2. EDUCATION AND PREVENTION ACTIVITIES IN THE SCHOOL CONTEXT

Introduction

This part of the Guidebook provides teachers with useful background information as well as a set of age-appropriate activities and ready-to-use worksheets and handouts for the implementation of workshops. The activities included in this chapter are based on the review of the materials and they were modified or developed by members of our team.

The workshops in this Guidebook aim to contribute to primary prevention of cyber sexual and gender-based violence in intimate partner relationships through a school-based intervention.

The workshop topics concern the reality of young people's lives, offering the youth space as well as opportunity to explore and discuss – in a safe environment – their own gender-related attitudes and stereotypes, and how they could relate to (cyber) dating abuse, while also learning about what makes healthy relationships. Moreover, the workshops are designed with the following aims: to enable young people to understand social and gender norms and how they shape individual identities and behaviour patterns; to raise awareness about the myths and beliefs concerning romantic love; to make the youth more aware of the different types of (cyber) sexual and gender-based violence, how such violence can directly affect them and their peers, and what the psychological and legal consequences of it are; to inform them on the protection and support available, by providing strategies for dealing with these issues as well as empowering them to become agents of change; to make them see that they hold a lot of power (on an individual and collective level) to prevent violence and abuse from affecting their lives.

Young people can experience many different forms of (cyber) sexual and gender-based violence while growing up, and facilitators might not always be able to tell whether the young people they are working with have had any personal experiences of abuse. There are no specific 'signs' which make it easy to identify if young people are experiencing gender-based violence, but it is crucial to keep in mind that all forms of gender-based violence can have devastating effects on a young person's wellbeing. Nurturing a culture of openness regarding these issues might make young people more likely to feel safe and confident to talk about their concerns and experiences. Any such disclosure should, therefore, be taken seriously.

The experiential and interactive methodologies will enable participants to learn through 'doing' and, at the same time, give them an opportunity to cooperate with each other and take control of the learning process. Facilitators have to be able to support this process by being flexible and adjusting any pertinent activities to focus on the specific issues that young people wish to address in more depth.

Each workshop mainly consists of interactive activities that are suggested for achieving a more experience-based learning instead of relying on traditional methods of teaching. All activities encourage active participation and, if possible, the students sit on chairs in a circle, with no tables in front of them.

The activities included in all workshops are structured as follows: Short introduction, Objectives, Learning outcomes, Duration, Materials and preparation, Step-by-step process, Key points for Facilitators. Appendix 1 contains the worksheets and handouts for the implementation of workshops.

The teacher is free to adapt the selected activities to his/her own personal style, as well as to the dynamics of each group of students. The authors hope that the examples and resources provided in this Guidebook will inspire teachers to develop further activities and share them with their colleagues and other schools.

WORKSHOP TOPICS:

2.1 Gender norms and social conditioning: "Unmasking Masculinity and Femininity"
Workshop 1: The Gender Box - The codes of Masculinity and Femininity

2.2 Teen Dating Violence (TDV) - Gendered power relations, sexuality, romantic love and healthy relationships
Workshop 2: Romantic Love – a recipe for abuse and control?

2.3 Cyber Sexual Violence
Workshop 3: Online control and violence in a partner relationship

2.4 Bystander/Upstander
Workshop 4: Taking a Stand – a Toolbox of Intervention Strategies

2.1 Gender norms and social conditioning: "Unmasking Masculinity and Femininity"

We are born into a 'gender box' and the social conditioning and unwritten rules and regulations full of ideals and beliefs that are set-up to educate us to fit into a system that has very clear sets of masculine and feminine codes, roles and behaviours.

We learn from a very young age what it means to be a man or a woman and how to behave masculine or feminine. We learn our identity from a set of rules that dictate our appearance, values and behaviour. This is a life-long process that starts the day we are born and never ends.
"Socialization fosters direct and indirect forms of oppression. Through socialization, each individual acquires character traits and learns skills, values and attitudes deemed appropriate for the role(s) they are expected to assume. The process of socialization involves many aspects of living: family, school, community, religion, politics.

Our everyday knowledge is determined by a sense of values, norms, roles and ways of behaviour oriented to the social settings (incl. TV and other media, social media, norms and social conditioning, etc.) in which we interact[24]. Generally, we do not pause to think about our normalized behaviour or even consider that we can behave and be in different ways. We do and live how we have shown to be and live.

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

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

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

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

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[24] http://www.eycb.coe.int/gendermatters/

Workshop 1: The Gender Box

Objectives:
To explore socialized gender roles and how we are tainted by images, ideals and believes.

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

Timing: 45 min

Material/Worksheets needed:
Worksheet 1.1: Collage of images of men
Worksheet 1.2: Collage of images of women
Worksheet 1.3: Gender Box Questions
Worksheet 1.4: Female Gender Box
Worksheet 1.5: Male Gender Box
Worksheet 1.6: But it was just a joke

Flipchart or white board

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

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

The Gender Box: Suggested step-by-step process

STEP ONE:

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

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

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

4. Ask them to take a moment to think about the different messages that, over the course of their life, have shaped their idea about what is a "real man" or "real woman." The messages we receive in life come from a variety of different sources: parents, siblings, other family members, friends, teachers, religious leaders, social media and general media (movies, magazines, TV shows, video games, websites, music, etc.), and many more.

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

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

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

STEP TWO:

Interactive Group work on "How to act like a man"
1. You can work with the group as a whole or split the group into smaller, preferably mixed groups of boys/men and girls/women.
2. If you have a projector you can show the collage of Worksheet 1.1 of the advertising and social media images of men on the screen. We advise to have always printed copies prepared, just in case the electronic devices are not working. In that case you distribute the copies to the groups.
3. Start with looking at what it means to 'act like a man'. Prepare on Flipchart or Whiteboard a 'boy/man box'. **Just draw a square and call it 'man box'.**

The 'Male Gender Box'

> **To be a real man society says
> you need to be:**
>
>
> tough   strong   assertive
>
> in control   never show   weakness or pain
>
> sexually experienced   dominant

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

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

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

STEP THREE:

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

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

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

The 'Female Gender Box'

<div style="border:2px solid purple; padding:20px; text-align:center;">

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

weak   emotional   submissive

feminine   ask for help

few sexual partners   virgin   nice

</div>

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

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

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

Key Points for Facilitators:

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

Inside the box represents what society says is okay for men/women to be like or how to behave. We then embody these attributes and qualities that make a 'real man' or a 'real woman' and live them, as they were our own.

Our body is a walking 'gender box'.

Possible male attributes are:

How are men supposed to be different from women?
• Stronger, tougher, in control, etc.

What feelings is a "real man" supposed to have?
• Anger, superiority, confidence, etc.

How do "real men" express their feelings?
• Yelling, fighting, silence, etc.

How are "real men" supposed to act sexually?
• Aggressive, dominant with women, in control, etc.

Possible female attributes are:

How are women supposed to be different from men?
• Nicer, weaker, more gossip, softer, etc.

What feelings is a "real woman" supposed to have?
• Fear, emotional, low self-esteem, insecure, etc.

How do "real women" express their feelings?
• Crying, screaming, hysteria, etc.

How are "real women" supposed to act sexually?
• Follow the man, don't sleep around, be passive, modest or reserved, be provocative and sexy, attract men, etc.

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

Reflections & Debrief

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

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

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

Write all on a Flipchart or Whiteboard.

Show them the Worksheet 1.4 'Female Gender Box' & 1.5 'Male Gender Box' and support them to understand how we are held by **punishments** and **rewards** inside the box and how we believe that we are that, because we have embodied it.
- Is there a system of 'rewards' and 'punishments' in place? How does this system affect the choices we make?
- What do you fear when you go out of the house?
- How many women and men here in this class are inside this box all of the time?
- If a woman stays inside the box does she stay safe? Are women inside the box ever raped or abused by their partners? (Yes) What does that say about the suggestion that women stay inside the box? Does it really bring them safety or power?
- What happens to men, do they avoid being called names or being harassed when they stay inside the box?
- How do these boxes contribute to the existence of domestic and sexual violence?
- Does one box has more power or a stronger position in our society?

Key Points for Facilitators:

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

REWARDS: Respect, notoriety, popularity, influence, more opportunities, freedom from abuse etc.
PUNISHMENTS & BELITTLING: Bulling, isolation, mocking, rumours, discrimination, name calling, physical violence, harassed, abused, ignored, raped, bad reputation, killed, etc.

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

Explain them that name-calling for example is a socializing tactic used to send the message to others that what they are doing or how they are acting is wrong. That way we influence each other about who and how we "should" behave.

Reflect with them about what those rewards mean and what they actually communicate to us. What does it mean to be popular if being popular means to submit you to certain behaviours, which can even be self-abusive, etc.?

Possible topics the facilitator can raise in the discussion:

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

The difference between sex and gender:

If needed or asked for you can explain the difference between sex and gender to the class. Sex is the classification of individuals based upon a biological status usually inferred from such traits as chromosomes, hormone levels, genitalia, and other physical characteristics.Gender roles are a set of behaviours normally associated with males and females, respectively, in a given social group or system.

These are behaviour codes with which society expects males and females to behave in accordance. They tell us what it means to be a woman or a man and they are reducing and oppressing everybody into roles and behaviours we more or less adhere to during lifetime, but they are by no means what it truly means to be a man or a woman. Those gender codes are very harming and lead to abusive and violent normalized patterns in our day-to-day interaction. They also create particular confusion, discrimination and exclusion for people who have non-heterosexual identity.

Workshop Wrap-Up

As a final reflection you can distribute the Work-Sheet 1.6 "It was just a joke" and explain that any kind of disrespectful, dismissive or objectifying behaviour is contributing to abuse and violence.
We are all part of a whole and this Oneness has to be respected.

2.2   Teen Dating Violence - Gendered power relations, sexuality, romantic love and healthy relationships

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

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

Social sexual scripts are acquired and practiced during adolescence and mediate individuals' relationships and sexual interactions, through dominant discourses that include core cultural beliefs about gender and sex. Such as 'men are unable to control sexual desire', the link of 'romance and aggression' as for example represented in most Hollywood movies and romantic series, 'touching and grabbing' are commonplace behaviours, harassment being a 'normal adolescent rite of passage', leading to sexually harassing and abusive behaviour being considered as 'normal' or 'weird' or as 'flirting' and 'teasing'. These tendencies initiate a discourse that positions women in responding to harassment with a barrage of manoeuvres like avoidance and diverting attention in order to keep themselves safe of this normalized male behaviour[25].

The **dominant sexual scripts culturally available to girls and young women exclude sexual agency, a sense of self-worth**, trusting in their own feelings and bodily integrity and present girls as passive receivers of male sexuality in the need of unwanted male desire[26].

A sexualised society fosters a disconnection from the body and from each other (through various forms of objectification) and this provides a platform for abusive and loveless social scripts to take over and determine behaviours. It opens the door to accepting a reduced version of love that promotes a certain type of sexuality which is based on abuse, humiliation, violence, degradation of the body generally and the female body particularly[27].

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

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[25]   Heather R. Hlavka (2014)
[26]   idem
[27]   INDERA (2016) Sexual Health, Healthy Body, Healthy Relationships Education

Workshop 2: Romantic Love – a recipe for abuse and control?

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

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

Timing: 45 min

Material/Worksheets needed:
Worksheet 2.1: 'The prince on a white horse'
Worksheet 2.2: Warning signs of an abusive relationship
Flipchart or white board

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

Romantic Love – a recipe for abuse and control?

STEP ONE:

Introduction to the Activity
Ask the participants to brainstorm about what is coming in their mind if they hear the word romance, what we call and what society treats as romantic acts.
- collect their ideas on a flipchart.
- while you're collecting the examples, ask them why they think these kinds of acts and behaviours are romantic.

STEP TWO:

The Prince on a White horse
After the brainstorm has finished, hand out the text of 'The prince on a white horse' to every participant. Ask one participant to read out loud the dialogue of Tom and another, to read out loud the feelings of Luisa. Ask the participants to form smaller groups and discuss the following questions together:
- What do they think about how this story ends?
- What do they think about Tom's behaviour?
- What do they think about Luisa's feelings?
- What would they feel if they would be in Luisa's place?
- Was it a romantic story?

- Do they think it is acceptable to have that kind of expectation from one another in a romantic relationship?

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

Key Points for Facilitators:

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

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

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

STEP THREE:
Romantic myths and warning signs of an abusive relationship

After every group shared their answers, hand out to them the warning signs of an abusive relationship and ask them:
- to collect which of them have appeared in the previous story and how they can be related to romantic expectations of society?
- to collect examples for some of the warning signs and put it in a romantic frame

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

You can help the groups with some example as:

Mood swings – Love is always stormy, if you are really in love, you make unpredictable things in a relationship.

Isolation - If someone really is in love, it is normal if he/she can't stand if the other doesn't want to spend every spare time with him/her

Reflection and Debrief

When they are done with sharing the examples which they collected, speak about the exercise with the participant through the following questions:
- What do you think, why do we think these behaviours are romantic?
- Do we expect the same behaviours from boys and girls in a romantic relationship?
- Are there any behaviours from which they thought were romantic, that they now feel are not in this category?
- Brainstorm about behaviours and acts in intimate relationships which can be really nice and romantic but not attached to controlling behaviours

Key Points for Facilitators:

It is important to highlight that what is framed as romance in society is really attached to "gender boxes" that society has assigned to males and females. For example:
- boys have to be the initiator and girls have to wait until a boy asks them out
- boys have to be vindicatory in a relationship and girls has to be meek

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

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

2.3   Cyber Sexual Violence

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

Reports on cyber violence[28] also emphasize that cyber stalking by a (ex) partner follows the same patterns as offline stalking and is therefore intimate partner violence, facilitated by technology. The normalization of violence in intimate partner relationships is becoming more and more the norm.

Research shows clearly that the Internet facilitates acts of violence and that it perpetuates negative and harmful stereotypes of girls and women, as well as negative notions of masculinity[29]. Research has indicated that some teenagers have worryingly high levels of acceptance of abuse within relationships and often justify the abuse with the actions of the victim[30], occurring also in adult intimate partner violence.

Prevention of gender-based violence in partner relationships is important as it can have long-term adverse effects, as youth relationships are often not perceived as important by adults and youth might feel under pressure to behave in a particular way in a relationship[31]. In addition to this, dating and romance are themes that dominate youth engagement on social network sites[32].

Data collected in a *report of the European Women Lobby* (EWL, 2017: 5–7) show that **women across the world are 27 times more likely to be harassed online**. Besides a clear disproportion between women and men (aged 18 to 24) concerning the risk of online violence, women are a majority among victims of the most severe forms of violence, such as stalking and sexual harassment. **Consequences of online violence** are no different from those of harassment, bullying and stalking in real life and can include stress disorders, trauma, anxiety, sleep disturbances, depression and physical pain (EWL, 2017: 17–18).

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

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[28]   Including EIGE report "Cyber violence against women and girls" 2017, available at: https://eige.europa.eu/rdc/eige-publi cations/cyber-violence-against-women-and-girls and the European Women's Lobby Report Her Net Her Rights, available at: https://www.womenlobby.org/IMG/pdf/hernetherrights_report_2017_for_web.pdf

[29]   European Union Agency for Fundamental Rights, Violence against women: an EU-wide survey, 2014, available at: https://fra. europa.eu/sites/default/files/fra_uploads/fra-2014-vaw-survey-main-results-apr14_en.pdf, EIGE report "Cyber violence against women and girls",2017, available at: https://eige.europa.eu/rdc/eige-publications/cyber-violence-against-women-and-girls and the European Women's Lobby Report Her Net Her Rights, available at: https://www.wom enlobby.org/IMG/pdf/hernetherrights_report_2017_for_web.pdf

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

[31]   https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/506524/teen-abuse-teach ers-guide.pdf

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

Workshop 3: Online control and violence in a partner relationship

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

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

Timing: 90 min (or 2x45 minutes)

Material/Worksheets needed:
Worksheet 3.1: Situation 1
Worksheet 3.2: Situation 2
Worksheet 3.3: Situation 3
Worksheet 3.4: Types of online violence – term and definition matching
Worksheet 3.5: Blank message bubbles
Flipchart or white board, markers, sticky tape, blank paper sheets, post-it notes, scissors.

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

References:
Activity adapted from the following resources:

Mogu da neću – Ljubav nije nasilje Program radionica za mlade (Engl. Program for workshops with youth) Autonomous Women's Center

Love is respect (loveisrespect.org) Healthy Relationship – High School Educators Toolkit https://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf

Online control and violence in a relationship: Suggested step-by-step process

STEP ONE:
Introduction to the activity

1. Introduce the activity by stating that the workshop is about how we communicate online, especially with a person we're in a relationship with, that it can have good and bad sides and discuss the following questions with participants (introduce questions one by one, either orally or written on a flipchart) and take about 10 minutes to discuss the following questions with them:
   • Do you consider the majority of people on your social networks true friends or people that you know well?
   • Have you ever posted an image of other people online without their consent?
   • Have you ever received a message or image that you have found upsetting?
   • Would you tell someone if you received an unwanted message or image?

STEP TWO:
Interactive Group work on "Situations of online control and violence"

1. Split the group into 3 smaller mixed groups of boys and girls.
2. Distribute one copy of worksheet 3.1 to group one, one copy of worksheet 3.2 to group two and one copy of worksheet 3.3 to the group three. Ask participants to read the description of the different situations and answer the accompanying questions. Give them 10 minutes to do this.
3. Ask a representative of each group to present their group's situation and main points of their discussions, especially what they mostly agreed on as a group or where there were most differences in opinions (each should have about 5 minutes to do this). After each group member has presented their situation and conclusions of their group, ask the rest of the participants to share their comments or ask questions.
4. After all groups have presented, continue the discussion (for about 10 minutes) with all participants together by asking the following questions:
   • Is it okay if someone who you're dating shares photos of you without you knowing? Why/ Why not?
   • What do you think about the person threatening to share photos unless the girl has sex with him? Why do you think they're doing this?
   • Is it okay for someone's partner to say what they should or shouldn't do on their social networks?
   • Is it the victim's fault if they experience such behaviour?
   • Do you think someone should send nude photos of themselves, just because everyone else is doing it?

Conclude by explaining that all three situations represent negative and harmful behaviour in online space. Explain that anyone can become a victim of such behaviour and that these are all signs of control and abuse in a relationship. Highlight that no one should be made to do anything in online space that they don't feel comfortable with. Highlight that even though it is occurring in online space it leaves real consequences for persons involved. Explain that in such situations it is good not to stay silent, because this helps the harmful behaviour to go on, and it is also useful to talk to an adult or school representative.

Short break if participants need it

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

STEP THREE:
Interactive Group work: Definition matching

1. Explain that the previously discussed situations depict different forms of online control and violence in a relationship and that there are other forms of online violence. Explain that participants will learn different types of online violence by matching specific terms with their definition.
2. Ask students to go back to their smaller groups and hand out Worksheet 3.4 with the terms and definitions to each group. Give them 5-10 minutes to complete the task. Ask members of different groups to read out the terms and definitions as the facilitator writes the terms on the board or flipchart. Ask them to state what types of negative online behaviour occurred in the previously discussed 3 situations.
3. Continue the discussion:

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

STEP FOUR:
Individual work on "Message to survivor of online violence"

1. Ask workshop participants what they would say to someone being violent or controlling online. Ask participants what they would say to someone being exposed to violence or control.
2. Ask workshop participants to think of a message they would send to the person exposed to online control and violent behaviour. Ask them to imagine what they would say, for example, to a friend experiencing this. Hand out the Worksheet 3.5 with the blank speech bubbles and give participants 5 minutes to complete their messages.
3. Once participants have finished, they can stick their messages up on the board or flipchart paper.
4. The facilitator reads some of the messages, particularly highlighting that it is not the victims fault and that expressing support is helping to show the person is not alone and can encourage them to seek further support, also it shows that we as bystanders are showing that this behaviour is not acceptable.

Key Points for Facilitators:

To fit implementation with class length (45 minutes), you can do steps one and two during one class, and steps three and four during another class.

During the implementation of the activity it is important to highlight the following and return to these, especially in cases of stereotypical gender role views, victim blaming, etc.:

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

Additional information that can be shared/discussed with participants:

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

Digital dating abuse is the use of technologies such as texting and social networking to bully, harass, stalk or intimidate a partner. Often this behaviour is a form of verbal or emotional abuse perpetrated online.

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

You may be experiencing digital abuse if your partner:
- Tells you who you can or can't be friends with on Facebook and other sites.
- Sends you negative, insulting or even threatening emails, Facebook messages, tweets, DMs or other messages online.
- Uses sites like Facebook, Twitter, Foursquare and others to keep constant tabs on you.
- Puts you down in their status updates.
- Sends you unwanted, explicit pictures and/or demands you send some in return.
- Pressures you to send explicit video or sexts.
- Steals or insists on being given your passwords.
- Constantly texts you and makes you feel like you can't be separated from your phone for fear that you will be punished.
- Looks through your phone frequently, checks up on your pictures, texts and outgoing calls.
- Tags you unkindly in pictures on Instagram, Tumblr, etc.
- Uses any kind of technology (such as spyware or GPS in a car or on a phone) to monitor you

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

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

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

Workshop Wrap-Up

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

2.4   Bystander

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

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

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

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

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

Workshop 4: Be an Upstander – a Toolbox of Intervention Strategies

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

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

Timing: 45 min

Material/Worksheets needed:
Worksheet 4.1: Situation 1
Worksheet 4.2: Situation 2
Worksheet 4.3: Situation 3
Worksheet 4.4: Situation 4
Handout 4.1 Helping a friend who is being abused
Handout 4.2 How to be helpful to a friend who's abusing

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

References:
Activities adapted from the following resources:
Quabbin Mediation and Ervin Staub: Training Active Bystanders: A Curriculum for Schools and Community http://people.umass.edu/estaub/TAB_curricuulum.pdf
Tsirigoti, A., Petroulaki, K. & Ntinapogias, A. (2015). Master Package "GEAR against IPV". Booklet III: Teacher's Manual. (Rev. ed.). and Booklet IV: Students' Activities Book (Rev. ed.). Athens: European Anti-Violence Network.

STEP ONE:
Introduction to the activity

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

STEP TWO:
Interactive Group work

1. Split the group into 4 smaller mixed groups of boys and girls.
2. If you choose to use less than 4 scenarios, divide the group of students into small groups equal to the number of the scenarios that you will use.
3. Distribute one copy of worksheet 4.1 to group 1, one copy of worksheet 4.2 to group 2, one copy of worksheet 4.3 to group 3 and one copy of worksheet 4.4 to group 4.
4. Ask participants to read the description of the different situations and try to imagine themselves in these situations. Ask them then to discuss the situation within the groups and write down what they would do. Tell them to imagine that they know the people in the scenarios but neither of them are close friends. Give them 10 minutes to answer the accompanying questions.
5. As the groups are discussing the scenarios, you can walk around the room, observe, and facilitate as needed. When the time ends, bring everyone back together and ask students from each group (or one person from each group) to report on their discussions. The focus of this activity should be on generating a list of concrete intervention strategies that everyone could use, not only for incidents similar to the one discussed, but also for a variety of situations.
6. When discussing the strategies that each group comes up with, write them down on the flipchart. Participants will probably describe many of the strategies described in the 'List of strategies' which are included in the 'expected outcome' You can use the 'List of Strategies' as a guide to help you categorize student's suggestions and add to the list any new suggestions that may be offered by the students. At the end you may prompt students to discuss any strategy that wasn't mentioned by them, describe it and initiate a discussion on the reasons participants didn't think to include this strategy in their list; if they accept it, add it to the list.
7. After 10 minutes invite them to reconvene as a large group to discuss the strategies that they all came up with. Ask a representative of each group to present their group situation and main points of their discussions, especially what they mostly agreed on as a group or where there were most differences in opinions. After each group member has presented their situation and conclusions of their group, ask the rest of the participants to share their comments or ask questions.
8. Stress that:
    - Violence is NEVER the proper way to react to violence; discuss any violent methods of reaction
    - It is a really difficult situation and it's tough to confront a guy who is abusing a woman or a young girl.
    - Can you imagine how you would feel if you were the victim in these scenarios and no one did anything? Further discussion:
    - If you were in an abusive dating relationship, where would you go and/or who would you seek for help?
    - If a friend was in an abusive dating relationship, what would you do? What would you say to that friend?
    - If your friend was abusive to his/her partner, what would you do? What would you say to him/her?
    - At the end of the activity ask students: how can we change this situation?

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

It isn't easy to challenge someone for using violence against someone or for degrading someone as it could be dangerous, embarrassing (if you're laughed at or not taken seriously) or could cause fear of losing the person's friendship. Safety should always be considered first when confronting a violent person; it is important to avoid violence with that person. It is also important to avoid giving the victim the impression that s/he is defenceless and in need of a 'protector', while on the other hand, silence gives the impression that the abuser's behaviour is condoned or even acceptable. The most important thing to consider when deciding whether to intervene is one's safety. If the situation does not seem safe, or if provoking further violence from the perpetrator seems likely, then it may be better to let a comment or action go unchallenged and try to find a way to address it later. At the same time, being concerned about another person's reaction is not an excuse for doing nothing. Being aware of your fears does not make it okay to give in to them. On the contrary, it allows you to try to have control over your fears so that they won't paralyze you when you need to speak out."

Key Points for Facilitators:

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

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

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

In addition, pay attention to when young people suggest aggressive or violent interventions (e.g., "I'd kick his ass"). The desire to ride in on a white horse with guns blazing and to fix things is one of the central components of traditional masculinity, and it can often lead to more harm than good. Instead, we encourage students to resist fighting violence with violence, to think before acting, and to seek nonviolent methods of resisting violence that minimize the risk of anyone getting physically hurt.
Another argument that could be used to convince young people to avoid fighting violence with violence is if we explain the similarities between this behaviour and the abuser's behaviour. The message that aggressive behaviour against the abuser conveys to both the victims and to society is that the stronger person always wins and that the victim has no control over her/his fate either when s/he is abused or when s/he is rescued by a violent person and via a violent incident.

Emphasize the fact that a non-violent society or a society with zero-tolerance towards violence cannot be achieved through violent acts.

▶ LIST OF STRATEGIES

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

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

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

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

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

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

STRATEGY: "Seek others who are like you"
- You could just ask the group, "Am I the only one uncomfortable with this?"

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

STRATEGY: "Ask for or offer help"

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

STRATEGY: "Make yourself visible"

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

STRATEGY: Use the "Report Abuse" Button

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

Workshop Wrap-Up

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