

**COURSE**

**Equ**   
**Alley**

## EquAlley - Course

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EquAlley

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Project Coordination

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# Introduction to the EquAlley project

# Introduction to the EquAlley project

In a world striving for progress and inclusivity, the EquAlley project emerges as a beacon of hope and transformation. This initiative is dedicated to addressing and dismantling the pervasive issues of gender inequality, toxic masculinity and street harassment. At its core, EquAlley seeks to foster a society where individuals of all genders are liberated from the constraints of traditional roles and stereotypes, allowing them to thrive in an environment free from discrimination and violence. The EquAlley project operates on multiple levels, with a dual mission that transcends boundaries. First and foremost, it endeavors to prevent male individuals from becoming perpetrators while empowering them to become allies in the fight against sexual harassment and toxic masculinity. Simultaneously, it aims to bolster the self-confidence and self-efficacy of female individuals, equipping them with the tools and resilience needed to combat street harassment.

In doing so, EquAlley not only addresses these urgent issues but also reshapes the very foundation of gender roles and norms for all individuals, transcending the limitations of conventional expectations. By rethinking gender, EquAlley strives to revolutionize society's awareness and attitudes toward sexual harassment, gender inequality, and identity. It aspires to cultivate higher levels of self-efficacy, sensitivity, and an unwavering commitment to reject and challenge violent, discriminatory, or stereotypical behaviors. Furthermore, this project places a strong emphasis on engaging and fostering exchange among young individuals, recognizing this as a potent strategy to dismantle stereotypes and discrimination at their roots. The EquAlley project also seeks to empower educators by preparing and creating an inclusive, blended-learning course and its guide. Through this initiative, EquAlley endeavors to equip educators with the knowledge and tools necessary to teach about these crucial topics effectively, ensuring that the transformative impact reaches far and wide. In essence, the EquAlley Course is a comprehensive resource designed to decrease gender inequality and social injustice by reimagining gender roles, dismantling stereotypes, and challenging discriminatory behaviors.

# Theoretical framework



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# Theoretical framework

Despite the increased activism against gender inequality and related issues, individuals, specifically women, continue to endure acts of sexual harassment, gender stereotypes, social injustice, and gender-based violent behaviour. In particular, some individuals face distressing behaviours and situations, such as catcalling and street harassment, in public spaces. Street harassment is a problem that has been present since the advent of streets, it has remained an overlooked problem for centuries. Street harassment today is reminiscent of how workplace sexual harassment was perceived back in the 1960s. Both types of harassment are rooted in male dominance and control within the public sphere. While there is widespread acknowledgement that workplace colleagues should be treated respectfully and equally, sexual harassment in public spaces, like street harassment, often lacks recognition as a legitimate issue. From a young age, both women/girls and individuals identifying as lesbian, gay, bisexual, transgender, queer, and gender nonconforming are at risk of being harassed in public spaces. Women, in particular are afraid of or have encountered street harassment, resulting in negative psychological and emotional impacts like fear, anger, distrust, depression, stress, sleep disturbance, self-objectification, shame, increased bodily surveillance, and anxiety in public settings. Therefore, street harassment becomes a societal issue and consequences that pose and reinforce gender inequalities.

Addressing street harassment or sexual harassment in public places presents challenges, possibly stemming from gender roles, norms, or stereotypes. For instance, same-gender harassment might target men who deviate from the stereotypical gender norms on how men should socially behave. On the other hand, harassment against women often stems from toxic masculinity, and power imbalances of male status and dominance over women. The negative gender stereotypical constructs developed during an individual's life has a significant impact on the prevalence of harassment.

Therefore, educating young individuals about gender issues is vital to creating a safer and more equitable world for women and LGBTQ+ individuals. Thus, further offering significant potential in shaping a future society where such forms of harassment are no longer accepted and prevalent.

# Online Activities

## 1st part



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## Introduction

(Catcalling)

<b>Objective</b>	Increasing students awareness about the problem of catcalling. Raising awareness about the consequences and harm of catcalling.
<b>Time</b>	15 minutes
<b>Age</b>	13-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	20 participants
<b>Materials</b>	<a href="https://www.youtube.com/watch?v=VjoLWvQJliw">https://www.youtube.com/watch?v=VjoLWvQJliw</a> <a href="https://www.youtube.com/watch?v=ujGqiZiarAY">https://www.youtube.com/watch?v=ujGqiZiarAY</a>
<b>Guidelines for educators</b>	<p>We show participants two videos available on the YouTube platform, and then we ask the question:</p> <ul style="list-style-type: none"> <li>• What do you think today's workshops will be about?</li> </ul>
<b>Follow-up</b>	After watching the materials, participants write ideas on a white board (online).
<b>Reflexive sentence</b>	Engagement in the discussion.

<b>Encyklopedia</b> (Discrimination, prejudice, stereotype)	
<b>Objective</b>	Participants know the terms: discrimination, prejudice, stereotype.
<b>Time</b>	10 minutes
<b>Age</b>	13-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	20 participants
<b>Materials</b>	Online white board or Power Point
<b>Guidelines for educators</b>	<p>The task is to create a definition that would be included in the encyclopedia. Participants take on the role of a specially appointed group of researchers.</p> <p>Definition I – stereotype            Definition II – discrimination            Definition III – prejudice</p> <p>Definitions should be original (creative).</p>
<b>Follow-up</b>	<p>After preparation, everyone presents their definitions and familiarizes themselves with scientific definitions contained in the literature. Participants compare their own definitions with scientific ones.</p> <p><b>Discrimination</b> - treating someone worse than others in the same situation. People are discriminated against for various reasons, for example gender, race, age, financial status, religion or sexual orientation.</p> <p><b>Direct discrimination:</b> A person is treated less favorably than another person in similar situation, due to some premise (e.g.: racial or ethnic origin, religion, disability, age or orientation psychosexual).</p> <p><b>Indirect discrimination:</b> Seemingly neutral terms, criteria or practices are unfavorable for people who have or suspected of</p>

## Follow-up

having a certain charge characteristics (racial, ethnic, religion or religion, disability, age or orientation sexual), unless such practice can be recognized objectively as justified by law.

### **Prejudice VS Discrimination**

It's the difference between thinking/feeling (prejudice) and action (discrimination).

**Stereotype** (from Greek: stereos - solid, hard, typos - pattern, imprint) - an extremely exaggerated image of a given group, treating all its members in an undifferentiated way, regardless of their individual characteristics. Stereotypes are often based on uncertain or false knowledge about the world, are perpetuated by tradition and are difficult to change. They are characterized by one-sidedness, stiffness, durability, waterproofness - resistance to arguments and facts.

**Prejudice** - negative opinions or feelings towards other social groups, held simply because of belonging to a given group. It is also an unfavorable assessment, a judgment made on the basis of stereotypical beliefs.

### **FEATURES OF STEREOTYPES**

- Durable, difficult to change, stiff
- Simplified, often inconsistent with reality
- Generalized
- Culturally inherited
- Automatically excited
- Not experimentally verifiable (exceptions only confirm rule)
- We have the belief that it is real
- Resistant to inconsistent information

### **WHERE DO PREJUDICES COME FROM?**

- Fear of strangers and unknown
- Ignorance
- Socialization
- The tendency to divide people into groups
- One is our own (WE), the rest - strangers (THEY)
- We value "our own people" more than "strangers"

## Reflexive sentence

Discussion about the created definitions.

<b>Matching Words</b> (Verbal game)	
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Increasing students awareness about the problem of catcalling.</li> <li>• Raising awareness about the consequences and harm of catcalling.</li> </ul>
<b>Time</b>	7 minutes
<b>Age</b>	13-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	20 participants
<b>Materials</b>	-
<b>Guidelines for educators</b>	<p>Pre-assessment test on knowledge about the phenomenon of catcalling (matching words to definitions)</p> <p><b>BODY SHAMING</b> Shaming, humiliating or harassing someone because of how their body looks, usually because their body does not match gendered beauty ideals.</p> <p><b>BUYLLING</b> Refers to the act of intentionally and repeatedly causing harm, distress, or humiliation to another person, especially when there is an imbalance of power. It involves aggressive behavior, such as physical or verbal abuse, spreading rumors, and exclusion from social activities. Bullying can occur in various settings, including schools, workplaces, and online platforms.</p> <p><b>CATCALLING</b> Series of evaluative and objectifying comments made in public and directed at women as a way of highlighting a sexualized part of their bodies</p> <p><b>DISCRIMINATION</b> Treating someone worse than others in the same situation. People are discriminated against on various grounds, e.g. gender, race, age, material status, religion or sexual orientation.</p>

<p><b>Guidelines for educators</b></p>	<p><b>GENDER IDENTITY</b> The inner awareness of one's gender.</p> <p><b>HUMAN RIGHTS</b> A set of rights and freedoms to which everyone is entitled regardless of race, sex, language, religion, political opinion, national and social origin, property, etc. Human rights are rights of a moral nature, a set of demands demanding respect for the values most precious to man, such as life, dignity, freedom, free development.</p> <p><b>MASCHILISM</b> Attitude or mindset, based on the presumed superiority of man over woman.</p> <p><b>MISOGYNY</b> Feeling and a consequent attitude of aversion or repulsion towards women, manifested indifferently by men or other women. It is directed towards women considered as a group: a misogynist person can still have affectionate, friendly and loving relationships with single women; conversely, having negative relationships with a large number of women individually does not necessarily mean being a misogynist.</p>
<p><b>Follow-up</b></p>	<p>Discussion about your views and work effects.</p>
<p><b>Reflexive sentence</b></p>	<p>-</p>

## Action-reaction

(What are the consequences of catcalling?)

<b>Objective</b>	<ul style="list-style-type: none"> <li>Increasing students awareness about the problem of catcalling.</li> <li>Raising awareness about the consequences and harm of catcalling.</li> </ul>						
<b>Time</b>	10 minutes						
<b>Age</b>	13-16 years						
<b>Target</b>	Boys/Girls						
<b>Number of participants</b>	20 participants						
<b>Materials</b>	Computer						
	<p>Complete the table below. You may have lots of ideas!</p> <table border="1"> <thead> <tr> <th>Why is catcalling a problem?</th> <th>What are the consequences of catcalling?</th> <th>How to respond to catcalling situations?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>After completing the task, participants receive a script with a summary containing a strategy and a tool to effectively respond to catcalling.</p> <p><b>Strategy:</b></p> <ol style="list-style-type: none"> <li><b>Stay Confident:</b> The first step in effectively responding to catcalling is to stay confident. Maintain good posture, make eye contact, and speak assertively.</li> <li><b>Ignore and Walk Away:</b> In many cases, ignoring the catcaller and walking away may be the best response. By not engaging with the individual, you avoid giving them the satisfaction of a reaction.</li> <li><b>Use Firm Language:</b> If you choose to respond, use firm language to make it clear that their behavior is unacceptable. Use phrases like, "That is inappropriate," or "I do not appreciate your comments."</li> </ol>	Why is catcalling a problem?	What are the consequences of catcalling?	How to respond to catcalling situations?			
Why is catcalling a problem?	What are the consequences of catcalling?	How to respond to catcalling situations?					

<p><b>Guidelines for educators</b></p>	<p><b>4. Seek Support:</b> If you feel unsafe or uncomfortable, seek support from people around you. Approach a friend, bystander, or authority figure to ensure your safety.</p> <p><b>5. Document and Report:</b> It can be helpful to document incidents of catcalling, including the time, location, and a description of the individual involved. Report the incidents to the appropriate authorities, such as the police or local authorities, if necessary.</p> <p><b><u>Tool:</u></b>  A Personal Safety Alarm: A personal safety alarm is a small, portable device that emits a loud sound when activated. It can be carried on your keychain or attached to a bag, making it easily accessible in case of emergencies or threatening situations, including catcalling incidents. The loud noise can startle the catcaller and attract attention from others nearby, potentially deterring further harassment.</p>
<p><b>Follow-up</b></p>	<p>Group discussion.</p>
<p><b>Reflexive sentence</b></p>	<p>-</p>

## Norms

(Social, legal, moral and custom norms)

<b>Objective</b>	Participants know the definitions of norms and their types.
<b>Time</b>	10 minutes
<b>Age</b>	13-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	20 participants
<b>Materials</b>	Computer
<b>Guidelines for educators</b>	<p>Participants will become acquainted with virtual cards that present definitions of social, legal, moral and custom norms. After reading the educational material, participants write down examples of social, legal, moral and customary norms. For example:</p> <p><i>Legal standard – do not steal</i>  <i>Moral norm – do not lie.</i></p> <p>After writing down various examples, participants write down on a common board the consequences of not following the norms. The ideas are visible to all workshop participants – brainstorm.</p> <p><b><u>Knowledge base:</u></b></p> <p><b>Norm</b> – an ambiguous concept that defines a rather permanent way of behavior adopted in a given social group, a kind of pattern of features defining a situation, phenomenon, or object. Norms are entangled in the cultural contexts of a given country.</p> <p><b>Social norms</b> - refer to socially accepted rules of conduct and behavior that are recognized in a particular community or group of people. Social norms are often informal and unwritten, but they have significant importance in maintaining social harmony and good relationships between individuals. Social norms impose certain expectations regarding behavior and ways of acting in various situations. For example, a social norm may dictate using appropriate forms of politeness when talking to an older person or waiting in line for one's turn.</p>



Social norms can also pertain to social etiquette, such as rules regarding dress or eating habits. The primary function of social norms is to regulate social life and facilitate communication and cooperation between people. They function as internal rules that adhering to is considered proper and appropriate in a given community. Violating social norms is often viewed negatively and can lead to exclusion or social ostracism. Social norms are dependent on cultural and social context. What is considered appropriate in one community may be unacceptable in another. For this reason, social norms can vary between cultures, regions, or social groups.

The concept of **sexual norms** refers to socially and culturally imposed standards and expectations regarding sexuality. Sexual norms vary depending on culture, time, and community, but they influence what is considered acceptable, normative, and desirable in a sexual context. Sexual norms can pertain to different aspects of sexuality, such as sexual orientation, gender identity, sexual behaviors, gender roles, sexual preferences, etc. They can also be associated with certain expectations, such as celibacy, monogamy, marriage, and reproduction. It is worth noting that sexual norms are socially constructed and change over time and with social changes. They are often challenged and subject to discussion by different social groups and emancipatory movements in order to consider diversity and equality in the realm of sexuality.

**A legal norm** is a commonly used and binding legal provision that defines requirements and commands for citizens and regulates the relationships between them and public authorities. A legal norm is expressed in the form of general principles, rules, norms, or provisions that aim to regulate specific areas of social life. A legal norm has an abstract and general character, which means that it applies to all similar situations and applies to all individuals covered by a particular legal system. A legal norm is also obligatory, which means that compliance with it is necessary and mandatory for citizens and authorities.

**Religious norms** are a set of rules, regulations, values, and beliefs that dictate how a person should behave and function within a given religion. Religious norms are an integral part of religious practices and aim to guide the behavior of the faithful, regulate relationships between people, and unite them in unity within a specific religious community. Religious norms can cover various aspects of life, such as prayer, dress, diet, morality, ethics, rituals, holidays, and principles related to family and social life. Religious norms can be transmitted through sacred texts, religious authorities, or traditions passed down from generation to generation. Fulfilling religious norms is an important aspect of religious identity for followers of a particular religion and often serves as the basis for evaluating their moral conduct.

<b>Follow-up</b>	After writing down various examples, participants write down on a common board the consequences of not following the norms. The ideas are visible to all workshop participants – brainstorm.
<b>Reflexive sentence</b>	-

## Quiz - Quick Questions

(Questions and answers)

<b>Objective</b>	Participants check their level of knowledge about stereotypes, prejudices, catcalling, discrimination and norms.												
<b>Time</b>	8 minutes												
<b>Age</b>	13-16 years												
<b>Target</b>	Boys/Girls												
<b>Number of participants</b>	20 participants												
<b>Materials</b>	Computer												
<b>Guidelines for educators</b>	<p>Participants answer the questions that appear on the screen. They must answer quickly because the question disappears after 90 seconds.</p> <table border="1"> <thead> <tr> <th>Questions</th> <th>Answers</th> </tr> </thead> <tbody> <tr> <td>Describe the difference between stereotype and discrimination</td> <td></td> </tr> <tr> <td>Do stereotypes only apply to gender?</td> <td></td> </tr> <tr> <td>Where do prejudices come from?</td> <td></td> </tr> <tr> <td>What is a social norm?</td> <td></td> </tr> <tr> <td>Give examples of a moral norm and a legal norm</td> <td></td> </tr> </tbody> </table>	Questions	Answers	Describe the difference between stereotype and discrimination		Do stereotypes only apply to gender?		Where do prejudices come from?		What is a social norm?		Give examples of a moral norm and a legal norm	
Questions	Answers												
Describe the difference between stereotype and discrimination													
Do stereotypes only apply to gender?													
Where do prejudices come from?													
What is a social norm?													
Give examples of a moral norm and a legal norm													
<b>Follow-up</b>	Discussion about the results obtained in the quiz.												
<b>Reflexive sentence</b>	-												

# Gender roles, norms & stereotypes

# Gender roles, norms & stereotypes

Social roles, norms, and stereotypes are prevalent aspects of our society. While interconnected, they each hold distinct characteristics. Understanding the differences between gender roles, norms, and stereotypes is vital, as it offers an insight into how societal expectations, behaviors, and perceptions concerning genders are shaped and perpetuated. This understanding further plays a pivotal role in challenging and transforming gender biases and inequalities in society.

“Gender roles” refers to society’s shared beliefs or expectations of an individual’s socially identified gender/sex. These roles emerge from individuals observing behaviors typically associated with identified females and males, leading to assumptions about inherent traits within each gender. Gender roles are closely related to gender stereotypes.

“Gender norms” denotes the social rules and expectations that keep the gender system intact, and represents social norms defining acceptable and appropriate behaviors for women and men within a specific group or society. These norms exist within societal structures, as they are considered to shape individual’s attitudes, and further perpetuated through human behaviours and actions.

“Gender stereotypes” are generalizations about the attributes of men and women. These stereotypes encompass both descriptive and prescriptive aspects. The descriptive gender stereotypes indicate what women and men are like typically, while the prescriptive gender stereotypes outline what women and men should be like, or what is considered desirable. Both descriptive and prescriptive gender stereotypes can lead to gender bias, in which unconscious bias attributions and preconceived notions of attitudes and behaviours are attributed to a certain gender.

## **a. Male, female and non-binary/queer**

In the prevailing culture, not only do we often assume that sex is binary and use "sex" and "gender" interchangeably, but we also commonly presume that gender itself is binary, comprising solely of "male" and "female."

"Male" is a term employed to denote an individual's sex or gender who typically exhibits certain biological and physiological characteristics. These characteristics encompass male reproductive anatomy and secondary sexual traits, such as facial hair, a deeper voice, and greater muscle mass, attributes often associated with the male sex.

Conversely, "female" is used to designate an individual's sex or gender who typically possesses specific biological and physiological features, including female reproductive anatomy and secondary sexual characteristics like breasts and a higher-pitched voice, traits frequently linked to the female sex. Nonetheless, it's important to acknowledge that this binary system is not universally applicable. Even if an individual is assigned the female sex at birth based on their external genitalia, their internal gender identity (how they personally experience and define their gender) may not conform to this assignment. Some individuals assigned female at birth may identify as male, female, or non-binary, irrespective of their adherence to traditional gender norms.

The term "non-binary" serves as an encompassing descriptor for various gender expressions, identities, and experiences that fall outside the confines of the binary gender system previously described. Non-binary individuals may possess a gender identity that is fluid, encompasses aspects of both male and female genders, or completely rejects these concepts. Some prefer umbrella terms like "enby" or "genderqueer" to avoid being defined by what they are not, while others may choose more specific labels or opt not to use labels at all. These diverse gender identities have been present throughout history and across different global cultures.

It's worth noting that individuals with intersex conditions or differences/disorders of sexual development (DSD) may exhibit physical characteristics that deviate from the binary female/male sex distinction but still identify their gender within this binary framework. In contrast, non-binary individuals do not necessarily have an intersex/DSD condition and may have typical sex characteristics associated with their assigned sex at birth.

The term "queer" encompasses a wider spectrum of sexual orientations and gender identities that do not conform to societal norms, including non-binary identities and a range of other diverse identities.

Furthermore, it's crucial to recognize that gender is intricately interwoven with other identity categories and experiences, such as indigeneity, race, ethnicity, disability, sexuality, class, age, citizenship, religion, or spirituality. Gender interacts with all these aspects of our identities, both on an individual and collective level. Bodies are not only gendered but also racialized in distinct ways, leading to varying experiences. For example, the experiences of white women differ significantly from those of Asian women. Acknowledging these differences is essential when raising awareness of and addressing issues like street harassment.

## **b. Discovering masculinity and sexism**

Masculinity and sexism are complex and interrelated concepts that play a significant role in shaping societal norms, behaviors, and attitudes. Understanding masculinity involves exploring the multifaceted nature of what it means to be a man in various cultural contexts, while examining sexism requires a critical examination of discrimination and bias based on an individual's sex or gender. This exploration aims to shed light on the complexities of discovering masculinity and the pervasive presence of sexism in society.

Discovering masculinity is an individual and collective journey that involves exploring the various facets of being a man. It is not a one-size-fits-all concept but rather a diverse and evolving understanding influenced by culture, upbringing, personal experiences, and societal expectations. Some key aspects of discovering masculinity include:

- **Cultural Influence:** Cultural norms and values play a significant role in shaping one's understanding of masculinity. Different cultures have different expectations and definitions of what it means to be a man, ranging from traditional roles to more progressive and inclusive views.
- **Gender Socialization:** From a young age, individuals are socialized into their respective gender roles. Boys are often encouraged to embrace certain behaviors and interests deemed "masculine," such as being assertive, competitive, and emotionally reserved.
- **Identity and Self-Reflection:** Discovering masculinity often involves introspection and self-reflection. Men may grapple with questions about their identity, values, and how they want to express their masculinity.
- **Embracing Diversity:** The concept of masculinity is not monolithic. It encompasses a wide range of expressions and identities, including cisgender

men, transgender men, and non-binary individuals. Embracing this diversity is essential in modern discussions of masculinity.

- **Breaking Stereotypes:** Challenging traditional stereotypes associated with masculinity is a crucial part of discovering one's authentic self. Men may question societal expectations and seek to redefine their masculinity in ways that align with their values and beliefs.
- **Healthy Relationships:** Understanding masculinity involves fostering healthy relationships with others. This includes developing empathy, communication skills, and the ability to connect emotionally with friends, family, and partners.
- **Mental Health:** Exploring masculinity can also involve addressing mental health challenges. Men may confront issues related to emotional expression, stress, and societal pressures that affect their mental well-being.

Sexism is a pervasive social issue that negatively impacts individuals of all genders. It is rooted in the belief that one sex or gender is superior to another and manifests in various forms, including discrimination, stereotypes, and unequal power dynamics. Sexism can act as a barrier to authentic masculinity in several ways:

- **Reinforcing Stereotypes:** Sexism perpetuates harmful stereotypes about men and women, dictating how they should behave and limiting their freedom to express themselves authentically.
- **Toxic Masculinity:** Sexism often reinforces toxic masculine norms, such as emotional repression, aggression, and dominance. These norms can hinder men from embracing a more authentic and emotionally expressive form of masculinity.
- **Gender-Based Discrimination:** Sexism can lead to gender-based discrimination, where individuals are treated unfairly based on their gender. This discrimination can limit opportunities for personal and professional growth.
- **Stigmatization of Vulnerability:** Authentic masculinity often involves being in touch with one's emotions and vulnerabilities. Sexism, however, stigmatizes vulnerability as a sign of weakness, making it challenging for men to express their feelings openly.
- **Impact on Relationships:** Sexism can negatively affect interpersonal relationships by perpetuating unequal power dynamics and limiting genuine emotional connection between individuals.

To promote authentic masculinity and combat sexism, individuals and society must take proactive steps: (1) **Education and Awareness:** Raising awareness about the harmful effects of sexism and the importance of embracing diverse expressions of masculinity is essential. Education can challenge stereotypes and foster empathy; (2) **Gender Equality:** Promoting gender equality involves dismantling systemic discrimination and addressing the societal norms that perpetuate sexism. This includes advocating for equal opportunities in education, the workplace, and public life; (3) **Supportive Communities:** Creating safe and supportive communities where



individuals can explore their authentic selves and share their experiences is crucial. These communities can help break down gender stereotypes and encourage open dialogue; (4) Mental Health Awareness: Recognizing the importance of mental health and emotional well-being is vital in combating sexism and embracing authentic masculinity. Encouraging men to seek help and support when needed is essential, and (5) Positive Role Models: Encouraging positive male role models who challenge traditional stereotypes and embrace authenticity can have a significant impact on future generations.

Discovering masculinity is a complex and individual journey that involves embracing diverse expressions of manhood. However, this journey is often hindered by the presence of sexism, which perpetuates harmful stereotypes and discrimination based on gender.

### **c. Breaking stereotypical, normative gender roles and views**

As a society, we acknowledge that sexism exists in a myriad of ways, personally and structurally. Sexism is any expression (act, word, image, gesture) based on the idea that some persons, most often women, are inferior because of their sex. There are laws and structures in place to address institutional sexism. This does not mean that we have solved the problem, but sexism is most often thought of as something that affects girls and women due to it lies at the root of gender inequality.

What is less understood and mostly not acknowledged is the impact of sexism on our concepts of masculinity and male culture. The messages boys receive at an early age about what it means to be male are limiting, confining, stereotypical and very powerful, especially because they are not typically articulated as such. These messages come from family, peers, the media and elsewhere, telling boys and men how to behave and feel, relate to each other and girls/women, what their role and stature is in society. Some of these messages are harmful and have short and long-term consequences for themselves, their families, their community and society as a whole. Common masculine ideals such as social respect, physical strength, and sexual potency become problematic when they set unattainable standards. Falling short can make boys and men insecure and anxious, which might prompt them to use force in order to feel, and be seen as, dominant and in control. Male violence in this scenario doesn't emanate from something bad or toxic that has crept into the nature of masculinity itself. Rather, it comes from these men's social and political settings, the particularities of which set them up for inner conflicts over social

expectations and male entitlement. This is why masculinity can indeed be destructive. Men often act in stereotypically masculine ways to reassert their masculinity and restore their social status after it has been threatened. Masculinity is also seen in a new way, as a collective gender identity. Gender roles govern a number of contexts including occupations, family relationships, and social relationships. Men and women's gender roles vary in content and pressure to conform. Women have been actively stepping outside of their traditional gender roles by entering into the workforce, changing their gender roles and stereotypes. The origins of gender stereotypes and differences help explain why stereotyping may be a subjectively positive outcome of masculinity. The different societal roles of men and women lead to gender differences in behavior and personality.

Women had to physically dedicate their bodies to childrearing through pregnancy and nursing, they were predisposed to roles involving child care and dissuaded from roles requiring extended absences. Women also relied on men to provide them with resources while they were preoccupied with caring for offspring. Subordinate behaviors became the most useful to women, as they allowed them to receive resources from men. Economic subordination and dependence theoretically pressured women to develop traits such as compliance and cooperation. Women were pushed into a lower social status because of their dependence on men. A social hierarchy developed from these roles, polarizing gender so men had a better social status than women.

Gender differences in behaviors, personality, and stereotypes developed through different mechanisms, either sexual selection or social roles. Measuring gender stereotypes has helped classify and define their specific cultural content. The desirable masculine traits in the inventory include characteristics such as aggressive, ambitious, dominant, forceful, self-reliant, and competitive. Aggression is an effective way of establishing masculinity and manhood both to the aggressor and others. Being aggressive asserts stereotypical and idealized masculine traits, allowing men to show others their masculinity. People usually expect, and desire, these agentic and dominant qualities in men, and generally, people view men's stereotypes more positively than women's. Because social roles are validated through behavior, men demonstrate these traits to affirm their gender roles and assert the gender hierarchy. On the other hand, the feminine items include traits such as affectionate, compassionate, childlike, gentle, soft-spoken, and warm. These traits are simultaneously communal and reinforce the gender hierarchy. Characteristics such as childlike and gentle prohibit women from asserting agentic and dominant characteristics and gaining more societal power, reinforcing men's

higher social status. Because women have a lower status than men, men can exert a greater influence over them, and women yield to the influence of men. People expect women to act subordinate to men, these expectations lead to behaviors which demonstrate communal qualities, and those behaviors then reinforce the gender roles.

The process through which people form stereotypes includes making automatic and overlearned assumptions about an individual based on his/her gender. Sexist beliefs are so deep-rooted that, for example, men feel exceptional pressure to act in masculine ways when their masculinity is threatened. Men act more aggressive, competitive, and take greater risks after masculinity threats, which represent increased adherence to traditional male stereotypes. These active demonstrations alleviate tension and anxiety caused by a reduction in social status. These acts of sexism create a climate of intimidation, fear and insecurity against women, which leads to the acceptance of violence.

# F2F Activities

## 1st part



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## Agree/Disagree

(Male, female and non-binary/ queer)

<p><b>Objective</b></p>	<p>This activity aims to encourage critical thinking and dialogue while helping students understand the concept of gender in society.</p> <p>The objective of this activity is to help students recognize and discuss the impact of gender roles, norms, and stereotypes on individuals and society. By engaging in a conversation, students will learn to think critically, express their opinions, and understand diverse perspectives on this complex topic.</p>
<p><b>Number of Participants</b></p>	<p>4-20 participants</p>
<p><b>Target</b></p>	<p>Boys/Girls</p>
<p><b>Age</b></p>	<p>12-16 years</p>
<p><b>School</b></p>	<p>Curricular or extracurricular</p>
<p><b>Duration</b></p>	<p>45 minutes</p>
<p><b>Materials</b></p>	<p>A sheet of paper with the sentences</p>
<p><b>Place</b></p>	<p>Classroom</p>
<p><b>Guidelines for educators</b></p>	<p>Provide students with a list of statements related to gender roles, norms, and stereotypes. Ask them to indicate whether they agree or disagree with each statement. Ask the group to form a line and place a poster with the word 'AGREE' on the left and another with the word 'DISAGREE' on the right. For each sentence read aloud, participants should position themselves to indicate whether they agree or disagree. Encourage them to share personal experiences or examples that support their opinions. Following this, ideas are discussed within the group, and another sentence is read. Here are eight statements for discussion:</p>

	<ul style="list-style-type: none"> <li>a. "Boys should play with trucks, and girls should play with dolls."</li> <li>b. "Girls are better at nurturing and caring for others."</li> <li>c. "Boys are supposed to be tough and never show their emotions."</li> <li>d. "It's okay for boys to cry, just like it's okay for girls."</li> <li>e. "Only women should do the cooking, and only men should do the yard work."</li> <li>f. "Anyone can wear whatever they want, regardless of their gender."</li> <li>g. "Girls should focus on looking pretty, while boys should focus on being strong."</li> <li>h. "All jobs should be open to everyone, regardless of their gender."</li> </ul>
<p style="text-align: center;"><b>Debriefing</b></p>	<p>After the group discussions, bring the students back together as a class. And ask them:</p> <ol style="list-style-type: none"> <li>1. Was it uncomfortable to take a stance?</li> <li>2. Why do you think these differences between boys and girls still exist?</li> <li>3. What could be done to change attitudes and behaviors?</li> </ol>
<p style="text-align: center;"><b>Follow-up</b></p>	<p>After the discussion and debate, encourage students to reflect on what they've learned about gender roles, norms, and stereotypes. Discuss the importance of challenging harmful stereotypes and promoting equality. You can also assign homework or a creative project in which students write essays or create artwork that illustrates their understanding of these concepts and their impact on society.</p> <p>This activity helps students develop critical thinking skills, empathy, and a deeper understanding of the complex issues surrounding gender roles and stereotypes. It also promotes respectful dialogue and encourages students to challenge societal norms when they perpetuate inequality.</p>

## Gender Spectrum Gallery

(Male, female and non-binary/ queer)

<b>Objective</b>	<p>This activity aims to engage participants in artistic expression and creativity, the activity aims to provide a platform for individuals to explore and express various gender identities. Ultimately, the goal is to foster empathy, open-mindedness, and a broader appreciation for the diverse spectrum of gender experiences and expressions.</p> <p>The objective of this activity is to foster an understanding of gender diversity and challenge gender stereotypes among students. By using art and creativity, students can express and explore different gender identities, ultimately promoting empathy and open-mindedness.</p>
<b>Number of Participants</b>	4-20 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	90 minutes
<b>Materials</b>	<p>Art supplies (colored pencils, markers, crayons, paints, paper)          Access to a computer and projector (for the final presentation)</p>
<b>Place</b>	Indoor/Outdoor
<b>Guidelines for educators</b>	<p>Begin the activity with a brief discussion about gender stereotypes and the idea that gender is not limited to a binary system (male/female). Discuss how these stereotypes can be harmful and limit people's self-expression and opportunities.</p> <p><b>Gender Identity Cards:</b>          Provide each student with a blank "Gender Identity Card."</p>

This card should include their name and a creative, self-defined gender identity. Encourage them to think beyond the binary, using terms like non-binary, genderqueer, genderfluid, etc. Ask students to decorate their cards to represent their chosen gender identity.

**Artistic Expression:**

Instruct students to create an artwork that represents their self-defined gender identity. They can use any art supplies they prefer. Encourage them to be as creative as possible and emphasize that there are no right or wrong ways to represent their identity.

**Gallery Walk:**

Set up a "Gender Spectrum Gallery" in the classroom, where students can display their artwork. Each student should place their Gender Identity Card alongside their artwork. Allow time for a gallery walk, during which students can view and appreciate each other's creations.

**Digital Presentation (Optional):**

If possible, create a digital presentation using the students' artwork and Gender Identity Cards. Include brief descriptions from each student about their chosen gender identity. This presentation can serve as a visual representation of the gender spectrum within your classroom.

**Debriefing**

Bring the students back together as a group and facilitate a discussion. Ask students to share what they learned through this activity, what surprised them, and how it felt to explore gender diversity through art. Discuss the importance of respecting and embracing diverse gender identities.

**Follow-up**

Encourage students to continue exploring gender diversity and challenging stereotypes outside the classroom. Suggest resources like books, documentaries, or websites that further discuss these topics. Consider organizing a school-wide or community-wide art exhibition featuring the students' artwork to promote greater awareness.

This innovative activity combines art, self-expression, and discussion to help students better understand and appreciate the diversity of gender identities. It also encourages empathy, respect, and an open dialogue about this important topic.



## Word Contest

(Gender roles, norms & stereotypes)

<b>Objective</b>	Participants are invited to discuss contemporary existing gender stereotypes and where they come from.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	Flip chart, paper and markers
<b>Place</b>	School/classroom
<b>Guidelines for educators</b>	<p>In one or two minutes: write down as many words that can be associated with a certain topic, theme or word as possible.</p> <p>Participants are divided into two groups. Every group gets one minute to come up with a name for their team and to form a line behind a table. When both teams are ready, the educator introduces a topic. The groups get a limited amount of time (e.g. 1 or 2 minutes) to write down as many words that they associate with the topic as possible. The participants are also instructed that, as a group, you are allowed to write down each word only once.</p> <p>The participant who stands first in line writes down one word, gives the marker to the participant behind him, moving to the end of the line. The participants keep writing down words, until time has run out. After the contest, the educator will count the number of words written down by both groups.</p>

	<p>The contest can be done multiple times with different topics.</p> <p>The exercise starts with topics/themes that are light and easy. Good topics are: food, hobbies, etc. After two “easy” rounds, the educator can introduce topics revolving around gender.</p> <p>The educator must make clear that no words are prohibited! Every word that is associated with the topic/theme can be written down.</p> <p>This is a “high-energy” exercise, which means that the educator must focus on creating and maintaining a competitive atmosphere in which everybody thinks ahead to come up with a word, write it down fast and quickly give the marker to the next person.</p>
<p><b>Debriefing</b></p>	<p>After the contests, take a few minutes to discuss the various lists:</p> <ul style="list-style-type: none"> <li>• Pay attention to the differences in associated words on the list about men and the list about women.</li> <li>• Ask participants what they think about the differences or why they used a particular word to define a gender.</li> <li>• Ask why some words are assigned to one gender and not the other.</li> <li>• Underline words that stand out (e.g. courage or caring) to make the discussion more interesting.</li> </ul>
<p><b>Follow-up</b></p>	<p>The contest can be done multiple times with different topics.</p>

## The Man Box Boys

(Gender stereotypes & gender equality)

<b>Objective</b>	<ul style="list-style-type: none"> <li>• Increase awareness of reward and punishment systems connected to social norms.</li> <li>• Increase acceptance of people who are seen as “outside” the manbox.</li> <li>• Increase resolve to act according to what feels right rather than what is manly.</li> </ul>
<b>Number of Participants</b>	6-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20-30 minutes
<b>Materials</b>	Cardboard box, sticky notes and pens
<b>Place</b>	School/classroom
<b>Guidelines for educators</b>	<p>Give each group of 3-5 people a cardboard box, sticky notes and pens. Ask them to write down expectations on how to “be a real man” (normative masculinity) in their society. Write these in the form of characteristics (e.g. strong, wealthy, always horny). Put the sticky notes on the cardboard box, then read some of the sticky notes from each group out loud:</p> <ul style="list-style-type: none"> <li>• What happens if you do not live up to these expectations?</li> <li>• Do you think that it is possible to live your whole life within the box and never step outside of it?</li> <li>• How would it feel to always make sure to be all of those things?</li> <li>• We know that most people fall completely or partly outside of this box.</li> </ul> <p>And some would like to be more outside of the box, but fear the repercussions.</p>

	<p>How can we make it easier to be outside of the box and show people that they are brave for standing outside of it despite the norms?</p> <ul style="list-style-type: none"> <li>• Discuss what happened and what surprises the participants the most</li> </ul> <p>The characteristics on the box can be positive by themselves (e.g. self-confident), but the expectation to always live up to them causes problems.</p>
<p><b>Debriefing</b></p>	<p>The creation of a “man box” symbolizing the expectations on how to “act like a man”. Followed up by a discussion on how these norms impact the lives of the participants and people around them. Discuss what happened and what surprises the participants the most.</p>
<p><b>Follow-up</b></p>	<p>Optional: Screen the movie “På golvet” from Machofabriken or another video describing the process of building a masculinity/gender based identity. Let the participants discuss the video in groups. What was the movie about? What was the person doing and why? Reflections?</p>

## Advertisement Quiz

(Gender stereotypes, gender equality & violence)

<b>Objective</b>	Participants learn and become aware of how women and men are being portrait in the media.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 minutes
<b>Materials</b>	PowerPoint presentation
<b>Place</b>	School/Classroom
<b>Guidelines for educators</b>	<p>Participants form groups of 2 of 3 persons. Participants must guess what product is advertised in the ads.</p> <p>Everybody is shown a number of ads in which the brand has been left out. The assignment for the groups is to guess what product is being advertised. It is important that each group delivers one answer. It is therefore necessary that after each ad the groups get a few minutes to discuss and come up with a joint answer and line of reasoning behind the answer.</p> <p>Input of the participants is discussed during the exercise.</p> <p>Questions the educator can ask during the discussion:</p> <ul style="list-style-type: none"> <li>• In what way are men/women represented?</li> <li>• What kind of role do the women have in the ads?</li> <li>• In what way are the men and women connected to the product?</li> <li>• Why do the makers of the ads create these kind of images?</li> </ul> <p>The last two ads contain positive gender images.</p>

**Debriefing**

Input of the participants is discussed during the exercise;

Questions the educator can ask during the discussion:

- In what way are men/women represented?
- What kind of role do the women have in the ads?
- In what way are the men and women connected to the product?
- Why do the makers of the ads create these kind of images?

**Follow-up**

Exercise can be done with a new set of commercials.

## Opinion Continuum

(Gender stereotypes, gender equality, consent & violence)

<b>Objective</b>	Become knowledgeable of the size, numbers, and statistics with regard to sexual intimidation and sexual violence.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 minutes
<b>Materials</b>	Paper with statements
<b>Place</b>	School/classroom
<b>Guidelines for educators</b>	<p>Discuss the size, numbers, and statistics with regard to sexual intimidation and sexual violence.</p> <p>Physical quiz in which the participants discuss the size, numbers, and statistics with regard to sexual intimidation and sexual violence.</p> <p>Participants stand in the middle of the room. The educator reads out loud a statement that is related to sexual intimidation and sexual violence. Participants who think the statement is true walk to the right and participants who think the statement is false walk to the left. The educator will then ask some participants from both sides to give a short explanation and allow the rest of the participants to respond. After a short discussion the educator tells everybody if the statement is true or false and then the next statement is introduced.</p> <p>Stimulate the participants to engage in a friendly and respectful manner during the discussion.</p>

**Debriefing**

Input of participants is discussed during the exercise.

**Follow-up**

This exercise can also be done with numbers. Here the left side is 0, the middle is 5 and the right side is 10. The educator introduces a statement and allows the participants to choose a spot that represents the right answer.



## Boundaries (Consent)

<b>Objective</b>	<ul style="list-style-type: none"> <li>• Participants know their own boundaries and can make these clear to others.</li> <li>• Participants know and respect the boundaries of others.</li> <li>• Participants walk towards one another and become conscious of the boundaries of themselves and of others.</li> </ul>
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	-
<b>Place</b>	School/classroom/online
<b>Guidelines for educators</b>	<p>Participants form two lines facing each other. In between is at least 4 meters of space. The educator says which line of participants will start. After the educator gives the signal to start, the participants from the indicated line start walking towards the participant opposite of them, until the opposite participant says 'stop'.</p> <p>What follows is an evaluation of the place where the walking participant has stopped. Does it feel comfortable or is it too close? Or can you move one step further? Try it out with a step forward or backward. Ask the participants to focus on what they experience in their bodies.</p> <p>During this exercise boys can have an attitude like 'I can take this', resulting in a situation in which they come so close to each other that they almost fall.</p>

	<p>No doubt, they can take it, but they will most likely have crossed the boundaries of the other. If this happens, you can ask both participants if it feels comfortable. What does it do to you when somebody crosses your boundaries? How does it feel to cross somebody's boundaries?</p> <p>It is also possible to let the participants who walk (towards the other participant) feel when he has reached the boundary of the other. After he has stopped walking, it is checked if he stopped at the right place of perhaps is too close or can more a bit further.</p>
<b>Debriefing</b>	After the exercise , take a few minutes to discuss: How did you experience this exercise? What have you learned about yourself and the other?
<b>Follow-up</b>	Discussion and reflection.

## Timeline

(Own experiences with street intimidation sexual intimidation & sexual violence)

<b>Objective</b>	<ul style="list-style-type: none"><li>• Think about and reflect on own experiences, knowledge, and attitudes.</li><li>• Think about and reflect on own behavior: how to prevent and eliminate sexual intimidation and sexual violence.</li></ul>
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	Post-its, markers, whiteboard or large paper
<b>Place</b>	School/classroom/online
<b>Guidelines for educators</b>	<p>Educator draws a timeline that starts somewhere when the participants were in elementary school (late 90s) and ends in the current year or a few years later. After that, each participants gets a number of post-its. Per post-it they can write down one situation in which they or somebody they know, experienced a situation of sexual intimidation or sexual violence.</p> <p>Furthermore, participants also write down what they are doing or going to do themselves to prevent and eliminate sexual intimidation and sexual violence. They can stick these post-its onto the timeline at the present or the future.</p> <ul style="list-style-type: none"><li>• Nothing is wrong, weird, or impossible;</li><li>• Participants don't have to write their names on the post-its;</li><li>• One story per post-it;</li><li>• Makes sure everybody gets the opportunity to share whatever they want.</li></ul>



**Debriefing**

Educator discusses input from the participants. It is important that answers are formulated to the following questions:

- How did you experience this exercise?
- What have you learned about yourself?
- What are you going to do in the future? How are you going to do this?

**Follow-up**

Repeat this exercise a couple of months/years later and compare the results

## Privilege Walk

*(Becoming aware of privileges related to gender/man/woman)*

<p><b>Objective</b></p>	<ul style="list-style-type: none"> <li>• Participants are confronted with examples of social inequality, e.g. between man and women;</li> <li>• Participants discuss privilege, inequality and these differences originate;</li> <li>• Participants become more empathetic towards one another (and others' problems) and possibly become closer to each other.</li> </ul> <p>Using different statements to contribute to make participants become more aware of their privileges and disadvantages related to their gender, sexuality and possible other social variables.</p>
<p><b>Number of Participants</b></p>	<p>4-20 participants</p>
<p><b>Target</b></p>	<p>Boys/Girls</p>
<p><b>Age</b></p>	<p>12-16 years</p>
<p><b>School</b></p>	<p>Curricular or extracurricular</p>
<p><b>Duration</b></p>	<p>10-25 minutes</p>
<p><b>Materials</b></p>	<p>PowerPoint/paper with statements</p>
<p><b>Place</b></p>	<p>School/classroom/online</p>
<p><b>Guidelines for educators</b></p>	<p>During the exercise, differences between participants become more visible. The educator can ask questions like: how do you feel? Where do these differences come from? The educator can also discuss a number of statements.</p> <ul style="list-style-type: none"> <li>• Make sure that everybody has had an opportunity to respond. Use enough time to finish the exercise in nicely manner.</li> <li>• Talk to participants when, during the exercise, participants showed they were touched because of this exercise.</li> <li>• Try to make the subject not too heavy and use humor;</li> </ul>

	<ul style="list-style-type: none"> <li>• Be attentive to emotions of others; this exercise can be hard for some participants;</li> <li>• Try to give everybody an opportunity to comment and encourage people to summarize the comment of another before responding to their comments;</li> <li>• Try not to address somebody with male or female pronouns (keep it gender neutral);</li> <li>• The educator accepts it if somebody does not want to tell why he took a step forward or backward; it's important that this is clearly mentioned during the instruction of the exercise.</li> </ul>
<p><b>Debriefing</b></p>	<p>During the exercise, differences between participants become more visible. The educator can ask questions like: how do you feel? Where do these differences come from? The educator can also discuss a number of statements.</p> <p>In the end, the educator and participants reflect on their final positions, how they feel about this. And, what can be done to improve this situation: what is necessary to allow the people in the back to finish more to the front?</p>
<p><b>Follow-up</b></p>	<p>Watch the following:</p> <p>Example video Buzzfeed about Privilege Walk</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=hD5f8GuNuGQ">https://www.youtube.com/watch?v=hD5f8GuNuGQ</a></li> </ul> <p>Documentary 'White is a colour too' (Dutch)</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=ms7ln7W-PNM">https://www.youtube.com/watch?v=ms7ln7W-PNM</a></li> </ul>

## I'm fine when...

(Discovering masculinity and sexism)

<b>Objective</b>	The activity is aimed at freeing girls from the burden of keeping suppressed their fears of telling what makes them feel bad thinking about street harassment - bringing out the fears associated with the female gender.
<b>Number of Participants</b>	2-30 participants
<b>Target</b>	Girls
<b>Age</b>	12-13 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20-25 minutes
<b>Materials</b>	2 posters, markers
<b>Place</b>	School/classroom
<b>Guidelines for educators</b>	<p>Begin a warm up by introducing the topic and focusing on what happens when they go out alone. Ask two students to draw a human figure with a marker on a poster board. Name one sheet, "I'm fine when" and the other, "I'm not fine when."</p> <p>Ask the pupils to mention with a word or short sentence what makes them feel good or bad when they think about street harassment. At the end of the work hang the two posters.</p> <p><u>Example:</u> I feel good when they respect me, when they don't boo me on the street.... I am not okay when they tease me, don't appreciate me because of the way I am dressed... Ask the pupils to illustrate the written examples by presenting situations they have personally experienced and to describe their reactions and feelings.</p> <p>The class can also be divided into two groups that take turns working on each poster, otherwise the teacher will be the one to mark the ideas that emerge.</p>

	<p>This is a very stimulating and engaging activity, so it brings lots of energy.</p>
<b>Debriefing</b>	<p>After the exercise, take a few minutes to discuss:</p> <ul style="list-style-type: none"><li>- How did you experience this exercise?</li><li>- What have you learned about yourself and the other</li></ul>
<b>Follow-up</b>	<p>Discussion and reflection.</p>



## DECALOGUE

(Discovering masculinity and sexism)

<b>Objective</b>	Increase the ability to critically examine the idea that Street Harassment is harassment and not a compliment - bring out the behaviours associated with gender and obtain a DECALOGUE to follow that can raise awareness of the issue.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	14-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 minutes
<b>Materials</b>	Flip chart paper, flip chart markers
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	<p>Participants form two teams and stand in two distant places so as not to hear what is being said in the other group. In turn, clockwise, each member has 50 seconds to think about and write on the flip chart a term associated with respect starting with the topic of Street Harassment. Start the warm-up by talking about the topic and let participants know that no word is off limits and that they should write the first thing that comes to their mind. At the end of the activity, observe the different lists for a few minutes</p> <p>Considering all the words written by the two groups, put in order of importance the 10 most significant written words that will form the decalogue of the Glossary of respect.</p>
<b>Debriefing</b>	<p>After the activity is concluded, take a few minutes to look at the different lists. Go through some of the words and ask the following questions:</p> <ul style="list-style-type: none"> <li>• What is different in the lists that relate to men and the list that relate to women?</li> </ul>

- What do the students think about this and how do they feel?
- Why are some words on one side and not the other?

The contest can be done multiple times with different topics.

### **Follow-up**

Discussion and reflection.

## Exploring Positive Masculinity

(Discovering masculinity and sexism)

<b>Objective</b>	Participants are invited to discuss contemporary existing gender stereotypes and where they come from - used as warming-up or energizer to get active, or to use some energy and get more calm and quiet. Can also be used to introduce/address sensitive topics.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys
<b>Age</b>	15-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 minutes
<b>Materials</b>	Flip chart, paper and markers
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	<p>Participants are divided into small groups. Every group gets one minute to come up with a name for their team and to form a line behind a table. When both teams are ready, the educator introduces a topic.</p> <p>The groups get a limited amount of time (e.g. 1 or 2 minutes) to write down as many words that they associate with the topic as possible. The participants are also instructed that, as a group, you are allowed to write down each word only once.</p> <p>The participant who stands first in line writes down one word, gives the marker to the participant behind him, moving to the end of the line. The participants keep writing down words, until time has run out. After the contest, the educator will count the number of words written down by both groups.</p> <p>The contest can be done multiple times with different topics:</p> <ul style="list-style-type: none"> <li>• Divide the participants into small groups;</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide each group with a large sheet of paper and markers;</li> <li>• Instruct each group to create a mind map or list of positive qualities and behaviors associated with healthy masculinity;</li> <li>• In one or two minutes write down as many words that can be associated with a certain topic, theme or word as possible;</li> <li>• Encourage groups to think beyond stereotypes and focus on qualities that promote respect, empathy, and positive relationships;</li> <li>• After 10 minutes, have each group present their lists to the entire workshop, fostering a discussion on positive masculinity.</li> </ul> <p>The exercise starts with topics/themes that are light and easy. Good topics are: food, hobbies, etc. After two “easy” rounds, the educator can introduce topics revolving around gender.</p> <p>The trainer must make clear that no words are prohibited! Every word that is associated with the topic/theme can be written down.</p> <p>This is a “high-energy” exercise, which means that the educator must focus on creating and maintaining a competitive atmosphere in which everybody thinks ahead to come up with a word, write it down fast and quickly give the marker to the next person.</p>
<p><b>Debriefing</b></p>	<p>After the contests, take a few minutes to discuss the various lists:</p> <ul style="list-style-type: none"> <li>• Pay attention to the differences in associated words on the list about men and the list about women.</li> <li>• Ask participants what they think about the differences or why they used a particular word to define a gender.</li> <li>• Ask why some words are assigned to one gender and not the other.</li> <li>• Underline words that stand out (e.g. courage or caring) to make the discussion more interesting.</li> </ul> <p>The contest can be done multiple times with different topics.</p>
<p><b>Follow-up</b></p>	<p>Discussion and reflection.</p>

## Let's make up a story

(Street harassment - what are we talking about?)

<b>Objective</b>	Reflect on the characteristics of catcalling victims, the places where such incidents are most likely to occur, and the long-term consequences of catcalling.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 - 25 minutes
<b>Materials</b>	Three sheets of cardboard to make the cubes; scissors; pens; white sheets; Directions for the presenter: Have the children prepare three small cubes;
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	<p>For each cube, the protagonists of the story ("Who?" cube), the possible settings ("Where?" cube), and the possible long-term consequences of catcalling ("Consequences" cube) will be shown on each face, respectively. Divide the class into 4 or 5 groups. Each group will have to throw the three cubes and create a story from the three known elements. The delivery will be, "Try to imagine what happened to your protagonist in that circumstance to arrive at that consequence. Also think about what the protagonist may have done after the consequence."</p> <p>Taking a cue from the following suggestions, you can decide whether to suggest to the children what to write in the faces of the different cubes, or give them the freedom to invent the different options, always respecting the theme/size of the cube.</p> <p>Another possibility is to provide a couple of examples for each cube and then let them complete the other faces</p>

	<p>independently. Discuss this together and then write a story together that has an introduction, a plot and a conclusion." Once all groups have developed the story, read the papers in class.</p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• WHO? EXAMPLES: A sensitive girl; A new classmate; A girl who dresses fashionably; The "coolest" girl in the class; A student who is very outgoing.</li> <li>• WHERE? EXAMPLES: On instagram/facebook; In class at recess; In the hallway at the time change; On WhatsApp; On the bus; In the gym</li> <li>• CONSEQUENCES? EXAMPLES: She stops going to school; She feels ashamed; She isolates herself; She gets angry and often provokes her classmates; She becomes sad; She no longer believes in herself; She is afraid.</li> </ul>
<p><b>Debriefing</b></p>	<p>Final discussion: Food for thought: "Can catcalling affect anyone?"; "Are there real or virtual locations where catcalling is more likely to occur: why? What do these places and moments have in common?"; "Catcalling does not mean flirting. Do you agree? If yes, why? Are you disagree? If yes, why?"</p>
<p><b>Follow-up</b></p>	<p>Discussion and reflection.</p>

## Correct Behaviors

(Street harassment. What are we talking about?)

<b>Objective</b>	The goal is increasing students' awareness about the problem of street harassment. Raising awareness about prevention, consequences and harm of street harassment.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 - 30 minutes
<b>Materials</b>	Papper sheet; Pens; Computer <a href="https://italicsmag.com/2021/05/31/worthy-citizens-a-short-movie-on-catcalling/">https://italicsmag.com/2021/05/31/worthy-citizens-a-short-movie-on-catcalling/</a>
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	<p>We show participants a video full of absurdism available on the YouTube platform and then ask the question: What do you think today's workshops will be about?</p> <ul style="list-style-type: none"> <li>• Why is street harassment so widespread?</li> <li>• What are the consequences of street harassment?</li> <li>• How to behave to street harassment?</li> <li>• Why do you fear street harassment?</li> </ul> <p>After expressing various examples, participants write down on a common board their conclusions. The ideas are visible to all workshop participants – Make a brainstorm.</p>

**Debriefing**

After the exercise, take a few minutes to discuss:

- How did you experience this exercise?
- What have you learned about yourself and the other

**Follow-up**

Discussion and reflection.



## Contemporary Gender Stereotypes

*(Exploring positive masculinity)*

<b>Objective</b>	Participants are invited to discuss contemporary existing gender stereotypes and where they come from.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Duration</b>	20 minutes
<b>Materials</b>	2 posters, markers
<b>Place</b>	School/classroom/online
<b>Guidelines for Educators</b>	<p>Participants are divided into small groups. Every group gets one minute to come up with a name for their team and to form a line behind a table. When both teams are ready, the educator introduces a topic. The groups get a limited amount of time (e.g. 1 or 2 minutes) to write down as many words that they associate with the topic as possible. The participants are also instructed that, as a group, you are allowed to write down each word only once.</p> <p>The participant who stands first in line writes down one word, gives the marker to the participant behind him, moving to the end of the line. The participants keep writing down words, until time has run out. After the contest, the educator will count the number of words written down by both groups.</p> <p>The contest can be done multiple times with different topics.</p> <ol style="list-style-type: none"> <li>1. Divide the participants into small groups.</li> <li>2. Provide each group with a large sheet of paper and markers.</li> <li>3. Instruct each group to create a mind map or list of positive qualities and behaviours associated with healthy masculinity. In one or two minutes write down as many words that can be associated with a certain topic, theme or word as possible.</li> <li>4. Encourage groups to think beyond stereotypes and focus on qualities that promote respect, empathy, and positive relationships.</li> </ol>

## Debriefing

5. After 10 minutes, have each group present their lists to the entire workshop, fostering a discussion on positive masculinity.

- The exercise starts with topics/themes that are light and easy. Good topics are: food, hobbies, etc.
- After two “easy” rounds, the educator can introduce topics revolving around gender.
- The trainer must make clear that no words are prohibited! Every word that is associated with the topic/theme can be written down.
- This is a “high-energy” exercise, which means that the educator must focus on creating and maintaining a competitive atmosphere in which everybody thinks ahead to come up with a word, write it down fast and quickly give the marker to the next person.

The contest can be done multiple times with different topics.

After the contests, take a few minutes to discuss the various lists:

- Pay attention to the differences in associated words on the list about men and the list about women.
- Ask participants what they think about the differences or why they used a particular word to define a gender.
- Ask why some words are assigned to one gender and not the other.
- Underline words that stand out (e.g. courage or caring) to make the discussion more interesting.

## Follow-up

Discussion and reflection.

## Gender Stereotypes

(Gender stereotype discussion)

<b>Objective</b>	Participants are invited to discuss contemporary existing gender stereotypes and where they come from.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15-25 minutes
<b>Materials</b>	Flip chart, paper and markers.
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	<ol style="list-style-type: none"> <li>1. Present a list of common gender stereotypes related to masculinity.</li> <li>2. Ask to choose one stereotype from the list that they feel has influenced their understanding of masculinity.</li> <li>3. Choose stereotypes and discuss how it has impacted personally or in interactions with others.</li> <li>4. Reflection on these stereotypes and their effects on their lives.</li> </ol> <p>It can be done multiple times with different topics- The exercise starts with topics/themes that are light and easy. Good topics are: food, hobbies, etc.</p> <p>After two “easy” rounds as examples, the trainer can introduce topics revolving around gender.</p> <p>The trainer must make clear that no words are prohibited!</p> <p>Every word that is associated with the topic/theme can be written down.</p>

**Debriefing**

After, take a few minutes to discuss the various lists:

- Pay attention to the differences in associated words on the list about men and the list about women.
- Ask participants what they think about the differences or why they used a particular word to define a gender.
- Ask why some words are assigned to one gender and not the other.
- Underline words that stand out (e.g. courage or caring) to make the discussion more interesting.

**Follow-up**

Repeat this exercise one or two months later and compare the results.

<b>Who am I?</b> (Identity)	
<b>Objective</b>	Encouraging students to reflect on their identity and promote group integration.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	10 minutes
<b>Materials</b>	-
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	We start the exercise with circle activities. We ask each student to describe who they are in 3 words (important: 3 words, no more, no less). After the round, the teacher sums up the exercise by saying that many people noticed their gender, origin, etc.
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

<b>Boys or Girls?</b> (Gender roles, norms & stereotypes)	
<b>Objective</b>	Encouraging students to reflect on their identity. Reflection on gender roles.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	Markers; pens; symbolic drawing of a boy and a girl
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	"Differences" - the teacher gives students schematic drawings of a girl and a boy. Groups are divided according to gender, whenever possible we create groups of 3 people. Each group receives a drawing according to their gender and a drawing representing the other gender. On the templates, students are to write down the positives and negatives associated with belonging to it. After completing the exercise, first the groups read about themselves. Only after completing this part, the characteristics of the other sex are read. While reading, the group says what it agrees with and what it denies.
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

## I think so

(Gender roles, norms & stereotypes)

<b>Objective</b>	Encouraging students to reflect on their identity. Reflection on gender roles.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	Markers; pens; flipchart
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	<p>We divide the group into four teams and assign each of them one of the social groups towards which society uses stereotypes. Each group works independently. The task of each team is to write down the stereotype about a given group (it can be indicated here that it is about appearance, typical features, behavior), what prejudices are held against this group and what manifestations of discrimination affect it.</p> <p>All ideas come together in the class forum and we wonder why is this so? Where do stereotypes come from? How did they feel during this exercise? Have they experienced discrimination as a representative of one of the groups? What are the consequences of using stereotypes?</p> <p>Group I – women</p> <p>Group II – men</p> <p>Group III – non-heteronormative people</p> <p>Group IV – teenagers (youth)</p>

**Debriefing**

After the activity, ask the group what they thought of the activity and how they felt.

**Follow-up**

Discussion and reflection.



<b>Debate</b> (Gender roles, norms & stereotypes)	
<b>Objective</b>	Encouraging students to reflect on their identity. Reflection on gender roles.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	<a href="https://www.youtube.com/watch?v=9ZFNsJ0-aco">https://www.youtube.com/watch?v=9ZFNsJ0-aco</a> <a href="https://www.youtube.com/watch?v=wwZReORVyhE">https://www.youtube.com/watch?v=wwZReORVyhE</a>
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	We divide the group into two teams. We present the film on the YouTube platform and then one of the groups looks for the advantages (benefits) resulting from stereotypes, the other group looks for dangers resulting from the use of gender stereotypes. The conclusion is that there is no advantage in using stereotypes.
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

## Painters

(Gender roles, norms & stereotypes)

<b>Objective</b>	Encouraging students to reflect on their identity. Reflection on gender roles and stereotypes.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	Markers; flipchart
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	We ask participants to draw figures of a man and a woman on paper in groups of several people. Then they assigned characteristics to the figures and their individual parts: e.g. the head symbolizes intelligence or good looks, the hands symbolize strength or delicacy, the eyes symbolize trust, etc. After discussing the posters, we discuss with the group about gender stereotypes and the resulting negative consequences. For example, a woman in a skirt is viewed as provocative.
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

<b>Utopia</b> (Gender roles, norms & stereotypes)	
<b>Objective</b>	Encouraging students to reflect on their identity. Reflection on gender roles and stereotypes.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	Markers; flipchart
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	<p>Work in groups. Each group is asked to imagine a fantastic world in which gender does not determine how we behave or what we can do. Students fill the sheet with ideas about the world (planet) they have invented. The presenter suggests that participants tap into their emotions, imagination, as well as observations of everyday life, what is typically dedicated to girls and not suitable for boys, and vice versa. At the end, the presenter asks auxiliary questions:</p> <ul style="list-style-type: none"> <li>• Can boys and girls do the same things?</li> <li>• Is anything forbidden?</li> <li>• What can you do on your planet, how to feel, what cannot be done in our world, how to feel?</li> </ul>
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

## Do you know that?

(Gender roles, norms & stereotypes)

<b>Objective</b>	Encouraging students to reflect on their identity. Reflection on gender roles and stereotypes.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	10 minutes
<b>Materials</b>	Markers; flipchart
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	<p>The teacher reads the theorems. Then begins the group discussion.</p> <ul style="list-style-type: none"> <li>• One in five women has experienced violence from her husband/partner at least once in her life.</li> <li>• Approximately 12-15% of women are in violent relationships.</li> <li>• 25% of reported violent crimes involve violence against women by their husbands/partners.</li> <li>• 95% of people affected by domestic violence are women and children.</li> <li>• Girls between the ages of fifteen and nineteen account for 50% of all people in the world who have experienced sexual violence.</li> <li>• Women constitute the largest group of civilian victims of war.</li> </ul>
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

<b>Intervention</b> (Gender roles, norms & stereotypes)	
<b>Objective</b>	Encouraging students to reflect on their identity. Reflection on gender roles and stereotypes.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	10 minutes
<b>Materials</b>	<a href="https://www.youtube.com/watch?v=_vNGg_hmUFU">https://www.youtube.com/watch?v=_vNGg_hmUFU</a>
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	We present a video prepared by the cosmetics company Loreal Paris presenting a campaign regarding street violence. After watching, we ask the participants about their thoughts about this campaign - did they know that such behavior is a manifestation of harassment? Have they ever experienced such a situation/behavior? Do they think street harassment is common?
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

<b>Action</b> (Gender roles, norms & stereotypes)	
<b>Objective</b>	Discovering gender roles, teaching and promoting self-efficacy, self – empowerment and ways of coping with/reacting to street harassment.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	<a href="https://www.youtube.com/watch?v=6ZBTPTqlp44">https://www.youtube.com/watch?v=6ZBTPTqlp44</a>
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	We present an educational film prepared by the cosmetics company L'Oréal Paris as part of the Stand up campaign about counteracting street violence. The film presents a method of responding to street violence. After watching the film, we discuss whether the presented method is effective and what other (additional) actions could be taken to help people experiencing street harassment.
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

## Social Media

(Gender roles, norms and stereotypes)

<b>Objective</b>	Discovering gender roles, teaching and promoting self-efficacy, self – empowerment and ways of coping with/reacting to street harassment.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	Pens, flipchart
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	The leader divides the group into small teams of 4 people. The task is to think in groups about the media image of women, what features of appearance and behavior are attributed to women (participants can provide the names of famous people who, in their opinion, contribute to shaping the image of women). Then, participants present their projects. We discuss them and ask the participants a question: do you think the image of women created in the media brings benefits or harm to women? Have you noticed changes in the image created over the years?
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

## Association Map - Posters

(Gender roles, norms and stereotypes)

<b>Objective</b>	Discovering gender roles, teaching and promoting self-efficacy, self – empowerment and ways of coping with/reacting to street harassment.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	15 minutes
<b>Materials</b>	Pens, flipchart, glue, newspapers, video <a href="https://www.youtube.com/watch?v=mqs8WILFyWY">https://www.youtube.com/watch?v=mqs8WILFyWY</a>
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	Students are divided into 5 groups and receive markers, glue, newspapers. The task is to create a poster from newspapers, which will present definitions of street violence. After completing the task, posters are discussed by a group representative. We present the participants with the definition of street violence and together we look for examples.
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	After completing the exercise, we present the footage and discuss the phenomenon of street violence.



## A Social Campaign

(Gender roles, norms and stereotypes)

<b>Objective</b>	Discovering gender roles, teaching and promoting self-efficacy, self – empowerment and ways of coping with/reacting to street harassment.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 minutes
<b>Materials</b>	Papers, pens
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	<p>Participants in groups of approximately 4 people are responsible for preparing a media social campaign against street violence. The idea for implementation is any. In their projects, participants should include the title of the campaign, slogan, goals, implementation stages, and expected results</p> <p>Then each group presents its idea and we discuss each project together.</p>
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

<b>Disorder</b> (Gender roles, norms and stereotypes)	
<b>Objective</b>	Discovering gender roles, teaching and promoting self-efficacy, self – empowerment and ways of coping with/reacting to street harassment.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 minutes
<b>Materials</b>	-
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	<p>Cleaning up the mess - students are asked to quickly clean up the mess in the classroom and then told that they have to clean up the classroom standing in one leg.</p> <p>The exercise aims to sensitise young people to the fact that it's very easy to get messy in life, especially emotionally, and it's easy to suffer damage, but dealing with it, putting it in order and overcoming it is much more difficult, but much more rewarding.</p>
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

## Case study

(Gender roles, norms and stereotypes)

<b>Objective</b>	Discovering , teaching and promoting self-efficacy, self - empowerment and ways of coping with/reacting to street harassment.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 minutes
<b>Materials</b>	-
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	<p>We divide participants into groups of several people. All participants listen to a story about a girl and then, in groups, think about how they could react and/or help.</p> <p><i>“You're coming back from school. You heard noises at the intersection. It turned out that older students of the school were calling out your peer, classmate for making boards, bas-reliefs, and children. Additionally, they make a gesture as if they were sucking their thumb, resembling the natural behavior of a baby. The reason for the insults is the girl's small breasts. Your friend is standing in the middle, surrounded by boys who are older than her. Think about how you can help her and how to react in such a situation to ensure yourselves and the girl's safety?”</i></p> <p>After collecting all the ideas, the participants discuss with the hosts. Together with the teacher, they develop activities to help people experiencing street violence.</p>

**Debriefing**

After the activity, ask the group what they thought of the activity and how they felt.

**Follow-up**

Discussion and reflection.

<b>5 seconds</b> (Gender roles, norms and stereotypes)	
<b>Objective</b>	Checking the level of knowledge.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	5 minutes
<b>Materials</b>	Stopwatch; Cards
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	<p>Each participant receives a card with a question, reads it aloud and must answer the question in the forum within 5 seconds. We can use an hourglass or a stopwatch for this.</p> <ul style="list-style-type: none"> <li>• What is street violence?</li> <li>• Name three behaviors typical of street violence?</li> <li>• How to respond to street violence?</li> <li>• Who can experience street violence?</li> <li>• Give two examples of a stereotype about women</li> <li>• Give two examples of a stereotype about men</li> <li>• Is it true that discrimination is the same as prejudice?</li> <li>• Can a stereotype be good or beneficial?</li> <li>• How can you help a person experiencing street violence?</li> <li>• What can you do as a witness of street violence?</li> <li>• Who can be the perpetrator of street violence?</li> <li>• Name at least two places (spaces) where street violence can be experienced.</li> </ul>
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.

## Quiz

(Gender roles, norms and stereotypes)

<b>Objective</b>	Encouraging students to reflect on their identity. Reflection on gender roles and stereotypes.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	10 minutes
<b>Materials</b>	Paper sheets; Pens
<b>Place</b>	Classroom

### Guidelines for Educators

Participants are given a quiz with statements, they decide whether these statements are true or false. After finishing the task, we discuss the answers together.

Theorem	True	False
Whistling in the street is a symptom of street harassment	T	F
The victim of street harassment may be a man	T	F
Honking, provocative gestures and insults are compliments	T	F
Street harassment is only possible through physical contact	T	F

	Street harassment only involves physical violence	T	F
	Street harassment can happen to anyone anywhere, e.g. on a bus	T	F
	Street harassment only affects adult women	T	F
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.		
<b>Follow-up</b>	Discussion and reflection.		

## A social campaign

(Gender roles, norms and stereotypes)

<b>Objective</b>	Discovering , teaching and promoting self-efficacy, self - empowerment and ways of coping with/reacting to street harassment.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Girls
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 minutes
<b>Materials</b>	Pappers/pens
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	<p>Participants in groups of approximately 4 people are responsible for preparing a media social campaign against street violence. The idea for implementation is any. In their projects, participants should include the title of the campaign, slogan, goals, implementation stages, and expected results.</p> <p>Then each group presents its idea and discuss each project together.</p>
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	Discussion and reflection.



<b>Control</b> (Gender roles, norms and stereotypes)	
<b>Objective</b>	Discovering , teaching and promoting self-efficacy, self – empowerment and ways of coping with/reacting to street harassment.
<b>Number of Participants</b>	20 participants
<b>Target</b>	Boys
<b>Age</b>	13-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	10 minutes
<b>Materials</b>	-
<b>Place</b>	Classroom
<b>Guidelines for Educators</b>	The participants are divided into pairs (teams of two). One person (who is willing) covers his or her eyes with a scarf, the other is to lead the person by the hand and indicate the direction of the walk, e.g. now turn right, then take five steps, take a careful step, etc. Each pair walks in any direction. a safe place in the room. Then the participants can switch so that everyone can take on the role of the leader and guide.
<b>Debriefing</b>	After the activity, ask the group what they thought of the activity and how they felt.
<b>Follow-up</b>	After the walk, the leader asks the students about their impressions and how they felt during the walk? What role did they prefer to be in, the guide or the led? How did they feel about losing control and feeling helpless? The moderator may ask whether the participants feel this way in everyday life, in what situations and how they deal with it. It can be said that people experiencing violence and discrimination may also feel this way.

<b>Body and Beauty</b> (Breaking stereotypical, normative gender roles and views)	
<b>Objective</b>	Contemplate about body stereotypes and beauty - to talk about body stereotypes and beauty in people in general and who are a reference for the LGBTI+ collective and who are easily identified by students.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	1h
<b>Materials</b>	The formats with the cards template and scissors.
<b>Place</b>	School/ classroom
<b>Guidelines for educators</b>	<p><b>First part:</b> The students are divided into groups, and each group is asked a few questions about different corporalities. You may ask questions such as:</p> <ul style="list-style-type: none"> <li>• How should be the body of a girl? And the body of a boy?</li> </ul> <p>In order to gather all the answers they can divide the whiteboard in two parts, one with the answers for girls and the other one with the answers for boys. They can talk about thinness, skin, hair, well proportioned bodies, strong muscles, etc. Usually people do not take into account intersexual people when talking about body characteristics.</p> <ul style="list-style-type: none"> <li>• How are the people that appear in advertisements or in social media, such as facebook, or instagram like? They can make a brief description of perfect images, the light photo is taken, the quality, modern clothes, makeup, hair style...</li> </ul>

	<ul style="list-style-type: none"> <li>• Are these bodies common in most of the people we know?</li> <li>• What is a stereotype?</li> <li>• What are the canons of beauty?</li> </ul> <p><b>Second part:</b> Different photos of bodies are shown and we can start a discussion about:</p> <ul style="list-style-type: none"> <li>• Are these bodies real?</li> <li>• Do you usually see these bodies in your everyday life?</li> <li>• What do you like the most? Is there something that you don't like?</li> </ul> <p>Respect and mind open need to be during the full session. This activity is made to promote reflection and self-acceptance towards everyone.</p>
<b>Debriefing</b>	Reflect on open-minded attitudes towards everyone.
<b>Follow-up</b>	Undertake data collection about the consequences.

## Questioning Men vs Questioning Women

*(Breaking stereotypical, normative gender roles and views)*

<b>Objective</b>	Reflect on the questions asked based on gender stereotypes - to talk about the questions women and men get in the same situation (red carpet, when winning an award, getting age, etc). This activity provides and excellent reflection in the media context, being an instrument that has global significance.
<b>Number of Participants</b>	3-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	15-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	1h
<b>Materials</b>	Phones or computers
<b>Place</b>	School/classroom/online
<b>Guidelines for Educators</b>	Divide the class in small groups (3-4 people) and ask them to search for news or videos where we can see how the press ask questions based on gender stereotypes (to women about their body, outfit, family... and to men about personal or professional goals...) how the same age y treat very differently between men and woman. After the research every group has to create a Canva, PPT or mural to show and reflect in big group.
<b>Debriefing</b>	Reflect on media reaching and its ethical use.
<b>Follow-up</b>	Collect data about technological results.

## Search and define

*(Breaking stereotypical, normative gender roles and views)*

<b>Objective</b>	To expand knowledge about the terms of the topic.
<b>Number of Participants</b>	1-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	1h30min approximately
<b>Materials</b>	Computer/mobile phones/chromebooks to find information about the topic. Papers and pens. Reflector
<b>Place</b>	School/ classroom
<b>Guidelines for educators</b>	<p>Groups are formed and each group is given 2-3 terms of the following list:</p> <ul style="list-style-type: none"> <li>• gender</li> <li>• gender stereotypes</li> <li>• gender identity</li> <li>• sexism</li> <li>• masculinity</li> <li>• feminism</li> <li>• hyperfemininity</li> <li>• hypermasculinity</li> <li>• misogyny</li> <li>• parity</li> <li>• patriarchy</li> <li>• gender role</li> <li>• gender bias</li> <li>• glass ceiling</li> <li>• human rights violation</li> </ul> <p>Once the search for information on each term has been carried out and a definition has been developed that can be informed by personal contributions, they have to give pieces of sheets to the rest of the class and present each result for each definition.</p>

	<p>Then, the teacher will project in the reflector all the concepts from the list. Students have to put in the paper the word they think the definition mentioned is linked to.</p> <p>The final objective is to leave a glossary agreed upon by the entire group and approved by the teacher. Once they have shared all their definitions, it is interesting to encourage debates or create a space for reflection.</p>
<b>Debriefing</b>	Learning new vocabulary and expanding knowledge.
<b>Follow-up</b>	Possibility of using a glossary to teach and develop exercises.

# Online Activities

## 2nd part



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## Media Deconstruction Challenge

*(Discovering masculinity and sexism)*

<b>Objective</b>	To critically analyze and discuss gender roles, norms, and stereotypes portrayed in media.
<b>Time</b>	60 minutes
<b>Age</b>	12-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	20 participants
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Access to online media (videos, advertisements, movie clips, etc.)</li> <li>• Notebooks or digital devices for taking notes</li> <li>• Online collaboration platform (e.g., discussion forum, video conferencing tool)</li> </ul>
<b>Guidelines for educators</b>	<p>Assign participants a specific media piece to analyze (e.g., a video clip, advertisement, or movie scene). Ensure a mix of content that may reinforce or challenge gender stereotypes.</p> <p>Participants individually watch or review their assigned media and take notes on:</p> <ul style="list-style-type: none"> <li>• Characters and their gender roles.</li> <li>• Behaviors and attitudes associated with each gender. Any stereotypes or biases present.</li> <li>• Bring participants back together in small groups or the whole class through an online collaboration platform.</li> <li>• Encourage them to share their observations, discuss any surprises, and identify elements that perpetuate or challenge gender norms.</li> </ul> <p>Ask participants to reflect on how the media they analyzed may influence societal perceptions of gender.</p> <p>Discuss potential effects on self-perception and relationships.</p> <p>Challenge participants to create an alternative version of the media piece that promotes positive and inclusive gender representations.</p>



	<p>This could be a short skit, a rewritten script, or a storyboard. Allow groups to present their creative responses.</p> <p>Facilitate a discussion on the impact of alternative representations and how media can contribute to positive change.</p>
<b>Follow-up</b>	<ul style="list-style-type: none"><li>• Summarize key takeaways.</li><li>• Encourage participants to apply critical thinking when consuming media in the future.</li><li>• This activity engages participants actively in the exploration of gender roles while fostering critical thinking and creativity.</li></ul>
<b>Reflexive sentence</b>	<p>As we delve into the exploration of gender roles, norms, and stereotypes in this online course for boys and girls aged 12-16, let's collectively reflect on the societal influences that shape our perceptions and challenge ourselves to broaden our understanding of diverse gender experiences.</p>

## Exploring Gender Identities

*(Discovering masculinity and sexism)*

<b>Objective</b>	To foster understanding and open dialogue about male, female, and non-binary/queer identities, promoting inclusivity and respect.
<b>Time</b>	60 minutes
<b>Age</b>	12-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	20 participants
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Online collaboration platform (Zoom, Google Meet, etc.)</li> <li>• Shared document for note-taking and collaboration</li> <li>• Multimedia resources (videos, articles, etc.) on gender diversity</li> </ul>
<b>Guidelines for educators</b>	<ul style="list-style-type: none"> <li>• Begin with a brief introduction to the importance of understanding and respecting diverse gender identities (You can use mentimeter).</li> <li>• Use multimedia resources to present information on male, female, and non-binary/queer identities.</li> <li>• Facilitate open discussions, encouraging participants to share their thoughts and ask questions.</li> <li>• Promote a safe and inclusive environment by setting ground rules for respectful communication.</li> <li>• Incorporate interactive elements, such as polls or breakout groups, to enhance engagement.</li> <li>• Share additional resources for participants to explore after the session.</li> </ul>
<b>Follow-up</b>	Encourage participants to continue their exploration of gender diversity by providing a list of recommended readings, documentaries, or online platforms. Consider organizing a follow-up session for deeper discussions and sharing personal reflections.
<b>Reflexive Sentence:</b>	As we navigate the complexities of gender identities in this online activity, let's reflect on the shared journey towards

inclusivity and understanding, recognizing the beauty of diversity within the spectrum of male, female, and non-binary/queer experiences.

## Kahoot Challenge on Gender Stereotypes

(Discovering masculinity and sexism)

<b>Objective</b>	To engage participants in a fun and interactive learning experience that challenges and breaks down gender stereotypes using Kahoot.
<b>Time</b>	45 minutes
<b>Age</b>	12-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	30 participants
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Access to the Kahoot platform</li> <li>• Pre-created Kahoot quiz on gender stereotypes</li> <li>• Device with internet access for each participant</li> <li>• Optional: Additional multimedia resources for deeper discussions</li> </ul>
<b>Guidelines for educators</b>	<p>Begin with a brief introduction to the impact of gender stereotypes on individuals and society. Launch the Kahoot quiz, allowing participants to answer questions related to common stereotypes. Pause after each question to discuss the correct answers, debunk myths, and facilitate open conversations. Encourage participants to share personal experiences or examples related to each stereotype. Foster a supportive environment by emphasizing the importance of respectful dialogue. Conclude the Kahoot session with a summary of key takeaways and insights.</p> <p>Kahoot's suggestions          Question 1:          "Which of the following is an example of a gender stereotype?"          A. Boys are naturally better at math than girls.          B. Girls are always more talkative than boys.          C. Both A and B.          D. None of the above.</p>

### Guidelines for educators

#### Question 2:

"True or False: Pink is universally associated with girls, and blue is universally associated with boys."

- A. True
- B. False

#### Question 3:

"What does the term 'gender role' refer to?"

- A. Biological differences between males and females.
- B. Socially constructed expectations about how males and females should behave.
- C. Both A and B.
- D. None of the above.

#### Question 4:

"Which statement challenges a common gender stereotype?"

- A. Boys don't cry.
- B. Girls are not good at sports.
- C. Both A and B.
- D. None of the above.

#### Question 5:

"In what ways can gender stereotypes impact individuals? Select all that apply."

- A. Limiting career choices.
- B. Influencing self-esteem.
- C. Promoting diversity and inclusion.
- D. A and B only.

#### Question 6:

"What is the significance of challenging gender stereotypes in society?"

- A. It promotes equality and inclusivity.
- B. It perpetuates traditional norms.
- C. Both A and B.
- D. None of the above.

### Follow-up

Provide participants with resources for further exploration of gender stereotypes, such as articles, videos, or books. Encourage them to share their reflections on the Kahoot activity in an online forum or discussion platform. Consider organizing a follow-up session to delve deeper into specific stereotypes and their impact.

### Reflexive Sentence

As we challenge and unravel gender stereotypes through this dynamic Kahoot experience, let's reflect on the power of interactive learning to reshape our perceptions and foster a more inclusive understanding of gender.

## Finding sexist messages

(Discovering masculinity and sexism)

<b>Objective</b>	Recognizing the influence of gender on the adoption of sexist attitudes.
<b>Time</b>	20 minutes
<b>Age</b>	12-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Youtube and Word document or similar
<b>Guidelines for educators</b>	<p>The students will watch the following two videos that the teacher projects:</p> <p><a href="https://www.youtube.com/watch?v=VjoLWvQJliw">https://www.youtube.com/watch?v=VjoLWvQJliw</a>  <a href="https://www.youtube.com/watch?v=nrZ21nD9I-0">https://www.youtube.com/watch?v=nrZ21nD9I-0</a></p> <p>Next, participants will propose on a document sexist traits that they have identified in the videos.</p>
<b>Follow-up</b>	A space will be established to attach the link of the activity with the option of giving feedback.
<b>Reflexive sentence</b>	Can you always identify sexist behaviors?

## Padlet Decalogue

*(Discovering masculinity and sexism)*

<b>Objective</b>	Increase the ability to critically examine the idea that Street Harassment is harassment and not a compliment
<b>Time</b>	20 minutes
<b>Age</b>	14-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Computer. This activity has to be done on a Padlet
<b>Guidelines for educators</b>	<p>Teacher is going to create a Padlet and students will have to fill it. Once they have the link to access, each member has to think about and write on the padlet a term associated with respect starting with the topic of Street Harassment. They have to provide comments to the contributions of others, at least to two of them.</p> <p>As this warm up activity to the topic, students amongst them will provide the feedback due to their contributions.</p>
<b>Follow-up</b>	As this is a warm-up activity to the topic, students amongst themselves will provide the feedback due to their contributions.
<b>Reflexive sentence</b>	Do you know how to differentiate between compliment and harassment?

## Exploring Videos

*(Discovering masculinity and sexism)*

<b>Objective</b>	Identify sexism on the net.
<b>Time</b>	25 minutes
<b>Age</b>	14-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Youtube and Office Word or similar
<b>Guidelines for educators</b>	<p>Students have to search on Youtube videos about sexist behaviors and write a reflection about it on 10 lines more or less.</p> <p>A space will be established to attach the link of the activity with the option of giving feedback.</p>
<b>Follow-up</b>	A space will be established to attach the link of the activity with the option of giving feedback.
<b>Reflexive sentence</b>	To what extent are you able to identify sexist behaviors?



## Man box online version

(The creation of a “man box” symbolizing the expectations on how to “act like a man”)

<b>Objective</b>	<ul style="list-style-type: none"> <li>• Increase awareness of reward and punishment systems connected to social norms</li> <li>• Increase acceptance of people who are seen as “outside” the manbox</li> <li>• Increase resolve to act according to what feels right rather than what is manly</li> </ul>
<b>Time</b>	20 - 30 minutes
<b>Age</b>	12-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	4-30 participants
<b>Materials</b>	Video Calling software, Search Engines to look for photos, software to display photos/text and tio share screen
<b>Guidelines for educators</b>	<p>Optional: Screen the movie “På golvet” from Machofabriken or another video describing the process of building a masculinity/gender based identity. Let the participants discuss the video in groups. What was the movie about? What was the person doing and why? Reflections?</p> <p>Ask each participant to write down expectations on how to “be a real man” (normative masculinity) in their society or search for photos that represent such expectations. Write these in the form of characteristics (e.g. strong, wealthy, always horny). Share the words/photos in an online whiteboard space such as ‘Miro’ then the facilitator names what is seen on the ‘whiteboard’</p> <ul style="list-style-type: none"> <li>• What happens if you do not live up to these expectations?</li> <li>• Do you think that it is possible to live your whole life within the box and never step outside of it?</li> <li>• How would it feel to always make sure to be all of those things?</li> <li>• We know that most people fall completely or partly outside of this box. And some would like to be more outside of the box, but fear the repercussions.</li> <li>• How can we make it easier to be outside of the box and</li> </ul>

<b>Guidelines for educators</b>	show people that they are brave for standing outside of it despite the norms?
<b>Follow-up</b>	Discuss what happened and what surprises the participants the most.
<b>Reflexive sentence</b>	-

## Analyzing Stereotypes

(Breaking stereotypical, normative gender roles and views)

<b>Objective</b>	Contemplate about body stereotypes and beauty.
<b>Time</b>	20 minutes
<b>Age</b>	12-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Pictures from Google and Office Word or similar
<b>Guidelines for educators</b>	<p>Students have to upload 4-5 pictures about any famous people they find on the internet. It is important to take into account the light of the photo, the quality, modern clothes, makeup, hair style...</p> <p>After, they have to answer the following questions:</p> <ul style="list-style-type: none"> <li>- Are these bodies common in most of the people we know?</li> <li>-What is a stereotype?</li> <li>-What are the canons of beauty?</li> </ul> <p>A space will be established to attach the link of the activity with the option of giving feedback.</p>
<b>Follow-up</b>	A space will be established to attach the link of the activity with the option of giving feedback.
<b>Reflexive sentence</b>	Which are the canons of beauty?

## Gender Roles in Media

*(Breaking stereotypical, normative gender roles and views)*

<b>Objective</b>	Reflect on the questions asked based on gender stereotypes.
<b>Time</b>	1h
<b>Age</b>	14-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Computer, Youtube, Google. Office Word or similar
<b>Guidelines for educators</b>	Students have to search for news or videos where we can see how the press ask questions based on gender stereotypes ( to women about their body, outfit, family... and to men about personal or professional goals...) how at the same age men and women are treated in a different way. They have to complete this information with a reflection about conclusions.
<b>Follow-up</b>	A space will be established to attach the link of the activity with the option of giving feedback.
<b>Reflexive sentence</b>	Learn about gender stereotypes on the press.

## Kahoot

*(Breaking stereotypical, normative gender roles and views)*

<b>Objective</b>	Reflection activity about own beliefs. To deepen on the topic.
<b>Time</b>	30 minutes
<b>Age</b>	14-16 years
<b>Target</b>	Boys/Girls
<b>Number of participants</b>	2-30 participants
<b>Materials</b>	Kahoot tool
<b>Guidelines for educators</b>	<p>Each participant will have to create a free-form Kahoot (preferably true/false or multiple response) of approximately 10 questions. It is recommended to use videos, images and diagrams to the questions to amplify engagement.</p> <p>Once they have finished it, they have to provide the link of the quiz (it is necessary to put it public to visualize it). With the link they will provide, it can be launched simultaneously just entering a code.</p>
<b>Follow-up</b>	<p>Once they have finished it, they have to provide the link of the quiz (it is necessary to put it public to visualize it). With the link they will provide, it can be launched simultaneously just entering a code.</p>
<b>Reflexive sentence</b>	Are you willing to challenge your own beliefs?

# Gender violence



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## Gender violence

Violence against women is a global public health problem, as well as a violation of human rights (World Health Organization, 2019). Of the multiple forms of violence against women, the concept of Gender Violence (GV) is defined as any and all actions of physical, sexual, psychological and/or economic violence against women with the objective of establishing a relationship of inequality, control and domination over them. It is another form of control of women due to the patriarchal society.

Gender-based violence is based on an imbalance of power and is carried out with the intention to humiliate and make a person or group of people feel inferior and/or subordinate. This type of violence is deeply rooted in the social and cultural structures, norms and values that govern society, and is often perpetuated by a culture of denial and silence. Gender-based violence can happen in both the private and public spheres and it affects women disproportionately.

Gender-based violence can be sexual, physical, verbal, psychological (emotional), or socio-economic and it can take many forms, from verbal violence and hate speech on the Internet, to rape or murder. It can be perpetrated by anyone: a current or former spouse/partner, a family member, a colleague from work, schoolmates, friends, an unknown person, or people who act on behalf of cultural, religious, state, or intra-state institutions. Gender-based violence, as with any type of violence, is an issue involving relations of power. It is based on a feeling of superiority, and an intention to assert that superiority in the family, at school, at work, in the community or in society as a whole. LGBT+ people (lesbian, gay, bisexual, transgender and other people who do not fit the heterosexual norm or traditional gender binary categories) also suffer from violence which is based on their factual or perceived sexual orientation, and/or gender identity.

According to the World Health Organization, GV is the most common form of violence (30%); 38% of the femicides are perpetrated in this context, and it is estimated that, globally, 1 out of 3 women have experienced physical and/or sexual violence by their intimate partners, with the age group between 15 and 49 years old being the most prevalent (World Health Organization, 2019). In Spain, 29,215 women were victims of GV in 2020, considered as physical or psychological violence (including assaults on sexual freedom, threats, coercion or arbitrary deprivation of liberty) exercised against a woman by the man who is or has been her spouse or is or has been linked to her by a similar relationship of affection even without living together. This number increased by 3.2% in the last 5 years.

Although GV is a multifactorial phenomenon, that is, there is no single cause or factor triggering it, it is generally attributed to the fact of living in a patriarchal culture setting where the main risk factor is being a woman. Common risk factors associated with being a GV aggressor or victim have been identified, such as low schooling level, exposure to maltreatment during childhood, family violence experiences, harmful alcohol consumption, antecedents of violence, having attitudes and rules that accept violence and gender inequalities, mental health problems, conflicts and/or marital dissatisfaction, and communication difficulties in the couple. Among the factors that increase the risk of GV are love and its conception modalities. This is one of the most intense and desirable emotions for human beings, and the ways to express it, understand it and live it are a sociocultural construction. In many cases, men and women are socialized in different affective styles linked to the traditional roles associated with their gender and with the stereotypes about femininity and masculinity. This differential socialization has repercussions on the human life aspects and on the conceptions about love relationships, generating gender inequalities.

In fact, romantic love is a way of love idealization based on power and dependence, which contemplates different rules and mandates for men and women. The conception of romantic love is frequent in women, generating low self-esteem, submission, unconditional dedication and dependence on the partner; they exchange the real man for the ideal one they dream about and want to feel loved, protected and respected. Therefore, in this idealized view of romantic love, women are considered as a symbol of passivity, submission, instability and affectivity, an inferior being who dreams about finding true love and attaining marriage as a proof of love. On the other hand, men are related to being the super heroes that manage to attain the impossible, rule-breakers and high-resilience survivors. They are considered as a symbol of authority, strength, reason and in the role of seducer, protector, saver, dominator and receiver. Gender-based violence is enacted under many different manifestations, from its most widespread form, intimate partner violence, to acts of violence carried out in online spaces. These different forms are not mutually exclusive and multiple incidences of violence can be happening at once and reinforcing each other.

There are the most common types of gender violence:

- Physical violence. Any act which causes physical harm as a result of unlawful physical force. Physical violence can take the form of, among others, serious and minor assault, deprivation of liberty and manslaughter.
- Sexual violence. Any sexual act performed on an individual without their consent. Sexual violence can take the form of rape or sexual assault.



- Psychological violence. Any act which causes psychological harm to an individual. Psychological violence can take the form of, for example, coercion, defamation, verbal insult or harassment.
- Economic violence. Any act or behaviour which causes economic harm to an individual. Economic violence can take the form of, for example, property damage, restricting access to financial resources, education or the labour market, or not complying with economic responsibilities, such as alimony.

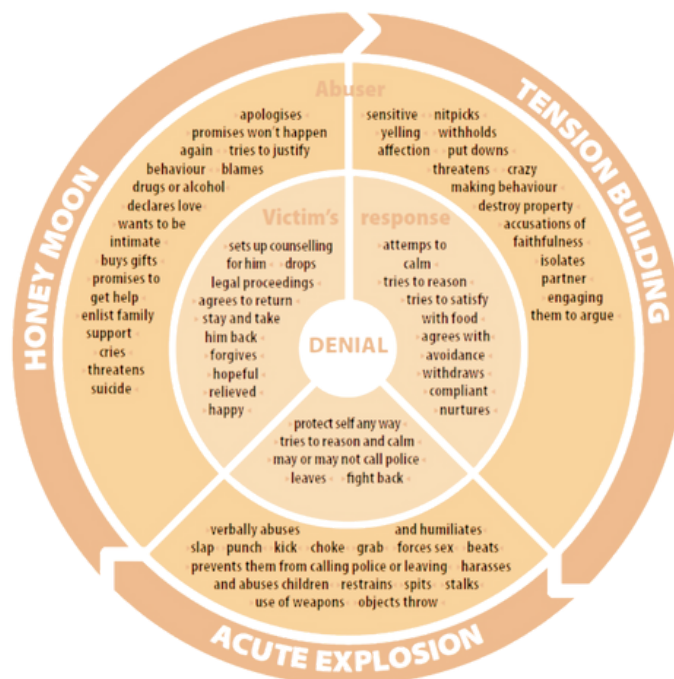
These are examples of gender-based violence:

- Sex-based harassment includes unwelcome verbal, physical or other non-verbal conduct of a sexual nature with the purpose or effect of violating the dignity of a person. Between 45% to 55% of women in the EU have experienced sexual harassment since the age of 15.
- Female Genital Mutilation (FGM) is the ritual cutting or removal of some or all of the external female genitalia. It violates women's bodies and often damages their sexuality, mental health, well-being and participation in their community. It may even lead to death. Today, more than 200 million girls and women alive worldwide have undergone female genital mutilation. At least 600,000 women living in the EU have undergone FGM.
- Forced marriage refers to marriage concluded under force or coercion – either physical pressure to marry or emotional and psychological pressure. It's closely linked to child or early marriage, when children are wed before reaching the minimum age for marriage.
- Online violence is an umbrella term used to describe all sorts of illegal or harmful behaviours against women in the online space. They can be linked to experiences of violence in real life, or be limited to the online environment only. They can include illegal threats, stalking or incitement to violence, unwanted, offensive or sexually explicit emails or messages, sharing of private images or videos without consent, or inappropriate advances on social networking sites. One in 10 women in the EU has experienced cyber harassment since the age of 15.
- Domestic violence includes all acts of physical, sexual, psychological and economic violence that occur within the family, domestic unit, or between intimate partners. These can be former or current spouses also when they don't share the same residence. 22 % of all women who have (had) a partner have experienced physical and/or sexual violence by a partner since the age of 15. Although the vast majority of domestic violence is perpetrated against women by men, it actually occurs in same sex relationships just as frequently as in heterosexual relationships, and there are cases of women abusing their male partners. Domestic violence such as rape, battering, sexual or

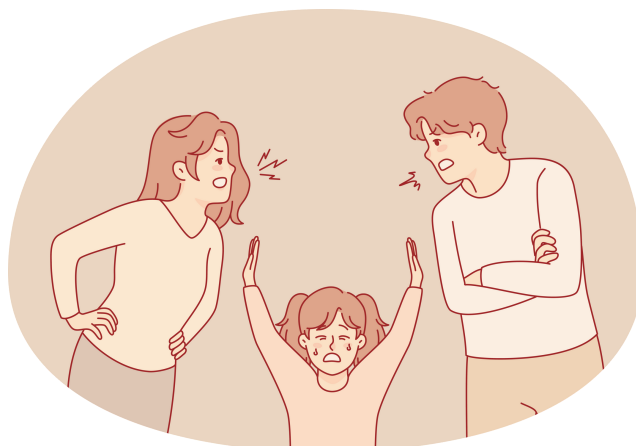
psychological abuse leads to severe physical and mental suffering, injuries, and often death.

It is inflicted against the will of the victim, with the intention to humiliate, intimidate and exert control over her or him. Very often the victim is left without recourse to any remedies, because police and law enforcement mechanisms are often gender-insensitive, hostile or absent.

A question often asked in relation to domestic violence is ‘why doesn’t (s)he leave?’ There is no simple answer to this question, because domestic violence is a complex phenomenon which often involves physical, psychological, emotional and economic forms of abuse. It may often lead to *battered woman syndrome*, where a woman in an abusive relationship starts feeling helpless, worthless, powerless, and accepting of the status quo. However, this syndrome does not explain why some women kill their violent partners and detracts attention from other reasons why women end up staying in a violent relationship. Such reasons may include financial dependence on the abuser, social constraints, and a lack of alternatives such as shelters for abuse victims. Domestic violence often involves isolation of the victim from family and friends, deprivation of personal possessions, manipulation of children, threats of reprisals against the individual, against children, or against other family members. Furthermore, common social pressures regarding the nature of a family – some kind of father is better than no father for your children – often makes getting out of an abusive relationship not only difficult, but also extremely dangerous. One further reason why people stay in abusive relationships can be understood through the so-called Cycle of Violence<sup>13</sup>:



The basic cycle consists of an outburst of violence, which is followed by a so-called *honeymoon period* characterised by a sudden positive change in the behaviour of the abuser. It is known as the honeymoon period because victims often describe this period as being very similar to the early part of the relationship. The abuser is typically very apologetic about his or her behaviour, makes promises to change, and may even offer presents. However, this period does not last long, as its only function is to eliminate the worries of the victim regarding the future of the relationship. The victim is typically engaged and involved at this stage, as nobody likes to remember negative experiences. The victim therefore welcomes the apparent changes and promises made.



# F2F Activities

## 2nd part



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<b>Concepts</b> (Gender Violence)	
<b>Objective</b>	Discuss and learn about concepts of gender violence.
<b>Number of Participants</b>	1-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-14 years
<b>School</b>	Curricular
<b>Duration</b>	20 minutes
<b>Materials</b>	Blackboard and marker
<b>Place</b>	School/classroom
<b>Guidelines for educators</b>	<p>On a first approach to the topic, students will propose any concept related to gender violence. Contributions will be focused on types, forms of violence... Meanwhile, the teacher will write the proposed terms on the blackboard.</p> <p>In addition to commenting on the terms that appear in the activity, it is recommended to observe if there is a distinction between those proposed by the girls and the boys.</p> <p>Approach activity to the topic. Connect and warm up.</p>
<b>Debriefing</b>	Promote reflection and first approach to the topic.
<b>Follow-up</b>	Keep those concepts till the end to to compare the acquired knowledge with the previous ones.

## Reflection on Gender

(Gender Violence)

<b>Objective</b>	To reflect on gender violence and its impact on society - Deepening and reflection activity.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	14-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	20 minutes
<b>Materials</b>	Cardboards, markers and pens. Drawing material to choose
<b>Place</b>	School/classroom
<b>Guidelines for educators</b>	In groups of 4-5 people, students will make an infographic on a piece of cardboard as a pyramid structure about the types of gender violence in order from the mildest to the most serious. Once finished, each team will have to explain and justify the reason for the position of the mural.
<b>Debriefing</b>	After each group's presentation, it is interesting to assess the following points: <ul style="list-style-type: none"> <li>• Discuss whether it is possible to share an established order;</li> <li>• Assess the arguments of those assigned as the lightest and the most serious. State the reasons for choice and justify them.</li> </ul>
<b>Follow-up</b>	Propose reflections that argue the results obtained

## Pairs Map

(Gender Violence)

<b>Objective</b>	Reflect on the gender perspective in society in relation to gender violence - Deepening and reflection activity on prevention, with the addition of the gender approach.
<b>Number of Participants</b>	2-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	15-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	30 minutes
<b>Materials</b>	Sheet and pens. Possible to add materials needed for drawing/colouring
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	<p>In pairs, students must create a mental map that is divided into two main branches: men and women. In a graphic and schematic way, they must propose ideas/solutions for each gender on how to prevent (for men) or confront (for women) gender violence.</p> <p>It is interesting to try working with mixed couples, so that the opinion of both sexes is reflected in the mental map. Once the mental map is finished, it is recommended to share it with the entire group to observe which measures are proposed for women and men, and where differences and similarities are perceived.</p>
<b>Debriefing</b>	Promote reflection and develop critical thinking skills towards society lacks and needs.
<b>Follow-up</b>	Keep the mental map as another tool for discussion.

# Online Activities

## 3rd part



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<b>Brainstorming</b> (Gender Violence)	
<b>Objective</b>	Discuss and learn about concepts of gender violence.
<b>Time</b>	30 minutes
<b>Age</b>	12-16
<b>Target</b>	Boys and Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Mentimeter
<b>Guidelines for educators</b>	<p>On a first approach to the topic, students will propose any concept related to gender violence. Contributions will be focused on types, forms of violence... The proposed terms will appear immediately and kept on the website</p> <p>The result is visible and saved on the platform. It's a way to approach to the topic.</p>
<b>Follow-up</b>	The result is visible and saved on the platform. It's a way to approach to the topic.
<b>Reflexive sentence</b>	What is gender violence?

<b>Infographic poster</b> (Gender Violence)	
<b>Objective</b>	To reflect on gender violence and its impact on society.
<b>Time</b>	25 minutes
<b>Age</b>	14-16
<b>Target</b>	Boys and Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Canva
<b>Guidelines for educators</b>	<p>After searching a Canva template with a pyramid size, students will make an infographic about the types of gender violence in order from the mildest to the most serious.</p> <p>A space will be established to attach the link of the activity with the option of giving feedback.</p>
<b>Follow-up</b>	A space will be established to attach the link of the activity with the option of giving feedback
<b>Reflexive sentence</b>	To what extent does gender violence affect?

<b>Mind Map</b> (Gender Violence)	
<b>Objective</b>	Reflect on the gender perspective in society in relation to gender violence.
<b>Time</b>	25 minutes
<b>Age</b>	14-16
<b>Target</b>	Boys and Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	<u>GoConqur</u> or Coggle webpage
<b>Guidelines for educators</b>	<p>Students must create a mental map that is divided into two main branches: men and women.</p> <p>In a graphic and schematic way, they must propose ideas/solutions for each gender focused on how to prevent (men) or confront (women) gender violence.</p> <p>A space will be established to attach the link of the activity with the option of giving feedback.</p>
<b>Follow-up</b>	A space will be established to attach the link of the activity with the option of giving feedback
<b>Reflexive sentence</b>	How can we prevent gender violence?

# Street harassment: what are we talking about?



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## Street harassment: what are we talking about?

Street harassment, more commonly known as "catcalling", involves a range of unwanted sexual or gender stereotyping harassing behaviors by strangers in public settings. Some people use the term "catcalling" which is an English term derived from the words "cat" and "calling," an expression used since the late 18th century to mean "crying, complaining", particularly when booing theater performers. This term began to be used in its current meaning around the mid-1900s. This highlights that the attempt to define the phenomenon over time has been far from simple.

It is, in fact, a pervasive problem affecting people of all genders and ages that is often ridiculed or belittled. Generally, women are more exposed to this phenomenon. It is clear that "street harassment is one phase of the spectrum of violence committed against women" (Alonso, 2019). Moreover, "gender-based street harassment is a common form of intimidation and control of women in patriarchal society" (Berenguer, Vaya i Bouchara, 2016).

Therefore, it is very important not to blame or ridicule those who have been subjected to this kind of abuse and not to minimize the incident and always remember that violence is the responsibility of those who practice it and not those who suffer it. Appreciation or harassment? What form does street harassment or catcalling take? Most men who engage in catcalling are convinced that their comments are mere compliments and should not be considered a serious problem. In reality, this type of harassment triggers fear and also leaves long-lasting psychological effects on those who suffer them.

Harassment often ends up being a way for men to exert control over women and their bodies. Shouting a sexual comment about a woman's appearance shows the sexualized and disrespectful view men have of women. Groping, stalking or simply standing too close to someone without permission shows how little respect is given to the privacy of the person in question.

It is, in essence, practicing negative verbal and nonverbal behaviors on victims' lives to comment on a woman/man's physical appearance in order to objectify her. Such behaviors may include the use of vulgar language, whistling, stares, gestures, and sexual advances. Therefore, catcalling generates significant effects because it is a form of harassment that can cause tremendous distress to those who suffer it.

As mentioned above, it is important to recognize that this is not a harmless form of flirting, but rather a form of harassment that can have serious consequences for the mental health and well-being of those targeted. For example, among the most prominent physical symptoms are muscle tension, breathing problems, dizziness, and nausea. In contrast, fear related to possible physical harm following this type of harassment is the greatest emotional reaction reported by victims. Finally, psychological effects also include feelings of invasion, humiliation, and fear associated with harassment experiences that can lead to actions of suppressed anger, depression, anxiety, and decreased self-esteem. The combination of these effects causes victims to evaluate their surroundings, change the way they socialize, limit clothing choices, and even avoid certain neighborhoods or routes. Thus, the effects of street harassment reverberate in the physical, psychological and social spheres, bringing with it consequent behavioral changes.

The age of the victim can also influence the perception of harassing words directed at and underlying catcalling. For example, an unsolicited compliment may be perceived differently by an adult woman than by a minor or a very young girl. Similarly, a vulgar and offensive sexual phrase can have a much more damaging impact on a young person than on an adult.

However, it is amazing how more and more women are finding the strength to stand up for themselves against harassment even though the situation can be dangerous, embarrassing, and demoralizing.

There is a big difference between harassment and appreciation:

- Compliments are meant to boost a person's confidence, while harassment can make women feel insecure or uncomfortable.
- Compliments are personalized; harassment is sexualized and dehumanizes the woman.
- Compliments are harmless, while harassment makes a person feel insecure.

Why do some people perform catcalling? What is the origin of this? From the countless investigations conducted, it has been determined that street harassment is based on patriarchal gender norms and the way boys are taught to exhibit and protect their masculinity. Many men are often in competition with each other: for who is the boldest, strongest, most macho, generally driven by the rampant lack of self-esteem, disappointment and frustration in their lives in general. It is a sign of a crude upbringing that lends itself to inter-group competition.

Unfortunately, our society has always seen women as objects of pleasure. And this ideology leads some men to think that a woman simply walking down the street is there to be commented on, sexualized and to please the man. As a result, the man feels compelled to give his opinion of the passerby.

This means that although in each Country and cultural context the implications will be different, the shared patriarchal basis of our culture means that in our partner Countries street harassment and other forms of gender-based violence work in the same way. Several studies conducted in Europe and around the world have also found that the most frequent purpose always turns out to be the desire for affectivity, followed by pleasure, inclusion, recreation, relaxation, and manipulation. Those who perform catcalling do not perceive it as a negative experience and do not expect negative reactions. On the other hand, from the women's perspective, it was found that the motivations that might lie behind harassment are: pleasure, control, recreation, inclusion, relaxation and desire for affectivity.

Although the data vary irrelevantly from Country to Country and the numbers are daunting, just to give an example, close to 44% of the female population of Italy, both women and girls have experienced some form of sexual harassment, according to new figures from national statistics agency Istat. The girls were as young as 14. It is obvious to think, therefore, that without changing attitudes toward violence and breaking the barrier of silence, one can never hope to eradicate this phenomenon from the public arena. Moreover, as many as 85% of women admitted to having been victims of street harassment (94% of them certainly more than once in their lives); for men the percentage stood at 44%.

In the case of women, perpetrators of harassment are exclusively, or mainly, men (98%). As for men, perpetrators are both men (44%) and women (41%). Harassment occurs most often in open public spaces (e.g., on the street), on public transportation, and at mass events (concerts, bars). This is true for 60% of all harassment cases. The time of day is irrelevant.

In France, catcalling has been a crime since 2018 and punishable by a fine of up to 750 euros. Similar penalties in Peru and several states in the US (e.g., Illinois) where there is specific regulation against street harassment since it has nothing to do with a consensual flirtation attempt. In Italy, on the other hand, as well as in most countries of the world, catcalling is not a crime and this is perhaps the reason why the phenomenon is still so common. (Soardo, 2021).

How to deal with harassers? It is never pleasant to find yourself in a situation where you receive harassment on the street, but it is unfortunately very common. Speaking about Italy, 84% of women experience catcalling every day. There is no right behavior to take against harassers but perhaps these 4 actions here described could help victims:

- Respond: If you feel safe enough, if you are close to others, respond firmly and without insults or personal attacks to let them know that these are unwelcome, unacceptable and wrong actions. Sometimes you may feel frozen or unable to think at the moment of receiving harassment, but a simple sentence such as "let it go," "I'm not interested," or "that's enough" can work.
- Venting anger: Talking about it and confronting a trusted person is a good way to vent and seek support for what happened.
- Document: Write down what happened. Take a picture if you feel comfortable. Harassment can evoke a sense of helplessness. Documenting the instance is a way to reclaim some of the power that was taken from you when you received this violence.
- Ignore: When in doubt, ignore the harasser. This is often the best response, especially if you think you are aggravating the situation. Harassers enjoy the attention, so ignoring them takes away their power. Always put your own well-being, and your own safety, as a priority.

Studies conducted show that women are severely affected by the consequences of catcalling, yet underlying this behavior seems to be a desire for affection and relationship. It therefore comes to mind that more education of boys about women's feelings and experiences could significantly reduce dysfunctional communication, confusion, fear and violence. And herein lies the importance of courses and awareness-raising activities such as this in order to curb and reduce this phenomenon more and more.

Various solutions could be implemented in our system to help create a safer and more respectful environment toward women, for example:

- School education: introducing feminism and mutual respect education at a young age is essential for a more respectful future society.
- Therapy: starting a psychological journey, to work on one's insecurities and experiences that lead to harassing women on the street.
- Make catcalling a crime: Introduce a penalty or sanction for those who catcall.
- A radical change in the image of women in the media and television.



# Self-empowerment and ways of coping with street harassment



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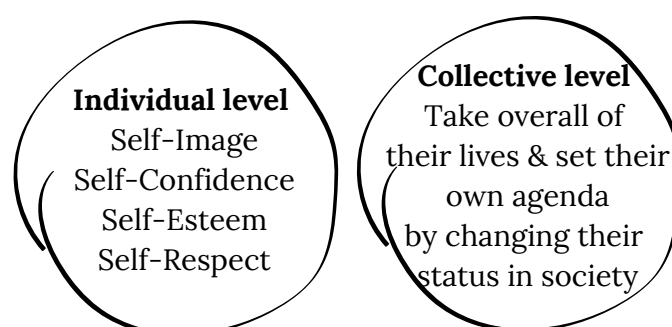
# Self-empowerment and ways of coping with street harassment

Women play an important role in the development of a family and society. From last few decades, they have been actively participating in various economic & social activities, but their efforts remain unrecognized. In this male-dominating society, they are still subjected to discrimination in the social, economic and educational field. Women are not only managing their families but are also playing an important role in the development of entire society. Making women aware of their rights and developing confidence in them – is a central issue.

It is now well-known fact that the issue of women's empowerment for the positive change and transformation of the existing unequal society is more crucial and more important. Women Empowerment means giving them freedom or power to live the way they want. It allows them to identify their skills, knowledge & abilities to make their own decisions. It is a dynamic & growth process for women which includes awareness, attainment & actualization of skills. For the socio-economic development of any society, women empowerment is essential. It is important for women to identify themselves with selfconfidence & esteem. The main aspect of empowerment is to give a sense of internal strength to them - to control their lives. The confident smile on the faces of women is the measurement of their empowerment. Women empowerment can be measured on the basis of two levels: Individual and collective.

Skills development is a key to success which improves productivity, employability and earning opportunities. It is the bridge between job and workforce. Today, it is considered as an important and indispensable tool for women empowerment. A large effort is needed to create a skilled workforce for creating an economic prosperity. The aim of skill development, in case of women, is not just simply preparing them for jobs; but also to boost their performance by improving the quality of work in which they are involved. Looking at the importance of the role women play in the development of a nation, one can sense that there is a long way to go in that direction.

## Levels of woman empowerment



It is seen, that there is a need for developing gender-responsive strategies for skill development for women – who are no less than men. Empowering women socially, economically, educationally, politically and legally is important for socio-economic development. Women are capable to manage if given opportunity. They must be treated with respect, purity, dignity and equal rights. All we need is a concentrated effort focused in the right direction that would rest only with the liberation of women from all forms of evil.

Girls see this harassment as something offensive, while boys, although they agree that it is offensive, sometimes tend to consider that the behavior can be not intended and justified. For both groups, it was clear that the spaces where they take place are “public spaces in general, and particularly the streets, bars and clubs, public transport, such as the metro or bus, and the school. taxis, social networks and online platforms”. It is a fact that some people think that catcalling is a compliment because they often need to feel validated about their looks or physical appearance, as they crave approval from others to boost their self esteem. Nevertheless, with the progression of women’s rights and equality, women are recognizing the harmful affects of street harassment. Men’s perspective of catcalling is also changing. Both men and women are affected by catcalling, and it is necessary to empower from within.

Everybody should be able to feel comfortable and safe in public spaces without the fear of being harassed. Like other forms of sexual harassment and assault, street harassment is about power and intimidation. Street harassment includes unwanted comments, gestures, or acts directed at someone in a public space without their consent.

Street harassment includes some of the following unwanted behaviors:

- Comments, requests, and demands
- Commenting on physical appearance, such as someone’s body or the clothing they’re wearing
- Continuing to talk to someone after they have asked to be left alone
- Flashing
- Following or stalking
- Groping
- Intentionally invading personal space or blocking the way
- Persistent requests for someone’s name, number, or other information
- Public masturbation or touching
- Sexist, racist, homophobic, transphobic slurs, or any comments insulting or demeaning an aspect of someone’s identity

- Showing pornographic images without someone's consent
- Staring
- Taking a photo of someone without their consent
- Telling someone to smile
- Up-skirting, which is taking a photo up a skirt or dress without that person's permission
- Using a mirror to look up someone's skirt or dress without their permission
- Whistling

Though street harassment can happen to anyone—regardless of gender, age, or any other aspect of your identity—it is often directed at individuals because of their actual or perceived gender expression, sexual orientation, race, ethnicity, religion, or disability. No form of harassment is OK; and it is never a compliment. Everyone deserves to be treated with dignity and respect and to feel safe in public spaces.

*“According to official data from the Macro-survey on Violence against Women (2019), in Spain 26% of women between 16 and 24 years old have suffered stalking or repeated harassment and 13% before the age of 15.”*

Street harassment has negative effects both on those who experience it and for communities as a whole. Being harassed in a public space can make you worried about your physical safety and creates an environment of fear and intimidation. However, it is necessary to distinguish whether we are talking about a minor or very young girl or an adult woman, because the age element can affect the perception of the words addressed. "There is a lot of difference between a compliment, even if not requested, and a vulgar and offensive sexual phrase.

- It rarely happens just once. For those who experience street harassment, it is often not an isolated incident, but something that happens over and over again. The cumulative effect of these types of comments and behaviors can cause the person being harassed to feel a heightened sense of anxiety, or to be “on edge” at all times.
- It is a human rights' issue. It limits individuals' ability to be in public. Someone may avoid leaving their home, work, or school for fear of being harassed, limiting their access to opportunities and community.
- It has financial effects. Many people who have experienced street harassment may feel unsafe walking home, going out after dark, or taking public transportation alone. Because of this fear, many people are forced to spend money on private transportation, such as ride apps, when they would otherwise take public transportation or walk. For those who cannot afford these options, fear of street harassment can severely limit when and where they can go out in public, which also limits access to employment and education.

- These are some helpful ways to deal with street harassment:
- When in doubt, assume you should help. If you are not sure whether a situation is harassment or not, assume that it is and ask the person being harassed if they need help. You can say something like “Are you OK?” or “Are they bothering you?”
- Step in. If you can, practice bystander intervention by calling out the harasser on what they just did and why it was not acceptable. You can say something like, “You just touched that man when he didn’t want you to. That’s not OK. Stop harassing people.”
- Check in with the person being harassed. If you see harassment occur, consider asking the person who was harassed if they are OK and if they need any help.
- Report. You can report that you witnessed harassment to public transportation officials, law enforcement, or the harasser’s employer.

Now the question is, how can we promote self-empowerment? First of all, it has to be clear that it is a task for both genders. Empowerment of women is not only imperative but also crucial for all-round development of society and the nation as a whole. It is evident that different authors and organizations have tried to define the term ‘empowerment’ from their own perspectives. It ranges from self-strength to efficiency building of women. However, empowerment of women now can be categorized into four main parts – social, educational, political and psychological.

- Social Empowerment refers to the enabling force that strengthens women’s social relations and their position in social structures. Social empowerment addresses the social discriminations existing in the society based on disability, race, ethnicity, religion, or gender.
- Educational Empowerment. Without proper education to all children including girls, gender empowerment is not possible. Education creates self-confidence, self-esteem, self-sufficiency to a person. It brings light of hope; increases social, political, intellectual, cultural and religious consciousness; broadens the length of mind; removes all kinds of bigotry, narrowness, superstition and enhances fellow-feeling, tolerance etc.
- Political Empowerment. Change laws and regulations: inclusion of sanctions for street harassment or simplifying reporting systems. Laws are the most effective way to fight against injustice. Also participation of women in the political field and in various decision-making bodies is an important tool for empowerment. The participation of women at all levels of governance structures is the highest need of this hour for women’s actual empowerment.
- Psychological Empowerment. Provide psychological interventions to improve women's self-esteem, self-confidence and self-efficacy. Through psychological empowerment women not only transgress the traditional and patriarchal

taboos and social obligations, they also transform themselves and subjectivities. It helps to recognize their self-worth and take control of their own achievements and bodies.

### **a. How to become a male ally**

Violence and sexual harassment against girls and women are both causes and expressions of gender inequality. Violence against girls and women is clearly a men's issue, and a masculinity issue. Most perpetrators are men, and we live in patriarchal societies that condone, provoke and legitimize male violence. We also know that men and boys can make a difference to this massive social problem – by changing their own behaviour, influencing other men and boys, and supporting women and girls. Initiatives that engage with men and boys to reduce violence can encourage them to be part of the solution, alongside women and girls.

### **b. How to support boys in becoming a male ally**

Most perpetrators are male. A large-scale survey in 2014 showed that one in three women have experienced physical and/or sexual violence since the age of 15, mostly carried out by men. Gender violence is a key expression and cause of gender injustice.

Men's violence towards women and girls in public places, workplaces and intimate relationships involves appalling physical, emotional and psycho - logical harm. It impacts on women's education and employment, economic independence, participation in public life, and relationships with men. There are close links between traditional masculinities and gender violence. Men's acts of violence towards women, children and other men are exacerbated by ongoing and powerful social norms “linking men and masculinity to power, competition and domination instead of care and equality.”

Men and boys can and must make a difference. We need to challenge the conception that “violence against women is caused by some, bad men”. Most men might not use violence, but all boys and men can take responsibility to prevent it. They need to know that they can help take practical steps to promote women's and girls' wellbeing and safety. Men and boys are stakeholders in violence prevention too. Men's violence against women is intimately connected to men's violence against other men and against themselves. Destructive and violent masculinity norms harm men and by challenging those norms, the lives of boys and men will get better.

# F2F Activities

## 3rd part



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## Empathy & Understanding

*(Self-empowerment and ways of coping with street harassment)*

<b>Objective</b>	Learn to empathise with others, as taking on the role of a character which help them to learn empathy and understanding of different perspectives - Provide real-world scenarios to help students learn.
<b>Number of Participants</b>	4-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	14-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	Approximately 1 hour and 30 minutes
<b>Materials</b>	Worksheets and pens to design the outline
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	Participants will be divided into groups of 4-5 members. They will think of a situation to represent, in which a message of empowerment is transmitted. The different roles will be assigned and the script will be created to carry out the performance. Respect for classmates and the activity must be maintained at all times. Students have to try to get into their role and interpret the best they can the role that has been assigned to them.
<b>Debriefing</b>	Once every role playing has been done, it will be interesting to discuss: <ul style="list-style-type: none"> <li>• The feelings when interpreting the roles</li> <li>• The veracity of the situation presented</li> <li>• The reason for choosing that situation</li> </ul>
<b>Follow-up</b>	Use this activity to work emotions and expand knowledge about them.



## Awareness & Empowerment

*(Self-empowerment and ways of coping with street harassment)*

<b>Objective</b>	Promote a motivating reflection on the topic and raise awareness about empowerment.
<b>Number of Participants</b>	5-30 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	12-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	30 minutes
<b>Materials</b>	Camera, paperboard and markers. Post-its
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	<p>Each student will think of a slogan with which they convey an idea about empowerment. Once they write it on a post it, a photo will be taken to the students to complete the message giving potential to body language also. To end with, on a piece of cardboard they will stick the slogan with their picture.</p> <p>Once all the slogans are presented, a vote will be held to agree on which one is chosen as preferred by the entire class and why.</p>
<b>Debriefing</b>	Closing activity that encompasses everything previously worked.
<b>Follow-up</b>	Keep pictures as a result of creative workshop. They could be used for another activity.

## Perspectives on Street Harrasment

(Self-empowerment and ways of coping with street harassment)

<b>Objective</b>	Participants will conduct an interview with peers to gather information about their perspectives on street harassment and the need for empowerment - delve into the topic in a close way.
<b>Number of Participants</b>	15-16 participants
<b>Target</b>	Boys/Girls
<b>Age</b>	15-16 years
<b>School</b>	Curricular or extracurricular
<b>Duration</b>	Approximately 1 hour and 40 minutes
<b>Materials</b>	Papers and pens
<b>Place</b>	School/classroom
<b>Guidelines for Educators</b>	<p>This activity will be divided into two sessions. In the first, the entire group will propose a series of questions to interview their classmates. The aim is to gather information about possible situations experienced/observed, female/male attitudes about empowerment... Based on the proposed questions, each student will write down 5 questions that they want to ask their classmates. In the second one, a rotation will begin in the classroom in which the participants will once be interviewers and once the interviewed. Half of the class will first act as the interviewer and then they will swap to be the interviewees. Thus, each participant will perform both roles.</p> <p>The activity can be done twice to assess opinions by gender.</p>
<b>Debriefing</b>	<p>After the interviews, take a few minutes to discuss these points:</p> <ul style="list-style-type: none"> <li>• How do they feel about answering those questions.</li> </ul>

	<ul style="list-style-type: none"><li>• Have they learnt something with these activity? What?</li><li>• Ask if they ever thought about these questions before. Is there a need to take action?</li></ul>
<b>Follow-up</b>	Keep answers and questions for further reflections and debates

# Online Activities

## 4th part



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## News searching

*(Self-empowerment and ways of coping with street harassment)*

<b>Objective</b>	Analyze the social perspective examining news about empowerment.
<b>Time</b>	45 minutes
<b>Age</b>	12-16
<b>Target</b>	Boys and Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Computer. Google news and Word or similar
<b>Guidelines for educators</b>	<p>Participants have to search on Google news about a notice related to self-empowerment. In a Word, they have to make an abstract of it.</p> <p>A space will be established to attach the link of the activity with the option of giving feedback.</p>
<b>Follow-up</b>	A space will be established to attach the link of the activity with the option of giving feedback.
<b>Reflexive sentence</b>	What can we find in news about self-empowerment?

## Online slogan

*(Self-empowerment and ways of coping with street harassment)*

<b>Objective</b>	Think about empowering messages and its influence in our mind
<b>Time</b>	20 minutes
<b>Age</b>	12-16
<b>Target</b>	Boys and Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Canva or similar
<b>Guidelines for educators</b>	<p>Each student will think of a slogan in which they convey an idea about empowerment. Using an interactive and creative tool as Canva, they will have to create a short sentence about this theme.</p> <p>A space will be established to attach the link of the activity with the option of giving feedback. Students will have to vote for the best from all of them.</p>
<b>Follow-up</b>	<p>A space will be established to attach the link of the activity with the option of giving feedback. Students will have to vote for the best from all of them.</p>
<b>Reflexive sentence</b>	Which is your best empowering way?

## Recording a video

(Self-empowerment and ways of coping with street harassment)

<b>Objective</b>	Challenge traditional ideas about how girls and boys should behave.
<b>Time</b>	1h
<b>Age</b>	12-16
<b>Target</b>	Boys and Girls
<b>Number of participants</b>	1-30 participants
<b>Materials</b>	Screencast o matic or similar. Camera
<b>Guidelines for educators</b>	<p>Participants have to record a video explaining how they think boys and girls should behave. The aim is to gather information about possible situations experienced/observed, female/male attitudes about empowerment.</p> <p>They have to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• In which area do we see different attitudes amongst women and men?</li> <li>• Why do they act in that specific way?</li> <li>• Is there a need to take action? If yes, how can we change it?</li> </ul> <p>A space will be established to attach the link of the activity with the option of giving feedback.</p>
<b>Follow-up</b>	A space will be established to attach the link of the activity with the option of giving feedback.
<b>Reflexive sentence</b>	Do you think about attitudes towards street harassment?

# Methodology



# Methodology

Street harassment is a pervasive issue affecting individuals across diverse communities. This project aims to tackle the issue of the various aspects of street harassment, stereotypical gender norms and roles and empower individuals to combat it.

The primary objectives of this project are to raise awareness about street harassment, examine its impact on boys and girls, explore the legal and ethical dimensions, and equip participants with tools for prevention and intervention.

## **Literature Review**

A comprehensive review of existing literature on street harassment informs about the development of course content, ensuring that it is grounded in established research and understanding.

## **Data Collection Methods – Focus Group**

Qualitative data on participants' experiences and perceptions of street harassment was collected through surveys and interviews.

## **Course Development - Module Structure**

The course is structured into modules covering key topics such as the definition of street harassment, its impact, legal aspects, prevention, and advocacy with Learning Activities.

A variety of learning activities, including lectures, case studies, role-playing, group discussions, and hands-on projects, will be incorporated to ensure an engaging and impactful learning experience.

The course can be delivered through [specify delivery methods, e.g., in-person and online sessions] to accommodate the needs and preferences of the participants.

# Conclusion



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# Conclusion

Street harassment remains a prevalent problem in most countries of modern society. It is also seen that it affects people regardless of their gender, however, women remain to be the most affected group. EquAlley project offers theoretical background on street harassment, and talks about its roots, toxic masculinity, and how to turn men into alleys in combat with street harassment. Furthermore, the EquAlley project aims to address issues related to gender norms and invites individuals to challenge stereotypes and rethink gender.

With the vision of challenging gender roles and reducing street harassment, the EquAlley course offers knowledge and practical activities. These activities aren't just theoretical concepts—they're actionable steps that empower individuals to actively challenge stereotypes and contribute to a world free from harassment and gender-based constraints.

Together, let's continue challenging norms, fostering equality, and building a community where everyone thrives. Thank you for joining us in this important mission. Keep using your voice, your actions, and your newfound knowledge from the EquAlley course to create a more inclusive future for all.

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