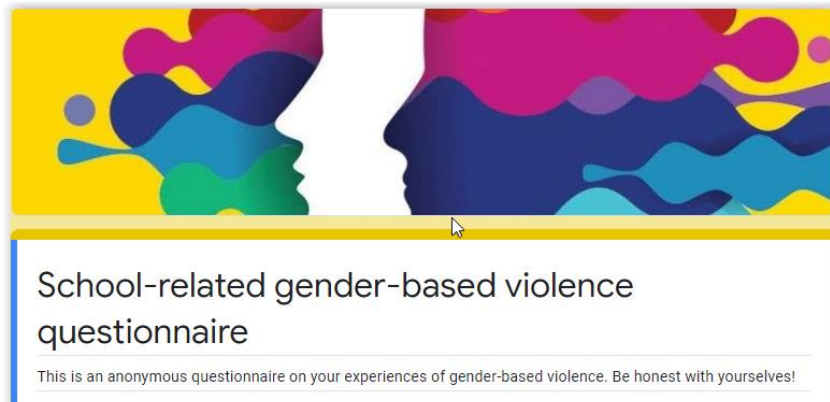


Gender-based violence: Recognise it, condemn it and stop it!



Brainstorming activity (asynchronous, before the beginning of the 1st teaching period): students are given a [questionnaire](#) on school-related gender-based violence. The questionnaire is anonymous so that students feel comfortable to mention incidents of gender-based violence at school and the teacher can discuss such issues with students.



1st teaching period

1st Activity:

Time: 10'

Type of activity: visualization and discussion on the questionnaire results

Class organisation: discussion in class

Actions/Tasks: the teacher presents the results of the questionnaire and expands on specific incidents mentioned in the questionnaire. The teacher encourages the students

to comment on the incidents and those who feel comfortable can talk about their experiences.

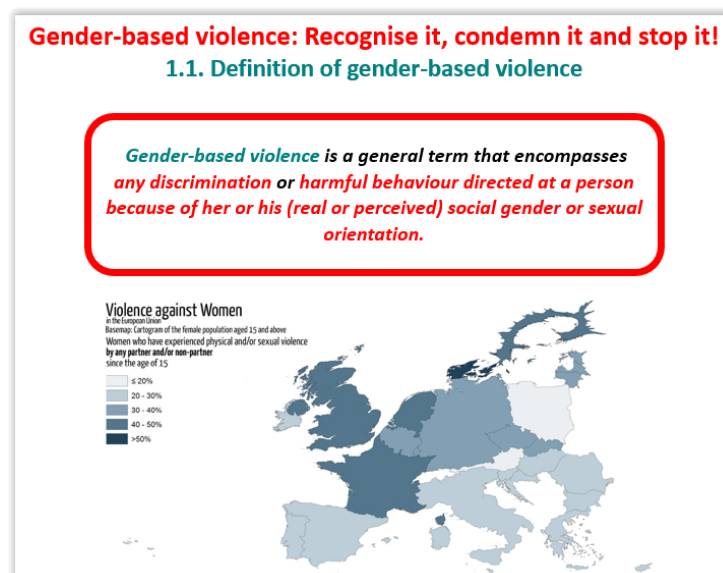
2nd Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) with definitions and information about types of gender-based violence, characteristics of abusive and healthy relationships, consequences of gender-based violence and what should be done. The teacher gives explanations if needed. The presentation is available in the e-class for reference throughout the lessons.



3rd Activity:

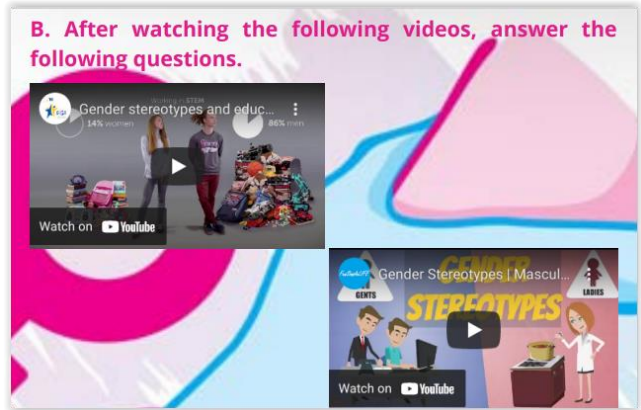
Time: 20'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to watch 5 short videos and answer the questions on [Worksheet 1](#), (explain the difference between sex and gender and expand on gender stereotypes). They, then, present in class. If there is not enough time, the teacher makes sure they have understood the difference between sex and gender and they are assigned the videos and questions for homework.

Students are also provided (in the e-class) with an online [glossary](#).



Homework: students are asked to write their opinion on gender norms on a [digital wall](#). They can comment on their peers' posts and the teacher as well, so that they are prepared to expand on the issue in the next lesson.



2nd Teaching period

1st Activity:

Time: 10'

Type of activity: discussion on students' posts

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' posts on padlet.

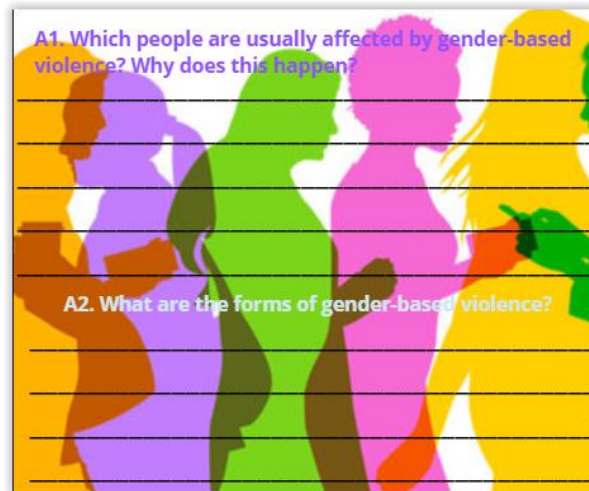
2nd Activity:

Time: 20'

Type of activity: group work and completion of worksheet

Class organisation: groups

Actions/Tasks: students are divided in groups and are asked to watch 5 short videos and answer the questions on [Worksheet II](#), (people mostly affected by gender-based violence, forms of violence and consequences). They, then, present their views in class.



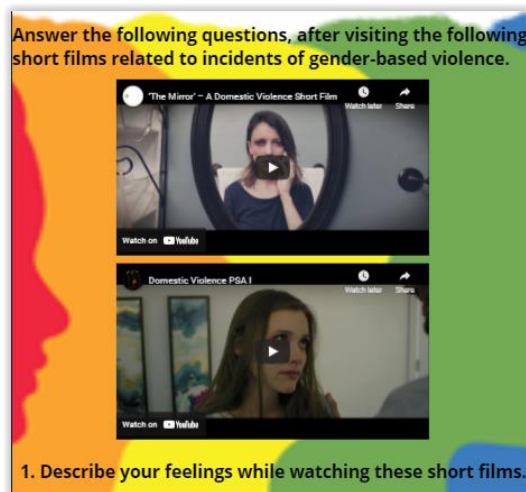
3rd Activity:

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: whole class/group work

Actions/Tasks: students watch two short films related to domestic violence. Then, they are divided in groups and asked to answer the questions on [Worksheet III](#) (feelings, assumptions, causes and consequences, solutions). Then, each group present their answers and whole class discussion follows.



3rd Teaching period


1st Activity:

Time: 30'

Type of activity: reading and analysing scenarios

Class organisation: group work

Actions/Tasks: students are divided in 4 groups and each group is presented with a gender-based [scenario](#) and some questions to answer. The scenarios are presented on google docs, so that they can all read the scenarios and comment on them. At the same time, the teacher can see each group's answers and comment on them. The students are provided with a [language frame](#) to use for advice.



Group 1: Scenario 1

Katerina is a very good student. Quite timid, polite to everyone and never provokes with her behaviour. One day, while she was in the school computer lab, she went out for a while and when she came back she found a classmate of hers, Sofia, sitting in front of her computer and looking at her emails. She did not pay attention and when she returned home, she saw many incoming messages from her classmates asking her to meet them for a nude photo shoot. There were also insulting comments about her appearance. She asked a classmate what had happened and he told her that she had emailed him, as well as all the boys in the class, asking them to photograph her without clothes.

2nd Activity:

Time: 20'

Type of activity: feedback and discussion

Class organisation: group work/plenary

Actions/Tasks: each group, after finishing their scenario, read the other scenarios and comment on their peers' answers. There is whole class discussion on the incidents and what the students have recorded.

4th Teaching period

1st Activity:

Time: 25'

Type of activity: case study

Class organisation: group work

Actions/Tasks: students are divided in 6 groups and each group is given a case of online sexual harassment ([Worksheet IV](#)) are asked to think, discuss and record what they would do. Then, all cases are presented in class and they all comment on students' suggestions.



2nd Activity:

Time: 25'

Type of activity: worksheet completion and discussion

Class organisation: group work and plenary

Actions/Tasks: students are asked to work in groups, watch 4 short videos and complete [Worksheet V](#), explaining healthy and unhealthy relationships. Whole class discussion follows.



Project: Design a poster or a spot aiming at raising your classmates' awareness, regarding:

a) gender-based violence (prevention and ways to deal with it), as well as breaking down stereotypes regarding the roles of both sexes or b) the positive characteristics of healthy relationships.

Asynchronous activity: (it can also be done synchronously, in class, as a separate teaching period and discussion can follow)

Escape room: Each student follows the link to the escape room and make their choices after watching videos or considering advice from experts in a non-threatening environment.

Assessment

Content assessment:

Students check content knowledge by doing the online [quiz](#).

On completion of the quiz, students get immediate feedback by email and if they reach a score of 80%, they get an automatic certificate by email.

Language assessment/practice:

Students learn and practice the vocabulary through flashcards and games:

https://quizlet.com/_a3s7tn?x=1jqt&i=6m3w6

<https://wordwall.net/play/20797/519/479>

They also check knowledge and language through gap filling activities:

https://h5p.org/node/1208921?feed_me=nps

Expansion

1. Students narrate their story (real or imaginary) as victims, perpetrators or passive bystanders of gender-based violence and the others give advice on what to do. An alternative is to write their stories anonymously in the advice column of the school newspaper and the teacher can give advice.
2. Groups of students are asked to choose one of the aspects discussed (e.g. physical violence, sexual abuse, psychological violence etc). They work in their groups and they decide on statue poses representing an incident of gender-based violence. They then present their poses in class and the others have to guess what has happened and give advice on how to deal with it.