

# OLDER YEARS

## VOICES AGAINST VIOLENCE



A non-formal education programme  
for children and youth to help stop violence  
against girls and young women

**STOP  
THE  
VIOLENCE**

Speak out  
for girls' rights

Part of the World Association of Girl Guides and Girl Scouts'  
"Stop the violence – speak out for girls' rights" campaign



World Association  
of Girl Guides  
and Girl Scouts



Please only use this activity booklet in conjunction with the leader's curriculum handbook.

The Voices against Violence curriculum also includes activity booklets for early years, younger years and middle years.

This curriculum has been developed in consultation with a number of experts, with WAGGGS' Member Organizations, and with girls and young women. It takes into account many views. It does not necessarily reflect the views of the World Association of Girl Guides and Girl Scouts or its members; or of UN Women.



# INTRODUCTION TO THIS BOOKLET

This activity booklet is for group leaders to use with older years (aged around 17 to 25 year olds). It contains an introduction and a checklist to help you deliver the curriculum, and a series of activities for you to choose from. You can adapt these activities to make them more appropriate, or even add your own (don't forget to tell us at WAGGGS what new activities you add – we can include them in our curriculum for others to use. Email your ideas to [stoptheviolence@waggs.org](mailto:stoptheviolence@waggs.org)).

Don't forget to refer to the leader's curriculum handbook before you begin to plan your sessions.

There are six activity sessions. Participants should complete one activity in every session to earn a badge. The six sessions are:



**1. START session**  
(page 7)



**2. THINK about gender inequality**  
(page 11)



**3. IDENTIFY violence against girls and young women**  
(page 40)



**4. SUPPORT respectful relationships**  
(page 83)



**5. SPEAK OUT on girls' rights**  
(page 104)



**6. TAKE ACTION to stop the violence - also refer to the WAGGGS' Stop the Violence Action Plan toolkit see [www.stoptheviolencecampaign.com](http://www.stoptheviolencecampaign.com)**  
(page 121)

Within each session there are a number of activities which you can choose to do with your group. You only have to do one activity in each session to earn a badge.

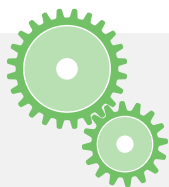
Under each activity, you will find the learning aims and the preparation and materials that you need before you begin. This is followed by four sections which provide further information about the topic, and areas to consider before you begin. These are: **THINK**, **KNOW**, **INVOLVING MEN**, and **TAKING IT FURTHER**. **THINK** highlights some of the areas which may be challenging for some participants and where leaders may need to provide extra support. **KNOW** signposts the leader to further links and sources of information about the topic. The section on **INVOLVING BOYS** gives ideas about how to involve boys and young men who are in your group, or who you might work with as part of the curriculum. **TAKING IT FURTHER** gives ideas for further activities in the community or at school or at home for participants to get involved in if it is appropriate.

Don't forget you don't have to run the sessions consecutively. You can run them over six weeks or more, breaking them up with other Girl Guiding/Girl Scouting activities. You can also run them during a camp or another Girl Guiding/Girl Scouting event. Each activity in this curriculum has been designed to be delivered in one session of about an hour, but you can spend more or less time on each activity if you wish or need to. You may find it useful to give an allocated time to each section when you plan the curriculum. Use the table under each activity and allocate time as part of your preparation.

## How to work with older years?










It can seem like an intimidating task to talk to young people about gender, relationships and abuse but this is an issue that already affects many young people. The activities in this curriculum create opportunities for young people to interact and talk about the things that matter to them. The curriculum handbook gives you guidance on how to support and advise young people. In particular look at Section 2 Preparation Checklist step 7 in the leader's curriculum handbook for guidance on how to create a safe and supportive space for young people and step 3 on the child protection policy and procedure.

The activities in this pack focus on discussing gender equality and thinking about what it means to participants; on identifying forms of violence that they may have thought of as normal or acceptable, and on developing their personal skills to access support for themselves or others. The activities inform young people of their rights and prepare them to campaign to stop the violence. Consider that young women and young men at this age are forming their own relationships and starting to explore their own sense of identity. The sessions here will raise issues for them to think about, and may help them to identify any abuse within their own relationships.



### TOOL: Map your curriculum

Here is a summary of the curriculum sessions. You can use this table to fill in the activities that you will deliver to your group.

WEEK	SESSION	ACTIVITY 	TIME 	WHAT DO YOU NEED 
1	 THE START SESSION	THE START SESSION		
2	 THINK ABOUT GENDER INEQUALITY			
3	 IDENTIFY VIOLENCE AGAINST GIRLS & YOUNG WOMEN			
4	 SUPPORT RESPECTFUL RELATIONSHIPS			
5	 SPEAK OUT ON GIRLS' RIGHTS			
6	 TAKE ACTION TO STOP THE VIOLENCE	TAKE ACTION CAMPAIGN DEVELOPMENT		



## CHOOSING THE ACTIVITIES

This curriculum has been written for use around the world, so some activities are more suitable for different cultures, countries or contexts. Please use your own judgement about which activities are suitable for your group. The aim is to support children and young people as they learn about these issues in a safe space. You are the one that knows your group best.

## PREPARATION

Preparation is crucial. Don't forget to familiarize yourself with your child protection policy and procedure. It is essential to make sure you've gone through the leader's curriculum handbook before you start your sessions.

Try to allocate estimated times to the activities so that you can map out how long each of the six sessions will take, using the table in each session activity.

***It is suggested that you complete the START session before planning the rest of the curriculum. In this session you can find out the levels of understanding and the attitudes of your group towards violence against women and girls. This will help you to decide what forms of violence to focus on.***

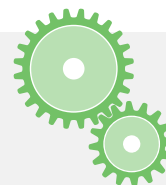
**NOTE: It is important to complete all activities in the START session but you do not have to do all the activities in the other sessions. Choose the activities that you think are important. If you need more time you can run the activities over more than one group meeting, but remember to always start each session with the PREPARE section and end with the CLOSE section.**

### BEGIN EVERY SESSION (prepare section):

- Remind participants of the group code of conduct and make sure it is stuck on the wall.
- Remind participant who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites.
- For children under the age of 18, explain the limits to confidentiality and that you have a duty to report to the association's child protection lead or make a direct referral if you are worried a child is going to be harmed. Explain that you will only tell the child protection lead or a referral agency to ensure that the child is supported.
- Explain the learning aims and what form of violence you will be talking about.
- Give them the opportunity to take time out and leave the session. Provide an alternative space where they can go and where there is a responsible adult available for support.
- Throughout the session ask participants if they would like to take time out.

### END EVERY SESSION (close section):

- Remind them who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it.
- For children under 18, explain the limits to confidentiality and that you have a duty to report to the association's child protection lead if you are worried they are going to be harmed. Explain that you will only tell the child protection lead to ensure that they are supported and that anything that they tell you will only be told to a few professionals.
- Give them the opportunity to talk to you confidentially at the end of the session.



## TOOL: Sample support leaflet for children










Please adapt this to be relevant to your group and hand out at the end of every session.

You may feel upset or angry by something that we talked about in this session. It is OK to feel like this and there are people that who want to listen to you if you want to talk about it.









You can speak to (name).....  
in the Girl Guides and Girl Scouts. You can find them at






.....  
You can ring this helpline number.....

You can speak to (name).....in the community

SESSION TITLE		FORM OF VIOLENCE	LEARNING AIMS
 <b>START</b>	<i>page 07</i>	Introduction	<ul style="list-style-type: none"> <li>• To develop a safe and supportive learning environment.</li> <li>• To assess the needs of girls and young women.</li> <li>• To understand and define violence against girls and young women.</li> </ul>
 <b>THINK:</b> Representing Me	<i>page 11</i>	Gender equality Sexualisation	<ul style="list-style-type: none"> <li>• To explore the representation of women and girls in the media.</li> <li>• To create an alternative, realistic representation of women and girls.</li> </ul>
 <b>THINK:</b> Respectful representation	<i>page 14</i>	Gender inequality and discrimination	<ul style="list-style-type: none"> <li>• To explore the representation of women and girls in the media.</li> <li>• To create an alternative, realistic representation of women and girls.</li> </ul>
 <b>THINK:</b> Inspiring Women	<i>page 17</i>	Discrimination Empowerment	<ul style="list-style-type: none"> <li>• To identify inspiring female role models.</li> <li>• To recognize gender inequality</li> <li>• To build their leadership skills.</li> </ul>
 <b>THINK:</b> Gender scale	<i>page 27</i>	Gender inequality and discrimination	<ul style="list-style-type: none"> <li>• To identify gender roles, norms, stereotypes and expectations.</li> <li>• To learn how gender roles, norms and expectations can impact on the lives of girls and boys.</li> <li>• To see gender as a sliding scale not a rigid box.</li> <li>• To reflect on who they are and the person that they want to be.</li> </ul>
 <b>THINK:</b> Equality in the Home?	<i>page 31</i>	Gender inequality and discrimination	<ul style="list-style-type: none"> <li>• To explore the different roles and responsibilities of young women and men in the home.</li> <li>• To explore barriers to equality.</li> </ul>
 <b>THINK:</b> Lyrics and love	<i>page 35</i>	Gender inequality Other forms of discrimination such as sexism, racism, homophobia	<ul style="list-style-type: none"> <li>• To explore how a range of music styles represents gender roles, norms and expectations.</li> <li>• To create a song or dance about respectful relationships.</li> </ul>
 <b>IDENTIFY:</b> Multiple forms of violence	<i>page 40</i>	All forms of violence	<ul style="list-style-type: none"> <li>• To understand that there can be multiple layers of discrimination and many forms of violence.</li> </ul>
 <b>IDENTIFY:</b> Let's learn about sex and relationships	<i>page 46</i>	Sexualisation Sexual exploitation	<ul style="list-style-type: none"> <li>• To talk about how young people learn about sex and relationships.</li> <li>• To consider the influence of pornography in young people's lives.</li> </ul>

SESSION TITLE	FORM OF VIOLENCE	LEARNING AIMS
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 <b>IDENTIFY:</b> Where is your line? <i>page 50</i>	Sexual violence	<ul style="list-style-type: none"> <li>To develop an understanding of free and informed consent.</li> </ul>
 <b>IDENTIFY:</b> Local research <i>page 57</i>	All forms of violence	<ul style="list-style-type: none"> <li>To develop a survey and research project with local professionals.</li> <li>To learn about violence against girls and young women in the local area.</li> </ul>
 <b>IDENTIFY:</b> Sexual exploitation <i>page 63</i>	Sexual exploitation Sexual violence	<ul style="list-style-type: none"> <li>To understand sexual exploitation as a form of violence against girls and young women.</li> </ul>
 <b>IDENTIFY:</b> Why did she not just leave? <i>page 71</i>	Domestic violence Early and forced marriage	<ul style="list-style-type: none"> <li>To think about the factors that make it difficult for women to leave abusive relationships.</li> <li>To provide participants with an understanding of any of the following forms of violence:               <ul style="list-style-type: none"> <li>Early or forced marriage.</li> <li>Honor killings.</li> <li>Domestic violence.</li> </ul> </li> <li>To explore some of the factors that cause women to be murdered at the hands of their family or their husband.</li> </ul>
 <b>SUPPORT:</b> Respect me <i>page 83</i>	Sexual rights Sexual violence	<ul style="list-style-type: none"> <li>To learn about sexual rights.</li> <li>To think about how to respect their own wishes and those of others.</li> </ul>
 <b>SUPPORT:</b> Intervene <i>page 88</i>	All forms of violence	<ul style="list-style-type: none"> <li>To practice safe intervention methods in incidents of violence against girls and young women.</li> </ul>
 <b>SUPPORT:</b> Thanks for listening <i>page 95</i>	All forms of violence Support services	<ul style="list-style-type: none"> <li>To think about different listening techniques.</li> <li>To practice active listening.</li> </ul>
 <b>SUPPORT:</b> Networks <i>page 101</i>	All forms of violence Support services	<ul style="list-style-type: none"> <li>To identify the different support needs of young people and children and how that support can be accessed.</li> </ul>

SESSION TITLE		FORM OF VIOLENCE	LEARNING AIMS
	<b>SPEAK OUT:</b> It's the law <i>page 104</i>	All forms of violence	<ul style="list-style-type: none"> <li>• To understand the local and national law on violence against girls and young women.</li> </ul>
	<b>SPEAK OUT:</b> CEDAW <i>page 108</i>	All forms of violence	<ul style="list-style-type: none"> <li>• To learn about the UN Convention on the Elimination of Discrimination Against Women (CEDAW).</li> <li>• To identify what actions the national government can take to protect women's rights and stop violence against women and girls.</li> </ul>
	<b>SPEAK OUT:</b> National Action plan <i>page 114</i>	All forms of violence	<ul style="list-style-type: none"> <li>• To learn about national government initiatives to stop the violence.</li> <li>• To develop a national action plan to stop violence against girls and young women.</li> </ul>
	<b>SPEAK OUT:</b> Gender & Peace <i>page 116</i>	Sexual violence	<ul style="list-style-type: none"> <li>• To learn about the UN Security Council Resolution 1325 and 1820.</li> <li>• To identify the needs of girls and young women in conflict.</li> </ul>
	<b>TAKE ACTION:</b> Run a local campaign to stop the violence <i>page 121</i>	All forms of violence	<ul style="list-style-type: none"> <li>• To plan a local campaign to raise awareness to stop violence.</li> <li>• To identify the audience for your campaign.</li> <li>• To decide the campaign aim.</li> <li>• To consider campaign activities.</li> </ul>



# THE START SESSION

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## Learning outcomes

- To develop a safe and supportive learning environment.
- To assess the needs and understanding of participants.
- To understand and define violence against girls and young women.

## Preparation and Materials

- Flipchart paper and pens.
- Copies of the questionnaire for older years for all participants (please refer to Tools: Planning and Evaluating - middle and older years in the leader's curriculum handbook (page 86).
- You should complete the START session before planning the rest of the curriculum – in this session you can find out the levels of understanding and attitudes towards violence against women and girls in your group. This will help you to decide what forms of violence to focus on.

### THINK:

There may be participants who are impacted by the content of this session. It may make them think about violence that they have experienced or witnessed. Ensure that everybody leaves the activity knowing where to access helplines, support services or relevant websites. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Follow the local child protection procedure and create a safe and supportive space (please refer to leader's curriculum handbook section 2, Preparation checklist step 3 and step 7).

### KNOW:

Familiarise yourself with the different forms of violence by reading through the factsheets in the leader's curriculum handbook.

### INVOLVE YOUNG MEN:

Use the Guidance on Working with Men and Boys in the leader's curriculum handbook to establish:

### SAFE CONVERSATIONS:

Create safe spaces for boys and young men to discuss gender inequality and violence against women and girls. They must also be made to feel comfortable to seek support for any violence they may have witnessed or experienced.

### MALE CHAMPIONS:

Boys and young men can make fantastic allies to stop violence and should be involved in developing and delivering the messages of the campaign. Boys and men can also make great role models to promote alternative, respectful masculinity.

### RESPONSIBLE MEN:

Ensure that boys understand that they have their own rights and that they are responsible for respecting the rights of others. Boys are important allies in protecting and promoting the rights of girls and in ending violence against women and girls. It is important to engage them in the campaign.

### TRANSFORM MASCULINITIES:

It is important that boys and men are given opportunities to talk about gender and masculinities and are provided with positive and respectful images and role models to help them challenge harmful ideas of masculinity. It is equally important to encourage girls to question the norms and notions of masculinity that they believe, reinforce or condone.

### ASK MEN:

Young men and boys should be asked what they need from the curriculum and encouraged to share their ideas about how to communicate and engage with other boys and young men.

### TAKING IT FURTHER:

Use the tools in the handbook (Section 2, Preparation, Checklist step 4, Build Local Partnerships) and speak with local and national women's and children's organizations to find out what forms of violence are an issue in your community or country.

**TIME****ACTIVITY : THE START SESSION****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. For children under the age of 18, explain the limits to confidentiality.

Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out and leave the session as long as there is a leader in the time-out area. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Introduce the badge curriculum**

Present the Voices against Violence badge curriculum. You can use the information in the introduction to this booklet to do this.

Have a general discussion about the topic. Do you think this is an important topic to talk about? Why?

Then put five pieces of paper around the room with the headings:

- THINK about what it is to be a girl or a boy. To understand gender inequality and discrimination and promote equality.
- IDENTIFY Violence against women and girls. To understand forms of violence against women and girls.
- SUPPORT Respectful relationships. To develop skills to form their own relationships and support their friends.
- SPEAK OUT for girls' rights. To increase awareness of women's and girls' human rights.
- TAKE ACTION to stop the violence. To develop and run a campaign event or activity to stop violence against girls and young women.

Ask the group to circulate and write or draw what they would like to learn about in the above sessions. Explain that you will take into consideration their ideas about what they would like to learn about and you will try to integrate them into the sessions but that this might not always be possible.

*If after this session participants do not want to do the badge curriculum or any parts of it they can let the leader know.*



### 3. Group code

Explain that the group needs to create a supportive and safe environment by developing a code of conduct or ground rules for the group (please refer to leader's curriculum handbook Section 2, Preparation, Checklist step 8).

Ask them to define their group code to ensure the full participation of children and young people. Ask the group the following questions so that the guidelines are tailored to the needs of the group.

- How can we make this a safe space?
- How can we support you or your friend if you experience violence?
- How can we empower everyone to participate in the sessions?
- If there are boys in the group – how can we make sure that this place is safe and constructive for boys and girls?
- If there are different ages and abilities in the group- how can we make sure that we can all keep up with activities in the group and not feel left behind or left out?
- How will we manage jokes? In many societies joking can be used to cover embarrassment and fear or it can be experienced as bullying. However, an appropriate joke can release tension and deepen trusting relationships. How will we make sure that we don't use joking to hurt each other?

*Recognize that the group is a safe space for young people to talk about how they feel, learn new things and ask for help if they need it.*

*Things to prompt for:*

*Respect for each other including respecting and promoting the rights of others and not just their own rights.*

*For under 18 year olds, confidentiality needs to be explained as you have a responsibility to talk to another relevant adult if you feel that a child or young person is being harmed or at risk of harm.*

*Participants need to agree not to gossip about incidents that are discussed but also children and young people need to be aware of the risk of what they say being repeated outside the group.*

*Time out options explained so that children and young people understand that if there is anything they are not comfortable with they can leave the session.*

*Explain that no forms of discrimination will be tolerated.*



### 4. On the news: Start to understand violence against girls

Hand out Introduction to Violence against Girls and Young Women (found on page 34 of the handbook) and split into small groups to read the information. Ask the groups to each produce the headline and first paragraph of a short news article on violence against girls and young women.

Give the groups a short amount of time to prepare their news article. If you want to take longer you could ask the group to prepare and then present a news blog to the rest of the group.

Create a news stand in the room and ask everyone to stick their headline on the stand.

*This will give the young people the opportunity to begin to engage with the stop the violence campaign.*

**TIME****ACTIVITY : THE START SESSION****NOTES****5. Definition**

Divide participants into small groups and ask them to create their own definition of violence against girls and young women that they will then share with the rest of the group.

The larger group then agrees on a definition.

Explain that it is important that everybody is working with the same definition of violence against girls and young women.

*When you have an agreed definition of violence against girls and young women display this in the meeting room and revisit it throughout the curriculum.*

**6. Questionnaire**

Introduce the questionnaire which you can find under Tools: Planning and Evaluating - middle and older years in the curriculum handbook (page 86) and let participants know that they do not have to fill in the questionnaire if they do not want to. Give individual quiet time for them to fill in their own answers to the questions.

*Explain that there are no right or wrong answers to the questionnaire; you are just trying to find out what they think.*

*Explain that the questionnaire is anonymous.*

*This questionnaire also forms part of the monitoring and evaluation tool for the curriculum. You can find out more information about the questionnaire in the leader's curriculum handbook.*

**7. Close the session**

**Homework:** To do some individual research on key terms

Split participants into small groups and ask them to do some research on the definition of key themes that they will be learning about in this curriculum. Ask the groups to prepare a short presentation on what is:

- Gender
- Sex
- Sexuality
- Gender inequality and discrimination
- Stop the Violence WAGGGS campaign

*Invite groups to give their presentations at the start of group meetings in the coming weeks as an introduction to the session.*

*Only do this if it is safe and tailor the research according to the culture and ability of your group.*

*Participants may not feel comfortable, or you may feel that they are at risk if they do this research at home or in the community.*

*It may be more appropriate to do this research as a group activity, perhaps at the end of each session but while the participants are still together.*

Remind participants who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality, particularly for children. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*





# THINK: Representing ME

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## Learning aims

- To explore the representation of women and girls in the media.
- To create an alternative, realistic representation of girls and women.

## Preparation and Materials

- Collect a range of different old magazines and newspapers, perhaps ask your friends for help.
- Display some of the images of girls and women from the magazines around the room.
- Paper, pens, pencils.

### THINK:

It is hard to challenge ideas of representation and it may make young people think about their own body image and the pressures they face to live up to unrealistic expectations. This may bring up sensitive subjects like anorexia and bulimia, or perceptions of being pretty or not. Participants may want to talk about their experiences. Follow the advice on disclosure in your child protection policy and in the leader's curriculum handbook (see Section 2, Preparation Checklist step 3). If the participants are aged 18 and above it is important to maintain confidentiality in most circumstances.

### KNOW:

Young people should be given the opportunity to develop their own media literacy, to be able to question the media representation and think about the agenda of the media. Images and the media tend to represent a narrow view of girls and boys, young women and men and of relationships. The media communicates messages about gender roles, norms and stereotypes. It does not reflect the complexities and diversity of real life. There is often very little space for marginalized communities or same sex or mixed race relationships. In some countries the media may represent women and girls as sexualised objects, whilst in others the media may deny girls and women their sexuality. Participants should have the opportunity to question these messages.

### INVOLVE YOUNG MEN:

This session focuses on changing the dominant expectations and stereotypes placed upon young men into more diverse and respectful images of masculinity. Men and boys have an important role to play and should be encouraged to be agents of change. It is important for boys to question and challenge harmful notions of masculinity and to recognize the role they play as positive role models and 'champions' for younger males.

### TAKING IT FURTHER:

There are many ways to engage the community – do you think that magazines or advertising are creating stereotypes or are they reflecting society? Write to national and local magazines and TV stations to highlight the absence of respectful or real representations of women and girls. Ask the media to monitor the content and represent diverse and real women and girls.

Invite an organization that advises young people on how to use the internet safely to come and speak with your participants.

**TIME****ACTIVITY : REPRESENTING ME****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18. Explain the learning aims and what form of violence you will be talking about.

*Give participants the opportunity to take time out and leave the session. Check-in time – asks participants to talk about their mood and how their day has been.*

**2. Presentation: On key terms**

Ask one or two of the small groups to feedback their presentation on the key terms (see Start Session above).

You can use the glossary and the factsheets in the handbook to help you clarify any terms.

*Explain that this session will look at gender roles, norms and stereotypes.*

*Don't forget to ask groups to give their presentations on key terms throughout the curriculum.*

**3. Messages about women:  
To consider what images the media  
presents and how it portrays a narrow view  
of girls and women**

The week before this session invite participants to collect images of women that they see around them, in the media, on the TV. During this activity, also hand out magazines and ask the group to cut out images and create a collage that explores the messages that are given about women/girls – how do they portray women? In what roles? What do they say about their sexuality and their desires? Participants might also want to create sculptures or other art pieces.

Ask what media images say about being a boy/ man, girl/ woman. What other messages come through about sexuality or disability or body size or diversity?

## TIME

## ACTIVITY : REPRESENTING ME

## NOTES



Have a group discussion on:  
How these images reflect the reality of young women's lives?  
Are women and girls represented in all shapes, sizes and colours? How does it make you feel about yourself and how you should look?  
Are all young women represented in these images? What about women from different cultures, religions, sexualities, ages, castes or class? What about women with disabilities?  
Whose sexuality is denied? Whose sexuality is promoted? Do images reinforce what a 'good wife' should be like?

Watch the short 5 minute documentary which is a powerful film about the image of women and girls in the media

<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=241>

Use a graffiti wall for participants to graffiti the messages that they hear from the media. Create an alternative 'wall of respect' to collect messages that they want to hear about women.

*In some countries sexualised images of women are banned, denying women a sense of agency. In other countries magazines and advertising use sexualised images that objectify women and girls.*

*The images reinforce certain stereotypes which add to an overall environment of inequality and discrimination.*



### 4. Representing me: To think about the way that they represent themselves

Ask the group to think about the way that they represent themselves online. Do they all use social media? Do they have an online profile? How do they represent themselves?

Ask them to work individually on a short social media status update that reflects the way they want to represent themselves. Ask for them to feed this back to the rest of the group or to keep it to themselves if they would prefer. Ask for them to feed this back to the rest of the group or to keep it to themselves if they would prefer. This can be in the form of words, a drawing, collage, short sketch, a newsfeed, drama, rap or poem.

Ask them to think about how they would recognize who someone is online? Or what would their profile communicate to future employers?

*Give the young people the opportunity to think about the way that they represent themselves online. Remind them that their social media profile is not private and is viewed by thousands of people, potentially billions of people. With cyber bullying, stalking and harassment increasing, it is important to discuss with participants the importance of using social media platforms responsibly and to be aware of dangers. There are potential dangers of online exploitation and future professional and personal contacts will look at their online representation. Social media platforms also allow for the creation of false profiles and identities that can be used by internet predators to target and lure children and young people easily. Children/ young people may also find themselves victims of online bullying, when social media platforms are used to harass, threaten, embarrass, or target them. Examples of cyber bullying include mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.*



### 5. Close the session

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality particularly for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



# THINK: Respectful representation

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## Learning aims

- To explore the representation of women and girls in the media.
- To create an alternative, realistic representation of women and girls.

## Preparation and Materials

- Collect a range of different magazines and newspapers, perhaps ask your friends for help.
- Display some of the images on sexuality and relationships from the magazines around the room.
- Paper, pens, pencils.

### THINK:

It is hard to challenge ideas of representation and it may make young people think about their own body image and the pressures they face to live up to unrealistic expectations. This may bring up sensitive subjects like anorexia and bulimia, or perceptions of being pretty or not. Participants may want to talk about their experiences. Follow the advice on disclosure and if participants are over the age of 18 it is important to maintain confidentiality in most cases.

### KNOW:

It is important that young people are given the opportunity to develop their own media literacy, to be able to question the media representation of girls and young women and think about the agenda of the media. Images and the media tend to represent a narrow view of girls and boys, young women and men and of relationships. The media communicates messages about gender roles, norms and stereotypes. It does not reflect the complexities and diversity of real life. There is often very little space for same sex or mixed race relationships. In some countries they may represent women and girls as sexualised objects, whilst in others images may deny girls and women their sexuality. Participants should have the opportunity to question these messages.

### INVOLVE YOUNG MEN:

This session focuses on changing the dominant expectations and stereotypes placed upon young men into more diverse and respectful images of masculinities. Men and boys have an important role to play and should be encouraged to be agents of change. It is important for boys to question and challenge harmful notions of masculinity and to recognize the important role they play as positive role models and 'champions' for younger males.

### TAKING IT FURTHER:

Do you think that magazines or advertising are creating stereotypes or are they reflecting society? Write to national and local magazines and TV stations to highlight the absence of respectful or real representations of women and girls. Ask them to monitor the content and represent diverse and real women and girls

**TIME****ACTIVITY : RESPECTFUL REPRESENTATION****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18. Explain the learning aims and what form of violence you will be talking about.

*Give participants the opportunity to take time out and leave the session. Check-in time – asks participants to talk about their mood and how their day has been.*

**2. Presentation: On key terms**

Ask one or two of the small groups to feedback their presentation on the key terms (see Start Session above).

You can use the glossary and the factsheets in the handbook to help you clarify any terms.

*Explain that this session will look at gender roles, norms and stereotypes.*

*Don't forget to ask groups to give their presentations on key terms throughout the curriculum.*

**3. Messages about relationships: To think about what images the media represents and how they tend to portray a narrow view and fail to reflect the complexities and diversity of real life**

The week before this session invite participants to collect news stories related to sexuality and relationships. During this activity, also hand out magazines and ask the group to cut out images and create a collage that explores the messages that are given about sex, sexuality and relationships. Participants might also want to create sculptures or other art pieces.

Ask what these images say about being a man/boy, woman/girl or about sexuality?

Have a group discussion on:

What do these images say about being in a relationship? Who has the power? What are the roles of women or men that are represented?

Whose sexuality is denied? Do images reinforce what a 'good wife' should be like? What do the images say about male sexuality and masculinity?

*The images reinforce certain stereotypes which add to an overall environment of inequality and discrimination.*

Use a graffiti wall for participants to graffiti the messages that they hear from the media. Create an alternative 'wall of respect' to collect messages that they want to hear about respectful relationships.

**TIME****ACTIVITY : RESPECTFUL REPRESENTATION****NOTES****4. Respectful representation:  
To think about respectful characteristics**

Gather in small groups again and work together to create an advertisement which represents people respectfully. Remember that this could be a person of any sex or sexuality.

This can be in the form of a drawing, collage, short sketch, drama, rap or poem. Display or perform these positive advertisements as a 30 second sketch and again discuss with participants their thoughts on respectful representation.

*Give young people the opportunity to navigate the messages that they receive about representation, relationships and sexuality. It is important that they have some time to think about their own sexuality and what they want from a relationship.*

**5. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality to children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



# THINK: Inspiring Women

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## Learning aims

- To identify inspiring female role models.
- To recognize gender inequality.
- To build their leadership skills.

## Preparation and Materials

- Write down your own list of local and national female political, cultural and business leaders.
- Find out local and national statistics on the gender pay gap and occupational segregation.
- Invite a local woman (perhaps a parent) who has been successful or has reached a prominent position of leadership in the community, within their career (particularly a career which is often held by men) or in public or political life to be interviewed by the group.
- Long pieces of paper and sellotape.
- Copies of handout:
  - Women's representation in decision making.
  - Powerful global women.

## THINK:

Participants may be impacted by the content of this session. It may make them anxious about their future or think about discrimination or violence they may have experienced or witnessed. Ensure that everybody leaves the activity knowing where to access helplines, support services or relevant websites. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Follow the local child protection procedure and create a safe and supportive space.

## KNOW:

- Girls and women have the right to receive an education, to choose the career that they want and to have the same opportunities and choices in life as boys and men. However women and girls are still undervalued and discriminated against in many societies and they are not equally represented in social, political and economic spheres.
- In some countries girls and young women are proportionately less likely to attend secondary school than boys. In sub-Saharan Africa, 8 million boys enrolled in secondary school compared with 6 million girls. Girls are also less likely than boys to complete this level of schooling in a large majority of countries in the region reporting data.<sup>1</sup>
- In some countries girls and young women may be achieving better than boys in school but this is not reflected in the world of work where they may be restricted to certain career opportunities or be paid less for performing the same job. Only 19 per cent of the members of parliament around the world are women.<sup>2</sup>

## INVOLVE YOUNG MEN:

Nurture the young men in your group to support girls and young women to achieve their full potential.

## TAKING IT FURTHER:

- Organize a 'words of women' community day with story-telling, interviews and drama about inspiring and powerful women.
- Write up the guest interview and send it to a local newspaper or magazine (with the guest's permission).

1 Global Education Digest. Comparing education statistics around the world (2011), UNESCO <http://www.uis.unesco.org/Education/Pages/ged-2011.aspx>  
<http://www.uis.unesco.org/Education/Pages/ged-2011.aspx>

2 Inter-Parliamentary Union (2012) <http://www.ipu.org/wmn-e/world.htm>  
<http://www.ipu.org/wmn-e/world.htm>

**TIME****ACTIVITY : INSPIRING WOMEN****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

Explain the learning aims and what form of violence you will be talking about.

*Give participants the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Presentation: On key terms**

Ask one or two of the small groups to feedback their presentation on the key terms (see Start Session above).

You can use the glossary and the factsheets in the handbook to help you clarify any terms.

*Explain that this session will look at gender roles, norms and stereotypes.*

*Don't forget to ask groups to give their presentations on key terms throughout the curriculum.*

**3. Introduction:  
To talk about barriers to women's political,  
economic, social and cultural leadership and  
participation**

Ask the group to stand up and jump up and down. Higher and higher. Pretend to push the ceiling. (Be careful that people don't take this literally.)

Keep everyone on their feet and introduce global statistics on female political representation. Shout out a statistic or a factor (see tool below) that presents a barrier to women. Participants have to jump higher or lower depending on how empowered or disempowered the statistic makes them feel. For example shout out that 19 per cent of the members of parliament around the world are women<sup>3</sup> Hand out the chart on women's representation.

*There is a saying called the 'glass ceiling' that represents the invisible barriers that restrict the lives of women and girls. For example a 'glass ceiling' stops women from equal representation on the board of big banks, companies, governments, etc.*

*Do participants think that this is equal? How do they think women are represented in politics in their country? Why do they think there are fewer women in global leadership positions than men? Do they think that women have limited access to positions of power? Why is this?*

3 Inter-Parliamentary Union (2012) <http://www.ipu.org/wmn-e/world.htm><http://www.ipu.org/wmn-e/world.htm>



**TIME****ACTIVITY : INSPIRING WOMEN****NOTES****4. Inspiring women**

Introduce the guest and explain that she has smashed that glass ceiling. Ask for volunteers to interview the guest using the questions in the handout or to think of their own questions.

*If you haven't been able to find a speaker then read out a biography of an inspiring woman leader or ask the participants to prepare a presentation on an inspiring woman leader of their choice.*

Ask participants who they think are inspiring women in their world? Prompt them to explain why they think that they are inspiring.

*Think of family; community, business, and political leaders; or intellectual, cultural and religious female leaders. If needed share the list of inspiring women you have prepared.*

**5. Barriers to power: To think about how women's career opportunities are restricted**

Split the group into pairs and ask them to think of three barriers to female leadership. Write these on a long piece of paper and then tape all the groups' pieces of paper together into a long line. Each group should think about why there are so few women in political leadership roles, or working within IT and construction, or on boards of businesses.

*Give young people the opportunity to think of the challenges and discrimination that women can face in their careers. Think of sexual harassment in the workplace and in schools; think of gender roles, norms and stereotypes that restrict career choices.*

**6. Opportunities to power**

Ask for two volunteers to hold up the barrier (the long piece of paper), and ask the rest of the group to stand the other side of the room. Ask them to all spend a quiet minute thinking about the way that those barriers can be broken down. Then ask them to feed back their ideas – these might be access to better education, to greater resources, increased confidence, ending violence and discrimination against women. Then as a group walk into the paper barrier and break it down. If there are young men in the group ask them to share their ideas on how they can identify and support women in overcoming barriers and fulfilling their potential.

*The group may want to talk about positive discrimination and positive action. Ask them to do some research into different forms of positive action (like quotas for women on boards or women-only shortlists) and feed this back in the next session.*

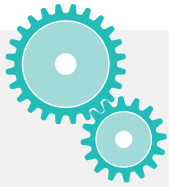
*Discuss how participants can achieve what they want.*

Gather everyone in a circle. Explain that everyone there is powerful. Take it in turns for each participant to step into the centre of the circle while everyone calls out one reason why that person will be a capable and powerful leader.

**TIME****ACTIVITY : INSPIRING WOMEN****NOTES****7. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : Words of women

*Interview a female community leader. Here are a few suggested questions:*

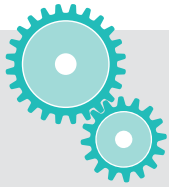
What motivated you to get to the position that you are in now?

Have there been any particular barriers to you becoming a leader in your field?  
What or who helped you to get where you are today?

Do you think that you have a responsibility to help other women and girls to become leaders?

Do you think that it is the responsibility of boys and men to help women and girls become leaders? How can men and boys promote gender equality?

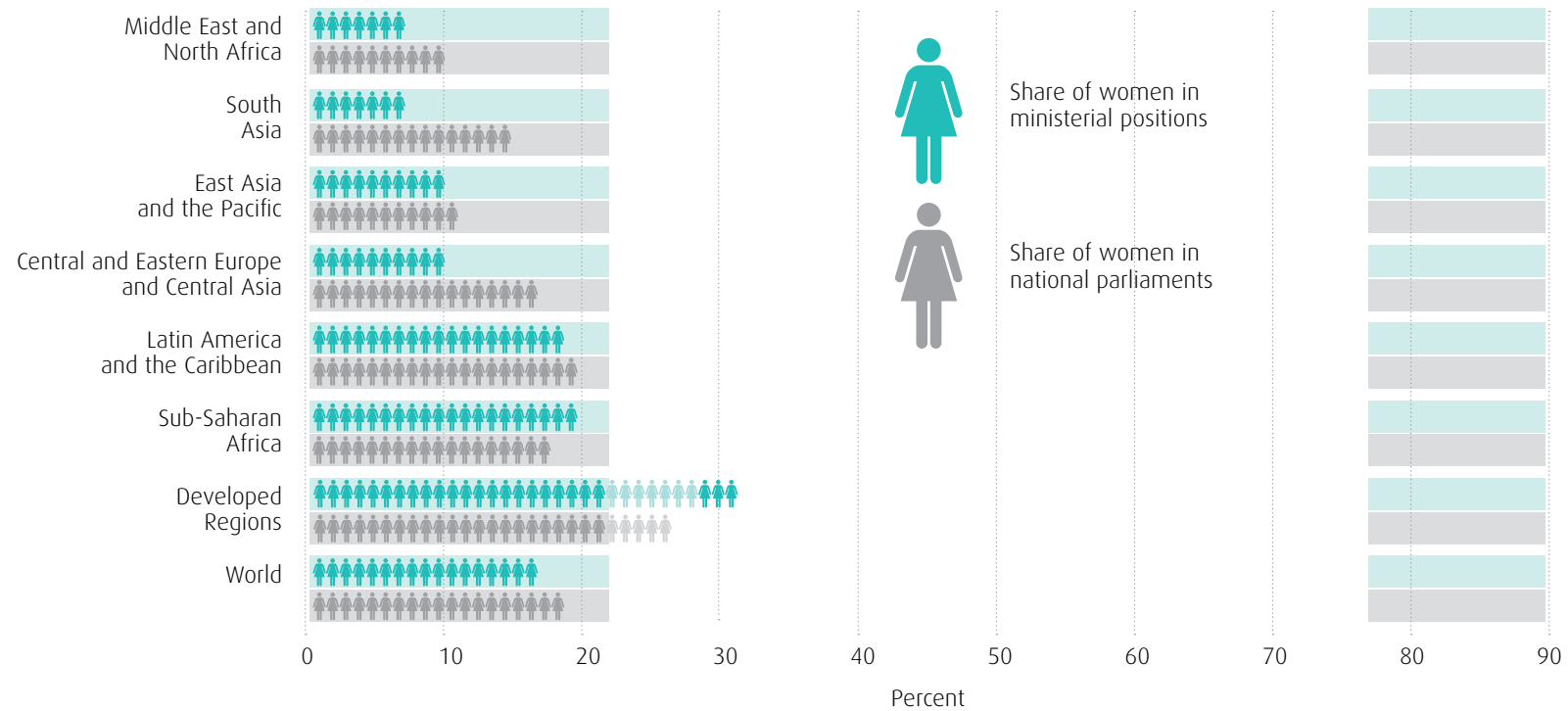
Can you give us 3 tips on what we could do to ensure that girls and young women can fulfill their potential?



# TOOL : Words of women continued

## Women's representation in political decision-making

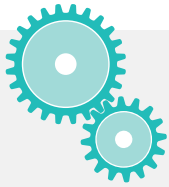
30 per cent of ministerial positions are held by women in developed regions but no region has achieved this proportion of women in parliament. This graph shows the percentage share of ministerial positions and the percentage of positions in national parliaments that are held by women.



Source: UN Women calculations based on women in parliament data from IPU 2011a and women ministers from IPU 2010c.

Note: Data for the share of women in ministerial positions are as of January 2010; data for the share of women in parliament are as of 31 January 2011.

<http://progress.unwomen.org/2011/06/womens-representation-in-political-decision-making/>



## TOOL : Global women leaders

### Ms Leymah Roberta Gbowee

Ms Leymah Roberta Gbowee is a Liberian peace activist responsible for leading a women's peace movement that brought an end to the Second Liberian Civil War in 2003. This led to the election of Ellen Johnson Sirleaf in Liberia, the first female president of an African nation. Gbowee, along with Ellen Johnson Sirleaf and Tawakkul Karman, were awarded the 2011 Nobel Peace Prize "for their non-violent struggle for the safety of women and for women's rights to full participation in peace-building work."

“ It's time to stop being pretty and start being active ”

Ms Leymah Roberta Gbowee

At that time of war, Leymah said "We are tired of war. We are tired of running. We are tired of begging for bulgur wheat. We are tired of our children being raped. We are now taking this stand, to secure the future of our children. Because we believe, as custodians of society, tomorrow our children will ask us, "Mama, what was your role during the crisis?"

At the 55th session of the Commission on the Status of Women Leymah told young women that "people used to say that we are leaders for tomorrow but we are also leaders for today." She issued many calls to action and told the young people to fight for what they believe in.

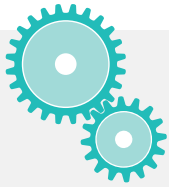
### Wangari Maathai

The Kenyan environmentalist was the first African woman to win the coveted Nobel Peace Prize in 2004. Sometimes described as the "Tree Lady," Maathai was at the forefront of empowering rural women through her Green Belt Movement to plant trees to save the planet.

“ It is very important for young people not to be afraid of engaging in areas that are not common to the youth. Get involved in local activities, get involved in local initiatives, and be involved in leadership positions because you can't learn unless you are involved. And if you make mistakes that is alright too because we all make mistakes and we learn from those mistakes. You gain confidence from learning, failing and rising again. ”

Wangari Maathai

4 UK Institute for Public Policy Research March 2012  
<http://www.ippr.org/press-releases/111/8831/eight-out-of-ten-married-women-do-more-housework-than-their-husbands>



## TOOL : Global women leaders continued

### Ellen Johnson Sirleaf

Ellen Johnson Sirleaf is the 24th and current President of Liberia. She served as Minister of Finance under President William Tolbert from 1979 until the 1980 coup d'état, after which she left Liberia and held senior positions at various financial institutions. She was elected President in the 2005 presidential election and took office on 16 January 2006. She successfully ran for re-election in 2011. Sirleaf is the first and currently the only elected female head of state in Africa.

Sirleaf was awarded the 2011 Nobel Peace Prize, jointly with Leymah Gbowee of Liberia and Tawakel Karman of Yemen. The women were recognized "for their non-violent struggle for the safety of women, and for women's rights to full participation in peace-building work."

“If your dreams do not scare you, they are not big enough”

Ellen Johnson Sirleaf

### Mary Robinson

Mary Robinson was the first woman President of Ireland and the former UN High Commissioner for Human Rights; she is now a member of the Elders and works tirelessly to investigate and expose human rights abuses around the world. She is a passionate, forceful advocate for human rights, gender equality, and women's participation in peace-building. As UN High Commissioner for Human Rights (1997-2002), Mary Robinson pushed forward a human rights agenda, creating institutional change with human rights at the heart of the United Nations system.

“We need more women leaders, and we need more connection between the women who reach the top [levels of] leadership and the women who are coping with these problems on the ground”

Mary Robinson

Mary Robinson founded Realizing Rights: The Ethical Globalization Initiative, which aimed to put human rights standards at the heart of global governance and to ensure that the needs of the poorest and most vulnerable are addressed on the global stage. She co-founded the Council of Women World Leaders, a network that mobilizes women leaders at the highest levels to promote democracy and gender equality.

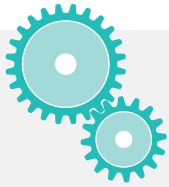
### Ela Bhatt

Ela Bhatt is one of the world's most remarkable pioneers and entrepreneurial forces in grassroots development. Known as the 'gentle revolutionary', she has dedicated her life to improving the lives of India's poorest and most oppressed women workers. She is a member of the Elders and one of India's foremost women's rights activists. Ela Bhatt welcomed the Elders to India in February 2012, where the group supported young people in the state of Bihar campaigning to end child marriage in their own communities.

In 1972 she founded the Self-Employed Women's Association (SEWA), a trade union for women workers in India's huge informal work sector, who make up 94 per cent of the female labour force and yet have never enjoyed the same rights and security as those in formal employment. Ela Bhatt also founded the Cooperative Bank of SEWA. The bank helps women to gain financial independence and raise their standing in their families and communities and puts into practice the Gandhian principles of self-reliance and collective action.

“The empowerment of girls holds the key to development and security for families, communities and societies worldwide”

Ela Bhatt



## TOOL : Global women leaders continued

### Gro Harlem Brundtland

Gro Harlem Brundtland has championed health as a human right and put sustainable development on the international agenda. She was the first woman Prime Minister of Norway from 1981 until 1996, before which she was a doctor and Norway's Environment Minister. She was the Director-General of the World Health Organization from 1998 to 2003.

“Women and men are increasingly united in our call to end violence against women. To achieve this, we need to completely transform the conditions, the environment, that actually makes this violence possible”

Gro Harlem Brundtland

### Tawakul Karman

“Elections are the only exit route from the crisis which has buffeted Yemen for the past year”

Tawakul Karman

Tawakul Karman, is a Yemeni journalist, politician and senior member of the Al-Islah political party, and human rights activist who heads the group “Women Journalists Without Chains,” which she co-founded in 2005. She gained prominence in her country after 2005 in her roles as a Yemeni journalist and an advocate for a mobile phone news service which was denied a license in 2007, after which she led protests for press freedom. She organized weekly protests after May 2007 expanding the issues for reform. She redirected the Yemeni protests to support the “Jasmine Revolution,” as she calls the Arab Spring, after the Tunisian people overthrew the government of Zine El Abidine Ben Ali in January 2011. She has been a vocal opponent of President Ali Abdullah Saleh's regime. Karman became co-recipient of the Nobel Peace Prize in 2011.

### Waris Dirie

Waris Dirie is a Somali model, author, actress and human rights activist. For more than 12 years, Waris Dirie has fought against female genital mutilation (FGM) worldwide. At least 150 million women and girls are affected by this cruel practice, which continues to be performed in Africa, but also in Asia, Europe, America and Australia.

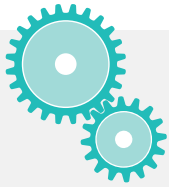
In 2002 Dirie founded the Desert Flower Foundation which seeks to end this crime by raising public awareness, creating networks, organizing events and educational programmes. The foundation also supports victims of FGM.

### Graça Machel Mandela

Graça Machel, (born October 17, 1945) has served twice as first lady in Mozambique (through the Liberation Front of Mozambique) and in South Africa as the wife of Nelson Mandela. She has been very active internationally and is world-renowned for her commitment to children's and women's rights, education, and development. She joined two other renowned personalities (Mary Robinson and Desmond Tutu) who travelled to Ethiopia in June 2011 to bring together experts and activists working to end child marriage around the world.

“It is the meaning of what my life has been since a youth - to try to fight for the dignity and the freedom of my own people”

Graça Machel



## TOOL : Global women leaders continued

### Arundhati Roy

Arundhati Roy is an Indian novelist, global activist and a world citizen. She won the Booker Prize in 1997 for her first novel, 'The God of Small Things'. 'The God of Small Things' is the only novel written by Roy. Since then, she has concentrated her writing on political issues. These include the Narmada Dam project, India's nuclear weapons, and corrupt power company Enron's activities in India. She is a figurehead of the anti-globalization/alter-globalization movement and a critic of neo-imperialism.

“To love. To be loved. To never forget your own insignificance. To never get used to the unspeakable violence and the vulgar disparity of life around you. To seek joy in the saddest places. To pursue beauty to its lair. To never simplify what is complicated or complicate what is simple. To respect strength, never power. Above all, to watch. To try and understand. To never look away. And never, never, to forget”

Arundhati Roy

### Sheryl Sandberg

“The best way to learn in the tech field is to jump in and build things, so you should go ahead and do that as much as possible... Don't be afraid to ignore nay-sayers and just go for it”

Sheryl Sandberg

“I don't believe in ‘having it all,’” Sandberg says, “but I do believe in women and men having both a successful career and family. The more women we get into positions of power, the more likely we'll get that.”

Sheryl Sandberg is the Chief Operations Officer at Facebook; she is the first female board member of the business. She has an MBA from Harvard, was chief of staff for the US Treasury Department under President Bill Clinton and a manager at Google. She is a leader in the IT sector.

In 2012, Sandberg attended a panel session in Davos to talk about gender stereotypes impacting on women within the workplace, where only 17 per cent of delegates at the high-powered event are women.

Please add to this list and send WAGGGS your ideas:  
**[stoptheviolence@waggs.org](mailto:stoptheviolence@waggs.org)**





# THINK: Gender scale

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## Learning aims

- To identify gender roles, norms, stereotypes and expectations.
- To learn how gender roles, norms and expectations can impact on the lives of girls and boys.
- To see gender as a sliding scale not a rigid box.
- To reflect on who they are and the person that they want to be.

## Preparation and Materials

- Flipchart or board.
- Paper, pens and pencils.
- Copies of handout (see page 30):
  - Gender scale.

### THINK:

This session will help participants understand what gender is and how it is socially constructed. It explores gender discrimination, including transphobia and homophobia. It may prompt young people to think about the gender variance that they may be experiencing. Ensure that young people know where to access information and support. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Follow the child protection policy and procedure.

### KNOW:

Gender roles, norms and stereotypes are socially constructed and describe women and men at opposite ends of a scale with men being regarded as more powerful and superior to women. Gender roles, norms and stereotypes also normalize heterosexual relationships. They put heterosexual relationships at the opposite and superior end of a scale with homosexual relationships at the other end. We need to give participants the space to talk about their own experiences of gender and to see it as a sliding scale not a rigid box. Some children may experience bullying and abuse from their peers if they do not conform to gender roles. Listen to children. Follow the child protection policy and procedure if anyone wants to talk to you.

Do not reinforce gender roles, norms and stereotypes by telling young people what to be. Instead allow them to be 'me.' Remember some young people may not identify themselves in girl and boy terms, they may self-identify as a different sex from which they were born. Be aware of the risks in this session as young people may try to apply the messages from the session and they may experience a backlash from their community. Adapt this session to make it relevant and safe in your community.

### INVOLVE YOUNG MEN:

It is important that young men and boys are given opportunities to question gender roles, expectations and stereotypes. Make sure that ideas and comments come from boys and young men themselves and that you are not 'telling them what to be or do'.

### TAKING IT FURTHER:

Invite parents and/or community members to come towards the end of the session to hear what the group has learned. Invite participants to think about gender roles at school and at home in the following week as long as they feel safe to do so.

**TIME****ACTIVITY : GENDER SCALE****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

Explain the learning aims and what form of violence you will be talking about.

*Give participants the opportunity to take time out of the session as long as there is a leader to support them. Check in time – give participants an opportunity to talk to you about how their day has been.*

**2. The gender scale:  
to prepare a presentation on the gender scale**

Explain that your sex is the biological differences between girls and boys, and women and men. You can be born this way and some people may choose to change this later in life. Explain that your gender is created by the world around you. It refers to the roles, behaviours, activities, and attributes that a given society considers appropriate for men/boys and women/girls. Refer to the guidance in “Introduction to Gender Equality” in the handbook for further information and to gain an understanding of what gender is.

Split the group into mini-research groups. Hand out the gender scale (see tools) and ask each group to consider what the gender scale means and to prepare a presentation to show to the rest of the group.

Ask them to think about the experiences of a different person and do research into what these identities mean:

- Trans-sexual women
- Trans-sexual men
- Intersex people
- Androgynous people
- Cross dressing people
- Bisexual people
- Gay or lesbian people

Give the young people the opportunity to present their research and to ask each other questions.

You could also ask them to research into sexism, transphobia and homophobia.

*Explain that there are many different ways to express your gender. That gender is a sliding scale not a rigid box.*

*You may want to give the group a chance to take this home and develop the presentation together; they may want to do further research.*

**Note to leaders: Make sure that the participants are safe doing this research outside of the group meeting.**

*Challenge any sexist, transphobic or homophobic comments or behaviours.*

**TIME****ACTIVITY : GENDER SCALE****NOTES****3. Your gender**

Give everyone reflection time to think about where they are on the gender scale and how they can be the person that they want to be.

Ask them to think about their:

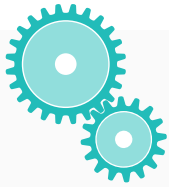
Physical body:      Gender Identity:      Gender Expression:

*Do not ask the young people to share this. It is important that this reflection remains private and you do not put them at risk of abuse or jokes by sharing it.*

**4. Close the session**

Remind participants who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

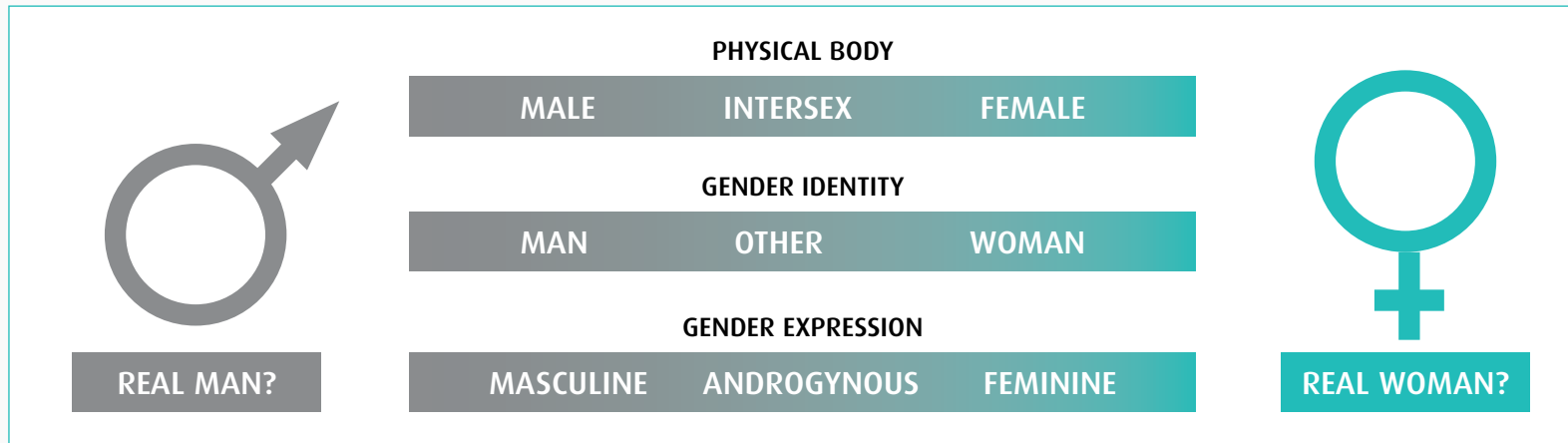
*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : Definitions

### Gender scale

Everyone will be on a different point on this scale and this may change from day to day and year to year. There is no right or wrong point on this scale.



Reproduced from the Transgender alliance  
[http://www.scottishtrans.org/Page/Gender\\_Overview.aspx](http://www.scottishtrans.org/Page/Gender_Overview.aspx)

Your **sex** is the biology that makes you a girl or a boy, a man or a woman. It includes genitals, breasts, reproductive systems, facial and body hair, voice, body shape and chromosomes.

Your **Gender Identity** is your internal sense of where you exist in relation to being a man or a woman.

Your **Gender Expression** is the way that you express who you are through external display of clothing and behaviour (including your interests and mannerisms).

**Intersex people** are born with external genitals, and internal reproductive system or chromosomes that are in between what is considered clearly male or female.

**Androgynous people** do not think of themselves as simply either male or female. Instead they feel that their gender identity is more complicated. Some may identify their gender as right in the middle between male and female, while others may feel mainly but not 100% male or female. Alternatively, they may entirely reject defining their gender in terms of male and female in any way.



# THINK: Equality in the Home?

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## Learning aims

- To explore the different roles and responsibilities of young women and men in the home.
- To explore barriers to equality.

## Preparation and Materials

- Some balls/apples or things for people to juggle with. Try to bring enough for each participant.
- Flipchart or board, pens or chalk.
- Copies of handout (see tool on page 34):
  - Everyday tasks.

### THINK:

There may be participants who are affected by the content of this session. It may make them think about discrimination or violence that they have experienced or witnessed. Ensure that everybody leaves the activity knowing where to access helplines, support services or relevant websites. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Follow the local child protection procedure and create a safe and support space.

### KNOW:

Gender inequality does not just happen in the public sphere; it also occurs in the private spaces of the home. Around the world women and girls are taking on a much higher proportion of the share of housework and child care compared with men and boys in the home. UK research shows that eight out of 10 married women do more household chores than men, while just one in 10 married men does an equal amount of cleaning and washing as his wife.<sup>5</sup>

<sup>5</sup> UK Institute for Public Policy Research March 2012  
<http://www.ippr.org/press-releases/111/8831/eight-out-of-ten-married-women-do-more-housework-than-their-husbands>

### INVOLVE YOUNG MEN:

Do young men think that it is possible to achieve an equal division of family and household tasks? Would they want to spend equal time raising children? Encourage young men to think about their own gender stereotypes and how they might want to change these, or challenge these.

### TAKING IT FURTHER:

Organize a community discussion on the role of men and women in, for example, child care. Invite community leaders and parents to talk about the demands and realities of child care. Find out about other national or local organizations are campaigning for equality. Perhaps invite a male role model to speak to the group. Find a man who is in a career which is traditionally associated with women, or who shares equal responsibility in the home.

**TIME****ACTIVITY : EQUALITY IN THE HOME?****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

Explain the learning aims and what form of violence you will be talking about.

*Give participants the opportunity to take time out of the session as long as there is a leader to support them. Check in time – give participants an opportunity to talk to you about how their day has been.*

**2. Presentation: On the key terms**

Remember to ask for the small groups to feedback their presentation on the key terms (see Start Session).

You can use the glossary and the factsheets in the handbook to help you clarify any terms.

*Explain that this session will look at gender roles, norms and stereotypes.*

**3. Juggling: To introduce the idea of juggling different roles in life**

Ask everyone to collect a few balls/apples and to practice juggling with them. See how many things people can juggle. Make this fun and do not force people to have a go if they do not want to.

*Explain that this session will explore the different roles and responsibilities that women and men have to juggle.*

**4. Roles in life: To identify the different roles and responsibilities that young women and men need to juggle. To think about whether this is equal**

Ask a volunteer to draw a large image of a young man and a young woman on the floor. Hand out circles of paper to everybody and ask them to write or draw an image of the different roles and responsibilities that a young man and a young woman have to juggle in their lives – one role per circle of paper. Remind participants that they may have children and be in a relationship and have moved out of the family home. Prompt them to think of housework, paid work, study, friendship, child care, cooking, and leisure. Examples are changing nappies, washing up, shopping for food, paying the bills, looking after children, playing sport. Alternatively they can fill out the table outlining everyday tasks (see tools page 34).

Ask everyone to stick or place the juggling balls around the image of the young man and young woman according to who they think takes most responsibility in this task. Take a look at what they have got.

*Do both a young man and a young woman have to juggle the same amount of balls? Why do they think that this is the case? How does this relate to the balance of power in the home? What tasks have greater recognition? Do you think things will change if you have children? Ask if anyone came up with examples that break the gender stereotype e.g. my dad does most of the laundry in our household. Or if you are in a co-educational setting, ask everyone to score themselves on the everyday tasks list (see tools below) – does this confirm or change your assumptions?*

**TIME****ACTIVITY : EQUALITY IN THE HOME?****NOTES****5. Equality in the home? To think about gender equality in relationships**

Have a small group discussion about gender equality. Consider that more young women are pursuing careers and striving for equality in the workplace but the reality of their home life can still be very unequal, with women still doing the majority of the housework. Is this OK? What are the consequences? (Refer back to THINK: Inspiring Women, section 3, on page 18.) Do household responsibilities limit women or men's career opportunities and choices? How? Would you want to work while your partner maintains the household and/or looks after the children? Do young women want to give up caring for children or share household duties? Is it OK for there to be female breadwinners?

*Ask participants to consider if they think there is equality in their community? If not, what are the consequences of the lack of equality? Do you think that you will be able to have an equal relationship where all tasks are shared? Do you even want to have an equal relationship? Even though there may be different opinions throughout the discussion, it should end highlighting the importance of equality. Ask what equality is in a relationship? How can you identify what equality looks and feels like in a relationship? Will it look the same for different people?*

**6. Your dreams: To think about the equality that they want in their life**

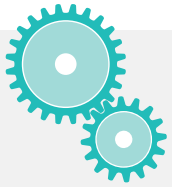
Work individually to create a poem, drawing, story or play of their dream home life. They can share this with the group if they want to or keep it to themselves. Invite participants to role play a conversation where a girl raises the issue of inequality in a relationship.

*Ask how they would like to build a relationship? How will they juggle all of these tasks and responsibilities and still find time to fulfil their own dreams?*

**7. Close the session**

Remind participants who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : Everyday tasks

Task	Estimated time women and girls spent on this per week	Estimated time men and boys spent on this per week
Cleaning		
Washing clothes		
Washing up		
Cooking meals		
Looking after children		
Helping children with homework		
Going out with friends		
Caring for elderly relatives or neighbours		
Community work		
Gardening		
Fixing things around the house		
Fixing the car		
Going to work		
Leisure		
Meeting friends		
Playing music		
Playing sport		





## THINK: Lyrics and love

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### Learning aims

- To explore how a range of music styles represents gender roles, norms and expectations.
- To create a song or dance about respectful relationships.

### Preparation and Materials

- Research and identify a selection of music videos that represent women as sexual objects and men as hyper masculine; or women as passive, good wives; or that deny women sexuality. Make sure that you look at all genres and do not just focus on hip hop.
- Create a mix of tunes that you know the group will like and that do not reinforce harmful messages. Either bring a sound system to the session to play it or ask the group to perform the medley of songs.
- Copies of handout (see tool page 38):
  - Beyond beats and rhymes.

### THINK:

There may be participants who are affected by the content of this session. It may make them think about violence or discrimination that they have experienced or witnessed. Ensure that everybody leaves the activity knowing where to access helplines, support services or relevant websites. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Follow the local child protection procedure and create a safe and supportive space.

### KNOW:

All genres of music can represent a narrow view of gender norms, roles and expectations and of relationships. Some music can communicate messages about women and girls as sexual objects, men and boys as violent, and can glamorize violence. The dominant message in music and music videos is about heterosexual relationships and other sexualities, lifestyles and forms of relationships are denied. It is important to give participants space to identify these potentially harmful messages and find their own ways to think about gender not as a rigid box but as a sliding scale and to reflect that everyone has the right to their own sexuality.

### INVOLVE YOUNG MEN:

It is important for young men to talk about the pressures that they are faced with and how this is represented through music and media. They may want to talk about the 'trap of masculinity' and how they are expected to play a tough man. Or they may want to talk about the pressures that society places on their sexuality.

### TAKING IT FURTHER:

Organize a 'spoken word' night or a community competition to perform the songs written by participants. Invite members of the local community and promote respectful relationships.

**TIME****ACTIVITY : LYRICS AND LOVE****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18. Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out in another space which is supported by a responsible adult. Check in time – ask participants how their day has been.*

**2. Sing a song: To think about how music and media represent expectations of gender roles and messages about relationships**

Sing a song together, this can be any song that you know the group will recognize or you could ask for volunteers to perform a song. Make sure it is not a song that reinforces harmful messages.

*Explain that songs and films reflect dominant ideas about love and relationships and that this session is going to explore them and look for positive messages.*



Ask the group to list the songs that they like – you could create a group song list. Ask the group to list on the board or flipchart the main things that people sing about. You will probably find that it is love and relationships.

If there are any singers among your group then ask them to sing the songs to the group. Make sure that you do not judge people that cannot sing well and give them the opportunity to decide not to join in.

**3. Beyond beats and rhymes: To think about how music represents messages about gender roles and relationships**

Introduce the film by Byron Hurt 'Beyond beats and rhymes'. If you have access to the internet and English language you can watch a clip on <http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=226>

**Note to leaders:** view this video clip before showing it to your group. It contains important messages but may not be culturally appropriate to your group.

For groups with good literacy give everybody a copy of the Byron Hurt handout and ask them to read it through in pairs and think about what he is saying. For groups without good literacy talk them through the Byron Hurt handout explaining the main points.

*Do you agree with what he is saying? He is a big fan of hip hop and is critiquing the music he loves. Does what he says apply to the music you like?*

**TIME****ACTIVITY : LYRICS AND LOVE****NOTES****4. Your beats and rhymes: To identify how the music they like represents gender equality and respectful relationships**

Ask people to work in pairs to fill in their own beats and rhythms handout about the music that they listen to.

What are some common themes of these songs? What do these songs say about love, sex and relationships? What do these songs say about being a man or a woman? Or about a particular gender? What do they say about violence?

Are images of violence and sexism easier to sell than positive or political messages? Why?

*Do not focus your critique on one particular musical genre; there are many genres of music and they all include some harmful messages.*

**5. Respectful rhymes: To create music about a respectful relationship**

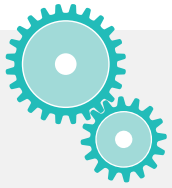
Explain that you want them to create a song that talks about respectful relationships. Give the group time to work together to write a poem, spoken word, song or dance lyrics on a respectful relationship. Ask them to perform this if they want to.

*Can the group think of any songs that talk about respectful relationships? Record some of their ideas of what a respectful relationship is on the flip chart/board.*

**6. Close the session**

Remind participants who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : Byron Hurt 'Beyond beats and rhymes'

### High level language

*This extract uses some slang words and phrases. You may wish to adapt it to make it more age-appropriate to your group.*



I sought to make a film about masculine identity in commercial Hip-Hop for people like myself—Hip-Hop Heads. I wanted to challenge those who had a relationship with arguably the most influential art form of our generation to think critically about the music, its videos, and its social impact.

I made this film for all of the Hip-Hop fans who, like me, are conflicted about Hip-Hop and can't let it go. I made it for the 30-somethings who knew something was going terribly wrong when the music that had so much potential and power to serve as subversive rebel music for the masses gave way to retrograde messages about masculinity and femininity, but who had difficulty articulating how and when it happened.

I made this film for boys and men who felt uncomfortable with an image of manhood in Hip-Hop that was too narrow but had a hard time breaking out of the "man box" because they didn't want to risk being called 'soft,' 'weak,' or a 'punk.'

I made this film for girls and women who felt dissed, betrayed, and unsupported by the people who run the Hip-Hop industry, and because the racist, sexist representations of women of color in Hip-Hop were raging out of control.

I made it because too few men from within the industry had the moral courage to speak out against and challenge the dissemination of deplorable, unchecked misogyny and highly sexualized images of women worldwide. I made the film to let boys and men know that sexism is unacceptable and that men can and should condemn it.

I made this film for gay Hip-Hop fans who for years suffered through song after song after song laced with homophobic slurs uttered from the mouths of rappers who used gay men as symbols of weakness and inferiority. I made this film to push straight men beyond our comfort zones to stimulate a healthy conversation about homophobia and homoeroticism.

I made this film for the younger generation of Hip-Hop heads, who are tired of the redundant themes in the music and are thirsting for music with more substance.

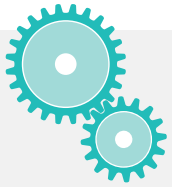
And finally, I made this film because I was fed up. I was tired of seeing Hip-Hop sell out to age-old notions of patriarchy and capitalism, which too often keeps black and brown people in marginalized positions in society. Even though the music of my generation was becoming hugely popular and successful in the marketplace, it unfortunately was mostly serving as a tool of the oppressor, reinforcing rightwing ideas about men, women, gays, and people of color.

Through documentary film, I wanted to challenge my generation and the generations after mine to wake up and think critically about the art that we create and consume.



Quoted from the Byron Hurt 'Beyond beats and rhymes', **A resource guide for community organisers and educators** [http://www.bhurt.com/pdf/bbr\\_web\\_final.pdf](http://www.bhurt.com/pdf/bbr_web_final.pdf)

**Note to leaders: Some of the concepts/ terms above may need to be explained.**



## **TOOL : Your own beats and rhythms**

Think about the songs you like and list them below:

Consider what each song says about:

**BOYS AND MEN...**

**GIRLS AND WOMEN...**

**RELATIONSHIPS...**

**HOMOSEXUALITY...**

**RACE...**

**VIOLENCE...**



# IDENTIFY: Multiple forms of discrimination and violence

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## Learning aims

- To understand that there can be multiple layers of discrimination and many forms of violence.

## Preparation and Materials

- Post it notes or small pieces of paper.
- Copies of handouts (see tool page 43):
  - Multiple forms of violence.

### THINK:

There may be people in the group who are affected by talking through the stories and by different forms of abuse. They may want to take time out from the session or talk to someone. Make sure there is a responsible adult available to support anyone who wants to take time out. Follow the child protection policy and make yourself available at the end of the session. Ensure that everyone knows how to access information and support.

### KNOW:

Violence against girls and young women can be seen on a continuum line with saying abusive, hurtful things at one end and murder at the other. Girls and young women may also experience more than one form of violence and discrimination at the same time. It is important to give participants the opportunity to identify all forms of abuse and see how they could potentially escalate. Girls and young women may experience double discrimination because of their age (they are a child) and their gender (they are female). They may also experience further discrimination due to their race, sexual orientation, religion, immigration status, disability or socio-economic status, caste, or religion. This can place girls and young women at an even greater risk of violence. It is important to give participants the opportunity to identify different forms of discrimination and violence.

### INVOLVE YOUNG MEN:

Encourage the boys in your group to think about the expectations placed upon them in a relationship and to challenge harmful notions of masculinity.

### TAKING IT FURTHER:

Invite a local women's organization to co-deliver this session with you, or to give you some advice on how to run the session yourself

**TIME****ACTIVITY : MULTIPLE FORMS OF DISCRIMINATION****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18. Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out in another space which is supported by a responsible adult. Check in time – ask participants how their day has been.*

**2. I am: To think about what makes up their identity**

Gather in a circle and explain that this session will look at the continuum of violence and abuse. Ask everyone to fill in the following statements and to think about a statement that they feel describes their identity.

My age is...  
My name is...  
My ethnicity is ...  
My ...

*Explain that this session is about multiple forms of discrimination that people can experience at the same time.*

*We can all be different things, and we all have multiple layers of identity. We may experience different forms of discrimination because of our different identities. For example a young woman from a particular ethnic background may experience discrimination at different times due to her age, gender and race.*

**3. Forms of violence:  
To identify different forms of violence**

Ask the group to think back to the definition of violence against girls and young women (Start session); what can they remember about the different forms of abuse? Ask them to work in pairs and write more examples of forms of abuse.

*Prompt for them to think about the ways that people can hurt each other - words, emotions, physical, sexual and financial.*

Draw an imaginary line on the wall or on the floor with murder at one end and control at the other end. Ask the group to place their post it notes of abuse on the line where they think each goes.

*Explain that violence against girls and young women is a continuum line that can escalate from calling somebody names to physically harming them to murder. Can they see how/why abusive behaviour might escalate?*

Share a case study that illustrates this continuum linking the forms of abuse that they have written down. Use the example in the handout. Be clear that abuse does not always escalate.

*Explain that the use of abusive words harms individuals but also creates cultures where groups of people may not be respected and may be discriminated against, for example using hateful words about women and girls creates a sexist society where violence is normalized. Homophobic words can force boys and men to act in harmful ways.*

**TIME****ACTIVITY : MULTIPLE FORMS OF DISCRIMINATION****NOTES****4. Different forms of violence cards**

Ask the group to name all forms of discrimination and prejudice that they can think of. What are the root causes of abuse, e.g. one of the root causes of violence against girls and young women is gender inequality. Remind them that discrimination takes many different forms and happens in many different situations.

*Explain that people can experience multiple forms of discrimination. Remember to include discrimination and prejudice based on sex, race, sexuality, disability, age, class and caste. Explain that it is only through tackling these discriminations and prejudices that we can create a world with no violence against women and girls.*

Hand out the forms of violence cards and ask them to work in pairs to identify the different forms of abuse. Ask them to think through possible solutions. What forms of discrimination and/or violence are more difficult to stop or provide support for? Ask participants to work on a short poem, play or story to feedback to the group about the scenario.

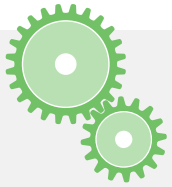
*Alternatively ask them to think of another scenario about a young woman experiencing multiple forms of discrimination and how this increases her risk of experiencing violence. What forms of violence could she be most at risk of?*

**5. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



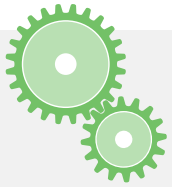


## TOOL : Continuum case study

Amina has been dating Bobby for about 9 months, they have known each other since the first day of secondary school. At first Bobby was very romantic and nice to Amina, and then he started to call Amina abusive names. This made Amina feel bad about herself and start to lose confidence. Bobby didn't like Amina seeing her friends so she stopped meeting up with them. Her friends thought that Amina was being rude so they did not look out for her; this made Amina feel isolated and alone. Then Bobby got really angry with Amina and he beat her. He apologised and got back in her good books. Amina did not want to have sex with Bobby but he said that it would prove their love and he forced her. Amina had no one to talk to and believed Bobby when he said that he loved her. Soon the beatings became a regular thing until one day Amina found a women's refuge and found help there. She was able to stay in the refuge in safety and Bobby was prosecuted by the police.

*Identify the form of violence against girls and young women.*

*Identify what forms of discrimination the young woman is experiencing.*



## TOOL : Multiple forms of violence cards

Sue is married to Binu. She moved to the country to be with him. They live together but do not have any children. Sue feels isolated and alone. Binu is being increasingly aggressive, one day Sue ends up in hospital and decides that enough is enough. She finds a number of a local refuge and rings them. The staff that answer the phone do not understand her as she speaks a different language. The refuge staff tell her that she cannot stay with them as she is a foreigner and therefore not able to access government support.

*Identify the form of violence against girls and young women.*

*Identify what forms of discrimination the young woman is experiencing.*

Sara is a young woman. She meets Sam in town one day. Sam starts contacting Sara and gives her wonderful gifts that she has never had before. Sara wishes that she lived a lifestyle where she could have what she wanted. Sara lives with her mum and 4 sisters. Sara feels like she is a burden to her mum. Sam invites her to move to another city with him and Sara goes. When Sara is there she has no money or friends. Sam persuades her to have sex with his friends so that she can pay for food.

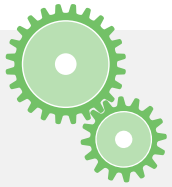
*Identify the form of violence against girls and young women.*

*Identify what forms of discrimination the young woman is experiencing.*

Mina is 16 years old and she is best friends with Anne. They hang around a lot together and like to do the same things. They fall in love with each other. People start to gossip about them being gay. Mina and Anne try to explain to their families that they love each other. Mina's family is really angry; they do not accept that she is gay. They tell Mina that it is time that she stopped "this nonsense" and she is to marry a man that they know. Mina does not want to marry this man but her parents force her to marry him.

*Identify the form of violence against girls and young women.*

*Identify what forms of discrimination the young woman is experiencing.*



## TOOL : Multiple forms of violence cards continued

Jane is teased for not being like the other kids. She has a disability. One day she is persuaded to go for a walk with a group of other students. She is keen to make friends with them and trusts them. They ask her to take her clothes off if she wants to be their friend. She takes her clothes off. The others laugh at her and touch her. She is scared and ashamed. Jane curls up on the floor and just hopes they will go away.

*Identify the form of violence against girls and young women.*

*Identify what forms of discrimination the young woman is experiencing.*

Hana feels scared of school. Her teacher and some boys in her class have been making sexual comments to her. The teacher wants her to stay behind after class. Hana already feels that the other teachers and children do not understand her. Hana is a girl from an ethnic minority who is teased at school and in the community. On the way from school one day Hana is surrounded by a group of boys and raped.

*Identify the form of violence against girls and young women.*

*Identify what forms of discrimination the young woman is experiencing.*

Jen is in a gay relationship with Zoe. She is worried about telling anyone about her relationship as she thinks she will be bullied. Zoe is in another school and keeps texting Jen to find out what she is doing and who she is with. Zoe wants to know what Jen is doing all the time and gets angry with Jen when she wants to see her other friends. Jen's friends are teasing her that she is always on the phone. Jen has no one to talk to about Zoe's behaviour.

*Identify the form of violence against girls and young women.*

*Identify what forms of discrimination the young woman is experiencing.*



# IDENTIFY: Let's learn about sex and relationships

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## Learning aims

- To talk about how young people learn about sex and relationships.
- To consider the influence of pornography in young people's lives.

## Preparation and Materials

- Do some research into the use of pornography in your community – look for articles and blogs written about this, and find out if some organizations are working on the issue.
- Print out handout, enough copies for small groups and cut out each item (see tool page 49):
  - Tool: Learning about sex and relationships.

## THINK:

There may be participants who are affected by today's session. Give them space to take time out, to talk to a leader if they would like to. Ensure that everyone knows how to access information and support. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Follow the child protection procedure and create a safe and supportive space.

## KNOW:

Children and young people receive mixed messages about sex and relationships. On the one hand they may see highly sexualised imagery in the media and on the other hand they may be denied information about and access to contraception. We need to identify participants' needs and create supportive and safe spaces to enable them to talk about what they want from a relationship and to build skills to identify abuse and to negotiate respect.

## INVOLVE YOUNG MEN:

This is an opportunity for young men to talk about the pressures on them to conform to harmful ideas of masculinity and sexualisation.

## TAKING IT FURTHER:

If there is a group consensus on banning pornography and if it is appropriate then contact your local newsagents and ask them to be 'porn free'.

**TIME****ACTIVITY : LET'S LEARN ABOUT SEX & RELATIONSHIPS****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

Explain the learning aims and what you will be talking about.

*Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Learn about sex:  
To identify how young people learn about sex and relationships**

Ask the group to think about where people learn about sex and relationships.

Use the list in the tools section (see page 49) to do a ranking exercise. In small groups create a pyramid with the places that people most learn about sex and relationships at the top.

Explain that many children and young people do not receive enough or correct information about sex and relationships. Ask if participants have had lessons on it in school? Or if they feel that younger children know what they need to know? Or they may have been told about the mechanics of sex but not told about the complexities of relationships?

*Explain that there are messages about sex and relationships in lots of different media. A common way that young people learn about sex and relationships is through pornography and this session will explore this.*

**3. Watching pornography:  
To think about how pornography represents sex and relationships**

Ask people to think about the ways that people access and view pornography. Is it commonly viewed by their peers? Where do people access it? Is there more pornography around now than in the past? Does pornography objectify women and girls? Prompt participants to think about the messages that porn gives about young people's identity and ideas about sex and relationships. What impact can pornography have on attitudes and behaviours in relation to women and men, sex and relationships?

*Pornography is watched around the world and sends messages about sex and relationships and about men and women.*

**TIME****ACTIVITY : LET'S LEARN ABOUT SEX & RELATIONSHIPS****NOTES****4. Want to learn about sex and relationships:  
To identify what information children and  
young need to know about sex and relationships**

In small groups create a statement on what children and young people need to know about sex and relationships. Ask the groups to think up three different recommendations to ensure that children and young people receive the information that they need. Perhaps ask participants to write a message to their younger self, passing on what they wish they had known. This could even be sent to a younger Girl Guide and Girl Scout group (from the middle years for example).

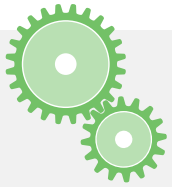
*Remind participants to think about what boys and young men need to know too.*

*Check the messages before you give them to another group - make sure they are appropriate.*

**5. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## **TOOL : Learning about sex and relationships**

**PORNOGRAPHY**

**PARENTS**

**LESSONS IN  
SCHOOL**

**TV SHOWS**

**MAGAZINES**

**EDUCATION**

**FRIENDS**

**ON-LINE**

**MAGAZINES**

**FILMS**

**COMPUTER  
GAMES**

**NEWSPAPERS**

**SEXUAL HEALTH  
CLINICS**



## IDENTIFY: Where is your line?

---

### Learning aims

- To understand free and informed consent.

### Preparation and Materials

- You could ask a sexual health professional to come and deliver this session.
- Flipchart or board, pens or chalks.
- Pieces of paper with 'agree', 'disagree', 'not sure'.
- Copies of the handout:
  - Information on consent (see page 53)

### THINK:

There may well be people in your group who are affected by talking about sex and consent. Give participants the opportunity to leave the room and ensure that they know who to talk to if they want to. Make sure there is a leader available if a participant wishes to leave the room. Make yourself available at the end of the session if any participant wants to talk to you privately. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Remember to follow the child protection policy. Provide information on support services.

### KNOW:

Around the world children and young people do not receive enough information on sexual consent. Learning how to talk about consent, gain consent or refuse consent can help clarify each person's responsibility to minimize the risk of unwanted sexual contact. Children and young people must also be made aware of power differentials that may limit one's ability to refuse consent and say no.

### INVOLVE YOUNG MEN:

Young men must also understand what "full and informed consent" means. They should think about how to ask for sexual consent and create respectful relationships.

### TAKING IT FURTHER:

Create a campaign poster, street drama or leaflet that speaks about consent. Join existing campaigns like the "Consent is Sexy": <http://www.consentissexy.net>

*Adapted from All in One Curriculum Consent and Off the Record*  
[www.popcouncil.org/itsallone](http://www.popcouncil.org/itsallone)



**TIME****ACTIVITY : WHERE IS YOUR LINE?****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18. Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out. Make sure you have a leader available for those participants taking time out. Check-in time – ask participants to talk about their mood and how their day has been.*

**2. Boundaries: To identify their own personal space boundaries**

Ask the group to form two lines opposite each other. Ask participants on one side of the line to walk towards the participants on the other side of the line. Ask each participant in the line standing still to stay stop when they start to feel uncomfortable and they do not want the person to come any nearer. The participant walking towards them should then stop.

*When everybody has stopped ask them to look down the line and see whether it is a straight line or if it wiggles around. This is because the giving of consent for people to enter into your space is not a fixed line - it will change at different times, with different situations and different people. However the line is always clear.*

*Explain that this session is exploring this line in terms of consent to sex.*

**3. Consent to sex: To define consent and think about the impact power dynamics can have on consent**

Hand out the guidelines on consent. Explain that consent means that both people in a sexual encounter must agree to it, and either person may decide at any time that they no longer consent and want to stop the activity. Ask them to talk through ways that you can be sure that both people are making an informed decision as to whether they want to have sex. When is it difficult to negotiate consent? When are young people not listened to?

*Probe for comments on power dynamics between a young man and a young woman. What if a young woman is being pressurized by someone in a role of authority, or if they are in a relationship with an older man? Think of consent in terms of being able to agree, and being asked and knowing what you are agreeing to. Explain that the only answer that truly means that consent has been given is a free and informed 'yes'. If at any point someone is unsure how their partner feels then they need to clearly ask and listen to the answer. Silence does not imply consent.*



Work in small groups to read through a case study (see tools) and decide if the individual has the opportunity to give free and informed consent. Give each group a different case study and then ask them to report back to the group.

*When they report back ask the groups to explain the case study and then report their decision on whether free and informed consent was given or not. And why they think this.*

**TIME****ACTIVITY : WHERE IS YOUR LINE?****NOTES****4. Pleasure:  
To think about their own sexuality**

Ask the group to write out a 'relationship tip'. Ask them to think of anything that they have been told, or read or watched.

Ask why is it important for young people to think clearly about why they want to have sex or not? Probe for comments about safety, desire, pleasure, protection.

*Give young people the opportunity to think about how they can express themselves and how to have fun in a relationship. Are they able to negotiate safe sex?*

*Make sure that there is no teasing and that young people do not judge each other.*

*Acknowledge that people have different beliefs and values about topics such as when it is appropriate to have sex. Make sure that participants respect each other's views and beliefs.*

***Note to leader: this section may only be appropriate for older ages in your group, and where the participants are at the legal age of consent. If one person is below the legal age of consent and even if they feel they gave their consent freely, it will be considered 'statutory rape'. Depending on the laws of the country, children of certain ages can never give consent. Please clarify the legal age of consent in your country.***

**5. Guidelines on consent:  
To identify how to talk about consent**

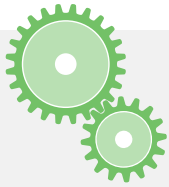
Hand out the information on consent; work in small groups to write out group guidelines on what elements are important to ensure free and informed consent.

*Ensure that the young people understand that they have the right to say NO and that they also have the right to say YES. Remind them to listen to their bodies and to enjoy their own sexuality.*

**6. Close the session**

Remind participants who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : Free and informed consent - scenario

**A**

Ana is 19 and her boyfriend, Al, is 22. They have been going out for six months and have been having intercourse together for about a month. Ana usually enjoys sex, but sometimes she doesn't feel like having it. At those times Al often says things like, "If you really loved me, you would want it" or "If you don't have sex with me, maybe I'll have to find someone else who will." She doesn't want to lose him, so often she gives in. Can Ana freely consent?

**B**

Beni knows that he is infected with HIV but he hasn't told anyone. He has been dating Bea, and recently they have been talking about having sex. Beni plans to use a condom rather than tell Bea his HIV status. Can Bea give free and informed consent?

**C**

Carlo and Clea are in their twenties. They have been dating for a year and have talked honestly about their past relationships. They would like to have sex with each other. They talked about it and agreed to go to a clinic to get information and then decide together how to be safe and avoid any unwanted consequences. Can Clea give free and informed consent?

**D**

Dom and Deenah are 18 and have decided to have sex. Deenah says she is afraid of becoming pregnant, but Dom assures her that you can't become pregnant the first time you have sex. Can Deenah give free and informed consent?

**E**

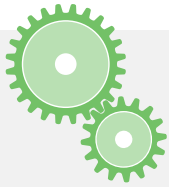
Eve is 14 and in secondary school. Edo is 18 and works with Eve's father. Edo came to know Eve when he visited her house. Edo and Eve have started meeting away from her house as well. Sometimes Edo gives Eve presents and money, if she needs it. Recently he has started telling her how much he loves her and saying that he really wants to have sex with her. Can Eve give free and informed consent?

**F**

Finn is 18 and would like to have sex with his girlfriend, Fatima, who is 17. They have talked about the fact that neither has had sex before. He decides to read a book that his mother, a doctor, has about growing up, sex, family planning, and STIs. He asks his girlfriend what she thinks and offers to lend her the book. She reads the book and they talk about it again. She says she'd rather wait, so Finn agrees. Can Fatima give free and informed consent?

**G**

Gia, 24, is at a party at the house of some students, and she is drinking a lot. Her partner, with whom she has had sex before, pulls her into a bedroom and starts taking off her clothes. She is fading in and out of consciousness. Can Gia give free and informed consent?



## TOOL : Free and informed consent - scenario continued

### H

Halle was taught by her mother that it is important for a woman to do whatever her husband asks of her if she doesn't want to lose him. She is engaged to be married to Hugh, and he says that now that they are engaged, it is okay for them to have sex. Halle strongly believes she should wait and wants to be a virgin when she gets married, but she thinks, "He will be my husband, and my mother says I should obey him." Can Halle give free and informed consent?

### I

Isaac has had several partners but lets Ivan, his new boyfriend, believe that he is still a virgin, as Ivan is. When they have sex, Ivan agrees not to use a condom, thinking there is no risk of infection. Can Ivan give free and informed consent?

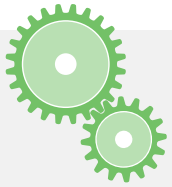
### L

Lara is falling in love and wants to have sex. She has been with her girlfriend Lena for four months and things are going really well. They are both 24. Lena was hurt by her previous relationship and asked for Lara to wait until she was ready to have sex. Lara respected this and agreed to take it slow until Lena wanted to. Recently they have been talking about having sex and they both feel that they are ready. Can Lena give free and informed consent?

### J

Jin is 20 and Josef is 19. About six months ago, Jin asked Josef, her boyfriend, if he would have sex with her. They are open and honest with each other, so he told her he was afraid of the consequences and did not feel ready. He said he would like just to kiss and touch each other for now. Jin really wanted to try intercourse, but she agreed with Josef. Now Josef thinks he is ready. He asks Jin where they can get more information to avoid any risk. Can Josef give free and informed consent?

*Case studies taken from It's All One Curriculum*  
[www.popcouncil.org/itsallone](http://www.popcouncil.org/itsallone)

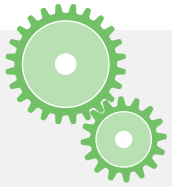


## TOOL : Information on consent

from Consent is Sexy campaign <http://www.consentissexy.net>

### Consent is:

- Both people agree to have sex. It is not just about giving permission or allowing it. You need to know that you both really want it.
- Consent should be mutually agreed upon: with a clear understanding of what is being asked for and consented to. If you want to move to the next level of sexual intimacy - ask first.
- Touching someone's breasts, genitals or buttocks without their consent is sexual assault. So is forcing someone to touch you. Any form of sexual activity with another person without her or his consent is sexual assault.
- Consent should be freely given: it should never be coerced, be forced, involve pressure, intimidation or threats.
- Consent must never be assumed or implied, even if you're in a relationship. Just because you are in a relationship doesn't mean that you always have to consent to have sex with your partner. Intimate partner rape, date rape and acquaintance rape are the most common forms of rape.
- It's always OK to say No. Consent may be withdrawn at any time, and when it is withdrawn all sexual activity must stop immediately.
- If you do not ask for consent, you are at risk of doing something the other person doesn't want you to do. You are also at risk of breaking the law and facing criminal charges.
- Consent should only be given by someone who is legally capable of providing it – that is, they are able to provide such consent according the law. Even if all the factors indicating consent are present, consent may still not be given by someone who is legally unable to provide it. Countries have different legal frameworks around what age individuals can legally give their consent to sexual intercourse.



## TOOL : Information on consent continued

from Consent is Sexy campaign <http://www.consentissexy.net>

### Consent is not:

- Silence, or not responding - is not consent. The absence of a No does not mean Yes. Not giving an answer does not mean consent can be assumed.
- Lack of physical resistance does not mean consent can be assumed. Someone threatened with violence, or intimidated psychologically, may be too fearful to resist.
- A Yes is not Consent when someone is coerced, pressurized, or afraid of how their partner might react to a No response: "I'm not sure if I'm ready" "I don't know if I want to" "I think I've had too much to drink" "I don't want to get AIDS" "I'm scared" - all of these statements must be taken as meaning No.
- Confused or unclear communication is not consent. Sometimes we may think we mean one thing when we are actually saying something else. Typical examples that are not asking for consent for sex are:
  - “Want to go back to my place?” (consent only to go to your place)
  - “Should we get it on?” (unclear what activity is intended)
- Someone who is intoxicated from alcohol or drugs, voluntarily and involuntarily, or who is unconscious or asleep, unaware, or otherwise helpless, is not capable of giving consent. Someone may be responsible for being drunk, or high, but they are not responsible for being sexually assaulted.
- Someone who is under-age or is legally incapable of giving consent. It is the responsibility of the person asking for consent to be aware of the legal age of consent for their state or country.
- A sexy dress is not consent. Someone may dress or behave in a sexy or provocative way - but dress or behaviour should not be confused with consent. Dress or behaviour is not a legal argument for sexual assault.

<http://www.consentissexy.net/consent>



## IDENTIFY: Local research

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### Learning aims

- To develop a research project by contacting local professionals.
- To learn about violence against women and girls in the local area.

### Preparation and Materials

- Copies of handouts:
  - Local reports/survey.
  - Consent form.
- Large pieces of paper with different forms of transport (e.g. car, bus, walk, bike). Stick around different parts of the room.
- Local statistics on violence - do some local research if you can.
- Factsheet on Forms of Violence against Girls and Young Women (in leader's curriculum handbook).
- Research some local organizations and ask them in advance of this session if they would allow your participants to interview them for your survey.
- Details of local support services for participants to give to interviewees.

### THINK:

This session is about researching violence against women and girls in the local area. It is vital young people are not exposed to unsafe situations. Ensure that the group only speaks with professionals and that they do not ask personal questions – ask about statistics, prevalent forms of violence in the community, legislation, support services for women and girls. There may be people who have experienced or witnessed these issues in the group. Remind everyone that they can talk to you privately if they want to. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Remember to follow the child protection policy. Provide information on available support services.

### KNOW:

There are limited statistics available on violence against girls and young women. Around the world there are women's organizations that have specialist knowledge on violence against girls and young women. This session gives participants the opportunity to find out more about violence against girls and young women and to safely do some research.

### INVOLVE YOUNG MEN:

Young men play an important role in acting as champions against violence towards girls and young women. Make sure they are actively involved in the research.

### TAKING IT FURTHER:

Summarize and analyse the research and discuss results with community leaders. Research into national statistics on violence against women and girls. Organize a panel discussion with community leaders on violence against girls and young women. Use the research to publicize the Stop the Violence campaign by contacting local media and telling them about your findings as well as some of the official statistics on violence against girls and young women. Ask them to include your campaign in a news article. Try to get the media to focus on the positive and inspiring work that you do to raise awareness to stop violence.

**TIME****ACTIVITY : LOCAL RESEARCH****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18. Explain the learning aims and what form of violence you will be talking about.

Explain that this activity is about asking questions and running a research project about the experiences of violence against girls and young women in the local area. Explain that this topic must be discussed in a respectful and sensitive manner.

*Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Statistics:  
To think about communicating statistics**

Place pieces of paper with different forms of transport around the room. Get the group to stand at one side of the room. Ask everyone how they travelled to the group – walk, car, bus, train, and bike – and ask them to move to a part of the room that represents the way that they travelled. Then ask that group to quickly work out a statistical fact about the way that people travelled to the group and to find a quick and easy way to show the statistic (e.g. a pie chart, graph).

**3. Statistics on violence: To understand statistics  
on violence against girls and young women**

Hand out the factsheet on Forms of Violence against Girls and Young Women (this can be found in the leader's curriculum handbook). Work in small groups of about 5 to discuss these statistics – what do participants think and feel about them? Do they think that there will be similar statistics in their area? Ask them to think of an eye catching way to communicate the issue. For example they could produce a pie chart. Do not give the groups long to do this exercise.

*Present these statistics to the rest of the group. Ask if the group was shocked by the statistics? Do they think that there will be similar statistics in their area?*



**TIME****ACTIVITY : LOCAL RESEARCH****NOTES**

#### 4. Survey questions: To prepare a survey for local professionals/women's organizations on violence against girls and young women

Split the group into two groups and explain that they will prepare a survey to find out about violence against girls and young women in their community. They need to consider which organizations to approach and what to ask professionals working on addressing/responding to violence against women and girls (such as women's organizations, support service workers, police, lawyers or local government officials) and whether they can provide you with statistics on the levels of violence against women and girls in your community/country. What forms of violence are most common?

Ask the small groups to think about questions that they could ask. Most of the questions should have an easy tick box answer. After a few minutes hand out the list of suggested questions. Try to keep it short with five to seven questions. Make sure the questions are not personal.

Participants should always ask a person's permission to conduct the survey and get their permission to use the results, although these will remain anonymous. Ensure that all participants use the consent form (see page 62). Discuss with the group when this survey will take place and over what time period. The interviews should be carried out under the supervision of a leader.

*Make sure the group knows the details of the local support service or a national helpline.*

***Note to leader: ensure that this information is made available to group at the beginning or end of each session. Remind them to put this information in the survey and to ensure that all people that answer the survey take away a note of the relevant support services.***



#### 5. Survey practice

Ask the group if they think that they will be able to get accurate information on violence against girls and young women from the people that they are asking? Explain that often violence is underreported.

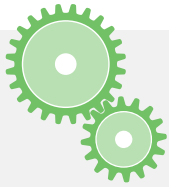
Practice asking each other the questions.



#### 6. Close the session

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Give the group the opportunity to talk to you at the end of the session.*



## TOOL : Local reports

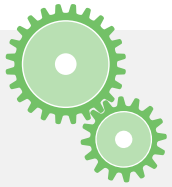
Survey professionals on violence against women and girls. You can find below some sample questions which you can add to.

Violence against girls and young women is much underreported because often people do not recognize their experiences as violence or abuse, or they may think of it as a normal part of their life. They may also feel ashamed or afraid to speak out. This survey will research some local statistics - you will probably get very different responses from the different people you ask.

1. What are local/national statistics or numbers on .....  
(your chosen form of violence against girls and young women)?
2. Do you know where I might find some statistics?
3. How common do you think it is for girls and young women to experience .....  
(your chosen form of violence against girls and young women):
  - a. Very common
  - b. Common
  - c. A bit
  - d. Not very common
  - e. Not at all common
  - f. Not sure
4. Do you think that people report the violence that they experience? Why or why not?
  - a. Yes
  - b. No
  - c. Not sure
5. Are there sufficient support services for girls and young women who experience violence?
  - a. Yes
  - b. No
  - c. Not sure
6. What support services do you think should be provided?
7. What one thing do you think will help to stop the violence?
8. How do you think we can make this community safer?

Some people that you could ask:

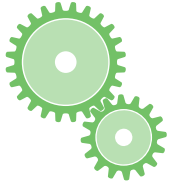
  - Women's organizations
  - Support service workers
  - Police
  - Lawyers
  - Local government



## **TOOL : Consent form**

**Please find overleaf the consent form for use with individuals who have agreed to be interviewed for the survey.**

**Ensure that the interviewees understand and agree to the survey, giving their informed consent by signing the attached consent form.**



## TOOL : Consent form

*Name of group and letterhead*

**VOICES AGAINST  
VIOLENCE**



# RESEARCH PROJECT

I *[name of interviewee]* \_\_\_\_\_

consent to taking part in a research study on violence against girls and young women in my community and country

*[this sentence to be adapted by group to make it relevant to their particular research]*

I am part of *[name of organization of interviewee]* \_\_\_\_\_

and my role is *[role of interviewee]* \_\_\_\_\_

I understand that no personal questions will be asked and I can decline to answer any question or end the research interview at any point.

I understand that the data gathered in this interview will be anonymised. The results of this interview will be kept securely and destroyed when the data has been analysed.

The data will be used as part of a research project undertaken by  
*[name of group]* \_\_\_\_\_

and will be used anonymously to help the group to understand the issue of violence in their community and to help them to campaign to end discrimination and inequality.

This form is for individuals who have agreed to be interviewed to sign.

Signed \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

If you have any questions or concerns, please contact *[name and contact details of group leader]*

\_\_\_\_\_  
\_\_\_\_\_



# IDENTIFY: Sexual exploitation

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## Learning aims

- To understand sexual exploitation as a form of violence against girls and young women.

## Preparation and Materials

- Chocolate or sweets as a prize.
- Ask a local expert for advice on relevant sexual exploitation cases in the local community. Check if there are anonymous case studies available you could use these instead of the scenarios provided below.
- Copies of handouts (see tool page 66):
  - The relevant scenario for the group.

### THINK:

People in the group may be affected by the scenarios or know someone who is. If they want to talk about this in the group keep the discussion de-personalized and then make yourself available for a private discussion at the end of the session. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Remember to follow the child protection policy. Make sure everyone has information on support services and that they know who to talk to if they want to.

### KNOW:

Girls and young women can be sexually exploited within their own communities or across local and national borders. Sexual exploitation is any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes. Girls and young women are threatened, humiliated, bribed or coerced into performing sexual acts and/or another person or person/s performing sexual acts on them, sometimes in return for rewards such as food, accommodation, drugs, money, gifts, school grades, status or affection. Sexual exploitation can occur through the use of technology without the child being aware at least initially. It may start, for example, by being persuaded to post sexual images on the internet. Girls and young women may be moved across national and international borders for the purposes of sexual exploitation. This is known as trafficking. Familiarize yourself with the factsheet on sexual violence.

### INVOLVE YOUNG MEN:

It is important for young men to learn about gender inequality and different forms of violence against women and girls, such as sexual exploitation. They play a vital role in promoting and protecting the rights of women and should be important allies in the campaign to end violence against women and girls.

### TAKING IT FURTHER:

Organize a theatre production or a specialized theatre group that works on issues such as gender equality for parents or other Girl Guides and Girl Scouts to attend. Remember to ask an expert or particular theatre group that specializes in dealing with issues such as gender equality and violence against girls to support you in your production.

For more information there is an interesting photo essay on child sexual exploitation at <http://www.unicef.org/photoessays/46469.html>

**TIME****ACTIVITY : SEXUAL EXPLOITATION****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

*Explain the learning aims and what form of violence you will be talking about. Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Bribe: To think about being coerced into doing things**

Ask everyone if they will take their shoes off in return for a chocolate or a sweet. Go round the room giving people a treat when they take their shoes off. Reflect on this further by asking participants to raise their hand if they'd run on the spot for 1 minute for a sweet? Would they stand on their head for five sweets? Repeat this exercise with progressively harder actions. Would they do the same if a stranger offered them sweets? Or if a stranger asked them to get in their car?

Explain that this session is about sexual exploitation when girls and young women are persuaded to do sexual acts in return for gifts, drugs, accommodation, food or love.

*It is important to emphasize that girls and young women can also be forced into sexual activity through fear and the feeling that they have no freedom of choice.*

**3. Girls groomed:  
To introduce sexual exploitation**

Ask the group to think about what sexual exploitation is. You can hand out copies of the factsheet on sexual violence which can be found in the leader's curriculum handbook. Or show them the photo exhibition mentioned on page 63. Sexual exploitation can take many different forms but it is present in all communities and countries. Young women and girls are 'groomed' into situations where they are persuaded or forced to do sexual acts through false promises, fear or a lack of information.

*In your local community sexual exploitation may take many different forms. Try to look at a typical scenario of sexual exploitation in the local community.*

**TIME****ACTIVITY : SEXUAL EXPLOITATION****NOTES**

#### **4. Sexual exploitation scenario: To understand women's and girls' experiences of sexual exploitation**

Split into small groups and hand out the relevant scenario. You may choose to focus on one scenario from different viewpoints or reports. Or you may choose to do a few of the scenarios.

The group can produce a short role play about the situation from the eyes of the young woman, or from the eyes of the man, or where two friends work out how they can help the girl in the case study. The small groups may want to produce a short media report of the situation or a short presentation based on the scenario.

Present the role plays and reports to the group, allowing time for comments and questions after each presentation. Have time to discuss the common themes across the presentations.

You may wish to invite parents or members of the community to the presentation.



#### **5. What causes sexual exploitation? To identify some of the causes to sexual exploitation and some actions to stop it**

Ask the group what they think are some of the causes of sexual exploitation? Ask the group what they think can be done to stop it.

Collect recommendations on how to stop sexual exploitation from the group. This could form part of your 'take action' campaign.

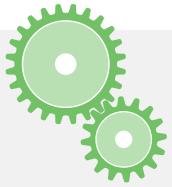
*Gender inequality and discrimination are root causes of sexual exploitation. Prompt for other suggestions such as poverty, lack of opportunities, weak family/ social networks, etc.*



#### **6. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



# TOOL : Scenarios

## KATE



Kate aged 16 leaves her family and comes to the city looking for a job



She has no relatives in the city and nowhere to sleep so she sleeps on the streets



She at last lands herself a job as a waitress in a café. The café's customers are very happy to see a fresh young girl like her



Customers start asking the boss of the cafe to be served by the new waitress or else they will stop coming to her Kiosk. The customers start asking to see the waitress outside of the cafe. The boss tells Kate that since her customers are interested in her, she should start giving them what they want, including participating in sexual acts



Kate refuses to do what the customers want and ...

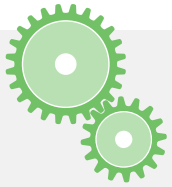


then the boss threatens to fire her. Kate is confused and sad



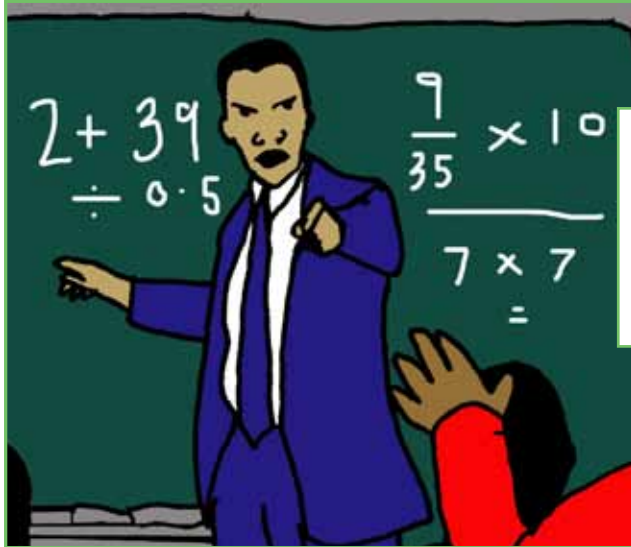
She gives in to what the boss says and she starts sleeping with the men who give her money in return for her services





## TOOL : Scenarios *continued*

### DADA



Mr. Mkali is the algebra and mathematics teacher at Shule School and has a no nonsense attitude and is known for his discipline. Dada performs very poorly in her arithmetic and has on several occasions been punished for her grades and her parents were called to school.



One afternoon Mr. Mkali informs Dada that he would like to see her after classes in his office to discuss her low grades



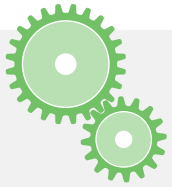
When school closes Dada is anxious and worried that her parents' will be summoned again. She goes to Mr. Mkali's office and is shocked when...



Mr. Mkali greets her with a smile and invites her to sit down. Instead of a lecture on her performance...



Mr. Mkali approaches her and runs his hands through her hair. He tells Dada he can help her achieve better grades in her arithmetic if she agrees to his advances



## TOOL : Scenarios *continued*

### ANNA



Anna is a fifteen year old girl who met Jamie at the bus stop one day. He swept her off her feet taking her on posh dates and buying her beautiful jewellery



He took her on a trip to another city and introduced her to a night of drugs, sex and rock and roll



Anna liked the lifestyle and started to ignore her family and friends and she spent more and more time with Jamie. She got more attention from Jamie than she ever did from her family. He encouraged her to start dropping out of school to spend more time with him and eventually persuaded her to leave home and ...



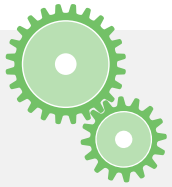
move in with him



Jamie took Anna to live in a different city and told her that he was the only one who loved her and she must do what he says



Anna went to parties with Jamie and was persuaded to give sexual favours to Jamie's friends. He said that he owed them money and that Anna had to start paying her way for all the gifts and now the room that she was living in. Anna felt like she had no choice, she was scared of losing Jamie, of being alone and she began to be scared of his temper



## TOOL : Scenarios *continued*

### WANJIKU



Wanjiku has started dating Mwangi



One evening they went to a night club



Wanjiku was drunk and Mwangi was slightly tipsy. Mwangi noticed that his friend Bwana Mali, who was an older man, was checking Wanjiku out



Wanjiku goes to the washrooms and Mwangi approaches Bwana Mali and asks him to join their table



Bwana Mali orders more alcoholic drinks for Mwangi. Wanjiku doesn't seem to want to join them but after what seems like assurances and threats from Mwangi she accompanies him to the table where



Bwana Mali orders more alcohol for Wanjiku



Later in the night, Wanjiku who is very drunk leaves the club being supported by Bwana Mali. Mwangi, Wanjiku's boyfriend, remains in the club



# IDENTIFY: Why did she just not leave?

## Learning aims

- To think about the factors that make it difficult for women to leave abusive relationships.
- To provide participants with an understanding of any of the following forms of violence:
  - Early or forced marriage.
  - Honor killings.
  - Domestic violence.
- To explore some of the factors that cause women to be murdered at the hands of their family or their husband.

**[Note to leaders: The leader can decide whether to look at domestic violence or forced/early marriage or both in this session. Use the case study that is most relevant to your community or country.]**

## Preparation and Materials

- Large paper (wallpaper which needs to be large enough to draw an outline of a student's body).
- Coloured pens.
- Tape / blue tack.
- Copy of handout (see tools on page 74):
  - News articles

## THINK:

This session can be challenging as it may remind participants of personal experiences. Young people may identify with one of the stories from the case studies and this may make them upset or angry. Invite young people to take time out if they are not comfortable and to talk to you if they want to. Make sure that everyone knows how to access support. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Remember to follow the child protection procedures and to create a safe and supportive space. Make sure that you only use this activity with a group that will understand the case studies. The content of this session may be difficult for you to facilitate, you might want to ask a local women's organization or expert to come in and deliver the session.

## KNOW:

Familiarize yourself with the factsheet on Early and Forced Marriage and on Domestic Violence (see leader's curriculum handbook). Try to find out local and national information about the issue.

## INVOLVE YOUNG MEN:

Young men report that they would like to know more about violence against women and girls. Ensure that the young men are clear about the definition of early and forced marriage and domestic violence and that they understand the legal framework. Ask them what they think a young man who is forced to marry would feel? What would they do if they suspected that a friend was being forced to marry someone? Or what would they do if they were worried about a girl or young woman that they knew?

## TAKING IT FURTHER:

You may want to ask a local women's organization to help you run this session or to give you some training on the issue.

## Note to leaders:

**The content of the news articles provided in the tools may not be suitable for your group. Please review carefully before deciding to do this activity to determine if appropriate for your group.**

**TIME****ACTIVITY : WHY DID SHE NOT JUST LEAVE?****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

*Explain the learning aims and what forms of violence you will be talking about. Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Body Map**

Ask for a volunteer participant to lie down and draw an outline of the participant's body on the paper provided. If you have a big group you can split it up into small groups to do this.

*Explain that you will be reading a case study relating to the violence and abuse of a young woman and you will be thinking about how that situation may make the young woman feel. Explain that you will be thinking about the impact on the young woman's head, heart, eyes, ears and feet and you will create a body map which names the violence and the harm that she experiences.*

**3. Women murdered**

Hand out the newspaper reports and ask the group to identify the report that is most relevant in their community. (Alternatively you can make this decision before the session.) Make it clear that violence against women and girls has serious consequences and can sometimes result in death. There may be a number of reasons why victims are unable to leave abusive relationships – such as social norms, fear, economic dependency and children etc.

- Shafilea – early and forced marriage.
- Fawzia – early and forced marriage.
- Casey – domestic violence.

*Start a short discussion by asking about what forms of violence the woman experienced? Use the factsheets (see leader's curriculum handbook) to define domestic violence, forced and early marriage. What do you think would have been the effects on her emotional/psychological and physical wellbeing during the time leading up to her death?*



## TIME

## ACTIVITY : WHY DID SHE NOT JUST LEAVE?

## NOTES



Either read out the news story or give everyone time to read it. Start the body map – go through the body parts and record the group's answer next to the image on the body:

- What was she thinking (head)?
- What was she feeling (heart)?
- What was she seeing (eyes)? (e.g. Family, friends, neighbours, TV, school or work, local community, doctor, police, nurse)
- What was she hearing (ears)? (e.g. Family, friends, neighbours, TV, school, police, doctors)
- Where could she go (feet)? Why?
- Where could she not go? (feet) Why?
- What support could she access? (hands)
- What support was she unable to access and why? (hands)

### Note to leaders:

**The content of the news articles provided in the tools may not be suitable for your group. Please review carefully before deciding to do this activity to determine if appropriate for your group.**

*Ensure that everyone understand that not all marriage ends in abuse. Also domestic violence is on a spectrum and takes many forms of emotional physical, economic or sexual violence.*



## 4. Case study discussions

Use the case study discussion notes to help facilitate this. Explore the social and contextual reasons (these exist in all countries, societies and communities) why each woman was unable to leave their relationships.

Discuss the culture of shame and silence. Discuss failures of institutions to protect the rights of women to live a life free from violence.

- *Talk about social norms around marriage generally. What are the expectations? Are women expected to be submissive and is violence and abuse justified?*
- *Talk about gender inequality and discrimination and harmful social norms, values and expectations as root causes of violence against women and girls.*
- *Make sure that the group does not blame the women for not leaving the relationship. It is very difficult for women to leave relationships for a number of reasons –they may not want to bring shame on themselves or their family, they may have no self-confidence, they may think they deserve the abuse, they may not be listened to or have the necessary support, they may fear for their safety or that of their children, they may be economically dependent. Can you think of any other reasons?*

**TIME****ACTIVITY : WHY DID SHE NOT JUST LEAVE?****NOTES****5. Other options: To think about how to support women leaving an abusive relationship**

How can women leave a relationship? Who can they talk to? What are their options?

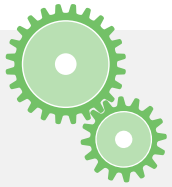
Ask the group to all draw a speech bubble and to either write a sentence or draw a picture of something that they would tell a friend if they found out that they were in this situation.

*Young people are not responsible for changing the lives of their friends but they can listen to their friends and tell them about local support services if they are worried about them.*

**6. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : News articles



### PARENTS OF 'HONOUR KILLING VICTIM' SCHOOLGIRL, 17, CHARGED WITH HER MURDER EIGHT YEARS AFTER SHE VANISHED

- Shafilea was doing her A-levels and wanted to be a lawyer
- Her parents were remanded in custody

The parents of suspected honour killing victim Shafilea have been charged with their daughter's murder – eight years after she disappeared.

Shafilea, 17, went missing from her home in September 2003 after complaining that her parents were trying to force her into an arranged marriage.

A massive hunt was launched for the bright A-level student who had dreamed of becoming a lawyer.

Her decomposed body was found in February 2004, hidden near a river.

A coroner ruled that the teenager had been the victim of a 'vile murder'.

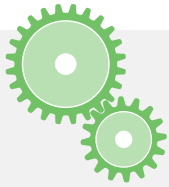
Iftikhar, 51, a taxi driver, and his wife Farzana, 48, were initially arrested on suspicion of kidnapping their daughter in December 2003.

They were questioned by police but were released in June 2004 without charge when the Prosecution Service ruled there was insufficient evidence against them.

The couple was re-arrested on suspicion of murder in September last year but has always denied any involvement in their daughter's disappearance or death.

But today, almost exactly eight years after Shafilea went missing, they were charged with her murder.





## TOOL : News articles continued

They appeared at Court, for a six-minute hearing, during which they spoke through an interpreter to confirm their names, ages and address.

The murder charge was put to them but no plea was entered.

Shafilea, went missing after complaining she was being forced into an arranged marriage.

Police investigating her disappearance discovered she had travelled for what she thought was a family holiday.

But once there she was allegedly told an arranged marriage had been organized for her.

The A-level pupil drank bleach in an apparent suicide attempt while on holiday and managed to escape being married. She returned to continue studying.

Weeks later she disappeared. She was reported missing by a teacher.

After her body was found on the banks of the River, an inquest ruled she had been murdered and a pathologist stated she was likely to have been smothered or strangled.

The coroner said at the time: 'Shafilea was the victim of a very vile murder and there's no evidence before the court as to who did it. There are things people know that have not been told to this court.

'Her ambition was to live her own life in her own way: to study, to follow a career in the law and to do what she wanted to do. These are just basic fundamental rights and they were denied to her.'

Her father has always denied he tried to force Shafilea into an arranged marriage, claiming she accidentally drank bleach during a power cut after mistakenly thinking it was fruit juice.

Mr. Ahmed said he had not reported her missing because police had not taken him seriously when she had run away before.

In February 2003, Shafilea sought help from youth workers, saying she was 'running away because she was in fear of being married'.

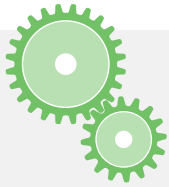
Several songs written by Shafilea in the run-up to her death were later discovered, one saying: 'I feel trapped.'

Another stated: 'All they think about is honour, I was like a normal teenage kid, didn't ask too much, I just wanted to fit in, but my culture was different.

'Now I'm sitting here playing happy families, still crying tears.'

Her parents were remanded in custody.

*Based on [www.bbc.co.uk/news/uk-england-19068490](http://www.bbc.co.uk/news/uk-england-19068490)*



# POLICE MISSED 11 CHANCES TO SAVE MURDERED MUM WHO WAS KICKED TO DEATH IN FRONT OF HER TODDLER

- Casey's two-year-old daughter was found next to her unconscious body
- The 21-year-old had repeatedly called police over TWO years before she was murdered

Police missed 11 opportunities to save the life of a young mother who was murdered by her violent husband.

Casey, 21, was kicked and punched to death in front of her two-year-old daughter after suffering years of abuse.

The little girl walked into the room where her father was carrying out the attack and afterwards stayed with her unconscious mother for two hours.

Yesterday, local police were savaged for a series of failings by officers.

William, 27, was known for his violence and had a long criminal record but police failed to take 'basic actions' to protect Casey.

The force was called 11 times by the mother herself, neighbours or witnesses, to report attacks or threats between September 2008 and August 2010.

But an independent report found police never questioned why she repeatedly complained of domestic violence.

In June 2010, William threw Casey into a changing room at

the shop where she worked. She emerged shaken with red marks on her neck. But there was no CCTV coverage of the attack and police inquiries were dropped.

In August 2010, he head-butted her and threw her into a shopping mall photo booth. She refused to press charges and an inexperienced officer did not arrest him.

Casey was so scared of her ex-partner she 'played down' the incidents and was reluctant to press charges. She did not feel that she could leave her husband.

As a result, William was never charged with a criminal offence in relation to her.

A neighbour heard Casey's daughter screaming 'I want my mummy' as she was attacked at her home in October last year.

Casey died in hospital from 27 injuries to her head, including a jaw fractured on both sides, caused by being punched, kicked and stamped on.

In March, William was jailed for life with a minimum of 15 years after admitting murder.

The report by the Independent Police Complaints Commission said the force did not have a domestic abuse policy for most of the period of Casey's ordeal and officers repeatedly failed to intervene effectively, with many 'unclear about what to do'.

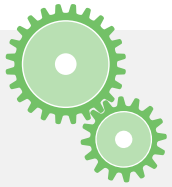
It said key paperwork was not submitted, the domestic abuse unit was left in the dark, procedures were not understood and bail conditions were not imposed on Williams to keep him away.

Six officers have been disciplined and four reprimanded.

Last night, Casey's mother Victoria said: 'Mistakes were made, but there is only one person responsible for my daughter's death and that is William.'

'Maybe one small change in the way things were handled could have saved her, or maybe nothing was ever going to prevent him murdering Casey.'

Chief Constable Paul said: 'We could and should have done more. That is a cause of deep and lasting regret.'



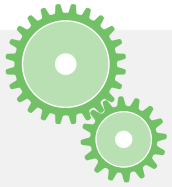
## TOOL : News articles continued

### **A CATALOGUE OF POLICE FAILURES**

A police investigation found failures by officers in individual incidents, which included:

1. A lack of understanding of the force's domestic abuse policy and procedures
2. Not submitting risk assessment forms to the domestic abuse unit
3. A lack of positive action against William or following lines of enquiry
4. Bail conditions preventing contact with Casey not being imposed on William
5. Incidents were not given the appropriate coding or entered on the crime recording system that would have given colleagues a better chance of assessing the risk posed to Casey

Based on: <http://www.dailymail.co.uk/news/article-2050414/Casey-Brittle-beaten-death-violent-partner-Sanchez-Williams.html#ixzz1oWv8KaP9>



## TOOL : News articles continued

# WHEN CHILD MARRIAGE TURNS INTO THE MURDER OF OUR CHILDREN

- Fawzia was murdered as a result of the indefensible permissiveness of child marriage.
- Child marriage laws fail our children

On Friday, September 11, 2009, the girl child (Fawzia) aged 12 years died of complications in childbirth. Fawzia died after days of hard labour. She was transferred to the hospital where doctors were unable save her life.

Fawzia left school in the fourth grade and was married at 11 years of age. Her family suffers from severe poverty and her father has renal failure. A marriage was arranged in return for money and supplies for her family.

Fawzia was married to an older man aged 24 and moved from her family village to live in the city. She did not return to school but stayed at home cooking and cleaning for her husband. She was treated like a slave, at the will of the demands of her husband. She had no friends in the city and no one to talk to.

Her mother claimed that they had no choice but to arrange the marriage of their daughter; they had no money.

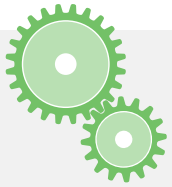
Fawzia's 3rd grade teacher remembered her as a bright girl who wanted to be a teacher.

Her husband demanded sex every night and if she tried to say no he beat her. Soon he beat her for no reason at all. At the age of 12, she conceived a child.

Fawzia was physically and emotionally battered by the abuse of her husband. Her body was too weak and young to give birth. Her labour was attended by her mother-in-law and when doctors tried hard to save her life it was too late, she and her baby died.

There are national laws on the minimum age of marriage but these are not enforced, the state has failed to protect the girl's right to life.

Adapted from:  
<http://middleeast.about.com/b/2009/09/20/when-child-marriage-turns-to-the-murder-of-children-yemens-fawzia.html>



## TOOL : News articles continued

### DISCUSSION POINTS

These points can be used to aid your discussions. Decide which points are appropriate to discuss or you can use your own discussion points, or follow the discussion led by the group.

### SHAFILIEA DISCUSSION POINTS

If forced marriage is an issue in your community, then use Shafiliea's case to explore some of the factors (i.e. gender inequality, patriarchy and honour) that may be root causes of violence against women and girls.

Start a discussion on Shafiliea's life. Think about her situation – what kind of upbringing might she have had? Think about her school, her work, her friends, her likes and dislikes, her teachers, family, friends and neighbours.

What were the messages (values and beliefs) that she might have been given about being a girl/woman by:-

**Her family:** She is her father's responsibility/property; girls need to be obedient and do not have the right to challenge the father's authority; she is responsible for her family honour and respect in the community; education is not important or necessary as she would be looked after by her husband and his family.

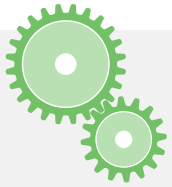
**Social norms:** Women should display modesty at all times; they must respect their father and their husband and ensure that they do not bring shame to the family. The role of women and girls is to be a wife and a mother. These messages are sometimes justified on the basis of religion or culture. However, it is important that participants understand the difference between messages contained within religious texts and an 'interpretation' of these messages.

**Her friends:** Some friends might encourage/justify harmful social norms and behaviours that discriminate against women and girls, or they might be strong advocates of gender equality and women's rights. Boyfriends might be considered a normal part of being a teenager and education may be considered a way for women to obtain freedom and rights.

**Her school:** This will depend on the country. It may be that education is not considered important for girls and young women. Or it may be considered essential – a basic human right that must be promoted.

**The wider community:** Messages may mirror those of the family, culture and religion. The wider community may collude with the family and not challenge gender inequality.

**The media:** This will depend on the country. How does the media present women and girls?



## TOOL : News articles continued

### CASEY DISCUSSION POINTS

Women feel trapped in situations of domestic violence in all communities. Young women are murdered by a partner or an ex-partner around the world. Use Casey's case to explore some of the factors that cause violence against girls and young women.

Start a discussion on what made her trapped in this marriage. Think about why she was not able to leave her husband? Why do you think that she stayed with her husband? Think about the expectations and beliefs about marriage that surrounded her.

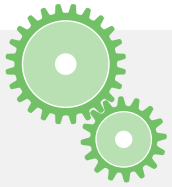
**Think about Casey:** Think about her confidence and self-esteem. Do you think that she felt like she deserved the violence? What about her attitudes and values? Do you think she considered violence a normal part of relationships? Or for it to be the role and duty of women to keep the family together?

**Think about her husband:** With controlling and abusive behaviour and bursts of apologies and romantic gestures how could he manipulate her? What do you think are some of the reasons he could provide to excuse himself (anger, alcohol, nagging, stress at work, etc...)? Are any of these good enough reasons? Think about his friends and family - what if he had grown up with an abusive father and learned that violence is acceptable in relationships? What if his friends normalized violence in relationships and he felt peer pressure to be strong and in control?

**Think about her work:** Did her colleagues know what was happening? Did she have any support?

**Think about her child:** Did she fear for her child's safety or did she feel she could lose her child if she left the relationship?

**Think about her family:** Did they normalize the violence? What if she had grown up with violence in the home and thought of it as normal, acceptable behaviour? Did they provide her with support?



## TOOL : News articles continued

### FAWZIA DISCUSSION POINTS

If early marriage is an issue in your community then use Fawzia's case to explore some of the factors (i.e. gender inequality, patriarchy, Izzat or honour) that can cause violence against women and girls.

Start a discussion about Fawzia's life. Think about her situation; what was the kind of upbringing she might have had? Think about her school, her friends, her likes, dislikes, teachers, family, friends, neighbours, and community.

What were the messages (values and beliefs) she might have been given about being a girl/woman by:-

**Her family:** She was a burden, an extra mouth to feed. If she had been a son he could have earned an income. She was the property of her father and duty bound to obey him until she could be sold into a marriage.

**Her husband:** Now that she is married and her husband has paid for his right to marry her, she belongs to him as his property and is duty bound to obey him and his family. He had the right to determine her every action.

**Social norms:** Women need to display modesty at all times; be respectful to their father and husband; women and girls' primary role is to be a wife and mother; families are based on patriarchal structures that are not challenged. These messages may have been justified on the basis of religion or culture. However it is essential to distinguish between messages that are contained within religious texts and "interpretation" of these messages within the discussion.

**Her friends:** Acceptance and normalization of early marriage

**The wider community:** Acceptance and legitimization of early and forced marriage. Wider community colluding and not challenging gender inequality. Perpetuating the importance of family and community honour upheld by women; that young women must not marry outside community so as to preserve community and cultural identity. Lack of legislation or sanctions that allow early and forced marriages to happen.

What other factors are important to consider? What about poverty for example?



## SUPPORT: Respect me

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### Learning aims

- To learn about sexual rights.
- To think about how to respect their own wishes and those of others.

### Preparation and Materials

- Paper and pens.
- Post-it notes and flip chart.
- Copies of 'What is the truth about sexual attraction' worksheet (see tools page 86) for all members.
- Copy of 'Sex - When is it right?' for you to read out (page 86).
- Find out about any local sexual and reproductive health services, display information on the services and perhaps even ask them to do a presentation to the group.

### THINK:

If you are in a community or a country where there are strict codes on sexuality then be aware of the risks and ensure that you do not put young people in any danger of repercussions. Young people may have questions about their own sexuality. Ensure that they can talk to you or someone else at the end of the session. This activity may make young people think of violence they have experienced or witnessed. Ensure that they know local support services. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Remember to follow the local child protection policy and procedure.

### KNOW:

Young people should be provided with comprehensive sexual and reproductive health information and education and be given the opportunity to think about their own wishes in regards to sex. A respectful relationship will always seek free and informed consent for any sexual activity.

### INVOLVE YOUNG MEN:

Young men need sexual and reproductive education, and opportunities to think about their own desires and sexuality. Young men should also understand what "full and informed consent" means and learn about how to create respectful relationships.

### TAKING IT FURTHER:

Find out about the local provision of sexual and reproductive health and relationships education. This may lead to a local policy or campaign to increase the provision in the area. The local sexual and reproductive health services may want to be engaged in the programme, and if it is appropriate, they could co-facilitate the sessions. The group could also create leaflets or posters that give other young people information on sexual and reproductive rights and information about local services.

*This session is adapted from 'It's all one curriculum' The Truth about desire, activity 19  
[www.popcouncil.org/itsallone](http://www.popcouncil.org/itsallone)*



**TIME****ACTIVITY : RESPECT ME****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

Explain the learning aims and what you will be talking about.

*Give them the opportunity to take time out and leave the session. Check in time – find out how participants are feeling, how their day has been and what their mood is.*

**2. Let's dance**

Play some music to the group and encourage them to have a dance and have some fun.

Imagine that they were not allowed to dance the way they want to dance – would this be fair? Explain that everybody has the right to their own sexuality.

*Explain that this session will help them reflect on their bodies and sexuality.*

*Treat this subject sensitively. Consider that in many communities, sexuality is taboo. Sexual intercourse outside of marriage may not be considered acceptable. Or homosexuality may be considered a crime.*

**3. My body**

Organize some quiet time for the group to think about their body. Ask them to think about what they like about their body? What happens to their body when they are happy? Or when they feel attracted to someone?

Do not make participants share these thoughts but ask them to think about it and if they want to they can write this down as statements, poems or drawing.

Ensure that these ideas are not too personal, that they are respectful and that they do not make reference to other people.

*Keep their thoughts about their desires private and explain that it is important that they recognize their own desires and wait until they are in a respectful, safe environment to share them. Explain that you will not be able to guarantee confidentiality and that sometimes what participants say may be repeated by others in the group.*

**4. The truth about attraction**

Hand out the questionnaire about sexual attraction, ask participants to read the statements and record whether it is true or false.

If participants agree you can discuss the answers as a group but you might just want to hand the answers out, if you think they may be too embarrassed to answer.

Ask the group if there are any situations where people's feelings are restricted or denied or made fun of? How can they make sure that they respect everyone's right to their own sexuality?

*Explain that sexual attraction is healthy and that everyone should have the right to express one's sexuality and to be free from discrimination on the grounds of sexual orientation.*

**TIME****ACTIVITY : RESPECT ME****NOTES****5. Sex – When is it right?**

Hand out post-it notes. Divide the participants into small groups.

Ask each group to write one thing down on a post-it note in response to the questions on the tool (Sex – When is it right? page 86). Ask the groups to stick notes on the flip chart under each heading from the tool? After all the post-it notes are displayed under the questions, read out the responses to the whole group. This should generate a good discussion - again make sure you challenge any inappropriate attitudes.

**6. Close the session**

Remind the participants who to talk to about their own experiences of violence. Hand out leaflets with local support service numbers on it. Explain the limits of confidentiality for children under the age of 18. Also remember to follow up any concerns. Follow the child protection policy and procedure.

*What have they learned from this activity and how will this learning affect their lives now and in the future Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.*

*Taken from It's All One Curriculum*  
[www.popcouncil.org/itsallone](http://www.popcouncil.org/itsallone)

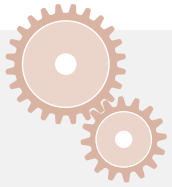
## WORKSHEET: What is the truth about sexual attraction?

Read the statements and decide whether each one is true or false.

STATEMENT	True or False?
1. Most women do not really want sex	
2. If you want sex you have to have it	
3. Everyone's level of sexual attraction changes over time and with different circumstances	
4. People of the same sex can desire each other	
5. If a boy gets an erection he has to have sex and cannot stop	
6. The fear of catching diseases or getting pregnant can affect sexual attraction	

### Leader notes:

1. **FALSE:** Most women do desire sex. However if a woman does not get pleasure from sex she may lose interest.
2. **FALSE:** Sexual attraction does not have to lead to sexual activity.
3. **TRUE:** 'Normal' levels of desire vary widely and change. It is affected by physical, emotional and social factors. If a person's level of desire is causing them a problem, the person can talk with a sexual health professional.
4. **TRUE:** Every person has the right to their own sexuality and to desire someone of the same sex.
5. **FALSE:** No one has to have sex. Sexual desire does not have to lead to sexual activity.
6. **TRUE:** Emotional states such as fear can impact on someone's sexual desire.



## TOOL : Sex - when is it right?

- Think of one way you could show someone you really care about them without having sex.
- How could you say 'No' or 'Not yet', if someone you are in a relationship with touches or talks to you in a way you don't like, or don't feel ready for?
- How would you ask someone if they want sex?
- Why would you say yes? When is the right time to have sex?
- What would be the consequences if you got drunk and had sex with someone and then regretted it afterwards?
- When is the right time to talk about having sex with your boyfriend/girlfriend?
- Can you think of any circumstances in which someone might not use a condom, even though they know all about protecting themselves?
- How can you negotiate safe sex?
- Where could you get confidential help and support on issues of sexual health?
- What would your ideal sexual experience be like?
- How could you support someone who thought they should have sex because they were the only one who was still a virgin?



## SUPPORT: Intervene

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### Learning aims

- To practice safe intervention methods for incidents of violence against girls and young women.

### Preparation and Materials

- Flipchart or board.
- Three pieces of paper with 'safe', 'unsafe' and 'unsure' written on them and displayed in different parts of the room.
- Copies of handouts (see tools pages 88-93):
  - Intervention scenarios.
  - Tips to intervene.

### THINK:

People in the group may be affected by the scenarios or know someone that is. If they want to talk about it in the group keep it de-personalised and make yourself available at the end of the session. Remember to follow the child protection policy if there are disclosures. Make sure everyone has information on support services and who they can talk to if they want to.

### KNOW:

Bystanders can play an important role in stopping an incident of violence against girls and young women. However it is very important that participants do not intervene if this could put themselves or anyone else at risk.

### INVOLVE YOUNG MEN:

Young men are sometimes witnesses to violence against women and girls. Ask them to think about how they can safely intervene in situations where they think that girls and young women may be at risk? Ask them if there is pressure for them not to intervene in situations? Remember to highlight that they must not intervene if they do not feel safe or if their intervention could put others in danger.

### TAKING IT FURTHER:

Create an intervention campaign with posters and leaflets for the public to know what to do in certain situations. Write a story about an intervention to stop violence against girls and young women.

**TIME****ACTIVITY : INTERVENE****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

Explain the learning aims and what you will be talking about.

*Give them the opportunity to take time out and leave the session. Check time – find out how participants are feeling, how their day has been and what their mood is.*

**2. All alone:  
To introduce the activity**

Split the group in half and ask one half to leave the room. Ask the group remaining in the room to stare and say nothing at the group who return to the room. When the group return to the room ask them to tell the others about a time when they faced a challenge or were very happy or very upset. Ask participants what it felt like to be stared at or ignored. Ask if they felt alone and isolated?

*Explain that this session will explore how bystanders should play a role in stopping an incident of violence against women and girls. There is a silence around the issue that needs to be broken.*

**3. Safe to intervene:  
To understand that your own personal safety  
is most important and you must never  
intervene if you are at risk**

Explain that participants will practice intervening in different scenarios but that in real life it will be very different.

Split the room into safe, unsure, unsafe sections.

Read out the scenarios from the handout and ask everybody to imagine that they see this situation and ask them to move to the area of the room that represents if they feel safe, unsafe or unsure about intervening. Ask people to defend their position and move if necessary.

*Ask participants to share any times that they did intervene in a situation or that they wish they had intervened. Make sure that they do not disclose any names or specific details of the situation. Do not force people to talk as this is a sensitive subject. You could start the sharing by telling your own safe example. Explain that the priority for any intervention is to assess your own safety and that of others and that it is important to always make sure it is safe to intervene.*

TIME

ACTIVITY : INTERVENE

NOTES



#### 4. Practice intervention: To build skills in safely intervening

Hand out the intervention tips and ask for volunteers to read them out. The group could have a quick practice of the intervention techniques in pairs. Hand out the statements to groups of three and ask them to create a short role play that shows an intervention from a bystander. Ask them to think of a place and a time that this statement could happen.

Record on the board or flip chart any ideas for intervention, for example delay, delegate, distract and direct action. Prompt for other responses such as contacting the police or seeking some other form of help, providing information on support services, etc.

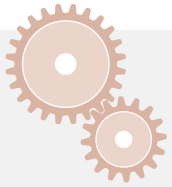
*Show the scenes to the rest of the group asking if there are any alternative interventions.*



#### 5. Close the session

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



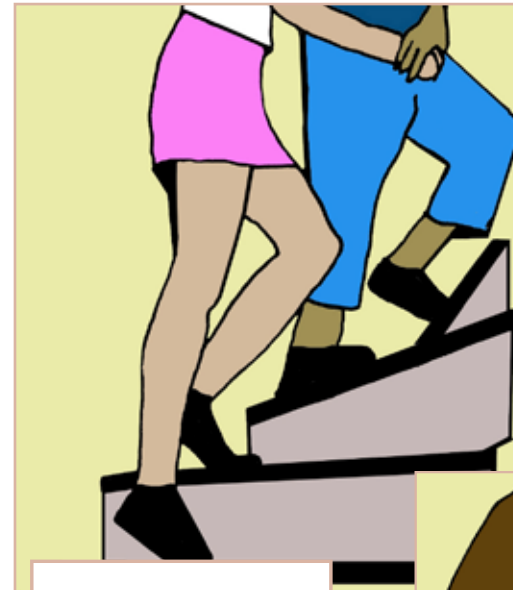
## TOOL : Intervention scenarios



A young man is shouting at a young woman in the street. She is crying



What can you do?

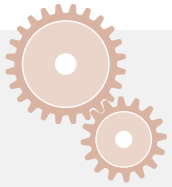


A young woman at a party is being led up the stairs by a man. You are not sure if she is happy about this or if she is able to make a safe decision



What can you do?





## TOOL : Intervention scenarios *continued*



Your uncle is arguing with your cousin about the dishonor she has brought to the family

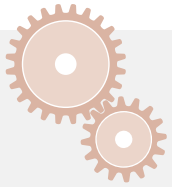
You are worried about the safety of your cousin. What can you do?



A group of boys are making sexist jokes about women



What can you do?



## TOOL : Intervention scenarios *continued*



A group of young men and women are making jokes about homosexuals



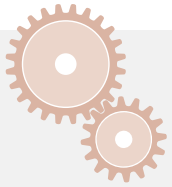
What can you do?



You are a boy and one of your friends is shouting disrespectfully at his girlfriend



What can you do?



## TOOL : Intervention handout

Remember, **your safety is most important**. Always assess the situation and decide on the best next steps:

- **Delay:** an intervention technique is to intervene at a later stage when it may be more appropriate and safe to do so. This may be talking to a friend after you have seen or heard them do something you're not comfortable with.
- **Delegate:** an intervention technique you can use is to delegate. This means talking to someone else who has more responsibility than you, and who can resolve the situation.
- **Distract:** an intervention technique is to distract the abuser. Only do this if you are personally safe.
- **Direct:** an intervention technique is to directly challenge. This means talking directly to the abuser. Only do this if you are personally safe and it does not put others in danger.

<http://getsavi.wikispaces.com>

[http://www.livethegreendot.com/gd\\_strategy.html](http://www.livethegreendot.com/gd_strategy.html)



# SUPPORT: Thanks for listening

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## Learning aims

- To think about different listening techniques.
- To practice active listening.

## Preparation and Materials

- Flipchart or board.
- Copies of handouts (see tool page 97):
  - How do I listen? Tips for active listening.

### THINK:

People in the group may be affected by the scenarios or know someone who is. If they want to talk about their situation in the group make sure it is kept de-personalised and make yourself available at the end of the session. Remember to follow the child protection policy. Make sure everyone has information on support services and who to talk to if they want to.

### KNOW:

Good communication skills are essential to build respectful relationships, through communicating your feelings, listening to others and talking about sex.

### INVOLVE YOUNG MEN:

Young men can find it particularly hard to talk about their feelings as they are usually expected to be strong and resilient. Active listening techniques may enable young men to talk more about the things that worry them and what they need. Good communication is also a key component to respectful relationships and it is important young men develop these skills.

### TAKING IT FURTHER:

Invite parents and friends to join the group at the end of the session to find out what participants learned.

**TIME****ACTIVITY : THANKS FOR LISTENING****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out and make sure there is a leader available to support the participants in the time-out space. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Whisper dance:  
To introduce the session about listening**

Ask everyone to dance around the room to some music. Stop the music and ask participants to find the person nearest to them. Take it in turns to tell the other person very quietly what their favourite food, colour and music are and for the other person to listen and try to repeat it back to them. Do this a few times.

*Explain that this session will look at different listening techniques.*

**3. How do I listen?  
To identify your own listening style**

It is important to listen to our friends but some of the things that we say in response can work as either an opener or a blocker to our friends talking more about what they are experiencing. Give examples of openers and blockers. For example, an opener might be 'You seem upset. Would you like to sit down to talk a bit more about it?' and a blocker might be 'Why don't you just leave him?' or 'I don't know what you see in him?'

Hand out the 'how do I listen' questionnaire and ask them to work on the questionnaire individually.

*Bring participants back together and define each response as a listening style. Ask people to think about which response would enable them to carry on talking?*

**TIME****ACTIVITY : THANKS FOR LISTENING****NOTES****4. Active listening:  
To practice active listening**

Bring the group back together and talk about the different ways of listening based on the 'How do I listen' questionnaire. Ask for feedback and record their thoughts about non-verbal and verbal ways to listen to someone. Ask the group which is the most effective and good way to listen?

*Explain that there is a technique called 'active listening' that affirms and validates the speaker.*



Hand out the tips for active listening and in pairs practice this technique. Ask one participant of the pair to talk about what they want to be in five years and the other to demonstrate good listening skills, and then bad listening techniques. Ensure that both in the pair have a turn at listening and talking. Model enabling and blocking techniques with a volunteer in front of the group before they start.

*Bring everybody back together and ask them what they thought of this technique?*

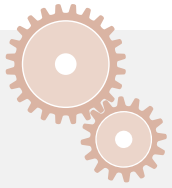
*Talk about how good listening skills can help young people to support each other if they have a problem. If a friend is experiencing violence, it may be through good listening skills that we can support them and help them to access the right support elsewhere.*

*Good listening skills are also important in a respectful and equal relationship.*

**5. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : Handout

### How do I listen and react?

Think about the following examples and individually write down what you think your response would be. Try to be as honest as you can, you will not have to tell anyone what you think.

**1** Your friend tells you that she is pregnant. Your response is most likely to be:

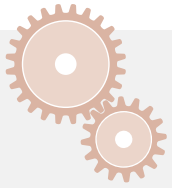
- A. You idiot, that is going to ruin your life.
- B. So I guess that means that we can't go and visit my Aunt together this year.
- C. Is the father supportive?
- D. You are pregnant. How do you feel about it?

**2** Your friend is crying and has a bruise on her arm. She asks you to sit with her. Your response is most likely to be:

- A. You are such a fool to be with your boyfriend, I told you to leave him.
- B. Cheer up. I heard a really funny story that I want to share with you...
- C. Has your boyfriend been hitting you?
- D. You seem upset, here is a tissue. Do you want to talk?

**3** Your friend tells you that her boy/girl friend is abusing her and that she is going to leave them. Your response is most likely to be:

- A. Great, about time you left.
- B. I've been worried about my relationship as we keep arguing and...
- C. I want you to end the relationship.
- D. Your boy/girlfriend has been abusing you and you are going to leave him. I support you and am here to help you in any way I can



## TOOL : Handout continued

**4** Your friend tells you that she is worried that her parents want her to attend a special ceremony where she will become a woman:

- A. That is such a village thing to do, your parents are so old fashioned.
- B. My parents are arranging a birthday party for me, I am so excited.
- C. So, you think that your parents are arranging FGM for you?
- D. Do you want to talk about it? I support you and am here to help you in any way I can

**5** Your friend tells you that she is leaving home to live with the older man who has been showering her with gifts:

- A. That is so stupid he only wants you for the sex.
- B. Yes, I have been thinking about moving in with my friends.
- C. You do not want to be living at home now.
- D. How do you feel about this? Is that really the right thing for you?

**6** Your friend tells you that she was forced to have sex with a boy from school:

- A. You are such a slut. Why didn't you stop him?
- B. Well I told you not to hang out with him. You should have come with us to the cinema, the film was great.
- C. Are you sure that happened?
- D. The boy had sex with you. Do you want to talk about it? I am your friend and am here to support and help you in any way I can.

**Note for leaders:** In discussion talk about the following answers. Don't be judgemental in discussions but keep advice constructive and positive.

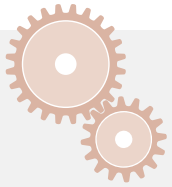
Mostly A's = judgemental listener

Mostly B's =selfish listener

Mostly C's = closed question

Mostly D's = active listener





## TOOL : Handout continued

### Tips for active listening

Active listening is when you reaffirm what you have heard but you do not make a comment or judgement on what was said. This communicates that you have understood their experience and it also validates their feelings. You also need to be warm towards them and be interested. Active listening requires the listener to engage in the story and take what the speaker tells them “into” themselves, processing it openly and sharing their understanding through open questions and other enablers. The listener creates a safe space for the speaker to share.

1. Respond to their words through positive body language like smiling or nodding.
2. Maintain eye contact.
3. Reaffirm what you think they said, they will then tell you if you understood them correctly.
4. Validate their emotions and thoughts.
5. Do not judge them.
6. Thank them for sharing their emotions and thoughts with you.

You may feel very concerned about your friend after you have actively listened to them. If so reassure her that you will support her but suggest that you will help her to get help.



## SUPPORT: Networks

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### Learning aims

- To identify the different support services that respond to the needs of children and young people.

### Preparation and Materials

- Collect leaflets and information from support services in the local area.
- String, glue, pins or sellotape.

#### THINK:

This activity is only suitable in a community that has a lot of support services. Or if they want to they might be able to say where support has been lacking and what support systems are needed that do not exist/do not work. There may be some young people who have experienced failures or absence of support – they may become frustrated by the task. Advocating for more support services could be one part of your 'take action' campaign.

#### KNOW:

Ensure that you have up to date and relevant information about local and national support services available for young people.

*With thanks to Pax Lodge Focus Group*

#### INVOLVE YOUNG MEN:

Young men may need to access support services. Ensure that you recognize their needs and give them relevant information. Ask the young men how they can tell other young women or men about support services?

#### TAKING IT FURTHER:

Produce a poster which advertises local services and their contact details. Work individually to write a letter to the local government or a news story to campaign for essential support services that are lacking in their community.

Assess the gaps in support services in the local community and report this back to community leaders.

**TIME****ACTIVITY : NETWORKS****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18.

Explain the learning aims and what you will be talking about.

*Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Web: Introduction to understanding and identifying support networks**

Ask the group to find different ways to create a human web around the room. This could be through holding hands or shoulders or lying in lines on the floor.

*Explain that this session is about identifying the support networks that you have around you and that no person is alone, we are surrounded by people that care.*

**3. Your own support web:  
To individually identify a support network**

Explain that most people are surrounded by a web of support and you want them to be aware of this web. Ask people to create a spider web with the string and then everybody can write the names of people that support them on the paper squares and place them within the web. You can make the web by either sticking the string to paper or pinning it to a board so that it looks like a spider's web.

*If anybody is struggling with this task take the time to sit with them and remind them that they are not alone, that they have the group, leaders, and professionals in place to support them.*

*Make sure that you talk about support for all different people; you might need to do some research into specialist support agencies. For example, support groups for minority ethnic women or Lesbian Gay, Bisexual and Transgender groups, or disabled women.*

**TIME****ACTIVITY : NETWORKS****NOTES****4. Your own support web:  
To individually identify a support network**

Work individually to map out an individual support network. Ask participants to recreate a spider web with string or even just by drawing it on a single piece of paper and write names of individuals and organizations which support them. This can be with the support services identified above or friends and family and trusted adults.

*Be aware of participants who do not have a support network and make sure that you help them to focus on support services. Make sure that this is individual work and does not turn into a competition about who has the most friends.*



Invite participants to discuss who is responsible for ensuring that support systems exist? This can be an interesting discussion point about what local and national government is responsible for and what communities are responsible for. Talk about the role of non-governmental/ civil society organizations.

*Ask the group to imagine that they are a member of local or national government - how would they create a web to support the people in their community?*

**5. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## SPEAK OUT: It's the law

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### Learning aims

- To understand the local and national law on violence against women and girls.

### Preparation and Materials

- Research into the local and national legislation on violence against women and girls in your country. Compile a handout on relevant laws. Ask for help if needed.
- If possible identify a local lawyer who is a specialist in family law and violence. Ask them to come and give a presentation on the legal framework on violence against women and girls.
- Find out national statistics on violence against women and girls that are addressed by the laws that you have recorded. Fill in the statistics handout.
- Make copies of handouts:
  - National laws and statistics.

### THINK:

Both customary and national laws should respect the rights of women and girls and the principles of gender equality.

This session is complex and should only be done with a group that is ready for it.

### KNOW:

Research local and national legislation on violence against women and girls in your country. Check the factsheet on Violence against Women and Girls as a Human Rights Violation in the leader's curriculum handbook.

### INVOLVE YOUNG MEN:

It is important for young men to learn about and be aware of the legal framework on women's rights and violence against women and girls. Young men can play a vital role in advocating for gender equality and women's right to live a life free from violence.

### TAKING IT FURTHER:

Invite participants to use the legal information to create a leaflet on the law on violence against girls and young women, and distribute it across the community. Talk to national and local government representatives and give them your suggestions about how existing legislation can be improved, or highlight where there are gaps in legislation.

**TIME****ACTIVITY : IT'S THE LAW****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children who are under the age of 18. Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Introductions: To create a safe space**

Introduce the guest speaker and everyone in the group.

*Explain that this session is looking at the legislation that exists to stop violence against women and girls.*

**3. Local, customary and national law:  
To know about local and national law on  
violence against girls and young women**

If you have a guest lawyer introduce them to the group and ask them to give a presentation of 10- 15 minutes, ensure there is time for questions and comments.

Despite legislation, violence against women and girls still exists. Why is this? Is legislation enforced? What are some of the barriers?

Are there any customary laws? Do these protect the right of women and girls? Do they contradict formal laws?

*Ask the group if they think that people will always report incidents of violence against girls and young women to the police? What can stop people from reporting? What sort of things can they suggest to help people report and access justice?*



If you do not have a guest lawyer, ask the group to talk to the person next to them about any legislation that they know on violence against women and girls. Record this on the board or flipchart. The likely response will be that they don't know - stress that this represents the lack of awareness on the issue. Ask them about any legislation that can be applied to protect women and girls from violence? Hand out copies of the national laws and statistics on violence against women and girls that you have prepared.

You can hold a true or false quiz about national laws.

*Ask for group members to take it in turns to read the laws and the statistics out to the rest of the group. You may need to simplify the legal language. Make time for any comments or questions about the law. Do not worry if you cannot answer their questions, but make a note of them and ensure that you get back to participants in the next session.*

**TIME****ACTIVITY : IT'S THE LAW****NOTES**

#### **4. Legal brief: To understand the national and local legal framework**

Split into small groups to create a mock legal presentation to defend a victim of violence in court – you may choose to focus on a specific form of violence if you wish. Make sure the presentations outline main elements of the legislation you have looked at during the session.

Or you can find a case in a newspaper and ask participants to come up with a legal case to defend the victim.

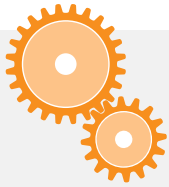
*Ask the groups to present their arguments to the rest of the group.*



#### **5. Close the session**

Remind participants who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality particularly for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : National law

Research national legislation that addresses violence against women and girls. It may be difficult to find the legislation, so please ask your National Association or a legal organization for support on this. National legislation on violence against women and girls or on specific forms of violence may not exist or may be part of a different law.

Is there specific legislation for different forms of violence against women and girls? \_\_\_\_\_

The national legislation on domestic violence is \_\_\_\_\_

The national legislation on sexual violence is \_\_\_\_\_

The national legislation on stalking \_\_\_\_\_

The national legislation on rape is \_\_\_\_\_

The national legislation on early and forced marriage is \_\_\_\_\_

The national legislation on female genital mutilation \_\_\_\_\_

The national legislation on sexual harassment is \_\_\_\_\_

The national legislation on child abuse is \_\_\_\_\_

Any other relevant legislation \_\_\_\_\_

### National statistics

It may be difficult to find out the statistics or they may not be available, so please ask your National Association or a local women's organization for support on this. National data collection may not exist.

The prevalence of domestic violence is \_\_\_\_\_

The prevalence of sexual violence is \_\_\_\_\_

The prevalence of early and forced marriage is \_\_\_\_\_

The prevalence of female genital mutilation is \_\_\_\_\_

The prevalence of child abuse is \_\_\_\_\_

Any other relevant statistics \_\_\_\_\_





# SPEAK OUT: CEDAW

---

## Learning aims

- To learn about the UN Convention on the Elimination of Discrimination Against Women (CEDAW).
- To identify what actions the national government can take to protect women's rights and stop violence against women and girls.

## Preparation and Materials

- Research into CEDAW and find the latest submission to the CEDAW committee from your country.
- Review any shadow reports and recommendations from previous CEDAW Committees to find out what issues have been or are being addressed.
- Flipchart or chalk board.
- Make copies of handouts:
  - CEDAW.

### THINK:

Some of the CEDAW articles may make young people think of their own experiences and they may want to talk to you. Make sure that comments are depersonalised and ensure that everyone knows that they can talk to you after the session or talk to someone else. Give information on support services. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Remember to follow the child protection policy.

### KNOW:

A really handy guide to CEDAW is available at [http://www.unicef.org/gender/files/CEDAW\\_In\\_Brief\\_For\\_Adolescent-Web\\_Version.pdf](http://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf).

This session is complex and should only be done with a group that is ready for it.

The needs of girls and young women are often left out of CEDAW reports and therefore it is important that participants focus on young women in their recommendations

### INVOLVE YOUNG MEN:

Boys and young men need to understand and be knowledgeable of women's and girls' rights. They can also make fantastic allies to promote gender equality and to help to stop the violence and should be involved in developing and delivering the messages of the campaign. Boys and men can also make great role models to promote alternative, respectful masculinity.

### TAKING IT FURTHER:

- Ask the group to find out the date for the next country submission to the CEDAW Committee and who will be submitting a non-government response. Find out if your group can be involved in this submission.
- Organize a conference on your country's progress on CEDAW as it applies to girls and young women by inviting local organizations and activists to speak. Invite the media along.

**TIME****ACTIVITY : CEDAW****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18. Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. CEDAW: To understand CEDAW**

Explain that women's rights are human rights and that there is a UN convention that specifically addresses all forms of discrimination against women. Hand out the summary of the Convention on the Elimination of Discrimination Against Women (CEDAW). Explain that countries sign up to the convention and that it is a legally binding document that is monitored by the CEDAW committee (See Tool: The Convention on the Elimination of Discrimination Against Women). Every four years the committee reviews state progress reports and shadow reports from NGOs and makes recommendations on their progress towards ending discrimination.

*Read out the statement from the preamble of the convention. You may need to explain some of the language; a task for groups finding this language difficult would be to rewrite the preamble in language they would understand. This is best done as a whole group and the leader can write up what the group discusses and devises.*

*Preamble:*

*Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity.*



Hand out the CEDAW information sheet. Ask participants to read a different article out loud. Give them the option of choosing not to read (see Tool: The Convention on the Elimination of Discrimination Against Women). Some groups may need to have each article explained. Be sure to stop for questions or comments if there are any.

*Ask them for an example of how the article could be put into practice so they show they understand the article and that they will know what to do in the next section. Ask them to think about the links with violence against women and girls.*

**TIME****ACTIVITY : CEDAW****NOTES**

### 3. National CEDAW recommendations: To identify recommendations to end the discrimination of women and girls

Ask participants to work in small groups to think of two actions or activities that they think their national government can take to achieve one or two articles of CEDAW – give each group a different article to look at. Ask them to prepare a short report on these recommendations.

Delegate a small team to write up a report based on the day's discussions. Submit this report to your National Association or a local women's organization if appropriate.

Or invite the group to design and create a simple game to teach younger children about their human rights, simplifying the language and explaining the concepts in a way that is easy to understand.

*Remind participants to focus on the needs and experiences of girls and young women. There is not enough done on this.*

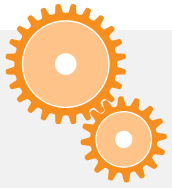
*Ask all the groups to present their recommendations. Invite one person to record the key points and summarize them to the rest of the group.*



### 4. Close the session

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality particularly for children under the age of 18. Follow up any concerns and follow your child protection procedure.

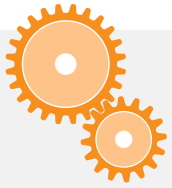
*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : The Convention on the Elimination of Discrimination Against Women (CEDAW)

Countries that sign up to CEDAW are legally bound to deliver actions to end all forms of discrimination against women and girls. CEDAW has 30 articles. These articles explain what girls' and women's rights are and what governments should do to end discrimination against them. Here is a summary of the CEDAW articles.

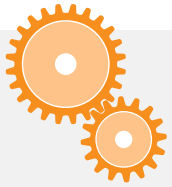
- **Article 1: Definition of discrimination against girls and women.** Discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way which prevents them from enjoying their rights.
- **Article 2: Policy measures.** Governments must not allow discrimination against girls and women. There must be laws and policies to protect them from any discrimination. All national laws and policies must be based on equality of girls and women and boys and men. There should be punishment for not following the law.
- **Article 3: Guarantee of basic human rights and freedoms.** Governments must take actions in all fields – political, social, economic, and cultural – to ensure girls and women can enjoy basic human rights and freedoms.
- **Article 4: Special measures.** Governments should take special measures or special actions to end discrimination against girls and women. The special actions that favour girls and women are not a way of discriminating against boys and men. They are meant to speed up equality between girls and women and boys and men. These specific measures should last until equality between girls and women and boys and men is achieved.
- **Article 5: Roles based on stereotypes.** Governments must work to change stereotypes about girls and women and boys and men, especially if these stereotypes are based on boys and men being considered better than women and girls.
- **Article 6: Trafficking and prostitution.** Governments must take action, including making new laws, to end trafficking and prostitution of girls and women.
- **Article 7: Political and public life.** Women have the same right to vote and be elected to government positions. Girls and women have the right to take part in the decisions a government makes and the way it carries them out. They have the right to participate in non-governmental organizations (NGOs).
- **Article 8: Participation at the international level.** Girls and women have the right to represent their country at the international level and to participate in the work of international organizations [such as the United Nations, the European Union, and the International Committee of the Red Cross, among many others].
- **Article 9: Nationality.** Girls and women have the right to have a nationality, and to change it if they want. A woman's nationality must not be changed automatically just because she got married, or because her husband changed his nationality. Women can pass on their nationality to their children, the same as men.
- **Article 10: Education.** Governments must end discrimination against girls and women in education. Girls and women have a right to education, just as boys and men do. Girls and women should have access to career guidance and professional training at all levels; to studies and schools; to examinations, teaching staff, school buildings, and equipment; and opportunities to get scholarships and grants, the same as boys and men. Girls and women have the right to take part in sports and physical education, and to get specific information to ensure the health and well-being of families. Governments should make sure girls do not drop out of school. They should also help girls and women who have left school early to return and complete their education.



## TOOL : The Convention on the Elimination of Discrimination Against Women (CEDAW) *continued*

- **Article 11: Employment.** Women have a right to work just like men. They should be able to join a profession of their choice. Women must have the same chances to find work, get equal pay, promotions and training and have access to healthy and safe working conditions. Women should not be discriminated against because they are married, pregnant, just had a child or are looking after children. Women should get the same assistance from the government for retirement, unemployment, sickness and old age.
- **Article 12: Health.** Governments must make sure that girls and women are not discriminated against in health care. Girls and women must get health care on the same terms as boys and men. In particular, women have the right to services related to family planning and pregnancy.
- **Article 13: Economic and social life.** Girls and women have the same rights as boys and men in all areas of economic and social life, like getting family benefits, getting bank loans and taking part in sports and cultural life.
- **Article 14: Rural girls and women.** Governments must do something about the problems of girls and women who live in rural areas and help them look after and contribute to their families and communities. Girls and women in rural areas must be supported to take part in and benefit from rural development, health care, loans, education and proper living conditions, just like boys and men do. Rural girls and women have a right to set up their own groups and associations.
- **Article 15: Law.** Girls and women and boys and men are equal before the law, including laws about freedom to go where they choose, choosing where to live, signing contracts and buying and selling properties. Women have the same 'legal capacity' as men.
- **Article 16: Marriage and family life.** Women have the same rights as men to choose whom they marry, the number of children they want to have and to care for them when they are born. Women also have the equal right to the property that they get with their husband while they are married. To end child marriage, governments must set a minimum age for marriage and make sure this is followed. All marriages must be registered (officially recorded with the government).
- **Article 17 – 22:** These articles set up the Committee on the Elimination of Discrimination against Women (the CEDAW Committee) to review what progress has been made by countries. These articles say how the Committee works.
- **Article 23-30:** These articles deal with the administration (or management) of the Convention. The articles say how the United Nations and governments should work together to make sure rights of girls and women are protected. The articles also say how disagreements between governments about girls' and women's rights can be settled.

(Taken from [http://www.unicef.org/gender/files/CEDAW\\_In\\_Brief\\_For\\_Adolescent-Web\\_Version.pdf](http://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf))



## TOOL : CEDAW Report

**Create a short one page report on the CEDAW.**

*Example*

**Main issue:**

Lack of female political participation

**Recommendations for action:**

Quotas for female political government representatives; training programmes on politics for young women.



# SPEAK OUT: National Action plan

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## Learning aims

- To contribute towards a state, provincial or national action plan on violence against girls.
- To learn what national and local action is taking place on violence against women and girls.

## Preparation and Materials

- Flipchart/board, pens or chalk.
- Research and identify any national and local action plans on violence against women and girls. Research and make a note of the different government departments responsible for implementing these action plans.
- Five large pieces of paper.

### THINK:

This activity requires an advanced understanding of violence against women and girls and the national and local political framework. You will need to make a judgement on whether it is suitable for your group.

### KNOW:

The needs of girls and young women are often left out of national action plans and therefore it is important that young women focus on recommendations for what they need to stop the violence.

### INVOLVE YOUNG MEN:

It is important for young men to be aware and understand national legislation and policies to end violence against women and girls. They are vital allies to stop the violence and should be fully engaged in developing the campaign. Boys and men can also make great role models to promote alternative, respectful masculinity.

### TAKING IT FURTHER:

- Collect the ideas for actions and turn them into a government action plan. Identify a local women's group that is supporting a national or local action plan to stop violence against women and girls. Find opportunities to work with them and influence the development and/or implementation of the action plan.
- Organize a meeting with your local political candidate to discuss a national action plan on violence against women and girls.

**TIME****ACTIVITY : NATIONAL ACTION PLAN****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18. Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Actions to stop violence:  
To identify actions that the government can take  
to end violence against girls and young women**

Explain that this session will identify actions that national and local governments can take to stop violence against girls and young women. You may wish to focus on local actions that can be taken either by local government or through community projects.

Ask for a volunteer to remind everybody of the definition of violence against girls and young women.

Split the room into five different sections with a large piece of paper in each section – prevention (stop it before it happens), prosecution (implement laws), protection (develop legal framework), partnership (work with relevant organizations) and provision (access to support services).

Ask everyone to circulate around the room and add their ideas about what action can be taken at each section.

*Remind them to focus on what actions will meet the needs of girls and young women.*

*If there is an existing national or local action plan the group could review this and make recommendations to include the needs of young women and girls.*

**3. Government presentation: To speak out about  
government actions to stop the violence**

Split into five groups and ask each of them to prepare a presentation on one of the five areas of action. Explain that the presentation will be made to government officials to motivate them to commit to the actions that you have suggested. You may want to encourage the groups to think about how state, provincial or national government operates as they plan.

*Take it in turns for the group to make their presentation. Take time for comments and questions. Remember to congratulate each group on their presentation. Submit the presentations to local government representatives or invite local community leaders and women's organizations to come and hear the presentations.*

**4. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality particularly for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*





# SPEAK OUT: Gender and peace

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## Learning aims

- To learn about the UN Security Council Resolution 1325 and 1820.
- To identify the needs of girls and young women in conflict.

## Preparation and Materials

- Research into UN Security Council Resolution 1325 and 1820.
- Flipchart or chalk board.
- Make copies of handouts:
  - UN Security Council Resolution 1325 and 1820.

### THINK:

There may be participants who have experienced or witnessed violence. They may want to talk to you about their experiences. If they do, follow the child protection policy and procedure. Provide them with information on support services.

### KNOW:

Research the UN Security Council Resolutions 1325 and 1820.

### INVOLVE YOUNG MEN:

Boys and young men are vital allies to stop the violence and should be fully engaged in promoting gender equality and peace. Boys and men can also make great role models to promote alternative, respectful masculinity.

### TAKING IT FURTHER:

- If you are in a post-conflict country find out what women and girls are doing to participate in the peace process and get your group involved.
- If you are in a country in peace find out if your country is supporting any country in situation of conflict. Write a letter as a group to your local government representative to find out what the government is doing to promote and protect the rights of women and girls in conflict.
- Find an organization working with girls and women living in conflict situations and ask them if you can join them to develop a campaign.

**TIME****ACTIVITY : GENDER AND PEACE****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Conflict and gender:  
To identify the impact of conflict**

Split the group in half and ask one group to act out the experiences of men and boys in conflict and the other group to act out the experiences of women and girls in conflict.

Note to leaders: groups should not be too explicit in their role plays but should address issues more generally.

*Perform short role plays from each group. Ask them what do men experience? Boys? Girls? Women?*

*You may get lots of men shooting and women dying. Ask the group to unpack this and look at women's role in warfare, and in protecting children and their increased risk of violence, especially sexual violence. Explore how both men and women can make a positive difference in times of conflict and in working towards peace.*

**3. UN Resolution 1325 & 1820: To understand  
the UN Resolutions on gender and peace**

Split the group in two. Give one half of the group the handout on 1325 and the other the handout on 1820. Ask them to read the information and then find a partner to swap information on the two resolutions.

If you have access to the internet watch the video:  
<http://www.nowomennopeace.org/campaign-info>

This video talks about the impact of war on women, and the important role that women should play in building peace.

Website with more information on gender and conflict:  
[http://www.peacewomen.org/security\\_council\\_monitor/](http://www.peacewomen.org/security_council_monitor/)

*"The [United Nations Security Council resolution 1325] recognises that an understanding of the impact of armed conflict on women and girls and effective institutional arrangements to guarantee for their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security." Resolution 1325, October 2000*

*The UN Security Council 1820 acknowledges that women and girls are particularly targeted by the use of sexual violence as a tactic of warfare and notes that rape and other forms of sexual violence can constitute war crimes, crimes against humanity or a constitutive act with respect to genocide.*



#### 4. Call for peace: To identify ways for women and girls to be safe in conflict

Split the group into three groups. Ask the different groups to come up with ideas of action that their government can take. Think about the four different elements:

- **protection** of the human rights of women and girls during times of conflict
- **prevention** of gender-based violence (GBV) in conflict
- equal **participation** of women in peace building and reconstruction
- **Prosecuting sexual violence in conflict**

*Remind them to think of actions to address the specific needs of girls and young women. Often the voices and needs of young women and girls are not included in policy documents. Even if the group is not in a country in conflict or post conflict, governments around the world can promote women's participation in peace processes – for example, by recruiting more women as peacekeepers and in police forces, and by supporting women's peace processes in other countries. Share the group's ideas for action and record them.*

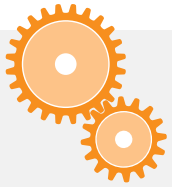
*In most conflict situations women suffer in many ways. However once peace is achieved, women are not the decision makers. They are given minor roles and positions where they have little or no authority or voice to contribute to the reconstruction and peace-building process of the country. How can we change this?*



#### 5. Close the session

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality particularly for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*



## TOOL : UN Security Council Resolution 1325

UN Security Council resolution 1325 was adopted by the UN Security Council in October 2000. It is a landmark legal and political framework that acknowledges the experiences of women in conflict and their important role in peace-building. It recognizes the participation of women and their needs during conflict. This includes ensuring that women are involved in peace talks or activities, and that their needs are considered in any emergency assistance (like refugee camps). It also means that women must be involved in peace-building and in the government when the conflict has ended.

In particular, resolution 1325 calls for:

The **participation** of women at all levels of decision-making, including:

- in national, regional and international institutions;
- in the peace process for preventing and ending conflict;
- in peace talks;
- in peace activities, as soldiers, police and civilians;
- as Special Representatives of the UN Secretary-General.

The **protection** of women and girls from sexual and gender-based violence, including:

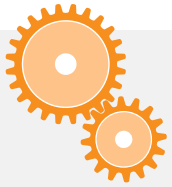
- in emergency and humanitarian situations, such as in refugee camps;
- training people working towards creating peace.

The **prevention** of violence against women through the promotion of women's rights, including:

- prosecuting those responsible for war crimes, genocide, crimes against humanity and other violations of international law;
- respecting people in refugee camps;
- recognizing sexual violence as a war crime;
- strengthening women's rights under national law;
- supporting local women's peace activities and work in conflict resolution.

The **mainstreaming of gender perspectives** in peace operations, including:

- appointing Gender Advisors to all UN peace operations;
- considering the specific needs of women and girls in the development and design of policy in all areas;
- incorporating the perspectives, contributions and experience of women's organizations in policy and programme development.



## TOOL : UN Security Council Resolution 1820

UN Security Council resolution 1820 was adopted in June 2008 to address the issue of widespread sexual violence in conflict. Sexual violence in conflict can be used as a weapon of warfare, to hurt and abuse women and to destroy their 'honour' or bring 'shame' on to families and communities. It can also happen as a result of the breakdown of legal frameworks. Resolution 1820 identifies the prevention of sexual violence as not only an abuse of a woman's human rights but also a matter of international peace and security.

Resolution 1820 calls specifically for:

**Strengthening the protection of women** from sexual violence, including:

- evacuating and protecting women and girls at risk of sexual violence;
- protecting refugees in and around UN-operated camps and centres;
- enacting UN measures such as sanctions against states that use rape as a weapon of war;
- ensuring that people who have carried out sexual violence in conflict do not work in post-conflict security;
- training troops that sexual violence is never acceptable and will be punished.

**Strengthening advocacy** aimed at ending conflict-related sexual violence, including:

- exposing myths that fuel sexual violence in countries;
- developing training programmes for all UN staff in working in conflict and post-conflict activities to strengthen prevention and response.

**Supporting victims of sexual violence**, including:

- developing and strengthening services, such as basic health services, maternal care and counselling.

**Prosecuting sexual violence** by ensuring that:

- post-conflict legal systems recognize and prosecute sexual violence;
- sexual violence is excluded from amnesty provisions in peace processes;
- national legal and health systems are strengthened, including the collection of data and evidence to prosecute.

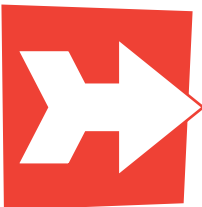
**Strengthening women's participation locally** through:

- increasing conversations between the UN and others on the role and contribution of women and women's organizations to peace processes and governance;
- encouraging UN visits to conflict areas to include women in discussions on conflict prevention, conflict resolution, post-conflict peace building and governance;
- empowering people and groups which advocate for an end to sexual violence and which support victims.

**Increasing women's representation and integrating gender perspectives in peace operations**, including by:

- employing more female peacekeepers, police officers and civilian personnel;
- taking appropriate preventative action, including providing awareness training for staff;
- strengthening the way that staff protect civilians from sexual violence during and after conflict;
- implementing and enforcing zero-tolerance policies on sexual exploitation and abuse in UN peacekeeping operations.

*Adapted from <http://www.womenwarpeace.org/>*



# TAKE ACTION: Run a local campaign to stop the violence

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## Learning aims

- To plan a local campaign to raise awareness to stop violence.
- To identify the audience for your campaign.
- To decide the campaign aim.
- To consider campaign activities.

## Preparation and Materials

- Post it notes.
- Flipchart or board, pens or chalk.
- Tools for leaders on campaign ideas and plans (see page 123).
- Large pieces of paper.

### THINK:

Some participants may be affected by the content of this session. It may make them think about violence that they have experienced or witnessed. Ensure that everybody leaves the activity knowing where to access helplines, support services or relevant websites. Identify any issues or disclosures that need to be followed up and act upon this information immediately. Follow the local child protection procedure and create a safe and supportive environment.

### KNOW:

Make sure you are familiar with the issue you have chosen to campaign on. Refer to the factsheets in the leader's curriculum handbook and do your own research on the issue by checking national statistics and talking to local organizations. Use WAGGGS' resources to help you plan your campaign. These can be found on

[www.stoptheviolencecampaign.com](http://www.stoptheviolencecampaign.com)

You can also find WAGGGS' Advocacy toolkit at <http://www.wagggsworld.org/en/resources/document/view/3384>

You can also find the Stop the Violence Campaign action plan toolkit at [www.stoptheviolencecampaign.com](http://www.stoptheviolencecampaign.com)

### INVOLVE YOUNG MEN:

Boys and young men can make fantastic allies to help to stop the violence and should be involved in developing and delivering the messages of the campaign. Boys and men can also make great role models to promote alternative, respectful masculinity.

### TAKING IT FURTHER:

Use the tools provided in the handbook on building local partnerships to identify local organizations which might be able to support your campaign to raise awareness to stop violence. Remember other organizations may have materials, spokespeople and information which can help your campaign (see Section 2, Preparation, Checklist step 4).

**TIME****ACTIVITY : RUN A LOCAL CAMPAIGN****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality for children under the age of 18. Explain the learning aims and what form of violence you will be talking about.

*Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.*

**2. Audience: To identify the campaign audience**

Introduce the idea of what is a campaign and what impact it can have. Decide who you will aim a campaign on violence against girls at. What individuals, communities, businesses or national institutions? Use the WAGGGS resources (see above) to help you plan your campaign.

*Who do you want to reach? Why? Who do you think needs to know about stopping the violence?*

**3. Campaign aim: To decide the campaign aim**

To decide the campaign aim, first summarize all the things that you have learned so far through the activities. Then ask the group to write on post it notes what they think should be the aim of the campaign. Prompt them to think about what the problem is; why it is a problem and how it can be changed. It will help to ask them what decisions they want individuals, communities and nation to make. Younger groups can focus on individuals supporting the WAGGGS campaign or increasing resources for a local support service.

*You can use the examples (see page 123).*

*The most important thing to decide is – what do you want to campaign on? What is the most important issue that you want to change? What change do you want to see? How will this change happen?*



Label 3 large pieces of paper with the headings - What is the problem? Why it is a problem? How can it be changed? Ask people to stick their responses under the relevant heading. See tool on (page 123) for an example.

Stick these around the room, clustering any points that are the same and ask the group to vote for the top issue to campaign on.

**TIME****ACTIVITY : RUN A LOCAL CAMPAIGN****NOTES****4. Campaign activities:  
To think about campaign activities**

Once the campaign aim and audience have been determined, ask people to work in pairs and write activities for the campaign on post-its and then share their ideas with the group. Vote for the best activities and fill this in to a campaign plan.

*When you know what the campaign will be about then you need to think through what activities would be best to communicate your key messages. Read through the campaign ideas and identify some activities for the group.*

**5. Say it: To decide key messages**

Work in pairs to very quickly (in about a minute) think up a key message that answers the question – What are you going to do and how are you going to do it.

If your group would like to take their campaign ideas further, allocate more sessions to planning the campaign.

*Gather everyone in a circle and ask them to present their key messages.*

*Explain that you are not looking for perfect speeches but for a very quick response.*

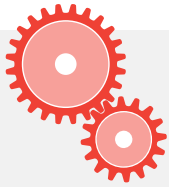
*Explain the implementation phase of the campaign and that this is not just an exercise for today but that this will lead to taking action in the community.*

**6. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Explain the limits to confidentiality particularly for children under the age of 18. Follow up any concerns and follow your child protection procedure.

*Find out how the group is feeling and what they thought of the session. Give the group the opportunity to talk to you at the end of the session.*

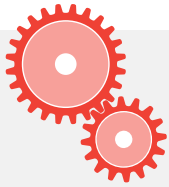




## TOOL : Handout - What is the problem

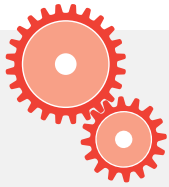
Note to leaders: here are some examples of what problem might be identified, why it is a problem, and some ideas about how it can be changed.

What is the problem?	Why it is a problem? Because...	How can it be changed?	Who will help you change it? (allies) and who might prevent you changing it? (sources of resistance)	Who is your target audience?
Sexual harassment in schools.	<p>Girls and young women are being sexually harassed in schools.</p> <p>Schools should be safe spaces for children and young people.</p> <p>Sexual harassment harms children and young people and can have serious physical, sexual and emotional/psychological effects. Sexual harassment can limit the potential of children and young people by impacting their ability to learn. Girls may also drop out of school as a consequence.</p> <p>Community acceptance of sexual harassment.</p>	<p>Campaign for school policy on stopping sexual harassment.</p> <p>Assembly to raise awareness of sexual harassment as a human rights abuse.</p> <p>Workshops on sexual harassment in schools.</p> <p>Campaign for teacher training on sexual harassment.</p> <p>Work with experts to campaign for change.</p>	<p>School teachers</p> <p>School governors</p> <p>Education specialists</p>	<p>School governors</p> <p>Head teacher</p> <p>Area authority for schools</p>



## TOOL : Handout - What is the problem continued

What is the problem?	Why it is a problem? Because...	How can it be changed?	Who will help you change it? (allies) and who might prevent you changing it? (sources of resistance)	Who is your target audience?
Not enough local support services for girls and young women who have experienced or are at risk of violence.	<p>Lack of resources for support services.</p> <p>Lack of understanding of what girls and young women need.</p> <p>Lack of services that are tailored to meet girls and young women's needs.</p>	<p>Fundraise for support services.</p> <p>Write a letter to local and national government asking for more resources for support services for girls and young women.</p> <p>Panel discussion on the needs of girls and young women.</p>	Other local women's organizations	<p>Businesses for funds</p> <p>Local, state and national government</p>
Female genital mutilation	<p>Girls and young women are being harmed.</p> <p>FGM is a human rights abuse. Community acceptance of FGM.</p>	<p>Build allies with community and religious leaders to stop FGM.</p> <p>Raise awareness on the dangers and consequences of FGM.</p> <p><b>Note to leaders: ensure you prioritize the safety of participants and assess whether these activities are appropriate or safe. The delivery of these activities needs to be handled carefully.</b></p>	<p>Other local women's organizations</p> <p>Religious leaders</p>	Religious leaders



# TOOL : Handout - campaign activities

Group leader notes – here are some ideas for campaign activities.

## LINK UP WITH LOCAL WOMEN'S ORGANIZATIONS AND ACTIVISTS

There are probably women's organizations and activists doing some inspiring and interesting work in your community. Find out about them and see how you can join up with the work that they do.

## INFORMATIVE PANEL DISCUSSION

Organize a panel of experts to talk about violence against girls and young women and ensure that young women and girls are on the panel. Invite the community to take part. It is important that you choose topics and guests wisely. You may want to ask a local women's organization or a local expert to chair the panel.

## MAKE A FILM

Produce a film about the inspiring work of the group. You can then organize a film showing to the local community.

Create a film that raises awareness about violence against girls and young women; you could include local and national statistics but be careful not to show images of girls and young women as victims. Or you could create a film that promotes equality and respectful relationships.

Find 10 top tips to produce a film on social change on the WAGGGS website available here:  
<http://www.wagggsworld.org/en/grab/22650/1/top-10-tips-on-filmmaking-for-social-change.pdf>

## SCHOOL ASSEMBLIES

Engage your local school in the campaign by offering to deliver an assembly. This could be through a series of role plays, a presentation of statistics or a dance or song to communicate your key messages.

## STREET THEATRE

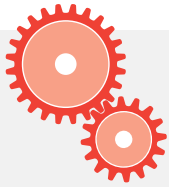
Create a street theatre performance to raise awareness on gender equality.

**Note to leaders: please ensure that you prioritize the safety of participants and assess whether it is appropriate and safe (or not) to perform street theatre.**

## THEATRE

Organize an event that raises awareness of violence against girls and young women. This could identify warning signs in an abusive relationship or share information on where to access support. Remember to make sure that you represent girls and young women as active and empowered agents and not as victims. This performance could be given in front of parents or supportive community members.

**Note to leaders: please ensure that you prioritize the safety of participants and that you assess whether it is safe and appropriate to organize a theatre production.**



## TOOL : Handout - campaign activities continued

### MARCH

Organize or join a march for gender equality or to stop violence against girls and young women. Create banners with clear messages on.

Select an appropriate route that will reach key audiences, for example the local council or a newspaper office.

Let the media know about your march and send out a press release beforehand

Let local organizations or your local branch of UN Women know that the event is taking place and see if they want to join you.

Make sure that the route ends somewhere that participants can socialize in, for example a public square or a cafe.

Prepare some leaflets to hand out.

Invite local organizations or UN Women.

**Note to leaders: please ensure that you prioritize the safety of participants and that you assess whether it is safe and appropriate to participate in a march before doing so. Secure necessary approval from appropriate decision-makers for distributing leaflets.**

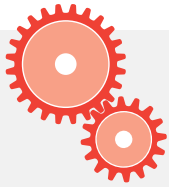
### FLASH MOB

A flash mob is a group of people that assemble in a public place, perform an act that attracts attention and then disperse. A flash mob is a great way of attracting public attention to your cause. Visit [www.youtube.com/watch?v=MhYyAa0VnyY](http://www.youtube.com/watch?v=MhYyAa0VnyY) for a demonstration of a successful flash mob.

**Note to leaders: please ensure that you prioritize the safety of participants and that you assess whether it is safe and appropriate to participate in a flash mob before doing so. Ensure that you secure the necessary approval from appropriate decision-makers before participating in a flash mob.**

Here are five key steps to putting on a flash mob to 'make girls heard'.

1. Establish an organizing group to decide on what you will do and what your message will be
2. Pick a public place that will generate maximum attention for your cause and a time when there will be lots of people passing by. Make sure that you have checked that it is alright for you to gather there (for example you may need permission from your local council).
3. Use social media to promote the flashmob. You will need to tell everyone the time, the place, anything they might need to bring and what action they will need to perform when they get there.
4. Set up a way people can get in contact with you – a facebook group or an email address for the flashmob so that you can keep everyone updated with information on the day.
5. A flash mob needs to be sudden and unexpected. No one taking part in the flash mob should acknowledge each other until the action starts.



## TOOL : Handout - campaign activities continued

### WRITE TO YOUR GOVERNMENT OR TO YOUR LOCAL COUNCIL

Decide who you want to target and what you want them to change - Is there a particular service that should be available to girls in your local area? Does your country have a national action plan for ending violence against women and girls? Does your state have a state action plan for ending violence? Are its targets being met? Do your research - for example if you are highlighting the need for a service, are there any statistics that show the prevalence of violence to demonstrate the need for this service?

**Make it personal** - after you have highlighted what you want to change and the reasons for wanting that change, tell them why you are personally committed to bringing about that change and what you are committed to doing to make that change happen.

**Ask them to get back in touch** - request that they tell you how they are planning to take action and include your contact details so they can do this.

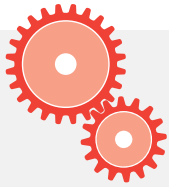
**Follow it up** - if you don't hear anything back then get in touch again and repeat your request. You could also request a face to face meeting and take along some members in your group.

**Strength in numbers** - The more voices that are heard by a decision-maker about a certain cause, the more reason the decision-maker will have to take action. Can you get your friends to write letters too? What if the decision-maker received letters from everyone at your school or from Girl Guides and Girl Scouts across the country? You could put additional pressure on them by writing to your local newspaper or talking to a local radio station. The more voices that champion a cause, the more reason a decision maker will have to take action.

### LOBBY AT THE UN COMMISSION ON THE STATUS OF WOMEN (CSW)

Find out if any members of your group can attend the UN Commission on the Status of Women (CSW) as part of your Member Organization's or WAGGGS' delegation. Even if you can't attend the CSW, find out which ministers are attending and what national events are taking place before the CSW. Attend these national events and lobby your ministers before they go to the CSW.

- Research into the CSW, how and whom can you influence?
- Research into and write a position paper on the theme for the year.
- Find out about funding opportunities to support your Member Organization's attendance at the CSW.
- Make links with other organizations sending delegates to the CSW and work in partnership with them.
- Organize a side event at the CSW on the main theme and attend your regional caucus to lobby for change.



## **TOOL : Handout - campaign activities** continued

### **LOCAL AND NATIONAL ACTION PLANS OR STRATEGY TO STOP VIOLENCE AGAINST WOMEN AND GIRLS**

This action requires a good understanding of violence against women and girls and should only be done with a group that is ready for it. First, ask local women's groups about what local community or national action plans or strategies there are or what they are lobbying for.

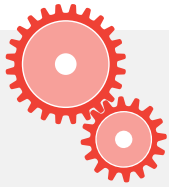
Read and review any existing local or national action plans and strategies. Or alternatively ask a local politician to come and receive recommendations made by the group.

Organize a community plenary event to consult on the local action plan. Invite local decision makers.

Follow up with local decision makers through a meeting or conversation with a leader and older members to see how they will take this forward.

Join up with other Girl Guide and Girl Scout groups across the country to consult on the action plan and your key messages. You could help to organize a national event or webinar to discuss this.

**Don't forget to look at WAGGGS' resources to help you run a campaign on [www.stoptheviolencecampaign.com](http://www.stoptheviolencecampaign.com)**



## TOOL : Campaign calendar

Here is a list of internationally recognized days that can be used to promote the campaign objectives. These have been declared by the UN as International Days and are used around the world to raise awareness and campaign for change.

Find out about what other organizations across your community are doing to mark the day. You may well be able to develop partnerships to deliver activities and campaigns together.

There will probably be national and local events that you can use as campaign levers. Fill in any that you think are relevant.

Check <http://www.un.org/en/events/observances/> days for more international celebrations.

### WAGGGS Resources

Access the following resources to help you plan your campaign:

WAGGGS' advocacy toolkit -  
<http://www.wagggsworld.org/en/resources/document/view/3384>

Stop the Violence resources -  
<http://www.stoptheviolencecampaign.com>

Month	Event	Month	Event
January		October	2nd International Day of Non-Violence 5th World Teachers Day
February	6th: International Day of Zero Tolerance to Female Genital Mutilation 20th: World Day of Social Justice (can be linked to this)		10th World Mental Health Day 11th International Day of the Girl 17th International Day for the Eradication of Poverty
March	8th International Women's Day	November	16th International Day for Tolerance 17th International Students Day 19th World Day for the Prevention of Child Abuse 20th Universal Children's Day 25th International Day for the Elimination of Violence against Women 16 Days of Activism to Stop Violence against Women (from 25th November To 10th December).
April	7th World Health Day	December	1st World AIDS Day 2nd International Day for the Abolition of Slavery 3rd International Day of Persons with Disabilities 10th December Human Rights Day and the end of the 16 Days
May	15th International Day of Families		
June	1st International Children's Day 4th International Day of Innocent Children Victims of Aggression 12th World Day Against Child Labour		
July	12th Malala Day		
August	12th International Youth Day 23rd International Day for the Remembrance of the Slave Trade and Its Abolition		
September	21st International Day of Peace		



World Association  
of Girl Guides  
and Girl Scouts



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