Annex 2: Template for the Activities for Youth Workers

Activity 1: "No?": Understanding consent beyond words

	**Title/Type of Activity**	• **Activity Name:** "No?" Understanding consent beyond words • **Type:** Scenario Analysis + Discussion
	Instructions for Implementation	**Instructions for Implementation:** Read the following real-life refusal scenarios adapted from university participants. Reflect and discuss: • **Q1:** Was the refusal clear (explicit) or indirect (implicit)? • **Q2:** How should the partner have responded? Was is it respectful, coercive or dismissive? • **Q3:** What factors might prevent someone from making a more direct refusal?
	**Learning objectives & Skills Developed**	• **Learning objectives:** -Identify implicit vs. explicit refusal cues. -Recognise emotional coercion and pressure tactics. -Develop consent-respectful communication. • **Skills:** Consent literacy, critical analysis, assertiveness, empathy.
	**Teaching Methods**	Case analysis, scenario roleplay, group debriefing
	**Required Resources**	Printed document of digital format of the following scenarios: **SCENARIOS (adapted from Marcantonio et al., 2024)** 1. "I said I was tired and not in the mood. He said, 'But you always say that.'" 2. "I told her I wanted to wait, but she started crying and said I didn't love her." 3. "I didn't say no. I just got really quiet and moved her hand away. She got annoyed."

		4. “He said he’d been patient enough, that he deserved it now.” 5. “She told me she had ‘needs’ too and asked why I was acting so cold.” 6. “I asked him to stop and he laughed like I was joking.” 7. “I froze when he started kissing me. I didn’t say anything, and he said I should take it as a compliment.” 8. “I told her I wasn’t comfortable doing that yet. She rolled her eyes and said, ‘Don’t be such a prude.’” 9. “He kept trying even after I pushed his hand away twice. Then he said, ‘I thought you liked it.’” 10. “I didn’t know how to say no, so I pretended to fall asleep. She got mad and said I was immature.”
	**Duration**	45 minutes
	**References**	Marcantonio, T. L., Jozkowski, K. N., & Williams, M. (2024). How do college students perceive their partner responds to them when they refuse sexual activity? *Violence Against Women*. https://doi.org/10.1177/10778012241232999

Activity 2: Invisible lines: Mapping power, access, and intervention

	Title/Type of Activity	• **Activity Name:** Invisible lines • **Type:** Group Mapping + Critical Discussion
	Instructions for Implementation	⚠️ **Note for Youth Workers:** This activity highlights the importance of considering intersecting vulnerabilities in the prevention and response to intimate partner violence (IPV). IPV is not simply the result of isolated individual behaviours; it is deeply shaped by wider structural forces, including gender norms, socioeconomic status, disability, access to services, and societal expectations (Kumari et al., 2025; Namatovu et al., 2024). As youth workers, understanding this broader context is essential to supporting survivors effectively and creating prevention strategies that work across diverse identities. Use the following information to help you guide the activity and contextualise each profile. IPV is influenced by broader societal structures that determine who has access to resources, support, and justice. To address these challenges effectively, youth workers must adopt an intersectional lens that considers how multiple forms of discrimination (e.g., ableism, sexism, economic inequality) can overlap and intensify harm (Kumari et al., 2025; Namatovu et al., 2024). **Coercive control** refers to a pattern of domination through surveillance, isolation, threats, or manipulation that restricts a person's autonomy (Eggers del Campo & Steinert, 2022). One overlooked yet powerful expression of coercive control is economic abuse, such as controlling a partner's access to income, sabotaging their employment, or depriving them of basic necessities. These dynamics are especially harmful in contexts where women lack economic independence or legal protections (Eggers del Campo & Steinert, 2022; Namatovu et al., 2024). **Reproductive coercion** is another critical form of IPV and includes behaviours like pressuring someone to become pregnant, interfering with contraception, or threatening to leave unless they comply sexually. Muñoz et al. (2023) highlight how these practices are especially common in young heterosexual men who view pregnancy control as a means of

		dominance or emotional security. These forms of abuse are deeply gendered but can also affect LGBTIQA+ people, as well as those with intersecting vulnerabilities. **Women with disabilities** face unique barriers to reporting and escaping abuse, including physical dependence, social isolation, and inaccessible services. In Namatovu et al.'s (2024) study, professionals highlighted how service providers often lack training in disability-inclusive approaches, and survivors reported feeling invisible in systems meant to protect them. Finally, Kumari et al. (2025) emphasise that men must not be excluded from violence prevention efforts. Patriarchal norms that equate masculinity with dominance harm everyone. Involving men as allies and educating them about healthy relationships, empathy, and consent is essential to creating long-term change. **Divide participants into groups. Each group is given one of the following profiles:** 1. A migrant woman whose partner controls her immigration papers and threatens deportation. 2. A woman with a physical disability in an urban setting in an abusive relationship. 3. A teenage boy who is being stalked and fears that seeking help will make him appear "weak" due to gender stereotypes. 4. A college student coerced into pregnancy by their older partner who promises commitment in return 5. A girl cut off from family income and phone access. Each group will map: • What forms of abuse this person might face? • What barriers exist to seeking help? • What social norms may prevent others from intervening? • What support would be most useful? Then present and compare challenges across identities.
	**Learning objectives & Skills Developed**	• **Learning objectives:** - Understand how identity and context shape IPV experiences.

		- Recognise the role of systemic and structural inequalities. - Develop inclusive prevention strategies. • **Skills:** Intersectional analysis, empathy, teamwork, advocacy.
	**Teaching Methods**	**Case study**
	**Required Resources**	Profile handouts, flipcharts or whiteboards, markers, pins, tape.
	**Duration**	60–75 minutes
	**References**	Eggers del Campo, I., & Steinert, J. I. (2022). The effect of female economic empowerment interventions on the risk of Intimate Partner Violence: A systematic review and meta-analysis. *Trauma, Violence, and Abuse, 23* (3), 810–826. https://doi.org/10.1177/1524838020976088 Kumari, S. S., Kihara, A. B., Sohail, R., Majid, H., Gemzell-Danielsson, K., & Benagiano, G. (2025). Preventing gender-based violence: A global imperative. *International Journal of Gynecology and Obstetrics*. https://doi.org/10.1002/ijgo.70086 Muñoz, E. A., Le, V. D., Shorey, R. C., & Temple, J. R. (2023). Reproductive coercion and Intimate Partner Violence perpetration among young adult males. *Violence Against Women*, *29*(14), 2775–2786. https://doi.org/10.1177/10778012231196059 Namatovu, F., Ineland, J., & Lövgren, V. (2024). Exploring the perspectives of professionals on providing Intimate Partner Violence services to women with disabilities. *Violence Against Women*, *30*(2), 622–640. https://doi.org/10.1177/10778012221137916