Annex 3: Template for the Activities for Youth Workers

Activity 1

	Activity 1	• Activity Name: *How serious is it?* • Case study and group discussion Theme: GBV, TFGBV Duration: 20 minutes Target group: Adaptable to ages 16+ and any group size Format: In-person or online
	Instructions for Implementation	**Before You Start** Prepare: Print or write out the scenarios in advance. You can also prepare blank strips for participants to write their own. Safe Space: Remind the group about ground rules—respect, confidentiality, and no judgment. Continuum Setup: Use a large visual scale from 0 (non-serious) to 10 (very serious). You can draw this on a flipchart, tape it on the floor, or display it digitally. **Instructions** Divide the group into smaller teams of 3–5 participants. Give each group a few scenarios (ideally 2–3 per group, depending on time). Ask the groups to discuss each scenario and agree on where they would place it on the seriousness continuum (0 = not serious, 10 = very serious). Encourage them to justify their choices. Remind them there's no "correct" answer—what matters is the discussion. After all groups are done, reconvene in plenary. Ask each group to share their placements and reasoning. Facilitate a discussion comparing responses and unpacking any differences in perception. Debrief & Discussion (Essential Part)

		This is the moment to go deeper. Use these guiding questions to encourage reflection: - What influenced your decision? Was it the intent, the impact, or both? - Were there disagreements in your group? How did you resolve them? - How do personal experiences or media influence how we judge behaviors? - Do any of these scenarios reflect things you've seen or heard about? How common are they? - What makes a behavior shift from "not serious" to "serious"? - What role does gender play in how we perceive and respond to these behaviors? - How might the person on the receiving end feel? - What could be done to address these behaviors in real life? Who can young people talk to or turn to for support? Scenarios to choose from: - Jack continues to insistently ask his partner to have sex even if she has already told him multiple times that she wants to take it slow. - Luke creates a fake profile on Instagram to write to his ex, posing as another person, with the aim of getting her back. - Someone spreads rumours about a Jessie in school, calling her a 'slut' - While meeting up with friends after school in the park, one of the boys takes an embarrassing photo of Sasha. He then posts the photo on Facebook and sends the photo to his friends. The photo then gets distributed among others in the class. - Your friend Olivia has uploaded a photo on social media with her top off and a lot of people from her class have asked her out, but also insulted her. When you ask why she did it, she says that her ex logged into her profile, posted the photo then changed her password, and she's locked out. - Lily has been going out with Jayden for three months. He asks her for her Instagram password and when she

		doesn't want to give it to him, he says she doesn't trust him and threatens to leave her. – Alex and Jack created fake images of Jodie, with her head on the body of a naked woman and shared them in their boys group chat. – Lucia's boyfriend always wants to know where she is. She showers her with messages to check her whereabouts and sometimes shows up at her family home unannounced. – Sarah shared a picture of herself at a school event and some of her classmates left a series of comments including insults about her appearance. One person shared this, and it resulted in Sarah receiving hundreds of comments. – Alex shared a picture of himself at a Pride march and in response he received homophobic comments on the picture and unwanted explicit images in his dms. – Taylor received multiple friend and follow requests from a man she didn't know on different platforms. Despite declining these, he kept trying to contact her. – Julia, a transgender teenager, confided in a close friend about her gender identity, but the friend betrayed her trust and shared this information with all the school. – Luke flies off the handle easily and once punched the wall near Julie's face during an argument. – Emily, who uses a hearing aid, shared a photo of herself and she started receiving hurtful comments from an anonymous account, mocking her disability and calling her derogatory names. – Emma starts chatting to a boy while gaming and she really likes him, they agree to meet up, but when they do, he is a man in his 30s.
	**Learning objectives & Skills Developed**	• **Learning objectives:** Supporting students to understand the seriousness of different types of online abuse • **Skills connected:** Critical thinking, empathy, respect for diversity
	**Teaching Methods**	• Experiential Learning • Participatory Approach

		• Reflective Practice • Group Discussion & Debriefing • Value Clarification • Scenario-Based Learning
	**Required Resources**	• Printed or digital handouts of the scenarios (one per group or participant) • Flipchart or large sheet of paper • Pens, pencils, and markers • Internet device access (if online in breakout rooms)
	**Duration**	20 minutes
	**References**	• Adapted from ISEDA Educational Program (2025).

Activity 2

	Activity 2	• Activity Name: *Gender norms* • Case study and group discussion Theme: Gender stereotypes and norms Duration: 20 minutes Target group: Adaptable to ages 18+ and any group size Format: In-person or online
	Instructions for Implementation	Activities: Surgeon's riddle You may have come across this riddle before. Do you know what the common answer to it is? A father and son are in a car crash that kills the dad. The boy survives but he is taken to a hospital for surgery. Just before the operation, the surgeon says "I can't operate, that boy is my son!" How is this possible? Most people suggest the solution to be one of the alternatives in the speech bubble. What could be behind this kind of reasoning? "The boy is adopted and the surgeon is his biological father." "The boy's parents are homosexual, so he has two fathers." "The surgeon has an affair with the boy's mother." Assignment! (Flip the card to reveal the suggested answer) Think about what the commonly suggested solutions to the riddle say about social and cultural gender norms and stereotypes. Then, flip the card with the button. What does the answerer focus on? Do you think this makes sense? Very few people answer that the surgeon is the boy's mother. Why is it hard to consider this as a possibility? Assignment!

		Think about your life and whether the stereotypes presented on the previous slide or other similar stereotypes were part of them. In what kinds of situations were they apparent, and how were they linked with assumptions and expectations of gender-appropriate behaviour? Have you noticed any changes since? You can write down a sentence, discussion or a story where you have recognised gender stereotypes. This can provide a good basis for discussion with your colleagues or fellow students. Key takeaways You have now studied gender stereotypes and how they affect gender equality negatively. Stereotypes shape attitudes, so they are significant in the context of gender-based violence and how it is identified.
	**Learning objectives & Skills Developed**	• **Learning objectives:** * Learn to identify gender stereotypes * Think about how stereotypes affect gender equality • **Skills connected:** Critical thinking, empathy, respect for diversity
	**Teaching Methods**	• Experiential Learning • Participatory Approach • Reflective Practice • Group Discussion & Debriefing • Value Clarification • Scenario-Based Learning
	**Required Resources**	• Ppt • Handout of scenario (one per group or participant) • Flipchart or large sheet of paper • Pens, pencils, and markers • Internet access (if online in breakout rooms)
	**Duration**	20 minutes

	**References**	● ISEDA Educational Program (2025).