Strategic Reactions

THE TOOLKIT

a round of the game

Play for Your Rights!

Table of contents

p. 5 **Introduction**

p. 7 **Gender and Hate Speech**

p. 12 ***Reazioni strategiche*: a Card Game**

p. 22 **Didactic units on Stereotypes, Gender Discrimination and Hate Speech**

- p. 25 **Activity #1** ***The Martian Colony***
- p. 30 **Activity #2** ***News Material On Hate-Speech Forms***
- p. 34 **Activity #3** ***Joy, Fear, Surprise - My Feelings' Collage***
- p. 37 **Activity #4** ***How Far Would You Go?***
- p. 42 **Activity #5** ***What I Like And What I Do Not Like***

Introduction

Play for Your Rights! Innovative media education strategies against sexism and discrimination is a project co-funded by the European Union and led by local organization in European countries such as Italy, Germany, Lithuania and Cyprus, meant to **fight hate speech coming from sexism, gender stereotypes and gender discrimination among adolescents** through social media education strategies and gamification practices. Sexist hate speech, in fact, can be described as a form of gender-based violence that perpetuates e aggravates gender inequality. That's why it represents an educative urgency to be considered and faced especially within school contexts.

Working with students and teachers, than, means to build a more inclusive culture based on gender equality, mutual respect and human rights promotion. Teenagers, in fact, are particularly exposed to online bullying and women are the main victims of gender-based violence: the report EIGE (European Institute for Gender Equality) called *Cyber Violence Against Women and Girls* (2017)[1] underlined that 'women are disproportionately the targets of certain forms of cyber violence compared to men. For example, in a survey of more than 9,000 German Internet users aged 10 to 50 years, women were significantly more likely than men to have been victims of online sexual harassment and cyber stalking, and the impacts of these forms of violence were more traumatic for victims'. Sexist hate speech is a form of violence against women and girls that perpetuates and exacerbates gender inequality (*Combatting Sexist Hate speech*, Council of Europe, 2016)[2], and for this reason it can be considered a primary issue to address in order to build a culture of respect, inclusion, human and sexual rights.

The project *Play for Your Rights!*, supported by the program Erasmus of the UE, combines and synergizes the experience and expertise of six different partners in four European countries (COSPE, Casa delle donne per non subire violenza, Centro Zaffiria in Italy, Mediterranean Institute of Gender Studies in Cyprus, Women's Issues Information Center in Lithuania, Medien+Bildung.com in Germany), and tries to counter all this, through training for teachers and educators and participatory

1

Document available at: eige.europa.eu/publications/cyber-violence-against-women-and-girls

2

Documento consultabile all'inidirizzo: edoc.coe.int/en/gender-equality/6995-combating-sexist-hate-speech.html

workshops within high schools. **The project make use of *gamification* strategies addressed to teen students** meant to involve them into experiencing sexist hate speech and into finding positive solutions and strategic reactions to it. Stimulating them to develop empathy, the card game aims to stimulate reflections and positive attitudes towards inclusivity while, at the same time, reducing online and offline sexist hate speech and gender stereotypes among young people.

THE TOOLKIT

This toolkit focuses on the **use of the card game *Strategic Reactions*** that has been tested in the project and that has been very helpful in helping boys and girls to reflect on sexist hate language and gender-based violence, activating at the same time responsive strategies to fight the problem. In this way, the toolkit aims to support teachers and educators in their work against gender-based violence that is also part of the language used by adolescents, by offering theoretical ideas and practical activities to be experimented in the classroom in order to **work actively** on the proposed themes.

The game can be played **as a self-standing activity**, and in this case we recommend its use **in groups that have already worked and are aware of the themes of gender and hate speech** (for example, as part of an organized program, or in associations that are already working on the issue, etc.). **For those groups or class that face the issues for the first time, we propose some practical activities** to work on the issues of gender stereotypes, hate speech and sexism/gender-based violence – before getting to the game. Depending on the time available, each teacher/educator will have the possibility to extend the path by using more activities among those proposed.

THE APP

During the experimentation of the project *Play for Your Rights!* it was also developed a complementary tool to the *Strategic Reactions* card game: the **App *Play4***, a digital "Urban Game" (downloadable for free on all mobile devices).

The App puts its users under new "attack" situations in the online world (via Instagram or WhatsApp, for example), opening up for new types of reflections. For more information on this App visit www.zaffiria.it/category/play-for-your-rights

Gender and Hate Speech

The *Play for Your Rights!* project aims to combat hate speech deriving from sexism, gender stereotypes and gender discrimination among adolescents. Gender-based violence, in fact, is a transversal phenomenon that affects the entire population regardless of age, income and ethnic or socio-cultural origin. Indeed, "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of freedom, whether in public or private life "is defined as gender-based violence (*Declaration on the Elimination of Violence Against Women*, United Nations General Assembly 1993)[3]. It is present in all areas and parts of the world. The younger population is exposed as adults to stereotyped informative, educational narratives about GENDER, that is, about what is "socially" recognized as "feminine" and "masculine". Adolescents are more exposed to these issues due to the particular evolutionary phase they are going through, which sees them engaged in the construction of their individual and social identity. These narratives play a significant role in attributing meanings to events, behaviours and relationships, confirming and supporting gender stereotypes and roles. They can strengthen a culture of hatred toward what diverts or is "other" from the "default" gender role, rather than respecting differences. The use of technology by young people has greatly increased the field for all forms of psychological violence acting online and offline, through the use of hate speech that incites violence and discrimination. In particular, hate speech is a particular type of communication, which can occur in presence or online, using words, expressions or non-verbal elements with the ultimate aim of expressing and spreading hatred and intolerance, as well as inciting prejudice and fear towards a subject or group of people.

Often boys and girls use sexist language, also called gender hate speech, **considering it "appropriate as it is culturally shared"**, without the awareness of why they are doing it, or of the consequences on the other person. Sexist hate speech takes

3
Document available at:
www.ohchr.org/en/professionalinterest/pages/violenceagainstwomen.aspx

many forms (both online and offline) such as victim blaming and re-victimisation; slut-shaming; body-shaming; revenge porn (the sharing of explicit or sexual images without consent); brutal and sexualised threats of death, rape and violence; offensive comments on appearance, sexuality, sexual orientation or gender roles; but also false compliments or supposed jokes, using humour to humiliate and ridicule the target (council of Europe*, Combatting Hate Speech – Factsheets* 2016 [4]). Furthermore, **social media play a significant role** for what concerns the **perpetuation of gender stereotypes**, the implementation of gender roles, the representation of "ideal" bodies, the definition of gender-related roles. These aspects are particularly important within teenagers' and pre-teenagers' groups, where the **process of building own social image and gender identity prevails**. During the experimentation of classroom activities, it emerged, for example, that hate speech towards girls often coincided with body shaming (e.g. "ugly, fat, whale, disgusting") or with insults related to the sexual sphere (slut-shaming or revenge porn). It emerged that also boys are often victims of gender stereotypes that stigmatize, for example, male homosexuality (e.g. "a real man is heterosexual") and/or physical features considered poorly masculine (e.g. the importance of muscles or of a fit body). Masculine sexuality, moreover, is often considered to be more aggressive then the feminine one: such stereotypes reinforce gender roles that can be ascribed to a widespread toxic masculinity harming both boys and girls. The insults and examples mentioned above are a mirror of a strong disparity of power between men and women, also reinforced by the stereotypical image of the strong boy/man who shows muscles and has no weaknesses; as well as negative comments related to appearance or sexual orientation that affect LGBTQI+ people. Involving teenagers in workshop activities helps them to reflect on these issues also through play. It is a way forward for primary prevention of gender-based violence and for the promotion of respect for differences. It can also be considered as an essential part of a wider **educational strategy meant to address emotions and to promote empathy**.

Strategic Reactions: Gender and Hate Speech intends to address the

4
Document available at:
edoc.coe.int/en/gender-equality/6995-combating-sexist-hate-speech.html

issues of sexist hate speech and gender-based violence through a card game. **The game creates a safe space** in which young people activate areas of pleasure and participation, reveal many parts of themselves linked to the emotional and relational world, and can dialogue and discuss important issues in a protected setting.

The game has been tested with several groups of adolescents: from the initial design to this version of the game there has therefore been all the reworking that educational work entails. The phenomenon of hate speech is a complex one, particularly with regard to gender dynamics at an age when young people consolidate and socialise their sexual and gender identity, without having the appropriate tools for reading what this complexity entails. They are constantly immersed in a flow of information and communication linked to the use of social media that often confuses and disorients, sometimes pushes them into rigid patterns, other times violently rejects divergent thoughts. The experimentation of the game allowed us to create a safe space for the students' **sharing of their experiences, opinions, strategies, emotions**; it allowed us to reason with the students on difficult and extremely topical questions, to think together about solutions and possible strategies. We believe that it **is more interesting to do research together with the students on this theme**, asking questions and constructing situations that can arouse activation and curiosity, making them feel involved, rather than immediately giving them some answers that would take away the possibility for the class to discover them together. The methodology chosen in designing the game, as well as the teaching activities connected to it, **aims to "make the participants live the problem", linking it to their concrete experience**, stimulating their reasoning and positive activation. The invitation in the use of the Game and Toolkit is to use the same open, proactive and not-judgemental approach to work with students.

Despite the fact that hate speech among teenagers occurs mostly online, we chose to start this path with a card game. The choice to **work with an analogical tool** responds to the awareness that the dynamics of hate, also spread online, find roots and nourishment in the social and relational dynamics. They arise outside the web, and at this level we intend to act to help adolescents to understand each other better. The analogical work **slows down the thought that often runs fast on the screens**, gives the opportunity to stay in the situation, to "play" it from another point of view, to explore new solutions. It is

in the meaningful relationship with educators, teachers, parents and adults in general that this theme can find space and time for reflection. The card game will be accompanied by a digital Urban Game that will bring back to an APP some of the situations created in the cards, opening up new avenues of work and reflection with the children.

The game helps to **reflect about what happens daily in the media, and to make a more conscious use of it**, activating an important process of media literacy, intended as "all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both traditional and new forms of media (...). It is closely related to active engagement in democratic life, to citizenship and the ability to exercise judgment critically and independently as well as to reflect on one's own actions, and can thereby enhance young people's resilience in the face of extremist messages and disinformation" (definition taken from the *Council conclusions on developing media literacy and critical thinking through education and training,* adopted on 30 May 2016)[5].

The use of ***Strategic Reactions*** **facilitates the arising of the emotional world of young people**, linked in particular to situations of hatred that they encounter, but also to the mechanisms of friendship, empathy and protection. We think this is a fundamental level of work to activate an effective response to the hate circulating inside and outside the web, to give full citizenship to the many diversities that young people claim, to accompany the growth of free and aware citizens and people who are able to verbalize emotions and to use a wide emotional vocabulary.

Since the project and its tools, such as the *Strategic Reactions* game, address adolescents' emotional well-being it might involve their parents too, since they represent fundamental educational figures. The project can be presented to the families of the teenagers involved (for example) by sharing informative material or during a presentation event. The support of Headmasters can be useful and important in order to officially insert the project within the pedagogical offer of schools. Creating and implementing an educational network made of different stakeholders such as families, teachers and students

5
Document available at:
www.consilium.europa.eu/it/press/press-releases/2016/05/30/eycs-conclusions-developing-media-literacy/

can represent a crucial occasion not only to contrast gender-based (online) hate speech and discrimination but also to promote more inclusive relations and communication.

Strategic Reactions: a Card Game

Strategic Reactions: Gender and Hate Speech is a card game designed for boys and girls from 12 to 18 years old. There are several characters in the game, representing teenagers with different profiles and characteristics. The characters receive negative comments or insults on the basis of gender stereotypes and prejudices, starting for example from their physical appearance, real or presumed sexual orientation, a certain type of behaviour. The comments and insults proposed offer a strong stereotyped and sexist content.

Players are asked to understand the situation and reflect on the stereotypes attached to it, empathize with the victim of the hate speech, explore her/his emotions, and help the characters to deal with the situation and respond with language to the verbal violence.

The game helps adolescents to **identify the various forms of gender hate speech** and to reflect on **how gender stereotypes and prejudices play a fundamental role** in the construction of reality and the language that describes it. The game also stimulates the activation of **strategies for reacting to the language of hate**, working on the awareness of themselves, other people and their emotions.

By offering the opportunity to put themselves in the shoes of those who undergo hate speech, the game **facilitates the process of empathy and peer support** that can be fundamental to get out of a situation of prevarication.

Playing these themes helps to test the **difficulties that the youngest encounter in reality**, facilitating a space for dialogue and exchange. It aims to deconstruct consolidated perceptions and the unrecognized violence that can be associated with it.

GOAL OF THE GAME

The objective of the game is **find the best strategy to support the character who is victim of gender hate speech** and foster empathetic process amongst peer.

The game is win by the team which collects more points by understanding the emotion felt by the victim and by creating effective strategies to counter hate speech.

GAME CONTENT

Character Cards 1 deck 12 cards

Situation Cards 1 deck 11 cards

Strategy Cards 3 identical decks of 14 cards

Emotions Cards 1 deck of 16 cards

For each card deck an additional blank card is provided. It can be used by the facilitator or by the group to add a new character, a new situation, a new strategy or emotion (or more than one!), that fit better the specific needs.

NOTE

In case of downloading the cars from the web, it is important to print them according to the number of decks indicated for each typology.

OTHER MATERIALS

In addition to the cards, it is useful to distribute to each team Coloured markers, plain paper and poster board for activities and discussion

TIME REQUIRED

Allow a time of around 1,5-2 hours to play the game and have time for discussing the different topics with the class/group

PREPARATION

The class/group is **divided into Teams** (from a minimum of 3 to a maximum of 5, each team can have 2 to 6 participants).

PLAYING THE GAME

The game is divided into turns and each turn is divided into six stages:

1. **Roles allocation**
2. **Character introduction**
3. **Introduction of the situation**
4. **Emotions choice**
5. **Proposal for strategies**
6. **Resolution and point assignment**

1 ROLES ALLOCATION

The game takes place in turns. At each turn, the teams take on a different role, until all the teams have tried at least once all the roles. Each team form a small circle in which members can discuss amongst each other,

> One team plays as the **Character Team**, using the ***Character Cards***

> Another team plays as the **Narrator Team** and uses the ***Situations Cards*** deck.

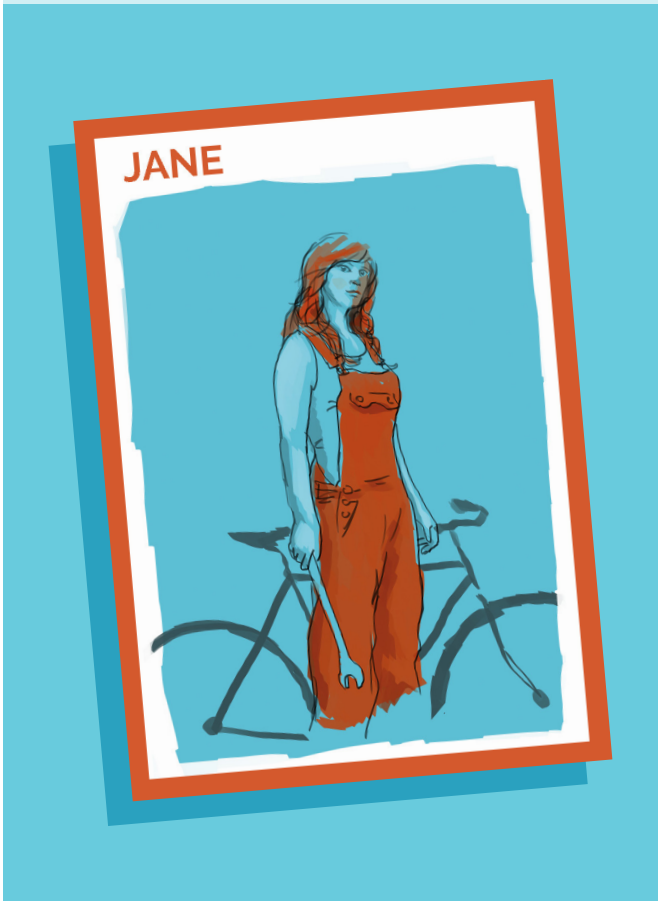
> One or more **Allies Teams** that receive a ***Strategy Cards*** deck each (so there must be as many decks of Strategy Cards as the number of teams). The number of Allies teams must be from 1 to 3 maximum.

> The ***Emotions Cards*** are displayed in the room so that are visible to everyone (e.g. attached to the wall or on a table in the centre of the room, etc)

2
CHARACTER INTRODUCTION

The game starts. The **Character Team** chooses a ***Character Card***, show it to the other teams and describe the person a little bit.

For example
The **Character Team** show the Card Jane and tells her features and characteristicts.



VARIANT

The **Character Team** can just shows the ***Character Card*** without presenting the person's profile. In this way, the **Narrator Team** will choose a negative comment (see **stage 3**) **only based on their appearance** (read more on p. 19 in the **VARIANT paragraph).**

3
INTRODUCTION OF THE SITUATION

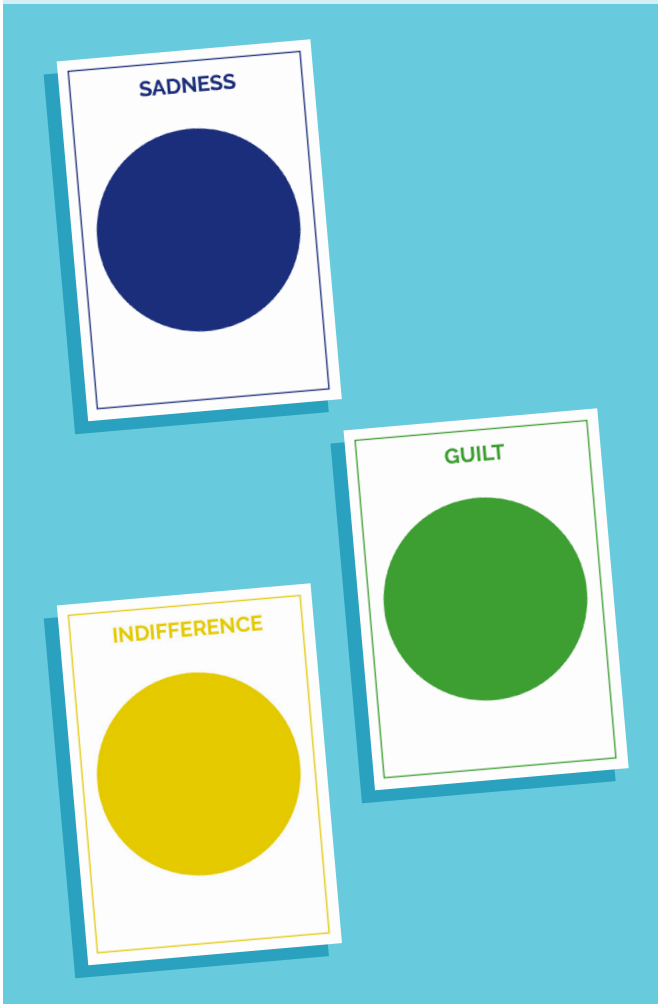
At this point, the members of the **Narrator team** observe the Character, and choose a negative comment that they think might affect the character according to his/her appearance and profile in the ***Situation Cards*** deck at their disposal

For example
The Narrator team thinks that Jane can be teased because she is not considered feminine. The situation could be: «Your appearance is made fun of because it does not adhere to a gender stereotype» and its insult: «Do you ever spend a minute in front of the mirror? You look like a tomboy!».

4
EMOTIONS CHOICE

At this point, **Character Team** chooses a maximum of three emotions (within the ***Emotions Cards***) that are associated with that insult, answering the question: «How do you think the character feels after this insult?». The team write on paper the emotions chosen, that must remain hidden from the rest of the players.

For example
The **Character Team** think that after that insult, Jane could feel Sadness, Guilt, or Indifference.



5
PROPOSAL FOR STRATEGIES

While the **Character Team** is choosing an emotion, each of the **Allies Teams** analyze the situation and they also try to understand how the insulted character feels, looking at the ***Emotion Cards***.

Each **Allies Team** chooses a maximum of three emotions associated with the situation.

After that, each **Allies Team** selects a ***Strategy card*** which contains one or two of the emotions selected (coloured dots at the bottom of the card).

Starting from the chosen ***Strategy Card***, each **Allies Team** develops a sentence that the character under attack could use to get out of the unpleasant situation. Each team needs to motivate the choice of the strategy.

For example
The **Allies Team Number 1** believes that Jane can feel angry so it chooses a strategy which is marked by the red dot (the colour of ***Emotion Card*** "Anger" is red), for example: «The Thornless Rose». This card suggestion is «Answer with an unexpected compliment».The team makes up a sentence that can help Jane replying to violent language and protect herself. The phrase could be «You must have looked at yourself in the mirror today! You look great!!»

You must have looked at yourself in the mirror today! You look great!!

The **Allies Team Number 2** believes that Jane can feel flattered (colour yellow) and choose a ***Strategy Card*** which contains a yellow dot, for example «The Guru» that suggests to «Transform bullying comment to strength».

An example of a reply they could then invent is: «You're right, I like my style so much!»

You're right, I like my style so much!

The **Allies Team number 3** believes that Jane may feel embarrassed (green) and confused (red), so they choose «The Eel» that says: «Quicly change the subject of the conversation».

The sentence could then be: «I noticed you're not using your bike anymore... Do you need a help to fix it?»

I noticed you're not using your bike anymore... Do you need a help to fix it?

6
GAME RESOLUTION AND POINT ALLOCATION

Once all the **Allies Teams** have presented their strategies, and illustrated the reason for them, the **Character Team** shows the emotions chosen for their character in the given situation and debates their choice.

At this point, the **Character Team** chooses which strategy presented by the **Allies Teams** is the most useful and helpful to deal with the situation.

VARIANT

If the character's profile was not presented during **stage 2 - Character introduction**, the **Character Team** can show the profile now: this might result in a non-correspondence between the expectation of the different teams on the features of the characters.

This can be a good element for discussion, as it reveals how often we build our images of others based only on appearance.

As the objective of the game is to find the most effective strategy to move out from a hate situation, the allocation of points rewards this aspect. It is also considered if a process of empathy has been developed: points are allocated also when there is a correspondence between the emotion chosen by the **Character Team** and by the **Allies Teams**.

Points are assigned as follow:

- **3 points** are awarded to the **Allies Team** which has developed the most effective strategy;
- **2 points** are awarded to the **Allies Team** which did not choose the most effective strategy, but still guessed at least 1 emotion of the character (as defined by the **Character Team**);
- The **Character Team** receives 1 point for each team which has guessed at least 1 emotion.
- The **Narrator Team** receives no score for this turn.

The first game turn is now completed and a new turn can start from **stage 1 - Roles allocation.** The roles of the teams must change.

When all teams have played at least once all the roles, points can be counted.

DISCUSSION

At the end of each turn, it is important to dedicate some time for collective reflection, to stimulate the debate of the group about what happened: from the stereotypes and prejudice associated with each character to the emotions at stake. During the game there needs to be a reason for choosing a particular card and this already provides many inputs for discussion. It is important also to reflect with the students on how these dynamics are present in their everyday life.

The experimentation of the game brought out **some key issues** to consider during the classroom activity and discussion, in particular:

- **The choice of the Emotions**: it is important to underline to the students that there are not "right" or "wrong" emotions, but all emotions felt and described by the students are valuable and respectable. The emotions foreseen in the game are certainly partial compared to the emotional world of teenagers: the aim of the activity is not to be exhaustive, but to facilitate the reflection and activation of an empathic process with respect to those who suffer a form of violence. Furthermore, the association of specific emotions to specific strategies, as well as the rule of choosing a maximum of three emotions, are functional to the game flow, but in real life a mix of emotions can happen at the same time and it is important to discuss this aspect with the students.
- Sometimes it is easy for the teenager to imagine and propose a possible strategy, but it is very **difficult to articulate the related sentence**: the game supports the awareness of the dynamics behind hate speech and the articulation of a "pro-active" behaviour to counter hate speech- that needs to be trained. For this reason, it is important to encourage the formulation of a sentence or reaction even if it might appear difficult at the beginning.
- **Hate speech amongst peers is often associated with "jokes". «I was just kidding»** is a very common sentence that haters use to defend their position. It is important to discuss with the students their perception about the subtle line between a joke and an insult, facilitate the sharing of opinions and points of views: in this case, working on concrete examples can facilitate the emersion of emotions which shows how a joke can be disturbing or aggressive.

SOME PRACTICAL NOTES FOR THE FACILITATOR OF THE GAME

- During **stage 2 - Character introduction**, the **Character Team** will need some time to create the profile of the chosen character, describing them through a written text or by creating a fictitious Instagram profile.

  In order to keep the other teams busy in this moment, it is possible to ask them to **choose a character and elaborate them profile too, working in advance for the following game turns**.

  Obviously, if the other teams anticipate the definition of their character, it is necessary that these remain hidden from the rest of the class until it is time for each team to play as the **Character Team**.

- Ask the students to choose a name for their group and keep **on a board the allocation of points**, so that the competition between teams is more attractive; you can also prepare plastic chips or paper dots to allocate points.

- You can prepare small sign-boards with the role (Character, Narrator, Allies) that can circulate in each turn.

- Regulate timing of the groups discussion so that the rhythm of the game is not compromised. It is suggested that the group discussions needed to find a correct strategy do not last more than 5 minutes.

- When **Allies Teams** are discussing the strategy and at the same time the **Character Team** is discussing the emotion, ask the **Narrator Team** the reason **why they chose that insult, how it makes them feel**, why would you insult someone etc. The answer can be a good point for the subsequent discussion.

Didactic units on Stereotypes, Gender Discrimination and Hate Speech

This section presents a few didactic activities useful to stimulate and enhance a process of reflection and analysis, **complementary to the card game**. The themes dealt with concern stereotypes, prejudices and gender discrimination as well as violence and the hate language that follows. These activities are particularly useful for groups and classes that have never worked on these issues or that wish to create additional opportunities for further study and reflection. Each activity lasts approximately 2 hours. It is recommended to plan a structured path of 3-4 meetings of about two hours each and to introduce the activity by an "icebreaker" in order to build a good relationship with the participants from the beginning. The activities called "icebreakers" are very useful for a playful and non-judgmental activity; they allow to open the dialogue between the participants and to build dynamic relationships of mutual listening. This establishes a sense of cohesion and membership in the group and facilitates the alliance between those who facilitate and those who participate. Finally, students are easily involved when everyone is allowed to speak, while making sure everyone else is listening. Every activity in this chapter will be associated with an "icebreaker".

As anticipated in the Methodology above, the adult working with teenagers needs to think about his/her-self as a "facilitator": as a person who helps participants discover what they already know, who encourages them to learn more and helps them explore their own potential. **Facilitation means creating an environment in which people learn, experience, explore, and grow.** It is a process of sharing, in which one both gives and receives: it is not a person or an expert who imparts knowledge. To conduct the activities it requires skills that can be acquired through training and experience. For the adults who facilitate training groups - especially with young people such as students - it can be also important to self-reflect on one's own values and experiences concerning gender identity, sexual orientation, intimate relationships in general and within adolescents' lives. Playing games with students - meaning doing interactive educational activities - can be an occasion to be involved in a stimulating learning experience. It is suggested to play the Game and test the activities in

a group of teachers before presenting to the class: it is a good way to self-reflect, share visions and objectives amongst the teaching staff and understand the issues raised by these tools.

To manage non-formal educational activities, it is appropriate to organize time by planning the work, leaving space for the final discussion. However, everyone should have the opportunity to be heard, to speak and to participate. **No one should feel forced to say something they do not feel ready to talk about.** It is important that the instructions are clear and that the atmosphere is welcoming. During the discussion, **questions can be asked related to what happened during the activity and how they felt**; what they learned and how they can continue learning and use what they learned. If any discriminatory behaviour emerges within the class (during the activities or in other moments) it should be faced and managed involving all the figures: teenagers, teachers and possibly families. It is important to make time for discussion with students, to generate reflection amongst them and conflict resolution; in other cases, the involvement of the families can be fundamental to address the topic in a more comprehensive way. In case of particularly difficult situations or cases, teachers can also ask for guidance to Women associations or anti-violence centres available in their area (reference numbers can be found at the end of this manual)

Besides addressing delicate topics and experiences, the game is meant to create and to implement educational networks involving both youth and adults.

Moreover, to deepen the themes addressed by the activities the facilitator can refer to the GLOSSARY (> p. 45) where the entries can be read and commented together with the group/class. The activities can be realized in the following sequence in order to gradually deepen the themes addressed by the project.

The activities are:

- ***The Martian colony***, introduced by the icebreaker *Presentation with a lie* focusing on the themes of gender stereotypes, prejudice and discrimination, hate speech.
- ***New material on hate-speech forms***, introduced by the icebreaker *What do I like/what do I not like about my gender?* focusing on the themes of gender stereotypes and gender-based violence.
- ***Joy, Fear, Surprise - My feelings' collage*** introduced by the icebreaker *Getting to know scale* focusing on the themes of stereotypes, hate speech, media education.
- ***How far would you go?*** introduced by the icebreaker *Right – Left: Changing perception* focusing on the themes of teen dating violence, gender-based violence.
- ***What I like and what I do not like*** introduced by the icebreaker *This is not a spoon* focusing on gender stereotypes, social norms, gender roles.

ACTIVITY #1
The Martian Colony[6]

THEMES
Gender Stereotypes, Prejudice And Discrimination, Hate Speech.
>see GLOSSARY, p. 45

ICEBREAKER
Presentation with a Lie
The boys stand in a circle and introduce themselves by telling a truth and a lie. The others must figure out which is the lie between the three things said. Some leading questions for the discussion:

How did you recognize the "lie" of the other participants? Was it helpful for you to observe nonverbal language to detect the " lies"? What in particular? What elements were you going to use to detect the " lies"? Does knowing the person help you distinguish truth from lie? In conclusion, it is possible to ask whether - especially between people who do not know each other - we judge each other based only on appearances and some clichés. This gives the opportunity to introduce (without going into too much detail to leave space for the activation that follows) the theme of stereotypes. Stereotypes are, in fact, an innate and widely used mechanism for understanding and judging what we do not know.

AIM
To activate the stereotypes that each of us has; To reveal the prejudices that stereotypes create; To work in groups; To introduce the topic of gender stereotypes by clarifying the difference between sex and gender.

TOOLS AND MATERIALS
Annex A, *Characters* (p. 28) and **Annex B, *Descriptions*** (p. 29) in photocopies to groups or show to the class through the interactive whiteboard. Papers, pens and markers. Blackboard. Whoever facilitates the activity must have previously photocopied the useful materials to be distributed during the activity. It may be useful to write - in small groups or in plenary - some definitions of stereotype, prejudice and discrimination at the end of the activity with particular attention to gender stereotypes. It is possible to work with an interactive whiteboard (LIM).

TIME
Approximately two hours including icebreaker, activation, and plenary discussion.

ACTIVITY DESCRIPTION
People who facilitate should have previously photocopied useful materials to distribute during the activity. If the group is large, divide participants into small groups of approximately five people. Otherwise, it is possible to work in plenary. The facilitator at this point introduces the game with an announcement:

6 The original version of *The Martian Colony* is included in Sclavi M. (2003), *Arte di ascoltare e mondi possibili. Come si esce dalle cornici di cui siamo parte*, Mondadori. What follows is a re-adaptation aimed to bring out specific themes.

The space agency has reached out and asked us to build a human colony on Mars. This is a great moment in human history, a project that has taken years and years of preparation. We were given an important responsibility: to choose the most appropriate people to travel with us. We know very little about them - as we will see - almost nothing. Unfortunately, due to a technical problem, the email with the curricula of the candidates didn't arrive to us and this is all we were able to get back. For each of them, you will have to decide whether to leave or not and justify in a few words your choice, according to what considerations you decided. Then for each candidate we will see if it prevails yes or no. The information we have are the following. There is no need to ask questions, that is all we know. Ten minutes of time.

At this point, the photocopied ***Characters*** sheet **(Annex A)** (or showed on LIM) is given to the participants, and 10 minutes are left for the groups to form their team.

Once the 10 minutes have finished, each group reads the composition of its team, motivating the choices made on each individual character.

Some opinions are collected for each candidate, paying attention to the reactions of the group and postponing the debate. You can also choose to count the preferences and have a list of "winning candidates" expressed by the group, otherwise you let everyone keep their choices. At the end of the round, the facilitator makes a new announcement:

The email with candidate information has arrived!

The facilitator or one of the participants reads the information about each character **(Annex B, *Descriptions*)** and the feedback is collected. We ask each group if, based on the new information that has arrived, they would like to change their chosen characters or keep the choices they have made. Allow another 5 minutes to make the required changes and discuss in the small group. Then, the activity moves on to the plenary discussion phase.

To encourage participants to think about the concept of stereotype and prejudice, facilitators can ask questions like the following:

1. What feelings did you experience when you discovered the identity of the travellers (Surprise? Upset?).
2. How did you think in the first part of the activity?
3. What made you choose one character over another?
4. What is the difference between character and person?
5. How did you act after receiving the new information?

Let the words come out of them, let them speak and reveal the mechanism they used. The activity can be concluded with the distribution and reading of the definitions of stereotype, prejudice and discrimination. It is appropriate - considering the presence of some characters/people - to clarify the difference between sex and gender and to explore the issue of gender stereotypes that are often at the basis of sexist hate speech.

Definitions to read together or write new ones with the group of stereotype, prejudice, discrimination (>see GLOSSARY, p. 45)

USEFUL TIPS

Prepare all the materials before starting the activity, have a very clear time frame in your head and respect it, otherwise this activity could take more time than you planned. You can create new different characters, playing with stereotypes of the language or the most common. The important thing is to calibrate the choice on the cognitive level of the group.

The activity encourages participants to use clichés and stereotypes and to lean on them to make decisions. Confidence in stereotypes is disrupted by subsequent information that allows the group to reflect on the difference between characters and people and how hate speech is often based on simplified readings of their own and others' identities.

STRATEGIES TO INVOLVE THE STUDENTS

Discussions in small groups facilitate the sharing of ideas while choosing characters; Letting participants' stereotypes emerge facilitates questioning; If there are different opinions, let them be expressed, but reiterating that offensive or harmful words against groups or individuals are not tolerated; To deal with the issue of sexual orientation and gender identification, it is appropriate to encourage the opinions of the group without asking direct and/or overly personal questions that may cause difficulties. If experiences or opinions that are considered problematic should emerge - particularly concerning issues related to sexuality, identity, psycho-physical well-being - it is appropriate to discuss them in a second moment (more private and protected). In order for the group to understand stereotypes, it may be useful to focus on the differences that each student personally experiences (ethnicity, age, gender, etc.).

ACTIVITY #1
The Martian Colony

Annex A
Characters

You have been chosen to participate in a space mission to be part of the first human colony experiment on Mars. Choose, among the characters mentioned below, the 5 subjects that you consider most appropriate to bring with you and the 5 that you consider the least appropriate to be part of the mission. Think about the reasons behind your decisions.

- **ARCHITECT**
- **ATHLETE**
- **INDIAN IMMIGRANT**
- **SURGEON**
- **BLIND PERSON**
- **COOK**
- **AMERICAN LEADER**
- **UNEMPLOYED**
- **HOMOSEXUAL**
- **COP**
- **PROSTITUTE**
- **TRANSGENDER**
- **CAREGIVER**
- **COSMETICIAN**
- **SEVENTH GRADE STUDENT**
- **HETEROSEXUAL**

ACTIVITY #1
The Martian Colony

Annex B
Descriptions

ARCHITECT
Silvia, 22 y.o., recently graduated in garden design.

ATHLETE
Maria, 86 y.o., won an olympic golden medal in the 100-meter freestyle when she was young.

INDIAN IMMIGRANT
Farrokh, 56 y.o., directs the aerospace department in Rome.

SURGEON
Valeria, 32 y.o., specializes in plastic surgery and works in a private clinic frequented by celebrities.

BLIND PERSON
John, 29 y.o., lost his sight after an accident, university professor of Mathematics in Boston.

COOK
Sandra, 26 y.o., worked in a hospital cafeteria before going to jail on charges of poisoning 3 patients.

AMERICAN LEADER
Marcelo, 37 y.o., head of a Colombian drug distribution organization.

UNEMPLOYED
Maria, 30 y.o., a graduate student in Astrophysics. Looking for work after being fired because she decided to have a child.

HOMOSEXUAL
Lorenza, 35 y.o. echanical engineer, has a second degree in geology with a specialization in seismology.

POLICE OFFICER
Susanna, 28 y.o., 1.58 m., employee at the Police Station.

PROSTITUTE
Luciana, 48 y.o. she has few regular clients now, so she spends most of her time cooking and has consequently become an excellent cook.

TRANSGENDER
Roberto, 40 y.o. He is a soldier of the Italian Army and volunteers in hospitals in war zones.

CAREGIVER
Giorgio, 39 y.o. A former personal trainer, the gym where he worked has closed because of the crisis. For a couple of years, he has been assisting his elderly 80-year-old neighbour.

COSMETICIAN
Eugenio, 40 y.o.. He has been a builder since he was a teenager. He and his wife recently opened a beauty salon, where he works on weekends.

SEVENTH GRADE STUDENT
Edoardo, 13 y.o. Computer genius, he got his first laptop at the age of 5 and works with a software company.

HETEROSEXUAL
Maria, 40 y.o. She is not married and she doesn't want to have kids.

ACTIVITY #2
News Material On Hate-Speech Forms

THEMES
Stereotypes, Gender-Based Violence.
>see GLOSSARY, p. 45

ICEBREAKER
What do I like/ what do I not like about my gender?
Invite students or teachers to present themselves telling something about their gender:
- What do I like about my gender?
- What do I not like about my gender?

This type of activity allows us to develop and focus on gender topics in a fun way; it allows us to work on the differences between cultural/historical elements related to the concept of gender and biological sex and in order to highlight submerged stereotypes and false myths.

AIM
To recognize the hate speech; to recognize the gender hate speech online and in person increase the ability to distinguish between different forms of gender hate speech and gender-based violence enhancing the possibility of discussions by working in a small group.

TOOLS AND MATERIALS
Stationery material, news articles taken in their entirety from a single newspaper that tells an episode of hate speech news or a collage of several journalistic sources on the same news, taking care to explain authors and sources. We used different types of materials, referring to recent news: articles which tell stories of gender hate speech; articles / images / radio interviews that use a language related to gender hate speech and secondary re-victimization[7].

The material can be distributed in the form of photocopies, projected on the LIM in the classroom or in the case of online workshops shared on the screen. In case of remote work, it is necessary to activate several virtual rooms for small group work.

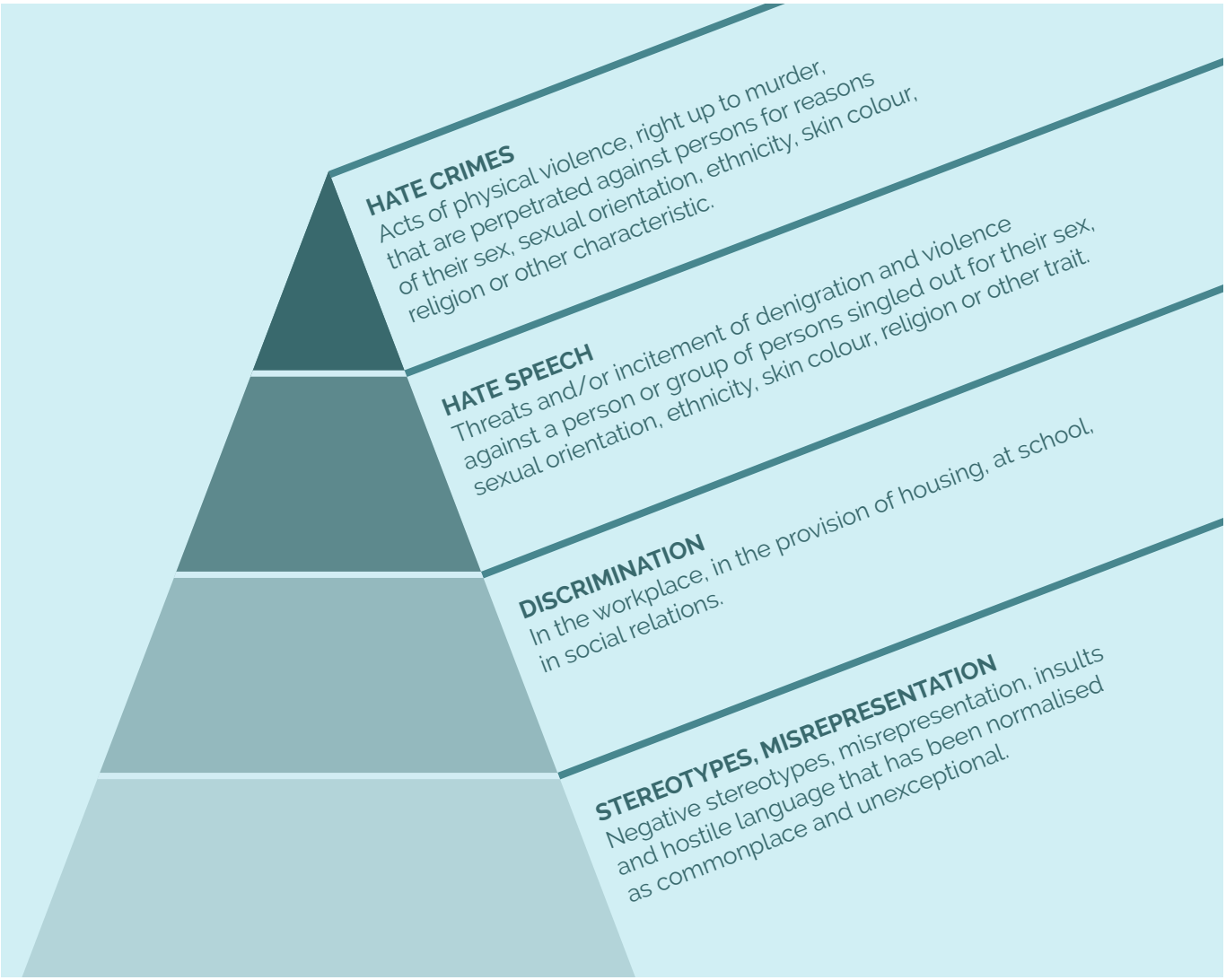
TIME
- 15 minutes icebreaker activity
- 30 minutes of small group work
- 30/40 minutes to compare in a plenary group.

ACTIVITY DESCRIPTION
The activity can be introduced by the presentation of the "pyramid of hate" released by the "Jo Cox" Commission on hate, intolerance, xenophobia and racism phenomena of the Chamber of Deputies in Italy (2017)[8], it was possible to build the "pyramid of hate linked to gender".

According to this conceptualization, there is a connection between the various

7
Generally, one speaks of 'secondary victimisation' (or 'post-crime victimization') when victims of crime suffer a second 'victimisation', i.e. a second aggression, which makes them victims again, by institutions. This second assault can be carried out by so-called 'control agencies', i.e. doctors and health care providers, police, lawyers and the judiciary, who may not believe the victim's version of events and accuse the victim of provoking the assault (from Wikipedia).

8
Document available at: www.camera.it/leg17/1313



levels of the pyramid at the base of which stereotypes and false representations related to gender are placed, such as expectations and generalizations about a group of people belonging to a particular gender. Starting from these stereotypes the second level of the pyramid is reached, it includes gender bias seen as generalizations and stereotypes, which in many cases are negative, especially regarding gender, often the female gender. When these biases become rigid and negative, they can have repercussions in work, school and social relations, giving rise to real forms of gender discrimination (such as, for example, a lower remuneration to women for the same type of work). Gender hate speech and any other act of gender violence, including physical violence up to femicide, originates from these discriminations. These are the gender-related hate crimes.

After having presented this introduction, the facilitator can present the activity and its timing. Division into small groups (if online with the use of multiple links to assign participants to specific groups/online rooms) and choice of one volunteer referent per group who will report the emerged discussion to the plenary. Presentation of audio and/or video material: the use of this type of solicitation is aimed at activating the emotional channel of the participants and identification. For example, use gifs and

images that ridiculed a famous model who was targeted because she does not respect stereotypical beauty canons.

The subgroups answer the first question session:

- How do you feel after what you have seen or heard?
- Name some emotions you feel

Sharing of news articles: this tool allows the group to identify and reflect on the forms of gender violence and hate speech in recent news events or in narrative language. For example, use an extract from an interview with a famous journalist who blamed the victim of a rape; or multiple sources to tell a recent episode of revenge porn about an underage girl by her ex-boyfriend.

The subgroups answer the second question session:

- Did you identify forms of gender-based violence and gender hate speech in the article? Please underline them in the text
- If the answer is yes, what types of gender-based violence and hate speech did you recognize?
- How do you think the protagonist of the story felt?
- What would you have done if you had been his / her friend?
- What would you have done if you had been a friend of the perpetrator of violence?

Confrontation in plenary on what emerged and reflection on the impact that forms of gender violence and gender hate speech can have in everyday life.

USEFUL TIPS

Focus the attention of the participants on the possibility that the gender hate speech concerns both the actual event (e.g. story of an episode of revenge porn) and the language used by the journalist (e.g. guilty language / humiliating towards the victim, such as explicit forms of body-shaming). Working with teachers/or with different composed classes implies reformulating the proposed material. For example, it is essential to work with teachers on news articles that allow for first-person identification by age and context. It is also important to work on articles concerning the world of young people to whom they are continuously exposed and so that they can be spokesperson in the classes of the work done on oneself.

It is key to take particular attention in the younger classes to the knowledge of the basic concepts regarding gender stereotypes and adapt the material for it to be age-appropriate: for example, avoiding material concerning intimate relationships with children who are too young to have relationships, in this case work on the phenomena concerning group dynamics, the differences between joke and hate speech. Working on knowledge and appropriate behaviour in physical but also virtual places and on the possibility of recognizing gender-based violent behaviour (gender-based cyberbullying) or being able to protect oneself (online grooming).

In the male-dominated classes it is vital to use antecedent activities and identification tools, to bring out the rigidity of male stereotypes and roles and possibly one's margin of difference. It is important to make the phenomenon understood through the involvement and collaboration between genders and to avoid the stereotypical alignment and opposition of the parties involved.

Starting from the identification of the forms of violence and gender hate-speech, it is possible to open with the participants' subsequent reflections on the common cultural root of the phenomena of stereotypes, prejudices and discrimination and identify the underlying gender stereotypes. In addition, the activity allows them to reflect, through the language of the media and news stories, on socio-cultural rigidities regarding gender roles and the consequences in terms of negative prejudices and / or discrimination for those who break these expectations. For example, it is possible to discuss in plenary on how much each person feels completely free to express themselves. Finally, the activity allows the emergence of submerged stereotypes present both in the participants who carry out the activity (for example, reporting difficulties in identifying some forms of body-shaming if the victim is outside the current beauty standards); both in those who disseminate the information such as journalists (for example, blaming the victim when she is a woman in revenge porn situations, or using different narratives if the episode concerns a woman or a man) implicitly revealing a conduct that is expected to be pursued according to gender.

STRATEGIES TO INVOLVE THE STUDENTS

Using identification techniques such as asking the participants to put themselves in the shoes of the victim, the victim's friends, the perpetrator's friends. Using emotional identification strategies such as asking participants to identify the emotions they think the victim may feel. Using material that is current and close to the world of the participants that allows you to recognize themselves, for example by age and habits with the protagonists of the story; Working on examples and situations that may relate to their daily life, thinking about known spaces such as informal gathering places, gyms or swimming pools and schools; Enhancing the free expression of one's opinions by regulating the discussion but leaving the possibility to bring out doubts without censorship; Reusing what emerged, giving frame and direction, avoiding confusion. The possibility to create small groups facilitates dialogue and exchange.

ACTIVITY #3
Joy, Fear, Surprise - My Feelings' Collage

THEMES
Stereotypes, Hate Speech, Media Education. >see GLOSSARY, p. 45

ICEBREAKER
Getting to know scale

The students assign themselves to certain statements according to how strongly they apply to them. Through the scale, the participants reflect on their own media use behaviour. At the same time, the teacher gives an insight into the media-related experiences of the group. Depending on the subsequent thematic learning scenario, the teacher selects about 5-6 suitable statements. Possible examples are listed below, but you can also create your own statements. It is advisable to prepare additional statements and possible follow-up questions to be able to choose according to the time and discussion of the group. The students are asked to stand in the middle of the room and imagine an imaginary line, a kind of barometer, from one side of the room to the other. One side marks the statement "I agree with this", the other side marks the statement "I disagree with this". For better Imagination, the statements can also be printed out and attached to the floor or wall. The teacher starts by reading out the first statement. The students rank themselves on the barometer according to whether the statement applies to them or not. For some statements, gradations are possible. This means that the students do not necessarily have to stand on one side or the other but can also stand more towards the middle on the imaginary line of the barometer (depending on whether the statement is partly true, rather true or rather not true). Once the group has formed up, the teacher can ask questions at certain points to find out details and, if necessary, to stimulate initial, short conversations and discussions. Furthermore, the teacher can ask the students, what they will need to progress on the barometer. The students should then come together again in the middle and the teacher reads out the next statement. Every now and then, the teacher can remind the students that each person should answer individually. If the space is limited or the number of participants is too high, the students can also make their answer visible by standing up or staying seated.

Some possible statements:

1. I use the internet every day.
2. I am never on social media platforms. [Which platforms do you use?]
3. I often post my own content. [What do you share? Where?]
4. I have posted comments before. [What kind of comments? More positive or negative? Where?]
5. I read a hate speech comment before. [What did it look like? What was it about?]
6. I have reported content before. [What kind of content? Reported where?]
7. I think that the tone online is getting harsher and harsher and a lot of hate is being spread online. [What do you attribute this to? Where do you encounter this?]

8. I have several social media accounts and use them several times a day. [Which platforms?]
9. I read comments online. [Where actively?]
10. I use the internet to inform myself about political and current issues. [Which sources of information?]

AIM

The aim of this scenario is for the students to deal with their own feelings and those of their classmates. They learn to read each other's faces carefully and ideally strengthen their empathy.

TOOLS AND MATERIALS

Room with sufficient space to set up the scale and the Statements for the icebreaker activity; Tablets or Smartphones with a free App to make pic collages, Projector or Smartboard and possibly a colour printer to print out the collages for the activity.

TIME

Approximately 10-20 minutes for the icebreaker and around 90 minutes for the activity, depending on the depth of the topic.

ACTIVITY DESCRIPTION

The *Getting to know scale* can be used as a short introduction and to test previous knowledge. Possible statements could be: I often take photographs. I have already taken pictures with a tablet. I know how to edit pictures very well. I can "read" other people's faces well and know what they are feeling. I use smileys in social networks.

Afterwards, the students receive an introduction on the basics of image composition with the help of the handout *Basics of Photography*[9]. Then, in a brainstorming session, the different feelings are collected and written down for all to see.

The students get together in groups of two and take photos of each other. It should be ensured that the photos are taken carefully, have an aesthetic (pay attention to background, framing and light) and that the students do not "pretend" to be in the photo, but let themselves be photographed in the mood they are in, at that moment. Afterwards, the results are viewed together on the projector or smartboard. The classmates should now guess the feelings of the people in the photos. It is not about right or wrong, but about a benevolent exchange about feelings.

Now the students discuss the following questions: How would I like to be seen by others? How do I present myself in photos on social networks and what are the consequences?

Afterwards, each student creates a collage with the app, on which he/she depicts the basic feelings (joy, surprise, fear, sadness, anxiety and disgust). For this, two students work together and first take photos of each other with the tablet or cell phone in the respective emotional states. In the end, each student has six photos in the collage. The respective feelings are written under the photos and a matching smiley is added to each photo.

Finally, 2-3 finished collages are viewed in plenary via the projector. Questions for joint discussion can be: Would you have matched the facial

9 Handout *Basics of Photogrphy*: www.efwi.de/veranstaltungen/schule-mittendrin

expressions on the photos "correctly"? Did you all use the same smileys for the basic emotions? It is often noticeable that everyone uses smileys differently or ascribes a different meaning to them. This can lead to misunderstandings in digital communication (e.g. via WhatsApp). Digital communication also lacks certain features that are present in face-to-face communication and make the written sentences easier to understand (e.g. facial expressions, gestures, posture and intonation). This can lead to disagreements or arguments more quickly because things can be misunderstood more easily. The collages can be printed out later and hung up in the class.

USEFUL TIPS

Students should be allowed to choose whether they want to show their photos via projector. Usually, they like this presentation. When they see their classmates' pictures, they usually overcome their shame. Dealing with feelings can be a sensible topic. Therefore, an appreciative class climate is needed. It is also important that the teacher keeps a protective eye on the class and intervenes if the mood changes or students feel uncomfortable.

STRATEGIES TO INVOLVE THE STUDENTS

Students think of situations from the past where they had strong feelings and perform/present them. If this is too private, they can make up a situation. Ask classmates to name the feelings that the people in the stories have. The aim of the exercise is to make the students aware that not everyone has the same feelings in the same situation. Therefore, the answers are allowed to vary, as there is no right or wrong here. Try to keep the climate the more inclusive possible and to promote a welcoming attitude towards all the feelings and experiences that are shared within the group. Ask questions and stimulate the discussion among the participants but respect everyone's privacy and personal boundaries.

ACTIVITY #4
How Far Would You Go?

THEMES
Teen Dating Violence, Gender-Based Violence. >see GLOSSARY, p. 45

ICEBREAKER
Right – Left: Changing perception
In order to do this icebreaker activity, the materials needed are: a piece of paper for each participant, pens for each participant, calm background music. Ask participants to take a pen in their dominant hand that they are writing with. Then ask them to write the sentence "I am in charge of my dreams and future" with their dominate hand. Then ask them to take a pen in the other hand and write the same sentence. Ask them to share how they felt when they were writing with their dominant hand and what changed when they took the pen in the other hand. Explain that during your lessons you will talk about gender stereotypes that are rooted so deep that it is very hard to stop referring to learned behaviour in certain situations. Having said that, it is possible to train yourself and be able to master writing with both of your hands, same with gender stereotypes, if you have knowledge on how to recognize them, you may train yourself into changing your approach. Students will be reminded of how difficult it is to change one's mind-set without training and that it is possible to change stereotypical thinking with some knowledge and practice. Take time to ask participants about the way they felt when they wrote with a non-dominant hand.

AIM
To recognise signs, characteristics and backgrounds of violence in relationships and dynamics of violence; to question gender roles.

TOOLS AND MATERIALS
- **Annex A, *Story in Steps*** (p.39)

TIME
Around 40 minutes.

ACTIVITY DESCRIPTION
Suggested step by step process for the facilitator to follow.

1. In this exercise, the aim is to find your own boundaries. We will read you a short story about two young people who are getting to know each other.
2. The story is divided into 18 stages (see the Activity sheet "Story of steps") and after each stage you should decide whether you would like to go one step further or if you would rather stay where you are. To do this we will now give each one of you one of these cardboard sheets.
3. Stand here next to each other. We will read the story and at each stage you will decide whether you would like to keep going or stop. If you do not wish to continue, lay the cardboard sheet that we gave you on the spot you stopped on. You may then take your seat again. In any case we will finish reading the story so you do not feel you have to continue to find out what is coming up next.
4. After the story, we will talk about the exercise and ask you why you stopped at the point you did.

5. We have worked through the 18 stages of this relationship. Some stopped relatively early; others went on further. Now we would like to discuss with you at which point you think that a relationship is no longer okay and when you think it would be time for you to leave a relationship.
6. Please observe carefully who went how far.

At this point, in order to stimulate a discussion, it is possible to ask the group the following questions:

- At which level did you "leave"? Why? What did you not like? How did you feel about it?
- Did you go further? What made you decide to go further?
- How do you feel when you meet someone like that?
- What would you need to feel if you decided to leave? How exactly would you do that?
- Who can help you with that; who supports you?
- Would you react differently if the main character was a boy?

Discuss on how violence against boys also happens, and for what reasons; generate discussion about the topic.

USEFUL TIPS

During this exercise, many young people reflect on their own relationship experiences. That is why it is important to create an atmosphere in which each person can feel comfortable enough to speak about their experiences if they would like to, without any pressure.

It is also helpful to explain to the young people that some parts of the story may remind them of their own experiences and that they can reflect on those experiences and decide if they would like to talk about some of them here. As a trainer, if you feel comfortable with it, you may offer the opportunity for participants to approach you if some of them should feel the need to talk to someone privately. We have had the rare experience that young people who are not interested in a mixed-gender relationship already drop out of the story right at the beginning for different reasons that we do not ask in the workshop. Reasons may be the fear of being hurt.

Another reason could be sexual orientation. Violence and control can be just as much an issue in homosexual relationships between young people. This can be highlighted to show that we do not set heterosexual relationships as a standard.

STRATEGIES TO INVOLVE THE STUDENTS

Try not to be judgemental and to show yourself welcoming teenagers' experiences and take note that you can be in a class of students with different sexualities who may have experience ofsome kind of abusive relationship.

ACTIVITY #4
How Far Would You Go?

Annex A
Story in Steps

1.
You are at your friend's party and you see a boy that you like. He looks at you often and smiles at you. You smile back.

2.
Two weeks later you coincidentally meet him on the bus. You talk to each other and you immediately find him very nice – really sympathetic. You find out that he is new in your friend's class and has already been out with her group a few times.

3.
He says that he would really like to see you again and asks for your cell number.

4.
The next day you get a text and he asks you if you would like to go into town with him and the others from the group on Saturday evening.

5.
The evening is great and you have a lot of fun together. He is really charming, looks good and you have the feeling that the other girls envy you because he is so interested in you.

6.
You start seeing each other more often, get to know each other more and you notice that you have fallen in love with him, and he in you. You see each other almost every day. After school, he usually waits for you and accompanies you home.

7.
He calls you a lot and is interested in what you are doing at the moment and with whom you are out with.

8.
You notice that he does not like it when you do something in the evening without him, for example if you would like to go out with your girlfriends. Then he is always in a bad mood and makes stupid comments about your friends.

ACTIVITY #4
How Far Would You Go?

Annex A
Story in Steps

9.
This is why you often argue with each other. One day you would like to, for example, go to the outdoor swimming pool with your friends. He gets angry and tells you that he does not want you to go. After this argument, he apologises to you and explains that it is because of the other boys there who would see you "half-naked".

10.
After that things are really nice with him for a while. He is tender, showers you with compliments and you notice how much he loves you. But then you get into another argument because you would like to go out with your friends one evening: He thinks that you are cheating on him with another boy and that is why you do not want him to come along.

11.
Afterwards he asks you exactly what you did and who was there with you. You tell him but he does not believe you.

12.
He talks badly about your girlfriends and says that he does not want you to hang around with them. They have a bad influence on you. He especially and obviously does not like your friend Sonja. He calls her a "slut". You tell him that he should stop insulting your friends. But you keep a little distance between you and Sonja anyways, just so he does not get angry.

13.
Over the next few days, he behaves as if nothing happened, he is really sweet to you and even gives you presents. For a while you really get along well with each other. He fulfils your every wish and you feel really good.

14.
He gets jealous very easily, for example if he sees you talking to other boys after school when he picks you up. He insults you more often with hurtful words and once he yelled so loud and towered himself over you that you were even scared of him.

ACTIVITY #4
How Far Would You Go?

Annex A
Story in Steps

15.
But in the afternoon, he apologises again. He says he had lost control and that you are so very important to him that he cannot stand the thought of someone else liking you too.

16.
He says that you belong to him and that is why you should not go out without him anymore; he simply cannot bear it. He says that otherwise he will break up with you.

17.
After the school party, to which you went without him, he was waiting for you on your front doorstep and reproaches you for it. He yells at you, becomes more and more angry and hits you in the face.

18.
The next day you get a text in which he apologises and swears that it will never happen again.

ACTIVITY #5
What I Like And What I Do Not Like

THEMES
Gender Stereotypes, Social Norms, Gender Roles.
> see GLOSSARY, p. 45

ICEBREAKER
This is not a spoon[11]
With the group standing in a circle, place an object on a chair in the middle of the group, for instance a spoon. Ask the first person to pick up the spoon and say 'This is not a spoon, it is…' and without saying anything, the person acts out what else the spoon can be (for instance a flute, a shovel, a mirror, a comb, a toothbrush etc.). The group tries to guess the new use of the object. People in the group go one by one, acting out different uses of the spoon.

AIM
To explore the pros and cons of being a girl and a boy. Explore social attitudes and expectations and possible limitations in being a boy or a girl. To empathise with one another, to understand the social construction of gender.

TOOLS AND MATERIALS
- Coloured sheets of paper
- **Annex A, *Activity Sheet*** (p. 44)

TIME
Around 45 minutes.

11
Source: Grahame Knox (2021) *Icebreakers for small groups*. UK: Insight Typepad: insight.typepad.co.uk/insight/icebreakers_and_games/

ACTIVITY DESCRIPTION
1. Hand out a copy of the relevant worksheets to boys and girls
2. Give them 5 minutes and ask them to fill it out
3. Once the students have finished, ask them to take their worksheets with them, stand up and clear the space so they can move around freely.
4. On the floor, place empty coloured sheets of paper and spread them around
5. Explain to the students that they will be walking around the room until you call 'pairs!. When 'pairs' is called they have to run as fast as they can, careful not to bump into anyone, and stand on a piece of coloured paper on the floor. Only two people are allowed on a sheet of paper at a time.
6. Explain that you will read out a question which they will discuss in their pairs, for two minutes in total. At the end of the two minutes they will hear the word 'Walk' again and they need to start walking around the room until 'Pairs' is called again. Then they form a new pair and discuss the second statement and so on. They can use what they wrote on their worksheets to help them answer the questions asked
7. Ask the students to start walking. You can use the following questions for the pairs. It is also quite helpful if you write down the students' answers on the board or flipchart. This part is estimated to take around 20 min.
   - What I like about being (my gender) is...

- What I don't like about being (my gender) is...
- I wish I was (the opposite gender) because I could...
- I think that being (my gender) has the following advantages...
- I think that being (my gender) has the following disadvantages...
- Something that is not the 'norm' for my gender but the other gender can do, is...

8. Wrap up the activity with the following reflection questions (20').
   - What did the girls like about being girls? And what did boys like about being boys? What are the perceived advantages of being a girl/ boy?
   - What didn't girls like about being girls? And what didn't boys like about being boys?
   - What do you observe looking at what we have written on the board? (Discuss any similarities and differences, for instance: Do boys like doing the same things that the girls said they would like to do if they were boys? Do girls like the same things that boys would like to do if they were girls?)
   - Were there any things that boys and girls could not do because of their gender?
   - Why do you think this is so?
   - Should young people abide by these norms and limitations do you think or not? Why or why not?

ACTIVITY #5
What I Like And What I Do Not Like

Annex A
Activity Sheet

What I like about belonging to my gender:

What I do not like about belonging to my gender:

People belonging to another gender are lucky because:

GLOSSARY

DISCRIMINATION

Behaviour that hurts a person or a group due to prejudice against them. It can take the form of mass demonstrations (for example the extermination of the Jews in concentration camps) or in small daily gestures. Some examples: Making fun of a boy because he is homosexual or because we think he is; Not inviting a girl to a birthday party because she is Muslim; Mocking foreign classmates because they are still learning Italian.

GENDER

The word "gender" refers to the perception and definition of oneself as a man, woman or other. This is the result of a synthesis of biological, psychological, relational influences, and the social context in which one lives.

GENDER-BASED VIOLENCE

Gender-based violence includes all forms of discrimination or harmful behaviour perpetrated against a person based on sex, gender or sexual orientation (real or perceived). It is generally directed against women - partners, daughters, sisters, mothers, acquaintances, etc. - by men, and is closely linked to the "roles" that society attributes to men and women, defining their rights, duties and spaces of freedom, beyond individual peculiarities. It can be trigged in all those situations where the person does not comply to the socially approved and recognized "gender role".

GENDER STEREOTYPE

A gender stereotype is a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men. A gender stereotype is harmful when it limits people's capacity to develop their personal abilities, pursue their professional careers and/or make choices about their lives. Whether overtly hostile or seemingly benign, harmful stereotypes perpetuate inequalities. Gender stereotyping is wrongful when it results in a violation or violations of human rights and fundamental freedoms.

HOMOLESBOBITRANSPHOBIA

A set of negative emotions, attitudes and actions towards non-heterosexual and/or cisgender people, based on stereotypes and prejudices legitimised by value systems and social norms.

INTERSECTIONALITY

Term used to describe the overlapping of different social identities that simultaneously contribute to discrimination, oppression, or domination. According to this perspective, racism, sexism, ableism, homophobia, xenophobia and all prejudices based on intolerance do not act independently but are interconnected and create a system of oppression that reflects the intersection of multiple forms of discrimination.

LGBTQI+

Acronym for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual. The + also indicates all those gender identities and non-heterosexual and non-binary sexual orientations that do not fall within the letters of the acronym.

MEDIA LITERACY

Media literacy is "all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both traditional and new forms of media (...). It is closely related to active engagement in democratic life, to citizenship and the ability to exercise judgment critically and independently as well as to reflect on one's own actions, and can thereby enhance young people's resilience in the face of extremist messages and disinformation" (definition taken from the Council conclusions on developing media literacy and critical thinking through education and training adopted on 30 May 2016)[12].

PREJUDICE

Judgment about flesh-and-blood people or groups that is based on a simplified perception of people's realities, lives, and identities. It is caused by fear of differences. It can often cause discriminatory behaviour. Some examples: Philip is effeminate, so he is homosexual; Fatima is Muslim so she is a terrorist.

PSYCHOLOGICAL VIOLENCE

Series of behaviours that aims to devalue a person by placing him/her in a condition of subordination and damaging his/her psychological and emotional well-being.

12

Document available at::
www.consilium.europa.eu/it/press/press-releases/2016/05/30/eycs-conclusions-developing-media-literacy

SEX

The word "sex" refers to the sex assigned at birth (based on the anatomy of a person).

SEXISM

Sexism is prejudice or discrimination based on one's sex or gender. Sexism can affect anyone, but it primarily affects women and girls. It is linked to stereotypes and gender roles, and may include the belief that one sex or gender is intrinsically superior to another generating and implementing gender-based violence, discrimination and inequality. It may arise from social or cultural customs and norms.

SEXIST HATE SPEECH

Hate speech is defined by the Cambridge Dictionary as "public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation" (www.dictionary.cambridge.org). Hate speech is "usually thought to include communications of animosity or disparagement of an individual or a group on account of a group characteristic such as race, colour, national origin, sex, disability, religion, or sexual orientation". Sexist hate speech relates to expressions which spread, incite, promote or justify hatred based on sex. Some groups of women are particularly targeted by sexist hate speech (notably young women, women in the media or women politicians), but every woman and girl is a potential target for online and offline sexist hate speech. The increasing availability and use of Internet and social platforms have contributed to growing occurrences of sexist hate speech.

STEREOTYPE

Predetermined opinion that is not based on direct experience but on a cliché. A stereotype can be both positive and negative. Some examples: people with college degrees are smarter, homosexuals are effeminate, Muslims are terrorists, men are better at math, women are better at cleaning the house. When a stereotype sets in, it can create prejudice.

TEEN DATING VIOLENCE

Physical, sexual, or psychological/emotional abuse within an adolescent dating relationship.

VIOLENCE

An act or behaviour that uses physical force (with or without the use of weapons or other means of offence) to harm others in person or in property or rights.

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Moterų informacijos centras

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medien + bildung.com

Strategic Reactions is a playful tool designed to contrast the use of hate speech and gender stereotypes amongs teenagers (12-to-18 years old).

This publication illustrates the rules of the card game and proposes five didactic activities to understand deeper the issues.