

1. Me & You & Everyone We Know



“Me&You&Everyone We Know” is a European Commission funded project within the Rights, Equality and Citizenship Programme 2014/2020, and it is one of the transnational actions implemented to combat sexual harassment and sexual violence against women and girls. This initiative involves four European Countries and five partners, working together since 2016: Comunità Nuova Onlus and CODICI|Research and Intervention in Italy, Youth for Youth Foundation in Romania, Fryshuset in Sweden and Middlesex University in the United Kingdom.

The project specifically aims at preventing sexual harassment and sexual violence against girls in secondary schools, pursuing three different specific objectives and implementing the related activities: educational activities in high schools in order to prevent and recognize sexual harassment and sexual violence; training for school professionals, with a particular focus on intergenerational relationships; involvement of the wider school environment with dissemination activities in the participating countries and at European level.

These playing cards are one of the tools designed in order to support awareness raising campaigns and workshops about violence,

relationships and gender roles. You can find more info and tools on our project website:

www.meandyouandeveryone.com

2. A set of cards to deal with violence, gender and relationships in educational settings



This set of cards is a tool to stimulate educational conversations about violence in intimate relationships among teenagers and among adults and teenagers.

By the term “educational conversation” we mean a guided, reflexive and profound discussion aimed at exploring and calling into question meanings, values and emotions in educational settings. While by the term “violence in intimate relationships” we mean an array of violent behaviors connected to intimacy, sexuality and identity as sexual harassment, bullying and gender based violence, happening both offline and online.

Dealing with these topics is not an easy educational task. While this phenomenon is growing in numbers and seriousness, there is still little experience on how to deal with it effectively with teenagers¹. Fighting sexual harassment,

¹ Check out this article to have more information: Elisa Guidi, Giulia Magnatta, and Patrizia Meringolo (2012) Teen dating violence: The need for early prevention, in *Interdisciplinary Journal of Family Studies*, XVII, 1, pp. 181-197.

gender based violence and bullying in intimate relationships on and among teenagers needs a complex educational framework capable of deconstructing stereotypes and gender-based role models as well to make room for self-inquiry and reflection.

This set of card is our contribution to this task. It draws upon a critical thinking framework, meaning that it is designed to challenge common sense, to avoid a “right and wrong” approach and to encourage adolescents to prove themselves with a complex and committed way of thinking.

It is also designed to be adaptable to different local contexts and priorities and to be open to multiple creative uses according to the educational imagination both of the facilitator and the users. Moreover, while it has been developed upon teenagers’ experiences, it has a cross-generational attitude: we do believe that it could be very effective for any adult that wants to reflect on these topics and challenge his or her own views and behaviors.



2.1 The structure

The pack consists of 58 cards and it is organized in 5 categories: characters, landscapes, emotional and relational key words, common sense statements and definitions.

Characters, landscapes and relational key words cards are illustrated, while common statements and definitions are mainly text. Images of the first three categories have been designed to be open to different interpretations, to be easy to read and to get hooked by in order to hold participants' attention through many layers of meaning.

Representation of diversities – in terms of gender, sexuality, body shape, ethnicity and so on– has been carefully taken into consideration in order to allow every player to identify with the figures and the situations depicted.

The **character cards** depict 10 different people that can be potentially involved in a situation of violence with different positions: as victims, perpetrators, witnesses, rivals or supporters. Some cards represent a single character, while others represent a group of people like friends or family.

The **landscape cards** depict 10 different sceneries of ordinary life, like an urban space, a classroom or a party. They portray also online sceneries like a Facebook group or a chat on WhatsApp because we believe that online environments can be fully-fledged considered landscapes of ordinary life.

The **emotional and relational key word cards** are 21 meaningful words concerning people's approach toward relationships. They describe emotions – like rage or shame; attitudes toward oneself or the others - like trust or care; and feelings - like vulnerability or pride.

The **common sense cards** consist of 11 statements that put into question stereotypical, but widely shared opinions on how boys and girls should behave or feel concerning sexuality, emotions or gender expression.

The **definition cards** represent 6 key statements defining as many phenomena that we identify as crucial for the purpose of this tool, such as gender based violence, sexual harassment or sexism. They draw upon a variety of institutional and trusted sources: to define gender based violence, violence in intimate relationship and sexual harassment we consulted the most recent research report and official definition of the European Commission and of the United Nations; while in order to write the definition of violence against children, we relied on the definition of the World Health Organization (WHO) and Article 19 of the UNCRC, the United Nation Convention on the Rights of the Child. For the definition of bullying we adapted the renowned definition coined by Dan Olweus and acquired by UNESCO. For the definition of sexism we worked upon the definition of the Encyclopedia Britannica.

Alongside the cards, attached to this booklet you will find **nine stories**. They are not “true” stories, but they are grounded in the opinions and experiences of the teenagers we consulted during the project. Each story tackles violence in intimate relationships among teenagers from a different perspective in terms of main character, typology of experience and challenges to be met. They are nuanced on purpose, meaning that each

story has its own internal complexity that forces the reader to avoid easy answers and to reflect on the different elements the story puts into question.



2.2 How to use it?

Five educational proposals.

We decided not to give a set of strict rules to play but instead, we identified five educational functions that can be performed with the cards and that can be combined to develop workshops about violence in intimate relationships, both with teenagers and adults. This would allow for a deep flexibility of the tool according to the needs of the group who is playing, its cultural and generational features and the specific educational aims set by the facilitator(s).

Alongside the overall frame of each function, we give some suggestions on how it can be used. However, we do believe that the cards can be used in many and very different ways we cannot even imagine. That is why we hope you would contribute to the development of the online community, telling other facilitators and players how you used the pack, what worked best and what did not. See more on the website.

1. Conversation

This is the primary function the whole pack can perform. The stories in particular

are designed to create a fictional scenario within which participants can learn to deal with complex issues in a safe space and to exchange views on their emotions, values and opinions drawing on the experiences of the characters. The stories can be read in small groups, and few generative questions can be given by the facilitator to help participants frame the discussion. Questions can deal with an array of perspectives: emotions, roles, social expectations and so on.

2. Identification

The pack is designed to promote identification with the experiences and emotions lived by the characters, meaning by identification the deep ability to put oneself in the shoes of others and to experience his/her point of view. The emotional and relational key word cards can be used to explore the feelings and emotions of each character and to compare them with the ones of the participants; while each story can be read picking up the perspective of one of the characters (like the victim, the perpetrator, the family, the teachers et cetera) allowing participants to prove themselves with different viewpoints.

3. Deconstruction

The pack is also designed to help participants understanding how socio-

cultural models of gender, sexuality and relationship shape individual behaviors and deconstructing stereotypes and prejudices. The common sense cards are explicitly designed for this function: they question statements of common sense that lie behind belief and behaviors about identities and relationships – like differentiated expectations on boys and girls - and can be used to open up a second layer discussion. They can be used alone as generative stimulus, or they can be integrated in the process of reading, discussing and deconstructing the stories.

4. Naming and framing

The definition cards are designed to help naming and framing effectively the experiences explored with the other cards. They can help participants to locate the group discussion within a wider framework and to compare the lexicon of meanings on violence in intimate relationships created within the group with those elaborated by the institutions. They can be used by the facilitator to support a debriefing session of the workshop or by the participants themselves to ask for support within a group discussion.

5. Generating

Overall function of the pack is to generate new thoughts and new attitudes toward

intimate relationships: in order to overcome stereotypes and role models and to promote freedom, self-determination and mutual respect. All the stories are open ended, meaning that they can be re-written adding new characters and/or changing the characters' choices and behaviors. The character cards as well as the landscape ones can be used to create brand new stories, drawing upon the creativity of the participants; participants can also create their own new card to add what they think is missing in the pack in terms of definitions, key words, characters, common sense statements or landscapes.



Appendix

The legal and policy framework we drew upon

1. The Istanbul Convention

As Europe's leading human rights organization, the Council of Europe has undertaken a series of initiatives to promote the protection of women against violence since the 1990s. In particular, these initiatives have resulted in the adoption, in 2002, of the Council of Europe Recommendation Rec(2002)5 of the Committee of Ministers to member states on

the protection of women against violence, and the running of a Europe-wide campaign, from 2006-2008, to combat violence against women, including domestic violence. It has adopted a number of resolutions and recommendations calling for legally-binding standards on preventing, protecting against and prosecuting the most severe and widespread forms of gender-based violence.

National reports, studies and surveys revealed the magnitude of the problem in Europe. Assuming its leading role in human rights protection, the Council of Europe decided it was necessary to set comprehensive standards to prevent and combat violence against women and domestic violence. The Convention on preventing and combating violence against women and domestic violence was adopted by the Council of Europe Committee of Ministers on 7 April 2011. Following its 10th ratification by Andorra on 22 April 2014, it entered into force on 1 August 2014. By July 2017 it's ratified by 24 countries in Europe.

2. The Declaration on the Elimination of Violence against Women of the United Nations

In 1993, the General Assembly of the United Nations adopted the Declaration on the Elimination of Violence against Women (A/RES/48/104, of 19 December 1993).

By resolution 54/134 of 17 December 1999, the United Nations General Assembly designated 25 November as the International Day for the Elimina-

tion of Violence against Women, and invited governments, international organizations and NGOs to organize activities designed to raise public awareness of the problem on that day.

Women's activists have marked 25 November as a day against violence since 1981. This date came from the brutal assassination in 1960, of the three Mirabal sisters, political activists in the Dominican Republic, on orders of Dominican ruler Rafael Trujillo (1930-1961).

3. The European Union commitment against LG-BTQ discrimination and homophobia

A significant manifestation of the commitment of the European Union was the inclusion in the 1997 Treaty of Amsterdam of Article 19 which empowered the European Union to "take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation." In 2000, the European Union also adopted the European Charter of Fundamental Rights. This includes sexual orientation discrimination as a prohibited ground of discrimination in its non-discrimination article 21, being the first international human rights charter to do so. In 2013, the Foreign Affairs Council of the European Union adopted Guidelines To Promote and Protect the Enjoyment of All Human Rights by Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Persons.

4. The European Union commitment against bullying and violence in schools

In 2011 the Parliamentary Assembly of the European Union promulgated the recommendation 1965 Education against violence at school to draw attention to the need to enhance policy design concerning education against violence at school through holistic and proactive educational policies and greater co-operation at European level. Moreover violence in schools and bullying is one of the strategic priorities of the current The Council of Europe Strategy on the Rights of the Child 2012-2015. Therefore, the Council of Europe promotes whole school human rights and citizenship education programs to tackle bullying and violence in schools. These Citizenship and human rights education programs are based on the principles of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights which all 47 member states of the Council of Europe have adopted.



STORIES





#1 Vicky

Vicky is a very active sixteen year old Instagram user and she dreams of becoming popular on the web with her sexy fashion photos of which she's both model and stylist. For a month now, Mr. Garland – her art teacher – is following her Instagram profile. He comments on her pictures suggesting how to improve the framing or the colors, but also praising her for her beauty and sexiness. Vicky thinks it's cool to have your art teacher appreciating your photos on web, so she starts chatting with him online.

After a while Mr. Garland suggests Vicky to stop taking selfies and offers to take some professional photos of her in his studio. At the beginning, Vicky thinks it's a great opportunity to have professional photos for her portfolio but then, she starts feeling awkward about the idea of posing for a sexy portrait in front of Mr. Garland. Meanwhile, Mr. Garland keeps writing her daily and she feels worse and worse about the situation.

One evening, Vicky's mother checks her mobile phone and sees the chats with Mr. Garland and the ones with her girlfriends, where Vicky ask for help to fix this situations. She gets really upset and she asks for an official meeting with the school principal to discuss Mr. Garland's behavior. The school principal acknowledges that Mr. Garland has crossed the line of professional behavior and pledges to carry on with disciplinary measure against him. However he blames Vicky for her behavior online that exposed her to risky and unsuitable situations that could have been avoided if she wouldn't have posted her photos online.



#2 Sarah

On Saturday evening, the high school student union organises a party. Sarah, Emily and Ann can't wait for it. It will be the opportunity to meet some guys in senior year they fancy. They dress up sexy stealing some clothes from Emily's older sister's closet and before going, they meet at Ann's place to drink a shot of vodka.

They get to the party a bit drunk and they begin to dance. After a while, Sarah starts talking with Mark, a guy she likes since a long time ago, with whom she had texted for a while on Facebook but had never talked to in person before that night. They seat on the couch and at some point they start kissing. Mark suggests to leave the party and to go to his place because his parents are off for the weekend. They leave the party, but once they arrive close to Mark's house, Sarah doesn't want to go inside anymore. She felt good with Mark when they were at the party, but the idea of spending time alone with him makes her feel awkward. They argue because Mark doesn't understand why she changed her mind and Sarah goes back crying to her friends that are still at the party.

During the recreation time on Monday morning, Mark and his friends mock Sarah for her behavior, saying she was dressed like a whore, but she acted like a virgin. The gossip went immediately viral and some memes mocking her turned up both on the school Facebook page and the WhatsApp class chat. Sarah is desperate and she would want to ask the history teacher for help but she fears the teacher will blame her for being drunk and putting herself in an awkward situation. Moreover, this would mean letting her parents know about what happened on Saturday night and she fears being punished.

An illustration of a man and a woman in a sexual pose. The woman is on the left, lying on her back with her legs raised and bent. The man is on the right, lying on his back with his legs raised and bent, appearing to be on top of the woman. They are both wearing minimal clothing.

#3 Ann and Philip

Ann and Philip have been together for three years and a half from the age of fourteen. It has been the very first emotional relationship for both of them and also the very first opportunity to explore sexuality and pleasure. They got to know each other's desires and bodies and after a while they got used to exchange erotic text messages and sexy pictures to stimulate their intimacy.

Unfortunately, few months ago they broke up because Ann didn't feel like she was in love with Philip anymore. One evening, Philip was home with a bunch of friends, chatting and drinking to recover from the break up. While using Philip's computer to find a movie to watch altogether, his friend, Luke, finds Ann's sexy pictures and messages in a folder. He shows the pictures to the others and they start making jokes about Ann's body and sexual preferences and to celebrate Philip's sexual experiences. At some point, some of the pictures are sent to Kyle and John – two friends who couldn't come that night – to have them participating at the joke. Kyle and John send the pictures also to their girlfriends who are Ann's schoolmates. Philip –who is mad at Ann because she decided to break up with him – decides to send it also to some friends from the school soccer team to tease her.

In few hours many friends and classmates got to see Ann's naked pictures that appeared rapidly on social networks. For several days after that evening, Ann received text messages and/or emails commenting on her body or insulting her for her sexual life. Philip is sorry for what happened, as he wasn't expecting so many people to see the pictures. However, he thinks Ann took those photos voluntarily so she cannot blame him if people judge her sexual habits.



#4 Thomas

Thomas is a seventeen years old loner guy, who prefers the company of books rather than people and struggles to get along with his male peers at school, who are fond of soccer, house music and seducing girls. He doesn't hang out with his classmates, and he prefers a group of friends in the neighborhood with whom he shares the passion for movies and novels. This made him not that popular among his schoolmates who teased him badly for being a nerd (because he likes to study) or for being gay (because he does not have a girlfriend) over the years.

In the last year, however, the situation got better. Even if he doesn't fit completely in the group yet, they are not teasing him anymore and he feels more welcomed. Therefore, when Ted invited him to his place for a "movie and pizza night" with a bunch of classmates, he happily accepted. Once arrived there, some of the guys proposed to play to a movie game consisting in guessing the title of a movie by watching only few minutes of it. Thomas was chosen as the first player and, according to the rules of the game, he was tied to the chair and had headphones on.

However, when the first movie started, Thomas realized it was a porn. He felt very bad about watching porn and asked the guys dozens of times to stop it. The guys didn't take him seriously and kept laughing, taking pictures of him and making jokes about the porn scenes they were seeing until Ted realized Thomas was feeling very bad and stop the movie. Thomas left the house immediately and ran home reflecting whether to report what happened to his parents and then to the school staff, or to keep it for himself in order not to pass as a loser.



Lucy and Claire have been together for three years, since they were 14. They met each other playing volleyball in the same team at the beginning of high school and they suddenly fell in love. Unfortunately, they broke up few months ago because Claire and her family moved to another city and they couldn't manage a relationship at a distance. From that moment on, it has been hard for Lucy. She felt lonely and sad, she missed Claire so much and she wasn't in the mood of dating a new girl. During the school year, little by little, she started feeling better and also made two new male friends - Alex and Tim - two schoolmates with whom she plays volleyball.

However, at some point things started becoming weird at school. Rob - a guy in senior year she barely knows asked her out and kept writing her nice and emotional messages on WhatsApp. Liam, a classmate she knows since they were in primary school, started writing her some sort of love messages on her school diary and asked her out as well. After a while, the messages became more and more gross and a lot of guys she doesn't know started sending her pictures of naked men or genitals asking her out for a date.

Once, she was in the school toilets, she heard a conversation among a group of girls gossiping about the #converthelesbian challenge that a group of guys have organized on a WhatsApp group, where the winner would be the one who would succeed in dating her and making her fancy a guy. She felt betrayed - especially by Alex and Tim that she thinks are responsible of starting the challenge - so she decided to report what happened to the school principal.



#6 The Valentine Day

For Valentine's Day, the school's students' representatives, Tony, Jack, Hillary and Samantha, have organized a "Love box" in the school hall. It consists of a big cardboard box where the students can leave anonymous messages of love, affection or friendship to other students during the week before Valentine's Day. The Love box is a success and hundreds of students leave their messages over the week.

On February 14th the students' representatives, as modern Cupids, deliver the cards in each class, the majority of which were addressed to two girls of the third year, Tania and Mary. Unfortunately, when Tania and Mary opened the cards, they discovered that instead of love messages, the dozen of messages they had received were actually anonymous insulting messages, calling them sluts, commenting on their breast or hips and insulting them for how they dress or behave at school.

During the break, Tania and Mary realized that the rumor about the messages was spread throughout the school. Nevertheless no one came to talk to them directly or took the responsibility for having written those insults. After initially feeling discouraged,, they decided to go talk to the students' representatives, and ask them to fix the situation by calling a school board meeting to discuss what had happened and find the felons. However, while Tony and Hillary agreed with the girls and thought a board should be called to fix the situation, Jack and Samantha thought the girls were overreacting to a joke and that there was no need for a board meeting.



#7 Mery

Mary is a 16 year old girl who is very active on online communities, especially those of TV series where fans share information about their favorite actors and spoiler on the forthcoming episodes. She chats daily with lots of people around the globe. On one occasion, she gave her personal number to a guy she thought was nice, in order to chat on WhatsApp.

Over the past two weeks she discovered her number has been added behind her back on several Telegram chats, where guys she doesn't know post fake photos of her, or naked photos of very attractive girls and stir up the others into making obscene sexual comments. At the beginning, she wrote the guys directly on the chat, telling them to stop and to erase her number but it was pointless. They kept adding her number to the chat every time she left it then created a new one when she blocked the numbers.

She was feeling desperate and while she decided, together with her parents, to report everything to the police, she felt like it was not enough. Therefore, one night, she recorded a short video and published it on her Facebook page, making her story known and asking for support from her online friends in order to make the offenders stop, but also, raise awareness on the matter, thinking about other girls who can end up in similar situations. The video immediately went viral. Mary started receiving lots of messages through which people expressed their support and care. However, some of her close friends criticized her because they thought she was only seeking success and visibility through social media.



#8 Professor Brown

Professor Brown got her teacher certification last year and she started out this year as a History and Literature teacher at the high school from her neighborhood. The beginning of this new professional experience, however, is proving to be much harder than she had imagined.

The majority of her students are disrespectful, they mock the way she dresses and they often turn what she says about Roman history or Second World War into sexual innuendos. She's having difficulty gaining their attention and respect and at the same time, the majority of her colleagues – especially the senior male ones - are giving her a hard time, not supporting her and gossiping about how she's too young and pretty to be a high school teacher and how she should find a more suitable job.

One morning, she found a huge graffiti next to the school entrance saying, "Professor Brown, you're my erotic dream". She was outraged by what the students had written and she decided to ask the principal to call a school board meeting in order to discuss how to fix the situation.

A group of colleagues supports professor Brown in her claim for collective thinking about what happened. Another group thinks it's her fault- as she is a young teacher without experience -to not have set clear boundaries with her students. A further one believes she's overreacting because it's a just a kids' joke and also thinks that at the end of the day saying "you're my erotic dream" is not that serious.



#9 Emily and Rose

One afternoon, Emily and Rose – two students in senior year - decide to open an Instagram account called “Winners&Losers” to comment on their schoolmates and choose the most uncool among them. They start to post pictures of girls and boys commenting on their weight, their outfits and their lifestyles. The account gains thousands of followers in a bunch of hours: they’re amazed by the success of the page and they ask the followers to share the photos and add comments.

The tone of the comments, however, begins to change quickly, becoming more and more vulgar, with explicit sexual insults and threats referring to girls and as “sluts” and “faggots.” The day after, during an outdoor party in a public park, two girls confront each other as one of them wrote several negative comments about the other one. This ends up in a huge fight among dozen of teenagers.

The rumor of the fight reaches the school principal who decides to investigate the Instagram account in order to find out who are the owners. Emily and Rose are identified as the account administrators and as a disciplinary measure they are suspended for three days. After a day of silence on the social networks they decide to write a joint letter and to post it on their Facebook profiles saying that the disciplinary measure is unfair because they created the account as a joke and the responsibility for what happened has to be taken on by those who wrote the comments.

Me&You&Everyone We Know

Transnational co-designed educational tools
preventing sexual harassment in secondary schools.

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Partners:

