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# FATIMA2

## Curriculum for Young Human Rights and Gender Equality Ambassadors

**Module 3.1 awareness raising in the community**



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

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## USER GUIDANCE

### **Introduction:**

When it comes to gender-based violence (GBV) and honor-related violence (HRV), raising awareness in communities is both about broadly reaching this target group and implementing actions with people locally. We will be addressing 2 aspects necessary to promote fight against the issues of GBV and HRV in this context, first regarding helpful tools and how to use or apply them; secondly about the attitudes to adopt when trying to reach people directly on such questions (also specifically as a young ambassador). This module concerns the practical ways to allow efficient awareness raising on gender-based and Honour Related Violence.

### Module structure:

#### **1. Organisation of awareness raising activities in the community**

##### *Topics:*

- Specific approaches
- Promoting according to target groups

##### Related activities :

- Social media presence

#### **2. Promoting fight against GBV and HRV**

##### *Topics:*

- Promoting fight for the cause on social media
- Encouraging critical thinking/critical media literacy among members of the community, especially young people
- Leadership role in the community (peer-to-peer learning)

##### *Related activities:*

- Targeting peers: building trust as an ambassador
- Leadership role for peer learning in the community
- Engaging members of the community in conversation and questioning
- Social media presence

This module is quite transversal to all the curriculum subjects. It focuses more on the role of young people as peer leaders and their empowerment to speak up about gender equality and honour-based violence related issues.

Therefore, its activities are more suited for young people who already have knowledge about those subjects, are familiar with the specific terminology and can handle conflicts. A solid group of young men who know each other will be easier to involve and will be keener to actively participate in the activities. Below are the modules and their activities the facilitator/youth worker should have already tackled with the group before implementing "Awareness raising in the community"'s activities. Otherwise, they can use the chart below to try and merge some aspects/activities with this module's.

- Understanding Gender Equality (Learning)
- Understanding Human Rights (Learning)
- Terminology (Learning)
- Conflict management (Tools for action)

The facilitator is free to adapt the activities how they think would better fit the group of young people. Here are some recommendations regarding adaptation possibilities:

- 1) Prioritize small groups – if there are many interested young men in the activity, the facilitator needs to separate them in smaller groups, or even to spread the training/sessions over a few days to give them some room.
- 2) If the facilitator feels there is an issue or concept worth discussing longer than indicated in the activity, they should do so. They have the possibility to include some information, segment of activity or content from another module to highlight one aspect and be able to work on the rest of the module if needed. The facilitator should also make sure the subjects of the activities have not been tackled differently in another module (they should choose which format suits their group better) See chart below for connexions between modules and activities.
- 3) Activities might mention the sharing of personal experiences. If the issue is too sensitive to be tackled in such a way with a group of young men (if there has recently been a conflict or violence related to the subject, if the facilitator knows it is touchy among certain people of the group...), the facilitator should adapt the exercise by presenting fictional stories and experiences.
- 4) If a person from the group of young people does not feel comfortable speaking up around their peers, or has difficulties in writing or reading, the youth worker should encourage them to participate differently. Ex: in the **Leadership role for peer learning in the community** activity, participants are asked to present a speech and answer questions from their peers. If one participant does not feel comfortable writing down their speech, they can be paired with a peer to help them. The same goes with difficulties in reading.

#### LEARNING OBJECTIVES

	Module/Unit	Learning Objectives		
		Knowledge	Skills	Attitudes
1	<b>Awareness raising in the community</b>	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	<b><u>Organisation of awareness raising activities in the community</u></b>	Identify specific approaches to be used during awareness raising activities	Adapt the activities and promotion channels to	Display a willingness for peaceful and attentive

	<p>Topics:</p> <ul style="list-style-type: none"> <li>• Specific approaches</li> <li>• Promoting according to target groups</li> </ul>	<p>such as encouraging active participation and verbal and non-verbal expression;</p> <p>Define essential behavior for efficient awareness raising activities: active listening;</p> <p>Identify different target groups and outline their specificities for awareness raising (young people, parents, community stakeholders...)</p>	<p>specific target group needs;</p>	<p>communication;</p>
1.2	<p><b><u>Promoting fight against GBV and HRV</u></b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Promoting fight for the cause on social media</li> <li>• Encouraging critical thinking/critical media literacy among members of the community, especially young people</li> <li>• Leadership role in the</li> </ul>	<p>Basic knowledge about social media functioning (structure of posts, objectives of posts, different formats, etc.);</p> <p>Appreciating different publics for different platforms;</p> <p>Explain critical media literacy in practice;</p>	<p>Create content for awareness raising on social media platforms;</p> <p>Structure content for social media</p> <p>Adapt to different targeted publics on each platform;</p> <p>Ability to speak in public with confidence;</p> <p>Question arguments</p>	<p>Value open-minded attitudes, understanding of diversity among participants</p> <p>Support creative expressions ;</p> <p>Encourage active participation;</p> <p>Endorse an ambassador role for the cause to your peers;</p>

	community (peer-to-peer learning)	Explain critical thinking in practice	and facts in a critical manner	Displaying a trust-worthy attitude
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## ACTIVITIES

### A3.1 Targeting peers: building trust as an ambassador

Activity Name	<b>Targeting peers: building trust as an ambassador</b>
Goals	Understanding what appropriate behaviours are to appear as an ambassador for GBV and HRV and a referent person on the matter for your peers. Building trust for peers to listen to them and be comfortable having sensitive conversations with them.
Description	<ol style="list-style-type: none"> <li>1. Participative course on (including explanations with short text-based materials and videos or testimonies to illustrate) on attitudes for an ambassador to adopt:           <ul style="list-style-type: none"> <li>- Active participation</li> <li>- Active listening</li> <li>- Intercultural issue / cultural sensitivity</li> </ul>           (refer also to Communication and Cultural awareness modules)           <ul style="list-style-type: none"> <li>- Rejecting violence even when related to cultural norms or traditions.</li> </ul>           Participants are encouraged to react and give their opinion; share difficulties they might encounter and experiences they had. (30-40 mn)         </li> <li>2. Workshop on building trust as a leader/person to be referred to by peers when in doubt, in danger or when witnessing a situation of violence             Start from participants' experience: why do they trust someone? What makes them feel confident enough to speak to someone about a problem? Discuss in a group and conclude with the main results and general tips such as:           <ul style="list-style-type: none"> <li>- Appearing approachable and friendly</li> <li>- Showing empathy</li> <li>- Ensuring that your words and actions match</li> <li>- Showing support for your peers, even when they make mistakes (and admitting to your own – holding yourself accountable)</li> </ul> <input type="checkbox"/> 40 mn – 1 hour         </li> <li>3. Questions and feedback (30 mn)</li> </ol>
Type of activity	Participative course and workshop

Duration	1h30-2h
Space & Materials	Handouts Paper and pens for participants to take notes
Learning Outcomes	<u>Promoting fight against GBV and HRV</u> <ul style="list-style-type: none"> <li>- Ability to speak in public with confidence;</li> <li>- Value open-minded attitudes, understanding of diversity among participants</li> <li>- Support creative expressions ;</li> <li>- Encourage active participation;</li> <li>- Endorse an ambassador role for the cause to your peers;</li> <li>- Displaying a trust-worthy attitude</li> </ul>
Module	Awareness raising in the community
Source	This activity was created by FISPE for the Fatima 2 project

### A3.2 Leadership role for peer learning in the community

Activity Name	<b>Leadership role for peer learning in the community</b>
Goals	Gaining self-confidence in public speaking on touchy subjects of GBV and HRV
Description	<ol style="list-style-type: none"> <li>1. Training on public-speaking skills (self-confidence tips, how to act when you don't know, listening,...) – participative course (30-45 mn) + refer to module on communication.</li> <li>2. Role-play session: participants are assigned topics (GBV and HBV related and where they can easily feel concerned/identify) and present a small speech in front of the audience while others take notes and prepare questions (45mn-1h)</li> <li>3. The speaker is confronted with questions/remarks/critics from the audience.</li> <li>4. Feedback on role-plays (what did you find most difficult, questions) – 20-30 mn</li> </ol>
Type of activity	Role-play
Duration	1h-1h30 depending on the size of the group
Space & Materials	Spacious room Potentially coach in public speaking
Learning Outcomes	<u>Promoting fight against GBV and HRV</u> <ul style="list-style-type: none"> <li>- Ability to speak in public with confidence;</li> </ul>



	<ul style="list-style-type: none"> <li>- Value open-minded attitudes, understanding of diversity among participants;</li> <li>- Endorse an ambassador role for the cause to your peers;</li> </ul>
Module	Awareness raising in the community
Source	This activity was created by FISPE for the Fatima 2 project

### A3.3 Engaging members of the community in conversation and questioning

Activity Name	<b>Engaging members of the community in conversation and questioning</b>
Goals	Promoting critical thinking and critical media literacy regarding HRV and GBV among peers
Description	<ol style="list-style-type: none"> <li>1. Basic concept of critical thinking: <ul style="list-style-type: none"> <li>- Evaluating arguments (testing hypotheses and alternative viewpoints against arguments, recognizing certain aspects can be biased)</li> <li>- Research the source of the data provided</li> <li>- Ask questions</li> <li>- Identifying inconsistencies in a discourse</li> <li>- Analysis of arguments in a rational manner</li> </ul> </li> </ol> <p>(30 mn)</p> <ol style="list-style-type: none"> <li>2. Participants are invited to share experiences of when they believed something to have been true and were later proved it was false: they should explain why they believed it in the first place and how they found out it was false. (15-30 mn)</li> <li>3. Role-play: participants are given a few real-life facts (preferably GBV and HBV related and where they can easily feel concerned/identify) and are not told if they are true or not. In duos, participants take turns in presenting a fact while the other asks questions and tries to practice critical media literacy/critical thinking. (30 mn)</li> <li>4. Sharing the results + feedback, what participants learned, questions (15-30 mn)</li> </ol>
Type of activity	Oral explanation and participation, role-play
Duration	1h30-2h
Space & Materials	Spacious room Handouts on critical thinking/media literacy

Learning Outcomes	<u>Promoting fight against GBV and HRV and Organisation of awareness raising activities</u> <ul style="list-style-type: none"> <li>- Understand critical media literacy in practice;</li> <li>- Understand critical thinking in practice</li> <li>- Value open-minded attitudes, understanding of diversity among participants</li> <li>- Support creative expressions ;</li> <li>- Encourage active participation</li> <li>- Question arguments and facts in a critical manner</li> </ul>
Module	Awareness raising in the community
Source	This activity was created by FISPE for the Fatima 2 project

#### A3.4 Broadening the impact on the community: social media presence

Activity Name	<b>Broadening the impact on the community: social media presence</b>
Goals	Get familiar with the use of social media as an awareness raising tool Being able to organise a social media campaign on fight against GBV and HRV
Description	<ol style="list-style-type: none"> <li>1. Participative course on how social media works: principle of algorithms, social connections, when to post + specificities according to most used social media (Facebook, Instagram, TikTok, Twitter – videos, stories, written posts or pictures), moderators, risk, etc.</li> <li>2. Study of different target groups: which social media do they use most, what reaches them the most/provokes emotion etc</li> <li>3. Different content: statistics, pictures, testimonies, explanatory videos... (can refer to/get inspired by the “Learning” and “Communication tools” module)</li> </ol> <p>(1 hour)</p> <ol style="list-style-type: none"> <li>4. Case-study in small groups: for determined subjects (related to GBV and HRV) and target groups, what would your social media campaign look like?</li> </ol> <p>Each group creates the outlines: which social media tool, what content, which format would they use the most on the platform, how would they moderate the account, how would they promote the account, frequency of posts, etc. (1 hour)</p> <ol style="list-style-type: none"> <li>5. Each group presents their campaign + questions and feedback from the audience (approximately 30 mn)</li> </ol>
Type of activity	Participative course, case-study, oral presentation

Duration	2h30
Space & Materials	Spacious room Handouts on social media's functioning and specificities
Learning Outcomes	<p><u>Promoting fight against GBV and HRV</u></p> <ul style="list-style-type: none"> <li>- Basic knowledge about social media functioning (structure of posts, objectives of posts, different formats, etc.);</li> <li>- Appreciating different publics for different platforms;</li> <li>- Create content for awareness raising on social media platforms;</li> <li>- Structure content for social media</li> <li>- Adapt to different targeted publics on each platform;</li> </ul>
Module	Awareness raising in the community
Source	This activity was created by FISPE for the Fatima 2 project