

Gender **E**quality **A**wareness **R**aising



Co-funded by the DAPHNE III
Programme of the European Union

Booklet IV

Students' Activities Book

Revised Edition, 2015



Gender Equality Awareness Raising





Booklet IV: Students' Activities Book

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The 4 Booklets of the revised Master GEAR against IPV Package, derived upon revision of the 1st edition of the GEAR against IPV Master Package, that was developed in the framework of the Daphne III Programme of the European Union: "Gender Equality Awareness Raising against Intimate Partner Violence" (GEAR against IPV) (JLS/2008/DAP3/AG/1258).

The activities included in the 1st edition of the Master Package were derived from a literature review of publications and materials that have been developed by various organizations and professionals around the world, and we would like to thank the authors/publishers who provided their permission to use, adapt and translate activities included in their materials.

The 1st edition of the Master Package's Booklets were reviewed and evaluated on a voluntary basis by experts around the world. For that reason we would like to express our special thanks to the following experts who generously gave their time for providing invaluable comments towards the improvement of all Booklets of the Master "GEAR against IPV" Package:

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National GEAR against IPV Packages, currently available: Austrian, Croatian, Cypriot, German, Greek, Romanian, Spanish (for future additions, please check on the project's website (www.gear-ipv.eu) or contact with EAVN (info@antiviolence-net.eu).

Booklet IV:

**Students' Activities
Book**

Introduction



The material and actions included in the “**Gender Equality Awareness Raising against Intimate Partner Violence**” (GEAR against IPV) Package, intend to contribute to **primary prevention of IPV** through a **school-based intervention** aiming to raise awareness and deconstruct the endorsed gender stereotypes of both high school students and teachers. More specifically, after special training aiming to raise awareness among teachers and build their capacity to implement in the classroom primary prevention programs against IPV, teachers, in their turn, via the “GEAR against IPV” activities will raise awareness among students on the harmful effects of gender stereotyping, including IPV and dating violence. Deconstruction of students’ gender stereotypes will contribute to the development of attitudes of zero tolerance towards violence at a relatively young age, with the ultimate goal being to promote the development of healthy and equal relationships among young people.

Students of both sexes are called upon, through the suitable and age-appropriate awareness raising material that has been developed, to assess and challenge their culturally “inherited” stereotypes and to approach the differences between genders as individual differences rather than as characteristics of superiority of one gender over the other.

* Cultural adaptation of the Introduction may be necessary for each National Package.

Why is primary prevention of IPV important?

From birth, each individual constantly receives from their family, school and community a storm of explicit and implicit messages, indicating the “proper” femininity and masculinity pattern. These messages put pressure on them to be compliant with an abundance of roles and expectations that arise according to their socially structured gender. And the more patriarchal the structure of a society is, the more the different values that individuals of different sexes are expected to adopt are highlighted. Under these conditions, boys and girls, women and men, “trapped” in their gender stereotypes’ “prison”, are convinced to accept and fulfil the antipodal roles imposed on them: the boy/man must always be the victor, to have control and to be strong, aggressive and competitive, while the girl/woman has to be sensitive and emotional, tolerant, passive and self-sacrificing. With these perceptions well-established, rendering one sex dominant over the other, it is not at all surprising for IPV to appear in their relationships. The paradox is obvious: we all, consciously or unconsciously, reinforce the social stereotypes that lead to violence and, at the same time, we “fight” to eliminate violence from our community, without even understanding the connection between gender stereotypes and violence against women and girls.

That is exactly the reason that IPV prevention should start at as young an age as possible in life; and this, renders the school system as the ideal setting where such an effort can be progressively built, starting from Kindergarten and ending at University or even continuing through lifelong learning. The approach should of course be differentiated according to the age of the target group: during kindergarten and the first grades of primary school, the effort for IPV prevention should focus more on the development of a healthy personality, free of stereotypic perceptions of genders, (with such a personality, they would neither perpetrate violence as a means of self-worthiness nor accept being victimized or tolerate it in their social surroundings); at a later stage, when students are more mature, they can be introduced to ways of exerting social pressure on their peers-group as a means to achieve the desired social change towards zero tolerance.



Teachers were selected because they can play a key role in the implementation of such awareness-raising activities in classrooms, as they are the adults who are closest to children, after their parents; but, unless they are specially trained, most teachers are anticipated to share the same inherent stereotypical view of genders with the general population, which constitutes a major barrier, preventing them from fulfilling their key role. This is exactly the reason that the “GEAR against IPV” project also includes teachers’ training which, apart from building necessary capacity and skills, also places great emphasis on dissolving teachers’ own gender stereotypes as well as to genuinely convince them of the importance of the project’s implementation. As almost all children and adolescents attend school, it is imperative that gender equality programs are offered in schools, as a means of primary prevention of gender-based violence, dating violence and IPV, by teachers that are properly sensitized and trained on gender stereotypes and how they relate to violence.

It is worth mentioning that the aforementioned recommendation coincide with the spirit of Article 14 of the Council of Europe (2011) *Convention on preventing and combating violence against women and domestic violence*, where it is denoted that such type of “teaching material... adapted to the evolving capacity of learners” should be included not only “in formal curricula and at all levels of education”, but also “in informal educational facilities, as well as in sports, cultural and leisure facilities and the media”. Unfortunately, in most EU countries –including the countries that participated in the GEAR against IPV I and II projects¹–such efforts are not incorporated within the schools’ curricula; teachers are neither sensitized nor trained, which results not only in the fact that they bear themselves stereotypical gender perceptions, but also that, based on them, they treat students in a discriminating way according to their sex; even worse is that many teachers are unaware that their behaviour is gender discriminative and they often reinforce a stereotyped gender-role behaviour. “GEAR against IPV” aims to contribute to the modification of this situation by raising teachers’ awareness and guiding them to identify and deconstruct their own gender stereotypes.



The age of the students targeted by the “GEAR against IPV” project (14-16 years old) is not the youngest possible, even though all of the professionals who worked on the development of this material share a strong belief that preventive efforts targeting the deconstruction of gender stereotypes must start at the earliest possible age in school settings (namely, from kindergarten); furthermore, they consider that the GEAR against IPV material is appropriate for children as young as 12 years old and that almost all of the activities of the Modules regarding *Gender Stereotypes and Gender Equality* as well as *Healthy and Unhealthy Relationships* can be used with children much younger than 12 years old; in many countries though, there is still great resistance from educational authorities in regards to the age that is considered appropriate for children to participate in such types of interventions, which results in not allowing similar programs to be implemented, not even for primary school children; in order to bend this resistance, it was decided that these countries would follow the opposite route, namely to begin preventive efforts in a higher level of education level, moving towards lower levels.

But even though children are fed gender stereotypes from birth, which renders it important to begin deconstructing them at as early an age as possible, the age 14⁺ is also a very crucial age because, in most of the countries, this is the age where most teenagers begin or have begun their first romantic relationship. The school system can be a key intervention point in providing students with the necessary information and skills they need to avoid perpetrating or suffering from dating violence and/or how to react against it.

After the effective implementation with children older than 14 years old, that was made in the context of the GEAR against IPV-I project, the applicability of the material for younger children (12⁺ years old) will be pilot-tested in the context of the “GEAR against IPV - II” project.

¹ Austria, Cyprus, Croatia, Germany, Greece, Romania and Spain

The [country name] "GEAR against IPV" Package

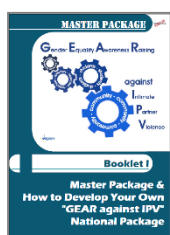
The [country name] version of the "GEAR against IPV" Package is consisted of four Booklets:

Booklet I: [country name] "GEAR against IPV" Package

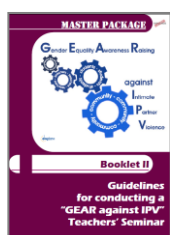
Booklet II: Guidelines for conducting a *GEAR against IPV* Teachers' Training Seminar

Booklet III: "GEAR against IPV" Teacher's Manual

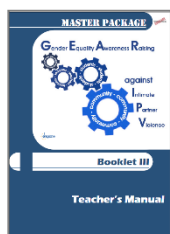
Booklet IV: "GEAR against IPV" Students' Activities Book



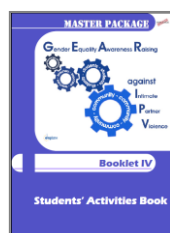
Booklet I provides an overview on the "GEAR against IPV" approach and projects in the context of which the material was developed, as well as suggestions to any interested party on how to publicize both, the actions and the material, ways to approach the target groups and ideas for lobbying at a national level through specific actions towards the incorporation of the "GEAR against IPV" workshops into secondary schools' curricula.



Booklet II, entitled "Guidelines for conducting a *GEAR against IPV* Teachers' Seminar", was developed in order to guide an, as much as possible, uniform training of teachers of the same country or different EU countries that intend to implement "GEAR against IPV" workshops with adolescents or children, in their classroom (or in a different setting).



Booklet III provides teachers with useful background information as well as information on how to organize a "GEAR against IPV" workshop and the step-by-step process of how to implement, document and evaluate the workshop in the classroom setting. The core part of Booklet III consists of a toolbox of activities ready to be implemented in classrooms.



Booklet IV, which is student-focused and closely interlinked with Booklet III, has been developed in such a way as to provide teachers with ready-to-use worksheets and handouts for the workshops' implementation.

BOOKLET IV & HOW TO USE IT

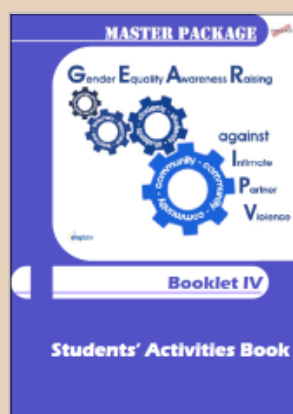
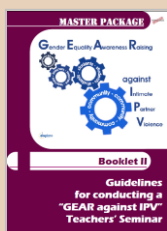
Booklet IV: Students' Activities Book, contains the worksheets and handouts of the activities included in Booklet III that are proposed to be used by the teachers; this Booklet is student-focused and interlinked with the Teacher's Manual (Booklet III). It has been developed in such a way as to provide teachers with ready-to-use worksheets and handouts for the workshops' implementation.

On the top of each Worksheet is indicated the number and the title of the activity that the worksheet corresponds to (e.g. 4.1.7.: Myth or Reality?), while on the top of each Handout it is indicated the number and the title of the corresponding Handout (e.g. Handout 13: Healthy Relationships). Furthermore, at the same point it is indicated the source of each worksheet or handout.

Each Worksheet/Handout consists of two parts: the first part is a sample of the format of the worksheet/handout when it will be printed/photocopied (sample - not for printing), while the second part consists of the material that should be printed/photocopied.

This booklet can only be used along with Booklet III; the section "material and preparation" of the activities included in Booklet III indicate which number of worksheet(s) and/or handout(s) are needed per activity. If no worksheet or handout is mentioned, it means that no such material is needed for the implementation of the activity.

The teacher can print the worksheets and handouts as they are provided. Last but not least, some worksheets include instructions for printing (e.g. both-sided printing) or how the worksheets should be cut.



A. WORKSHEETS

Activity 2.1.1: How it is being a girl... how it is being a boy...

Adapted from: Attawell, K., Bhagbanprakash. Dr., Dagar, R., et al. (2001). Gender and Relationships: A Practical Action Kit for Young People (p. 33). London: The Commonwealth Secretariat.

Worksheets 1A and 1B must be printed on both sides of a paper (both sided printing): e.g. one side of the printed Worksheet 1A will indicate: "I'm glad I am a boy because..." and the opposite side will indicate: "I'd like to be a girl because I could...".

SAMPLE – NOT FOR PRINTING

Worksheet 1A (for boys) – front page

I'm glad I am a boy because _____

Worksheet 1A (for boys) – back page

I'd like to be a girl because I could _____

Worksheet 1B (for girls) – front page

I'm glad I am a girl because _____

Worksheet 1B (for girls) – back page

I'd like to be a boy because I could _____

Print the Worksheets 1A and 1B that follow, as they are presented (both sided printing of same colored pages) and cut each printed worksheet where it is indicated by the scissors.

I'm glad I am a boy because _____

Activity 2.1.1, Worksheet 1A (for boys)



I'm glad I am a boy because _____

Activity 2.1.1, Worksheet 1A (for boys)



I'm glad I am a boy because _____

Activity 2.1.1, Worksheet 1A (for boys)

I'd like to be a girl because I could _____

Activity 2.1.1, Worksheet 1A (for boys)



I'd like to be a girl because I could _____

Activity 2.1.1, Worksheet 1A (for boys)



I'd like to be a girl because I could _____

Activity 2.1.1, Worksheet 1A (for boys)

I'm glad I am a girl because _____

Activity 2.1.1, Worksheet 1B (for girls)



I'm glad I am a girl because _____

Activity 2.1.1, Worksheet 1B (for girls)



I'm glad I am a girl because _____

Activity 2.1.1, Worksheet 1B (for girls)

I'd like to be a boy because I could _____

Activity 2.1.1, Worksheet 1B (for girls)



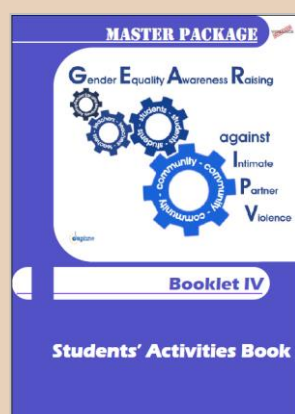
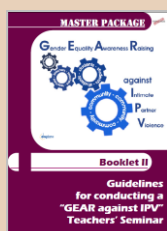
I'd like to be a boy because I could _____

Activity 2.1.1, Worksheet 1B (for girls)



I'd like to be a boy because I could _____

Activity 2.1.1, Worksheet 1B (for girls)



B. HANDOUTS

Handout 1: Is your relationship equal and healthy or not?

Adapted from:
Family Violence Law Center (FVLC): Oakland Relationship Abuse Prevention (R.A.P.) Project
(http://www.fvlc.org/pdf_rap/RAP_RelationshipAbusive.pdf)



[Handout 1]

Print the Handout 1 as it is presented on the next page.

Don't ask from students to complete this handout at the classroom. Distribute it to the students in order to use it as "evaluation tool of their relationship", either a current relationship or in the future. **Don't collect this completed handout from students** (you are supposed to give it to them and they can complete it alone whenever they want to).

Is your relationship equal and healthy or not?



If you currently have a relationship, ask yourself the following questions and decide for yourself whether or not you are in a healthy and equal relationship, or if it is abusive.

Are you dating/ going out with someone who...	Yes	No
acts jealous and possessive towards you?	<input type="checkbox"/>	<input type="checkbox"/>
tells you who you can be friends with?	<input type="checkbox"/>	<input type="checkbox"/>
checks up on where you are going and what you are doing?	<input type="checkbox"/>	<input type="checkbox"/>
checks your mobile or restricts or constantly checks the way you interact on social networking sites (e.g. facebook)	<input type="checkbox"/>	<input type="checkbox"/>
scares you?	<input type="checkbox"/>	<input type="checkbox"/>
makes you afraid of how he/she will react to things?	<input type="checkbox"/>	<input type="checkbox"/>
is violent?	<input type="checkbox"/>	<input type="checkbox"/>
explodes when he/she gets angry?	<input type="checkbox"/>	<input type="checkbox"/>
pushes or shoves you (e.g. against the wall)?	<input type="checkbox"/>	<input type="checkbox"/>
grabs you too hard?	<input type="checkbox"/>	<input type="checkbox"/>
pressures you for sex?	<input type="checkbox"/>	<input type="checkbox"/>
during sex, uses violence or makes you afraid?	<input type="checkbox"/>	<input type="checkbox"/>
tries to isolate you from your friends and/or family?	<input type="checkbox"/>	<input type="checkbox"/>
puts down your friends and/or family?	<input type="checkbox"/>	<input type="checkbox"/>
tries to control you?	<input type="checkbox"/>	<input type="checkbox"/>
gives you orders?	<input type="checkbox"/>	<input type="checkbox"/>
blames you and/or others for his/her problems?	<input type="checkbox"/>	<input type="checkbox"/>
puts you down? (even as a "joke")	<input type="checkbox"/>	<input type="checkbox"/>
calls you names?	<input type="checkbox"/>	<input type="checkbox"/>
makes fun of you or ridicules you in front of friends?	<input type="checkbox"/>	<input type="checkbox"/>
gets too serious too quick?	<input type="checkbox"/>	<input type="checkbox"/>
doesn't let you break up with him/her, even though you want to?	<input type="checkbox"/>	<input type="checkbox"/>

If you answer "Yes" to at least one question, it might be time to step back to see if your relationship is unhealthy or even abusive. If you answered "Yes" to some or many of the questions, it might be time to ask for help from someone that you trust and you know that loves you or the help of a professional.

In case you feel you are in danger, do not hesitate to ask for help IMMEDIATELY.

