



Workshop G9T7 – No means no

WORKSHOP OBJECTIVES

1. Raise awareness about gender violence and how it becomes accepted.
2. Motivate youth to identify and reject sexist attitudes.

CLARIFICATION

This workshop can focus on the concept of macho violence towards woman because of how widespread this problem is in our society. Still, since other non-heteronormative collectives also have to deal with macho violence, we've included this issue in some of the activities we propose. Depending on the characteristics of your group of students, you might decide to adapt these activities by placing more emphasis on a certain type of gender violence.

KEY CONCEPTS

Macho violence: Law 5/2008, of April 24, on the right of women to eradicate macho violence, was passed by the Parliament of Catalonia. It defines "macho violence" as "violence exercised against women as a manifestation of the discrimination and the situation of inequality existing within the framework of male power over women that, applied physically, economically or psychologically and including threats, intimidation and coercion, results in physical, sexual or psychological harm, whether exercised in a public or private setting."

This law also recognizes the fact that this violence can either occur sporadically or repeatedly. Within couples, macho violence is developed cyclically in three phases: with an accumulation of tension, the eruption of violence, and emotional reconciliation or manipulation. This cycle repeats itself in increasingly short, violent periods. It's based on abusing a partner (emotionally, physically, sexually, economically, environmentally, socially...) in order to exercise control and power over them. This cycle of violence may not be noticeable at first (it might seem like a joke, a simple lack of trust, etc.), but through repetition and an increase in violence, it ends up leading to the victim's life being controlled. As a result, many women don't even realize they're subject to abusive treatment, which nevertheless harms them and subtly forces them into submission (with feelings of guilt or inferiority), until they find themselves trapped, unable to leave their partner in spite of the violence they're subjected to. In a heterosexual, patriarchal society like ours, certain behaviours that express contempt for women through everyday actions like abusive jokes, considering women less capable than men for certain activities or classifying certain tasks as "for women" aren't considered macho violence, but they are. This is what we refer to as micromachoism (addressed in workshop 3).

Rape culture: the expression "rape culture" refers to everything that justifies, accepts and normalizes sexual violence. It's so commonly accepted that much of society isn't even

aware of it. It's a type of symbolic violence, based on the prejudices and stereotypes of patriarchal culture. Rape culture normalizes sexual violence as an innate part of sexual desire, it turns violence into something erotic, and it sees women as provoking sexual violence (by the way they act, how they dress...). It blames them for any aggressions they're the victims of.

Gender violence: this is a type of violence suffered by individuals or groups because their gender identity, physical expression and/or sexual and affective orientation is considered non-heteronormative. For example, boys that have hobbies, an aesthetic or gestures/behaviour that are seen as feminine; girls that have hobbies, an aesthetic or gestures/behaviour that are seen as masculine; gay, lesbian, bisexual or trans individuals... Homophobia or homophobic bullying are expressions of this type of violence against homosexuals (we discussed this in workshop 4). Generally, those that exercise violence do so because they feel superior to the victim, or because they're trying to demonstrate their superiority. Gender violence is manifested in a number of different ways, and it generates a range of situations from insult to sexual aggression. Either way, it's a form of violence. Although the most socially visible form is physical aggression (abuse, rape, murder...), it's important to remember that other types of violence also exist. There's psychological violence (ignoring, insulting, yelling, threatening, belittling, blaming, humiliating...), social violence (embarrassing, controlling communications, interactions, appearance...), economic violence (controlling resources...), etc. Generally, physical violence takes place after a process of psychological abuse aimed at submitting the victim and destroying their self-worth.

Culture of sexual abuse or abuse based on sex (or orientation, or gender identity): this includes any unwanted verbal, nonverbal or physical behaviour that's sexual in nature and that harms someone's dignity or forces them into an intimidatory, hostile, degrading, humiliating or offensive setting. Everyone should have the power to define their own limits, which will vary depending on the person and their experiences. Aggression takes place when someone feels that someone else has violated their personal limits. That means that any one of us can become aggressors if we question and disrespect someone else's limits in an offensive manner.

Sexist abuse in recreational spaces: there are a whole range of actions that can be considered abuse: displaying sexist symbols, offensive messages, insults, unwanted "praise" or comments... up to physical aggression and rape. Most cases of sexual abuse involve alcohol consumption or, more rarely, consumption of other substances (such as those that lead to chemically-induced submissiveness). Recreational settings encourage others to hide or remain silent about such abuse, with the excuse that the consumption of alcohol or drugs minimizes the victim's trauma or makes them "responsible" for whatever abuse they've suffered. It's horrifying that our society feels that alcohol consumption justifies any inappropriate behaviour by men, while also exacerbating the "guilt" of their female victims. Because of this, many aggressions are ignored and never brought to justice. We can't let alcohol consumption and the sort of uninhibited environment we often find in recreational settings encourage macho violence. We can

never justify aggressions using excuses like how late it was, what the victim looked like or how they dressed, or the how much alcohol or drugs had been consumed. We need to make people feel free and safe in our recreational spaces so they can make their own decisions and decide how far to take their interactions with others.

TIMING

SESSION 1

10'	10'	Activity 1 – I'll take a stand, too
25'	35'	Activity 2 – The importance of language
40'	75'	Activity 3 – The victim's pain
10'	85'	Activity 4 – What can I take away from this?
5'	90'	Activity 5 – Publishing our impressions

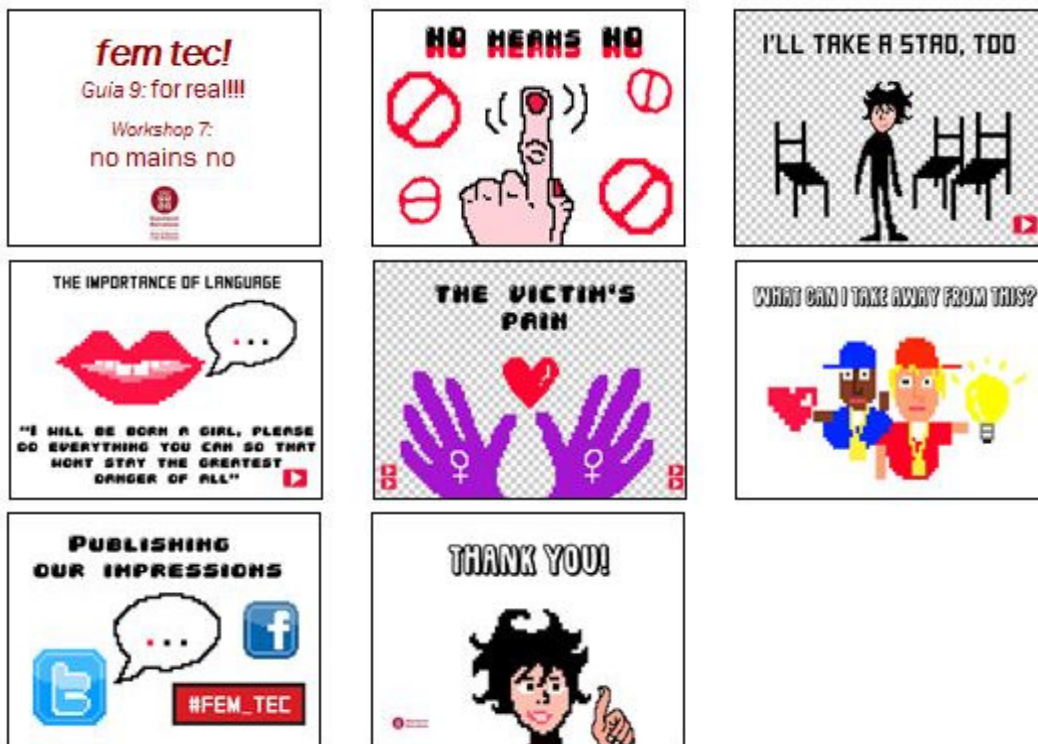
SESSION 2

90'	90'	Activity 1 – Action!
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This timing is for cases where students aren't very participative. Any of these activities can take up an entire workshop, especially when working with students who've participated in other *fem tec!* activities. There's no need to rush to complete the whole workshop; see how your group reacts, and let each activity go on for as long as it needs to. We also suggest that you take a look at our complimentary activities; you might find one you prefer!



PRESENTATION

(to show during the workshop - document [3_Presentació_G9T7_FEM_TEC_no_es_no](#))



DESCRIPTION OF ACTIVITIES

<p>Before starting this workshop</p> <p>Presentation slides 1 and 2</p>	<p>If we're completing the entire guide, before starting the workshop we can ask students if they remember or have anything to say about the last workshop.</p> <p>We can also ask student if they'd like to guess at what we'll be talking about today based on the workshop title, "No means no". This slogan has been used in a number of campaigns against macho attitudes. We'll welcome any guesses student make, and get started on the workshop to see if any are correct.</p> <p>Before starting, we'll place our chairs in a semicircle, as though we were in an amphitheatre (we want to represent the workshop that appears in the video from the first activity).</p>
<p>Activity 1 I'll take a stand, too (10')</p> <p>Presentation slide 3</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Activity summary Video and reflection activity. Activation activity.</p> <p>What we want to work on Realizing that our attitude can have a positive or negative effect on the decisions of those around us. Seeing that, in some cases, group pressure can help to stop aggressions.</p> <p>Development and aspects to consider Before starting the activity, we should place our chairs in a semicircle (similar to the classroom in the video). We can tell students that we've done so because at the end of the video, on our signal, we'll "step into the video" and act as though we were in the room with the characters.</p> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="flex: 1;">  </div> <div style="flex: 2; padding-left: 10px;"> <p>Watch the video Stand Up! - Don't Stand for Homophobic Bullying on the BeLonG To Youth Services channel (4:24) https://youtu.be/lrJxqvalFxm</p> </div> </div> <p>Once we reach minute 1:55, as the final scene begins, we'll give a signal. That means that each person can participate in whatever way they feel is appropriate, based on what they see in the video.</p> <p>Elements for reflection Once the video is over, we'll ask students to look around the room. Is everyone standing? How did they feel while watching the video? Some students will probably say that, at first, they weren't sure how to act, and it might have been hard for them to decide to stand up. They might share why they chose to stand, or even why they didn't (out of shame, because</p>

	<p>they didn't understand what was happening...). Still, the most probable result is that everyone will have stood up. We can ask students how they feel right now, and how they felt when they were sitting down, watching the aggression on screen. If anyone is still sitting down, we can ask them how they felt while watching the video. Don't they agree with their classmates' decision to stand up?</p> <p>Once everyone has said what they have to say, we can ask them about the video title, "Stand up!". What do they think it's trying to say? What are the girls and boys in the video expressing when they hold hands and stand up? What are they criticising? Topics like discrimination, abuse, bullying, homosexuality or homophobia will probably come up.</p> <p>Do you think you can share your personal opinion without fear of what others might say? Were you ever witness to an unjust situation where you didn't dare to say anything? If you ever find yourself in a similar situation again, what can you do to denounce it?</p>
<p>Activity 2 The importance of language (25')</p> <p>Presentation slide 4</p> <p>Material 4_G9T7_FEM_TEC_annex1</p>	<p>Activity summary Video and reflection.</p> <p>What we want to work on Reflecting on the origin of violence through language and on certain jokes that we sometimes see as inoffensive, but that are really the start of a cycle of violence.</p> <p>Development and aspects to consider Before watching the video, we'll ask students if they know what the phrase on the slide means (I will be born a girl, please do everything you can so that won't stay the greatest danger of all), and why someone might say it.</p> <p>After collecting any hypotheses (we can write them on the board, or our listener can write them down) we'll hand out the document 4_G9T7_FEM_TEC_annex1 to students by pairs. We'll tell them that this is something the protagonist of the video says and that, to better understand what's going on, we ask that they fill out the table in annex 1 according to what they see in the video (what happens to the protagonist, and how she feels at each of the ages she goes through in the video).</p> <div data-bbox="295 1877 368 1933" style="text-align: center;">  </div> <div data-bbox="445 1803 828 2018" style="text-align: center;">  </div> <p>We'll watch the video Dear dad (5:00) on the Jakob Ström channel. https://youtu.be/gOk_qxBphY</p>

The result of this activity should be more or less as follows:

Protagonist		
Age	What happens to them?	How does the girl feel?
14 years old, in secondary school	Boys insult her.	She sees it as a joke, something boys do that she shouldn't worry about.
16 years old	The boys don't listen when she says "no", and take advantage of her when she's drunk.	She's ashamed of her attitude.
21 years old	She's raped.	She thinks the young man is following in the footsteps of her father (who has always made sexist jokes).
Approximately 1 year later	She falls in love with a man similar to her father.	She's happy.
Approximately 3 years later	She enters a cycle of gender violence that starts with an insult and ends in physical abuse.	She feels bad, unsafe. She blames herself.

Elements for reflection

[NOTE: once we finish watching the video, some students will probably note how harsh the story is. We can ask student how they felt during this activity, and how they feel now. Concepts like justice and shame should come up. Some might even say the story isn't believable. It's best to complete the discussion and address this subject at the end.]

We'll ask ourselves:

- What do you think the phrase on the slide means? Who is it spoken to, and why?
- If we take a look at the table we filled out (annex 1), do you think the girl is right to think that, when she's born, being a woman might be a serious danger? Do you think what happens in the video could happen in real life?
- [If some students feel a particular connection with what happens in the video and you feel you should do something to keep them from disconnecting from the activity, you can note that the video is meant to raise awareness, and that it displays extreme situations. Nevertheless, in real life the cycle of violence can begin with violent situations that might go unnoticed: jokes, insults, control, vigilance...and eventually, serious violence.]

	<ul style="list-style-type: none"> ▪ Have you ever seen or experienced any of the following: <ul style="list-style-type: none"> ▪ Being touched without permission. ▪ Someone making unwanted, obscene gestures. ▪ Having people think you were trying to seduce them when it’s just the opposite. ▪ Being verbally pressured (things like “I won’t tell anyone”, “you should do this to me”, “this’ll help our relationship”). ▪ Being made to feel inferior. ▪ Being scolded as a form of humiliation. Being ignored. ▪ Feeling obligated to do something you don’t want to? <p>Who do you think has to deal with this sort of situations most often, boys or girls? How would you feel in a situation like this, if someone didn’t take your “no” for an answer? Even if they don’t involve physical violence, these are all examples of violence. They can be the first step in a cycle of violence like the protagonist in the video experiences-</p> <ul style="list-style-type: none"> ▪ What would you say to the aggressors from the video in each of the situations in the table we filled out? How do you think they feel? Do you think this sort of situation can be prevented? How would you prevent them? <p>Just like the protagonist says, it’s important that we think about our actions to make sure we treat others with respect, as equals, and that we don’t do anything to others we wouldn’t want them to do to us. That’s the only way to free future generations from this sort of violence. In any case, if we witness gender violence, we have to act just like in the first activity: we have to clearly reject it, and show our support for the victim. If we’re the victim, we need to realize what’s going on and say “no” to anything we don’t like.</p>
<p>Activity 3 The victim’s pain (40’)</p> <p>Presentation slide 5</p> <p>Material A4 paper, wrapping paper, drawing materials</p>	<p>Activity summary Put together a conceptual map or image summarizing macho violence.</p> <p>What we want to work on Reflecting on the concept of macho violence and its presence in everyday life.</p> <p>Development and aspects to consider We’ll start the activity by telling students that we’ll get into groups of 4 or 5 and put together a mental map that includes concepts associated with gender violence. We’ll start by watching two short videos to get ideas. Each student should write down any words that come to mind while watching the videos.</p> <p>Below are a series of videos; you can choose whichever ones best fit your group of students (depending on their age, level of maturity and the subject at hand).</p>



With younger students (links in the icons on the left of slide 5), we might want to watch “**Slap her**”: **children's reactions** (3:19), on the Fanpage.it channel https://youtu.be/b2OckQ_mbiQ which is focused on macho violence.



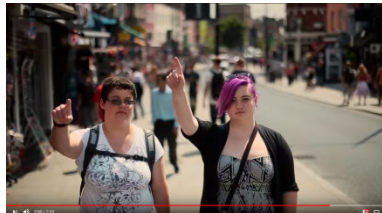
NNUU Libres e Iguales: Por qué luchamos [UN free and equal: why we’re fighting] (2:24), on the UN Human Rights channel <https://youtu.be/Mae63-geRLM> focused on gender violence.

With older students, we suggest (links to the icons on the right of slide 5):



Majorité Opprimée [Oppressed Majority] (10:42), by Eléonore Pourriat, on the eleonorepourriat1 channel (original in French. There are different versions with English subtitles online) <https://youtu.be/kpfaza-Mw4I>

This video shows how men might feel if they were treated like women.



One Billion Rising (2:59), on the V-Day channel <https://youtu.be/gl2AO-7Vlzk> Shows women from around the world who denounce different situations of violence.

We might also complete this activity by referring to the videos in activities 1 and 2.

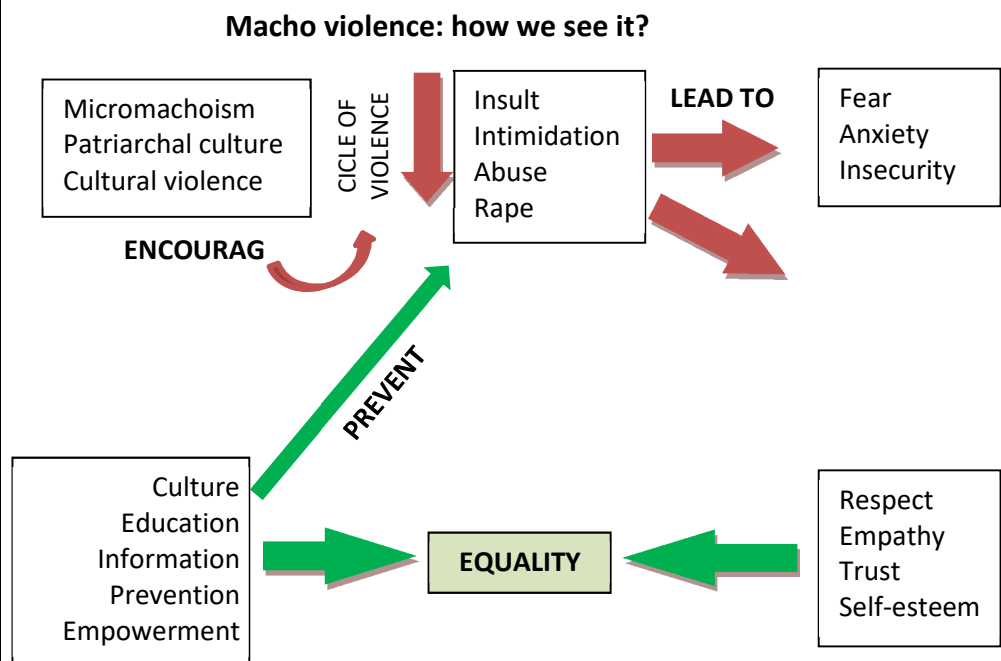
Once finished, each team will share the words they wrote down. On a second sheet, we’ll group them into similar concepts. If the team decides to, we can eliminate certain words (if we feel they’re a synonym of another word, and there’s no need to repeat them). We can use colours to reinforce certain concepts or ideas.

Two teams will work directly on the wrapping paper, drawing whatever concepts they chose and writing, as the title of the mental map we’ll create all together, “**Gender violence: how we see it**” or “**Macho violence: how we see it**” depending on how you oriented the activity.

Other teams will search for relationships between different concepts or groups of words, and will draw them. For example, one group might want to refer to the cycle of violence and represent it with a spiral, or they might associate the group of words referring to different types of violence with the group of words that reflect girls’ feelings with an arrow

representing the consequences.

Here's a very simple example you can flesh out with drawings and different types of text:



Once all our teams are finished, they'll share their work with everyone else. We'll use these explanations to come up with three key ideas involving macho violence and we'll write them down on wrapping paper.

We might come up with ideas like:

Macho violence:

- Is a reality all around the world.
- Is the origin and the result of inequality between men and women.
- The cycle of violence might start out with a joke.
- Macho attitudes might seem "normal" to us.
- We need to fight macho violence.
- Education is an essential tool in the fight against gender violence.
- And many other ideas...

As a final reflection, we can ask ourselves how we can use what we just did to summarize the concept of macho violence in a single image. What would we draw, or what picture would we take? We can encourage students to do so and add it to their mental map.

Elements for reflection


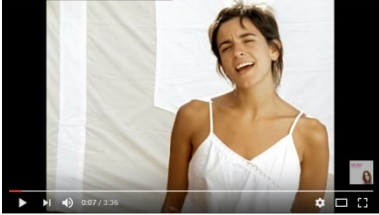
To complete the workshop, we can watch the following video:



El sexismo también sale de fiesta:

¡desmontemos mitos!, [Sexism goes out at night, too: let's bring an end to the myths!] on the Drogas&Género FSYC channel (4:12).

https://youtu.be/T_8GG3Zat_U

	<p>to discuss sexism when going out at night.</p>  <p>If you focused your workshop on macho violence, you might prefer the following video: Ella (Videoclip Oficial) on the Bebe channel (3:36) https://youtu.be/lhTOKqwXgzQ</p> <p>You can find the letter in English in https://lyricstranslate.com/en/ella-she-ella.html</p> <p>Before moving on to our next activity, “What can I take away from this?”, we can go back to our initial guesses about the title of today’s workshop. Does it match what we initially imagined? Does it match what we did? If we also decide to spend a second session on this, we’ll let students know that next class we’ll come back to the comments from “What can I take away from this?” for prepare a performance on gender violence.</p>
<p>Activity 4 What can I take away from this? (10’)*</p> <p>Presentation slide 6</p> <p><i>* this section is common to all workshops</i></p>	<p>Activity summary Collection of participants’ opinions.</p> <p>What we’ll work on Reflecting on today’s workshop..</p> <p>Development and aspects to consider We’ll offer students an opportunity to express their feelings about the workshop.</p> <p>Finally, if we’re feeling all right and we’re satisfied with the results of today’s session, we can give ourselves a round of applause.</p> <p>Assessment We should listen to all responses without commenting on them: all answers are valid.</p>
<p>Activity 5 Publishing our impressions (5’)*</p> <p>Presentation slides 7 and 8</p> <p><i>* this section is common to all workshops</i></p>	<p>Activity summary Spread knowledge of what we worked on in the workshop.</p> <p>What we’ll work on Promoting the group’s ability to share their activities.</p> <p>Development and aspects to consider We can suggest that, individually or in groups, students share their impressions on today’s workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag #fem_tec.</p>

SESSION 2Action!
(90')**What we want to work on**

Empathize with victims of gender violence. Promote a critical point of view.

Session summary

- 10' - How we sound today – activation
- 15' - Violent situations
- 65' - Experimenting with the Theatre of the Oppressed technique
- 10' - Elements for reflection
- 10' - What can I take away from this?
- 5' - Publishing our impressions

Before starting this workshop

Once we've made sure that the group is feeling fine and we've chosen listeners (as long as someone is willing to take on this role; if not, they aren't essential), we'll let students know that in today's workshop, we'll be observing and analysing cases of violence.

During this workshop, we need to be careful and not force anyone to go too far. This type of activities often bring up sensitive issues for participants.

Development and aspects to consider

We now propose three connected activities, so we won't be preparing a reflection after each activity. Somebody might be surprised by their own reactions, and they might want to share them with the group. If possible, we should do our group work first, and then come back to this at the end of the workshop, during our final reflection.

- **How we sound today – activation (10')**

Before we start using the Theatre of the Oppressed technique, we'll do a quick warm-up activity. We'll ask the group to form a circle and pair up (each person should be able to see their partner).

Each pair will quickly decide who'll play the oppressor and who'll play the oppressed. Students should then close their eyes and freeze in a certain position, like a statue that either represents how they currently feel or an attitude that comes to mind when they think of the role they're playing (oppressor or oppressed). We'll tell students that we've asked them to close their eyes so it's easier for them to concentrate on what they want to express as a statue. We can remind them that they're in a trustworthy setting, and that they shouldn't be afraid to close their eyes. Still, if anyone feels uncomfortable, they can keep their eyes open.

Once we see that everyone's taken up their position, we can invite them to open their eyes without changing position, so that each person can see

their partner. Some students might have a hard time closing their eyes or taking up a position. We should try and express complicity with them using gestures or expressions, while respecting their freedom not to participate; gradually, they'll start to get involved.

Now, we should all take a look at our circle. In silence, we should decide who the oppressor is and who the oppressed is in each group, and try to imagine how they feel. Next, we'll each look at our partner and let them know what we were trying to represent.

Once all our pairs have done so (in 2-4 minutes, at most), we'll ask that each person imagine a noise and a repetitive movement for their statue to make (like the swinging arm of a beckoning Japanese good-luck cat) and that they perform it for their partner, repeating the movement and the sound they've chosen 4 or 5 times (2-4 minutes, at most).

Once finished, we'll ask that, one by one, each pair perform their movement and the accompanying sound when we shout "action!" The other pairs will watch in silence and will make hypotheses about what they're seeing. Once each pair has shown us their representation, we'll see whether the other students successfully interpreted what they were trying to get across. Depending on how much time we have, we can choose a few random pairs to act out their action, or we can ask each pair to do so.

Next, we'll ask that everyone get back into a circle, and that, facing towards the centre, they all perform their movement/sound. We might find that they end up coordinating with one another, making their sounds along to a shared beat. We can let them do so for a few moments: we can say that this shared sound expresses the state of our group at the moment.

- **Violent situations (15')**

Next, we'll let students know that we'll act out different scenarios based on the concept of violence. We'll ask that students get back into the groups from last session's activity 3 (if possible; otherwise, any other sort of distribution will work).

Our goal is to put together a short performance piece in 10 minutes, representing a situation of violence against an individual. For inspiration, we can remember what we did our first session and the videos we saw. All members of the team should have a role to play. They don't need to have lines; they can express themselves with an attitude, gesture or movement. There's no need to write a script, either; we have limited time, and we'll have to constantly improvise. We'll tell students they have 10 minutes to prepare their performance, and that afterwards they'll act

it out for the rest of the group.

- **Experimenting with the Theatre of the Oppressed technique (65')**

We can ask which group wants to act out their piece first; they can start as soon as we say “action!” Once they’re done, other students can comment on what they’ve just seen, and share how they think the characters felt. Then, we’ll ask if anyone would change anything about the piece they just saw (we can accept suggestions from one or more volunteers). Whoever offers a suggestion can act out the character they think should change; as soon as we say “action!”, they can repeat the piece. Our volunteers shouldn’t explain the changes they propose, they should just act them out. The others will play the same characters, but they’ll have to modify the way they act in response to the new volunteer. Once we’ve completed our repetition, we can ask the actors how they felt in the first and second versions of the piece. If what happens to their character in the performance happened to them in real life, which version would they prefer? Was the consequence of the violent action the same both times? We’ll repeat the process with each group’s performance.

- **Elements for reflection (10')**

This activity includes the evaluations of participants, both the actors and the audience. We can ask students how they feel, and if they have anything to say about the activity we just completed.



To end the session, we’ll watch the video “Sin pensarlo dos veces” [Without thinking twice], on the Nephilim Producciones channel (1:51)
<https://vimeo.com/109113343>


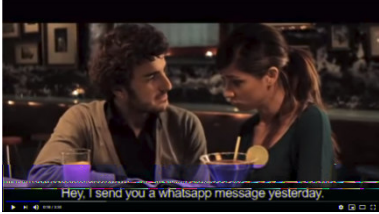
- **What can I take away from this? (10')**

Once we’re done, we can ask students if they’d like to emphasize anything they learned in today’s workshop. They might mention self-esteem, empathy, the capacity to change things, the importance of denouncing violence... All contributions are valid, and will help reinforce the importance of identifying and rejecting sexist behaviour.

Once the activity is over, we can invite students to share their feelings and ask them what they’ll take away from today’s session. If they don’t share this on their own, we can ask them how it went for them, how they felt.

Finally, if we’re feeling all right and we’re satisfied with the results of

	<p>today's session, we can give ourselves a round of applause.</p> <ul style="list-style-type: none"> ▪ Publishing our impressions (5') <p>We can suggest that, individually or in groups, students share their impressions on today's workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag #fem_tec</p>
<p>Alternative activity 1 To change history, we need to talk about history (25')</p>	<p>Activity summary Reflect on a video on violence within couples.</p> <p>What we want to work on Becoming aware of the difficulty of recognizing how the cycle of violence starts, and the importance of breaking out of it.</p> <p>Development and aspects to consider</p> <div data-bbox="451 887 831 1095" data-label="Image"> </div> <p>We'll watch the video A BETTER MAN Trailer for Indiegogo Campaign on the A Better Man channel (5:57) https://youtu.be/4yn-7DhDPtQ</p> <p>It might be easier for younger students to understand this alternative version of the same trailer A BETTER MAN Trailer 2017 Hot Docs (2:22) https://youtu.be/SDm2-4e69H0</p> <p>These are two trailers for the documentary A Better Man, where, 20 years after the fact, a girl talks about how she was physically abused by her partner when she was 18, and how she experienced the last day of violence. It emphasizes how important it is to recognize when you're suffering from violence so others can help you. It's also important that we try and understand what's going on in the abuser's head in order to prevent other women from facing similar situations. The documentary starts with a meeting of the former couple, where they discuss how they remember their relationship, and the boy is asked if he's willing to take on responsibility for his violent actions. This documentary is a reflection on the importance of discussing past experiences in order to recover from them.</p> <p>Elements for reflection</p> <p>This video is quite harsh. Students will probably either have a great deal to say, or they'll be somewhat taken aback and won't know where to start. We can ask them how they feel, and how they felt watching the video. How must the two protagonists feel? Did anything stand out to them in particular? For example, the boy says the he can't remember what happened, that he wasn't aware of it; the girl's capacity to meet back up with him and the fact that the boy agreed are also surprising.</p>

<p>Alternative activity 2 For a kiss (25')</p>	<p>Activity summary Video and discussion.</p> <p>What we want to work on Empathy towards victims of homophobic violence.</p> <p>Development and aspects to consider</p>  <p>We'll watch the video Por un beso, el cortometraje contra la homofobia [For a kiss, the short film against homophobia] created for Madrid Pride 2016 and as a critique of homophobic violence. On the David Velduque channel (5:04) https://youtu.be/hqFGW2WPJWk</p> <p>We'll ask students to imagine that they're journalists who have to write a news story. How would they do it? What picture would they publish with the story? What title would they choose?</p> <p>Elements for reflection What might the aggressors' motives be? What would you do if you found yourself in a similar situation?</p>
<p>Alternative activity 3 Not with your mobile, either! (35')</p> <p>Material A3 or A4 paper, markers or printer</p>	<p>Activity summary Detecting things that might constitute cyber harassment, preparation of alternative proposals.</p> <p>What we want to work on Identify cyber bullying within couples. Becoming aware of the fact that the origin doesn't lie in your mobile phone, it lies in macho behaviour.</p> <p>Development and aspects to consider</p>  <p>Video Doble Check, on the Notodofilmfest channel, which shows a case of cyber bullying within a couple. https://youtu.be/XjCUrU-9eIU</p> <p>Do you think the way the boy in the video behaves is abusive? Why?</p> <p>To answer this question, we can organize our group in teams of 5-8 participants. Each team will make a list of actions they think constitute cyber bullying.</p> <p>Then, we'll try to define cyber bullying as a group.</p> <p>The following characteristics of cyber bullies should come up:</p> <ul style="list-style-type: none"> • el They monitor when I'm online (through text messages, etc.) • They look at anything I publish on social networks and let me know. • They pressure me to block others or remove them from any groups I'm in.

	<ul style="list-style-type: none"> • They demand to be included in my social networks. • They want to know everything about everyone who appears on my social networks. • They publish pictures of me without my consent. • They publish things I tell them privately without my consent. • They get angry if I don't respond right away. • They publicly scold me over social networks. • They look through my phone without my consent. <p>Once the situation is clear, we'll ask students what they can do to prevent this type of control. We'll suggest that each team design two posters for a campaign against cyber bullying (to publish online, in our school or town). One of these posters should be directed at potential victims and the other should be directed at cyber bullies. The messages they contain should be brief, with lettering big enough to be read from some ways away. If they're eye-catching, they'll also be more effective.</p> <p>Elements for reflection</p> <p>We'll hang these posters someplace visible, and we'll ask students how they feel. What sort of messages did they propose? Were the different slogans used similar? What messages were more effective: those aimed at potential victims, or those aimed at cyber bullies?</p>												
<p>Alternative activity 4 No one is free from violence (30')</p> <p>Material 4_G9T7_FEM_TEC_annex2</p>	<p>Activity summary We'll reflect on violent situations we've either witnessed or experienced first-hand.</p> <p>What we want to work on Becoming aware of the presence of gender violence in different areas of our lives.</p> <p>Development and aspects to consider We'll complete this activity individually. We can give each student a printout of the following table (document 4_G9T7_FEM_TEC_annex2):</p> <table border="1" data-bbox="491 1576 1401 1792"> <thead> <tr> <th></th> <th>I've experienced abuse</th> <th>I've been abusive</th> </tr> </thead> <tbody> <tr> <td>Recreational setting</td> <td></td> <td></td> </tr> <tr> <td>Family setting</td> <td></td> <td></td> </tr> <tr> <td>In a relationship</td> <td></td> <td></td> </tr> </tbody> </table> <p>We'll ask students to spend 10 minutes thinking about past experiences that might fit what's described in the table. Some students might be reluctant to take part because they're ashamed or afraid to face the truth. In order to keep everyone calm, we can start by telling students that if they aren't sure they want to participate, they don't feel like analysing their own past experiences, or they haven't had any applicable</p>		I've experienced abuse	I've been abusive	Recreational setting			Family setting			In a relationship		
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	<p>experiences, they can use situations they’ve read about in books, seen in TV series or movies, or heard about in song lyrics. What’s important is that we reflect on the fact that we can all be victims of violence in many different areas of our lives.</p> <p>This reflection should include any information students feel is relevant: how it happened, how they felt, how they reacted. Did anyone come to their aid? If so, did they know the person?</p> <p>Elements for reflection</p> <p>We can then propose a group reflection on topics like the following: did they tell anyone what happened to them? Did they do anything to keep it from happening again? Did they later realize they’d been abusive? We shouldn’t judge any students who admit to having been abusive. We’ll ask them how they felt and how they feel now, and, if need be, we’ll wait to discuss the issue in private.</p> <p>Once our group reflection is over, we’ll give students a minute to reflect on what we’ve discussed in silence. Once we’re finished, we’ll let them know that they can share or do whatever they want. We might find students who want to share their experience, or others who feel the need to ask for forgiveness or justify past actions. We’ll do our best to let them do so while other students listen respectfully.</p>
<p>Alternative activity 5 The order of things (30’)</p>	<p>Activity summary Video analysis and reflection.</p> <p>What we want to work on Becoming aware of the loneliness and lack of understanding experienced by women who suffer from gender violence.</p> <p>Development and aspects to consider</p> <div data-bbox="448 1447 826 1653" data-label="Image"> </div> <p>We’ll watch the video El orden de las cosas [The order of things] on the AlendaBros channel (19:58) https://youtu.be/hfGsrMBsX1Q</p> <p>Elements for reflection</p> <p>We can ask students to share how they felt watching the video. Ideally, the conversation will flow on its own, but if we need to get the ball rolling, we can ask questions like: what do you think the drops of water represent? What about the water? What about the belt? Why is the girl always in the bathtub? What role does her family play? Would you have reacted the way the boy does? Would you have reacted the way the girl does? What’s the main idea you got from the video? Do you think that’s what the directors were trying to get across?</p>

<p>Alternative activity 6 What if we change things? (45')</p>	<p>Activity summary Analyse a narrative (a story, a song, an advertisement...) from a gender-based perspective and suggest improvements.</p> <p>What we want to work on Becoming aware of the social control we're subjected to from a young age.</p> <p>Development and aspects to consider</p> <div data-bbox="450 548 831 757" data-label="Image"> </div> <p>We'll watch the video La muñeca que eligió conducir [The doll that chose to drive] on the Audi Spain channel (3:09) https://youtu.be/V-siux-rWQM</p> <p>We'll ask students to form teams and decide which stereotypes the protagonists of the video break with (sportscars aren't for women...).</p> <p>We can suggest a brief reflection: why does the boy's mother tell him the doll and the car don't go together? Do you agree? We can ask students to choose a short fairy tale or the lyrics to a song, and modify it to break with stereotypes. They can do so by rewriting the story, telling a new version or with illustrations.</p> <p>Elements for reflection What stories did they choose? What stereotypes did they identify? Are the protagonists of the story vulnerable, and do they need the help of a male character? Are the stereotypes chosen by different students similar? Had students ever considered rewriting these stories? How do they feel? Was this task difficult? This reflection should help students see that most fairy tales, songs, and many children's films include female characters that rely on the strength and brains of male protagonists. That doesn't match real life, where boys and girls are equally capable.</p>
<p>To find out more</p>	<p>1 The 7 P's of Men's Violence. Michael Kaufman, 1999.</p> <p>In this text, the author reflects on the relationship between power and male violence and provides a few suggestions for bringing an end to violence.</p> <p>http://ecbiz194.inmotionhosting.com/~micha383/wp-content/uploads/2013/03/Kaufman-7-Ps-of-Mens-Violence.pdf</p> <p>[short URL: http://bit.ly/2XZTImk]</p> <div data-bbox="450 1590 726 1926" data-label="Text"> <p><i>Las siete P's de la violencia de los hombres</i> Michael Kaufman, 1999. www.micha383.com</p> <p>Por un momento me oíen al algar de la conversación, cuando por los sonidos de la propia sala de conferencias hacia los Estados Unidos, al norte de Atlanta. Me encontraba allí escuchando un taller práctico de la Universidad del Estado de Georgia, un taller que se celebró en el aula de un aula para discutir el problema de la violencia contra las mujeres y los niños y sus respuestas, para trabajar conjuntamente en la búsqueda de soluciones.</p> <p>Al volver a ver a los hombres y los hombres del grupo, experimenté una sensación de familiaridad con algunos hombres que me parecían conocidos, en algunos casos parecían ser mis propios hijos, pero combatí la idea de violencia contra mujeres y niños. Hombres que apenas empezaban a mostrar sus rasgos más patológicos y a descubrir formas para manejarlos. Y a que se convirtieron en una serie de ideas que presenté a lo largo de la conferencia a los hombres. Hombres que se estaban convirtiendo en hombres violentos y que se estaban convirtiendo en hombres violentos y que se estaban convirtiendo en hombres violentos y que se estaban convirtiendo en hombres violentos.</p> <p>He aquí el resto de este artículo.</p> <p>Poder patriarcal: la primera "P"</p> <p>Los actos individuales de violencia de los hombres ocurren dentro de un contexto de poder. La violencia de los hombres ocurre dentro de un contexto de poder patriarcal, esto es, una sociedad en la que los hombres ejercen el poder sobre las mujeres y los niños. Este poder patriarcal se manifiesta en la estructura de la familia, en la división del trabajo, en la cultura, en la educación, en la política, en la economía, en la religión, en la ciencia, en la tecnología, en la medicina, en la industria, en el comercio, en el deporte, en el arte, en la literatura, en la música, en el cine, en la televisión, en la radio, en los medios de comunicación, en el transporte, en el ocio, en el turismo, en el comercio exterior, en el comercio interior, en el comercio electrónico, en el comercio móvil, en el comercio social, en el comercio colaborativo, en el comercio comunitario, en el comercio local, en el comercio regional, en el comercio nacional, en el comercio internacional, en el comercio global.</p> </div>