N●N F●RMAL EDUCATI●N ACTIVITIES

GENDER BASED VIOLENCE

ABIGAIL'S STORY

SCOPE OF INTERVENTION

Gender-based violence in youth is generally classified as deviant behaviour: this term refers to behaviour that goes against the norms and values of the social context in which we live.

They include different types of behaviour:

- aggressive conduct aimed at offending other people
- offences against property (theft and vandalism)
- violation of the norms of sincerity and obedience in relationships with adults (lying and disobedience).

These behaviours have in common the transgression of rules and therefore the inability to relate adequately to the rest of the society.

These behaviours increase in adolescence and tend to decrease from the age of 18-20. However, these behaviours are not exclusive to adolescents; some of them emerge during childhood and in some cases continue into adulthood, assuming the characteristics of persistent behaviour.

Here are some suggestions for planning prevention programmes with youngsters to avoid or reduce involvement in deviant behaviour in adolescence:

- Working in small groups or individual classes to increase direct involvement.
- Developing specific skills among adolescents (regulating self-efficacy of emotions, effective communication) necessary for adequate social relations with adults and peers.
- Planning a regulatory system with few but clear and motivated rules.
- Provide and make explicit a clear system of sanctions aimed at making the offender responsible and repairing the damage done.
- Adopt intervention strategies that encourage adult control of behaviour in formal settings such as schools.
- Offer adolescents models of adults (teachers, youth workers, parents, other adults) that are consistent with the teachings transmitted.
- Explicitly disapprove of inappropriate behaviour.
- Helping adolescents to decentralise, adopting different points of view from their own.
- Encourage continuity of interventions, not limiting them to the actions of experts but providing ongoing activities.
- Informing in a correct but non-terrorist way of the legal consequences of behaviour that offends people and property.

GENERAL INDICATION

This activity uses ranking methods to expose the differences in participants' moral values, and to open discussion on questions of gender inequality and socialisation into gender-based stereotyping.

THEMES	• Gender roles • Personal Values
AGE OF PARTICIPANTS	Suitable for participants aged 15 and over
N. OF PARTICIPANTS	From 8 to 30 participants
TIMING	• Step 1: 10' • Step 2: 15' • Step 3: 20-40' (depending on the group size) • Debriefing: 20/30'
MATERIAL	• Abigail's Story (Attachment 1) • Whiteboard to tell the Abigail's Story(optional) • Paper and pens for participants
GOALS	• To enable participants to reflect on their own values and priorities in relation to gender issues • To analyse the sources and influences which lead to different moral positions or priorities • To understand how individuals become socialised into gender-based stereotyping and prescribed gender roles.
CRITICAL ISSUES	Addressing moral and personal values can trigger lively discussions; it is important from the beginning to explain that there are no right or wrong positions and to remind participants of the importance of mutual respect.

IMPLEMENTATION
STEP N.1 ● ● ●

Tell the Abigail's story (Attachment 1), you can use whiteboard to support your storytelling with sketching, you can read the story while another facilitator act the different roles, or you can simply read the story.

It is important that you don't add further details to the story. The characters are not detailed on purpose.

When you finish the story it is important to remind all the names of the characters of the story to the participants.

IMPLEMENTATION
STEP N.2 ● ● ●

As soon as you have reminded all the characters you can ask participants to rank the behaviour of each character along a scale from 'best' to 'worst'.

Give participants 5 minutes for this task.

When everyone has decided on their individual ranking, ask participants to get together in couple and compare and discuss their results with the other.

The task of the couple is to come up with a common ranking – a list that they can agree on.

Give participants 7 minutes for this task.

IMPLEMENTATION
STEP N.3 ● ● ●

Repeat the previous phase by bringing two couples together to form a small size groups (4 people); the group should create a common ranking on the basis of shared understanding and consensus, rather than using, for example, a majority voting. Do not give any suggestion on how to handle the process

Give participants 15 minutes for this task.

Repeat this phase creating medium size groups.

At the end ask each group to present the results of their discussions to the plenary. Groups should give brief arguments for their commonly agreed ranking.

Proceed to the debriefing (instruction and suggestion for leading the debriefing could be find below).

ABIGAIL'S STORY
ATTACHMENT N.1 ● ● ●

Abigail loves **Tom**, a boy who lives on the other side of the river.

Due to a flood, the bridge across the river is destroyed. Abigail and Tom can see each other from afar. They cry and despair, but neither of them can find a solution. The situation doesn't change for several days. One day Abigail, determined to find a solution, walks along the riverbank and meets the fisherman **Sinbad**.

In order to be able to see Tom again after the flood, Abigail asks Sinbad to help her cross the river. Sinbad agrees, as long as Abigail spends the night with him.

Not knowing what to do, Abigail runs home and asks her **mother** for advice, but her mother tells her that she does not want to interfere in her private business.

Abigail finally accepts Sinbad's proposal and is transported to the other side of the river.

When she arrives at Tom's, she breaks down in tears and tells him everything;

Tom is shocked and chases her away.

John, Tom's best friend, meets Abigail in tears and, after hearing her story, runs to his friend, punches him in the face and takes Abigail away with him.

DEBRIEFING

Use some of the following questions to debrief the activity:

- When you worked individually, how did you decide what was good and what was bad behaviour?
- Was it difficult to agree on a ranking that suited everyone?
- What were the challenges or blocks which made agreement difficult?
- What role do personal values play in such a process?
- Where do personal values, such as those reflected in this activity, come from?
- Can you identify any prescribed gender roles in the story?
- Which gender related concerns or dilemmas are raised by this story?
- Are any of these concerns present in the context where you live? How do issues such as these affect young people?
- Which human rights issues can you identify in the story? Do you think human rights are useful when dealing with moral dilemmas related to gender? Explain your answer

DEBRIEFING

- How can we support young people to deal with social pressures relating to morality and gender?

Tips for facilitators

It is important that you establish an open atmosphere in which every ranking of the story is seen to be acceptable, and where you do not start 'blaming' people for arguments you might consider strange or bad yourself. The activity can be adapted in a number of ways. One possibility is to run it as described, and then to repeat it with a changed story, in which all the women become men, and vice-versa. Do participants' rankings remain the same? If not, why does the change make a difference? You could also include the ages of characters in the story, and experiment in other ways: for example, by making them all have the same gender, or by including a character's ethnic or national background. It would then be interesting to look at how the changes in the story make a difference to the ranking, and why.

PARTNERS