



Co-funded by
the European Union

FATIMA2 Curriculum for Young Human Rights and Gender Equality Ambassadors

Module 2.2 Communication Tools



*FATIMA 2: Preventing Honour Related Violence against women
through Social Impact Projects and Peer Learning led by
young men*
Ref. 101095877

The FATIMA2 project has been co-financed by the EU CERV-2022_DAPHNE programme. Its contents and materials are the sole responsibility of its authors. The European Commission cannot be held responsible for any use, which may be made of the information contained therein. (Funding ref. 101095877)

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USER GUIDANCE

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- **Learning objectives: Unit 1: Active Listening**
- Topic 1: Definition of active listening.
- Topic 2: Communication strategies for active listening.
- Activity 1: “Intercultural communication through theatre of the oppressed. Part 1”
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- Topic 1: Definition of Emotional Awareness.
- Topic 2: Emotional awareness and communication skills.
- Activity 2: “Intercultural communication through theatre of the oppressed. Part 1”
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- Topic 1: Definition of a culture under an intercultural perspective
- Topic 2: Definition of implicit cultural mind-settings.
- Activity 3: “Intercultural communication through theatre of the oppressed. Part 2”

Title: Communication tools to speak up about HRV and GBV

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- **Learning objectives: Unit 1:** Communication and narratives techniques in raising awareness against GBV and HRV
- Topic 1: Media and communication: how GBV and HRV is narrated: good and bad practices compared
- Topic 2: Social media and online campaigns: hate speech vs. good practices
- Activity 1: HRV and GBV Awareness Campaign Simulation Part 1
- **Learning objectives: Unit 2: Communication strategies**
- Topic 1: Building a communication campaign: goals, tools and target audience
- Topic 2: Comprehend what the different communication channels are depending on the target audience
- Activity 2: HRV and GBV Awareness Campaign Simulation Part 2

Description:

This module aims to provide young ambassadors with greater awareness in the sphere of communication, offering effective strategies and tools that promote active listening, emotional intelligence, cultural comprehension, and intercultural dialogue skills. The module encourages trainers to integrate communication tools into their practices, promoting empathy, understanding, and the development of

a supportive environment for young individuals dealing GBV and HRV in their communities.

Can be linked to:

- Conflict management
- Awareness raising in the community
- Intergenerational dialogue
- Social Impact Projects

Main theoretical background

Cultural definition on emotions: Turner and Stets (2005:2¹) indicate emotions to be socially constructed in the sense that what people feel is conditioned by socialization into culture and by participation in social structures. According to these authors —cultural ideologies, beliefs and norms as they impinge on social structures define what emotions are experienced and how these culturally defined emotions are to be expressed. Sociology therefore labels emotions as social constructions.

Emotional awareness “in the context of this study refers to people ‘s knowledge of specific emotions and its impact on their general emotional and psychological development. Optimal emotional awareness explains physical and psychological reactions to specific fears in person’s lives and enables them to own these feelings and directs them to take control of it, rather than allowing it to take control of them” (pg. 105)².

Goleman in Boverie and Kroth (2001:141) divides emotional intelligence into five emotional competencies, namely:

- Self-awareness: to identify and name one's emotional states and to understand the link between emotions, thought and action.
- Self-regulation: to manage one's emotional states - to control emotions or to shift undesirable emotional states to more adequate ones.
- Motivation: to enter into emotional states associated with a drive to achieve and be successful.
- Empathy: to read, be sensitive to and influence other people's emotions.
- Social skills: to enter and sustain satisfactory interpersonal relationships (pg. 107-108)

Active listening and interculture: We deeply advice to follow Marianella Sclavi active listening skills on her book “Arte di ascoltare e mondi possibili. Come si esce dalle cornici di cui siamo parte”.

The seven rules of the art of listening³

¹ Turner, J., & Stets, J. (2005). The Sociology of Emotions. New York: Cambridge University Press.

² <https://repository.up.ac.za/bitstream/handle/2263/25598/03chapters5-6.pdf?sequence=4&isAllowed=y>

³ <https://ascoltoattivo.net/le-7-regole/> from “Arte di ascoltare e mondi possibili. Come si esce dalle cornici di cui siamo parte”.

1. Never be in a hurry to reach conclusions. Conclusions are the most ephemeral part of your research
2. What you are seeing depends on your point of view. In order to see your point of view, you have to change it.
3. In order to understand what another person is saying, you must assume that he/she is right and ask him/her to help you to understand how come so it is.
4. The emotions are basic tools of knowledge if you understand that they speak a language of analogies and relationships. They don't tell you what you are looking at, but how you are looking at it.
5. A good listener is an explorer of possible worlds. The signals which he or she finds most important are the ones that seem both negligible and annoying, both marginal and irritating, since they refuse to mesh with previous convictions and certainties.
6. A good listener is happy to accept the self-contradictions that come to the fore in personal thoughts and interpersonal communications. Misunderstandings are accepted as occasions for entering the most exciting field of all: the creative management of conflicts.
7. To become an expert in listening you must follow a humorous methodology. But when you have learnt how to listen, it is humor that will follow you.

Inter-cultural dialogue entails the sharing of ideas and differences with the intent of developing a deeper understanding of different perspectives and practices. According to [UNESCO](#), intercultural dialogue fosters social cohesion and helps to create an environment conducive to sustainable development. "Intercultural dialogue is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's global perception."

In this definition, "open and respectful" means "based on the equal value of the partners"; "exchange of views" stands for every type of interaction that reveals cultural characteristics; "groups" stands for every type of collective that can act through its representatives (family, community, associations, peoples); "culture" includes everything relating to ways of life, customs, beliefs and other things that have been passed on to us for generations, as well as the various forms of artistic creation; "world perception" stands for values and ways of thinking.


LEARNING OBJECTIVES

	Communication Tools	Learning Objectives		
		Knowledge	Skills	Attitudes
1	Communication tools in intercultural dialogue	At the end of the module participants should be able to...	At the end of the module participants should be able to...	The module aims at cultivating the following attitudes:
1.1	<u>Active Listening</u>	<ul style="list-style-type: none"> • Define active listening 	<ul style="list-style-type: none"> • Apply appropriate 	<ul style="list-style-type: none"> • Value the importance of

	<ul style="list-style-type: none"> • Definition of active listening. • Communication strategies for active listening. 	<ul style="list-style-type: none"> • List of verbal and non verbal communication strategies to understand other people's personal point of view. 	<p>techniques of active listening</p> <ul style="list-style-type: none"> • Use verbal and non verbal strategies for active listening. 	<p>intercultural dialogue.</p> <ul style="list-style-type: none"> • Value the importance of communication and active listening for problem solving related to HRV.
1.2	<p><u>Emotional Awareness</u></p> <ul style="list-style-type: none"> • Definition of Emotional Awareness. • Emotional awareness and communication skills. 	<ul style="list-style-type: none"> • Understanding emotional awareness in communication skills in an intercultural dialogue. 	<ul style="list-style-type: none"> • Be aware of negative and positive emotions/feelings linked to intercultural dialogue. 	<ul style="list-style-type: none"> • Cultivating empathy and respect for others/ accepting human diversity • Openness towards self-awareness and emotional self-exploration
1.3	<p><u>Culture and identity</u></p> <ul style="list-style-type: none"> • Definition of a culture under an intercultural perspective • Definition of implicit cultural mind-settings. • Identify prejudices and stereotypes. 	<ul style="list-style-type: none"> • Defining culture as dynamique. • Self-awareness about implicit cultural mind settings. 	<ul style="list-style-type: none"> • Illustrate different examples of prejudices, stigma, and stereotypes in relation to culture. 	<ul style="list-style-type: none"> • Understanding cultural mind settings as diverse and not rigids. Cultural change is possible! • Value the importance of a plural diversity not based in prejudices and stereotypes.

ACTIVITIES

A2.5 Intercultural communication through theatre of the oppressed

Activity Name	"Intercultural communication through theatre of the oppressed"
Goals	1) Know and apply communication skills in intercultural contexts including active listening and emotional awareness.
Description	<p>The activity is carried out in 2 parts:</p> <p>1) Introduction to active listening, emotional awareness and intercultural dialogue. Time: 20 min</p> <p>We begin the activity by asking participants to describe on three different post-it notes what means to them "active listening", "intercultural dialogue" and "emotional awareness"</p> <p>Then the trainer should explain these concepts using metaphors. For example, to explain the difficulties in an intercultural dialogue we use the metaphor of the blind Indians who touch different parts of the elephant.</p>  <p>This metaphor is often used in contexts where people tend to arbitrarily support a unique perspective. This situation creates problems and communication difficulties. Intercultural dialogue opens up listening to different positions and helps understand other ways of living in the world other than according to human rights.</p> <p>2) Theatre of the oppressed and communication techniques: Time 40 min</p> <p>a) Learning communication techniques: cards are given to participants in a box with the description of different listening techniques (for example: attention to non-verbal language, having a look of "discovery" of the other's vision; assuming the interlocutor's perspective, describing and not judging; the use of the first person to communicate one's feelings ("I feel", "I perceive" etc). In groups we will discuss how to use these techniques and how they can be applied to understand each other.</p> <p>a) The groups are asked to discuss a case related to HRV (e.g. a daughter discusses with her mother whether or not to go out in the evening, she doesn't want to have a boyfriend reported by the family, she wears</p>

	<p>clothes that are too "Western", ecc.). We will ask the young people to brainstorm the scene where they all try to hold two different positions. It is important that the participants improve the scene with their ideas on the different positionings between the parts.</p> <p>b) Participants act out a short 5-minute scene. The other participants will analyse the conflict and decide to intervene using the communication techniques that have been already explained.</p> <p>c) The groups will analyse the difficulties and possibilities of dialogue through these communication techniques.</p>
Type of activity	Role play/theatre of the oppressed
Duration	1h
Space & Materials	<ul style="list-style-type: none"> - Post it - Poster - Markers - Pencils
Learning Outcomes	<ul style="list-style-type: none"> - Define active listening - List of verbal and non verbal communication strategies to understand other people's personal point of view. - Understanding emotional awareness in communication skills in intercultural dialogue. - Defining culture as dynamique - Self-awareness about implicit cultural mind settings.
Module	Communication Skills for intercultural dialogue
Source	Theater of the oppressed. Augusto Boal

A2.6 HRV and GBV Awareness Campaign Simulation

Activity Name	HRV and GBV Awareness Campaign Simulation
Goals	This simulation-based activity aims to provide participants with practical experience in planning and designing an awareness campaign focused on addressing GBV and HRV. It helps them understand the importance of effective communication strategies in raising awareness and engaging with a target audience. Participants will have the opportunity to apply their creativity and knowledge in a role-play scenario, helping them understand the complexities of real-world campaigns.
Description	<ul style="list-style-type: none"> - Setting the Scenario (10 min): the facilitator introduces the activity and explains its goals. They emphasize the importance of awareness campaigns in addressing HRV and GBV. Then participants are divided into groups and provided with a fictional scenario set in an imaginary city or district. - Understanding the Imaginary City (10 min): participants discuss the city's demographics, challenges, and needs related to HRV and GBV. They identify key locations within the city, such as a church, mosques, markets, school, police offices, community associations, and more. These locations will serve as potential campaign sites. - Planning the Campaign (30 min): in their assigned roles, groups plan an awareness campaign that is tailored to the imaginary city's specific needs. They set campaign goals, select communication tools and channels, and define the campaign's timeline. They also choose specific locations within the city to target with their campaign - Presentation of the campaigns and discussion (30 min): <ol style="list-style-type: none"> a. Presentation of the different campaigns carried out by each working group b. Discussion on the different proposals presented. c. Vote (?) of the campaign project deemed most suitable.
Type of activity	Role-play simulation
Duration	1h20
Space & Materials	<ul style="list-style-type: none"> - Post it

	<ul style="list-style-type: none"> - Billboard - Markers and pencils - Printed scenario description for each group - Handouts with information about different communication channels
Learning Outcomes	<ul style="list-style-type: none"> - Understand how to select suitable communication channels depending on the target audience and the importance of tailoring campaigns to the specific needs of a specific context - Comprehend the importance of differentiating between toxic and efficient narratives in media and social media regarding GBV and HRV. - Create a basic communication plan to raise HRV and GBV awareness in the communities.
Module	Communication tools to speak up about HRV and GBV
Source	This activity was created by the Arci Nazionale Immigration Team for the Fatima 2 project

A2.7 Analyzing and rewriting toxic narratives in mainstream media articles

Activity Name	Analyzing and rewriting toxic narratives in mainstream media articles
Goals	This activity aims to provide participants with practical experience in identifying toxic narratives in articles related to GBV and HRV and then rewriting those narratives using a non-sexist language. It helps participants understand the impact of language in perpetuating harmful stereotypes and the importance of responsible communication
Description	<ul style="list-style-type: none"> ● Selection of Articles (time: 10 min): Participants are given a set of printed articles from various sources, which contain toxic narratives related to GBV and HRV. They are asked to choose an article each. ● Article Analysis (time: 10 min): In pairs, participants read and analyze their chosen articles. They identify problematic language, stereotypes, and biases within the articles. ● Rewriting Exercise (time: 10 min): Participants are instructed to rewrite the selected article, removing or revising problematic language and emphasizing non-sexist and respectful communication

	<ul style="list-style-type: none"> • Presentation (20 minutes): Each pair of participant presents their rewritten article to the group, explaining the changes they made and the rationale behind their revisions. • Feedback and Discussion (20 minutes): After each presentation, the group provides feedback and engages in a discussion about the challenges and successes of rewriting processes.
Type of activity	Work groups, presentation and discussion
Duration	1h10
Space & Materials	<ul style="list-style-type: none"> - Post it - Billboard - Markers - Pencils
Learning Outcomes	<ul style="list-style-type: none"> - Understand how to select suitable communication channels depending on the target audience. - Comprehend the importance of differentiating between toxic and efficient narratives in media and social media regarding GBV and HRV. - Create a basic communication plan to raise HRV and GBV awareness in the communities.
Module	Communication tools to speak up about HRV and GBV
Source	This activity was created by the Arci Nazionale Immigration Team for the Fatima 2 project