



With financial support from the Daphne Programme of the European Union

## **Daphne project- LOG-IN: Laboratories On Gender violence In New media**

### **Guide lines for practical exercises for adults**

By Centro documentazione donna- Modena

#### **1. Introduction**

The aim of this guide is to provide a training course for adults (educators, teachers and parents) to promote awareness of the issues surrounding gender violence and the responsible use of social networks and new media by young people. The course is the ideal supplement to the workshops for young people proposed by the Log-in project.

The project will create a series of workshops for adults in a variety of European countries, as a primary form of prevention of gender violence.

The material presented in the workshops is not to be taken as a rigid model, since one of the presuppositions of the project itself is the need for contextualisation. In other words, each local reality should be able to take ideas and methods from the guide and adapt them to local conditions.



## **2. General objectives**

The LOG-IN project (Laboratories On Gender violence In New media) will run a series of workshops for young people in formal and informal educational settings.

The project has the following general objectives:

- to prevent damaging and violent behaviour among young people in their use of social networks and new media;
- to create awareness among young people of the issue of gender violence and the role that new technologies and social networks can have in promoting and diffusing gender stereotypes;
- to inform young people about the legal aspects of the publication of information, images and data in social networks, and promote a legitimate and correct use of these new means of communication;
- to propose new models of gender relationships based on mutual respect;
- to propose positive ways of using new technologies, and to demonstrate how social networks and new media can be used to communicate, learn, exchange opinions and participate in social and political life;
- to exploit social networks and new media to produce positive messages not only in the private sphere, but also in launching communications campaigns aimed at contrasting gender violence.

The new forms of communication generally used by young people (social networks, messaging, chat, dedicated APP's, etc.) often promote attitudes and methods of communication which contribute to the creation of an environment in which gender violence is possible, tolerated or even facilitated.

Adults do not always have the tools for discussing such matters with young people, via the same media.

The training course is intended to provide some clear notions about the issues in question and proposes a discussion with participants on how best to deal with the subject.

## **4. Expert's qualifications**

The expert or group of experts who will run the workshops must be expertly familiar with the following issues:

- Gender difference, gender roles (understand culturally rooted gender differences, recognise sexual stereotypes, recognise their consequences including discrimination and violence)
- Various types of gender violence (understand the various types of gender violence: psychological, physical and sexual, and their impact on young people and adults)
- Young people and new media (familiarity with the major channels used by adolescents –social networks, video streaming, etc.)
- Notions of data protection in new media.

If possible, it would be preferable to have a couple (man/woman; different generations, etc.) of experts to conduct the workshops, to testify to the potential for mutual enrichment in concrete terms.

The expert should also have experience in running group workshops, using dialogue and interactions. Indeed, the workshops must actively involve the entire group.

### **Flexibility**

The group is more important than the formal agenda. On some days things work out, on others they don't. Make use of suggestions put forward by the group.

Flexibility is one of the most important skills of a facilitator. Flexibility extends to nearly every aspect of facilitation and must be employed in organisation, decision making and problem solving.

A good facilitator responds to change with a positive, creative attitude.

### **Inclusion**

Everyone's contribution is valuable. We can all learn from others. Everyone of us has some of value to offer and each of us has a story to tell. The facilitator's job is to provide a safe arena in which every participant is motivated to make a contribution to the group. Many people are not at ease with public speaking. In some cultures, people are less accustomed to presenting their individual ideas. If the group includes persons from various cultures, try to find out as much as you can about their cultural background. The best source for such information will be the person in question. Participation is not obligatory. Some people may only be part of the group and be quite content to simply listen and learn. The facilitator can check from time to time with less active participants whether they want to make a contribution, but this should always be done in a gentle way rather than directly. Move on quickly if a more silent participant does not wish to contribute, to avoid embarrassing them. A good facilitator encourages people to contribute to their full capacity and as widely as possible.

### **Creativity**

Try out new approaches. Try out new ideas. Look at things from different perspectives. Facilitators are often faced with uncertainty. Facilitating creativity means finding new ways of doing old things, to add variety and stimulate interest. It means taking risks and seeing things from other points of view.

Since facilitation skills are constantly developing, an effective facilitator must always be looking to discover from others how to do things differently, and seek information from books and online. He must try out new learning processes, collecting new ideas and reconsidering old ones, in relation to the response and comments he gets from participants.

### **Humour**

Lighten up the atmosphere when the going is hard. Laugh at yourself. Laugh WITH the group, but never AT anyone.

## **5. Structure, duration and frequency of the workshops**

We propose below a schedule for the workshops, consisting of three **weekly** or fortnightly sessions, to enable the participants to maintain their level of learning and enthusiasm. The sessions have been designed to be consecutive, each session exploits the knowledge and skills acquired in the preceding one.

Each session lasts for around two hours.

### **Numbers**

The workshops should be attended by classes of 20- 25 students.

Due to the interactive nature of the workshops, smaller groups promote better participation and involvement.

### **Target**

Preferably mixed groups of men and women, combining various types of target such as teachers and parents.

If one wishes to organise a course for teachers only, one or more sessions could be dedicated to training the trainers in specific activities to be re-proposed in the course of their work as educators.

## **Proposed programme**

The following proposal covers the activities for each session, with the approximate duration of each activity. This is just a proposal, each expert will adapt the time and activities in a flexible manner, also in consideration of the degree of participation and discussion of each group.

In general, the following subjects will be covered:

- 1- Educational rules for the use of new media (positive potential and criticalities – optional consideration of legal aspects; optional consideration of assertiveness);
- 2- Stereotypes and prejudice:
  - Cultural consequences (sexism, homophobia, racism)
  - Behavioural consequences (bullying, cyber-bullying, gender violence)
  - Implications for the construction of identity;
- 3- Definition of gender violence (Istanbul Convention);
- 4- Examples of "innocent" conduct related to possessiveness and the need to control;
- 5- Examples of "virtuous" conduct: active citizenship and participation in relation to the theme of gender violence (the role of adults).

In order to monitor the activity, a tool for an initial evaluation should be devised which gathers the social and civil data of the participants, their level of familiarity with new media

and their sensitivity in relation to gender violence, and a tool for a final evaluation to gather information about the perceived value of the initiative.

This makes the total duration of each course 6 hours.

Should the course be run specifically for a group of teachers, it could be extended to a duration of 12 hours (4 workshops of 3 hours each), part of each session being dedicated to sample activities to be run with their students and a final session to support the teachers in scheduling their teaching activities (identify activities or discussions to be held independently, or understand how to introduce the subject of gender violence into the curriculum).

### **FIRST SESSION**

GENERAL THEME	OBJECTIVES	ACTIVITIES/MATERIALS	DURATION
<b>Presentation of the expert</b> <b>Presentation of the project</b>	To present objectives and understand the working method	Power point presentation with photos and project website	15 min.
<b>How do young people use new media?</b> <b>How do adults use them?</b>	To promote participation by all participants To verify knowledge and opinions	Power point presentation with images taken from FB profiles Discussion	45 min.
<b>Educational rules</b>	To present and reflect on educational styles	Lecture Role plays	20 min.
<b>Assertive communication</b>	To present some considerations on assertiveness	Lecture Role plays	40 min.

## **SECOND SESSION**

<b>GENERAL THEME</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES/MATERIALS</b>	<b>DURATION</b>
<b>Stereotypes and prejudice</b>	To unmask preconceived ideas	Activity: project a short section of a film highlighting frequent stereotypes (e.g.: 'Welcome to the sticks' or "Welcome to the South")	20 min.
<b>Gender and sex (nature and culture)</b>	To understand the definitions and the differences between sex and gender; to focus on what is determined by a shared culture	Power point presentation with images or Y4Y: 1.1	10 min.
<b>Sexism, racism, homophobia</b>	To recognise the negative impact of gender roles; To understand the connection between gender socialisation and the distribution of power	Examples from FB	30 min.
<b>Definition of gender violence</b>	To present the correct definition as set out in the Istanbul Convention	Power Point presentation	10 min.
<b>The different types of violence</b>	To recognise the various types of violence (physical, sexual, psychological) as well as bullying and cyber-bullying	Lecture	20 min.
<b>The right to be different; the right to live without discrimination</b>	To reflect on how an identity is constructed during adolescence	Lecture and discussion	30 min.

### **THIRD SESSION**

GENERAL THEME	OBJECTIVES	ACTIVITIES/MATERIALS	DURATION
<b>Young people's perception of violence in their emotional relationships</b>	To understand the nature of gender violence among adolescents	Lecture	20 min.
<b>"Good boys and girls"</b>	To understand and recognise examples of "innocent" conduct related to possessiveness and the need to control	Lecture Role plays	40 min.
<b>Legal aspects of data protection</b>	To present privacy rights and obligations	Lecture and video by the Data Protection Authority	20 min.
<b>Active citizenship</b>	Examples of the positive use of new technologies	FB pages Lecture Discussion	40 min.