

RED FLAG

Prevenire la violenza di genere
How to prevent gender based violence

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GUIDEBOOK FOR OPERATORS



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“USING NON-FORMAL EDUCATION TO PREVENT GENDER-BASED VIOLENCE AMONG YOUNG PEOPLE”

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1. What is Non-Formal Education (NFE)?

Non-formal education refers to organized educational activities that happen outside the formal school curriculum but are purposeful, learner-centred, and flexible. NFE complements formal education by focusing on values, life skills, and community engagement.

Core characteristics of NFE:

- **Voluntary and participatory:** earners choose to engage and are active in the process.
- **Relevant and flexible:** programs are tailored to the needs and realities of participants.
- **Interactive and experiential:** learning is based on experience, reflection, and dialogue.
- **Value-driven:** promotes democratic values, human rights, and social inclusion.
- **Holistic approach:** develops cognitive, emotional, and social competencies.

2. Why use NFE to prevent gender-based violence (GBV)?

Preventing GBV is not only about increasing awareness, but also about shifting mindsets, challenging harmful norms, and building safe environments. NFE creates the space for this transformation, particularly for young people who are forming their identities and beliefs.

Through NFE, young people can:

- Explore gender roles and challenge stereotypes.
- Learn about consent, respect, and boundaries.
- Build empathy, communication, and assertiveness skills.
- Gain confidence to act as allies or upstanders against GBV.

3. Non-formal education in schools

While formal education primarily focuses on academic learning, schools also offer a vital platform for applying non-formal education approaches that address social issues such as gender-based violence (GBV). These approaches often operate through extracurricular activities, informal peer interactions, and collaborations with external organizations, allowing for flexible, youth-centred learning. Within the school context, NFE enhances the educational experience by encouraging active participation, emotional reflection, and values-based learning.

- Peer education and peer-to-peer learning

NFE in schools frequently uses peer education as a strategy to engage students in relatable, trust-based learning experiences. Young people often feel more comfortable discussing sensitive issues - such as gender norms, healthy relationships, or consent - with their peers. This approach promotes shared responsibility, supports youth leadership, and strengthens the credibility of key messages among students.

- Thematic workshops and special events

Schools often integrate non-formal education during special events or awareness days, creating space for thematic workshops that allow students to explore GBV-related topics in-depth. These activities typically use interactive and experiential methods - such as drama, simulations, or debates - to foster empathy and critical thinking. The focus is on encouraging students to reflect on social norms, analyse real-life situations, and practice alternative responses in a supportive environment.

- Student clubs and youth-led initiatives



Student-led clubs focused on gender equality, human rights, or social justice provide consistent, voluntary spaces for ongoing engagement with GBV prevention themes. These clubs often organize awareness campaigns, creative projects, or advocacy actions that empower students to address issues relevant to their own school communities. The emphasis is on developing leadership, collaboration, and civic engagement through learner-driven initiatives.

- Facilitated reflection and dialogue spaces

Within classroom or group settings, teachers can adopt NFE principles by facilitating regular spaces for open dialogue and personal reflection. These might take the form of discussion circles, storytelling sessions, or values-based activities that invite students to share perspectives and examine their own beliefs. Such spaces foster emotional safety, encourage respectful listening, and help build empathy and resilience - core components in preventing GBV.



4. NFE outside schools

Non-formal education (NFE) takes place across diverse spaces where young people learn, grow, and engage with their communities. It is flexible, inclusive, and rooted in participation - making it especially suitable for addressing sensitive and complex issues like gender-based violence (GBV). Below are five typical settings where NFE approaches are effectively used to engage youth in GBV prevention, with a focus on their educational characteristics and potential impact.

- Youth centres

Youth centres provide informal, safe environments where young people voluntarily participate in social, recreational, and educational activities. Within these spaces, NFE often emphasizes peer learning, creative expression, and open dialogue. Activities typically focus on promoting empathy, challenging stereotypes, and exploring themes such as healthy relationships and consent through artistic, experiential, and discussion-based methods. The informal nature of youth centres fosters trust and makes it easier to address sensitive issues like GBV in an age-appropriate and engaging way.

- Municipal and local government structures

Municipal youth departments, local councils, and community development units offer platforms for civic engagement and youth participation in policymaking. NFE in these settings often takes the form of participatory planning, public consultations, and youth-led assessments (e.g., mapping safety in public spaces). These initiatives empower young people to contribute to decisions affecting their communities, advocate for safer environments, and engage with adult stakeholders. Through structured yet flexible formats, young people build civic responsibility while addressing systemic aspects of GBV.

- NGO and civil society trainings

Non-governmental organizations (NGOs) often deliver targeted training programs using structured NFE methods. These may include workshops, youth leadership camps, or community outreach sessions designed to build awareness, skills, and values related to GBV prevention. NFE in this context typically emphasizes empowerment, reflection, and action - equipping participants with practical tools to recognize, respond to, and challenge violence. The focus is often on peer education, bystander intervention, gender sensitivity, and advocacy, with methods adapted to different cultural and social contexts.

- Public and community performances

Arts-based and community theatre approaches are powerful tools in NFE, particularly in public or semi-public settings. Through performances, storytelling, and creative expression, young people can address taboo topics like GBV in accessible, non-confrontational ways. These activities often encourage public dialogue, challenge community norms, and involve diverse audiences in reflective discussions. Performances rooted in local culture, language, and tradition can generate empathy, awareness, and a collective sense of responsibility, especially when followed by participatory debriefing or audience involvement.

- Online and digital campaigns

Digital platforms offer a highly relevant space for non-formal education among youth. Online campaigns, social media storytelling, and interactive content allow for wide dissemination of GBV prevention messages in youth-friendly formats. These campaigns often use creative, multimedia approaches - such as video, visual art, hashtags, or digital challenges - to spark dialogue, raise awareness, and counter online violence and harmful gender norms. They are typically peer-led, participatory, and accessible, allowing for flexible engagement while promoting digital safety, empathy, and advocacy.

5. Best practices in using NFE to address GBV

- **Youth involvement:** involve young people in planning, facilitating, and evaluating the activities.
- **Safe and inclusive environment:** ensure all voices are heard and respected; protect against retraumatization.
- **Partnerships:** work with teachers, parents, local leaders, and social workers for broader support.
- **Cultural sensitivity:** contextualize content to the local cultural and social setting without reinforcing harmful norms.
- **Follow-up and support:** provide pathways for ongoing engagement, reflection, and access to professional support if needed.

If you want to know about more non-formal education you can explore the handbook [“In a nutshell - Non-formal education”](#).

6. Examples of sessions to implement

6.1. Inside school

6.1.1. For the age group 12-14 years

Session title:
“Words matter: raising awareness of verbal gender violence”
Session flow:
1. Welcome and introduction (5 minutes) Objective: establish a safe space, introduce the topic, and set expectations for the session. <ul style="list-style-type: none"> ○ Activity: welcome participants and introduce the topic of verbal gender violence. ○ Icebreaker: ask each participant to share their favourite word or phrase (positive or empowering). This allows participants to relate to the importance of words.
2. Warm-up activity: “Word clouds” (10 minutes) Objective: introduce the topic of words and their power, build awareness of gendered language. <ul style="list-style-type: none"> ○ Activity: ask participants to think of words or phrases that they associate with gender (e.g., words about boys, girls, or stereotypes). Write these on a board to form a “word cloud” or use a digital tool. ○ Debrief: discuss how certain words may be positive or negative. Ask: “How do these words make you feel? How can words influence others?”
3. Short video/storytelling: “A day in the life” (10 minutes)

Objective: help children understand verbal gender violence through storytelling, creating emotional connections and raising awareness.

- **Activity:** show a short video or tell a relatable story about a student who experiences verbal gender violence. The story should demonstrate the emotional impact of hurtful words.
- **Debrief:** discuss in pairs or small groups:
 - *How did the words affect the person in the story?*
 - *What could have been said instead?*
 - *How could the situation have been handled differently?*

4. Group activity: “Stop the hurt” role play (10 minutes)

Objective: provide participants with a practical tool to understand and prevent verbal gender violence through active engagement.

- **Activity:** in small groups (3-4 people), participants role-play a scenario where verbal gender violence happens (e.g., a student making a hurtful comment about another student’s appearance or behaviour). afterwards, participants propose ways to intervene in the situation.
 - For example, a participant might step in and ask the person to reconsider their words or suggest a different topic of conversation.
- **Debrief:** after each role-play, the group shares their actions with the rest of the group and discusses what strategies worked well.

5. Reflection and discussion: “How can we prevent it?” (5 minutes)

Objective: reflect on the session, consolidate learning, and discuss ways to prevent verbal gender violence.



- **Activity:** as a whole group, facilitate a final reflection:
 - *What can we do when we hear or see verbal gender violence?*
 - *What can we say to prevent it and support each other?*

Write the responses on the board, highlighting key actions, such as standing up for others, using kind words, and intervening when necessary.

6. Wrap-up and conclusion (5 minutes)

Objective: summarize the session, ensure understanding, and leave with a call to action.

- **Activity:** quickly summarise the key points of the session. emphasise the importance of using words positively and standing up against verbal gender violence.
- **Closing statement:** *Words have the power to build up or tear down. let's use our words wisely to make everyone feel respected.*
- **Call to action:** give each participant a handout or poster with reminders and resources about preventing verbal gender violence.

6.1.2. For the age group 14-16 years

Session title: “Understanding and preventing psychological gender violence”
<p>Session flow:</p> <p>1. Welcome and introduction (5 minutes)</p> <p>Objective: set the tone for the session, introduce the topic, and explain the session's goals.</p> <ul style="list-style-type: none"> ○ Activity: begin by creating a safe and open space. ask students to share one thing they already know or have heard about psychological gender violence (no judgment, just a reflection on prior knowledge). <hr/> <p>2. Icebreaker: “What’s behind the mask?” (10 minutes)</p> <p>Objective: create a deeper understanding of psychological gender violence through metaphors and break the emotional barrier.</p> <ul style="list-style-type: none"> ○ Activity: distribute masks (real or paper). ask students to decorate a mask to represent a person hiding their feelings, using symbols or colours. encourage them to think about how psychological violence can be hidden behind a mask. ○ Debrief: once masks are decorated, ask them to reflect: “why do people wear masks? what might they be hiding?” lead a brief discussion on how psychological violence can be invisible and not seen on the surface? <hr/> <p>3. Group discussion: “What is psychological gender violence?” (10 minutes)</p> <p>Objective: introduce the concept of psychological gender violence, its forms, and its impact.</p>

- **Activity:** after the icebreaker, ask students to gather in small groups (3-4 people). provide each group with a scenario of psychological gender violence (e.g., gaslighting, emotional manipulation, social exclusion based on gender).
 - Groups discuss the scenario and identify how it reflects psychological violence, how the victim might feel, and what could be done to stop it.
- **Debrief:** ask each group to present their scenario and insights to the larger group. discuss how psychological gender violence can be harder to recognize compared to physical violence but equally harmful.

4. Case study: “Breaking the silence” (10 minutes)

Objective: understand the long-term effects of psychological gender violence and develop empathy through storytelling.

- **Activity:** present a case study of a real or fictional individual who experienced psychological gender violence. the case study should describe how the victim might feel over time, the impact on their self-esteem, and the social consequences (e.g., isolation, anxiety). Ask:
 - *how do you think this person might feel on a day-to-day basis?*
 - *What strategies could the victim use to handle the situation?*
 - *What role can peers play in supporting someone facing psychological violence?*
- **Debrief:** lead a discussion on how psychological violence manifests differently depending on context, and brainstorm potential ways to intervene or support the victim.

5. Prevention strategies: “Words matter” (5 minutes)

Objective: raise awareness of the importance of language and behaviour in preventing psychological gender violence.

- **Activity:** ask students to brainstorm ways to promote respectful and non-violent communication in their daily lives. for example, discuss the impact of supportive words versus harmful words, and the difference between constructive feedback and emotional manipulation.
 - Students write down 3 things they can do or say to promote gender equality and prevent psychological violence in their environment (school, social media, at home).
- **Debrief:** each student shares one strategy with the group, and the trainer summarizes key points.

6. Wrap-up and conclusion (5 minutes)

Objective: summarize the key takeaways, reinforce learning, and encourage ongoing reflection.

- **Activity:** ask students to reflect on one thing they learned during the session and how they can apply it in their lives.
 - Use the “one word” method: ask each student to describe the session in one word.
- **Debrief:** provide a final call to action and encourage students to stand up against psychological gender violence and to speak out when they see it happening. provide resources for help and further reading.

6.1.3. For the age group 14-16 years

Session title:

“Understanding and preventing domestic gender violence”

Session flow:

1. Welcome and introduction (5 minutes)

Objective: set the tone, introduce the topic, and outline the session's goals.

- **Activity:** begin by establishing a safe space. briefly introduce the topic of domestic gender violence and its relevance to the group. ask students to reflect on what they know about domestic violence (this could be through a brief show of hands or by writing one sentence on a sticky note that they place on a board).

2. Warm-up activity: “What’s the message?” (10 minutes)

Objective: create awareness about the different messages we receive from society, media, and peers regarding gender roles and relationships.

- **Activity:** show a series of images or short video clips (e.g., ads, movie scenes, or social media posts) that reflect stereotypical gender roles or unhealthy relationship dynamics. ask participants to comment on the images and discuss whether they promote positive or negative messages about gender roles, relationships, and power dynamics.
- **Debrief:** facilitate a discussion about how media and societal messages can normalize or perpetuate unhealthy behaviours like control, jealousy, or manipulation in relationships.

3. Small group discussion: “Spotting the signs of domestic violence” (10 minutes)

Objective: encourage reflection on the signs and behaviours that may indicate domestic gender violence.

- **Activity:** divide participants into small groups (3-4 people). give each group a handout or flipchart with a list of behaviours and signs related to domestic violence (e.g., isolation, controlling behaviours, verbal abuse, physical injury, anxiety, etc.), ask them to identify which signs are red flags for domestic violence.
- **Debrief:** each group shares their findings, and the facilitator leads a discussion on how these signs manifest in real life, particularly in relationships of people their age. emphasize how domestic violence can start with small, subtle behaviours that escalate over time.

4. Interactive case study: “What would you do?” (10 minutes)

Objective: apply knowledge in a real-life scenario, discuss potential actions, and develop problem-solving skills.

- **Activity:** present a fictional but realistic case study about a young person experiencing domestic violence (could be a peer, a close family member, or someone in their community). the case study should include emotional, social, and relational elements that require students to consider multiple perspectives).
 - Example: “Anna, a 17-year-old girl, has been in a relationship for 6 months. lately, her partner has been showing signs of controlling behaviour (checking her phone, dictating what she wears, and isolating her from friends). she feels anxious and scared but doesn’t know what to do”.
 - Ask participants to work in pairs or small groups to discuss:
 - *What would you do if you were in Anna’s position?*
 - *How would you help a friend who is experiencing something similar?*

- *What are some immediate steps Anna could take, and what long-term strategies might help her?*
- **Debrief:** groups share their thoughts, and the trainer provides key facts and resources on how to safely intervene in or seek help in cases of domestic violence.

5. Prevention and empowerment: “Creating a safety plan” (5 minutes)

Objective: equip students with tools and strategies to prevent and address domestic violence.

- **Activity:** provide students with a framework for creating a personal safety plan.
This includes:
 - identifying safe people to talk to (friends, family, counsellors).
 - understanding warning signs and what actions to take if they feel unsafe.
 - learning how to set boundaries in relationships.
 - encouraging students to think about how they could support a friend in need?
- Ask each student to write down one action they can take if they find themselves or someone else in an unsafe or controlling relationship.
- **Debrief:** invite students to share one of their action steps, emphasizing that having a plan in place is a vital tool for safety and prevention.

6. Wrap-up and evaluation (5 minutes)

Objective: summarize the session, reinforce key points, and reflect on what was learned.

- **Activity:** invite students to reflect on the session by answering one of these prompts (can be done on paper or round of share):
 - *What’s one thing you learned today that you didn’t know before?*
 - *What’s one thing you can do to help prevent domestic gender violence in your community?*



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- *How can you help a friend who may be experiencing domestic violence?*
- **Debrief:** the trainer summarizes key points: the definition of domestic violence, how to spot the signs, how to intervene safely, and where to seek help. provide resources for further reading and professional support (e.g., hotlines, local shelters, counselling services).

6.2. Outside school

6.2.1. For the age group 12-14 years

Session title:

“Offline respect, online too: fighting gender-based harassment in the digital world”

Session flow:

1. Welcome and introduction (10 minutes)

Objective: set the tone for a respectful session and introduce the theme of online behaviour and respect.

- **Activity:** welcome circle. Introduce the topic by asking:
 - *How much time do you spend online in a day?*
 - *Have you ever seen something online that made someone feel uncomfortable or unsafe?*
- **Icebreaker – “Digital me”:** each participant draws a simple avatar representing how they show up online (e.g., a gamer, chatter, sharer, scroller). Share a fun fact or favourite app.

2. Warm-up activity: “Emoji reactions” (10 minutes)

Objective: reflect on emotional responses to different types of online interactions.

- **Activity:** show a series of mock online comments/messages on posters or slides (some respectful, some subtly harmful or clearly harassing).

Examples:

- *You’re pretty smart... for a girl.*

- *No one wants to see boys cry.*
 - *Send a pic ;)*
 - *Thanks for the help! you're awesome.*
 - Participants respond to each with an emoji card (😊 😞 😢 😊 etc.) showing how it would make them feel.
- **Debrief:**
 - *Why did that message feel wrong or right?*
 - *What's the difference between a joke and harassment?*

3. Real-life story or video: “What happens online” (15 minutes)

Objective: understand the real emotional and social impact of online harassment.

- **Activity:** share a short, animated video or read a story (fictionalized or real-life inspired) about a young person receiving gender-based messages or being excluded in a group chat.
- **Small group reflection:**
 - *What happened in the story?*
 - *How do you think the person felt?*
 - *Did anyone help or speak up?*
 - *What would you do differently?*

4. Group activity: “Online scenario role cards” (25 minutes)

Objective: practice positive digital citizenship and intervention skills.

- **Activity:** in groups of 3-4, participants receive role cards with realistic online scenarios, such as:
 - A boy gets mocked for sharing a TikTok dance.

- A girl gets pressured to send a photo.
- Someone is excluded from a group chat after calling out sexist language.
- Roles include:
 - The person being targeted.
 - The bystander.
 - The person sending the message.
 - A friend who wants to help.
- Groups act out a short scenario and then replay it using a positive intervention (e.g., calling it out, sending support, reporting).
- **Debrief:** each group shares what worked and what was hard.

5. Reflection: “My digital footprint, my power” (15 minutes)

Objective: build awareness of personal responsibility and tools for safety online.

- **Activity:** participants complete a mini poster with:
 - one thing they’ve seen online that was harmful.
 - one thing they can say or do when they see online harassment.
 - one thing they want to be remembered for online.
- Optionally display posters in the room.

6. Wrap-up and conclusion (5 minutes)

Objective: reinforce key takeaways and empower participants to take action.

- **Summary discussion:**
 - *What’s one thing you learned today that surprised you?*
 - *How can we help make the internet safer for everyone?*
- **Closing statement:** *Our online world is real. the way we treat people there matters. kindness, respect, and courage – those are your power tools.*



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- **Call to action:** distribute a youth-friendly “digital respect toolkit” handout with:
 - phrases to use when intervening.
 - how to report harmful content.
 - trusted adults or services to contact.
 - “digital golden rules” checklist.

6.2.2. For the age group 14-16 years

Session title:

“Say it right: challenging verbal violence and everyday sexism”

Session flow:

1. Welcome and introduction (10 minutes)

Objective: build trust, introduce the session’s theme, and recognize the impact of language in shaping attitudes.

- **Activity:** brief check-in circle with the question:
 - *Have you ever heard a comment or joke that didn’t sit right with you – but you didn’t know what to say?*
- **Icebreaker “Trigger words”:** each participant writes down one word or phrase they've heard that felt offensive or uncomfortable (can be anonymous). these are collected and put aside for discussion later.

2. Warm-up activity: “Just joking?” (10 minutes)

Objective: analyse how language disguised as humour can reinforce harmful gender norms.

- **Activity:** read out examples of common “jokes” or phrases (e.g., “girls are so emotional,” “man up,” “she’s asking for it looking like that”.)
Ask:
 - *Is this funny or harmful?*
 - *Who benefits from these jokes? Who’s hurt?*
- **Debrief:** lead a short discussion on the difference between intent and impact, and how “normalizing” language can lead to deeper problems.

3. Real story or short video: “It starts with words” (15 minutes)

Objective: use storytelling to illustrate the real emotional and social consequences of verbal violence.

- **Activity:** show a short video or read a first-person account of a teen being verbally harassed or insulted in class or online.
- **Small group questions:**
 - *What kind of verbal violence did you see?*
 - *How did it affect the person emotionally and socially?*
 - *Why might people stay silent in these situations?*

4. Group work: “Language ladder” (25 minutes)

Objective: help participants analyse the spectrum of verbal aggression, from jokes and stereotypes to harassment, and develop alternative responses.

- **Activity:** in small groups, participants receive 10 phrases ranging from mild stereotypes to clearly aggressive insults. they place them on a “ladder” from:
 - microaggressions;
 - reinforcing gender stereotypes;
 - disrespectful or offensive;
 - harassment.
 - Then, they come up with:
 - A better way to say the same thing.
 - or
 - A way someone could respond or intervene respectfully.
- **Presentation:** each group shares a few examples with the whole group.

5. Skills practice: “Rewind and respond” (20 minutes)

Objective: practice real-time intervention techniques to disrupt verbal violence.

Activity: role-play mini-scenes where a gender-based comment is made (e.g., a group of friends mocking someone’s appearance or gender expression). One participant plays the speaker, one the target, one a bystander. After running the scene once, pause and “rewind” – ask a different bystander to step in using one of these strategies:

- question it: “what do you mean by that?”
 - redirect: change the subject or make a joke that challenges the comment.
 - support: comfort or validate the target afterward.
 - call out: say why the comment isn’t okay.
- **Debrief:** Which responses felt natural?, Which were hard to say?

6. Reflection and wrap-up (10 minutes)

Objective: solidify key messages and empower youth to apply their learning.

- **Activity:** quiet reflection. Ask participants to complete these three statements:
 - *One word I want to use more of is...*
 - *One phrase I will challenge next time I hear it is...*
 - *One way I will support others is...*
- **Closing circle:** invite anyone who wishes to share one of their answers.
- **Final message:** *Words shape the world around us. let’s be the generation that shapes it with fairness, respect, and courage.*
- **Optional takeaway:** give participants a “Say it right” card with:
 - key intervention phrases;
 - tips for confronting verbal violence;
 - a reminder that language can include or exclude.



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6.2.3. For the age group 16-20 years

Session title:

“Lines not to cross: understanding and preventing physical gender-based violence”

Session flow:

1. Welcome and introduction (10 minutes)

Objective: establish a safe, mature environment to explore sensitive issues. Introduce the topic and ground rules.

- **Activity:** open circle with ground rules co-created with participants (e.g., respect, confidentiality, no judgment, space to step out if needed). Prompt discussion:
 - *When you hear “physical violence”, what comes to mind?*
 - *What about when it involves gender - does that change the context or meaning?*

2. Icebreaker: “Line in the sand” (10 minutes)

Objective: explore boundaries, respect, and diverse perspectives.

- **Activity:** use a physical space or masking tape to create a “line”. Read statements, and participants step forward if they agree, or stay back if they don’t. Statements include:
 - *It’s never okay to push someone, even during an argument.*
 - *Jealousy is a sign that someone really loves you.*
 - *Sometimes people provoke physical violence.*
- **Debrief:**
 - *What did you notice about how people responded?*

- *Why do our ideas about violence sometimes conflict with our values?*




3. Core content: “Behind closed doors” story or case study (15 minutes)

Objective: deepen understanding of how physical gender-based violence can appear in intimate, peer, or public settings.

- **Activity:** read a true or fictionalized short case (e.g., a 17-year-old girl experiencing controlling and physically aggressive behaviour from a partner; or a trans teen facing physical threats in public spaces). you can also use an anonymized video or interview clip.
- **Small group questions:**
 - *What signs of physical abuse were present?*
 - *How did power and gender play a role in this situation?*
 - *Why might it be hard for someone to ask for help or leave?*

4. Group activity: “Red flags and green lights” (25 minutes)

Objective: recognize warning signs of physical aggression and healthy alternatives.

- **Activity:** in small groups, participants sort 15-20 cards into:
 -  *Red flag* – sign of danger or abuse
 -  *Yellow flag* – unhealthy but not abusive
 -  *Green light* – healthy relationship behaviour

Examples include:

- Grabbing someone's wrist during an argument.
- Insisting on walking someone home safely.
- Punching a wall when angry.
- Asking for consent before physical contact.

- Saying “no” to a hug and it being respected.
- **Debrief:** groups compare answers and discuss grey areas.

5. Skills practice: “What would you do?” (20 minutes)

Objective: practice responding to situations involving physical violence or threats.

- **Activity:** role-play or discuss 3-4 scenarios (choose discussion or performance depending on group comfort):
 - Your friend is being physically intimidated by their partner.
 - You witness someone being shoved at a party after rejecting someone.
 - You hear a friend brag about hitting someone “to prove a point”.
- Discuss options for:
 - direct intervention (if safe);
 - distraction;
 - delegation (getting help from a peer/adult);
 - delayed support (talking to the person afterward).

6. Reflection and wrap-up (10 minutes)

Objective: connect learning to real life and promote action.

- **Activity:** silent reflection journal:
 - *What’s one myth about physical violence I used to believe?*
 - *What’s one thing I can do if I witness violence?*
 - *What does real strength look like to me now?*
 - Invite a few to share insights (optional).
- **Closing statement:** *physical violence doesn't start with fists – it starts with control, disrespect, and silence. but it ends when we choose courage, safety, and justice for everyone.*



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- **Call to action:** provide a resource card or flyer with:
 - local hotlines or support centres;
 - self-defence class opportunities;
 - tips for intervening safely;
 - contact info for trusted adults/youth workers.

6.3. Plan your own activity

Below you can find a practical and adaptable session planning template designed for teachers, trainers, youth workers and anyone who wants to create non-formal education sessions focused on preventing gender-based violence (GBV), tailored to young people.

SESSION DESIGN TEMPLATE	
non-formal education on preventing gender-based violence	
Session flow:	
1. Session title Give your session a clear, age-appropriate, and engaging title. Tip: use action words or metaphors (e.g., “say it right,” “fair play,” “lines not to cross”).	
2. Age group and setting Specify the target age (e.g., 12-14, 14-16, or 16-20) and where the session will take place (e.g., youth centre, camp, library, online).	
3. Duration Standard length: 90 minutes (can be adapted to 60 or 120 minutes).	
4. Learning objectives Clearly define 2-4 key aims. These may include: <ul style="list-style-type: none"> ✓ Raising awareness of verbal/physical/online gender-based violence. ✓ Helping young people recognize unhealthy behaviours. 	

- ✓ Practicing safe and effective intervention.
- ✓ Building empathy and solidarity.

5. Session flow

Break your session into clear, time-bound steps:

1. Welcome and introduction (5-10 minutes)

Objective: establish a safe, respectful atmosphere.

Instructions:

- ✓ Introduce the topic simply and clearly.
- ✓ Agree on group rules (especially when dealing with sensitive content).
- ✓ Use a light icebreaker connected to the topic (e.g., “what’s your power word?” or “how do you show up online?”).

2. Warm-up activity (10-15 minutes)

Objective: spark curiosity and begin exploring the topic.

Instructions:

- ✓ Use an interactive method (e.g., games, sorting cards, emojis, movement) to gently introduce key themes.
- ✓ Encourage participants to think about language, roles, fairness, emotions, etc.

3. Core exploration (10-20 minutes)

Objective: deepen understanding of gender-based violence in a real-life context.

Instructions:

- ✓ Share a short story, video, or scenario.
- ✓ Break into small groups to discuss questions like:
 - *What happened?*
 - *How did the person feel?*

- *What could have been done differently?*

4. Active engagement (20-30 minutes)

Objective: practice skills or explore solutions.

Instructions:

- ✓ Use group challenges, scenario cards, role-play, or simulations.
- ✓ Encourage participants to analyse, act out, or redesign situations to promote gender equality and safety.

5. Reflection and discussion (10-15 minutes)

Objective: help participants internalize what they learned.

Instructions:

- ✓ Ask reflective questions (individually or in pairs/groups):
 - *What did I learn?*
 - *What surprised me?*
 - *What can I do differently?*
- ✓ Optionally use journal prompts, drawing, or anonymous response cards.

6. Wrap-up and conclusion (5-10 minutes)

Objective: close the session with clarity and a call to action.

Instructions:

- ✓ Summarize key takeaways.
- ✓ Encourage participants to speak up, intervene safely, or seek help.
- ✓ Distribute a takeaway (resource card, pledge, poster, etc.).

7. Materials needed

List everything you need:

- Paper, markers, tape;



- Role cards or red flag/green light cards;
- Video/audio equipment;
- Reflection sheets or pledge cards.

8. Optional add-ons

- ✓ Handout: definitions of GBV types, rights, helplines;
- ✓ Follow-up session: invite youth to co-create solutions or campaigns;
- ✓ Parental/community engagement tip: share awareness material with families or local leaders.

Key tips for facilitators:

- ✓ Be ready to respond sensitively to disclosures or discomfort.
- ✓ Prioritize emotional safety and respect over content completion.
- ✓ Model inclusive language and active listening.
- ✓ Always provide a safe space to debrief and resources for support.