

Word association activities depend to an extent on the language knowledge of participants, so be aware of the different levels of language competence in your group, especially if it is an international or multicultural group using one common language that is not their mother tongue. Furthermore, you are not necessarily fully aware of the kind of relationships participants are in or have experienced, so be careful not to ask direct questions about experiences of violent incidents or abuse. Additionally, be prepared for the possibility that a participant volunteers information of a personal and emotional nature about a previous or current experience of violent incidents and / or abuse.

Suggestions for follow-up

Contact a local organisation dealing with the issue of abuse in relationships and ask a representative of that organisation to come to meet the members of your group. Organise a discussion or a question and answer session about issues of interest to your group, for example, how to recognise an abusive relationship or how to provide support or help to a person trapped in an abusive relationship

Ideas for action

Initiate a research group with participants who are interested in finding out more about abuse in relationships. Encourage this group not only to search for 'theoretical' information about the causes of, responses to and legal provisions for prosecuting abuse, but also to contact organisations that are dealing with the effects of abuse and to meet former victims and perpetrators. Think about ways in which your group could support organisations or contribute to the promotion of their cause.

Kati's story

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


LEVEL: 4

GROUP: 10-20

TIME: 60 MIN.

Complexity Level 4

Group size 10 to 20

Time 60 minutes

Overview This activity strengthens empathy towards victims of interpersonal or relationship violence, and uses a symbol to raise awareness of the highly limited space and possibilities available to battered women. Furthermore, this activity demonstrates that leaving a violent relationship takes place in stages. Helpers will inevitably see only a small part of the development, which leads the person being abused to remove him- or herself from the violent situation.

Objectives

- To identify the stages of a typical battering relationship
- To develop understanding for the lengthy process of leaving a violent relationship
- To discuss the role of third persons (friends, family members, professional helpers, etc.) in helping a person remove him- or herself from a violent relationship

Materials

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

Preparation

Familiarise yourself with the issue of violence in relationships and battery before undertaking the facilitation of this exercise. Chapter 2 of this manual, especially the sections dealing with domestic violence and abuse, is particularly helpful in clarifying the differences in various kinds of violence. Refer also to Compass⁵ pp. 354 to 357, for specific information on the human rights dimension of this issue.

Agree in your team, or with the other people who usually facilitate your group, who will be your co-facilitator. If you train alone, ask a participant to act as your co-facilitator. Check in the group if anyone has experienced this activity before. If so, ask one of these participants to act as co-facilitator. Go through the exercise with them in detail and explain their role to them. Make sure they understand what they are supposed to do and that they feel comfortable with it.

⁵ www.coe.int/compass

In advance of the exercise, approach a participant you consider to be ‘emotionally strong’ and ask them whether they would agree to take on a difficult role in the exercise, that of Kati. Explain the entire exercise to them before they agree to take on the role. Make sure they understand the function of the blankets and what is going to happen to them. Make sure they do not suffer from any form of claustrophobia or anxiety.

Prepare the room by placing one chair in the middle and creating space so everyone can sit in a circle around it or in a semi-circle in front of it. Keep the blankets in a pile close to hand.

Instructions

- Introduce the exercise and its objectives. Explain that this activity’s aim is to strengthen empathy towards victims of interpersonal or relationship violence, and that it uses a symbol to raise awareness of the highly limited space and possibilities available to battered women. Furthermore, this activity demonstrates that leaving a violent relationship takes place in stages. Helpers will inevitably see only a small part of the development, which leads the person being abused to removing him- or herself from the violent situation.
- Ask the participant that you have pre-selected and prepared to take on the role of Kati to come forward. Introduce the participant to the group. Tell the participants that s/he will have a difficult task, but s/he will be safe during the exercise. Tell the volunteer to sit on the chair in the middle of the room. Then introduce your co-facilitator to the group. Explain that this person will assist you in running the exercise.
- Pass around the blankets or sheets among participants evenly (1 for every 2 or 3 participants). The co-facilitator should get one.
- Explain to participants that you are going to read out a series of statements. There will be a short pause between each statement being read out. Participants should follow the text closely and especially pay attention to the pauses, as each of them will have a task to do during one or other of the pauses. Also tell them to pay attention to the co-facilitator, as during the first pause s/he will demonstrate what the participants will have to do later. To maintain the surprise effect, it is better not to tell the whole group straight away about the blankets. Explain to participants that the person playing ‘Kati’ has been briefed thoroughly, is fully aware of what is going to happen and has accepted the challenge.
- Ask participants to be absolutely silent during the active part of the exercise and tell them that if they have questions, they should keep them until the active part of the exercise has been completed. Tell them to take note of their feelings as the exercise goes on. If they have questions of clarification about how the exercise is supposed to proceed, ask them to raise them now, before the active part of the exercise begins.

- Start reading the story slowly. At the first pause, signal to the co-facilitator to put the first blanket over Kati. Make sure the co-facilitator knows in advance to cover Kati completely. Continue reading the next part of the story.
- At the next pause, encourage participants to put on another blanket. If participants are hesitant, you can look up, nod your head or signal to the co-facilitator to guide a participant in putting on another blanket.
- When you get to the part of the story where you ask Kati questions, read especially slowly. When you get to the first pause, signal to the co-facilitator to come forward to remove the first blanket. Again signal to participants that they should follow the example of the co-facilitator at the next pause. Usually participants do not hesitate to remove the blankets, but if they do, signal to the co-facilitator to guide them.
- After all blankets have been removed, thank the participant who played Kati, and ask her/him to sit back in the circle. Wait a moment before beginning the debriefing while participants settle themselves.

Debriefing and evaluation

Start the debriefing by asking for a round of impressions to get an idea of how everyone feels. This is quite an emotionally challenging exercise and participants may feel upset or uncomfortable. Remind participants that they have the right not to say anything. Offer the participant who played Kati the possibility to speak first about her feelings, and continue with others who indicate they want to speak.

During the debriefing, keep the paper with Kati's story at hand, so that you can refresh participants' memories of any particulars of the story, as necessary.

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

- *How did it feel to put the blankets on Kati? How did it feel to watch others cover her? If you hesitated to cover Kati completely, why did you hesitate?*
- *How did you feel about the removal of the blankets?*
- *In your observation, how did other participants act during the covering and the removal? Were there differences?*
- *What do you think about the story? Can you identify with any of it?*
- *Who is responsible for Kati having been covered by so many blankets? Herself, her husband, or other people in the story?*
- *Why did we ask participants to cover and uncover her?*
- *Why were the blankets removed gradually? Why didn't we just remove them all at once?*
- *What do you think about the questions that Kati was asked when she was covered by nine blankets?*
- *In your opinion, what could be the different roles and responsibilities of the people in this story for ending the abuse?*
- *What is the responsibility of 'third parties', i.e. to individuals not belonging to either side?*

- *What is the responsibility of society?*
- *What do you think young people, youth workers and youth organisations can do to stop abuse?*

Tips for facilitators

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

Make sure that no one makes any disturbances during the action. Avoid any coming and going in the room. If you run this exercise after a break or when somebody has left the room, make sure everybody is back in the room before you start.

It is up to you how you choose Kati, but it is strongly suggested that, prior to the exercise, you explain to the participant that s/he will be covered fully by several blankets. The volunteer must be claustrophobia-free and ready to experience some physical hardship during the exercise. You can also decide that a co-facilitator plays Kati. This is advisable if you have not, by this point, had the chance to build a high level of trust and safety in the group.

Some participants may hesitate at putting the blanket over Kati, or will prefer to put it on Kati's lap rather than over her head. The facilitator and co-facilitator should stay silent during the exercise, so try to encourage participants to perform the act of covering Kati fully by using eye contact and guidance. Bring into the debriefing stage any hesitations or unwillingness to perform, according to how the act of covering Kati is demonstrated.

Remember that you cannot necessarily know, as mentioned in the introduction to the exercises, 'who is in the room'. Someone may have experienced an abusive relationship and you should avoid causing such people to feel under pressure to disclose something they do not want to speak about with others or in public. Try to formulate the questions you ask in the debriefing in a 'non-personal' manner, so that even if they have personal experience, participants do not have to answer by referring to it directly.

Also be aware that such experiences may be painful for participants to be reminded of, and that as a facilitator it will be your responsibility to deal with the emotional consequences of running the exercise in your group. In other words, and in practical terms, if a participant gets upset or starts to cry, you have to be prepared to deal with that on a one to one basis and with the whole group. This may be as simple as taking a break, asking the participant if they want to go to their room to freshen up and telling the rest of the group that the person needed some time out and will speak about it when they are ready, or it may involve addressing the reasons for the participant getting so upset in the discussion in the whole group, with their prior consent, of course.

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

Suggestions for follow-up

It is possible to work with variations on this exercise by using a different 'story' to exemplify Kati's situation. You will find relevant case studies on the following website: www.nane.hu.

Check the Internet or local organisations that offer crisis intervention to battered women or other persons exposed to ongoing relational violence. Find out what support they give to victims. If possible, invite the representative of such an organisation to explain what they do to help in 'removing Kati's blankets'.

Have a look at the exercise 'Domestic Affairs' p. 114 to develop the theme of domestic violence and 'Power Station' p. 198 to develop the theme of how power and violence are related. Both exercises are from Compass⁶.

Ideas for action

Consider providing information about domestic and relationship violence to your own target group. If you have not been active in the field of gender-based violence before, consult an NGO dealing with these issues for advice on how best to inform your target group about the problem, and raise their awareness as to how they can help themselves or others affected by it. Involve your group in the preparation of the information materials (e.g. flyers, blog, etc).

⁶ www.coe.int/compass

MATERIAL

Kati's story

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

Co-facilitator covers “Kati” with first blanket.

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

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

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

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

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

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

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

Kati begins to miss more and more time from work without a proper excuse, so she gets fired. Now she does not have a job or an income of her own.

**(Question to the person in the middle and to mark the transition from covering to uncovering Kati)
Kati, why do you have to live like this? (Pause) Why don't you leave your husband? (Pause)**

Kati reads a story in a magazine about a battered woman who manages to leave an abusive relationship. The article contains the phone numbers of hotlines, shelters, and drop-in centres for abused women.

Co-facilitator removes one blanket

Kati decides that she cannot bear being abused any longer. She called a hotline where she had a long discussion with a woman who told her that she is one of many women experiencing domestic violence.

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

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

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

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

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

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

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

Listen Closely

“Nothing is ever said unless someone listens.”

Complexity	Level I
Group size	6 to 30
Time	60 minutes
Overview	Feelings of being ignored are common in discussions of gender. An exercise that focuses on communication can raise the problematic issue of exclusion based on gender.
Objectives	<ul style="list-style-type: none"> • To understand the process of exclusion based on gender • To understand the role communication can play in exclusion
Materials	None
Preparation	Make sure you are prepared to provide participants with examples of the kind of experiences or stories you have in mind. Prepare a large empty space in which the participant pairs can work without being distracted by each other.

Instructions

Ask participants to form pairs. One person is given the task to think of an experience or to tell a story. The other person should do everything to show that s/he is not listening, except speaking or walking away. After 2 to 3 minutes the pairs are asked to change roles and to repeat the exercise. When this is done the first person is asked to tell the same story again. This time, the listening partner should listen attentively and do everything to show that s/he is listening, even using small expressions or noises (e.g. “uh-huh”). Again, after 2 to 3 minutes, they swap roles.

Debriefing and evaluation

Begin with the process and how people felt doing the activity. The following questions may guide the discussion:

- How did it feel to be ignored?
- How did it feel to ignore someone?
- How did it feel to be listened to?
- How did it feel to be the attentive listener?
- Which role was best and why?

Continue with a discussion of the role that communication can play in processes of exclusion:

- What is meant by ‘active listening’?
- How can you become an active listener?

LEVEL: I



GROUP: 6-30



TIME: 60 MIN.



- What can be gained from active listening?
- What can you do when you are being ignored?

Conclude by exploring how exclusion on the basis of gender works:

- What role does gender play in exclusion?
- How do the mechanisms of exclusion discussed affect young people in the context where you live?
- How can you or your organisation help young people overcome exclusion on the basis of gender?

Tips for facilitators

While this exercise is rather generic and can be used to explore communication and exclusion in relation to issues other than gender, it is important to remember that you are only using the exercise as a way into understanding processes of exclusion. Try, as far as possible, to draw out participants' own examples of exclusion based on gender in the debriefing discussion.

Suggestions for follow-up

Develop guidelines using brainstorming and discussion techniques for gender sensitive and inclusive communication with the participants which they can then apply in the settings where they meet exclusion based on gender. If you are interested in issues of social exclusion, we suggest you consult the T-kit on Social Inclusion <http://www.training-youth.net/site/publications/tkits>.

Ideas for action

Apply the gender sensitivity and inclusive communication guidelines in the group with whom you work. Ask the group to monitor their progress and evaluate the differences in their experience of the work within the group. Initiate a discussion in the local school and your organisation about mainstreaming such guidelines.

Media Bash

“Is no news good news?”

- Complexity** Level I
- Group size** 10 to 30
- Time** 90 minutes
- Overview** This activity uses research and observation techniques to address the problematic use of violence in the media.
- Objectives**
- To ‘confront’ participants with the obvious use of violence in the media
 - To develop gender awareness among participants
- Materials**
- Flip chart
 - Magazines
 - Television
 - Computer
 - Computer games
- Preparation** Make some space in the room (remove tables and chairs) so that the participants have space to work in groups on the preparation of a poster / flipchart.

Instructions

Inform participants that they are going to analyse TV programmes, read magazines, observe advertising and commercials, etc, using a pair of ‘gender / violence glasses’.

If this activity is being conducted with a group that meets on a regular basis, tell participants that on this occasion the activity will be introduced and that they will have to watch TV and observe the media available in their local context during the upcoming week. This is a kind of homework task. In this case participants work alone and bring the results of their observations with them to the next session of the group.

Alternatively, if you are working in a one-off residential seminar, it is possible to run the activity on the spot, by conducting the analysis during the session on the basis of media materials chosen and provided by the facilitator. In this case the facilitator can also choose to record, in advance, relevant television programmes and advertisements as a supplement to print and other types of media. Participants may be asked to work alone or in sub-groups (depending on the number of people attending the seminar). In this case, and especially if participants are asked to work in groups, the facilitator should take into account that this kind of ‘research and analysis’ is a challenging task that is time consuming and should revise the time frame and the organisation of the discussion accordingly.

LEVEL: I



GROUP: 10-30



TIME: 90 MIN.



- Whether working individually or in groups, participants are asked to:
 - Count how many times they see violence or violent expressions in TV programmes, commercials, magazines
 - Collect (cut out, record) expressions of violence as shown in media so that they may show them to the other participants
 - Count how many times men are visualised as ‘perpetrators’ or as ‘victims’ of violence
 - Count how many times women are visualised as ‘perpetrators’ or as ‘victims’ of violence
 - Count how often they see a particular scene of violence from the point of view of the perpetrator or the victim
 - Record the ways in which media encourage violence
 - Record the extent to which media treat expressions of violence initiated by men and women differently
- Ask participants to form groups of four and to share with each other what they found. Ask them to display the materials they collected (20 minutes). Then ask the entire group in plenary to compare the ‘findings’ and draw some conclusions on the use of violence and its impact for young people of different genders.
- Participants will most probably find more ‘male’ expressions of violence. Discuss why violence committed by men is more frequently found in the media (and elsewhere?), as well as potential strategies for combating the kinds of violence referred to in the discussion.
- Discuss violence against men and why it is such a sensitive and controversial issue.
- **Debriefing and evaluation**
- Ask participants if they have ever looked at the issue of violence through gender glasses before. If not, what did they learn by taking this new perspective? Did anything in particular surprise them?
- More specifically, you can continue the discussion by asking the following guiding questions:
 - What was the most ‘eye opening’ aspect of this activity?
 - What did you learn from your participation?
 - Are the materials found and displayed representative of where you live?
 - How can the media be influenced to change the way it presents violence, stereotypical images of perpetrators of violence and different genders?
- **Suggestions for follow-up**
- Encourage participants and / or colleagues to undertake further reading or research into the issues of media and violence. Some relevant reading material in English includes the following books:
 - Buckingham, D. (2000). *After the Death of Childhood: Growing Up in the Age of*

Electronic Media, Polity Press.

- Cohen, S. (2001). *State of Denial: Knowing about Atrocities and Suffering*, Polity Press.
- Shanahan, J. (1999). *Television and its Viewers: Cultivation Theory and Research*, Cambridge University Press.
- Kirsch, S.J. (2006). *Children, Adolescents and Media Violence: A Critical Look at the Research*, Sage.
- De Zangotita, T. (2005). *Mediated: How the Media Shape Your World*, Bloomsbury.

Some of the above are 'academic' books, in that they base themselves on research. Nevertheless, they are worth looking into for a better understanding of the relationship between violence, the media and society and as a backdrop to educational work in this field.

Run the activity 'Front Page', adapted to the issue of gender, with the same group for an in-depth exploration of bias and stereotyping in the media using simulative non-formal education techniques, p. 135, *Compass*⁷.

Ideas for action

Contact your local media providers and ask them about their policy on the reporting of violence. Challenge them to use 'gender lenses' in developing their approach to reporting violence. Organise a discussion in your group with media professionals and students about the responsibility of media professionals for the contents and approach of their reporting.

⁷ www.coe.int/compass

Safety in my life⁸

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



LEVEL: 2



GROUP: 8-20



TIME: 60 MIN.

Complexity Level 2

Group size 8 to 20

Time 60 minutes

Overview This activity illustrates gender differences related to the issue of violence, and addresses the lack of availability of appropriate information for young people on the true nature of interpersonal violence such as relationship violence or bullying, etc.

Objectives

- To recognise the different levels and areas of concern for safety that men and women, and boys and girls have
- To discover the gap between the realities of gender-based violence and the information young people receive
- To identify some ways in which youth work can play a role in filling this gap

Materials • One flipchart sheet and markers for each of the sub-groups

Preparation Set out a circle of chairs in the middle of a large free space for the introduction to the activity
Place flip chart paper and markers in different places in the room or space, close to where the groups will work be working

Instructions

Explain that this exercise is about bringing together what individuals regularly do in order to be and stay safe. Tell participants that single sex groups will create lists of their own, and then will share them and discuss their findings together.

Form sub-groups. These should be single-sex groups, each of a maximum of four or five people. Tell the groups that they should share and brainstorm on the subject of ‘staying safe’, in other words, participants should think about and share things they actually do to avoid violence and to stay safe from violence. They should also think about the kind of threats to their safety they actually face on a regular basis.

Ask each group to go to the prepared working spaces in the room or close by. Give the groups about 20 minutes for the reflection and to make a list on the flip chart.

Get the groups back together, and ask each to report. Hang all the flipcharts next to each other in a visible place. If there were several sub-groups of the same sex, place those flipcharts next to each other.

⁸ Adapted from Adams, M., Bell, L.A. and Griffin, P. (Eds.) (1997). *Teaching for Diversity and Social Justice*. Routledge, p. 122.

Debriefing and evaluation

Ask for a round of first impressions about the exercise and about the results. A good way to kick off this discussion is to check if anyone is surprised by the discussion they had in the group, or by the results of their or other groups' work.

Typical results that arise and need to be addressed include:

The lists prepared by the women's group/s are often far more detailed and longer than that of the men's group/s and cover more types of threat to women's safety:

- What do you think about this difference?
- Where do you think it comes from?
- Does socialisation play a role?

The lists prepared by both male and female groups often focus heavily on precautions against violence from complete strangers, even though there is evidence that violence is most often perpetrated by people known to victims:

- Are the lists of threats representative of the actual dangers boys and girls, men and women face in their daily lives? Why? Why not?
- If not, what dangers are missing from the list?
- Why do you think they did not appear in the discussion and are therefore missing?
- Can you identify any of the dangers in your local context? If so, do you think the precautions for staying safe suggested by the groups are relevant or effective?

You can continue the debriefing by initiating a discussion about the information that young people receive about violence:

- What kind of information do we receive about violence and safety from violence? Where does such information come from? Is it credible? Do young people take it seriously?
- Why do you think children and young people are warned about certain dangers or forms of violence, but not about others?
- Whose job is it or should it be to inform young people and children about violence and precautions for staying safe?
- In what way could the youth sector contribute to providing credible information and advice to young people about violence and staying safe?
- How could you or your organisation contribute to making a change in this respect?

Tips for facilitators

This exercise requires a certain level of consciousness from the group regarding what violence is, what forms of violence exist and how they are defined. Make sure you read the information about violence in Chapter 2 of this manual in preparation for running the activity, so that you can help participants clarify any confusion that may exist around the different types of violence that can be observed in everyday life. You can also read Compass pp. 376 to 381 for a summary of different ways of understanding violence.

Be aware that if most participants have the attitude that they are safe from violence, an attitude that often results in victim blaming, this exercise can raise ‘prejudiced’ attitudes towards victims of violence. When talking about taking precautions against violence or being active in the defence of one’s own safety, the balance in the discussion can easily tip in the direction of placing blame on the victims for not having done enough for themselves. Make sure that both direct and meta-communication makes clear that perpetrators are always responsible for their own actions. A lack of information about safety or being in a vulnerable position for objective or subjective reasons does not cause violence and people not ensuring their own safety do not decide to become victims. Perpetrators, on the other hand, actively decide to use violence.

Explain that violence is a social phenomenon, as opposed to aggression, which is a biological one. As such, being safe from violence requires learned social skills. Make sure you focus the discussion on the extent to which society, through its different institutions from family to school, prepares young people for the most typical forms of violence committed against them.

Suggestions for follow-up

If anyone is interested in further reading, the recent publication ‘Young People and Violence Prevention – Youth Policy Recommendations’, edited by Gavan Titley and published by the Directorate of Youth and Sport, provides an easy-to-understand guide to the issue of violence in the everyday lives of young people, and some insights into how to combat it. This book is available for downloading on <http://book.coe.int/youth>.

Organise a discussion activity around the data on crime and violence provided by national statistical offices, for example, the British Crime Survey Data or the U.S. Bureau of Statistics data, on violence and perceptions of safety among young people or among women and men. Two examples of the kind of data that can be used to initiate a discussion activity are provided below.

Question: “How safe do you feel walking alone in this area after dark?”⁹

		% Feeling ‘Very Unsafe’	% Victims of Street Crime
Men:	16-30	1	7.7
	31-60	4	1.6
	61+	7	0.6
Women:	16-30	16	2.8
	31-60	35	1.4
	61+	37	1.2

Bureau of Justice Special Report: ‘Intimate Partner Violence, May 2001’ from www.coolnurse.com, accessed on April 24, 2005.

⁹ Hough, M. and Mayhew, P. (1983). The British Crime Survey: first report. Home Office research study No. 76. London: HMSO. p. 25. Fears for Personal Safety After Dark and Risks of ‘Street Crime’

“A survey of adolescent and college students revealed that date rape accounted for 67 percent of sexual assaults. More than half of young women raped (68 percent) knew their rapist either as a boyfriend, friend or casual acquaintance. Six out of ten rapes of young women occur in their own home or a friend or relative’s home, not in a dark alley”.

Run the activity ‘Violence in my life’, p. 248 in Compass, www.coe.int/compass with the same group in order to exemplify experiences of interpersonal violence (in general, not just gender-based).

Ideas for action

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

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

Sex sells?

“Does it make the difference?”


LEVEL: 2

GROUP: 10-30

TIME: 60-75 MIN.

Complexity Level 2

Group size 10 to 30

Time 60 to 75 minutes

Overview This exercise addresses a number of issues, including relations between different genders, advertising presentations of males and females, perceptions of what is male and female in advertising and the influence of advertising on the creation of public perceptions regarding gender, sex and sexuality.

Objectives

- To identify everyday presentations of gender using the example of advertising in the media
- To identify gender stereotypes projected through the media
- To reflect upon and discuss the social construction of gender roles
- To raise awareness about inequality of opportunity between genders
- To promote empathy with the other gender

Materials

- Newspapers and magazines
- Scissors
- Glue
- Flipchart paper

Preparation Collect various different newspapers and magazines, rich in advertisements and pictures in both colour and black and white. Read the instructions carefully and study the grid that participants will use in the second part of the exercise (see handouts).

Instructions

- Introduce the activity. Start by referring to everyday life and common perceptions of different gender roles in society. Explain that it is almost impossible to find dimensions in life where the aspect of gender is not present. Even when we think of basic things, such as who will wash the dishes at home, the seating arrangements of girls and boys in schools, places where women and men are employed, gender is present. Explain that advertisements in the media very often benefit from the different characteristics, stereotypes and prejudices that are current in a society about genders.
- Tell participants to look through the supplied newspapers and magazines and choose one advertisement to analyse.

- Using the grid (see handouts), each participant should then identify and note down the different parties in the advertisement, the direct (obvious) and any possible hidden messages that it conveys and the use made by the advertisement of gender stereotypes.
- In addition to the grid, ask them to write down the attributes of men they find in the advertisement on blue post-its, and the attributes of women they find in the advertisement on pink ones.
- Once participants have filled out the grid (give them about 20 minutes for this task, to include time for reflection), ask them to get together in pairs to share with each other the advertisements they chose, the grid they prepared and their gender analysis (blue and pink post-its with attributes of men and women). (Give the participants about 20 minutes for this task as both participants in the pair need time to present and share.)
- When participants finish the work in pairs, the facilitator should collect the blue and pink post-its prepared by the individual participants and present them to the plenary, putting each colour post it on separate flip chart (one for women's attributes and one for men's), reading out the words on the post-its.

Debriefing and evaluation

Ask participants to comment on the attributes given to men and women. They may also make reference to the advertisements, but it is not necessary to receive complete oral reporting from the pairs.

Some questions you can put to the group to initiate a discussion on this issue include:

- How do you feel about the male and female attributes identified as a result of the analysis of the advertisements?
- In your opinion, are these attributes accurate for men and women you know, or in general? How / how not?
- To what extent do you consider such portrayals appropriate, and why?
- How are these attributes reflected in the context where you live?
- Where do you come across such presentations of male and female attributes?
- What do you consider to be the consequences of such portrayals of women's and men's characteristics?
- In what way do such portrayals of women's and men's attributes in advertising affect the perception and self-perceptions of young women and men?
- How do you think advertising can avoid the use of stereotyped and negative portrayals of women and men?
- In what way can advertising contribute to forms of gender-based violence?
- Can advertising contribute to violating people's rights? How?
- How can you / your organisation contribute to the creation of more gender equitable advertising practices?

Tips for facilitators

Be aware that advertising often uses overtly sexual images or covert sexual messages about women or men to 'sell' the product they are advertising. This aspect certainly has to be addressed by a discussion of this nature, but remain aware that discussions that have content relating to sex may cause discomfort to some participants.

Suggestions for follow-up

Ask the group to develop a code of ethics for media professionals working in the areas of advertising and marketing concerning the presentation of gender in the media. Use prioritisation or ranking methods.

Ideas for action

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

HANDOUT

Grid for Analysis

	What?	Who?	(In-)Appropriate?	Why?
Role				
Behaviour				
Activity				
Attribute				

Spaces and Places

“How safe is safe...?”

- Complexity** Level 2
- Group size** 10 to 30
- Time** 40 to 60 minutes
- Overview** This exercise explores the safety of Lesbian, Gay, Bisexual or Transgender (LGBT) young people in different ‘everyday’ situations and locations.
- Objectives** To raise participants’ awareness of the fact that openly Lesbian, Gay, Bisexual or Transgender young people may feel unsafe when entering (public) spaces
- Materials**
- A large empty wall-space along which there is space for the participants to move
 - Three large pieces of paper of three different colours with the titles ‘VERY SAFE’, ‘UNSURE’ and ‘VERY UNSAFE’ written on them
- Preparation** Prepare three separate large pieces of paper of three different colours with the titles ‘VERY SAFE’, ‘UNSURE’ and ‘VERY UNSAFE’ written on them. Hang the posters on a large empty wall along which there is space for the participants to move in each direction. Leave a large space between each of the posters on the wall. The poster with ‘UNSURE’ written on it should be placed in the middle of the other two.

Instructions

Ask participants to imagine the room is a giant opinion scale with one end of the room representing ‘very safe’, the middle ‘unsure’, and the other end ‘very unsafe’ on the scale.

Ask participants to think about how safe they imagine it is for LGBTs to be ‘out’ (i.e. open about their sexuality) in a variety of settings:

- at a gay or lesbian bar
- during a classroom discussion at school
- during a pop concert where homophobic slogans are chanted by the singers
- in a conversation with parents
- during a discussion at school where racist, homophobic and xenophobic remarks are made
- at a gay or lesbian bookstore

LEVEL: 2



GROUP: 10-30



TIME: 40-60 MIN.



- at the work place
- in a local youth club in a highly culturally diverse urban area
- asking for condoms at a village pharmacy
- at a youth conference or training course where, despite good intentions from the organisers, homophobic remarks are expressed by participants

To clarify the differences of opinion in the group, and to create a basis for discussion, ask participants to move to the place on the scale at which they feel the setting raised corresponds. Some will move to the part of the room corresponding to 'very unsafe'. Others will move to less extreme positions on the scale.

At this point ask participants to justify the position they have taken by asking why individual participants think a particular setting is more or less safe for LGBTs who are 'out'. You have the choice at this point to encourage participants to discuss in more or less depth about their different perceptions. Try to ensure that participants speak from positions of experience or provide relevant, evidence-based arguments for their positions. Participants should speak for themselves rather than arguing why they think others are wrong, although making references to other people's arguments is perfectly acceptable. Repeat the procedure for several or all the settings on the list. Decide in advance how long you want to devote to the discussion in each round (5 minutes? 10 minutes?). This will inform you how long you need for the overall exercise.

Debriefing and evaluation

This exercise can be debriefed in more or less depth and with a variety of focus issues. Depending on the group you are working with (its composition and size), on the time you have available and on what you want to achieve by running this activity, you can choose what emphasis to give the debriefing.

Here, we outline a debriefing that charts the middle ground, offering several related directions in which the discussion can be led.

Ask participants to sit in a circle. Get a round of first impressions about the exercise and about the results. A good way to start this discussion is to check if anyone is surprised by the opinions demonstrated by the exercise.

You can continue the discussion by focusing on the differences in perceptions and asking, for example,

- Why do you think there are differences in perception concerning the safety of different everyday places for LGBTs who are 'out'?
- Based on the results of this exercise, what do you consider to be the characteristics of settings which can be considered as 'unsafe' for LGBTs?
- Based on the results of this exercise, what do you consider to be the characteristics of settings which can be considered as 'safe' for LGBTs?
- Can you identify any of the situations of relative safety or lack of safety described

in this exercise in your local context?

- What dangers do young LGBTs who are 'out' face in your local context?
- What do you think that responsible players in each of these settings can do to help LGBTs who are 'out' to feel safe?
- What precautions can young LGBTs take to increase their own safety?

You may broaden the discussion to take into account the ethnic, religious and cultural differences within the LGBT movement. For example, would a transgender man or a black lesbian woman be more vulnerable to intolerant and violent behaviour? What do racism and trans-phobia mean for the safety of LGBT people?

This can, for example, open up a wider discussion on the problem of vulnerability to gender-based violence. You can ask participants to think about how safe female representatives of (visible) minority groups might feel when entering settings usually dominated by male members of the majority.

Tips for facilitators

The list of settings given here is not exhaustive. You might consider revising the list to make a strong link with the context and reality of participants.

It can be useful for the debriefing that the facilitator or a co-facilitator notes down the results for each setting in a place visible for the participants, in other words, how many people thought the setting discussed was unsafe or safe, etc. It can also be very useful to note down some of the arguments used by participants for later reference, if you decide to go into a deeper discussion.

Suggestions for follow-up

Run the activity 'Where do you stand?' using statements adapted to the themes of gender and gender-based violence, Compass¹⁰, pp. 254.

Ideas for action

Suggest that your co-activists in your organisation or your group conduct an 'inclusivity analysis' of your organisation. This can be simply done by reviewing organisational policies and practices to check whether or not they are safe, welcoming and open to LGBT young people, although it does require a large measure of openness to self-critique on your part and that of the others in your organisation. Alternatively you can use a more sophisticated or scientific method. Several of these exist in the youth gender field and can be found by searching the Internet.

¹⁰ www.coe.int/compass

Stella¹¹

“In a sad love story, who’s the worst and who’s the best?”


LEVEL: 2

Complexity Level 2


GROUP: 5-30

Group size 5 to 30

Time 120 minutes


TIME: 120 MIN.

Overview This activity uses ranking techniques to confront the differing values of participants in relation to issues of morality, and to open up discussion on the issues of gender inequality and socialisation into gender-based stereotyping and prescribed gender roles for both women and men

Objectives

- To encourage participants to think about their own values in relation to morality and gender
- To analyse where differing moral positions come from
- To understand how individuals become socialised into gender-based stereotyping or prescribed gender roles
- To analyse the way prescribed gender roles for both women and men are an intrinsic part of individual and societal morality

Materials 1 copy of Stella’s story for each participant

Preparation Enough space for participants to work individually, in small groups of 3 to 6 and in plenary.

Instructions

Introduce the exercise to the participants. Explain its objectives and that it will help participants to find out more about their personal values in relation to morality and gender.

Ask participants to read the story individually and to rank each character (Stella, Vitali, Ralf, Stella’s mother and Goran) according to their behaviour, for example, “Who acted in the worst way?” “Who was the second worst?”, and so on. You should give participants 10 minutes for this task.

When everyone is ready with their individual ranking, ask participants to get together in small groups (of 3 to 6), to discuss how they perceive the behaviour of the characters. The task of the small groups is to come up with a common ranking – a list that everybody in the small group can agree on.

Ask them to avoid using mathematical methods in order to establish the ranking, but rather to build the list on the basis of a shared understanding and agreement about what is good and what is bad behaviour.

¹¹ Adapted from “Abigale” Training Resource File Volume 4 – “Intercultural Learning” Examples of Methods Used, Directorate of Youth and Sport, Council of Europe – CEJ/G (1991) 4 rev.

After the small groups have come up with their lists, you can optionally repeat this phase by bringing two small groups together to form medium size groups. If you choose to include this phase, the first round of group work should be conducted in groups not larger than 4 people.

Debriefing and evaluation

Start by bringing together the results of the group work and by discussing the similarities and differences between them. Slowly move on to ask on what basis people made their ranking. You can use the following questions to guide the discussion:

- How did they decide, individually, what was good and what was bad behaviour?
- How did they find agreement in the small groups about what was good and bad behaviour?
- Did they find it difficult to come to an agreement that everyone could live with?
- What obstacles were encountered?
- What role do personal values play in such a process?
- Where do one's personal values, in relation to issues of morality and gender, come from?
- Where do people learn morality and gender related values?
- Can you identify any prescribed gender roles in the story?
- What gender related dilemmas are raised by this story?
- Are any of these present in the context where you live?
- How do these issues affect young people?
- How can we help young people to deal with social pressure related to morality and gender?

Tips for facilitators

In order to get the best results from the exercise, it is essential that you establish an open atmosphere in which every ranking of the story is explicitly acceptable, and where you do not start 'blaming' people for arguments you might consider strange or bad yourself.

Suggestions for follow-up

This exercise can be adapted in many ways. One variation is to run it as done here, and then to repeat it with a changed story, in which all the women become men, and vice-versa. Does the same ranking still apply? Why do things change? You could also include the age of the characters in the story and play around with it, make them all have the same gender, or include ethnic or national background. It would then be useful to look at how the changes in the story make a difference to the ranking, and why.

Ideas for action

Suggest to your group that they explore the issue of values as they relate to gender in a variety of real communities. You can do this in a number of ways: develop a series of in-

- interviews using different audio visual methods with male and female representatives of different religious and cultural communities, or invite women and men from the communities you are interested in knowing more about to come to meet the members of your group and to discuss values related to gender.

HANDOUT

Stella's Story

Somewhere, far, far away, lives a beautiful girl Stella. She loves handsome Vitali who lives on the other side of the river. In early spring a terrible flood destroyed all the bridges across the river, and has left only one boat afloat. Stella asks Ralf, the owner of the boat, to take her to the other side. Ralf agrees, but with one pre-condition: he insists that Stella sleep with him. Stella is confused. She does not know what to do and runs to her mother to ask for advice. Her mother tells her that she does not want to interfere with Stella's private business. In desperation Stella sleeps with Ralf who, afterwards, takes her across the river. Stella runs to Vitali to embrace him happily, and tells him everything that has happened. Vitali pushes her away roughly and Stella runs away, bursting into tears. Not far from Vitali's house, Stella meets Goran, Vitali's best friend. She tells him everything that has happened. Goran hits Vitali for what he has done to Stella and walks away with her...

The knight on the white horse¹²

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

Complexity	Level 3
Group size	10 to 20
Time	60 minutes
Overview	This activity introduces the difficulties of recognising abuse from close up and early warning signs for who could be a potential abuser. It is a good basis for a discussion on how society romanticises violence and oppression.
Objectives	<ul style="list-style-type: none"> • To discuss the boundaries of a safe and democratic relationship • To discuss the role of education and / or youth work in preventing violence in intimate relationships
Materials	Copies of the story of the knight on a white horse for Susie, the narrator and the knight

Preparation

Familiarise yourself with the issue of violence in relationships and battery before undertaking the facilitation of this exercise. Chapter 2 of this manual, especially the sections dealing with domestic violence and abuse, is particularly helpful for clarifying the differences in various kinds of gender-based violence. Refer also to *Compass*¹³ pp. 354 to 357 for specific information on the human rights dimension of this issue.

Choose two participants or team members with whose help you feel confident to co-facilitate this exercise. Brief them in advance about what will happen during the activity. Give them a copy of the explanation of the exercise to read in advance and a copy of the story of the Knight on the white horse. If possible, the person that plays Susie (and is ‘courted’) should be female. If you do not think that any participant is suited to the role, ask a (female) team member to be Susie. The other participant or team member should be the narrator. You (the facilitator) play the knight.

Prepare the working space so that all participants can sit in front of the actors in a semi circle and can observe all the action clearly.

LEVEL: 3



GROUP: 10-20



TIME: 60 MIN.



Don't forget to read the tips for facilitators before running this activity.

¹² Adapted from an activity elaborated by NANE Women's Rights Association, Hungary <http://www.nane.hu>

¹³ www.coe.int/compass

Instructions

Explain to participants that they will hear a short story about the knight on the white horse and that afterwards there will be a discussion about the feelings it raises.

The actors move to the middle of the room. You (the facilitator) are the knight. You kneel in front of Susie, or sit next to her, and hold her hand. It is preferable for you to act out the 'courting' scenes by heart, rather than reading. So, if possible, learn the dialogue by heart in advance. The narrator stands to the side of the scene. The narrator reads out their part of the story.

The text of the story is outlined in the handouts section below.

Debriefing and evaluation

After the 'courting scene' and story have been completed, check the faces of participants for reactions or emotions. If participants seem a little shocked or upset, give the participants a very short break for them to collect themselves together.

Begin the debriefing by asking the person who played Susie to share her feelings and impressions about the little play before collecting the impressions of the other members of the group.

Keep the story in your hands for reference and remind the group of certain passages of the story as necessary.

You can initiate the discussion using the following questions as a guide:

- What does this story make you feel? Why?
- What do you think about this relationship?
- At which point do you think Susie should have realised this is a dangerous relationship?
- What other signals are there that indicate that this relationship is becoming abusive?
- What can we understand about romantic relationships from this story?
- Where does an open and democratic relationship end and an abusive one begin?
- Where do we get our knowledge about what relationships should be like from? How accurate are these sources of knowledge?

You can conclude the discussion by widening the focus to include how society romanticises violence and oppression. You can use the following questions to guide this part of the discussion.

- Where and under what circumstances do we most often come across violence and gender-based violence in particular?
- In what way is violence and / or gender-based violence depicted?
- To what extent is violence romanticised?
- How do young people engage with these images or depictions of violence?
- How does this affect the way young people develop their capacity for relating to other people and especially to members of another gender or people with a different sexuality?

- What can be done to ensure that gender-based violence is portrayed more honestly and realistically?

Tips for facilitators

This exercise can be very emotional for some participants and, therefore, needs a safe environment. This is not an exercise that can be run with a group that has just recently met. If your group works together regularly, this is an exercise for when they already know and trust each other and you (as facilitator). If your group has come together for a one-off residential activity, it is suggested that you run this activity only after the group has worked together for a few days. Participant trust in the facilitator as well as in each other is crucial for the success of this exercise.

As mentioned previously, bear in mind that you do not necessarily know ‘who is in the room’. Someone may have experienced an abusive relationship and you should avoid such people possibly feeling under pressure to disclose something they do not want to speak about with others, or in public. Try to formulate the questions you ask in the debriefing in a ‘non-personal’ manner, so that even if they have a personal experience, participants do not have to answer by referring to it directly.

Also be aware that such experiences may be painful for participants to be reminded of, and that as a facilitator it will be your responsibility to deal with the emotional consequences of running the exercise in your group. In other words, and in practical terms, if a participant gets upset or starts to cry, you have to be prepared to deal with that on a one to one basis and in the whole group. This may be as simple as taking a break, asking the participant if they want to go to their room to freshen up and telling the rest of the group that the person needed some time out and will speak about it when they are ready, or it may involve addressing the reasons for the participant getting so upset in the discussion in the whole group, with their prior consent, of course.

Suggestions for follow-up

See the activity ‘Kati’s story’ (see p. 110) and explore it with same group to develop the theme of domestic violence and abuse.

Ideas for action

Participants can get in touch with a local hotline for women experiencing trouble in their relationship and domestic violence. They can help find ways to advertise the hotline to the general public and some may even wish to become a volunteer for the hotline. If there are no such local hotlines, participants may want to look further into finding a way to establish one for the local community. It is important to note that when working for a hotline or establishing a hotline, it is extremely important to undergo training to be able to respond to the calls effectively.

HANDOUT

The knight on a white horse

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

Narrator ... and Susie is very happy and feels very attracted to the man

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

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

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

Narrator And Susie indeed feels that the whole world is left outside, and that every minute they spend away from each other shortens their love.

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

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

Knight You spend way too much time with your girlfriends. But we have such a great time together. Am I not enough for you? You shouldn't trust them. I think they have a bad influence on you. I don't like the way you talk about them and about the things you do together. And I don't like the way you talk to me when you come back from being with them.

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

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

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

Too Hard to Ask¹⁴

“No always means no!”

- Complexity** Level 3
- Group size** 6 to 30
- Time** 60 minutes
- Overview** This activity addresses the way young people are socialised into communicating about sexual activity using brainstorming and discussion techniques.
- Objectives**
- To identify approaches to asking another person to engage in sexual relations that present the intentions of the requester transparently, and which suggest respect for the decision of the other
 - To learn to use different (negative) responses to requests for engaging in sexual relations
 - To understand the dangers which individuals (especially women) regularly face as a result of the non-transparent language of request and refusal in relation to sexual relations that women and men are socialised into
- Materials**
- Flipchart
 - Markers

Preparation

Many young people have sexual intercourse before they are actually ready for it. This can be caused by the fact that young people remain socially dependent on adults while being at an age when they have an ever-increasing need for self-determination and self-esteem. During this stage in life, young people may feel that one of the only things they control is their own body. Therefore, they might engage in sexual activity to show that they are growing up. Another reason for this is that young people do not always learn to represent their own interests, especially when their needs and intentions differ from somebody's whom they otherwise like.

Instructions

Introduce the activity by asking participants if they believe that other people in the group are having sexual intercourse regularly? Some participants may answer “Yes”. Point out that some are very likely not engaged in regular intercourse and may still never have engaged in sexual relations. Also point out that some of those who are, may not really want to be,

14 Adapted from “An Introduction to Human Sexuality - A curriculum guide for teachers”, pp. 60-61.

LEVEL: 3



GROUP: 6-30



TIME: 60 MIN.



Don't forget to read the tips for facilitators before running this activity.

but do not know how to say “No” when asked. Furthermore, some may even believe that they are supposed to ask their partner to engage in sexual intercourse to prove they care about them.

Part 1: Brainstorming

Ask participants to work individually on the following question:

What are the ways to ask a person to have sexual intercourse with you?

Point out that you don’t have to have engaged in sexual intercourse to imagine how one can ask someone else to engage in it with you. This is brainstorming and participants should not feel worried that they do not have personal experience on which to base their answers.

Give participants a few minutes to note down their ideas. Ask volunteers from the circle to share their ideas. Note down their suggestions on the flipchart. If similar ideas arise, they do not have to be written down again. You may simply put a mark next to them, each time it is mentioned again.

When they have finished, ask participants to brainstorm examples of how they might refuse these requests. In other words, how would they say “no” if asked? Ask participants to think in terms of assertive answers. Assertive answers are those which formulate a clear refusal without being offensive. Note these down on the flip chart next to the questions they refer to.

Part 2: Acting out

Once the questions and answers have been formulated, ask participants if there are any volunteers (you need at least 2 volunteers) who would like to role-play scenarios that show how the questions and answers work. Give the volunteer pairs a few minutes to choose and prepare their sketch. To begin with other participants should watch the pairs play out their short dialogue. Then the couple should play it again, and other participants may call out “Freeze” if they want to replace one of the players and move the dialogue on in a different, or (in their opinion) more effective or assertive direction. This is a way for the other participants to actively suggest alternative ways to ask and refuse sexual intercourse. Continue on the one sketch until there are no further suggestions from the audience, or until players have been replaced a maximum of two or three times. To avoid loss of interest, move on to the next volunteer pair and repeat the procedure. Try to offer all participants who wish to act out the opportunity to do so, obviously within the limits of the time available to you. Do not forget that women in the group should also get the opportunity to play one who asks for sex.

Debriefing and evaluation

Start the discussion by asking participants to share with the rest of the group some things they feel they have learned about asking for and refusing to have sexual intercourse during this exercise.

Emphasise the importance of open verbal communication in relation to requests for and refusals of sex. You can refer to some of the following reasons why speaking openly about whether one is ready, or wants to have sex, is important:

- The body language of people in different roles, certain types of eye contact and whether a meeting between two people is a romantic date or a friendly chat are all very subjective categories, of which we cannot assume others to be fully aware.
- Obvious but non-verbal offers are hard to refuse in an assertive manner. By the time the target of one's desire believes that s/he has understood the intentions of the other, s/he might already feel very intimidated.
- In the cases of date rape or acquaintance rape, most survivors have noted that shortly before the (attempted) rape they had an uncomfortable gut feeling about the situation, but would have found it impolite to react in an assertive manner, or simply were not sure of themselves and did not want to offend the other. These moments of discomfort are indicators for what may happen, and are often the last opportunity to stop the other. Once the true intentions of the other have become clear, it may already be too late to stop them.

Initiate a process related discussion with participants to open up the issue of how people are socialised into non-transparent communication about sex. You can use the following questions as a guideline:

- How did you feel about this exercise?
- Did you feel discomfort about being asked to communicate openly and in front of other people about sex? Why?
- Why else might young people feel discomfort or embarrassment communicating about sex?
- Do young people in different places communicate differently (more or less openly) about sex? Why?
- What about where you live? How is sex communicated?
- What do you think causes young people to feel embarrassed about speaking openly about sex?
- What can be done to help young people communicate openly and transparently about sex?

Tips for facilitators

Asking participants for their ideas on why requesting sex is a difficult task. Participants may raise verbal and non-verbal metaphorical approaches to asking for sex during the brainstorming. Record these on a separate flip chart and call attention to the original task of finding transparent ways of communication about asking for and refusing sex. You might come back to the metaphors raised if that seems to be useful when drawing participants' attention to the reasons why transparent communication about sex is important.

To check the legal age of consent in different countries you can look on the internet at www.advert.org/aofconsent.htm

This is a difficult exercise because communication of this kind is not built into our upbringing. The aim of the exercise is not that at the end all participants will be able to communicate their sexual desires in a transparent way. Rather this exercise helps us to begin thinking about past experiences or present thoughts and to raise awareness of the disadvantages of non-transparent communication that we are socialised into about wanting or not wanting sex. Be aware that discussions that have content relating to sex may cause discomfort to some participants. Participants should be able to make use of their right to pass, in other words, not to express themselves at a given moment. There might be participants who find it very difficult to verbalise such requests or refusals, whatever their reasons. Comments such as “in our community this type of communication would be not possible” do not necessarily mean that the exercise has to stop. In the process related discussion during the debriefing one can address the ways in which different communities deal with issues such as communication about sex. Participants who used their right not to express themselves at another moment may have more to say during this part of the discussion. Encourage them to actively express their feelings about the situation with regard to communication about sex and how they would like to see it change, if at all.

Sometimes the role-plays end up addressing the problem of sexual harassment. While this is a linked issue, be clear about the difference between harassment and situations of explicit communication about sex.

As described here, this activity is for mixed sex groups, but depending on the nature of your group, this might be an exercise to be considered for a boys or girls only activity.

Suggestions for follow-up

Follow up by using the activity “Let’s talk about sex” from Compass¹⁵ p.156, with the same group.

Related issues include sexual harassment and date / acquaintance rape. You can read more about these forms of gender-based violence in Chapter 2 of this manual.

Ideas for action

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

¹⁵ www.coe.int/compass

What to do¹⁶

“Should I stay or should I go?”

- Complexity** Level 2
- Group size** 6 to 30
- Time** 60 minutes
- Overview** This activity uses differences in opinion in the group about how to approach common dilemmas in relation to sex and sexuality and relationships that young people find themselves in during early and late adolescence. Its aim is to develop the participants’ understanding of the many alternatives that exist for solving perceived problems satisfactorily.
- Objectives**
- To identify common sex, sexuality, violence and relationship related dilemmas faced by young people as they become autonomous individuals
 - To discuss and explore different approaches to dealing with these dilemmas
 - To develop empathy with young people facing difficult situations and decisions
- Materials**
- The dilemmas on a piece of paper for reading by the facilitator
 - A large enclosed working space with four corners
- Preparation** Familiarise yourself with the dilemmas
Prepare the room and the corners with A, B, C and Open corner signs

Instructions

Ask participants to stand in the middle of the room and tell them they have to take a stand on the presented dilemma by choosing a corner of the room according to their liking. The dilemma is read out and the alternative corners are introduced. When everyone has selected a corner and gone there, let the participants debate among themselves for a while. Participants from each corner should then be asked to give some reasons why they chose to stand there. Repeat the action for each of the dilemmas you choose to present.

Debriefing and evaluation

Ask everyone to sit in a circle. Initiate the discussion by asking participants how they felt during the exercise, whether they liked it, or disliked it or if they were surprised by any of

¹⁶ Adapted from “Bella - Grus och Glitter 2”, KSAN/Kvinnoorganisationernas Samarbestrad i Alkohol – och Narkotikafragor och Katrin Byreus, 2001. English version, entitled ‘Rubble and Roses – A practical guide for girls’ groups’ by Katrin Byreus Hagen, available from the Women’s Organisations’ Committee on Alcohol and Drug Issues (WOCAD).

LEVEL: 2



GROUP: 6-30



TIME: 60 MIN.



- the comments raised by other participants. Ask participants if they were able to empathise with any of the characters in the cases read out.
- Continue the discussion on the subject of dilemmas young people have relating to their sexuality, sex, violence and relationships, using the following guide questions:
 - Do you consider these dilemmas representative of those faced by ordinary young people today?
 - How do you think young people make their decisions when faced with such a dilemma?
 - What effects can being faced with such a dilemma have on a young person's life?
 - When you have a dilemma (big or small), how do you go about resolving it?
 - Where can young people faced with such dilemmas get support from if they need it?
 - What are the rights of young people in your country when it comes to sexual and reproductive rights?
 - Who should decide the rights of young people in relation to sex?

Tips for facilitators

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

Suggestions for follow-up

- Explore the activity 'Look who's coming to dinner!', to broaden the perspective of participants on relationship dilemmas and the influence that the opinions of significant other people can have on the relationship choices and self-determination of young people, p. 88, The Education Pack¹⁷.

Ideas for action

- Find out if any form of support (counselling, anonymous help-line, etc) exists for dealing with dilemmas the group encounter in your local area. If not, consider if the participants of your group or organisation (alone or in partnership) could initiate a project to provide relevant peer assistance services.

¹⁷ Education Pack can be accessed online at www.coe.int/compass

HANDOUTS

Jenny's dilemma

Jenny is 15. The coolest guy in the school asks her home after the disco. They don't know each other. His parents are not at home. What should Jenny do?

1. Say no
2. Say yes
3. Say yes on the condition that they are accompanied by some friends
4. Something else (Open corner)

Ranja's dilemma

Ranja is 14 and is in love. Her boyfriend feels the same way. They have been together for two months, but Ranja's parents don't know about it and she is sure they would forbid them to continue seeing each other. What should Ranja do?

1. Stop seeing the person she is in love with
2. Take him home and present him to her parents
3. Continue to meet him in secret
4. Something else (Open corner)

Barry's dilemma

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

1. Drop the whole idea and forget about the boy
2. Tell his parents and friends that he is gay, and ask the boy out on a date and just see what happens
3. Try to get to know the guy better to check if he has similar feelings before revealing his own
4. Something else (Open Corner)

Nasrine and Eddie's dilemma

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

1. Go to a counsellor for advice
2. Get married quickly and secretly and then announce the pregnancy to Nasrine's parents
3. Tell Nasrine's parents and ask for their support in planning the next steps
4. Something else (Open corner)

HANDOUTS

Ingrid's dilemma

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

1. Stay with Shane for the rest of the night and forget what happened
2. Leave the disco without Shane and tell her friends what just happened
3. Start hitting him back until Shane stops shouting
4. Something else (Open corner)

General exercises for single sex groups

Introduction

Sometimes this kind of youth work is done in single sex groups that meet on a regular basis. Sometimes, at one-off residential seminars, single sex activities are organised. Some of the advantages, benefits and specificities of non-formal educational (youth) work with single sex groups have been outlined in Chapter 3.

In the following section we present a variety of activities that can be used to begin working in a single sex group. In particular, these activities are aimed at setting the scene for more substantial and in-depth work on the sensitive subjects outlined in this manual. A lot of them focus on self-esteem and trust building, and creating conditions for open, honest and respectful discussion in a group. Most of these activities are relatively easy and do not take longer than one hour, so they are well suited to short sessions which are not intended to have a deep emotional impact on participants.

It should be noted that many of these methods and approaches are also suitable for working with mixed sex groups, but in this case the facilitator should think carefully about any adaptations that might be necessary to cater for the specific character of the mixed sex group (cultural composition, age, etc).

Getting started

Sitting in a circle, in which all participants have equal space and can see all other participants, creates both security and a sense of closeness. This is a useful way to begin activities with a group, and is particularly good for all introductory activities, including the introduction of participants to each other. It also a good setting to conduct group discussions after an activity is completed. For such discussions, the act of sitting in a circle is a first step to providing everyone with space to express themselves. The second step is to ensure that everyone has the opportunity to speak, if they want to, and to draw out those who may not have a lot of confidence speaking in public settings. You can also use a speaking gadget to help the process along. Only the person who holds the gadget can speak. The others have to listen. The gadget gets passed from person to person.

Easy ways to present oneself in a group

Emancipation

Everyone stands in a circle. One person takes a step into the circle and says something s/he is good at. The rest of the group takes a step into the circle and repeats the name and what the person is good at. Repeat for all members of the group.

Empowerment

Everyone stands in a circle. One person says their name and the rest of the group thinks of positive adjectives that start with the same letter as their name. The person chooses one (if there is more than one). The next person, in turn, presents the previous one, e.g. beautiful Benjamin, and then says his/her name, e.g. lovely Leila. Continue around the circle with each new person repeating the names and positive adjectives of all the previous ones. It is important to remember that the focus is on positive adjectives that start with the same letter as the name of the person, rather than adjectives that are fitting to the person. It is up to the person themselves to choose among the adjectives suggested by the other participants as to whether they feel it is fitting to them. As facilitator, you should be prepared to suggest positive adjectives for any of the names, in case no one else has an idea.

Learning names

Sitting in the circle, ask participants to say their name out loud using the pronunciation that is 'right' according to where they come from. After each participant has said their name, the rest of the group together should say "Welcome," and repeat the person's name, for example, "Welcome, Martin!" Once you have completed this first round, continue in further rounds asking participants to answer the following questions. You don't have to use all of them; only use the ones you think will be appropriate, and help people to get to know each other better. Your decision on which questions to use also depends on how much time you have for this exercise.

Questions about names:

- What does your name mean?
- Why was it chosen?
- Do you like your name?
- Do you have a nickname?

Finding common ground

Participants form pairs. They are asked to find three things they have in common. These should be presented to the rest of the group. In addition, or alternatively, you can focus on three things that differentiate the partners in the pair.

Introductory exercises on the subjects of this manual

Unfinished sentences about gender equality

Each participant receives a piece of paper on which are written a series of unfinished sentences. Their task is to think of their own ending for each of these sentences. Starting with the first sentence, ask participants to say their finished sentence to the group. Repeat for all the sentences.

Possible sentences:

- The best thing about being a girl/young woman is ...
- The best thing about being a boy/young man is ...
- Gender equality means that ...
- It is important with gender equality because ...
- To achieve gender equality we (all citizens, this group) need to ...

Note that this activity can also be conducted as individual reflection. In this case you do not ask participants to read their sentences out to the rest of the group.

If this is done at the beginning of a series of meetings to be attended by the same group of young people and during which you will explore in more depth issues related to gender equality, you can collect the results written on the papers and keep them. At the last meeting, you can distribute the original pieces of paper and ask the participants to re-read their own sentences. They should re-think how they would end the sentences, taking into account their participation in the activity. At this point, you can ask participants to say their new sentences, if they have changed, to explain why.

Group building / dynamic feel good activity

Everyone stands in a circle. One person steps into the middle and says something s/he is good at, for example, "I am good at dancing". Those who also think they are good at dancing change places with the other participants as quickly as possible. Another person steps into the middle, and says something she/he is good at. Continue in the same way, repeating as often as desired. It's best if people are chosen, or volunteer randomly.

Hot chair – value statements

Everyone sits on a chair in a circle. One chair should remain empty. The facilitator reads out one statement at a time. After the reading of each statement, participants who agree with the statement change places and sit on another chair. Those who disagree remain seated where they are. If a participant cannot decide, they have to stand up and turn around once. This should be done quickly.

Examples of possible statements

- To have a bad reputation is worse for girls than for boys.
- It is acceptable for young women not to remove their body hair.
- It is wrong that shops sell string panties for children.
- It is acceptable for young women and young men to be good friends.
- Women are better at cooking than men.
- Gays and lesbians should have the right to marry.
- If my friend told me s/he was homosexual, I would still be friends with her/him.
- Only thin girls can be beautiful.
- Beauty comes from within.
- Already in childhood, girls are better at sewing and boys are better at mechanics.

- Sometimes rape is the fault of the girl/woman.
- It is masculine to have muscles.
- Men are good at showing their feelings.
- Ballet is not an occupation for men.
- It is natural for men to take control and to lead.
- A male president / prime minister is better than a female one.
- A husband should not earn less money than his wife.
- Telling your friends if you are afraid of something reveals weakness.
- Talking about feelings is not a masculine thing to do.
- Love fades with time.
- Sex requires love.
- Adults' views about sex are old-fashioned.
- You can find good advice about sex in pornographic magazines.
- You can find good advice about sex in teenage magazines.
- All people are equal in value.

You do not have to use all the statements on this list: they are just examples of the kind you can use. You may also ask participants to write anonymously their own statements to be included in the exercise. In this case, ask participants to write them on pieces of paper that can be put in a hat or in a box. The facilitator should read these out randomly, along with other statements prepared by the facilitator or the team.

After all the statements have been read out, you can initiate a discussion on the different reactions to the statements and where participants think they come from.

Group work about relationships

Divide participants into groups of three. Give each group two statements to discuss for about 20 minutes. Each group should be given 5 minutes to report about their discussion on the statements to the whole group. This should be followed by a general discussion in the group as a whole for about 30 minutes, or for as long as there is time and interest for further discussion.

Some possible statements

- It is good to have had several relationships before one gets married.
- Girls sometimes say 'yes' to sex, even if they don't want to have sex.
- It is best to have a relationship with someone from your own culture.
- It is best to have a relationship with someone from the same kind of background.
- Girls wait for boys to take initiatives on relationships and sex.
- Most people find it difficult to approach the person they want to have a relationship with.
- Looks are more important than other characteristics when you fall in love.

- You can end up unhappy from love.
- You need more courage to start a relationship than to end it.
- There are different kinds of love.
- You don't decide who to fall in love with.
- There is such a thing as love at first sight.
- Friends are more important than partners.

You can also run this exercise as a 'hot chair' statement exercise. In this case, you read out a statement and anyone who wants to express themselves, either in favour or against, has to sit on a chair placed in the middle of the circle. Other participants may show their appreciation or dislike of an argument made by the person sitting on the 'hot chair' by coming very close to that person (to show their agreement) or by moving as far away as possible (to show their disagreement). For each statement, make sure you ask several participants standing in different positions to explain why they stood there and why they agree or disagree with the arguments made by the person sitting on the 'hot chair'.

Nicknames¹⁸

There are lots of different words used for boys and men and girls and women. In this exercise, the group makes a list of the different terms applied to the different groups. Form two groups, one to work on the words used for males, and the other to work on the words used for females. Each group should make a list of all the words that are used for each sex. The groups should be given 15 to 20 minutes for this task.

Ask the groups to present their list to each other. They have just 5 minutes for this so they should keep the presentation focused on the words on the list.

Discuss the results of the group work. You can use the following questions to initiate the discussion:

- When are boys/men or girls/women called these words and why?
- How do you react when you are called (any of) these words and why? How do people of the opposite sex react?
- Who uses these words?
- What do you want to be called and what not?

Closing activities

This is a good activity for closing a session or regular meeting of a group. It can also be adapted to the purpose of evaluation:

Everybody gets a chance to finish the sentence (or abstain):

- A person I admire of my sex is...
- A person I admire of the other sex is...

¹⁸ Adapted from 'Project Isabell' with young women from immigrant backgrounds, run by the Employment and Family Department of the Municipality of Eskilstuna in Sweden, www.eskilstuna.se.

- Something I would like to change about the situation for young men... / young women is...
- I feel really happy when...
- Somebody I love and why, is... because ...
- I think everybody should...
- No one should be forced to...
- An occasion when I was proud to be a woman / man was ...
- An occasion when I wished I was of the other sex was ...
- Something I long for is...
- If I was in power I would...