

**INCENTIVES FOR ACTIVITIES
OF TEACHERS AND PROFESSIONAL
ASSOCIATES IN HIGH SCHOOLS**

**INFORMATION
AND PREVENTION
OF (DIGITAL)
GENDER-BASED
VIOLENCE AMONG
YOUNG PEOPLE**

IMPRESSUM:

**INCENTIVES FOR ACTIVITIES OF TEACHERS AND
PROFESSIONAL ASSOCIATES IN HIGH SCHOOLS
INFORMATION AND PREVENTION OF (DIGITAL)
GENDER-BASED VIOLENCE AMONG YOUNG PEOPLE**

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INTRODUCTION

The purpose of the brochure in front of you is to include in one place various contributions that can help teachers or professional associates deal with (digital) gender-based violence among young people and related topics in the school context. The brochure contains suggestions for different types of activities with high school students: through the organization of thematic workshops; presentation of video and audio materials or media texts that can serve as an incentive for conversation with students; inclusion of topics in regular classes, i.e., in the content of school subjects that are in the curriculum; or through the organization of thematic weeks and by posting information for students, their parents and for teachers in appropriate places in the school space.

The contributions come from experts employed in high schools and serve to affirm and exchange their activities with interested colleagues from all over Serbia. Part of the contributions was either downloaded from the Internet with suggestions for use, or the authors referred to the available manuals and the possibility of their use in connection with selected topics.

We are convinced that the selected articles are relevant for young people. All articles are thematically divided into four categories:

- 1. Sexting, revenge porn and other violations of privacy in the digital space**
- 2. (Un)healthy adolescent relationships**
- 3. Consent**
- 4. Social networks and digital security**

We believe that activities related to these contents can contribute to the development of key competences of lifelong learning (such as social and civic competencies) and general interdisciplinary competencies (such as responsible participation in a democratic society, communication, responsible attitude towards health, cooperation and others).

1.

**SEXTING, REVENGE PORN
AND OTHER VIOLATIONS
OF PRIVACY IN THE
DIGITAL SPACE**

SOURCES

Podcast:

Whose intimacy is it?

Websites:

<https://zenskasolidarnost.com/>

<https://mogudanecu.rs/>

<http://kliknibezbedno.rs/sr/seksting-i-sajberseks.1.160.html>

Manuals:

Sexting & Sextortion

Why and how to go about the topic of gender based violence in the high school curriculum

Petition for the introduction of revenge pornography as a criminal offense in the Criminal Code of the Republic of Serbia

Article:

Finland is proposing prison sentences for sending unwanted images of sexual content

Criminal Code of the Republic of Serbia

Video:

Tagged

Incentive for discussion: REVENGE PORN

On the very eve of the International Women's Day, the news appeared that there is a group on the Telegram application that gathers 36,000 men from the Balkans, and in which explicit photos, recordings, but also addresses of women from this area are shared, including pornographic photos of children. It is obvious that it was about the so-called "Revenge porn".

Suggested discussion questions:

What is revenge porn?

Related terms: What are nudes? What is sexting? What is sextortion? How do these phenomena differ from revenge porn?

Have you heard, or do you happen to know that revenge porn happened to someone you know? Do you know someone doing that or someone who was a victim?

What do you think, is such behavior prohibited in Serbia?

What could citizens do to prevent acts of revenge porn? Do you have any suggestions?

What can schools do?

What do you think was the first result of the reactions in Serbia?

Information to support teachers and students

The expression “*revenge porn*” is most often used to describe situations in which a girl breaks up with her boyfriend, who in turn, without her knowledge and consent, “shares” her (or joint) intimate photos or videos via the Internet.

Revenge pornography is the misuse of private photographs and videos of a sexual nature, which can be made and exchanged in a private context, with or without consent, but are published and distributed on networks without consent. The victim, who is most often a woman, is humiliated, shamed, degraded and hurt in this way, and real damage is inflicted on her in all social contexts and relations with other people - at work, relations with family, friends.

Photos and video clips depicting private body parts, or nudes for short, are omnipresent on the Internet. *Sexting* or the so-called “dirty talk” is communication via telephone or computer devices in which sexual and intimate words, photographs or videos are exchanged.

Is “revenge porn” forbidden in Serbia: Revenge pornography is not recognized as a criminal offense in the Criminal Code of the Republic of Serbia, although there are articles of the Criminal Code to which the victim, if an adult, can be referred - Article 144 - Unauthorized photography, Article 145 - Unauthorized publication and display of other people’s writings, portraits or footage, then Article 214 - Extortion and Article 215 - Blackmail, which are criminal offenses against property. These acts are prosecuted on a private lawsuit, i.e., the victims in these situations must conduct the entire procedure on their own (or with the help of a proxy they pay for). The Public Prosecutor’s Office does not participate in such proceedings (it does not act *ex officio*). Prosecution in a private lawsuit makes it difficult for the victim to prove that the defendant published the recording.

You can contact the police or the prosecutor’s office: In connection with these acts, you should *contact* the Ministry of the Interior (MIA), the specialized Department for High-Tech Crime and / or the Special Prosecutor’s Office for High-Tech Crime, the Higher Public Prosecutor’s Office in Belgrade..

They can initiate a petition to amend the Criminal Code of the Republic of Serbia: Revenge porn ought to be a criminal offense - We, the undersigned, consider it necessary to introduce a special article of the Criminal Code, or other relevant law, which recognizes revenge (or non-consensual) pornography as a separate criminal offense due to the gravity of the violation of integrity and additional malicious intent of the offender to blackmail, embarrass and humiliate the person whose photos or videos are distributed, most often the ex-partner, as well as to violate their physical integrity and endanger security. (*petition*)

You can address the media: The media could in an appropriate way, without sensationalism, without new exposure of victims to victimization - draw attention to the phenomenon and demand the accountability of the perpetrators, but also institutions that do not act in accordance with obligations to protect the citizens from crime.

You can organize a street protest: *A women’s protest* against online sexual harassment in North Macedonia - Several hundred people gathered in Skopje (North Macedonia) in front of the Ministry of Interior (Moi) demanding that the government take action against private groups that share unauthorized and often explicit photos and videos of women and girls, primarily the Public Room group. The protest was held with the banners “The victim is not guilty”, “YOU are a bully” and “Failure to act is violence”.

Incentive for discussion:

SENDING/RECEIVING UNWANTED PICTURES OF SEXUAL CONTENT

A survey conducted this year by the organization for the protection of children's rights Plan International showed that 51% of the 14,000 surveyed girls and young women have experienced sexual harassment via the Internet. 35% of them received unwanted sexual or explicit photos.

Suggested discussion questions:

In your experience, how much is this phenomenon widespread in our society?

Do you know someone who is being harassed in this way or someone who harasses others in this way?

Why do boys and men harass more often this way than girls and women? Is sending explicit photos of sexual organs equally disturbing for girls and boys?

Should such behavior be punishable? If yes - why? If not - why?

Is such behavior punishable in Serbia?

What should be done if you get photos like this? What advice would you give to a friend who has been harassed in this way?



Information to support teachers and students

Penalty for sending unwanted images of a sexual nature: Men who send unwanted dick pics could serve up to six months in prison under a new law proposed in Finland.

The issue is amending the law on sexual harassment to include sending photos of explicit content, along with verbal and textual harassment. Under the current law, sexual harassment is considered a criminal offense only if it involves physical touching. Although some perpetrators who submit photographs of sexual content are prosecuted under defamation laws, this law is not satisfactory, as it does not take into account the sexual nature of the crime.

***Criminal code* of the Republic of Serbia: Sexual Harassment, Article 182a is a criminal offense defined as follows:**

(1) Whoever sexually harasses another person shall be punished with a fine or imprisonment for up to six months.

(2) If the act specified in paragraph 1 of this Article has been committed vis-à-vis a minor, the perpetrator shall be punished with imprisonment of three months and three years.

(3) Sexual harassment shall be each instance of verbal, non-verbal or physical behavior that is aimed at or that is a violation of dignity of a person in the domain of his/her sexual life, which causes fear or creates a hostile, degrading or offensive environment.

(4) Prosecution for the offense specified in paragraph 1 of this Article shall be undertaken upon proposition.

What to do if you get messages with nudes / dick pics?

Depending on the content and frequency of messages, different types of protection can be used and different measures can be taken: the possibility of blocking those who send such messages; reporting content (on Facebook and Instagram) that violates community standards / guidelines (give a clear description of where the content is located); collect evidence by taking screenshots and storing messages (records are important for taking legal action); ask for information and support from specialized organizations dealing with the protection of rights on the Internet, organizations for the protection of children's rights or for the protection of women's rights (see *contacts of important organizations*); report violence to the competent institutions - services for the fight against high-tech crime in the police (childprotection@mup.gov.rs) or the prosecutor's office for high-tech crime (vtk@beograd.vtk.jt.rs).

Workshop: SEXTING AND REVENGE PORN

Melita Ranđelović, High School, Zemun
Workshop created as part of the Click Safe project

The workshop on sexting and revenge pornography is intended for first-grade high school students. The workshop can be planned within the topic of Internet security and violence in partnerships.

This activity gives the teacher space to offer information on the possibilities of acting in a situation when a young person is a victim of violence in a partnership: which institutions and individuals in their environment they can turn to for support, help and protection, as well as what obligations schools have in a situation where there is knowledge that one of the students has experienced violence.

Aim of the workshop: Introduction to the concepts of sexting and revenge pornography and their understanding; consideration of the risks that are possible when engaging in sexting; getting acquainted with the ways of reacting in situations when our personal photos / videos appear on the Internet, without our knowledge and approval.

Target group: High School students

Material for the work: Questionnaire for students, description of the situation, questionnaire for story analysis, supplement for the teacher "Sexting and cybersex"

Duration: 45 minutes (one school period)

ACTIVITIES

Activity 1 (5 minutes)

The teacher hands out a questionnaire to the students (Annex 1), emphasizing that it is a short anonymous questionnaire that they fill out individually. Also, the teacher emphasizes that students will not present the content of their answers to other students in the class. After completing the questionnaire, students remove their copy from the table by putting it in their bags or pockets. The teacher emphasizes that he / she will go back to the questionnaire at the end of the class.

Activity 2 (5 minutes)

The teacher will start a conversation with the students about whether they have heard about the terms sexting and revenge porn (at school, in the media...) and what they know about these terms. The teacher writes the students' key answers on the board. The teacher explains the concepts and informs the students that sexting and revenge pornography will be the topic of the class, explaining why this topic is important.

Activity 3 (10 minutes)

The teacher divides the students into several smaller groups, so that each group consists of 5-6 students. She/he gives each group a story (Annex 2) with instructions to read it, discuss the situation described, and write common answers to the questions (Annex 3).

Activity 4 (20 minutes)

The groups present their answers to the other students. A discussion is developed at the whole class level. If any new issues are raised during the discussion, in addition to the above, they should also be discussed during class in plenary.

Note: *In this segment, the teacher, after all the groups have presented the answers to the given question and discussed it, complements the answers with the information from the Annex for teachers (Annex 4).*

Activity 5 (5 minutes)

The teacher briefly summarizes the activities in class. She/he reminds the students of the questionnaire they filled out at the beginning of the class. The teacher's instruction for the students is to consider whether the answers to some questions would be different now. Each student looks at their answers. If someone wants to comment, or express some observations, they should be given the opportunity, but it is not obligatory.

Note: *Given the nature of the questions and the possible answers of the students, at the end of the class the teacher should make sure that the students tear up their completed questionnaires and throw them away.*

Recommendation:

- *You can watch the Australian film "Tagged" with the students in the next class and continue the discussion.*
- *You can talk to students in the next class about the preventive measures that students should take in order to protect against privacy violations on the Internet and the steps they should take if that happens. The listed measures can be made available to peers in the form of posters, flyers and presentations on the school website.*

Annex 1

Answer with yes or no.

QUESTIONNAIRE

- You have a large number of personal photos on your phone.
- You think that some of these photos are not “for everyone’s eyes” and you would not like them to reach the public, for example on social networks.
- You keep these photos together with all the other photos.
- You would not want your parents to see some of the messages and photos you have on your phone
- Posting your photos on social media?
- You comment, like, share photos and videos of your peers on social networks...

Annex 2

One of the stories from the *Sexting&Sextortion* manual:

01

„When she moved to high school, Inga began her rebellious phase. Apart from the remedial exam in mathematics at the end of the first grade, she had no other difficulties and, somehow, she coped with all the obligations in high school without too many problems. She enjoyed that period! Going out, the band she played in, drawing graphics, the crew from the neighborhood... In the third grade, her friend persuaded her to be a model for an amateur photographer, to help his promotion because he was just at the beginning of his career. Anyway, somehow naively she got involved in that, without enough information, with faith in people, and a positive attitude, despite a bad premonition she had. The exhibition was never held because the photographer gave up on a series of works called ‘Unknown and Naked Realms’, but the two of them received a small fee, which made their pocket money last a bit longer. In the first year of her studies, Inga was given the opportunity to do some professional training in Belgium. In an interview for a scholarship that could almost entirely cover the cost of six months of schooling, the committee members informed her that they’d come across several photos of hers that they judged to be of questionable aesthetic value. Above all, they considered them to be compromising material. Inga lost the long-desired opportunity...”

02

„Eugene has been training karate for more than 11 years. He achieves notable results nationally and internationally, has a well-known team he considers to be an extended family, has travelled more than half the globe and has perfected languages. On his return from the last state tournament, a message from an unfamiliar girl appeared on his profile on a popular social network, congratulating him on winning second place. She watched him from the stands, cheering for a relative who also participated in the competition. Although Eugene did not have the habit of interacting a lot on the Internet, he enjoyed the received attention and compliments. With this girl, everything was somehow simple and easy. They met, shared little things from everyday life, planned to see and meet live and became closer and closer... At her request, Eugene sent her his nude. He was waiting for hers in return... Shortly afterwards, hell broke loose – the amiable girl stopped answering, and blackmail and threats followed. After the initial shock and disbelief, Eugene did not know what to do. He could barely sleep and eat, could not concentrate, was irritable, totally dysfunctional, living in fear. He was

burdened by that horrible feeling that he didn't know who was blackmailing him, who was hiding behind that behavior. He avoided going to school and training..."

03

„Before going to the prom, Melita and her best friend Hana were looking for new pieces of clothing. They walked almost all day, having fun and laughing, had their hands full of bags, later went to lunch... Upon returning home, Melita noticed that she had lost her mobile phone somewhere. A few days later, Hana called her and informed her that her video from this year's vacation was circulating on the social networks. It was also in the class group. Yes, Hana and she had been fooling around then, they were alone in the cottage, making a few nude movies. But, Melita then forwarded only one of them to a boy she liked. She also received his photos and occasional explicit messages... Melita felt so naked and ashamed! She didn't want to leave the house, answer anyone's phone, she alternately cried and screamed in agony... She thought this would mark her forever, she despised herself and her recklessness..."

Annex 3

STORY ANALYSIS

- In what way could these unpleasant situations have been prevented? Why this didn't happen?
- Who is responsible for the situation that occurred? Where does this responsibility lie?
- What would you have done if you had been the main character of the story? Why?
- As a friend, what would you advise the main character to do, who to turn to in order to resolve the situation?

ADDITIONAL INFORMATION FOR TEACHERS FROM THE GUIDEBOOK:

Sexting & Sextortion

Prevention and response to digital (sexual and gender based) violence

Regular classes: TEACHING UNITS IN COMPUTING AND INFORMATICS, ART CULTURE and SERBIAN LANGUAGE and LITERATURE

In the Computing and Informatics class, when the unit **Uploading video material on the web** is being introduced according to the regular curriculum and in the Art class, when the topic **Ethical norms in the choice of motives, photo processing and photo publishing** is being presented, relying on the guidelines from the Manual, *Why and how to tackle the topic of gender-based violence in the school curriculum in high schools*, introduce the topic of privacy violation on the Internet, with a special focus on extortion and revenge pornography.

In the Serbian Language and Literature class, which according to the regular curriculum covers the teaching unit **Written exercises: journalistic news, article report, interview, comment...**, with the help of guidelines from the same manual, it is possible to show examples of how the media contribute to the spread of revenge porn, as well as examples of good practices, how the media can contribute to problem solving through education.

2.

**(UN)HEALTHY
ADOLESCENT
RELATIONSHIPS**

SOURCES

Podcast:

How Disney ruined us

Manuals:

The Expert Respect Healthy Relationships Toolkit

Why and how to tackle the topic of gender-based violence in the high schools' curriculum

Video:

What Makes A Relationship Healthy

12 Signs You're in an Unhealthy Relationship

The Line – LOVE is RESPECT

Unhealthy youth relationships in the context of sexual violence

PODCAST

How Disney ruined us

In the podcast, mental health experts discuss gender roles, norms and stereotypes that we learn through the process of socialization. They raise questions about their justification and impact on the quality of life, emotional relationships and the expression of authentic needs. This program can be used to discuss with young people how books, movies, media and the culture in which they live have influenced (and continue to influence) their perception of themselves and others, their own needs and desires, and to reflect on the consequences of (in)equality on them as individuals, but also members of certain social groups.

MANUALS

The Expert Respect Healthy Relationships Toolkit

The manual provides examples of workshops, which can be used in classwork, as part of some of the teaching units in Psychology, Sociology and Civic Education.

The texts (Annex 1) given as examples are in English, so they can also be used in English classes as a reading / translating exercise, or conversation.

Annex 2 consists of cards with different actions that students should group according to whether they are encouraging or controlling / violent.

Unhealthy youth relationships in the context of sexual violence

Incentive to talk: short videos ON HEALTHY AND UNHEALTHY ADOLESCENT RELATIONSHIPS

What Makes A Relationship Healthy

This animated video illustrates what a healthy emotional relationship means and how it differs from an unhealthy one (instead of the term healthy / unhealthy relationship, the terms equal and unequal relationship can be used). It talks about communication, trust, physical and emotional security, respect and other qualities of a healthy relationship. Take a look at this article with the students, and discuss all aspects of a healthy and unhealthy relationship - do they agree with the authors of the animation; if they disagree, in what way; do they have any dilemmas, which; how they resolve these issues in their relationships; what advice do you give to your friends?

12 Signs You're in an Unhealthy Relationship

This animated video illustrates the signs of unhealthy relationships, which are more common than we think, but are “entangled” in emotions, so that sometimes we “do not see” them. You can talk to young people about what bad / unhealthy / unequal relationships mean to them, and then watch a video to compare opinions.

The Line – LOVE is RESPECT

This short video problematizes the question of the boundary between love, care, jealousy and control in the emotional partnership of young people. Watch the video with the students and discuss boundaries with them; what is their experience; how to behave in order for a partnership to imply respect for the partner; how to protect yourself from a relationship that exceeds the boundaries of respect.

UNHEALTHY YOUTH RELATIONSHIPS IN THE CONTEXT OF SEXUAL VIOLENCE

Link

This video was prepared by the students of the First Zagreb High School. It problematizes misconceptions about love in young people's partnerships, which lead to unhealthy emotional relationships in which control, coercion, blackmail, sexual and other forms of violence occur. The video can be a stimulus to talk about prejudices about romantic love, jealousy, consent to sexual intercourse and sexual violence in the emotional relationships of young people.

Workshop: BREAKUP IS LOOMING

Vesna Ilić, Paraćin High School

Healthy ending of a relationship

The teacher gives an introduction: What we are talking about today was sung by many songs, conveyed by numerous emoticons and stickers, painted with graffiti on the walls of schools (“Ceca, I will always love you”; “Andrija, I remember our May 30th”) - farewell, breaking an emotional connection! It is a risky moment for partners, so I would like to talk about what is a healthy (acceptable) and what is a threatening (dangerous, risky) parting. Couples, as you know, break up because their relationship comes to an end. While at times it may seem that true love is forever, it is still true that people can leave their partners and find new ones, at any age.

Question for students: what kind of breakup do you rate as “normal”, safe, “healthy”? What does it look like when partners do not cool down emotionally at the same time, so one still cares about the relationship continuing, and the other would like to leave, start a new partnership ...?

Students share their views

The teacher points out important indicators: assertive behavior, self-esteem, respect for other people’s feelings and personalities, grief, acceptance of the end, symbols and memories, forgiveness and rituals, support and comfort from friends ...

Question for students: and now please describe a breakup that you would not want; what is it that would worry or frighten you in your partner’s behavior when the relationship breaks down? Maybe you know such examples?

Students share their views

The teacher points out important indicators: insistence, blackmailing, stalking, insulting, phone calls, sending messages, gossiping, threats, spreading lies, distribution of intimate messages, pictures ...

Teacher: Thank you, I’m glad you made it clear that you see the difference between a threatening and an acceptable breakup. It is especially important that in such cases you yourself contribute to the favorable development of the situation:

- make it clear if you want the relationship to end without underestimating the other party’s needs,
- allow yourself and your partner some time for the separation to be accepted and realized,
- do not send ambiguous messages (I will - I will not) when the parting is inevitable,
- don’t blame your partner for the breakup, it will only make the solution harder.

But be sure to seek help from your family or school if your partner:

- persistently forces you to continue a relationship you do not want (blackmail, threats, coercion),
- harasses you by phone calls and posts, annoying behavior, stalking,
- threatens to hurt himself/herself, you or others because he/she is desperate,
- is aggressive or violent in any way.

Remember: some relationships have ended in serious harmful consequences for one or both partners, because the violence was not recognized and stopped in time. Coercion is a pathological way of tying someone to oneself. Only free people can maintain healthy emotional relationships. No one has to make a sacrifice for a relationship to last, nor to make sacrifice when it ends.

Workshop: I NEED AIR

Vesna Ilić, Paraćin High School

When does a partner relationship suffocate you?

The teacher gives an introduction: today we are dealing with suffocating relationships between people. You will quickly recognize these types of relationships since we will do one exercise right at the beginning.

Exercise for students, the teacher gives instructions: I have prepared statement made by some boys and girls who turned to psychological counseling because of difficulties with their partners. Read them and then we'll talk.

- This relationship with him is holding me back. I can't breathe because of his "rules", he doesn't like me wearing make-up, he buttons up my blouse, draws my skirt to cover my knees...
- My girlfriend is not the only person in my life, I also want to train, to go out with friends.
- I also have some obligations and interests, not just a boyfriend.
- Ever since we started dating, we have cut off all ties with our peers, we are always isolated.
- I wanted her to meet my friends, to see what else I was interested in, but she thinks I'm neglecting her that way.
- I told her: I love you even when I'm away from you!
- I have to move because of my studies but my boyfriend thinks it will mean the end of our relationship.
- I can't take a step without him, he's always after me, asking me to send him photos of where I am, who I'm with.
- My girlfriend wants me to miss a football match because she wants to go to the swimming pool.

Questions for students: What did you notice in these statements? What problems are we talking about here? Students' report: pests, drags, creeps, controllers, turnkeys...

The teacher points out important indicators of a restraining relationship: you are right, this was a restraining relationship, and the statements contain different types of "suffocation". It is not always easy to recognize when restraint begins, because some relationships slowly sink into a trap: disguised as loyalty, it actually develops - restricting freedom of choice, which leads to control, isolation, and from there it is only a step away from violence.

That is why I encourage you to react when an emotional connection "swallows" all your time and displaces all your other interests or obligations. A demanding partner who constantly asks you to dedicate yourself only to him or her impoverishes your life. For proper development and a healthy emotional connection, it is necessary for partners to have satisfied various interests, inclinations, to experience different opportunities and environments, to try out in numerous roles, maintain family ties, develop friendships.

Regular classes: TEACHING UNITS IN PSYCHOLOGY

In Psychology classes, where the regular curriculum covers the teaching units **Development of Emotions, Emotionality in Puberty and Adolescence and Interpersonal Affection and Dislike, Love, Empathy**, with the help of guidelines given in the manual *Why and how to go about the topic of gender based violence in the high school curriculum*, introduce the topic of healthy and unhealthy adolescent relationships, articulation of feelings, acceptance, respect, and nonviolent relationships.

3.

CONSENT

SOURCES

Manuals:

The Expert Respect Healthy Relationships Toolkit

Why and how to go about the topic of gender-based violence in the high school curriculum

Video:

TEDx TALKS: Coercion, Consent and Sexual Violence | Dr. Felicia Kimbrough

Consent, as simple as a cup of tea!

It's Your Place: A Bystander Intervention

Popular TV series:

Unbelievable

13 Reasons Why

Websites:

<http://www.teachconsent.org/>

<http://teentalk.ca/>

Manual:

The Expert Respect Healthy Relationships Toolkit

Activities on page 108

Consent can be discussed in classes of Civic Education, Sociology, but also in English classes, since the text of the manual is in English - the activity can be part of a conversation practice class.

Incentive to talk: short videos ABOUT CONSENT

TEDx TALKS: Coercion, Consent and Sexual Violence | Dr. Felicia Kimbrough

In this video, an expert associate in high schools talks about her experience in working with young people and points out the shortcomings of the education system, which often does not deal with the prevention of sexual violence in an adequate way. She especially emphasizes the issue of consent / consensus, i.e., coercion in sexual relations. The video can serve as a topic for discussion about the extent to which young people are familiar with the concept of consent, whether they fully understand it, what it all means for them, and so on. It is also pointed out and important to mention that agreeing to sexual intercourse, while neglecting our needs and boundaries is not a healthy or good way to express our emotions towards the other party, which is often manipulated with.

CONSENT, AS SIMPLE AS A CUP OF TEA!

Link

If it is (still) unclear to someone why it is important to get consent for every sexual activity, this short video about what consent means when you offer tea to someone can help and clarify doubts. Talk to young people about how they understand the comparison between making and offering tea with sexual activities; what is consent in sexual relations; why it is important to have a conscious, freely given consent for each relationship, as well as the possibility to withdraw the consent, when you change your mind.

It's Your Place: A Bystander Intervention

This video shows the sexual abuse and possible actions of “observers” (“witnesses”) of such acts, inviting them to get involved and showing how this can be done. The article was created as part of a college campaign. Talk to young people about whether our schools and colleges should have similar informative contributions.

Incentive for talk: POPULAR TV SERIES

As TV series are one of the most popular formats for young people at the moment, use them as an incentive to talk about sexual violence, consent, rape, revenge porn and other similar problems that modern teenagers face.

As an example, two American series are available on the Netflix platform, which, among other things, deal with the mentioned topics in an accessible way for young people ‘Unbelievable’ and ‘13 Reasons Why’, but it is good to encourage students to share other premieres TV series, movies, and other entertainment formats that deal with these topics and to talk about them with their teachers and friends.

Note: *Students should be warned that the mentioned TV series contain scenes of sensitive content which for some of them can be shocking or traumatic.*

Workshop: LET'S PLAY A GAME TO PRACTICE CONSENT

Use the workshop (*game*) available at the website <http://teentalk.ca/>

Regular classes: ENGLISH LANGUAGE TEACHING UNIT

This teaching unit may be used as a follow-up for the previous workshop.

In the English language class, according to the regular curriculum, the teaching unit deals with the questions, with the help of guidelines given in the manual *Why and how to go about the topic of gender based violence in the high school curriculum*, to encourage students to ask their partners if they something is pleasant, if something is uncomfortable for them, how they feel about something...

TRAUMA AND MENTAL HEALTH

Given that the experience of sexual and other types of gender-based violence, especially in adolescence, can have lasting consequences on mental health, share with the students' additional materials that can serve as guidelines and first aid when it comes to psychological support after surviving violence:

Incentive for discussion: TRAUMA

Video

(Authors: The Zagreb Psychology Society)

What are traumatic events and how do we react to them? The experience of abuse and violence is also a traumatic experience. It can be helpful for students to understand how traumatic events affect our emotions, thoughts, physiological processes and behaviors and how we deal with them.



4.

**SOCIAL NETWORKS
AND DIGITAL SAFETY**

SOURCES

Manuals:

The Expert Respect Healthy Relationships Toolkit

Why and how to go about the topic of gender-based violence in the high school curriculum

Website:

<https://toolkit.sharecert.rs/sr/>

Article:

Cyber Dating Violence during COVID-19

Blog:

The Empowering Internet Safety Guide for Women

Concrete steps to protect social media accounts

Video:

Surveillance over the phone

Incentive for discussion: FACEBOOK AND INSTAGRAM IN THE JAWS OF JEALOUSY

Do you look at profiles of former loves and where does that obsession come from? Obsessive behavior can spiral out of control when practically all of us have a computer in our pocket and unlimited access to social media. But how can we prevent ourselves from getting lost in the uncontrolled and compulsive mission of observing others?

Suggested questions for discussion:

What do you think about the fact that some people control and follow their partners almost all day long (where they go, what they do, who they spend time with ...)?

In what ways is such behavior harmful to the person being controlled / monitored - what could be the consequence of control and monitoring?

Is such behavior harmful for the one who applies it? In what ways?

Is such behavior punishable in Serbia?

What is your experience, is this phenomenon common? Is it more common with boys in the control of girls, or vice versa?

Are the consequences of monitoring / controlling the same for girls and boys? If not, what's the difference?

How do the Internet and social networks make it easier to control and monitor another person?

Do you have such experiences? Do you know other young people who have them?

What should you do if you are a victim of digital harassment?

VIDEO CLIP

Surveillance over the phone (In the video, the CC option allows you to turn on subtitles for translation into Serbian)

This video shows how easy it is to monitor (oversee, spy) all activities, movements and correspondence via telephone devices. The data show that in this way it is easy to endanger the safety of girls (women) who are victims of violence (surveillance and persecution). This video is a great illustration of how “surveillance programs” work, and can be an incentive to talk about gender-based violence, digital violence, and the misuse of technology for the purpose of coercive control and abuse.

Surveillance software provides full access to a stranger’s phone, displays private messages, GPS location, and even allows a person to be seen and heard through cameras and microphones. This technology is sold online as “parent or employee monitoring” kits and its use has increased by at least 37% in the last year. Joe Tidy, the BBC’s digital security reporter, allowed a colleague to spy on his phone for two days to show how easy it is to use.

TOOLS FOR DIGITAL SAFETY

<https://toolkit.sharecert.rs/sr/>

The SHARE Foundation has developed the Cybersecurity Toolkit - an open platform that gives you instructions and possible solutions to problems with websites, applications or devices, allows you to learn more about good practices in the protection of information systems and digital goods and provides advice in case you are a victim of technology-based violence or harassment.

Incentive for discussion:

CYBER DATING VIOLENCE DURING THE COVID-19 PANDEMIC

Cyber Dating Violence during COVID-19

Bearing in mind that the context of the pandemic implies less live social contacts and more intensive use of social networks, there are also changes in interpersonal relationships that are increasingly moving into the digital space. More frequent use of the Internet carries with it greater risks for exposure to digital violence. The article can be used to inform and talk to students about all the behaviors that belong to digital dating violence, what consequences it can have - both for the victim and the perpetrator (since it is punishable), and it can also discuss how to protect and what to do if we or someone close to us is exposed to this type of violence.

Workshop: ONLINE BEHAVIOR, THE RULES TO BE RESPECTED AND HOW TO STAY SAFE

The manual *The Expert Respect Healthy Relationships Toolkit* provides a suggestion for a workshop: the focus is on social media behavior; The first part discusses the content that students share on social networks: what they post, what photos and videos they share, who they follow, who they communicate with, how they comment and what comments they receive.

Campaign planning: in the last segment of the workshop, it is planned to create a campaign that could be focused only on the safety of girls on social networks. The principle of organizing a campaign can also be used when processing teaching units in civic education (perhaps Group and community relations; Planning and carrying out an action; Planning a specific action ...). the campaign could be designed and launched to mark March 8th or International Femicide Day or Remembrance Day for Women Victims of Violence.

Regular classes:

TEACHING UNIT IN COMPUTING AND INFORMATICS

In the class of **Computer Science and Informatics**, where the teaching unit Social Networks and their use is taught according to the regular curriculum, with the help of guidelines given in the manual *Why and how to go about the topic of gender-based violence in the high school curriculum* a discussion can be initiated about safety on social networks...

All the above materials can be used in addressing this, but also other teaching units, as a type of illustration or example.

5.

**APPENDIX:
SCHOOL PROGRAMS**

Schools have the opportunity and obligation to organize various preventive activities within the regular and optional classes and extracurricular activities, especially when the topics are relevant and current. It is a good way to contribute to the development of key lifelong learning competencies (such as social and civic competencies) and general interdisciplinary competencies (such as responsible participation in a democratic society, but also communication, responsible attitude towards health, cooperation and others).

Preventive activities (planning and implementation) should involve students, as well as other actors from the community, such as professionals and parents.

In this section, we present several examples sent to us by **Vesna Ilić, an expert associate - a psychologist** from *The Paraćin High School*.

SCHOOL SAFETY RISK ANALYSIS

Each preventive activity in the school can / should begin with a risk analysis. This analysis is the obligation of the school within the program to protect students from discrimination, violence, abuse and neglect; so, our colleague Vesna Ilić presented risk factors from the category of socio-cultural risks in the community and presented their possible consequences for the psychophysical development of young people, their social and emotional well-being, respect for gender identity, development of self-confidence and autonomy.

The security risks from this group differ in different communities. You can **compare** this with your list of risks and consequences.

For the most important or most frequent risks, **a plan of activities should be prepared** so as to reduce their impact, if it is not possible to eliminate them.

Risk factor of socio-cultural type	Consequences
Transfer of responsibilities - formal and non-functional activities of the school in the field of protection and prevention	Risks are maintained and no changes are made that would strengthen security
Prejudices and stereotypical attitudes towards social groups and personal characteristics of individuals are widespread in the community. <i>Those are brought into the school through school staff and pupils' beliefs</i>	Discrimination against teachers and students; the disadvantaged position of individuals within the school community
High exposure to culturally polluting content through the mass media	Endangered social development, misconceptions and wrong models of social relations being spread, unfavorable position of individuals within the school community
Hate speech, discrimination, insults, labeling, etc. are present in the most frequent communication channel (via the Internet).	Misconceptions and wrong models of communication are being spread, the unfavorable position of individuals within the community
Poor availability of quality and developmentally favorable programs for young people in the local community	Cultural deprivation, disorientation, destructiveness and self-destructiveness, etc.

<p>Insufficient involvement of parents / guardians in school life; the lack of a common position on the values that are respected and developed in school</p> <p><i>* There may be a discrepancy between family and school values, misunderstanding, misinterpretation, low tolerance, etc.</i></p>	<p>Difficulty building pro-social attitudes and social integration; confusion of values; disregard for safety-critical rules; weak internal safety net in the school</p>
<p>Insufficient engagement of teachers in leisure activities for students; poor supply of extracurricular programs in the school</p> <p>Teachers and students, as well as colleagues do not know each other well enough, the school is a passing place for impersonal and dehumanized work</p> <p><i>* ¾ teachers work only part-time in the school, some work in 3-4 schools, in different places (village, city, municipality)</i></p>	<p>Young people develop in a scarce and unstimulating environment; a cohesive and solidary community is not built; inclusive culture is not nurtured; there is no trust and cooperation</p>
<p>Insufficient information and inadequate knowledge of school staff and students about discrimination and discriminatory behavior, especially in relation to personal characteristics such as origin, socio-economic status, culture, religion, gender, gender identity, sexual orientation... including insults to reputation, honor and dignity</p>	<p>Adverse position of individuals and groups within the school community</p>
<p>Insufficient information and inadequate knowledge of school staff and students about various forms of neglect, abuse and violence, about the place where this can happen and about potential perpetrators and victims</p>	<p>Adverse position of individuals and groups within the school community</p>
<p>Only formally set internal procedures and inconsistent application of solutions for prevention and averting all forms of endangering security and discrimination</p>	<p>Adverse position of individuals and groups within the school community</p>
<p>The school does not have enough integrity in protecting vulnerable people or groups</p> <p>The experience of helplessness, hopeless position of the victim, indirect justification of endangerment, labeling and stigmatization of the victim are supported.</p>	<p>Low security, security and trust are violated in the long run, re-victimization of the victim, tolerance of perpetrators and those responsible for prevention and averting danger</p>
<p>Insufficient knowledge of school staff about the competencies of cooperative services (police, center for social work) in preventing and stopping threats</p>	<p>The level of security is declining, inefficient procedures in the school are repeated, and it does not seem integrated and efficient</p>
<p><i>Lack of constructive cooperation of relevant services in the community and positive examples of joint action</i></p> <p><i>* Procedures laid down by laws and bylaws are not followed</i></p>	<p><i>Low security of the community, inefficient procedures are repeated, it does not seem to be integrated and efficient</i></p> <p><i>* Exhaustion, impotence of each individual institution</i></p>
<p>Low level of feeling of belonging to the school (school community), sharing common values and culture, weak school ethos</p>	<p>In the long run, the level of safety in the school decreases, and the risk of the dominance of negative influences increases</p>

Weakened capacities of the community to recognize and respond to risks and threats to youth safety; the school has no motivated associates in the environment
** Or, for example, there are no self-organized citizens and volunteers who would be associates of the school in risk and hazard protection*

Dominance of negative factors in the community

Program of activities: PROTECTION AND SAFETY OF CHILDREN - CONTINUOUS CARE OF THE SCHOOL



PARAĆIN HIGH SCHOOL

CHILD PROTECTION AND SAFETY - CONTINUOUS CARE OF THE SCHOOL Activity week from 19th to 25th Nov. 2015

19th Nov. Thursday International Day for Prevention of Child Abuse and Neglect	Promotion of the School Project: Panel discussion on the occasion of the International Day for Prevention of Child Abuse and Neglect Cultural Center, Paraćin, 12:00
	Thematic class of the Homeroom Teacher: What is Violence, Abuse and Neglect
20th Nov. Friday International Day of the Child	Poster presentation in the school: Who do I turn to if I feel threatened or at risk
	Peer education - Student Parliament: Necessary Knowledge of First Aid
	Parents' Corner in the school: Trust as a Condition for Growing up Safely
23rd Nov. Monday	Thematic class for 2nd grade students: Prevention of Psychological Peer Violence
	Thematic class of the Homeroom Teacher: What is Violence, Abuse and Neglect
24th Nov. Tuesday	Boosting Healthy Lifestyles – Healthy Eating: A Healthy Snack for every Student
	Project: Protect Your Life Presentation with Demonstration for 3rd grade students Prevention of Risky Behavior of Young People in Traffic Realized by: Council for the Security of the Municipality of Paraćin High School, 14:00
	Thematic class of the Homeroom Teacher: What is Violence, Abuse and Neglect

25th Nov. Wednesday	Thematic class for 1st and 2nd year students: Resolving Peer Conflicts Internet Security
International Day for the Elimination of Violence against Women	Thematic Class of the Homeroom Teacher: What is Violence, Abuse and Neglect
	Radio / TV guest appearance: Recommendations for Children and Young People on How to Improve their Safety

Program of activities: THE WEEK OF TOLERANCE



PARAĆIN HIGH SCHOOL

THE WEEK OF TOLERANCE

22-28 April 2013

Type of program:

- special programs for students;
- upgrading student safety and risk prevention;
- cooperation with parents.

Areas of work of the institution:

- 1) student support,
- 2) the ethos of the institution.

Forms of work: teaching, extracurricular activities for students, cooperation with parents.

- a) classes in three educational areas,
- b) art section, school website,
- c) activities of the Students' Parliament,
- d) cooperation of the school with the parents of the students.

Lecturers: teachers, external associates, Student Parliament, the Principal.

Target group: students and parents

Implementation period: 22nd April – 27th April 2013

Place: the High School

Resources: available at school + 16 packs of paper, glue, markers.

PROGRAM

a) regular classes in the course of one week

1. In the class of **Latin**, study the origin and original meaning of the word tolerance and encourage students to engage in a discussion 2nd grade.
2. In the **Serbian language** class, use suitable material from literature to discuss the tolerance / intolerance of differences between people 3rd grade.

3. In the class of **Civic Education and Religious Education**, incorporate the unit on tolerance of diversity, human rights, religious tolerance, ecumenism, discuss exclusion and tolerance as styles of social relations ... all grades.
4. In the **Geography class**, present a topic from political geography so that students can understand the meaning and importance of tolerance ... 2nd grade.
5. In the **History class**, present an example of tolerance among peoples and cultures that has helped the improvement of socio-historical circumstances ... 1st grade.
6. In the **Philosophy class**, discuss tolerance and intolerance in ethical attitudes, values, moral norms ... 4th grade.
7. In the **Biology class**, explain the biological significance of tolerance and intolerance (e.g., allergens) ... 1st grade.
8. In the **Psychology class**, discuss tolerance and intolerance in social communication and group psycho-dynamics ... 2nd grade.
9. In the **Chemistry and Physics classes**, illustrate and discuss natural phenomena / laws (cohesion, valence, the influence of the physical field ...) as examples of «tolerance and intolerance» of matter 3rd grade.
10. In the **Homeroom class**, address the topic of tolerance among students, in order to harmonize the relations in the class ... all grades.

6) art club, school website, in the course of one week

Art club

- **digital collection of student photographs** on the topic of tolerance; the selection is made by the teacher; selected photos are posted by the administrator on the school website (maybe an exhibition at the school of photos on photo paper, a selection of around 10) ... all grades;

b) activities of the Students' Parliament, in the course of one week

Students' Parliament and expert associate

- put up a **poster** in every classroom with a list of behaviors in the school "*We tolerate – we do not tolerate*" ... all grades, 16 class posters.

r) cooperation with parents, 1 day

Parents' Council of the School / expert associate / 4 members of the Students' Parliament / the Principal

- **focus group on the topic How tolerant is the school? What should and what should not be tolerated in the school?** Collect products and suggestions for school documentation (work plan, development plan ...)

* * *

THE PROGRAM OF THE WEEK OF TOLERANCE WAS ADOPTED BY THE DECISION OF THE TEACHERS' COUNCIL AND IS PART OF THE ANNUAL SCHOOL PROGRAM OF ACTIVITIES.

The Principal, Snežana Dačić

School spaces: INFORMATION FOR STUDENTS AND PARENTS

In the school buildings, in the halls, corridors, at the entrance and in other places where students and parents stop, dwell or wait, various relevant information should be placed, which can be easily viewed and read.

When it comes to violence in the emotional / intimate relationships of young people, as well as digital, sexual and gender-based violence, it proves useful to provide key information and phone numbers of organizations and institutions that young people can contact (in confidential form, i.e., anonymously, when they want to be informed or when they want to report knowledge or suspicion of abuse) are also located in places that are not exposed to the gaze of others - such as toilets or locker rooms, where posters, stickers or leaflets could be placed inside the cabins.

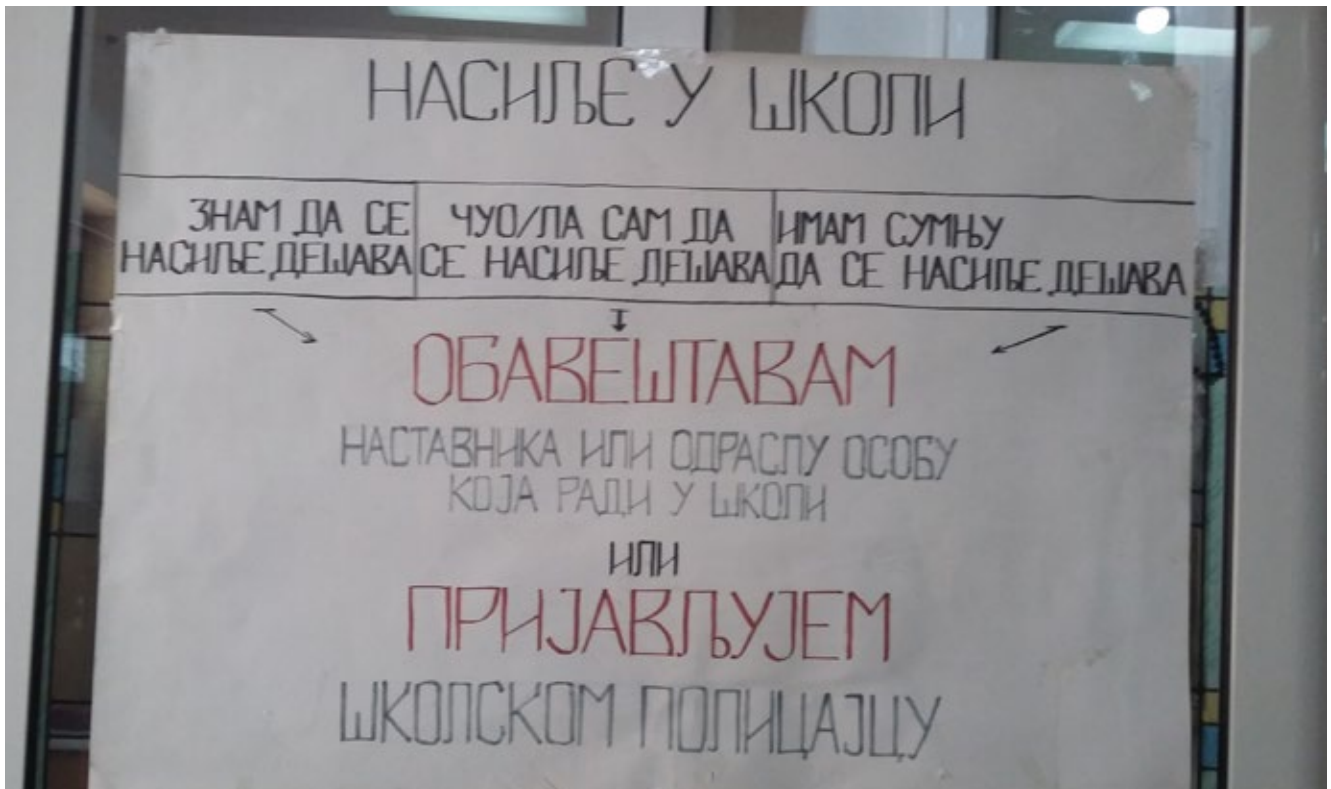
PARENTS' CORNER



MESSAGES FOR STUDENTS



PROCEDURE IN CASE OF VIOLENCE



*autonomni
ženski
centar
beograd*



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development
and Cooperation SDC



Kofinancirano od strane EBC programa Evropske unije