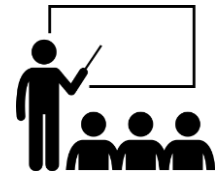


# NON FORMAL EDUCATION ACTIVITIES



## GENDER BASED VIOLENCE

MALANOVA

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# 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 sheet contains activities that can be used to initiate a discussion on the topics of gender discrimination and violence and consent culture. The steps of the activity, described in the IMPLEMENTATION module, can be considered as consecutive phases of a single thematic intervention or as autonomous single activities.

THEMES	<ul style="list-style-type: none"> <li>• Gender-based violence</li> <li>• Power relations</li> <li>• Culture of consent</li> <li>• Toxic masculinity</li> </ul>
AGE OF PARTICIPANTS	13 – 30 years old
N. OF PARTICIPANTS	30 participants (max.)
TIMING	<ul style="list-style-type: none"> <li>• Step 1: 90'</li> <li>• Step 2: 60'</li> </ul>
MATERIAL	<ul style="list-style-type: none"> <li>• MALANOVA Audio-listening (Attachment n.1)</li> <li>• Table (Attachment n.2)</li> <li>• Internet connection and access to YouTube</li> <li>• Blackboard/witheboard</li> <li>• Usual school materials: paper, pens, colours</li> <li>• Functional spaces to divide the group into at least 5 subgroups</li> </ul>
GOALS	<ul style="list-style-type: none"> <li>• Reflecting with the participants on the different possible modes of reaction</li> <li>• Promoting the assumption of different points of view, especially with regard to the victims of aggressive behavior</li> <li>• Raising awareness of individual responsibility for incidents of aggressive behaviour: even supporters of the aggressor and observers who do not act have responsibilities</li> <li>• Discussing with peers possible strategies to reduce involvement in aggressive behaviour.</li> </ul>
CRITICAL ISSUES	The activities do not present any criticalities or obstacles to implementation. Any difficulties linked to the contingent and subjective situation of the group will be pointed out.

# IMPLEMENTATION

## STEP N.1

Propose the theme of gender-based violence, emphasising how it can be present at any age of life and may become a prevalent interaction strategy for some. Highlighting the fact that, although only some young people resort to aggressive behaviour, when this happens it is particularly serious because it generates deep suffering in those who suffer the acts of aggression, whether physical or verbal.

In order to tackle the specific issue of gender-based violence together with the young people, with particular attention to the different roles played by the characters (the victim, the abusers, the observers), the **AUDIO-LISTENING OF THE MALANOVA PLAY ( Attachment n.1)** is proposed.

Through some questions that are proposed at the end of the story, it is possible to guide a group discussion that helps the participants to reflect on deviant behaviour, such as physical and psychological violence, abuse.



After listening to the stimulus situation, ask the participants to express freely what they think about Anna Maria's condition.

Below are some questions that can help guide the discussion:

- How do you think Anna Maria feels?
- How would you feel in her place?
- What can Anna do to get out of the situation?
- What would you do if you were in Anna's place?
- In your opinion, why didn't Anna inform any adult about her situation?
- In your opinion, which adults can intervene and how?
- In your opinion, is it possible to prevent these situations? How?

# IMPLEMENTATION

## STEP N.2

Draw a **TABLE** on the blackboard (**Attachment no. 2)** and divide the group into subgroups.

Give each group a table corresponding to the one on the blackboard.

Each group has to fill in the form, also hypothesising possible alternative behaviours useful to favour the solution to Anna Maria's problem; this takes about 30 minutes.

At the end of the group work, through a plenary discussion, fill in the table on the blackboard in order to summarise and integrate the contributions made by the individual groups.

# MALANOVA

## ATTACHMENT N.1

MALANOVA is a play produced by Sciara Progetti Teatro and Teatro Verdi di Fiorenzuola d'Arda in 2015, Best Play 2017 at Festival Inventaria Teatro Argot in Rome and Audience Award 2017 at Festival Avvistamenti Teatrali di Ricadi.

Since 2016, the show has been the centrepiece of an international educational project to raise awareness and combat gender-based violence.

This attachment contains the audio-listening version of the show. The participants can listen to it in class or independently at home as a preparatory action to the proposed activity.



<https://bit.ly/3JpH2wo>



# TABLE

## ATTACHMENT N.2

CHARACTERS	CHARACTERISTICS	RESPONSIBILITY OVER THE SITUATION	POSSIBLE ALTERNATIVE BEHAVIOURS
Anna Maria			
Domenico			
Aggressors inside the country ruin			
Salvatore			
Schoolmates			
Parents			
Priest			
Teachers			
Village and inhabitants			
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# DEBRIEFING



After discussing Anna Maria's situation, her feelings and the possible strategies that could help her to get out of her current problematic situation with the participants, it is possible to systematically analyse the specific roles of the different people involved in this story, specifying their personal characteristics, their level of responsibility for Anna Maria's condition and the behaviour each of them could implement to deal with the problem.

This more detailed analysis generally reveals those mechanisms of moral disengagement (diffusion of responsibility: more responsables, no responsables; blaming the victim: she asked for it) that favour the implementation or acceptance of aggressive behaviour. Talking explicitly about these mechanisms helps to be more aware of their existence and can reduce their use. Trying to think about the responsibility of everyone (aggressors, victim, supporters of aggressors, observers), even of those who are not directly involved, is intended to encourage a reminder of the role that everyone can play in curbing aggressive behaviour.

Finally, devising possible behavioural alternatives helps to bring the discussion to a practical level of action, which can help to address and anticipate possible difficult conditions linked to aggressive behaviour.

# PARTNERS



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