



A

HANDBOOK

OF

ACTIVITIES

FOR

PREVENTING

SEXUAL VIOLENCE

IN



IFM-SEI

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Who are we?

The International Falcon Movement – Socialist Educational International is an international educational movement working to empower children and young people to take an active role in changing society for the better and fight for their rights. We are an umbrella organisation of fifty child and youth-led movements all over the world, educating on the basis of our values of equality, democracy, peace, co-operation and friendship. The UN Convention on the Rights of the Child is a key document for IFM-SEI. Through our member organisations and our international movement, we aim to ensure that children and young people are well informed about their rights and are empowered to ensure they are respected. To reach this goal, we organise a variety of activities including seminars, training courses, international camps and conferences. Our work is based on peer education; as we believe that young people have as much to teach as they have to learn.

Using this handbook

In IFM-SEI we believe that education is a powerful tool for social change and so in this pack of activities designed to help you plan and run activities on becoming active bystanders and preventing sexual violence we aim to give you the tools to educate and in doing so bring about social change. The pack is split into three parts:

- activities for leaders
- activities for children
- activities for young people

Before starting to plan activities, we suggest you browse the whole brochure and engage with some of the activities for leaders. They are designed to help you self-reflect and think about sexual violence in your organisation and wider society. Sexual violence is a sensitive and complex topic and it is important to feel well-prepared before running activities with children and young people.

What is the I act project?

I Act is a project looking at preventing sexual violence using the active bystander approach. Being an active bystander means taking responsibility and choosing to act when you see something happening that could either lead to, or is an act of sexual violence. Each individual action might not seem like it can make a difference but when we all choose to act, we can create a bigger change.

We like to think of IFM-SEI and our organisations as safe, utopian spaces, which are different from the societies in which we live. But the reality is that we are a still part of wider society. Patriarchy, misogyny, violence and many many other structures of power and hierarchy continue to exert their influence. Combined, they produce the ideal context for sexual harassment, assault and rape.

However much we want to believe that our organisations are non-hierarchical, equal and full of reflective feminist young men, sexual violence

still happens within our member organisations and on IFM-SEI events.

Our motto is 'education for social change'. But how can we try to change society in a meaningful way when IFM-SEI's spaces do not live up to our own ideals? 'I Act' is about changing the culture of our organisations, little by little, so that we in turn can change society.

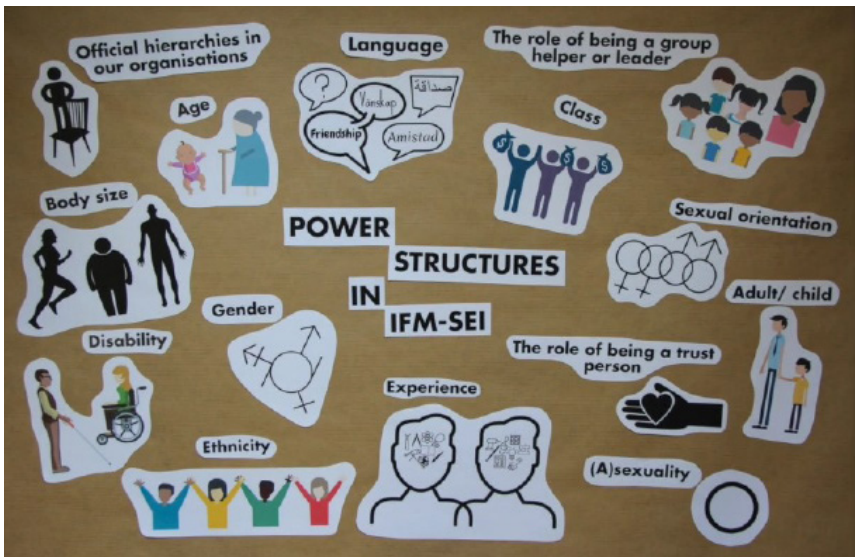


Remember!

- Sexual violence is unfortunately a part of our society and happens more often than we like to admit or discuss. We like to think that our organisations are alternatives to the societies we live in, and that therefore, they are safe spaces where sexual violence does not occur. Our organisations are part of wider society; sexual assault, rape, grooming and all other forms of sexualised violence happen in our movements. Accepting that it is an issue, reflecting and communicating about it and becoming active bystanders will make a huge positive difference both in our organisations and beyond.
- Sexual violence is a sensitive issue. It is always important to bear in mind that the children, young people and leaders you are working with may be survivors. The activities and discussion could trigger distressing memories or thoughts and in general, sexualised violence is a difficult topic for many to contemplate because it is rarely discussed openly in society. Therefore it is important to be sensitive and responsive to people's reactions when facilitating. It is paramount that you and the participants feel as safe and supported as possible to facilitate and take part in these activities. Make sure that you explain the content of the workshop to everyone before you begin and assure the participants that they can take a break at any time. Furthermore, whilst encourage you to push your limits, you should also keep your own wellbeing in mind it is necessary to question your own assumptions, analyse power structures it is also important to keep your well being in mind.
- You are not a superhero! - and you don't need to be one to take action and be an active bystander. Although you should do everything you can to prevent sexual violence, you won't always be able to avoid incidents from happening. Sexual violence is pre-meditated by the perpetrator; if they want to commit sexual violence, they will try to find a way to do so. in our society, that it is difficult to recognise it when it happens.

.Sexualised violence is not always blatant. It is often insidious and is treated as normal in our society, meaning it can be difficult to recognise, but it important to be aware and vigilant and for more people to feel empowered to intervene.

- This handbook is the result of an IFM-SEI training course, rather than professional advice. We can't provide a step-by-step plan or instruction book, but a framework to help you reflect on the topic and think about how you can work on it with children and young people. It has been an opportunity to share the reflections of our own learning process.
- We want to encourage you to build on this project, that is why there are blank pages and free space for you to write down your own experiences, ideas and suggestions. We would also encourage you to share these contributions on the I Act online platform so that other leaders can use them - <http://s.coop/iact>



Definitions

Creating definitions that are all encompassing and that everyone understands in the same way is tricky to say the least. We have tried our hardest to do that but recognise that some people may disagree with our definitions. We would love feedback / support with this so please do get in touch and let us know your thoughts

Sexual violence

Any act, sexual or not, targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent. Some people prefer to use the term 'sexualised violence' which is an interchangeable term but might imply the use of sexuality as a display of power and violence.

Sexual abuse

Any act or attempt to obtain a sexual act by violence or coercion or unwanted attention.

Sexual assault

A sexual act in which a person is coerced or physically forced to engage against their will including non-consensual sexual touching of a person. Sexual assault is a form of sexual violence, and it includes rape, groping, child sexual abuse, or the torture of the person in a sexual manner

Sexual harassment

Bullying or coercion of a sexual nature including verbal, physical and online interactions. Unwelcome or inappropriate promise of rewards in exchange for sexual favours.

Rape

A type of sexual assault usually involving sexual intercourse or other forms of sexual penetration carried out against a person without that person's consent. The act may be carried out by physical force, coercion, abuse of authority, or against a person who is incapable of giving valid consent.

Grooming

To prepare or train (someone) for a particular purpose or activity. In the context of sexual violence it is used to describe the situation in which someone delivers special attention to another person in order to build a relationship of trust aka in order to bring down their self defence and make them more vulnerable.

Sexual activity

The manner in which we experi-

ence and express our sexuality. This includes direct sexual acts as well as conduct and activities which are intended to arouse sexual interest such as strategies to find or attract partners.

Victim

Person who experiences or has experienced sexual violence or other harassment

Survivor

A more empowering term than victim. A person who has experienced sexual violence and survived. It is important to respect both terms and think why people might use one definition over another.

Perpetrator

A person who commits sexual violence. They can be anyone (age, gender, race/ethnicity, class...)

Bystander

Anyone who sees an act of sexual

violence or any harassment. There are two types of bystander, the passive one and the active one.

Passive: anyone who does not pay attention and give importance to the situation, feels it is not their responsibility.

Active: anyone who takes an action and recognises their ability to help. Taking an action can be supporting the victim, asking for help or directly challenging the perpetrator.

The aim of this activity pack and the I Act project is to educate and empower people to become active bystanders within their organisations and beyond. Small repeated actions will lead to positive culture change.

These definitions and activity pack are by no means exhaustive, we encourage you to do further research and reading on related topics to broaden your understanding.

Related topics to research:

- Binary division / structures
- Heteronormativity
- Institutional sexism

Consent

Confirmation from someone regarding something, which affects them whether directly or indirectly. Consent is vital in any act regarding sex whether it is between two long-standing lovers or two new acquaintances. Consent can be verbal or non-verbal and must be given and most importantly received clearly. The flowchart on the next page is presented as questions to ask yourself, but being an active bystander can also mean noticing when consent isn't given.

HAVE I GOT CONSENT?



Self-reflection for facilitators

As a facilitator, it is important to be conscious of several things when running workshops on these topics. To be aware that participants will have their own personal experiences and that a reflective workshop are seen by some as a space to reveal personal information. Considering the topic this can have its issues. We should refrain from giving advice, as we are not trained counselors or trained sexual health workers. To avoid this try and keep conversations general and societal rather than personal but do consider mentioning available external services that are on hand to help because there is no use in highlighting the problems in society if we do not also offer solutions. Also, be aware that what one person needs to feel safe can often contradict with what another person needs to feel safe. An easy way to explain this is temperature. Where some participants might feel comfortable with the room being a certain temperature, some others might not. The best way to deal with this is to compromise as long as it doesn't infringe on anyone's safety or well-being and this goes for all issues not just temperature. Some other things to consider as a facilitator include:

- Reflect on power dynamics/relationships and how they lead to violence? Think about vulnerability, power, privilege and manipulation.
- People are different (especially in an international context)
- Have a safe space and exit strategy. The environment that we aim to create is that of a safe space. This means that the children should not feel threatened and they should have the space to express their views. As the topic can be sensitive, you should make it clear that the children should only share what they feel comfortable sharing and that they can stop at any point. An exit strategy, such as a common sign or 'stop' word, should be agreed by the group so that the activity can be paused at any point if they wish. Alternatively, you could have an area of the room that is the 'out of the activity' area that the children may sit in if they want to step out. Ensure this is in the same room in a place where the children are clearly in view of the leaders.

Sexual violence can be a difficult topic for many to contemplate and

discuss. Therefore it is important to be sensitive and responsive to people's reactions when facilitating, it is paramount to ensure that participants and you yourself feel safe and are supported. It is therefore recommended to have a sign or common word that indicates the workshop should be paused at this point if someone is finding it difficult but feels able to openly discuss their issues. We would also strongly recommend that a separate space is designated for people who need to leave the workshops where a facilitator can then come and speak with them alone.

Facilitating workshops and sessions on the topic of sexual violence can be emotionally intense and draining. Keep your own wellbeing in mind. Selfcare is very important and, while we encourage you to push your limits and question yourself you must always make sure that you aren't making yourself unwell. We also recommend where ever possibly that you run workshops with at least two facilitators to ensure a proper debrief / reflection occurs after the workshop, this may also be an appropriate time to think about any next steps if there were any disclosures before, during or after the activity.

Disclosures

The I Act project itself doesn't aim to deal directly with how to respond to disclosure of sexual violence but it is quite possible that while working on this topic disclosures will occur. We therefore recommend that before running workshops there is a clear plan in place for responding to disclosures. Some IFM-SEI organisations already have a strong safeguarding plan in place within their organisations, however if this is not the case we recommend looking for external organisations that can support people making disclosures. A great example would be that available on endingviolence.org

The experiential learning cycle

The experiential learning cycle is a 'learning-by-doing' approach which can be helpful when planning your sessions. While the different phases may not always be obvious, most activities are planned with this four-stage cycle in mind.



Experience

This phase simulates opinions and feelings through the act of experiencing or doing something.



Apply

Participants use what they have learned and consider what actions they can take to contribute to change.

Reflect

Participants share observation, reactions and feelings about the experience



Generalise

The group looks for patterns and considers where there are real-world similarities.



Power dynamics

AIMS:

- To recognise the importance of power dynamics in different roles
- To realise the power you hold as a facilitator
- To know importance of power dynamics in relation to sexual violence
- To think about abuses of power but also about using the power we have in a positive way

MATERIALS:

- Pens
- Small pieces of paper; enough for 10 each
- The I Act video on power structures - <https://vimeo.com/164586743>

STEP-BY-STEP INSTRUCTIONS:

1. Give each participant 5 small pieces of paper. Ask them to write down 5 roles they hold in day to day life, for example group leader, daughter, uncle, partner, parent, teacher, student etc. Give them 5 minutes to do so.
2. Next ask them to order these roles in terms of how much power they give them from most to least, give them 2 minutes to do this.
3. Ask for participants to feedback to other facilitators about the order, some useful questions to initiate discussion:
 - Why they feel you have more power in some roles
 - Are these reasons static or changing?
 - Do you hold different types of power e.g. the power dynamic as a child versus a parent, employee vs. boss
4. Next ask people to write down some of their innate characteristics and again order them based on how much power these parts of their identity provide. For example transgender, white, queer, man, upper-class, able bodied etc

DEBRIEF:

- Have you thought about your roles, identity and power in this way before? Was the activity difficult?
- How do each of these roles and parts of your identity give you power or take power away?
- Are there certain characteristics or roles which could give you varying degrees of power depending on the situation?
- Is it possible to completely separate these different facets of our identities from one another? It is useful to remember that our identities are intersectional and so it is difficult to talk about the power one might have as a woman without also considering ethnicity, sexuality, class etc.
- How might these parts of our identity relate to a discussion of sexual violence? Are there any which are more or less relevant given the topic?
- Remember that any relationship has the potential for sexualised violence but certain identities or roles are statistically more likely to be a perpetrator or a survivor of sexual violence.
- As educators, you should also discuss the power you have over a group of children or young people, and be aware of the fact that some educators abuse their power, and some even seek out roles and responsibility with young people in order to commit sexual violence.
- Remember, however, that power is not innately a negative thing. The bystander model and I Act project are about fighting back against destructive power dynamics and utilising the power we do have for positive cultural change.

Dictionary definitions?

AIMS:

- To get a group understanding of relevant terms
- To realise the fluid, imperfect nature of such definitions
- To establish working definitions for use in further work

MATERIALS:

- Pens and paper
- Pre-prepared definitions from this handbook

STEP-BY-STEP INSTRUCTIONS:

There are 3 methods of discussing the definitions. As a group you can choose which 1 (or 2, or all 3!) will work best, based on group size and dynamic.

Option 1: Entire group open discussion

If you are a small group of facilitators, this may be the easiest method but is likely to take a long time if you want to discuss all the definitions.

1. Put the definition somewhere where it is visible to everyone, e.g. a wall or a easel. Ask people what they think of this definition, what they like, what they don't like, what they don't understand.
2. As the discussion goes on draw on the definition to highlight what is being said.
3. Repeat for each of the definitions, with quick energisers at any point!

Option 2: Small group rotations

1. Divide participants into small, equal groups and give each 1+ definitions.
2. Use an alarm to give the groups 5 minutes to discuss and annotate each definition.
3. Swap or rotate the definitions between the groups. When every group has discussed every definition ask the final group to feedback and allow other groups to comment further.

Option 3 Silent discussion

1. Place the printed definitions around the space with pens beside them. All facilitators should wander the space, read the definitions and write anything that comes to mind on the definitions. Participant should respond to the definitions, but also each other's ideas.
2. Give an appropriate amount of time (e.g. 15 minutes = 3 minutes for each definition). Let people know when the time is up, but respond to the group's engagement, giving extra time or call everyone together earlier as appropriate.
3. Ask one person to summarise the discussion on each of the definitions and allow the group to elicit wider, verbal discussion.

DEBRIEF:

- Which definitions do you agree with? Or which were controversial?
- Which definitions would you alter, and how?
- How might our definitions differ from those in wider society and those used in legal contexts?

We encourage you to come up with your own definitions in your own languages and share them with your movement and us on Social Media using the #IAct #ActiveBystander and #Definitions hashtags.

Stats & facts

AIMS:

- To know how common sexual violence is
- To understand the nature of sexual violence and the characteristics of the perpetrators
- To gather up-to-date facts and statistics about sexual violence in your area

MATERIALS:

- Devices with internet access
- Large sheets of paper and coloured pens

STEP-BY-STEP INSTRUCTIONS:

1. Split participants into group and ask them to look up statistics and facts about sexual violence in your country/ area/ context. Consider:
 - statistics of sexual violence against specific groups e.g. LGBTQ+, trans people, prisoners, military staff, men vs women breakdown.
 - statistics about whether perpetrators are already known to the survivorThe research should also include information about appropriate organisations which working to prevent sexual violence in your areas.
2. Each group should write down what they find on a poster and present it to the rest of the group with time for comments and feedback.

DEBRIEF:

- Why are statistics important for conveying the reality of sexual violence and encouraging bystanders to be active?
- What are the problems with official statistics? Why might it be difficult for statistics to reflect the reality of our societies? Much of the data recorded will refer only to the legal definition of rape. In IFM-SEI, we believe that sexual violence covers a much wider spectrum of physical and psychological abuse and micro-aggressions. Moreover, the majority of rapes go unreported.

Active bystander model with Augusto Boal

AIMS:

- To understand and experience the active bystander model
- Introduce the methods of Augusto Boal
- To witness how small individual actions can make a big difference in preventing sexual violence and creating wider culture change
- Empowering people to be active bystanders

MATERIALS:

- Resources on the active bystander model
- Printed version of the sexual violence scenarios or pre-prepared scenarios that are relevant for your own group
- Paper and pens
- Post it notes or small pieces of papers
- Space and chairs to create a theatre environment

PREPARATION:

Prior to running the workshop, we encourage you to do some more research on the active bystander model. You can start with the I Act online platform and look at some of the resources listed in this book. We also found this video a useful way to introduce the active bystander model; it shows the many stages and possibilities to intervene in a potential act of sexual violence

<http://s.coop/bystandervideo>

You could also read about the theory behind this method which was first developed by the Brazilian theatre practitioner Augusto Boal who believed in the use of theatre to achieve social change.

Make sure you have the scenarios prepared and printed and you have thought yourself about different actions you might take as an active bystander. Have post it notes or small sheets of paper ready.

There are three possible methods for this workshop, so give some thought as to which will be most appropriate for the space you are working in as well as the size and dynamic of the group you are working with. We found the first Forum Theatre method, from Boal's Theatre of the Oppressed really useful and energising to not only think about, but to experience becoming an active bystander.

STEP-BY-STEP INSTRUCTIONS

Option 1:

1. As a group, read each of the scenarios aloud in turn.
2. Split the group into smaller groups of 3 to 6. Hand out, or ask each group to choose one scenario and explain that they should prepare a short piece of drama to act out the scene to the others. Explain that they will act out the scenario to the others. The first time they do so, the audience cannot intervene. However, the group will act their scenario out a second time, during which members of the audience should intervene, and change the direction of the situation. To intervene, a member of the audience should clap and shout "Stop!". They then touch one of the actors on the shoulder and swap to take their place. Remind the participants that whilst they are devising a play for their situation they should also think about different ways in which somebody could intervene
3. Give the groups 10 - 15 minutes and then ask them to come back together and form a space with a 'stage' and an audience. In turn, each of the groups should perform their play as it was prepared for the first time. Remind the participants of the rules of forum theatre. Any of the actors can be swapped out - bystanders, victims and perpetrators.
4. The scenario can be repeated as many times as desired to play out many potential bystander interventions.

Option 2:

1. Split the group based on the number of scenarios you have printed out and hand one out to each. Ask them to come up with one or two potential methods to prevent sexual violence in the scenario by intervening as an active bystander. Depending on the group, you could write some potential methods of intervention for the groups to choose from to start with.
2. After 5 minutes, rotate the scenarios between the groups and ask them to repeat, looking at the previous group's ideas and coming up with new methods.
3. When all groups have seen each of the scenarios, come back together and ask one person from each group to summarise the responses before debriefing.

Option 3:

1. Read each of the scenarios as a group and have an open group discussion about each one in turn. You could pick apart the depiction of sexual violence in the scenario; what sort of power structures are at play; who is the perpetrator and the victim?
2. Discuss what different bystanders could do in the scenario. Record the discussion by writing each idea on a new post-it note and sticking it onto the relevant scenario. Set a 5 minute time-limit for each scenario and then stick them up around the space. Repeat for each scenario in turn.
3. Next, give the participants 10-15 minutes to walk around the room and add any further methods / notes to each scenario. Then ask one person to feedback about each scenario to the group.

DEBRIEF:

- How was it? Was it difficult to intervene, or know what best to do?
- Were any of the scenarios more difficult than others? Why?
- Did anybody disagree about the best way to be an active bystander in the scenarios? What would you have done differently?
- As adults, how do we have responsibility to be active bystanders when we are working with groups of children or young people?
- How can we educate children to be active bystanders themselves?

- If a similar scenario had occurred in real life, would you have stepped in? Would you now? Remember that being an active bystander can take many forms. Not only directly calling out someone committing sexual violence but also supporting those experiencing it, talking to someone's friends about your concerns, and even talking about this project and the active bystander model in person and online is a powerful act.
- Sexual violence is premeditated and there are many stages in which a bystander can intervene before an act of sexual violence has been perpetrated. Being an active bystander is about noticing the small things that can lead to sexual violence and feeling empowered to take action, knowing that many other people in our movement across the world are doing the same and creating a culture change.
- There is no 'right method' for intervening when it comes to the bystander model. There are countless ways of dealing with scenarios, and every individual will have a different approach. This activity is not about reaching consensus for the best method, but showing that there are hundreds of different possibilities to intervene, any of which can successfully prevent premeditated sexual violence. Experiencing and analysing the scenarios show that small actions can have a big impact in preventing sexual violence, and empowering participants to do so in real life.

The elevator pitch

AIMS:

- To process the information learned during the last two activities and be able to share it quickly and concisely with others.
- To think about how to explain the active bystander model quickly and concisely to others.

MATERIALS:

- Pens and paper
- Video or audio recording equipment
- Watch
- Laptop or projector

STEP-BY-STEP INSTRUCTIONS:

1. Explain that each participant will present the I Act project in their own words in 60 seconds. They should imagine that they are in an elevator and you have 1 minute to convince the other people in the room of its importance.
2. Give participants 3 minutes to make bullet points of key points, statistics and information but explain that there are many different ways to frame the project and there are many diverse reasons about why we must tackle sexual violence.
3. Each facilitator will take it in turns to present the project to the rest of the group. Some might prefer not to, but it would be wonderful to record the speeches and share them with us!
4. If you want you can re-record your elevator pitch following this discussion.

DEBRIEF:

- Do you think the elevator pitches were effective? Why?
- Which points were the most persuasive?
- Why is it important to talk about the I Act project, active bystander model and preventing sexual violence?
- Who will you each talk to about the project and what they can do?

Activities for children

Patriarchal structures in society shape childrens' world view from the day they are born and there is no age too early, to start educating on the prevention of sexual violence. We need to teach children to be active bystanders, about healthy relationships and that it's OK not to do everything adults tell you if it makes them feel uncomfortable.

We should be very conscious of the messages we are sending out in the way we act and what we say during every activity, whether it is explicitly about the topic or not. Are the messages fair? Do we present solutions to patriarchal standards or are we reinforcing them in the activities we run?

When discussing sensitive topics there is a risk that a child will disclose about being the victim of abuse. If this happens in a group setting, try to take the child aside to continue the discussion one-to-one. Do not draw attention to the disclosure – try to continue the activity with the other children. It is good to have a co-facilitator so that this can happen but if not, then postpone the discussion with the child by asking "shall we discuss this later?"

If you are able to take the child out of the group to speak to them separately, make sure that another group helper can see you – don't allow yourself to be left alone with a child so nobody can misinterpret the situation. When discussing the situation with the child, make it clear you cannot promise to keep it to yourself and you may have to tell other people. Believe what the child says and if they face immediate risk then approach the appropriate local authorities.

Who said girls can't throw?!

AIMS:

- Reflect on gender roles, identity, boundaries (consent, body autonomy)
- Introduce the concept of children's rights
 - Explore ways to understand and fight against gender based stereotypes and bullying

MATERIALS:

- Flipchart paper
- Markers
- Tape
- pictures/ verbal cards of: football, doll, bicycle, blue ball, red ball, candy, yellow shovel, flower, bug, someone swimming, someone reading

STEP-BY-STEP INSTRUCTIONS:

1. Put all the male & female cards into one envelope and give the envelope to the children.
2. Place two pieces of flipchart paper next to each other. Draw a girl on one and a boy on the other. In the middle leave a neutral space.
3. Ask the participants to tape the picture cards where they think those would fit.

DEBRIEF:

- Why have you put this/these cards here?
- Why do you think it's a boy/girl thing?
- Are these things really things that only girl/boy would do?
- Do you only like the things that are in the girl or boy flipchart?
- Have you ever been in situation where someone has told that you can't do something because it's a boy or girl thing?

Know your body, know your rights

AIMS:

- To create understanding among participants of their own body and its belonging.
- To develop knowledge of rights and leave participants with the understanding that they have right to their body.

MATERIALS:

- Big sheets of paper
- Markers, paint, crayons etc

STEP-BY-STEP INSTRUCTIONS:

1. Give each child a piece of paper their own size and ask them to lie down on it. A leader or another participant draws outline of participant.
2. Let the children decorate the outline as they want.
3. When their decoration is ready, go around the circle and each child can show the group their paper bodies.
4. Ask each which part they like the most.

DEBRIEF:

- Who can choose what kind of decoration you do to your paper?
- Why do all your papers look different or the same?
- Why did you design your paper like that? Does it say anything about you?

Be an active bystander!

AIMS:

- Teach children how to be active bystanders in all situations where they see something wrong.
- Show the link between the active bystander model, bullying and children's rights.
- To identify various reasons for bullying (e.g. Age, gender, race, social class) to highlight what power structures mean and how they're formed.
- Emphasise equality among all and solidarity

STEP-BY-STEP INSTRUCTIONS:

1. Ask the children to think about situations where they have faced bullying.
2. Ask them to tell a partner about a situation where they have been bullied or they have seen that someone got bullied.
3. Divide the participants into smaller groups and ask them to pick one case or mix some cases together and create a play.

DEBRIEF:

- What happened in the situation? Who was bullied? Why?
- How did you react or would you react if you saw it in real life?
- How you felt while watching the play?
- How did it feel to act in the play? How was it be the victim? What about the perpetrator?

Ask them to do the play again but now the play should include an active bystander - someone in the play should intervene to stop the bullying.

- What happened? How did the situation change?
- What was your solution? What did the active bystander do?
- How did it feel to watch the play? How did it feel to act in the play?
- Could this happen in real life? Would you be an active bystander in real life?

My body belongs to me

AIMS:

- To explore how different people have different things they like and don't like when it comes to touching others and being touched
- To understand that it is important to say when you don't like something and think about how you can say so
- To understand that it is important to respect other people when they say they don't like something

STEP-BY-STEP INSTRUCTIONS:

1. Ask everyone to sit in a circle together and explain that you are going to read a story of a girl called Clara together.
2. Hand out the story cards so that each participant has at least one thing to read out.
3. Starting at number 1, ask the group to read out their sentence in turn.
4. Then ask, what do you think of the story? Do you agree with what Clara thinks?
5. Ask what sort of examples Clara gave about situations where she likes touching another person or being touched and when she doesn't. (Cuddling with her Dad, tickling with her friend, being given a 'sloppy kiss', being licked by a dog with its wet tongue).
6. Ask the group to think about situations where they like touching and

DEBRIEF:

- Did you like the story and the activity?
 - How was it to think of different situations where you like touching and where you don't?
 - Were different people's drawings different?
 - Why is it important to ask somebody if they are OK with touching?
- You should talk here about how everyone has different feelings of what

is comfortable for them and that everyone should respect these feelings because your body belongs only to yourself.

• How did Clara say when she didn't like something? Would you do it in the same way or can you think of a different way of saying that you don't like it?

THE STORY:

1. My name is Clara and I have something really special - my body! It belongs only to me.
2. I am proud of myself and my body.
3. Sometimes I want somebody to be close by. Then our bodies touch.
4. It is lovely when Dad holds me in his arms. I like to cuddle with him.
5. When I tickle my friend we touch each other and laugh a lot.
6. Touching is sometimes really special. Only I decide if and when I want to be touched.
7. I don't find it fun when somebody tickles me too hard. I don't want that.
8. I find it disgusting when somebody gives me a big "sloppy kiss". I don't want that either.
9. I also don't like it when a dog licks me with its wet tongue.
10. If somebody touches me and I don't like it, I always say "Stop it. Don't touch me. I don't like it."
11. If I should touch somebody but I don't want to, then I won't.
12. I say "No, I won't touch you. I don't want to."
13. Try yourself to say loudly and clearly "Don't touch me! I don't want that!" and "No, I won't touch you. I don't want to."
14. I find it great to touch somebody when both of us want it. Do you feel the same?
15. But if I don't feel comfortable, then I don't let them touch me. I say "No!" I alone decide from whom and when I want to be touched. And it's the same for you!
16. Sometimes, somebody might not listen if you say "No!" and simply continue. However you must absolutely defend how you feel. If you can't manage alone, tell someone you trust and let them help.
17. Remember: your body belongs only to you. It is something really special!

Activities for teenagers

To say that young adults and teens are expected to digest a lot of information would be an understatement. Most of them are still in mainstream education. Additionally they are consuming more media statistically than any other age bracket. This can be both positive and negative. They are growing up to be more conscious than any previous generation as a result. However, they are also presented with so much information and have so many choices of where to get there information from that there can often seem to be many different answers to the same question. Utilize the relevance of the subject in popular culture and be sure to make open-ended questions that promotes discussion. However when it comes to sexual violence be sure to be clear that there is only one answer, no means no.

No means no

AIM:

- For participants to define their own boundaries and personal space and to recognize others'
- To learn how to recognize sexual harassment
- To practise how to say no, and understand that no means no
- To encourage participants to become active bystanders

MATERIALS:

- Tape, chalk or string

STEP-BY-STEP INSTRUCTIONS:

1. Ask the group to stand in two lines facing each other (each person needs to be facing another person).
2. Ask one of the lines to start walking towards each other. Each individual in the other line says "stop" when they think the person approaching them is close enough or when they stop feeling comfortable. Make it clear that this is not a competition. Everyone needs to decide themselves how close they let the second person come towards them.
3. After everybody has stopped, ask everyone to take a look around to see where everyone is standing back to the lines
4. Repeat the exercise with those in the other side walking forward.
5. Ask everyone to find a space in the room and to make the area around them (with chalk, tape or string) that this is their personal space.

DEBRIEF:

- Why do people have different personal spaces?
- Is your personal space different for different people?
- What don't you want other people to do in relation to your body (e.g.

hug you , kiss you, touch your shoulder?)

- Can you notice if someone is feeling uncomfortable? How?
- Does “no” always need to be verbal?
- What can we do to make others respect our personal space?

Ask everyone to come back to together in a circle and say “No” to the person on their right one after another, verbally or using body language, but without using word “no”. this is to show that there are many ways of saying no without using that word alone. However someone expresses a “No”, it should always be respected.

Explain that sexual violence is always defined by the victim, not by the person harassing, or by others who think they know better. Point out the necessity to be aware of different personal boundaries and the need to respect them. This method should only be used in groups who know each other already and feel comfortable with each other.

Where is the line and who decides?

AIM:

- To reflect on differing opinions on sexual violence, to get people talking and thinking about the complex nature of it in a quick, fun & active way.
- Understand what sexual violence and harassment means
- Understand the meaning and importance of consent
- Reflect on what can be done in harassment/violence situations
- Learn about prevention with the help of active bystander model

MATERIALS:

- Paper and pens
- List of statements prepared; use our suggestions, or make up your own
- ‘Agree’ and ‘disagree’ signs stuck at either end of the room

STEP-BY-STEP INSTRUCTIONS:

1. Read a statement and ask the young people to move to the place in the room to show their agreement or disagreement whether the statement describes sexual assault or harassment. Strongly encourage them to choose between agree or disagree as this allows for good discussion. If people stand in the middle be sure to ask them for feedback.
2. Once they stop moving along the scale you can start a debate by asking people from differing sides to feedback why they agree / disagree. If everyone is on one side then have two feedback and move on to another question. Make sure to ask different people to speak as much as possible.
3. After you've discussed each of the statements, we encourage you to then present the active bystander model. It is the idea that everyone has a part to play when it comes to preventing sexual violence. You can either be a passive bystander or an active one. When you see a situation where something is wrong,

you act; whether it's a sexist joke or an act of sexual violence or anything in-between. You can use materials and information about the model found in this resource and the I Act online platform.

STATEMENTS:

- An adult (parents or leaders) forcing two 3 year olds to kiss
- A 7 year old showing another 7 year old their genitals
- Someone with learning difficulties regularly hugging one person against their will
- A local prominent group leader using their position to seek a relationship with another adult
- A 17 year old having consensual sex with a 15 year old
- A 14 year old showing other 14 year olds sexual explicit material
- A person who identifies as gay states they don't believe that people can be transgender or bisexual
- A leader telling young people that females should do most of the cooking at camp

Flirting or harassment?

AIMS:

- To draw the line between harassment and flirting and raise awareness about what harassment and violence actually look like on daily basis
- Understanding that sexist humour is discriminatory;
- Reflecting on normalized micro aggressions as sexual violence & harassment and that small moves might have big consequences;
- Reflect on power dynamics among teenagers;
- Reflect on power dynamics in romantic relationships.

MATERIALS:

- Flipchart paper - write 'flirt' on one side and 'harassment' on the other with a line between the two sides
- Markers
- Cards with simple scenarios written on them

STEP-BY-STEP INSTRUCTIONS:

1. Ask the whole group what flirting is and what is harassment. How do they differ? How would you draw the line? Does everyone have the same line?
2. Next give participants simple situations to take a look at. Everyone could either read them aloud and decide together or talk in small groups first.
3. Then ask them to place the situation cards on the piece of flipchart paper in the space they think it fits between flirting and harassment.

DEBRIEF:

- Have you seen situations like this in everyday life? Who usually experiences harassment - sexualised or otherwise?
- What would you do in situations like that?

- What could be done? What should be done? Where does the active bystander model come in useful?

SITUATIONS:

- Catcall from a stranger on the street
- Whistle from a stranger on the street
- French kiss from participants from other country
- Hug from group leader
- Someone in a cafe puts their hand on your waist
- Someone stares at you on the bus
- Someone touches you in the bus
- Small talk in a doctor's waiting room
- Your parent's friend gives eyewink
- Sex request

Active bystander forum theatre

You can use the same session plan that you used for facilitators on page 18.

The idea of the forum theatre (or Theatre of the Oppressed) is for groups to perform a situation of oppression. The audience witness the situation before their very eyes and it focuses the idea of the active bystander model because everyone watching and participating has the opportunity to think about what they would do in that situation and the potential to be an active bystander and step in to intervene.

Small groups perform the piece of theatre twice or more. You can use the scenarios provided on the next pages - we think they are relevant to IFM-SEI youth groups but you can also make up your own as appropriate. The first time the play is performed everyone simply watches. The second time round, anyone who wants to can intervene by stopping the performance - clapping with their hands and replacing one of the actors by literally taking over their role. Then the performance is continued and other actors must improvise. There can be as much intervention as needed to fix the oppressed situation. It can be a good opportunity for young people to practise intervening and overcome the fear and stigma of it, whilst surrounded by their peers but in a simulated environment.

Discussion afterwards should focus on how what happened in the performances relates to the society we live in. Whether it's a sexist joke or an act of sexual violence or anything in-between, it is so important to notice and to act!



I was dancing at a party on camp and having a great time with my friends. But one of them started dancing really close to me and then she groped me. I didn't want to make a fuss in front of everyone else who was having fun so I just tried to ignore it and didn't say anything to her.



act



When I was a teenager, a friend from school would text me all the time - I liked feeling wanted by another man. He asked me to send him nude photos. I didn't want to, so always said no, but he pressured me so much that eventually I gave in. Then there was one time when we were alone in person and he asked me to have sex with him. I wasn't sure but he reminded me that I'd eventually said yes to sending the nude photos. He said that he would share them around if I didn't agree, so I said yes.



act





There was somebody in the children's group I helped at who would always show a really pervasive interest in one girl. Sometimes they bought her and her parents expensive gifts for no apparent reason. They would insist on holding, tickling, hugging and kissing her, even when she didn't want the affection. And they were always trying to be alone with the child by offering to babysit.



act



I have a colleague in my office who always stares at me and sometimes winks, which I hate. At the end of the day he will try to leave at the same time as me and follow me to the bus stop. He rarely ever speaks to me, but when he does, he looks me up and down which makes me feel so uncomfortable. I need to tell someone because I hate going to work now. But I'm not sure my boss will take me seriously or even believe that this is sexual harassment because he's technically never touched me.



act





My boyfriend and I were sat in a group circle and it started off with him always calling me 'baby' which made me feel so uncomfortable and infantilised in front of the rest of the group. He also made some sexist jokes and sexual comments. I was so embarrassed and angry but I thought I had to go along with it because he was my boyfriend and nobody else in the group circle spoke up against him either.



act



Notes and ideas...

I act

**HANDBOOK FOR
PREVENTING
SEXUAL
VIOLENCE
IN IFM-SEI**

