



Engaging youth in promoting positive masculinities
to eradicate violence against women

EDUCATIONAL INTERVENTION GUIDE

Promoting Positive Masculinities for the
Prevention of Violence Against Women

CONCEPTUAL TOOLBOX AND ACTIVITIES

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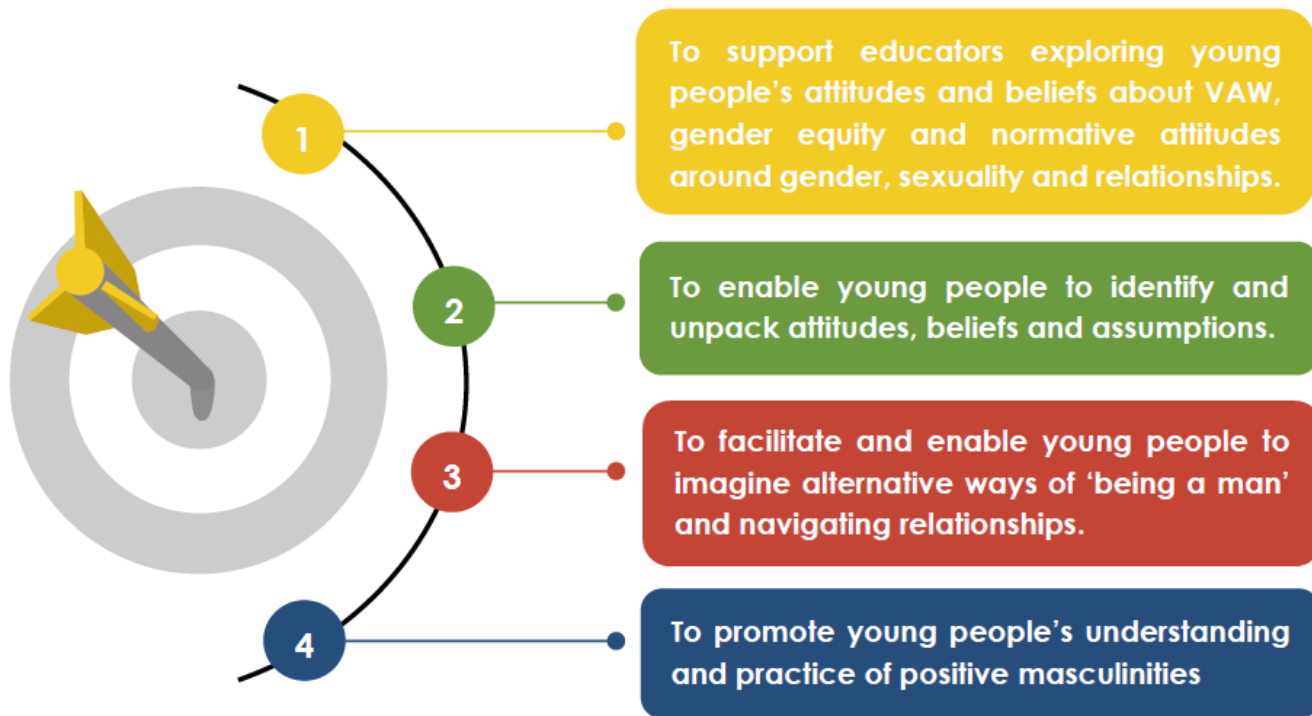
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BACKGROUND: Project Knowledge Transfer Product to deliver evidence-based guidelines for educators on how the issue of VAW and the promotion of anti-VAW masculinities can be addressed in educational settings: [Educational Guide](#)

General Objective: to address masculinities and social norms by engaging youth in critical and positive conversations

- The guide offers background knowledge (**Conceptual Toolkit**) as well as practical content (**Activities Implementation**).
- Methodologically, it draws upon narrative and participatory methodologies to engage young people in dialogue and foster personal engagement.

AIMS OF THE PROGRAMME



Narrative Methodology

Narrative and participatory approaches to engage young people in dialogue and foster personal engagement

- From research results to engagement educational material: Vignettes/Situations
- The situations used address almost exclusively (but not only) heterosexual interactions: examples mostly discussed by research participants, whose cases of VAW mostly occurred in heteronormative relations.
- Activities elaboration

Overview of the Guide

Introduction

Methodology

Activities

Concepts Toolbox

Assessment Tool

ACTIVITIES

1



Unpack the Myths

2



Review the Story



Activity 1: Unpacking myths on gender equality, masculinities, and VAW

Content:

This activity is based on group discussions where the students are encouraged to discuss among themselves and share their opinions openly. The students do not need to achieve consensus on a topic but be aware of each other's thoughts about their topics.

Aims:

1. To explore the group's ideas about gender-related topics, including the limits and the familiarity of the group with the content discussed
2. To promote the critical rethinking of existing general myths around gender equality, masculinities and VAW.

Example Activity 1

2. Women are more emotional and sensitive than men.

Final message to convey

This is a myth based on the gender stereotype “boys don't cry”. From a young age, boys are socialized into restrictive gender norms in which being emotional is seen as weakness and “feminine”. Being emotional and sensitive is not only a human quality but is also fundamental to our personal and relational wellbeing.

It is important to challenge this myth in order to re-value emotional health, avoid devaluing femininity and allow boys to learn healthy emotional expression to build satisfactory friendships and relationships.

Concept from the glossary

Boys will be boys

Normative
masculinity

Gender norms and
stereotypes

Example Activity 1

II THEME STATEMENTS. Rethinking Masculinities through: Sex and Relationships

1. It is normal to ask my partner for their mobile phone to see who they are talking to and what they are doing on social media.

**Final message
to convey:**

What is 'normal' is not necessarily what is 'right' and people have different ideas of what is 'normal'. Nobody is obligated to share every detail of their lives with their partner. This form of behaviour can be seen as a form of surveillance, which may then escalate to control as the partner may ask and demand the other to limit who they are talking to and what they can do on social media. Concerns about who a partner may be talking to or what a partner may be 'doing' are best discussed respectfully and openly.

**Concept from
the glossary**

Normalization of VAW

Example Activity 1

III THEME STATEMENTS. *Rethinking Masculinities through: VAW*

1. VAW is only when a man beats up a woman.

**Final message
to convey:**

This is a myth because VAW is more than physical violence. Some forms of violence can be very subtle and difficult to identify as such. VAW includes the following: emotional (yelling, insults, belittling, constant humiliation, etc.), sexual (ranging from sexual harassment to rape), controlling behavior (limiting what a person can wear, to whom they can talk to, etc.) and economic violence (taking away the earnings of a person, not allowing them to have a separate income, etc.).

Recognizing all forms of violence is important because they can be as harmful to people's lives as physical violence.

**Concept from
the glossary**

VAW

Activity 2: Review the Story – Rewrite the end

Content:

This activity relies upon stories and narrative content (vignettes) to enable group discussions where the participants are encouraged to talk among themselves, engage critically in small group to discuss VAW in daily interactions.

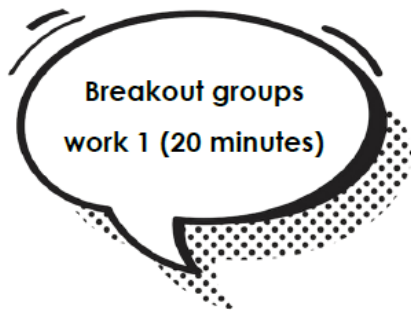
Aims:

1. Offer real life scenarios to enable critical discussion and reflect on the gender roles, norms and behaviors that are embedded within them.
2. Discuss the content of the scenarios: identify VAW, harmful and positive interactions.
3. Enable young people to reimagine the scenarios in ways that promote positive masculinities.

Example Activity 2

1. Present the vignette: 'Let's read the following scenario...'

In a nightclub, a young man called Ned is trying to dance with Sofia, but she keeps her distance and doesn't want to go with him, plus she tells him to take his hands off her. His male friends are cheering him on, but his friend Simon is urging him to leave her alone.



2. Divide the participants into groups, ideally groups of 3-5 people each. Ask the group to choose a person for note taking and speaking in the plenary. Give each group one vignette to discuss with the set of questions that are indicated for the specific vignette.

- *What is going on in this situation? Do you think this type of scenario is common?*
- *What do you think of the man's actions in this situation?*
- *Why do you think the male character acted in this way?*
- *How do you think women are expected to act in this situation?*
- *How do you think men are expected to act in this situation?*

Example Activity 2

Main ideas to work with (please see Glossary reference):

Gender norms

Peer pressure
Player masculinity

Sexist myths

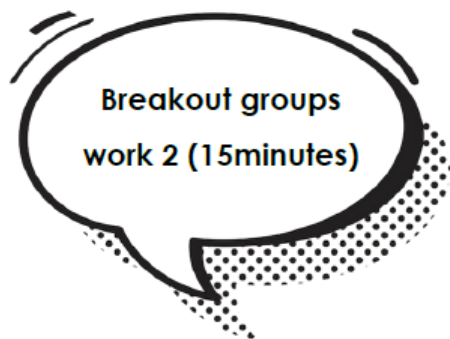
Entitlement to
women's bodies
boys will be boys

VAW to discuss

Normalization of
VAW

Positive term

Bystander
intervention



4. Going back into small groups, ask them to begin a discussion about how Ned in the scenario could have responded differently. Begin a discussion about how the man's attitudes, beliefs and behaviours could be challenged and write the end of the story.

- *How could the male characters have responded differently?*
- *How could others involved in the story respond to this situation differently?*
- *If you were there, how would you have liked to act?*
- *What could help men respond differently?*

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General Objective: to show real-life relatable situations and engage youth in critical and positive conversations about masculinities

- **VIDEOS** Tools for creating conversations in educational settings

- Methodologically, it draws upon narrative methodologies used in the research process: *vignettes*

Videos:

1. Enthusiastic consent;
2. Positive Bystander Intervention;
3. Trust and Relationships