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2021-1-RO01-KA220-YOU-000028555

Say NO to gender based discrimination,  
sexual harassment and sexual assault!  
**#NOT ME**

**PROJECT RESULT 2 - YOUTH TRAINING PACKAGE  
(CURRICULUM, TRAINING CONTENTS AND METHODOLOGY)**



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## INTRODUCTION

This training package ``How to say no! Prevent gender based discrimination, sexual harassment and sexual assault!`` includes a curriculum, training contents and methodology, designed to ensure the training needed for youth workers, trainers, counselors, mentors and volunteers who work with young people (aged 18-30) to help them to prevent and to deal with gender based discrimination sexual harassment, and sexual assault.

The curriculum is structured on modules, indicating for each of them the subjects to be approached during youth training, training objectives, as well as the methodology, the time and the resources needed.

The training contents represent the theoretical learning materials.

The methodology aims to train youth workers, trainers, counselors, mentors, volunteers in contact with youth for the prevention of gender based discrimination, sexual harassment and sexual assault to which young people could be exposed, by providing them skills to use the most appropriate and effective methods, strategies and ways of communication and interactions in working with them.



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## CURRICULUM

The course consists of 5 Modules of face-to-face training that take 18 hours of teaching and learning activities. The course could be also taken as self-directed learning, as described in the section related to methodology. Curriculum and training materials and contents are the same for face-to-face training and self-directed learning.

MODULE	TITLE OF THE MODULE	DURATION
1	Recognizing forms of gender based discrimination, sexual harassment, sexual assault	3.5 hours
2	Profiles and characteristics of aggressor and victim	3.5 hours
3	Places and spaces where gender based discrimination and sexual harassment can occur	3.5 hours
4	Appropriate reactions and behaviours in cases of gender based discrimination, sexual harassment, sexual assault	3.5 hours
5	Remedies and prevention of gender based discrimination, sexual harassment, sexual assault	3.5 hours





## MODULE 1: Recognizing forms of gender based discrimination, sexual harassment, sexual assault

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p><b>Knowledge:</b></p> <p>Identify:</p> <ul style="list-style-type: none"><li>gender based discrimination, sexual harassment, sexual assault;</li><li>levels of gender based discrimination, sexual harassment, sexual assault;</li><li>differences between gender based discrimination, sexual harassment, sexual assault;</li><li>cultural differences between gender based discrimination,</li></ul>	<ol style="list-style-type: none"><li>What is gender based discrimination, sexual harassment, sexual assault: differences and levels</li><li>Recognition of the sexual harassment and cultural differences</li><li>Gender and sex stereotypes</li></ol>	<p>Role plays</p> <p>Simulations</p> <p>Dialogues</p> <p>Brainstorming in groups</p> <p>Discussion</p>	<p>Pens</p> <p>Markers</p> <p>Paper</p> <p>Flipchart</p> <p>Post its</p> <p>Computer with the Internet connection</p>	<p>3.5 h</p>



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<p>sexual harassment, sexual assault;</p> <ul style="list-style-type: none"> <li>• sex and gender stereotypes.</li> </ul> <p><b>Skill:</b> Explain appropriately:</p> <ul style="list-style-type: none"> <li>• what are gender based discrimination, sexual harassment, sexual assault in diverse cultural conditions</li> <li>• ethical issues in gender based discrimination, sexual harassment, sexual assault.</li> </ul> <p><b>Competence:</b> Collaborate on identifying gender based discrimination, sexual harassment, sexual assault in diverse cultural conditions.</p>			<p>Videos on YouTube.</p>	
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## MODULE 2: Profiles and characteristics of aggressor and victim

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p><b>Knowledge:</b></p> <p>Recognize:</p> <ul style="list-style-type: none"><li>the profile of the aggressor;</li><li>the factors and characteristics of young people that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault.</li></ul> <p><b>Skill:</b></p> <p>Choose the attributes and characteristics of young people that</p>	<ol style="list-style-type: none"><li>The profile of the aggressor.</li><li>Factors and characteristics of young people that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault.</li></ol>	<p>Educational game</p> <p>Role play</p> <p>Group discussion</p>	<p>Handout</p> <p>Flipchart</p> <p>Post its</p> <p>Pens</p> <p>Markers</p> <p>Paper</p>	<p>3.5 h</p>



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<p>determine them to be aggressors or that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault.</p> <p><b>Competence:</b></p> <p>Carry out a discussion in groups about the profiles of aggressor and victim.</p>				
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## MODULE 3: Places and spaces where gender based discrimination and sexual harassment can occur

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p><b>Knowledge:</b> Know places and spaces where gender based discrimination and sexual harassment can occur.</p> <p><b>Skill:</b> Explain gender based discrimination and sexual harassment forms in different places and spaces.</p> <p><b>Competence:</b> Collaborate with people in order to</p>	<p>1. Places and spaces where gender based discrimination and sexual harassment can occur.</p> <p>2. Collaboration and communication methods in order to prevent gender based discrimination and sexual harassment.</p>	<p>Brainstorming in groups and</p> <p>Discussion</p> <p>Role plays in small group</p>	<p>Pens</p> <p>Markers</p> <p>Paper</p> <p>Flipchart</p> <p>Post its</p>	<p>3.5 h</p>



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prevent gender based discrimination and sexual harassment in different places and spaces.				
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## MODULE 4: Appropriate reactions and behaviours in cases of gender based discrimination, sexual harassment, sexual assault

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p><b>Knowledge:</b> Identify the psychological and physical distresses connected with gender based discrimination, sexual harassment and sexual assault and individual ways how to overcome it.</p> <p><b>Skill:</b> Explain possibilities of crises intervention, how to interact and react; pro and cons of actions.</p>	<p>1. Basic information on crisis situations with regards to gender based discrimination, sexual harassment, and sexual assault</p> <p>2. Practical tackling the situation as a victim and bystander in order to understand the psychical and</p>	<p>Role plays in small group</p> <p>Group discussion</p> <p>Brainstorming in wide plenary</p> <p>Lecture with basic concepts</p>	<p>Pens</p> <p>Markers</p> <p>Paper</p> <p>Flipchart</p> <p>Post its</p>	<p>3.5 h</p>



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<b>Competence:</b> Collaborate in the acute crises and under the stress.	emotional distress and to elaborate adequate individual reaction towards it	Self-reflections		
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## MODULE 5: Remedies and prevention of gender based discrimination, sexual harassment, sexual assault

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<b>Knowledge:</b> Identify: <ul style="list-style-type: none"><li>• protection measures and remedies against gender based discrimination, sexual harassment and sexual assault;</li><li>• beliefs and behaviors that should not be adopted when dealing with gender based discrimination, sexual harassment and sexual assault.</li></ul>	<ol style="list-style-type: none"><li>1. Risks and protective measures against gender based discrimination.</li><li>2. Battling common wrong beliefs and behaviors.</li></ol>	Frontal lessons with slides and printed materials  Watching video explainers and discussing in groups  Quizzes with ICT tools (Bamboozle,	Pens  Markers  Paper  Flipchart  Post its  Laptop or	3.5 h



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<p>Give examples about few case studies which can help us to recognize gender based discrimination, sexual harassment and sexual assault in the future.</p> <p><b>Skill:</b></p> <p>Explain how to prevent and react against gender based discrimination, sexual harassment and sexual assault.</p> <p>Explain the strategies for designing positive change in an extended community.</p> <p><b>Competence:</b></p> <p>Collaborate to raise awareness and to prevent gender based discrimination, sexual harassment and sexual assault.</p>		<p>Socrative, Mentimeter)</p> <p>Role plays</p> <p>Outdoor games</p> <p>Brainstorming individually and in groups</p> <p>Group discussion</p> <p>Question Carousel</p> <p>Jigsaw method</p>	<p>smartphone</p>	
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## MODULE 1: Recognizing forms of gender based discrimination, sexual harassment, sexual assault

### Teaching methodology for face to face training

#### Chapter 1: What is gender based discrimination, sexual harassment, sexual assault: differences and levels

##### Activity 1.1: Definitions of gender based discrimination, sexual harassment, sexual assault

**Duration: 35 minutes**

##### **Objectives:**

To define:

- gender based discrimination,
- sexual harassment, and
- sexual assault

##### **Resources/ Materials needed:**

- Marker
- Flipchart
- PowerPoint
- Computer
- Projector

##### **Description:**

1. Introduce this session by explaining that a lot of terms are used in the work around gender based discrimination, sexual harassment, and sexual assault. (Please see *Training contents* section for details).

2. Ask the participants to identify all the different types of gender based discrimination, sexual harassment, and sexual assault they know. List them on a flipchart. Types of gender based discrimination, sexual harassment, and sexual assault could include: physical violence, rape, prostitution, forced/ early marriage, domestic violence, sex trafficking, child abuse, male-directed gender based discrimination, sexual harassment, and sexual assault (e.g.rape of men in detention), harmful traditional practices, sexual exploitation and abuse, emotional violence (oppressing, degrading and intimidating women or girls so that they feel small, weak and stupid).
3. Divide the group into five groups and ask each group to define one or two of the following terms: child sexual abuse, domestic violence, forced marriage and child marriage (also referred to as early marriage), gender-based violence, rape, sexual abuse, sexual exploitation and sexual violence.
4. Give the groups 10 minutes to write an explanation for the term they have been given.
5. Discuss the explanations in plenary. Look in detail at the terms on the PowerPoint slides to see if the definition is different in some way.
6. Explain the other terms using the PowerPoint slides. (Please note that the terms are interrelated).

**Source:**

Niklas, Barbara (2015). Sexual and gender based violence. A two-day psychosocial training. Published by International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2015, page 21. Retrieved from <https://pscentre.org/wp-content/uploads/2018/03/SGBV-A-two-day-psychosocial-training-final-version.pdf>



## **Activity 1.2: Different forms of gender based discrimination, sexual harassment, sexual assault and their risk factors**

**Duration: 45 minutes**

### **Objectives:**

To raise awareness of different types and causes of gender based discrimination, sexual harassment, sexual assault.

### **Resources:**

- Paper,
- pens,
- copies of hand-out 1: Case studies

### **Description:**

Please read the case studies in hand-out 1 in preparation for this activity. They provide examples of the way that SGBV affects people in very varied contexts around the world. It is important to adapt the names and the stories in the case studies to the regional context of the training. Information for facilitators is given below covering possible responses to the discussion questions in hand-out 1. Ask the participants to keep the hand-out for the rest of the training, because they will be using it several times.

1. Divide the participants into four groups.
2. Give copies of the hand-outs to each group, together with paper and pens to make notes if needed.
3. Allocate one of the case studies to each group. Explain that they have 20 minutes to discuss the case studies and the questions on the hand-out.
4. After 20 minutes, bring the groups together again and invite each group to present their discussion points.

Facilitator notes for the plenary discussion of the case studies:

General causes of gender based discrimination, sexual harassment, sexual assault:

Sexual and gender-based violence is mostly rooted in unequal power relations. This can be between men and women, between adults and children, or between people of the same gender.

Other more general causes of gender based discrimination, sexual harassment, sexual assault include:

- discriminatory social and cultural beliefs and norms
- alcohol and drug abuse
- lack of legal protection
- socio-economic discrimination.

## **Chapter 2: Recognition of the sexual harassment and cultural differences**

### **Activity 2.1: The impact of gender based discrimination, sexual harassment, sexual assault and the needs of survivors**

**Duration: 60 minutes**

#### **Objectives:**

To understand the psychosocial impact of gender based discrimination, sexual harassment, sexual assault.

#### **Resources:**

Flipchart paper, markers, copies of hand-out 1: Case studies, from the last session

#### **Description:**

This activity enables participants to think in more detail about the impact of gender based discrimination, sexual harassment, sexual assault on people affected by it.

1. Ask the participants to form groups of four.

2. Refer the groups to their copies of hand-out 1: case studies. Explain that they will be discussing the impact of gender based discrimination, sexual harassment, sexual assault on the people mentioned in the case studies.
  3. Give each group flipchart paper and markers and ask them to write three headings on the paper:
    - psychological consequences
    - social consequences
    - physical consequences.
  4. Give the groups 15 minutes to read through the case studies and to write examples of each of the above categories of impact on their flipchart paper.
  5. After 15 minutes, invite each group in turn to present their findings. Use the information given below to fill in any gaps in the discussion.
  6. Encourage the participants to discuss in plenary the impact of gender based discrimination, sexual harassment, sexual assault in their region. What are the consequences here for women, men, and children affected by gender based discrimination, sexual harassment, sexual assault?
- In order to conduct the discussions please see the training contents section.

**Source:**

Niklas, Barbara (2015). Sexual and gender based violence. A two-day psychosocial training. Published by International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2015, page 26-27. Retrieved from: <https://pscentre.org/wp-content/uploads/2018/03/SGBV-A-two-day-psychosocial-training-final-version.pdf>

**Activity 2.2: Supportive communication skills**

**Duration: 40 minutes**

**Objectives:**

To find out what type of questions help in gathering information.



### **Resources:**

None

### **Description:**

This activity gives participants an opportunity to practice asking open questions. However, as the facilitator, try not to introduce the activity by using the term 'open questions.' The aim of the activity is for participants to find out what type of questions work well in gathering information.

1. Ask the participants to form groups of three.
2. Explain the task for each group is to do a short interview. The group can choose the theme of the interview. It can be a fun theme, like "What is your favourite TV programme?" or "What do you enjoy doing in your free time?" Advise the groups not to choose a topic that is distressing to talk about.
3. Each group needs to choose one person to be the interviewer; one person to be the interviewee, and one person to be an observer.
4. There is however one special rule for the interview. The interviewer has to find out as much information as possible, without the interviewee saying "yes" or "no."
5. Change roles after 5 minutes, and again after another 5 minutes, so that everyone has the chance to do all three roles.
6. Discuss in the activity in plenary:
  - Was it difficult to ask questions? What was difficult?
  - How did it feel being questioned in this way?
  - What did the observers see?
  - What kind of questions work well with this special rule?
7. Explain the difference between open and closed questions. See training contents section.

### **Source:**

Niklas, Barbara (2015). Sexual and gender based violence. A two-day psychosocial training. Published by International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2015, page 38. Retrieved from





<https://pscentre.org/wp-content/uploads/2018/03/SGBV-A-two-day-psychosocial-training-final-version.pdf>

## Chapter 3: Gender and sex stereotypes

### Activity 3.1: Sex stereoptypes

**Duration: 10 minutes**

#### Objectives:

To discuss sex and gender stereotypes.

#### Resources/ Materials needed:

- Pen and
- paper

#### Description:

1. Ask the learners to write the continuation of the sentence:

*For women: If I were a man, I could/would.....*

*If I were a non-binary person, I could/would.....*

*For men: If I were a woman, I could/would.....*

*If I were a non-binary person, I could/would.....*

*For non-binary persons: If I were a man, I could/would.....*

*If I were a woman, I could/would.....*

2. Ask the learners to read their sentences.

3. Indicate if there are both similarities and differences in participants' views on roles and ideas about men, women, and non-binary persons.

#### Source:

Haspel, Nelien, Rosalinda Terhorst, (2004). Trainers' manual : women workers' rights and gender equality : easy steps for workers in Cambodia, **page 15**. International



Labour Office/ILO. Retrieved from <https://www.worldcat.org/title/trainers-manual-women-workers-rights-and-gender-equality-easy-steps-for-workers-in-cambodia/oclc/435410005>

### **Activity 3.2: Sex and gender concepts**

**Duration: 10 minutes**

**Objectives:**

To discuss with the peers sex and gender concepts.

**Resources:**

- Marker/chalk/pen/etc
- Flipchart/blackboard/etc

**Description:**

1. Discuss in the class what the author had on mind:  
“You are not born a woman, but you become a woman” Simone de Beauvoir
2. Compare the answers of the learners.
3. Discuss the results with the learners.

**Source:**

Trabe (Spain), Kvindeemuseet (Denmark) and Transcena (Romania) (August 2020). DECIDES EUROPE Preventing gender-based violence. The youth outlook. Manual: Training Programme on Gender-Based Violence, page 5. Published by Interarts Foundation, Spain. Retrieved from <https://www.interarts.net/projects-closed/decides-europe-preventing-gender-based-violence-the-youths-outlook/>

### Activity 3.3: Sex and gender concepts

**Duration: 10 minutes**

**Objectives:**

To discover sex and gender concepts.

**Resources:**

- Marker/chalk/pen/etc
- Flipchart/blackboard/etc

**Description:**

1. Draw a table with 2 columns entitled “Sex” and “Gender”
2. Ask the learners to fill in the table with the characteristics of “Sex” and “Gender”

Sex	Gender
Biological	Socially-constructed
Born with	Not born with
Cannot be changes	Can be changed

3. Discuss the results with the learners.

**Source:**

Gender Training Workshop. Retrieved from <https://slideplayer.com/slide/4349817/>



## **HANDOUT 1 – CASE STUDIES. ACTIVITY 1.2**

**Case study 1:** gender based discrimination, sexual harassment, sexual assault in natural disasters and forced displacement

When people are displaced, reporting of gender based discrimination, sexual harassment, sexual assault incidents can increase. This includes domestic violence, abuse by persons in power, survival sex, sex slavery, capture for trafficking, forced/early marriage, physical assault, attacks by armed groups (especially during flight).

Risk factors for gender based discrimination, sexual harassment, sexual assault may include:

- separation from family members
- food insecurity and lack of livelihoods
- lack of protection associated with a breakdown of community structures and in law and order
- criminal gangs arriving to take advantage of the confusion in the aftermath of the disaster and the breakdown in law and order
- crowded living conditions.

**Case study 2:** gender based discrimination, sexual harassment, sexual assault in conflict situations

Sexual violence is often used as a strategy of warfare or a method of torture. It aims to demoralize and destabilise the community and break people's dignity. The most common forms include:

- rape, including gang rape of men and women by armed groups or other persons
- sexual slavery
- parents or men being forced to observe the rape of their children or partner
- partners or men being forced to rape their children or partner.

Most incidents of gender based discrimination, sexual harassment, sexual assault are perpetrated against women and girls. However men and boys are also targets. Male-

directed sexual violence mostly happens during armed conflicts and in detention.

Most common forms include:

- verbal assault
- being forced to strip off all clothes
- rape perpetrated by men or female combatants
- being forced to take part in rape
- being forced to observe the rape of family members.

### **Case study 3: Domestic violence**

Domestic violence often occurs due to power inequality within a relationship. During and after crises an increase of domestic violence is often reported. This is partly due to the high level of stress leading to tensions within relationships. Addressing domestic violence can be very difficult because it is strongly linked to cultural and social norms and expectations about gender roles. People affected by domestic violence often do not realize that their basic human rights are being violated. In some cultures, for example, it is seen as normal that husbands beat their wives or that it is a man's right to have sex with his wife whenever he wishes. These perceptions should be discussed during the training. People may choose to stay in abusive relationships for many reasons including:

- fear of losing their children
- fear for their lives
- economic dependency
- fear of social isolation
- loss of status (married women often have a higher status in society than single women)
- emotional commitment to the husband
- optimistic expectations that the violence will end soon
- threats by the family
- loyalty to the family and the perpetrator
- feelings of self-blame.

#### **Case study 4: Child abuse**

The UN Convention on the Rights of the Child<sup>16</sup> define a child as “a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.”

Gender based discrimination, sexual harassment, sexual assault against children does not necessarily involve physical contact between an adult and a child. It also includes such behaviour as asking children to undress, forcing a child to see sexual acts or rape, showing children adult genitalia in order to satisfy an adult's sexual desire and child pornography.

Why are children more at risk than adults?

- because of their size, age, and strength
- because of their dependency on adults
- because they are not included in decision-making processes.

What increases the risk?

- being unaccompanied or separated from the family
- living in times of conflicts or forced displacement
- having physical and mental disabilities
- living in abusive households
- girls are three times more at risk than boys.

What hinders children from disclosing an incident of violence?

- fear of the consequences (e.g. physical punishment or being separated by the family)
- fear that nobody will believe them
- manipulation by the perpetrator (e.g. receiving gifts, etc. )
- self-blame
- protection (e.g. children want to protect the perpetrator)
- age (e.g. children may not aware that they are being subject to sexual violence)
- physical or mental disabilities (e.g. children may not be able to report SGBV).

#### **Source:**

Niklas, Barbara (2015). Sexual and gender based violence. A two-day psychosocial training. Published by International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2015, page 23-25. Retrieved from: <https://pscentre.org/wp-content/uploads/2018/03/SGBV-A-two-day-psychosocial-training-final-version.pdf>

## Teaching methodology for self-directed learning

### Chapter 1: What is gender based discrimination, sexual harassment, sexual assault: differences and levels

#### Activity 1.1: Gender mainstreaming

**Duration: 30 minutes**

**Objectives:**

To raise awareness of gender equality issues.

**Resources/ Materials needed:**

Video:

<https://www.youtube.com/watch?v=WZvNcflKBDs&list=PLCIktnSjN2ppC6KwwKOO1SRzOmCMnsVkU>

**Description:**

Play the following video from the European Institute for Gender Equality (EIGE), in order to make gender mainstreaming more understandable, and discuss, according to the video, if it is important and why to include gender dimension in all policies. This video is an “awareness”, video, that aims at raising awareness or introducing a topic (Valakas, 2006: 29). The suggested video is in English. In case you do not speak English, you chose a similar video in the spoken language.

Link:

<https://www.youtube.com/watch?v=WZvNcflKBDs&list=PLCIktnSjN2ppC6KwwKOO1SRzOmCMnsVkU>

- After watching the video, discuss with your peers by asking the following questions:
  - Do you think that gender mainstreaming benefits only women?
  - When we refer to different needs by gender, what do you think we mean?



- At which stages of policy development (planning, implementation, evaluation) do you think that gender dimension should be included?
- Can you think of an example of gender mainstreaming within a company?
- At the end of the discussion, display in a slide (e.g. by using Microsoft Power Point) or share a paper copy of the Activity Handout “Gender Mainstreaming: a closer look at the concept” and highlight the key elements that make up the process of gender mainstreaming.

**Source:**

Theofilopoulos, Thanasis, Nafsika Moschovakou. (January 2021). Gender Training Manual for Company Actors. Research Center for Gender Equality (KETHI). ISBN 978-960-6737-45-9. Retrieved from:  
[https://www.researchgate.net/publication/348663081\\_Gender\\_training\\_manual\\_for\\_company\\_actors?enrichId=rgreq-a8df382ba7b73fbe6e501c632620ab49-XXX&enrichSource=Y292ZXJQYWdlOzM0ODY2MzA4MTtBUzo5ODI1MjY2MDQ2MjM4NzJAMTYxMTI2NDAwNTM1OA%3D%3D&el=1\\_x\\_2&\\_esc=publicationCoverPdf](https://www.researchgate.net/publication/348663081_Gender_training_manual_for_company_actors?enrichId=rgreq-a8df382ba7b73fbe6e501c632620ab49-XXX&enrichSource=Y292ZXJQYWdlOzM0ODY2MzA4MTtBUzo5ODI1MjY2MDQ2MjM4NzJAMTYxMTI2NDAwNTM1OA%3D%3D&el=1_x_2&_esc=publicationCoverPdf)

**Activity 1.2: The many faces of sexual and gender-based violence**

**Duration: 20 minutes**

**Objectives:**

To advance the knowledge on different types of sexual and gender-based violence.

**Resources:**

Video:

<https://www.youtube.com/watch?v=qizARPhgn2I&t=7s>

<https://www.youtube.com/watch?v=ATrQ--H07bl&t=47s>





**Description:**

1. Watch 2 videos
2. Discuss the types of sexual and gender-based violence with your peers. 5 questions about gender-based violence:
  - What is gender-based violence?
  - Who is affected by gender-based violence?
  - What are the different forms of gender-based violence?
  - What are the consequences of gender-based violence?

## **Chapter 2: Recognition of the sexual harassment and cultural differences**

### **Activity 2.1: Sexual Harassment in Academic Science, Engineering, and Medicine**

**Duration: 60 minutes**

**Objectives:**

To raise awareness about Sexual Harassment in Academic Science, Engineering, and Medicine.

**Resources:**

Video:

<https://www.nationalacademies.org/our-work/sexual-harassment-in-academia>

**Description:**

1. Watch the video.
2. Discuss with your peers:
  - What is the most common type of harassment involves?
  - What steps are recommended to take if you feel that you are being sexually harassed?



- Why is it important to have a harassment awareness in our society?

## **Activity 2.2: Cultural Views on Sexual Assault — Student Stories**

**Duration: 10 minutes**

### **Objectives:**

To raise awareness of cultural differences about sexual assault.

### **Resources:**

Video:

<https://www.internationalstudentinsurance.com/explained/cultural-views-sexual-assault-video.php>

### **Description:**

1. Watch the video
2. Discuss with your peers:
  - What is sexual violence?
  - Are the majority of sexual assaults committed by strangers?
  - Is sexual assault a crime of passion when someone loses control?
  - What about the outfits that women wear? They're asking for it...
  - If the victim didn't try to fight back and/or run away; have they really been sexually assaulted?
  - What does a sexual offender look like?
  - How many years after you've been sexually assaulted can you turn the person in to the police?
  - If I report that I've been sexually assaulted what will happen?
  - Do I have any choices about what the police will do?
  - What punishment will a sexual offender get?

## Chapter 3: Gender and sex stereotypes

### Activity 3.1: Gender norms and sex stereotypes

**Duration: 75 minutes**

**Objectives:**

To raise the awareness how challenging gender norms, sex stereotypes prevents gender-based violence, contributes to peace

**Resources:**

Video:

<https://www.youtube.com/watch?v=Z1Vnw3W4cLc>

**Description:**

1. Watch the video
2. Discuss with your peers:
  - What are the factors determining gender roles stereotypes?
  - What are gender stereotypes and how do they affect people's lives?

### Activity 3.2: The Origins and Content of Gender Stereotypes

**Duration: 15 minutes**

**Objectives:**

To raise awareness of the origins and content of gender stereotypes.

**Resources:**

Video:

<https://www.youtube.com/watch?v=y-pPF7qTCQo>



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Co-funded by the  
Erasmus+ Programme  
of the European Union

**Description:**

1. Watch the video
2. Discuss with your peers:
  - How can stereotypes affect gender roles and relationships?
  - Are gender stereotypes still relevant in today's society?
  - How do stereotypes affect society?
  - How are gender stereotypes removed?

## Training contents

### Chapter 1: What is gender based discrimination, sexual harassment, sexual assault: differences and levels

#### Definition of concepts:

Gender based discrimination, sexual harassment, and sexual assault are the broadest concept and covers all the others. It includes physical, sexual and emotional violence.

Gender based discrimination, sexual harassment, and sexual assault are one of the most difficult forms of violence to cope with because of the social stigma and taboo associated with it. Gender based discrimination, sexual harassment, and sexual assault are used to describe violence that is perpetrated against men and boys, and also against lesbian, gay, bisexual, transgender and intersex persons (LGBTI) because of their sexual orientation and/or gender identity. 'LGBTI' encompasses a wide range of identities that share an experience of falling outside of societal gender norms.

**Table 1:** Concepts of gender based discrimination, sexual harassment, sexual assault

Concepts		
gender based discrimination	sexual harassment	sexual assault
Gender discrimination to date has mostly involved discrimination against females (Shen, 2021).	Sexual harassment has been described as the way patriarchy works: men continuing to assert their power over women (Meyer, 2008).	sexual assault focuses on assaults that involve completed or attempted physical contacts against an adult (age 18 or older) or child sexual abuse or other

		sexual acts (e.g., exhibitionism, sexting, sexual harassment, touching, or forced touching or fondling in public, i.e., frotteurism) (Williams, Walfield, 2016).
“any distinction, exclusion, or restriction made on the basis of socially constructed gender roles and norms that prevent a person from enjoying full rights” (World Health Organization 2001).	Sexual harassment: “(U)nwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when 1) submission is made either implicitly or explicitly a term or condition of an individual's employment, 2) submission to or rejection of such conduct by an individual is used as the basis for	

	<p>employment decisions affecting the individual, or 3) the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment" (Reischl &amp; Smith, 1989).</p>	
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**Table 2:** Definitions related to the concepts of gender based discrimination, sexual harassment, sexual assault

Term	Definition
Child sexual abuse	The term child sexual abuse generally is used to refer to any sexual activity between a child and closely-related family member (incest) or between a child and an adult or older child from outside the family. It involves either explicit force or coercion or, in cases where consent cannot be given by the victim because of his or her young age,

	implied force.
Domestic violence	Domestic violence is a term used to describe violence that takes place between intimate partners (spouses, boyfriend/girlfriend) as well as between other family members. It is defined by WHO as behaviour by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviours.
Forced marriage and child marriage (also referred to as early marriage)	<p>Forced marriage is the marriage of an individual against her or his will. Child marriage is a formal marriage or informal union before the age of 18.</p> <p>Note: Even though some countries permit marriage before the age of 18, international human rights standards classify these as child marriages, reasoning that those under the age of 18 are unable to give informed consent. Therefore, child marriage is a form of forced marriage as children are not legally competent to agree to such unions.</p>
Gender-based violence	Gender-based violence is an umbrella term for any harmful act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to a



	<p>woman, man, girl or boy, or a non-binary person on the basis of their gender. GBV is a result of gender inequality and abuse of power. GBV includes but is not limited to sexual violence, domestic violence, trafficking, forced or early marriage, forced prostitution, sexual exploitation and abuse and denial of resources, opportunities and services.</p>
Rape	<p>Rape is physically forced or otherwise coerced penetration – even if slight – of the vagina, anus or mouth with a penis or other body part. It also includes penetration of the vagina or anus with an object. Rape includes marital rape and anal rape/sodomy. The attempt to do so is known as attempted rape. Rape of a person by two or more perpetrators is known as gang rape.</p>
Sexual abuse	<p>Sexual abuse is any actual or threatened physical intrusion of a sexual nature, whether by force or under equal or coercive condition.</p>
Sexual exploitation	<p>Sexual exploitation means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.</p>

	Some types of forced prostitution can fall under this category.
Sexual violence	Describes acts of a sexual nature committed against any person by force, threat of force or coercion. Coercion can be caused by circumstances such as fear of violence, duress, detention, psychological oppression or abuse of power. The force, threat of force or coercion can also be directed against another person. Sexual violence also comprises acts of a sexual nature committed by taking advantage of a coercive environment or a person's incapacity to give genuine consent. It furthermore includes acts of a sexual nature a person is caused to engage in by force, threat of force or coercion, against that person or another person, or by taking advantage of a coercive environment or the person's incapacity to give genuine consent. Sexual violence encompasses acts such as rape, sexual slavery, enforced prostitution, forced pregnancy or enforced sterilization.

**Source:** Niklas, Barbara (2015). Sexual and gender based violence. A two-day psychosocial training. Published by International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2015, page 38. Retrieved from <https://pscentre.org/wp-content/uploads/2018/03/SGBV-A-two-day-psychosocial-training-final-version.pdf>

## **Chapter 2: Recognition of the sexual harassment and cultural differences**

### **Consequences of gender based discrimination, sexual harassment and sexual assault:**

Psychological consequences:

- Emotional consequences include: anxiety, fear, insecurity, anger, shame, self-hate, self-blame, withdrawal and hopelessness.
- Cognitive consequences include: concentration difficulties, hyper-vigilance (e.g. when people feeling constantly alert to what is happening around them), repeated experience of the traumatic event with flashbacks, nightmares or intrusive memories (These can be triggered by many different factors).
- Behavioural consequences include: inability to sleep, avoidance (e.g. some survivors tend to avoid certain situations that remind them of the traumatic event), social isolation, withdrawal, changes in eating behaviour or substance abuse.
- Mental health consequences include: depression, post-traumatic stress disorder, anxiety disorder, eating disorder and substance abuse.

Social consequences:

- Social consequences depend on the cultural context of the area. In many cultures survivors are stigmatized and isolated. They are often blamed for the incident rather than the perpetrator, for example, because of the clothes they were wearing or the way they were acting. The stigma will also affect the survivor's family and wider network. This may lead to rejection by partners/families/communities, separation from children, loss of function in society, loss of job and source of income.
- Survivors may also have difficulties in continuing a sexual relationship with a partner. This can create tension and challenges within the relationship, especially if survivors decide not to disclose the incident of violence to their partner.

Physical consequences:

- Physical consequences such as sexually-transmitted diseases (e.g. HIV) or injuries can also occur as a result of gender based discrimination, sexual harassment, sexual

assault. In some cultures, survivors themselves may be at great physical risk if the community knows about the incident of violence. There is also an increased risk of suicide as a result of the multiple psychological, physical and social consequences.

Consequences specific to female survivors:

The consequences of gender based discrimination, sexual harassment, sexual assault may be different for male and female survivors. Female survivors (i.e. women and girls) may have to face:

- pregnancy and having to carry the child of a perpetrator to term
- being forced to marry the perpetrator to maintain the family honour
- the risk of further violence
- not finding a partner
- having difficulties in making a living
- negative consequences from her own community. If a woman decides to leave her partner because of domestic violence, for example, she may be stigmatised. She may be seen as being selfish in seeking her own well-being rather than the well-being of her children.

Consequences specific to male survivors:

Male survivors face similar consequences to female survivors. However men and boys affected by gender based discrimination, sexual harassment, sexual assault may struggle in terms of their self-image and social identity because of the following:

- gender based discrimination, sexual harassment, sexual assault challenges the common view of masculinity, i.e. that men and boys should be strong and in control and dominant. Perpetrators often use male-directed sexual violence to turn the person into a weak, vulnerable, helpless victim – characteristics that are unfortunately commonly associated with being a woman. This is extremely difficult in terms of the predominant view that women are lower status.
- Being forced into sexual acts with another man directly challenges the sexual status of a man. It makes survivors question their sexual orientation. This is especially difficult in cultures where homosexuality is taboo or prohibited by law.

- Depending to the cultural context, men may be extremely reluctant to talk about being victimised. They feel ashamed, weak, and guilty. They are afraid of being labelled as homosexual or bisexual, in societies where sexual contact of any kind between two men is taboo. They are therefore likely to stay silent on the issue and remain isolated.

**Information for facilitators** about open and closed questions:

Open questions are questions that begin with words like, what, when, how, who, why, in what way. They usually require more than a one-word answer and so are helpful in finding out more about a person or situation. Closed questions on the other hand can be answered with one word or a short phrase.

For example:

- Open question: “How do you manage to raise your children alone?”
- Closed question: “Is it difficult raising your children alone?”

Or

- Open question: “What was that experience like for you?”
- Closed question: “Was that experience scary?”

**Information for facilitators** on putting the principles into practice:

Safety:

- Introduce yourself and the services that are available, and be transparent in all the actions that you take.
- Make sure that a room is available; if possible, that is quiet and private.
- Remain calm, even if the person is extremely distressed.
- Stay close.
- Help the person to identify and address immediate safety risks.
- Try to find solutions for ongoing risks.
- Don't do anything that threatens the safety of the survivor or his/her family.
- Stress that the situation of violence is over, that they have survived and they are safe now (if that is the case).



- Develop an individual safety plan with the survivor. Try to find places where he/she feels safe.

#### Confidentiality:

- Make sure that all information gathered about a survivor is stored securely (e.g. files should be locked, documents on the computer secured with password).
- If you need to share information about a survivor with an outside organization, you must first obtain the survivor's informed written consent or that of a parent or guardian if the survivor is a child (see box below). Do not pressure the survivor to give consent.
- Share only necessary and relevant information (not all the detail) with others involved in giving help (after having obtained written consent). Informed consent means that the survivor will be informed about which information will be shared, with whom and for what reason.
- Do not share any information about the survivor or their situation (e.g. giving their name or other identifying information) with anyone else – at home or in the workplace.
- Avoid identifying survivors of SGBV in the way services are provided. Survivors can be at risk of being identified by the community if they attend specialised programmes. This risk can be minimized by addressing the special needs of survivors of SGBV within broader psychosocial programmes.

#### Exceptions to maintaining confidentiality:

- When a survivor might try to hurt herself or himself
- When there is a risk that the survivor might hurt others
- When a child is in danger
- When national or international laws or policies require mandatory reporting (for example, because of sexual exploitation and abuse by humanitarian staff).

It is very important that the survivors are informed of the reasons for mandatory reporting – preferably before they begin to explain what has happened to them. It must be made clear to them that whatever they say will have to be reported due to



national, international laws or policies. This gives them the option to go on telling their story or to stop at this point.

#### Respect:

- Don't pressure a person to talk and make a disclosure.
- Be patient and kind. Don't judge the person.
- Accept feelings. Survivors sometimes feel that their emotions, thoughts and behaviour are strange. Explain that their reactions are normal.
- Inform the person about available referrals but don't force her/him to take any actions.
- If it is the wish of a survivor to be interviewed or examined by a person of their own sex, make sure that female/male staff is available.
- Minimize the number of times a survivor needs to retell her/his story.
- Some survivors of domestic violence decide to stay in the abusive relationship. Even in these situations, no action should be done against the will of the person affected by domestic violence.

#### Non-discrimination:

- Reflect on your own prejudices and assumptions.
- Offer support to everybody without discrimination, on the basis of gender, age, disability, race, colour, language, religious or political beliefs, sexual orientation, status or social class, etc.



### Chapter 3: Gender and sex stereotypes

Situation cards:



Picture 1: Marriage (Haspel and Terhorst, 2004)



Picture 2: Men gambling and drinking (Haspel and Terhorst, 2004)





Picture 3: A teenage boy goes to school and a teenage girl works  
(Haspel and Terhorst, 2004)



Picture 4: A woman does household work while man takes a rest  
(Haspel and Terhorst, 2004)





Picture 5: Women mechanics (Haspel and Terhorst, 2004)

Situation cards:

Activities/situations (Haspel and Terhorst, 2004):

1. washing clothes
2. dish washing
3. cleaning house
4. preparing food
5. helping kids with home work
6. get kids dressed for school
7. washing little children
8. feeding children
9. watching TV
10. gambling/drinking
11. feeding small animals (chickens/pigs)
12. keeping money
13. repairing clothes
14. breastfeeding
15. shaving
16. ploughing
17. rice planting
18. construction work

19. weaving
20. being pregnant
21. attending a village meeting
22. buying food at the market
23. fixing the house
24. going to the temple

Women's activities	Men's activities
	

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- \*Serious Sexual Assaults Campaign: <https://www.westyorkshire.police.uk/staysafe>



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PROJECT RESULT 2



Women and COVID-19 - UN Chief Video Message (9 April 2020):  
[https://youtu.be/ZIATLVKZ\\_ag](https://youtu.be/ZIATLVKZ_ag)

\*Zernike, K. (2016, February 29). Testing for joy and grit? Schools nationwide push to measure students' emotional skills. *The New York Times*.  
[http://www.nytimes.com/2016/03/01/us/testing-for-joy-and-grit-schools-nationwide-push-to-measure-students-emotional-skills.html?\\_r=0](http://www.nytimes.com/2016/03/01/us/testing-for-joy-and-grit-schools-nationwide-push-to-measure-students-emotional-skills.html?_r=0)

## MODULE 2: Profiles and characteristics of aggressor and victim

### Teaching methodology for face to face training

#### Chapter 1: The profile of the aggressor

##### Activity 1.1: Educational Game – Risk factors and characteristics of aggressor

**Duration: 40 minutes**

##### **Objectives:**

To understand the risk factors and characteristics that determine someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault.

##### **Resources/ Materials needed:**

- Handout with risk factors and characteristics of aggressor
- Flipchart
- Pens
- Markers
- Post-its of four different colours

##### **Description:**

1. Create a handout where you mix the risk factors and characteristics at all levels (Please see *Training contents* section for details) that determine someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault. On that list, add also some factors that are irrelevant. Please make a list of at least 30 factors and characteristics.
2. Divide the participants in 4-5 groups and ask them to select those risk factors and characteristics that they think are relevant for someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault.

3. Prepare a flipchart where you divided the paper in 4 parts. Each part is corresponding to a level of the risk factors and characteristics: at Individual level, at Relationship level, at Community level, and at Society level.
4. Give each group post-its of four different colours (choose one colour for each level) and ask them to write the previous selected risk factors and characteristics according to the level.
5. Each group will stick the post-its on the flipchart and will explain why they consider that it is a risk factor or a characteristic of the aggressor.
6. Optional: You can give 1 point for each factor or characteristic selected and correctly placed in the category of each level. The group with the most points wins the game
7. Give some explanations using the *Training contents* section and discuss with students:
  - How easy it was to select the risk factors and characteristics?
  - Can you add other risk factors and characteristics?
  - Was there anything surprising?
  - How easy or difficult would it be for them to recognize the behavior of a possible aggressor?

### **Activity 1.2: Storytelling – How he/ she become aggressor?**

**Duration: 45 minutes**

#### **Objectives:**

To identify risk factors and characteristics that determine someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault.

#### **Resources/ Materials needed:**

- Paper
- Pens or markers



### **Description:**

1. Divide the participants in 4 groups and ask them to create a short story. They will describe the profile of the aggressor, or how the character become aggressor in cases of gender based discrimination, sexual harassment, sexual assault. They can use the risk factors and characteristics already mentioned.
2. Each group will present their story for 4 minutes.
3. Optional: Participants can vote the most interesting story.
4. A short debriefing discussion will be guided by the trainer:
  - What are the most relevant factors and characteristics of the aggressor that were chosen in your stories?
  - How hard or easy was it to create the story?
  - What could have prevented your character from becoming an aggressor?
  - How do you feel?

## **Chapter 2: Factors and characteristics of young people that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault**

### **Activity 2.1: TRUE or FALSE about the victim?**

**Duration: 25 minutes**

### **Objectives:**

To identify the factors and characteristics of young people that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault.

### **Resources/ Materials needed:**

- Space in the room
- Marker
- Paper with statements



### **Description:**

1. Create some affirmations related to factors and characteristics of young people that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault, which can be answered with "True" or "False".

*For example:*

- Members of the LGBTQ+ community are more likely to be sexual harassed compared to straight people.
- 80% of rapists are a friend or acquaintance of the victim. Etc.

2. Draw a straight line on the floor in the middle of the room and ask the participants to place themselves along this line. Instruct the participants that you will read a series of statements, related to factors and characteristics of young people that raise the likelihood of being a victim of based discrimination, sexual harassment, sexual assault. After each statement, those who consider that the statement is true will move to the right of the line, those consider it false, will move to the left.

3. After each statement, indicate the correct answer and provide additional information (Please see *Training contents* section for details).

### **Activity 2.2: Stella's story**

**Duration: 60 minutes**

#### **Objectives:**

To enable participants to reflect on their own values and priorities in relation to gender issues.

To analyse the sources and influences which lead to different moral positions or priorities.

To understand how individuals become socialised into gender-based stereotyping and prescribed gender roles.

### **Resources/ Materials needed:**

- Stella's story handout (please see the handout after *Teaching methodology for self-directed learning* section)
- Paper
- Pens

### **Description:**

1. Give each participant the handout with Stella's story. Ask them to read the story individually and to rank the behaviour of each character (Stella, Vitali, Ralf, Stella's mother and Goran) along a scale from 'best' to 'worst'. For example, they might decide that Stella's behaviour was the worst, Goran's was the next worst, Ralf's was next – and so on. Give participants 10 minutes for this task.
2. When everyone has decided on their individual ranking, ask participants to get together in small groups (between 3 to 6 people) and compare and discuss their results with others. The task of the small groups is to come up with a common ranking – a list that everyone in the small group can agree on. The group should create a common ranking on the basis of shared understanding and consensus, rather than using, for example, a majority voting.
3. Ask each group to present the results of their discussions to the plenary. Groups should give brief arguments for their commonly agreed ranking.
4. Guide a short debriefing session:
  - When you worked individually, how did you decide what was good and what was bad behaviour?
  - Was it difficult to agree on a ranking that suited everyone?
  - What were the challenges or blocks which made agreement difficult?
  - What role do personal values play in such a process?
  - Where do personal values, such as those reflected in this activity, come from?
  - Can you identify a victim or an aggressor? Why?
  - Can you identify any prescribed gender roles in the story?
  - Which gender related concerns or dilemmas are raised by this story?
  - Take a few moments and think that the story changed, and all the women become men, and vice-versa. Your ranking remains the same? If not, why does the

change make a difference? Do you think the age of the characters could have any influence?

- Are any of these concerns present in the context where you live? How do issues such as these affect young people?
- Which human rights issues can you identify in the story? Do you think human rights are useful when dealing with moral dilemmas related to gender? Explain your answer.
- How can young people get support to deal with social pressures relating to morality and gender?

**Adapted after:** Gender Matters website. Activities to address gender and gender-based violence with young people: <https://www.coe.int/en/web/gender-matters/activities>.

### Activity 2.3: The Knight in Shining Armour

**Duration: 40 minutes**

#### **Objectives:**

To learn to recognise the early warning signs of an abusive relationship.

To recognise characteristics of aggressor and victim.

To discuss the role of education and / or youth work in helping to prevent gender based violence and discrimination.

#### **Resources/ Materials needed:**

- Knight in Shining Armour for Susie handout (please see the handout after *Teaching methodology for self-directed learning* section)

#### **Description:**

1. Ask 3 volunteers for a role play: 1 person will be Susie, 1 person will be the knight and 1 narrator.

2. Explain to participants that they will see a short role play, meaning a short story about a knight on a white horse, and that afterwards there will be a discussion of the issues raised and the feelings evoked.
3. The actors move to the middle of the room. Give them and ask them to read it and to prepare for the role play for 5 minutes.
4. Let them creatively play the roles for 5-10 minutes.
5. After the role play have been completed, look at the faces of participants for reactions or emotions. If they seem a little shocked or upset, ask for a moment of silence for them to reflect on and take note of their feelings.
6. Guide a debriefing short session, using the following questions:
  - How did the story make you feel? Why?
  - What do you think about this relationship?
  - Can you identify a victim? Can you identify an aggressor? How? What are the characteristics you have identified?
  - At which point do you think Susie should have realised that this is a dangerous relationship?
  - What are the signals that indicate that this relationship is becoming abusive?
  - Where does a genuinely equal relationship end and an abusive one begins?
  - From where do we get our ideas about what relationships should be like?
  - How realistic are these ideas or stories?
  - What can you do to raise awareness of young people about gender equality?
7. Ask participants to imagine that Susie respond differently, in a protective way. Ask the 3 volunteers to play again the role, but this time any participant can take any role when they want to intervene. This role play can have a duration of 10 minutes.
8. Guide a debriefing short session, using the following questions:
  - How is now different the result?
  - What are the protective measures?
  - How did the story make you feel now? Why?

**Adapted after:** Gender Matters website. Activities to address gender and gender-based violence with young people: <https://www.coe.int/en/web/gender-matters/activities>.

## Teaching methodology for self-directed learning

### Chapter 1: The profile of the aggressor

#### Activity 1.1: Risk factors and characteristics of aggressor

**Duration: 40 minutes**

**Objectives:**

To understand the risk factors and characteristics that determine someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault.

**Resources/ Materials needed:**

- Pens
- Markers
- Papers

**Description:**

1. Before reading *Training contents* section, analyse the aspects listed below and select those you consider the risk factors and characteristics that determine someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault:

- Traditional attitudes toward gender roles and sexual relationships, including greater acceptance of rape myths.
- Low level of education.
- Alcohol and drug use.
- General tolerance of sexual violence within the community.
- Social isolation.

- Attitudes and practices that reinforce female subordination and tolerate male violence (e.g. dowry, bride price, child marriage).
- Association with sexually aggressive, hyper-masculine, and delinquent peers.
- Sleep disorders.
- Prior sexual victimization or perpetration (including witnessing or experiencing abuse as a child).
- Not getting enough validation from friends.
- Early sexual initiation.
- Lack of empathy.
- Poverty or limited economic opportunities.
- High levels of crime and other forms of violence.
- Unhealthy family relationships or emotionally unsupportive family environment.
- Not being satisfied at work.
- Lack of institutional support from police and judicial system.
- Suicidal behaviour.
- Aggressive behaviours and acceptance of violent behaviours.
- Lack of employment opportunities.

2. Then, group the selected risk factors and characteristics at Individual level, at Relationship level, at Community level, and at Society level.

3. Read the Training contents section, to verify your selection and grouping by levels.

4. Answer to the following questions:

- How easy it was to select the risk factors and characteristics?
- Can you add other risk factors and characteristics?
- Was there anything surprising?
- How easy or difficult would it be for them to recognize the behaviour of a possible aggressor?



## **Activity 1.2: Storytelling – How he/ she become aggressor?**

**Duration: 45 minutes**

### **Objectives:**

To identify risk factors and characteristics that determine someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault.

### **Resources/ Materials needed:**

- Paper
- Pens or markers

### **Description:**

1. You can do this exercise by yourself or with your friends or colleagues. After reading the Training contents section on the risk factors and characteristics that determine someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault, create a short story in which describe the profile of the aggressor, or how the character become aggressor.

2. Answer to the following questions or discuss with your friends or colleagues:

- What are the most relevant factors and characteristics of the aggressor that were chosen in your stories?
- How hard or easy was it to create the story?
- What could have prevented your character from becoming an aggressor?
- How do you feel?

## **Chapter 2: Factors and characteristics of young people that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault**

### **Activity 2.1: TRUE or FALSE about the victim?**

**Duration: 25 minutes**

#### **Objectives:**

To identify the factors and characteristics of young people that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault.

#### **Resources/ Materials needed:**

- Pens
- Paper

#### **Description:**

1. Read the affirmations bellow related to factors and characteristics of young people that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault, which can be answered with "True" or "False". Write on your paper when the statement is TRUE or FALSE:

- Members of the LGBTQ+ community are more likely to be sexual harassed compared to straight people.
- 80% of rapists are a friend or acquaintance of the victim.
- Women are more likely to be victims of sexual violence than are men.
- Traditional attitudes toward gender roles and sexual relationships have no importance in raising the likelihood of being a victim.
- Being young can be a risk factor for being a victim.
- Emotional insecurity or dependence can have an influence in raise the likelihood of being a victim.



- Lack of punishment for aggressors in cases of sexual violence encourage this violence.
  - Social isolation is not a risk factor.
  - Healthy family relationships reduce the possibility of being a victim.
  - The aggressors are only men.
2. Read the *Training contents* section for details and to verify your answers.

## Activity 2.2: Stella's story

**Duration: 60 minutes**

### Objectives:

- To enable participants to reflect on their own values and priorities in relation to gender issues.
- To analyse the sources and influences which lead to different moral positions or priorities.
- To understand how individuals become socialised into gender-based stereotyping and prescribed gender roles.

### Resources/ Materials needed:

- Stella's story handout
- Paper
- Pens

### Description:

1. Read the bellow handout with Stella's story and rank the behaviour of each character (Stella, Vitali, Ralf, Stella's mother and Goran) along a scale from 'best' to 'worst'. For example, you might decide that Stella's behaviour was the worst, Goran's was the next worst, Ralf's was next – and so on. Give participants 10 minutes for this task.

2. Ask 3-4 colleagues or friends to do the same thing, then compare and discuss your results with others. Your task as a group is to come up with a common ranking – a list that everyone can agree on. The group should create a common ranking on the basis of shared understanding and consensus, rather than using, for example, a majority voting.

3. Start a discussion, based on the following questions:

- When you worked individually, how did you decide what was good and what was bad behaviour?
- Was it difficult to agree on a ranking that suited everyone?
- What were the challenges or blocks which made agreement difficult?
- What role do personal values play in such a process?
- Where do personal values, such as those reflected in this activity, come from?
- Can you identify a victim or an aggressor? Why?
- Can you identify any prescribed gender roles in the story?
- Which gender related concerns or dilemmas are raised by this story?
- Take a few moments and think that the story changed, and all the women become men, and vice-versa. Your ranking remains the same? If not, why does the change make a difference? Do you think the age of the characters could have any influence?
- Are any of these concerns present in the context where you live? How do issues such as these affect young people?
- Which human rights issues can you identify in the story? Do you think human rights are useful when dealing with moral dilemmas related to gender? Explain your answer.
- How can young people get support to deal with social pressures relating to morality and gender?

**Adapted after:** Gender Matters website. Activities to address gender and gender-based violence with young people: <https://www.coe.int/en/web/gender-matters/activities>.



### **Activity 2.3: The Knight in Shining Armour**

**Duration: 40 minutes**

**Objectives:**

To learn to recognise the early warning signs of an abusive relationship.

To recognise characteristics of aggressor and victim.

To discuss the role of education and / or youth work in helping to prevent gender based violence and discrimination.

**Resources/ Materials needed:**

- Knight in Shining Armour for Susie handout (please see it below)

**Description:**

1. Ask 4-5 colleagues or friends to do together with you this exercise. 3 persons has to volunteer for a role play: 1 person will be Susie, 1 person will be the knight and 1 narrator.
2. Explain others that they will see a short role play, meaning a short story about a knight on a white horse, and that afterwards there will be a discussion of the issues raised and the feelings evoked.
3. The actors move to the middle of the room. Give them and ask them to read it and to prepare for the role play for 5 minutes.
4. Let them creatively play the roles for 5-10 minutes.
5. After the role play have been completed, if the participants at the role play seem a little shocked or upset, ask for a moment of silence for them to reflect on and take note of their feelings.
6. Start a discussion, based on the following questions:
  - How did the story make you feel? Why?
  - What do you think about this relationship?
  - Can you identify a victim? Can you identify an aggressor? How? What are the characteristics you have identified?



- At which point do you think Susie should have realised that this is a dangerous relationship?
- What are the signals that indicate that this relationship is becoming abusive?
- Where does a genuinely equal relationship end and an abusive one begins?
- From where do we get our ideas about what relationships should be like?
- How realistic are these ideas or stories?
- What can you do to raise awareness of young people about gender equality?

7. On the second part, imagine that Susie respond differently, in a protective way.

Ask the 3 volunteers to play again the role, but this time any participant can take any role when they want to intervene.

8. Start a discussion, based on the following questions:

- How is now different the result?
- What are the protective measures?
- How did the story make you feel now? Why?

**Adapted after:** Gender Matters website. Activities to address gender and gender-based violence with young people: <https://www.coe.int/en/web/gender-matters/activities>.



## STELLA'S STORY HANDOUT

Somewhere in a far-off land lives a beautiful girl called Stella.

She is in love with the handsome Vitali, who lives on the other side of an enormous river. Earlier in the year, all the bridges across this river were swept away by a terrible flood, and all the boats except one were damaged or destroyed.

Stella asks Ralf, the owner of the only remaining boat, to take her to the other side of the river. Ralf agrees, on one condition: he insists that Stella sleep with him.

Stella is confused. She does not know what to do and runs to her mother to ask for advice.

Her mother tells her that she does not want to interfere in Stella's private business. In desperation, Stella sleeps with Ralf, who then takes her across the river.

The joyful Stella rushes to Vitali to embrace him and proceeds to tell him everything that happened.

Vitali pushes her away roughly, and Stella runs off, sobbing.

Not far from Vitali's house, Stella meets Goran, Vitali's best friend.

She tells him everything that has happened.

Goran punches Vitali for what he has done to Stella, and then walks away with her...

**Source:** Gender Matters website. Activities to address gender and gender-based violence with young people: <https://www.coe.int/en/web/gender-matters/activities>.

## THE KNIGHT IN SHINING ARMOUR HANDOUT

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

**Narrator:** Susie is very happy and feels attracted to the knight

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

**Susie:** Oh, next to you, I feel very safe and very important.

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

**Susie:** No, you have right!

**Narrator:** And Susie indeed feels that the Knight is her whole world. Every minute they spend away from each other is painful.

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

**Susie:** Ok, yes, if it makes you feel better..

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



**Knight:** You spend too much time with your girlfriends. We have such a great time together: am I not enough for you? I don't think you should put so much trust in them. I think they have a bad influence on you: I don't like the way you talk about them and the things you do together. I don't like the way you talk to me when you come back from being with them.

**Susie:** No, you are my whole world! I will do everything for you.

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

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

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

**Adapted after:** Gender Matters website. Activities to address gender and gender-based violence with young people: <https://www.coe.int/en/web/gender-matters/activities>

## Training contents

### Chapter 1: The profile of the aggressor

There is a variety of factors at the individual, relationship, community and society levels that increase the risk of being an aggressor in cases of gender based discrimination, sexual harassment, sexual assault.

#### Risk factors and characteristics at Individual Level:

Prior sexual victimization or perpetration (including witnessing or experiencing abuse as a child).

Personality traits associated with subclinical levels of psychopathy as narcissistic, grandiose sense of self, lack of empathy, remorse, or concern for others, poor impulse control, manipulative approach to interpersonal relationships, and antisocial behavior.

Suicidal behavior.

Low self-esteem.

Poor social skills.

Early sexual initiation.

Deviant sexual interests, as being interested in non-consensual sexual relations involving physical violence or humiliation.

Preference for impersonal sex and sexual-risk taking.

Existence of cognitive distortions that aggressors use to justify the abuses they commit. Here are some examples of cognitive distortions among people who victimize women: “Women enjoy forced sexual activities.”, “It was the victim who initiated the contact.”, “Committing a crime is a fair way to compensate for past injustices.”, “Women control, reject and humiliate me.”



Low level of education.  
Alcohol and drug use.  
Delinquency.  
Aggressive behaviors and acceptance of violent behaviors.  
Exposure to sexually explicit media or exposure to pornography.  
Hostility towards women.  
Adherence to traditional gender role norms.  
Hyper-masculinity.  
History of perpetrating psychological abuse.

### **Risk factors and characteristics at Relationship Level:**

Unhealthy family relationships or emotionally unsupportive family environment.  
Childhood history of physical, sexual, or emotional abuse or family history of conflict and violence.  
History of perpetrating psychological abuse.  
Marital instability and separation or divorce.  
Social isolation.  
Association with sexually aggressive, hyper-masculine, and delinquent peers.  
Involvement in a violent or abusive intimate relationship.  
The presence of economic, educational and employment disparities between men and women in an intimate relationship.

### **Risk factors and characteristics at Community Level:**

Lack of employment opportunities.  
Poverty or limited economic opportunities.  
Lack of institutional support from police and judicial system.  
General tolerance of sexual violence within the community.  
Weak community sanctions against sexual violence aggressors.

### **Risk factors and characteristics at Society Level:**

Traditional attitudes toward gender roles and sexual relationships, including greater acceptance of rape myths.  
Societal norms that support male superiority and sexual entitlement.  
Societal norms that maintain women's inferiority and sexual submissiveness.  
Attitudes and practices that reinforce female subordination and tolerate male violence (e.g. dowry, bride price, child marriage).  
Societal norms that support sexual violence.  
Male control over decision-making and assets.  
Weak laws and policies related to sexual violence and gender equity.  
Lack of punishment for aggressors.  
Normalized use of violence within the family or society to address conflict.  
High levels of crime and other forms of violence.  
Low levels of awareness related to gender based discrimination, sexual harassment, sexual assault among service providers, law enforcement and judicial actors.

## **Chapter 2: Factors and characteristics of young people that raise the likelihood of being a victim of gender based discrimination, sexual harassment, sexual assault**

Everyone can be a victim of gender based discrimination, sexual harassment, sexual assault and there is no typical profile of a victim. However, there are statistics and studies that identified some risk factors and characteristics that raise the likelihood of being a victim:

- ☐ women are more likely to be victims of sexual violence than are men;
- ☐ being young, aged 18-34;
- ☐ being previously victimised or abused;
- ☐ members of the LGBTQ+ community are more likely to be sexual harassed compared to straight people;
- ☐ members of communities or minorities that are at high risk of being discriminated: economic disadvantaged people, people with disabilities, refugees etc.;
- ☐ low levels of education;
- ☐ 38% of rapists are a friend or acquaintance of the victim;
- ☐ unhealthy family relationships;
- ☐ low self-esteem;
- ☐ emotional insecurity or dependence;
- ☐ social isolation;
- ☐ limited economic opportunities or unemployment;
- ☐ the presence of economic, educational and employment disparities between men and women in an intimate relationship;
- ☐ conflict and tension within an intimate partner relationship or marriage;
- ☐ marital instability and separation or divorce;
- ☐ women's insecure access to and control over property and land rights;
- ☐ male control over decision-making and assets;
- ☐ attitudes and practices that reinforce female subordination and tolerate male violence (e.g. dowry, bride price, child marriage);



- ☐ traditional attitudes toward gender roles and sexual relationships, and greater acceptance of rape myths;
- ☐ a limited legislative and policy framework for preventing and responding to sexual violence and gender equity;
- ☐ lack of punishment for aggressors in cases of sexual violence;
- ☐ low levels of awareness among service providers, law enforcement and judicial actors.

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## MODULE 3: Places and spaces where gender based discrimination and sexual harassment can occur

### Teaching methodology for face to face training

#### Chapter 1: Places and spaces where gender based discrimination and sexual harassment can occur

##### Activity 1.1: Recognition of gender based discrimination and sexual harassment in different places

**Duration: 45 min**

##### **Objectives:**

Increase students' knowledge about places and spaces where gender based discrimination and sexual harassment can occur.

##### **Resources/ Materials needed:**

- Pens
- Markers
- Paper
- Flipchart
- Post its

##### **Description:**

Teacher give students different situations. After each situation the teacher asks students to give their opinion about.

Situations for discussions:

1. We went to a nightclub. There was a sign at the cash register that men were admitted for 20 EUR and women for 10 EUR with any explanation.



2. The boss harasses me with SMS messages. In them, he writes, "Does a vibrator enhance photos when shooting a bare ass?"
3. The post office needed staff, I was looking for a job at the time. I came to try to get a job, but the head of the unit told me that men will not be accepted, for they will endure hard here among women.
4. The boss kept saying at work that I needed to take off my nice pants and not ask my last name. He added that he wanted to grab my chest.
5. The furniture company will accept a girl aged 23-28 as an administrator. May be another student.
6. The Internet portal on the occasion of Valentine's Day is allowed to send a kiss only to a person of the opposite sex.

Questions for discussions:

1. Where was gender discrimination and where sexual harassment in these stories?
2. How can you solve these situations?

### **Activity 1.2: Photo voice exhibition**

**Duration: 60 minutes**

#### **Objectives:**

Increase students understanding about gender based discrimination and sexual harassment forms in different places and spaces.

#### **Resources:**

- Pens
- Markers
- Paper
- Camera



**Description:**

1. Split the students in 4-5 groups and ask them to take photography or draw a picture as they saw or experienced the negative phenomenon.
2. Each photography will have to be accompanied by a text to prevent sexual abuse.
3. Each group will present their work and discuss it with others in plenary.

## **Chapter 2: Collaboration with people in order to prevent gender based discrimination and sexual harassment**

### **Activity 2.1: Tell your story**

**Duration: 50 minutes**

**Objectives:**

Increase students' practical skills and how to tackle the situation practically.

**Resources:**

- Pens
- Markers
- Paper
- Flipchart
- Post its

**Description:**

Divide the students into groups of 4-5 and give them a task to create new one or tell a story of sexual harassment from their own experience. Each group must create a story that happened in different places.

The groups present their stories by playing them, followed by a discussion of each story:

- Was there sexual harassment?





- Is the victim behaving properly?
- How did the victim have to act to stop the harassment?
- What should the victim's behavior be after the incident?

## **Activity 2.2: Gender based discrimination and sexual harassment prevention measures in different places and spaces**

**Duration: 55 minutes**

### **Objectives:**

Increase students' practical skills in how to find help in different places and spaces.

### **Resources:**

- Pens
- Markers
- Paper
- Flipchart

### **Description:**

Divide the students into groups of 4-5 members and give them the following task:  
Create "Help and prevention measures MAP" in different places and spaces.  
Students should focus on 2 questions:

1. What help can we find in different places?
2. What prevention measures are used in these places and spaces?

## Teaching methodology for self-directed learning

### Chapter 1: Places and spaces where gender based discrimination and sexual harassment can occur

#### Activity 1.1: Recognition of gender based discrimination and sexual harassment in different places

**Duration: 45 min**

#### **Objectives:**

Increase students' knowledge about places and spaces where gender based discrimination and sexual harassment can occur.

#### **Resources/ Materials needed:**

- Pens
- Markers
- Paper

#### **Description:**

Read the following situations:

1. We went to a nightclub. There was a sign at the cash register that men were admitted for 20 EUR and women for 10 EUR with any explanation.
2. The boss harasses me with SMS messages. In them, he writes, "Does a vibrator enhance photos when shooting a bare ass?"
3. The post office needed staff, I was looking for a job at the time. I came to try to get a job, but the head of the unit told me that men will not be accepted, for they will endure hard here among women.
4. The boss kept saying at work that I needed to take off my nice pants and not ask my last name. He added that he wanted to grab my chest.



5. The furniture company will accept a girl aged 23-28 as an administrator. May be another student.
6. The Internet portal on the occasion of Valentine's Day is allowed to send a kiss only to a person of the opposite sex.

Answer the following questions. You can also discuss them with your colleagues or friends:

1. Where was gender discrimination and where sexual harassment in these stories?
2. How you can solve these situations?

### **Activity 1.2: Photo voice exhibition**

**Duration: 60 min**

#### **Objectives:**

Increase students understanding about gender based discrimination and sexual harassment forms in different places and spaces.

#### **Resources:**

- Pens
- Markers
- Paper

#### **Description:**

1. Take a photography or draw a picture as you see or experience the negative phenomenon.
2. Each photography will have to be accompanied by a text to prevent sexual abuse.
3. Discuss your photography with colleagues.

## **Chapter 2:** Collaboration with people in order to prevent gender based discrimination and sexual harassment

### **Activity 2.1: Tell your story**

**Duration:** 60 min

#### **Objectives:**

Increase students' practical skills and how to tackle the situation practically.

#### **Resources:**

- Pens
- Markers
- Paper

#### **Description:**

1. Write a story of sexual harassment from your own experience or create one, happened in 3 different places.

Think on this topic and answer to these questions:

- Was there sexual harassment?
- Is the victim behaving properly?
- How the victim had to act to stop the harassment?
- What the victim's behavior should be after the incident?

2. If you would like, discuss the stories with your colleagues or friends.



## **Activity 2.2: Gender based discrimination and sexual harassment prevention measures in different places and spaces**

**Duration: 45 min**

### **Objectives:**

Increase students' practical skills how to find help in different places and spaces.

### **Resources:**

- Pens
- Markers
- Paper

### **Description:**

Create "Help and prevention measures MAP" in different places and spaces. You should focus on 2 questions:

1. What help can we find in different places?
2. What prevention measures are used in these places and spaces?

Discuss with your colleagues and friends.

## Training contents

### Chapter 1: Places and spaces where gender based discrimination and sexual harassment can occur

Places and spaces where gender based discrimination and sexual harassment can occur

1. at workplace
2. in family
3. at a university, college, school or other educational institution,
4. at a store, bank, insurance company or nightclub
5. in a street, park, other recreation area
6. cyberspace
7. laws or regulations.

#### SPACES WHERE SEXUAL HARASSMENT OCCURS & ITS POTENTIAL IMPACTS



***Sexual harassment can negatively impact every domain of a survivor's life.***

Source: [https://www.vawlearningnetwork.ca/our-work/issuebased\\_newsletters/issue-13/index.html](https://www.vawlearningnetwork.ca/our-work/issuebased_newsletters/issue-13/index.html)

## Chapter 2: Collaboration with people in order to prevent gender based discrimination and sexual harassment

If you have experienced discrimination and have decided not to stay silent and fight for yourself, the first thing you need to do is decide where to turn.

If you experience discrimination, you can contact:

- Office of the Equal Opportunities Controller;
- Curt;
- Non-governmental organizations defending human rights;
- the employer;
- The media.

Prevention plays a central role in efforts to eradicate and remove the root causes of gender-based violence. Youth work and human rights activism can make an important contribution to such preventative work.

This might include:

- **Work to change attitudes, or questioning gender roles and stereotypes** that make gender-based violence acceptable in society. This can be done through organising campaigns, training, peer-to-peer education, or by including a gender equality dimension in all aspects of education policies;
- **Providing accessible information about what gender-based violence** is, about its different forms, possible remedies and existing support measures. This might include producing leaflets or websites, working on social media campaigns, creating TV spots, or making information available in youth centres and schools;
- **Training professionals** to be able to identify, address and respond to gender-based violence. This might include providing training for teachers, youth workers, social workers, trainers, the police, the justice system, health care providers, etc.;
- **Revealing the scale of the problem:** gender-based violence is rarely discussed, and data at a local or regional level is often not available, or is incomplete. Many



victims choose not to report incidents, and certain forms of violence (e.g. sexist hate speech) may not be punishable by law. It is very important that the extent of the problem is made clear;

- **Awareness raising campaigns and policies to address gender inequality** and gender-based violence can also help to raise the importance of the problem in the public eye. Such campaigns might use traditional means, such as posters, leaflets and websites, but might also utilise social media and flash mobs, for example;
- **Empowerment programmes** which strengthen the self-esteem and autonomy of those sections of the population which are more likely to be at risk of violence;
- Furthering gender equality and human rights education for everyone.



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- \*Women and COVID-19 - UN Chief Video Message (9 April 2020):  
[https://youtu.be/ZIATLVKZ\\_ag](https://youtu.be/ZIATLVKZ_ag)
- \*Sexual harassment on the rise in German workplace: study:  
<https://www.dw.com/en/sexual-harassment-on-the-rise-in-german-workplace-study/a-50979194>
- \*Is this sexual harassment: <https://www.youtube.com/watch?v=Ur8G8kOYEfl>
- \*Sexual Harassment in the Workplace: <https://www1.nyc.gov/site/cchr/media/sexual-harassment-campaign.page>
- \*Serious Sexual Assaults Campaign: <https://www.westyorkshire.police.uk/staysafe>
- \*Sexual Assault Awareness & Safety:  
<https://www.internationalstudentinsurance.com/explained/sexual-assault.php>
- \*Sexual Assault Kit Initiative (SAKI): <https://www.phoenix.gov/police/sexual-assault-kit-initiative>
- \*[https://www.vawlearningnetwork.ca/our-work/issuebased\\_newsletters/issue-13/index.html](https://www.vawlearningnetwork.ca/our-work/issuebased_newsletters/issue-13/index.html)

## MODULE 4: Appropriate reactions and behaviours in cases of gender based discrimination, sexual harassment, sexual assault

### Teaching methodology for face to face training

#### Chapter 1: Basic information on crisis situations with regards to gender based discrimination, sexual harassment, and sexual assault

##### Activity 1.1: Impact of the wording - behaviors and adequate reactions

**Duration: 60 minutes**

##### **Objectives:**

Elaborate the sensitivity towards the world, naming and themes connected with the sexual harassment or assaults. "What would I like to hear when happening the gender-based discrimination, sexual harassment, sexual assault".

##### **Resources/ Materials needed:**

- 2 flipcharts (one for participants, one for teacher)
- Pens/markers
- PPT presentation

##### **Description:**

1. Open the module's title and ask the participants what they have in the mind when calling for adequate reaction in context of the gender-based discrimination, sexual harassment, sexual assault.
2. Let the participants think on their first thought about adequate reactions and ask them to express them publicly, writing on the flipchart the adequate reactions.

3. Catch in parallel all the main themes on the second flipchart. Focus on the naming of the situations (rape, date rape, abuse, harassment, victim, survival, perpetrator, aggressor etc.).
4. Elaborate on the names of the situation and the construction and deconstruction of the language and impact on the individuals. Different names of the situation have impact on the understanding of the situation and they are adding different value to the situation accordingly. It is necessary to highlight the differences between different naming of the situation and it's devaluation, also highlighting the potentiality of the secondary victimization by the usage of in-appropriate language.
5. Use the reference to the world adequate too... and build the bridge towards second activity - legitimize the emotions connected with the situation of gender-based discrimination, sexual harassment, and sexual assault in context of crisis situation.

### **Activity 1.2: Crises situations, crises intervention reactions**

**Duration: 60 minutes**

#### **Objectives:**

Basic concepts connected with crises situations and behavior in crises will be revealed. Information about the crises situation with regards to gender based discrimination, sexual harassment, sexual assault and how to overcome it

#### **Resources:**

- [Non-Violent Crisis Intervention Training with Richard Ovcharovich - YouTube](#)
- Flipchart
- Internet
- Pens

### **Description:**

1. Use the flipchart from the first activity and build upon it your presentation. Highlight the common understanding of the “adequate behavior” on the non-professional/ professional level and settle the standards of the reaction.
2. Legitimize the different reaction according the type of the behavior of individuals (explain psychological reply towards the feeling threatened: attack x escape reactions).
3. Use video presentation to highlight the basic framework of the crises intervention such as: emotions and legitimization of the emotions of the victim/survival, interaction between one - to- another (integrated experience), non-verbal communication and as well as paraverbal communication, verbal communication (non-judgmental, empathy, open question etc.).
4. Describe the intervention cycle.
5. Lead the group discussion about the understanding of the crises intervention - if they feel able to use the schema in their life.

### **Activity 1.3: Crises situations, crises intervention reactions – what to say...**

**Duration: 30 minutes**

### **Objectives:**

To try to imagine what one might want to hear as a victim if he or she were in this situation. It is hard to imagine what to say as a “third person”, but it might be easier to think about what would help and comfort me at the moment.

### **Resources:**

- Papers
- Pens
- Flipchart for summing up

### **Description:**

1. Ask participants to individually or in separate groups try to come up with and discuss what might help them if they were the victim/survivor of sexual assault or harassment: “What would be healing for you to hear? Try to come up with very concrete formulations and sentences which you could use”.
2. Presentation and summing up the answers/ideas altogether at the end.

## **Chapter 2: Practical tackling the situation as a victim and bystander in order to understand the psychical and emotional distress and to elaborate adequate individual reaction towards it**

### **Activity 2.1: Crisis intervention in case of sexual/ gender-based assault**

**Duration: 60 minutes**

### **Objectives:**

To allow all participants think critically what to do in the situation of being a victim to sexual assault or by-stander. Trying to imagine what such situation can entail and what the person might to do first, next and at a later point.

### **Description:**

1. Open a discussion with participants and make an interactive presentation, approaching the following topics (For detail see *Training contents section*):
  - Psychological and physiological manifestations of the crises, escape x attack as a reaction and how to overcome it.
  - Basics towards crises intervention schema, exploration of the “order” during the communication and debate. Verbal, nonverbal emotional support.
  - Crises intervention, behaviour, adequate reactions - Information about the crises situation with regards to gender based discrimination, sexual harassment, sexual

assault will be provided, basic information about crises intervention, its components, cycle of the intervention and communication schema (opened questions, emotional support, legitimization of the feelings, acceptance of the victim), approaches within communication will be elaborated and discussed appropriate reactions in stress situations.

- Legitimization of the behaviour of the victim, individual responses to stress situation - Reactions and behaviors towards gender-based discrimination, sexual harassment, sexual assault from different perspective will be highlighted (victim, by-stander, confidant) - different roles and expectation for reaction will be discussed.

2. Split the participants in 4-5 groups and ask them to come up with ideas how to approach and help person in the situation of a victim/ survivor of sexual/ gender-based assault or attack. Ask them to do short role plays: one is the victim/ survivor, one is a help person and one the bystander. Give them tips on how to approach the situation (Please see Training contents section).

3. Discuss with the participants how they felt during role plays and highlight tips what to do and how to be available for the person who has undergone such a deed.

## Teaching methodology for self-directed learning

### Chapter 1: Basic information on crisis situations with regards to gender based discrimination, sexual harassment, and sexual assault

#### Activity 1.1: Legitimization of the behaviour of the victim

**Duration:** 15 minutes

**Objectives:**

To be able to accept the position of a victim in terms of freedom, on one hand, and responsibility, on the other – with emphasize on the responsibility of the aggressor, not the victim!

**Resources:** NO NEED

**Description:**

1. After reading the *Training content* section for this module, find a colleague or a friend and discuss about different scenarios of harassment and sexual assaults in terms of what the victim/survivor should or should not have done – with the goal to demonstrate that the victims almost never did anything wrong or bad, but that the aggressor is the one who caused the whole situation!
2. Also talk about the actions of the victim after the attack – “not doing anything” in terms of contacting police or another authority is a something we have to respect just as much as “doing something”. There is a great deal of reasons why victims behave in a certain way in the situation of shock (and all is right!).
3. Write down what you think is important for you.

## Activity 1.2: Gender stereotypes in sexual assaults

**Duration:** 55 minutes

### Objectives:

To be able to see and hear gender stereotypes when referring to sexual assaults and positions of the persons involved as well as situation aspects.

To be able to distinguish between facts and notions.

### Resources:

- Paper
- Pens
- Internet

### Description:

1. Think about on what you have seen or heard related to lots of stereotypes connected with women, see for example this video with the actress Cynthia Nixon who is also an advocate for woman rights a gender issues. It is called: **Be a lady they said** (you can also find an alternative version on what it means to be a gentleman):



Source: <https://www.youtube.com/watch?v=z8ZSDS7zVdU>

2. Write down the stereotypes.

3. Very nice set of videos, focused on **sexual harassment** can be found here: <https://www.youtube.com/channel/UCQnHegT-awFspIQdVLCaKpA/featured>. Analyze





these 6 videos that depict and show sexual harassment in different kinds of setting (at work, at a doctor's office, when making an interview as such).

### Activity 1.3: Gender stereotypes in rape (attempt)

**Duration: 30 minutes**

#### **Objectives:**

To understand important aspects of sexual assault, the myth that “**women ask for it**” (or even want it) by the way they dress or behave, which is completely false and intolerable view! Which is something some men use as a justification for their deed (“I was provoked by her to do it...”).

#### **Resources:**

- TV
- Newspaper articles or Internet
- Pens
- Paper

#### **Description:**

1. Find an article or TV report about a rape or sexual assault and try to analyse the data presented in it (aggressor, victim, situation, form of violence...). Address the gender stereotypes and distinguish them from the evidence.

2. Write down the answers to the following questions or discuss them with your colleagues or friends:

- Are there any stereotypes here, or is it all backed up by data?
- What do you think the "usual case of rape" or attempted rape looks like? Or another sexually motivated attack?
- Are there any traditional ideas related to rape and sexual (gender-based) violence and assaults?

- To what extent are they “traditional” and to what extent do they reflect the data or real evidence?

## **Chapter 2:** Practical tackling the situation as a victim and bystander in order to understand the psychological and emotional distress and to elaborate adequate individual reaction towards it

### **General description of the activities and its alternations**

The activities 1-4 from this chapter imply to play some roles with your colleagues or friends. Together, you will be able to tackle the situation practically.

**Role play** – Think or ask your colleagues and friends if they have individual experiences related to gender based discrimination, sexual harassment, and sexual assault. If they not use a case study from the internet or create one. Together with your colleagues or friends prepare the role play based on that case study. Each role play will focus on different aspect of the reaction towards gender-based discrimination, sexual harassment, sexual assault. Every participant will have a possibility to play **all 4 parts**:

- aggressor
- victim/survivor
- by-stander
- confidant

The role of aggressor as well as victim/survivor is always present, while remaining two may change (bystander or confidant). After role plays, you will discuss the effective mechanisms and interactions between aggressor-victim from non-verbal, as well as verbal point of the view and there will be 3 different versions of the role play, paying special attention on one of the characters in the situation:



- Role play - **the victim**
- Role play - **the by-stander**
- Role play - **the confidant**

At the end, when you will do together **the group discussion and debriefing** focus on what does it mean to everyone to be by-stander, confidant. How to react individually appropriate but effectively?

### **Activity 2.1: Crises intervention - case study/individual experience, change of the roles: as a victim/survivor**

**Duration:** 30 minutes

- 10 minutes prepare the role play
- 10 minutes play
- 10 minutes feedback in group

#### **Objectives:**

The aim of the activity is to undergo certain situations consisting of sexual harassment or assault in different actor roles (victim, abuser, confidant).

The emphasis is in the phase on the victim and his or her ability or capacity of respond to the sexual assault (or harassment).

#### **Resources:**

- Paper
- Pens
- Case studies/ internet

#### **Description:**

1. Ask your colleagues and friends to create a role play based on an individual experience or a case study and playing it:

- 1 person is a **victim/survivor**
- 1 person is an abuser
- 1 person is a by-stander.

2. After the role play, analyze together the interactions: verbal, nonverbal communication, emotions, positive effects and feelings when playing, effective questions/ supportive verbal expressions. Write the conclusions on a paper.

### Activity 2.2: Crises intervention - case study/individual experience, change of the roles: as by-stander

**Duration:** 30 minutes

- 10 minutes prepare the role play
- 10 minutes play
- 10 minutes feedback in group

#### Objectives:

The aim of the activity is to undergo certain situations consisting of sexual harassment or assault in different actor roles (victim, abuser, confidant). The tricky role of by-stander is put into the center of attention this time around.

#### Resources:

- Paper
- Pens
- Case studies/ internet

#### Description:

1. Ask your colleagues and friends to create a role play based on an individual experience or a case study and playing it:

- 1 person is a victim/survivor
- 1 person is an abuser
- 1 person is a **by-stander**.

2. After the role play, analyze together the interactions: verbal, nonverbal communication, emotions, positive effects and feelings when playing, effective questions/ supportive verbal expressions. Write the conclusions on a paper.

### **Activity 2.3: Crises intervention - case study/individual experience as a confidant**

**Duration:** 30 minutes

- 10 minutes prepare the role play
- 10 minutes play
- 10 minutes feedback in group

#### **Objectives:**

The aim of the activity is to undergo certain situations consisting of sexual harassment or assault in different actor roles (victim, abuser, confidant). The accent is placed on the confidant person, e.g., what this person can, cannot, shall or shall not do (or should have done) when being told about the situation of harassment of assault from another person.

#### **Resources:**

- Paper
- Pens
- Case studies/ internet

#### **Description:**

1. Ask your colleagues and friends to create a role play based on an individual experience or a case study and playing it:

- 1 person is a victim/survivor
- 1 person is an abuser
- 1 person is a **confidant**.

2. After the role play, analyze together the interactions: verbal, nonverbal communication, emotions, positive effects and feelings when playing, effective questions/ supportive verbal expressions. Write the conclusions on a paper.

### Activity 2.4: Debriefing of crises intervention in different roles

**Duration:** 20 minutes

**Objectives:**

The aim is to let go of all the problematic feelings that all the exercises could have brought and to strengthen the positive ones.

**Resources:**

NO NEED

**Description:**

After the role plays, first take 2-3 minutes for self-reflections and then discuss with your colleagues and friends and focus on the following questions:

- What I have discovered?
- What I have learned?
- What I can use in the future?
- Which collected examples of effective reaction are useful in my circumstances?

Try to distinguish among what was the best (“gold”), the worst or boring (“trash”) and what allowed you to think critically about the issues (“the I see moment”).

## Training contents

### Chapter 1: Basic information on crisis situations with regards to gender based discrimination, sexual harassment, and sexual assault

#### What are gender stereotypes?

A gender stereotype is a generalized view or preconception about characteristics that ought to be possessed by women and men (or other people that do not identify themselves as men or women) or the roles that are or should be performed by men and women.

Gender stereotypes are for example “women are nurturing” or “women are weak”, “men are strong”, “men are hunters” which has a lot to do with sexual and gender motivated aggression = seeing a woman (always) as a victim model and the man as the aggressor (“driven by uncontrollable lust”). Based on the data it is very often true, but it must not be implied generally on every situation without knowing its details! Due to gender stereotypes, it might be uneasy and endangering for a man to confess he has been abused (in any way) by his wife for example.

Victimization - yes, or no?	Victim or Survivor	Sexual violence, rape, date rape, sexual assault?
Victimology	SAKI - Victim describes the person who has been subjected to the crime. The world serves as a status providing rights according to the penal law.	RAINN - sexual violence” as an all-encompassing, non-legal term that refers to crimes like sexual assault, rape, and sexual abuse.

	<p>RAINN tends to use the term “victim” when referring to someone who has recently been affected by sexual violence; when discussing a particular crime; or when referring to aspects of the criminal justice system.</p>	
<p>EIGE: Secondary victimization occurs when the victim suffers further harm not as a direct result of the criminal act but due to the way institutions and other individuals deal with the victim. Secondary victimization may be caused, for instance, by repeated exposure of the victim to the perpetrator, repeated interrogation about the same facts, the use of inappropriate language or insensitive comments made by all those who come into contact with victims</p>	<p>RAINN often use “survivor” to refer to someone who has gone through the recovery process, or when discussing the short- or long-term effects of sexual violence.</p> <p>SAKI - survivor refers to individual who is going through recovery process.</p>	<p>RAINN - erms “date rape” or “acquaintance rape” and urge others not to use these descriptions. These terms may lead to confusion that “date rape” is somehow different or less serious than rape. In fact, in <u>eight out of 10 of sexual assaults</u>, the perpetrator is someone the victim knows. Instead, we <u>name the crime</u>, followed by information about the perpetrator. For example, it’s appropriate to say that someone was “sexually assaulted by a intimate partner” or “sexually abused by a family member.”</p>



Please note terminology differences in addressing the person affected by sexual abuse, violation, aggression of rape (attempt):

- **victim** – often used when referring to a person who has recently undergone sexual assault (but may imply a certain degree of powerlessness)
- **survivor** – more used when referring to a person who is going to the recovery process after the assault.

**Voice from a Survivor**

*Survivor is a term that empowers me and allows me to communicate that I have been through an ordeal, but I have come out the other end. I certainly do use the term **victim**, especially when I am describing the assault itself. I use the term **victim** to express that this crime is horrific, life changing, affects everyone that is near and dear to me.*

*I think that what has really been important throughout my journey, regardless of who I am speaking with—whether it is an advocate, a detective, or a prosecutor and whatever term they utilize when speaking with me. That isn't what I remember—what I remember is the kindness, the regard, the patience; that is the most important thing.*

—Sexual Assault Victim-Survivor

Source: <https://sakitta.org/toolkit/docs/Victim-or-Survivor-Terminology-from-Investigation-Through-Prosecution.pdf>

## Chapter 2: Practical tackling the situation as a victim and bystander in order to understand the psychical and emotional distress and to elaborate adequate individual reaction towards it

Tips (what to do) when approaching a victim/ survivor of sexual/ gender-based assault or attack:

- ✓ provide safe space for expressing emotions (suitable place, quiet, alone, no one else is listening)

- ✓ express support to the given person (appreciate that he\*she is solving the situation, even if it is difficult; agree on expectations - how to proceed further, to whom the situation will be communicated or not communicated)
- ✓ be empathetic, try to empathize with the situation (i.e. express that you understand the difficulty of finding words, crying or other emotions that appear)
- ✓ don't be afraid of emotions of the person (fear, crying, verbal aggression), let them flow safely, don't hold them back
- ✓ don't judge emotions, all emotions are justified, every person has the right to feel something
- ✓ follow the pace of the given person (or take your time, "walk along" them, or step behind the given person)
- ✓ don't put pressure on the person, don't force them to describe the details if they are not yet capable of it, let the emotions related to the situation be expressed
- ✓ listen actively (i.e. ask supplementary questions – if the situation is ripe for it, repeat the main facts, summarize the essentials)
- ✓ offer help (Can I help you in any way?)
- ✓ try to understand the meaning of the situation for the given person
- ✓ "be fully present", not dealing with other work, telephones, etc. at the given time ("I'm here with you and for you")
- ✓ focus not only on verbal but also non-verbal signals (the person in question is not always able to talk about the situation right away)
- ✓ if we get into the situation of a witness, we turn to the victim, the aggressor we ignore

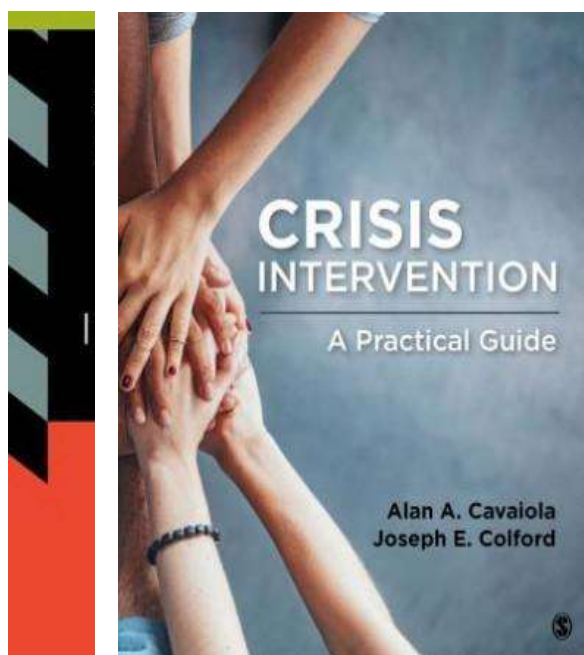
Tips (what not to do) when approaching a victim/ survivor of sexual/ gender-based assault or attack:

- ⊗ Never trivialize the situation, do not reduce it, do not evaluate what the survivor should or should not have done, etc.
- ⊗ Don't be comforted (It'll be fine, it'll pass)
- ⊗ Do not hold back emotions of the survivor

- ⊗ Do not evaluate the other person, do not point out mistakes, do not criticize that he or she did not solve the situation immediately or earlier
- ⊗ Do not interrogate, "do not press" (respect the other's situation and pace)
- ⊗ Do not give advice (rather helping to find a solution – when the situation comes to that)
- ⊗ Do not make decisions for the survivor
- ⊗ Do not appeal to reason in a moment of increased sensitivity or agitation
- ⊗ Never confirm "guilt" on the part of the victim (And why did you go there? Don't be surprised then...)
- ⊗ Avoid all kinds of prejudices and stereotypes (Don't scream like a child! You can handle anything, you're a guy!)
- ⊗ Be careful what you express not only through words but also action and facial expressions and gestures

If you need more information or do not have practical experience with the crisis intervention, please use some of quality publications and handbooks and consider undergoing a practical educational course, because this kind of competence cannot be learned and mastered by studying texts only. Practice is necessary!

! Tips what to read and study:





**Important notice for trainers and learners:**

Please be aware that this type of activities can be potentially harmful to people who are very sensitive or have some personal experience with any form of sexual or gender motivated assaults. So, it is important to create a welcoming and **safe space** and use a “**trigger warning**” before the task allowing these persons not to take active part in the task or leave the room at any point if they feel uncomfortable.

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- \*RAINN. Key terms and phrases. <https://www.rainn.org/articles/key-terms-and-phrases>



\*SAKI. Victim or Survivor: Terminology from Investigation Through Prosecution (sakitta.org).

\*Scenarios-for-CIT-Training-3.pdf (namiozaukee.org)

\*Serious Sexual Assaults Campaign: <https://www.westyorkshire.police.uk/staysafe>

\*Sexual Assault Awareness & Safety:

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\*Sexual Harassment in the Workplace: <https://www1.nyc.gov/site/cchr/media/sexual-harassment-campaign.page>

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## MODULE 5: Remedies and prevention of gender based discrimination, sexual harassment, sexual assault

### Teaching methodology for face to face training

#### Chapter 1: Risks and protective measures against gender based discrimination

##### Activity 1.1: Gender Based Discrimination Carousel

**Duration: 60 minutes**

##### **Objectives:**

To understand which are the risk factors that lead young people to be discriminated and what protective factors we can put into practice to prevent discriminations and harassment/assault. This activity also gives an overview on how the problem is perceived in each of the different countries.

##### **Resources/ Materials needed:**

- Flipcharts
- Pens
- Colours

##### **Description:**

1. The facilitator creates groups of around 4-5 people (divided per nationality) and places one flipchart with one topic + some pens and colours for each group. The topics are: **individual, society, education, family**.
2. Each group should brainstorm and write on the flip chart all the risk factors related to the topic assigned that are perceived in their country. After that the facilitator mixes

the groups (trying to assign to each group people from different countries) and asks each group to read and discuss the risk factors written by the previous groups.

3. Each group then brainstorms and writes on the other side of the flipchart the protective factors that can be put into practice for each of the topics.

4. Each group shares in plenary the ideas.

5. A small debriefing is carried out at the end of the activity

Debriefing questions:

1. Do you notice differences in how discrimination is perceived among the different countries?
2. Did you learn something new on how to prevent discrimination?

### **Activity 2.1: Prevention Measures JigSaw**

**Duration: 40 minutes**

#### **Objectives:**

To discuss and raise awareness on practical measures we can apply to stop gender based violence.

#### **Resources:**

- Text about measures/ Handout:

<https://www.gov.nl.ca/vpi/tips-and-tools/tips-for-youth-to-prevent-gender-based-violence-and-inequality/>

#### **Description:**

1. The participants are divided into 2 “home groups”. To each person in each group is given a handout with a measure that can be applied to prevent violence or to act on it. The two home groups have the same handouts.
2. When the facilitator says so, each person in each group goes to the other team and finds the person who has the same measure. The couples read together the



measures, learn from them, discuss and take notes. These couples are called “expert groups”.

3. After that, the participants go back to the home group and one by one explain to the rest of the team what they have learnt, without looking at the text, only the notes.

4. A small debriefing is carried out at the end of the activity.

Debriefing questions:

1. Do you already apply some of the measures?
2. Which ones do you want/need to improve in your country?

### **Activity 3.1: Across The Room**

**Duration: 35 minutes**

#### **Objectives:**

This exercise is an opportunity to practice using our body language and our voices to set boundaries with another person.

#### **Resources/ Materials needed:**

- Space to move freely

#### **Description:**

1. Participants line up in two rows about 10-15 feet apart, facing each other. Each group is going to take turns advancing towards the other, and then being stopped. There are 3 rounds.

2. Round 1: Setting a boundary using body language.

Explain: “Everyone in row 1, pick a spot on the floor that you do not want crossed. Keep the location to yourself. When I say, ‘go,’ the people in row 2 will walk towards you. When your counterpart in row 2 reaches the spot you’ve picked, use your body language to indicate you don’t want them to come any closer. What are some examples of how to do this?” Solicit and demonstrate some examples from the group,

such as: put up one hand; get into your ready stance; turn your back to them; walk away; etc. “Row 2, when you see your counterpart in row 1 has set their boundary with you, you will respect the boundary and stop walking.”

Allow each group to take a turn practicing this skill.

3. Round 2: Setting a boundary using voice and body language.

This time, participants will use their voice in addition to their body language to indicate to their counterpart to stop coming any closer. This is an opportunity to practice using the Four Skills (Name it, Direct it, Repeat it, End it). Ask for some examples from the group of things to say to indicate you don't want them to come any closer. Examples include: say or yell “stop”; “back off”; “you're too close”; etc. Since some participants tend to be louder or quieter than others, this round can be repeated to allow participants who are quieter to practice being louder, and participants who are louder to practice being quiet-yet-firm.

4. Round 3: Reinforcing a boundary that has been crossed, using voice and body language.

This time, participants walking toward the boundary-setter will continue past the designated stopping point, so that the boundary-setter can practice re-setting their boundary and using a combination of body language, the Four Skills, tone, volume, inflection, etc. This can look like, “you're too close – back off!” (name it & direct it); “stop stop stop!” (repeat a directive); starting quiet and getting louder; etc.

5. Debriefing questions:

1. What was hard?
2. What was easy?
3. How did it make you feel and what did you learn?

## Chapter 2: Battling common wrong beliefs and behaviors

### Activity 1.2: Word Cloud Wrong Beliefs

**Duration: 20 minutes**

#### **Objectives:**

Brainstorming on the most common wrong beliefs and behaviors that should be avoided.

#### **Resources:**

- Mentimeter,
- Laptop or smartphone
- Projector

#### **Description:**

1. This activity is a digital brainstorming, carried out by the help of the Mentimeter application. After one slide of theory explaining what is intended with “wrong beliefs and behaviors”, the participants are asked to type in the most common beliefs that come into their mind. The result will be a digital word cloud.
2. A small debriefing is carried out at the end of the activity

#### **Debriefing questions:**

1. What strikes you the most?
2. Are there some beliefs you never considered before?
3. Which are the most common in your country?



## **Activity 2.2: Stop Victim Blaming Role Play**

**Duration: 55 minutes**

### **Objectives:**

Put the participants in the shoes of the perpetrator/victim to understand what does it mean to experience violence/discrimination. Reflect on different situations to understand when the situation described is a GBV situation or not. Reflect on the different roles played in a GBV situation.

### **Resources:**

- Scenario handouts

### **Description:**

1. The participants are divided into groups. Each group is given a handout describing a situation.
2. The group divides the role and puts into acting the scenario in front of the other participants.
3. The rest of the class comment on what they see and they discuss the situation: are we facing a GBV case? If yes, why? If not, why? What can we do to solve the situation?

### **Debriefing questions:**

1. Was it hard to play your role? How did you feel?
2. What did you learn from the activity? Do you think it can help to raise awareness on the problem?

## Teaching methodology for self-directed learning

### **Chapter 1:** Risks and protective measures against gender based discrimination

#### **Activity 1.1: Slides about how to react toward gender based violence**

**Duration:** 60 minutes

**Objectives:**

To understand what we could do if we are facing any form of gender based discrimination.

**Resources/ Materials needed:**

- Slides
- Laptop
- Internet

**Description:**

Read about the different ways in which we can face and react toward gender based discrimination (you can find the materials in the Training contents section) and then answer the following questions:

1. Which are the 6 key steps?
2. Which of the tips are you already following?
3. What was new to you?
4. Did you find the tips useful?



## Activity 2.1: Videos

**Duration:** 40 minutes

### Objectives:

To address gender based violence and ways to tackle it.

### Resources:

- Videos bellow:

<https://yali.state.gov/understanding-gbv-3/>

<https://www.youtube.com/watch?v=ad9hiT7f6Oc>

[https://www.youtube.com/watch?v=LRHVBUDs\\_aw](https://www.youtube.com/watch?v=LRHVBUDs_aw)

<https://www.youtube.com/watch?v=3tKjy0YncnA>

[https://www.youtube.com/watch?v=d4uHWuxM\\_MU](https://www.youtube.com/watch?v=d4uHWuxM_MU)

[https://www.youtube.com/watch?v=Tpzcq\\_lgTRA](https://www.youtube.com/watch?v=Tpzcq_lgTRA)

- Pens
- Paper.

### Description:

Watch all the videos. While you listen, try to take notes on the key words, the new things you learned and the more interesting aspects. At the end of your reflection answer the following questions:

1. What can you do to address gender based violence?
2. What can men do to stop violence?
3. How do I help a silent victim of violence?
4. What is the biggest challenge to preventing violence?

## Chapter 2: Battling common wrong beliefs and behaviours

### Activity 2.1: Rape culture

**Duration: 30 minutes**

**Objectives:**

To raise awareness on the phenomenon of rape culture: what is it? What are the different forms? Why is it a problem? How to stop it?

**Resources:**

Slides to read and study, projector

**Description:**

In the training content materials you will find a set of slides called “Battling common wrong beliefs and behaviors: Rape Culture”. Have a look at them to understand the definition of the problem and understand what are the main characteristics.

### Activity 2.2: TED talk on Rape culture

**Duration: 30 minutes**

**Objectives:**

To raise awareness on the phenomenon of rape culture: why it is so subtle? Why do we often underestimate it?

**Resources:**

[https://www.youtube.com/watch?v=z\\_2DU7VTOmk](https://www.youtube.com/watch?v=z_2DU7VTOmk)



**Description:**

Watch the TED Talk by Reagan Williams about rape culture and then answer the following questions:

1. Why do rapists often get away with their crimes?
2. What are acquaintance rapes?
3. What is secondary victimization?
4. Is it possible for men to be raped?
5. Why is it important to report?

**Activity 2.2: Test your Knowledge on GENDER BASED VIOLENCE**

**Duration: 40 minutes**

**Objectives:**

Testing the students' knowledge on GENDER BASED VIOLENCE and ways to tackle it.

**Resources:**

<https://www.actionpvaaw.org.au/quiz-your-knowledge>

**Description:**

Open the link. You will find 5 different quizzes that will test your knowledge on the issue of GENDER BASED VIOLENCE. At the end of the quiz answer the following questions:

1. Are you surprised by the result?
2. How much did you already know?



## **Training contents**

### **Chapter 1: Risks and protective measures against gender based discrimination**

#### **Gender Based Violence: How to Tackle it?**

##### **6 steps**

**START** - to develop a safe and supportive space for children and young people to talk about gender inequality and violence;

**THINK** - about gender equality and what it means to be 'me'. To understand gender roles, norms and expectations and start to promote equality;

**IDENTIFY** - and understand different forms of violence and recognize the warning signs of violence;

**RESPECT** - respectful relationships. To develop skills to form their own relationships and support their friends;

**SPEAK OUT** - for everyone's rights and raise awareness;

**TAKE ACTION** - to stop the violence. To develop and run a campaign event or activity within the local community to raise awareness about stopping violence.

#### **Recognize the role of gender in violence**

While boys and men do experience abuse it is important to remember that the majority of victims of violence are female and the majority of perpetrators of violence are boys and men.

#### **Educate yourself on the root causes of violence**

Violence against girls and women stems in male dominance and the socialization of men. Become educated on the roots of violence against girls and women! Read books and articles, join a group at school and attend any training available to you.



Learn about the myths and realities of gender violence and understand how our society condones it.

### **Interrupt sexist and discriminatory language**

Words are powerful, especially when used by people who have power over others. We live in a society where words are used to put girls and women down. Gendered name-calling sends the message that girls and women are less than fully human. When girls and women are seen as inferior, it becomes easier to treat them with disrespect and violence. Change the way you speak to help change the way you think.

### **Be critical and question**

Be critical and question how the media portrays girls and women, whether on television, online, in magazines or in music videos. The media regularly uses images of violence against women, and sexually exploits girls and women to sell products.

Write or e-mail the company about their negative images of women and girls and don't buy their products.

### **Get the message out!**

Youth do not need to rely on mainstream media to get the message out. Social media is a great way to share articles, tips and tools for the prevention of violence.

### **Report photos and messages that exploit women and girls**

Report any photos and posts you see that exploit or degrade girls and young women on social media sites like Facebook, Twitter and Instagram.

### **Interrupt the abuse**

If you see a guy grab a girl or push her into her locker, say something to stop his abusive behaviour. If one of your female friends is intoxicated at a party and being led away by a guy, stop him from being alone with her and help her get home safely.



### **Stop sexual harassment**

Don't engage in any forms of sexual harassment, such as catcalling, and unwanted touching and be empowered to speak up against friends and peers who do. Don't look the other way!

### **Develop an action plan**

Plan ahead what you would do in situations where people you know – or strangers – are being abusive. Sometimes it's easier to interrupt the abuse when you know what you will say beforehand.

### **Stop victim blaming**

Don't blame girls and women for how they choose to dress or judge their behavior. Violence can't be prevented through limiting the freedoms of girls. This only allows the violence to continue because perpetrators become invisible and not held accountable, and those who witness the abuse remain silent.

### **Stop Rape Culture**

One way to stop rape culture is by not allowing people to minimize or normalize sexual assault and rape through jokes. If a peer tells a joke about sexual violence against girls and women, say you don't find it funny and you won't tolerate it.

### **Create safe spaces to discuss gender-based violence.**

Create an after school club or group where you can openly discuss your views and experiences and support your peers.

### **Confront and reflect on your ideas and beliefs**

Reflect on your beliefs, actions and opinions and why you have them. Be honest, admit your faults and commit to changing the way you think and act.

### **Stop stereotyping men's and women's roles.**

Social roles and expectations may affect our decisions about relationships. Men are taught that expressing feelings is not "masculine." Examine your social roles and



learn ways to express feelings directly and non-violently to create more meaningful interpersonal relationships.

### **Remember that violence is a choice, and it is preventable**

Don't make excuses for friends and peers who are violent. Do not support the notion that violence is caused by mental illness, lack of anger management skills, alcohol and drug use, stress, etc. Violence is a choice, and it is preventable.

### **Be supportive and believe**

When girls tell you about violence they have experienced in their lives believe them. It is extremely rare for girls to invent false stories about sexual assault and violence. You may be the first and only person she tells. Believe her and support her decisions, without being judgmental.

### **Be aware of available resources**

Familiarize yourself with the resources for girls and women in your community, including women's centres, shelters and antiviolence organizations. Be a positive resource for girls close to you by sharing information and making referrals.

### **Understand and practice consent!**

Boys and young men need to be respectful when entering into a sexual relationship and should not feel entitled to girls and women's bodies. Just because you are a 'nice guy' does not mean you should have any expectations.



## **Chapter 2: Battling common wrong beliefs and behaviours**

“Battling common wrong beliefs and behaviors: Rape Culture”.

You will find below links to the project instagram page. You can swipe to learn more about rape culture

What is rape culture? <https://www.instagram.com/p/Cei-GzpNpei/>

Hyper masculinity and male entitlement <https://www.instagram.com/p/CgB9IK1tz4O/>

Objectification and self objectification <https://www.instagram.com/p/ChC103cNkjY/>

Sexualization <https://www.instagram.com/p/CiaHOMJt9Sy/>

Victim blaming and slut shaming [https://www.instagram.com/p/CiuUOE\\_tFw3/](https://www.instagram.com/p/CiuUOE_tFw3/)



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<https://www.youtube.com/watch?v=V4UWxIVvT1A>

<https://ec.europa.eu/justice/saynostopvaw/materials.html>

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<https://www.youtube.com/watch?v=Vs7OG-NssLE>

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[exploringyourmind.com](http://exploringyourmind.com)

[that-guy.co.uk](http://that-guy.co.uk)



## EVALUATION

### MODULE 1:

1. When does an employer have the right to discriminate based on gender identity?

- A) When employees use a bathroom unassociated with their birth identity.
- B) Never.
- C) I do not know.

2. Sexual harassment is really just a form of teasing.

- A) True.
- B) False.
- C) I do not know.

3. Sending an SMS to a friend that spreads false stories about another person's sex life is OK.

- A) True.
- B) False.
- C) I do not know.

4. Is gender socially-constructed?

- A) Yes.
- B) No.
- C) I do not know.

5. Is sex and gender the same thing?

- A) Yes.
- B) No.
- C) I do not know.



## **MODULE 2:**

6. What aspect is a risk factor that determines someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault:

- A) Poverty or limited economic opportunities.
- B) Having sleep disorders.
- C) Not getting enough validation from friends.

7. What statement is NOT true related to being victim related to gender based discrimination, sexual harassment, sexual assault:

- A) Members of the LGBTQ+ community are more likely to be sexual harassed compared to straight people.
- B) 38% of rapists are a friend or acquaintance of the victim.
- C) Men are more likely to be victims of sexual violence than are women.

8. Traditional attitudes toward gender roles and sexual relationships is a risk factor for:

- A) Becoming an aggressor in cases of gender based discrimination, sexual harassment, sexual assault.
- B) Being victim related to gender based discrimination, sexual harassment, sexual assault.
- C) Both.

9. Social isolation is a risk factor for both, becoming an aggressor and raising the likelihood to be a victim related to gender based discrimination, sexual harassment, sexual assault.

- A) True.
- B) False.
- C) I do not know.





10. Attitudes and practices that reinforce female subordination and tolerate male violence (e.g. dowry, bride price, child marriage) is a risk factor that determines someone to become aggressor in cases of gender based discrimination, sexual harassment, sexual assault at:

- A Individual level
- B) Societal level
- C) Relationship level.

### **MODULE 3:**

11. What kind of gender based discrimination can occur at workplace:

- A) Only females work in finance department.
- B) You could not take a higher position because of your gender.
- C) The woman's male colleague invited her to lunch.

12. In which situation gender based discrimination is observed:

- A) Special protection of women during pregnancy and childbirth and breastfeeding.
- B) Different retirement ages for women and men.
- C) Men are admitted for 10 EUR and women for 20 EUR to the dance club.

13. The professor arranges a meeting for a girl student at his home to coordinate the topic of the final thesis and he asks to sleep with him. How would you call this behaviour of a professor?

- A) Gender based discrimination
- B) Sexual harassment
- C) Sexual assault.

14. In which situation sexual harassment is observed:

- A) A man on the street will give you a compliment.
- B) A man gave up his seat to a woman on the bus.
- C) An unknown man in a cafe hugged you and wanted to kiss you.



15. If you experience gender based discrimination, you can contact:

- A) Office of the Equal Opportunities Controller
- B) Your friends
- C) Nobody.

#### **MODULE 4:**

16. When speaking about sexual assault, is the term survivor to victim fully equivalent?

- A) Yes.
- B) No.
- C) I do not know.

17. What are gender stereotypes connected with sexual assaults?

- A. Very generalized ideas of what the persons involved, or situations of the sexual assault were like.
- B) The description of the situation which is always true.
- C) The description of the situation which is always false.

18. Negative emotions connected with the situation of sexual violence or assault (anger, crying, tears) are:

- A) Unwanted and should be stopped immediately not to cause more damage to the survivor.
- B) Natural and it is advisable to let them be expressed in a safe and supporting environment.
- C) Mandatory, otherwise it is not normal.

19. What is the most natural reaction to overcoming a sexual assault:

- A) Crying or shock.
- B) Being furious.



C) There is a great number of ways how people react to danger or being attacked, there is nothing like “most natural reaction”.

20. What does the term secondary victimization refer to:

- A) The fact that the victim/survivor often does not know what to do after having been assaulted.
- B).The fact that the investigation process can be as difficult to undergo and cope with as the assault itself.
- C) When the fact is happening again.

## **MODULE 5:**

21. Which are the steps to tackle GBD?

- A) Start, Think, Identify, Respect, Speak Out, Take Action
- B) Start, Worry, Identify, Respect, Stay Silent
- C) Identify, Reflect, Avoid the Problem

22. Which is more important when tackling GENDER BASED VIOLENCE?

- A) Intervention
- B) Education and Prevention
- C) Avoidance

23. It is important to listen and believe survivors of assault

- A) True
- B) False
- C) I don't know

24. Men cannot help when dealing with violence against women

- A) True
- B) False
- C) I don't know



25. In doubt, always report your violence

- A) True
- B) False
- C) I don't know



## CORRECT ANSWERS

### MODULE 1:

- 1. B
- 2. B;
- 3. B
- 4. A
- 5. B

### MODULE 2:

- 6. A
- 7. C;
- 8. C
- 9. A
- 10. B

### MODULE 5:

- 21.A
- 22.B
- 23.A
- 24.B
- 25.A

### MODULE 3:

- 11. B
- 12. C;
- 13. B
- 14. C
- 15. A

### MODULE 4:

- 16. B
- 17. A
- 18. B
- 19. C
- 20. B