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FATIMA2 Curriculum for Young Human Rights and Gender Equality Ambassadors

Module 4.1 Glossary for Social Impact Projects on HRV



*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

This module is transversal to all modules in the structure of the curriculum. The topics and learning outcomes aim to achieve participants to learn how to transfer information to young ambassadors. All activities can be added at the end of a module and are applicable to every terminology.

Through this module, participants are not only expected to acquire knowledge and skills about the terminology used for preventing HRV and GBV but also gain experience in how to convey this knowledge in a creative and understandable way to young men who will be acting as community peer leaders and ambassadors for human rights and gender equality.

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- Topic 3: Dealing with assumptions.
- Activity 1: What is the question
- Activity 2: Thinking, sharing and exchanging
- Activity 3: Transformation
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Description:

The module terminology is transversal to all modules in the structure of the curriculum. The topics and learning outcomes aim to achieve participants to learn how to transfer information to young ambassadors. All activities can be added at the end of a module and are applicable to different terms.

Goals and objectives:

Through the module terminology, participants are not only expected to acquire knowledge and skills about the terminology used for preventing HRV and GBV but also gain experience in how to convey this knowledge in a creative and understandable way to young men who will be acting as community peer leaders and ambassadors for human rights and gender equality.

Adapting:

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 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 Table 01 for co-relation 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

	Glossary for SIPs on HRV	Learning Objectives		
		Knowledge	Skills	Attitudes
		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:

	<p>Unit 1: Methods to transform difficult terminology to concepts YAT's relate to.</p> <p><u>Topic 1:</u> Promoting creativity to approach theoretical matters differently.</p> <p><u>Topic 2:</u> Using real life examples to explain terminology.</p> <p><u>Topic 3:</u> Dealing with assumptions.</p>	<ul style="list-style-type: none"> Recognize when young man, community members and community stakeholders are able to actively and correctly participate in a discussion. 	<ul style="list-style-type: none"> Illustrate the importance and demonstrate the difference between all sections of HRV and GBV. Provide examples of terminology that speak to young men. Transform abstract terminology by using real life examples. 	
		<ul style="list-style-type: none"> Clarify the definition in a manner that speaks to young men. Understand that terminology can be explained in different ways. 	<ul style="list-style-type: none"> Translate difficult language that is understood by young men and then are able to use this translation to teach the definition of terminology 	

ACTIVITIES

A4.1 What is the question?

Activity Name	What is the question?	
Goals	Identification of the terminology of GVB and HRV and transformation to concrete examples.	
Description	<ul style="list-style-type: none"> - Show the presentation to the group of participants and ask: What is the question associated with this answer? - Plenary share their questions and see if this is the question that goes with the answer. - Discuss with the participants what the 'right' question is and why this is the right question. 	
Type of activity	Brainstorm – exchange knowledge	
Duration	20 Minutes	
Space & Materials	PowerPoint presentation with the theoretical introduction and the answers.	
Learning Outcomes	<p>Translate difficult language that is understood by young men and then are able to use this translation to teach the definition of terminology.</p> <p>Illustrate the importance and demonstrate the difference between all sections of HRV and GBV.</p>	
Module	Terminology	
Source	Based on: https://www.eur.nl/en/teacheur/whats-question	
Best used in module	<p>Learning : Understanding Human rights.</p> <p>Learning: Understanding gender Equality</p> <p>Learning: Honour Related Violence</p> <p>Tools for action: Judicial Procedures</p> <p>Tools for action: Communication tools</p>	
Proposed terminology to use	<ul style="list-style-type: none"> - Discrimination - Gender and sexual justice - Intersectionality - Stereotypes and gender roles - Patriarchy - Feminism - Masculinity - Relations and relationships(forced marriage, early marriage - Abandonment - Repudiation - FMG 	<ul style="list-style-type: none"> - Shame sexting and exposing - Sexual exploitation - Human trafficking - Sexual violence - Cultural norms - Traditional norms - Customary norms - Religion norms

A4.2 Thinking, sharing & exchanging

Activity Name	Thinking, sharing & exchanging	
Goals	Determine if the participants have the same knowledge of specific terminology used in the course/module and are able to transfer this knowledge in to examples that fit the terminology. Learn that having different assumptions about a concept is not a problem, as long as you can bring them together.	
Description	<ul style="list-style-type: none"> - Ask the group a specific question. For example: What does Patriarchy means to you? - Ask the participants to think about the question and what their answer is. - Pair up the participants and ask them to share their thoughts and answers. - Collectively exchange the experiences the pairs had while sharing their answers. What was different, what was the same and what do we take away from it. - Ask the group if they can come up with a real life example, and discuss if it fits the right terminology. 	
Type of activity	Group discussion	
Duration	20- 30 minutes(depending on the number of participants)	
Space & Materials	Set of questions related to terminology of the module	
Learning Outcomes	Recognize when young man, community members and community stakeholders are able to actively and correctly participate in a discussion. Understand that terminology can be explained in different ways.	
Module	Terminology	
Source	Based on: Emancipator -	
Best used in module	Learning : Understanding Human rights. Learning: Understanding gender Equality Learning: Honour Related Violence	
Proposed terminology to use	<ul style="list-style-type: none"> - Discrimination - Gender and sexual justice - Intersectionality - Stereotypes and gender roles - Patriarchy - Feminism - Masculinity 	<ul style="list-style-type: none"> - Shame sexting and exposing - Relations and relationships(forced marriage, early marriage - Abandonment - Repudiation - FMG

A4.3 Transformation

Activity Name	Transformation	
Goals	Helping each other in practicing ways to transform difficult terminology.	
Description	<ul style="list-style-type: none"> - Dived the group of participants in couples, and give each couple a concept regarding the module that has been discussed. - Ask both participants to come up with a real life example to explain the concept. - Both participants present the example they have come up with to each other. - Have the participants rate each other example on qualities such as: correct use of terminology, connection to the target audience and creativity. 	
Type of activity	Interactive exercise – peer to peer learning	
Duration	20 minutes	
Space & Materials	A list of concept that can be used.	
Learning Outcomes	Transform abstract terminology by using real life examples. Provide examples of terminology that speak to young men.	
Module	Terminology	
Source	Anneloes van Rijsewijk – Refugee Team.	
Best used in module	Learning : Understanding Human rights. Learning: Understanding gender Equality Learning: Honour Related Violence	
Proposed terminology to use	<ul style="list-style-type: none"> - Discrimination - Gender and sexual justice - Intersectionality - Stereotypes and gender roles - Patriarchy - Feminism - Masculinity 	<ul style="list-style-type: none"> - Shame sexting and exposing - Relations and relationships(forced marriage, early marriage) - Abandonment - Repudiation - FMG

A4.4 One minute paper

Activity Name	One minute paper
Goals	A quick activity to encourage creativity
Description	<ul style="list-style-type: none"> - Ask every participant to pick one of the explained terms and write a paper in one minute to explain the term they chose.

	<ul style="list-style-type: none"> - To help the participants ask them to answer these two questions in their one minute paper. 1: What was most important? 2: What questions do you have about the topic? - Set a timer for one minute and have the participants carry out the assignment. - Ask a few participants to share/present their one minute paper. 	
Type of activity	Activate and encourage creativity	
Duration	15 minutes	
Space & Materials	PowerPoint with the theoretical introduction	
Learning Outcomes	<p>Clarify the definition in a manner that speaks to young men.</p> <p>Provide examples of terminology that speak to young men.</p>	
Module	Terminology	
Source	Based on: https://www.eur.nl/en/teacheur/one-minute-paper	
Best used in module	<p>Learning : Understanding Human rights.</p> <p>Learning: Understanding gender Equality</p> <p>Learning: Honour Related Violence</p> <p>Tools for action: Judicial Procedures</p> <p>Tools for action: Communication tools</p>	
Proposed terminology to use	<ul style="list-style-type: none"> - Discrimination - Gender and sexual justice - Intersectionality - Stereotypes and gender roles - Patriarchy - Feminism - Masculinity - Relations and relationships(forced marriage, early marriage - Abandonment - Repudiation - FMG 	<ul style="list-style-type: none"> - Shame sexting and exposing - Sexual exploitation - Human trafficking - Sexual violence - Cultural norms - Traditional norms - Customary norms - Religion norms