

How Can I Start a Change Makers' Club?

Information for teachers and students on how to start a Change Makers' club in their school.

Change Makers' clubs is a joint initiative between **BC Teacher's Federation** and the **Justice Education Society of BC*** in support of the **We Can End All Violence against Women BC campaign**. We Can is an international campaign that seeks to raise awareness on the issue of violence against women and to engage people with it. The main goal of the campaign is to take action against the problem starting with one person at a time. With every individual that decides to change their attitudes and beliefs on violence against women and to influence their peers to do the same, we are one step closer to ending all violence against women. If enough individuals embark upon that change, and come together for mutual support and shared action, then a large movement of people can influence and transform communities, schools, other institutions and whole societies which they are a part of.

School Club Guidelines

In order to trigger a person-to-person chain reaction, it is very important to create change when one begins to develop ideas and beliefs on society and relationships. High school can be an extremely fun time that creates many memories that one holds for life, however it can also be filled with many hardships and trying times. This is why high school is the perfect time to come together to understand what violence against women is and how to prevent it from happening. One of the best ways to do this, is to create a school club, where teens can come together to safely discuss issues involved in violence against women and how to take action against it. By being equipped and prepared when confronting violence, then better decisions can be made, creating an atmosphere, which is safe and supportive for everyone in the present and the future to come.



School Clubs Will Need to Ensure that:

- They do not use or advocate the use of violence
- They take a positive stand on gender equality
- They are ready to engage with their own members on the issue of violence against women.

Some Goals of the Club Should Include:

- Educating and empowering youth in ending violence against women
- Communicate information and strategies for healthy dating and relationships
- Recruit Change Makers to create a large group of people ready to change beliefs and attitudes on violence against women

Any Club Materials Developed will Promote a Positive Message that Change is Possible by:

- Presenting ordinary individuals as capable of action to change their own circumstances
- Highlighting different courses of action and real life examples of personal change
- Pointing out and challenging violent action and attitudes that are seen throughout the school and community
- Avoiding violent or demeaning representations of women and men

*With the financial assistance from the Department of Justice Canada.

Steps for Students and Educators in Starting Up a Change Makers' Club

Where to Start?

1. Check your school and district policies and guidelines for school clubs.

Change Makers' club should be established in the same way that any other group in your school is formed. Check the student handbook or district policies to see what the school's rules are for creating clubs. You may require permission from a teacher or school administrator.

2. Find a staff member who is willing to be a supportive ally for your club.

Most clubs need an adult who will sponsor a club. Teachers can help to bring the idea at a staff meeting and can approach other colleagues who may wish to help. As well, they may be able to access resources that students may not be able to access alone. Teachers may help facilitate discussion of participation but are not there to lead or teach. Students need to take the lead in forming the agenda, deciding on activities and how to run the meetings.



3. Speak to your school administrator.

Administrators serve as important contact between students, teachers, parents, school boards, and the larger community. Be sure to include them in your planning. Emphasize how the Change Makers' club will increase awareness and safety for all students. Give administrators a paper copy of the purpose of the club and how the group will function.

4. Inform counsellors, resource staff, and other teachers about the club.

Counsellors and other staff may know students who would be interested in attending meetings on this topic. School counsellors should be informed about your club's meeting and activities due to the nature of the topic. Some students may want to follow up in privacy with counsellors or resource staff. Caring adults can be an important source of support and guidance.

5. Find a safe meeting place.

Hold your meetings in a comfortable location in the school that is reasonably private. Safety and confidentiality should always be primary concerns.

Preparing for Your First Meeting

1. Plan your first meeting.



Meeting time: Try to schedule meeting times that are convenient for the majority of youth. Your first meeting should be casual and provide information on what the club is and its goals.

Provide snacks: Providing food at meetings can act as an icebreaker. Food gives people something to do as well as a reason to attend. Consider getting some snacks for your first meeting, and later on, students can take turns bringing snacks (especially if any money has been raised for the club)

Create an agenda: Try to start your meeting with introductions, followed by an icebreaking activity. Talk about the new club and try to create an interest in the topic. Allow time for students and staff to get to know each other before tackling difficult subjects. Be sure to brainstorm your own ground rules during the first meeting or use the ground rules provided in the next section. End the meeting with an activity (as provided by the following section) and then brainstorm ideas on how the club should work and how to involve the rest of the school. See 'Tips for Running Your Meetings' section for more ideas.

2. Advertise your club.

Advertising is an important step in making the club. Keep the tone positive. Posters or flyers could tell students the time and location, the group's purpose, and that all students are welcome to attend and about the snacks if you are planning to provide them. If there is a web space for students, consider developing a website to advertise meetings.

Ground Rules

Set guidelines with students

Establish ground rules where students accept responsibility and have respectful behaviour. Develop a group philosophy (or statement) that can be read at the beginning of each meeting. Keep a positive tone in the meeting emphasizing the importance of equal participation. Here's an example of some ground rules.

Positive Attitude	•Communicate in a positive tone. Try to ensure that everyone feels comfortable to speak and be heard.
Respect	•The Golden Rule - treat others the way you would like to be treated. Respect everyone's ideas and voices.
Equal Participation	•Make sure that everyone is welcome in the club. Try to encourage everyone that attends to contribute and participate in discussion and brainstorming.
Confidential	•Ensure that everyone understands that the meetings aren't the safest place to discuss certain issues. Refer students to the counselor if they need to talk to someone privately.
No Gossiping	•No gossiping means that what ever is discussed during meetings doesn't get heard again outside of meetings. All student's identities, personal issues and stories should be held confidential.

Tips for Running your Meetings

1. Break the Ice

Start each meeting with a short fun activity to get everyone involved. This can be as simple as going around the circle and having each person introduce themselves, and then say what their plans are for the weekend, or what their favourite TV show is.

2. Get People to Share Ideas and Participate

Some people aren't comfortable expressing their ideas in front of big groups, so here are some tips to make your meetings more inclusive:

- Get everyone to write down their ideas on slips of paper and pass them around, then get people to share them anonymously with the group.
- Have people break up into small groups, or just with one partner and share ideas, then have one represent the ideas to the bigger group.
- Another way to get everyone to contribute is to assign a different person each week to bring a news story about violence against women and/or discrimination to present at the next meeting. This can be something local or international, or about a project working to end VAW.



3. Staying on Track

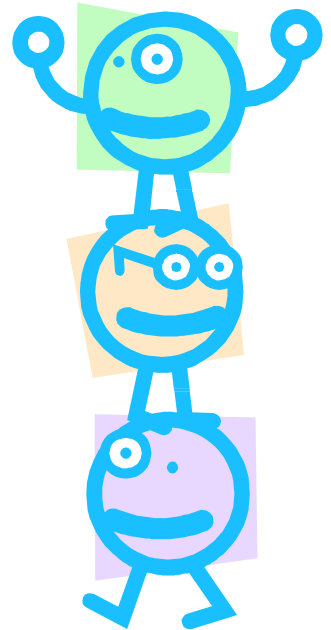
Sometimes discussion can get off topic, some of these tangents are good, but make sure to accomplish things set out on the agenda.

4. Sharing Space

Some individuals have lots of ideas they like to contribute. To ensure that everyone has a chance to speak, you can use something like a talking stick where only one person speaks at a time can help. Or else, as people put up their hands, start a list of names on the board so if someone interrupts or interjects you can easily identify who was supposed to speak next.

Sponsor Teacher or Staff's Role in a Change Makers' Club

- Create a safe space where students can feel valued, comfortable and welcome to talk about their identities, experiences, hopes, dreams and fears
- Model a non-judgmental approach and be sensitive to diversify
- Emphasize that discrimination is always wrong
- Reinforce confidentiality
- Model inclusive and gender-neutral language
- Provide opportunities for all students to participate in age-appropriate activities and discussions regardless of their gender, ability, size, race, class, ethnicity, religion, sexual orientation, gender identity or other characteristics of a person
- Support leadership by helping youth to build skills
- Assist with setting meeting agendas and planning activities
- Help mediate and facilitate discussions
- Acknowledge cultural and faith values, attitudes and beliefs
- Help Make connections between multiple forms of oppression and intersections between gender and race, gender and culture etc.
- Work with school's guidance counsellor to ensure support is available for referrals as issues may arise at meetings
- Have Fun!



Teachers or Staff should avoid:

- Having more advisors than students
- Dominating discussions and making decisions for the group
- Discussing personal issues
- Allowing discussions to become gossip about students

Contact us if you have any questions or suggestions regarding teacher's role or any other aspects of this initiative:

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260 – 800 Hornby Street, Vancouver, BC V6Z 2C5 Anastasia.Gaisenok@JusticeEducation.ca 604-660-9874

Activities for Change Makers' Club Meetings

The following are some of the activities available from the We Can BC campaign. These activities can be used as icebreakers during the first meeting or you can use these activities as part of a 60 minute workshop available at www.wecanbc.ca under 'Resources'.

Activity 1 – True of False Quiz on Violence Against Women

Display "True and False" statements on an overhead, white board or chart paper. Have students vote or guess which of the following statements are true or false. Have a recorder write down the answer.

1. T F Globally, one in five women has experienced physical or sexual violence or abuse by a male.

2. T F Among women aged 15 – 44 years, gender-based violence accounts for the most deaths.

3. T F Violence against women is usually done by strangers

4. T F The cost of violence in BC is about one billion dollars.

5. T F Each year, about 50,000 Canadian women are admitted to shelters to get protection from abusive partners.

6. T F In Canada, 50% of physical assaults and 40% of sexual assaults are reported to the police by women

7. T F Over the last five years in Canada, half a million children heard or witnessed a parent being assaulted

Answer Key

1. False - Globally, one in three women have experienced physical or sexual violence or abuse by a male.

2. True – More death and disability than the combined effects of cancer, malaria, traffic injuries and war.

3. False – women are more likely to be victimized by a friend, family member or intimate partner

4. True – health care, policing, jails, courts, transition houses

5. False – 96,400 women sought safety in shelters from a spouse of ex-spouse

6. False – less than 30% physically abused women and less than 10% sexually abused women report these offenses to police

7. True – Over a five – year period in Canada, half a million children heard or witnessed a parent being assaulted.

- Ask students if they are surprised by these statistics?
- What was the most surprising issue?
- Why do they think women under report partner abuse?
- How do they think children witnessing abuse are affected?

Activity 2 – Violence against Women – Key issues

Definition

Violence against women is any act that results in or is likely to result in physical, sexual and psychological harm or suffering, including threats of such acts and coercion or arbitrary deprivation of liberty, whether in public or private life.

Draw a circle of the white board and inside it write “Violence against Women.”

Ask: what is violence against women?

Go over the definition provided and compare with the answers.

Ask: What are some examples of violence against women?

Record the answers outside the first circle, but attach it to the circle like a brain map (see sample brain map below).

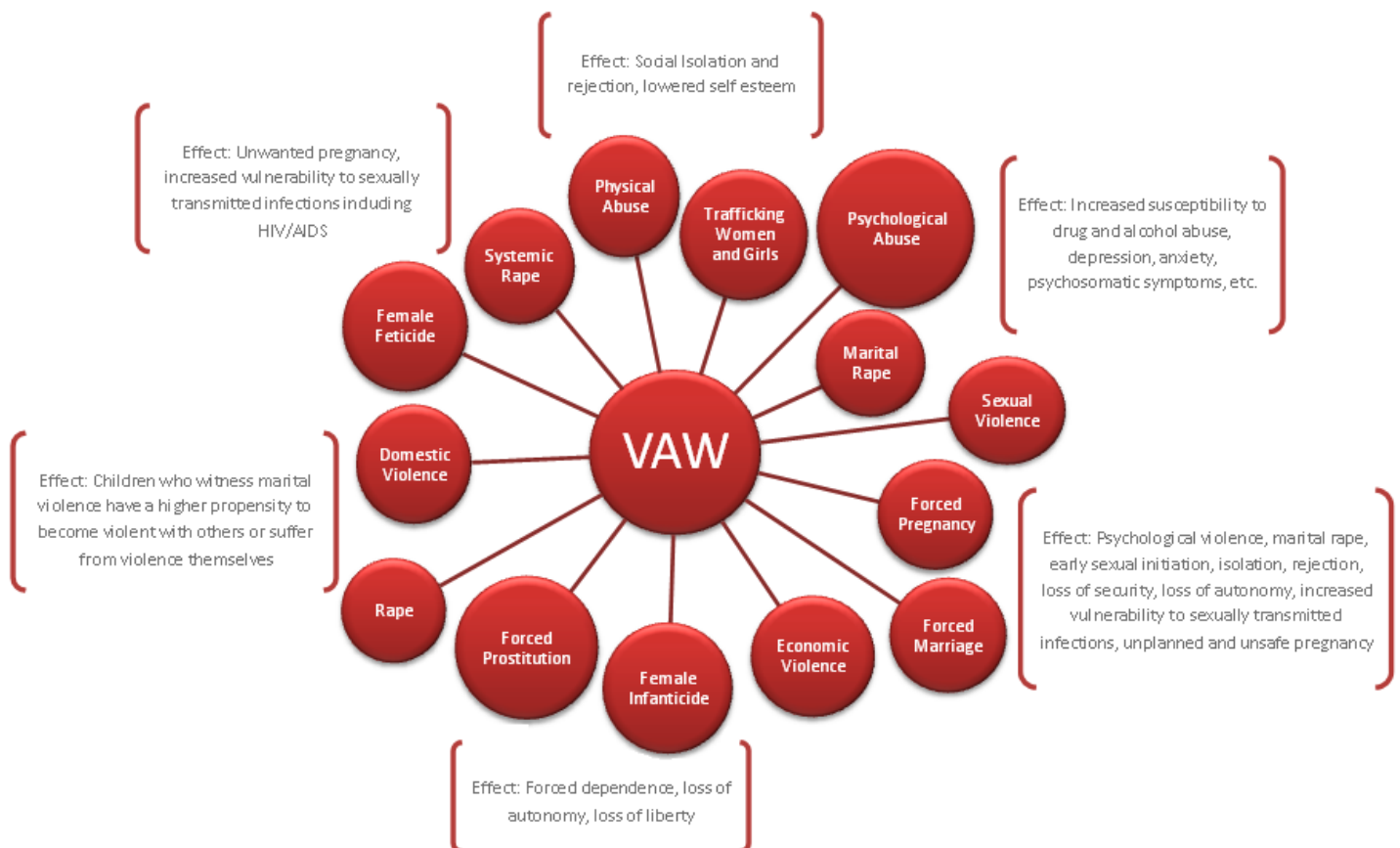
Ask what are the *effects* of violence against women?

Record their responses on the chart outside of the first comments and connect the

effects to the examples.

Further discussion or charting can include:

- Who is affected by violence against women?
 - Where does violence against women happen?
- These could also make good homework questions or journal writing assignments.



Who does violence against women effect? (background information to help those leading the activity)

Violence against women endangers the health and violates the rights of millions of women and girls around the world, regardless of race, socio-economic status, religion or ethnicity.



Some groups of women are particularly vulnerable to violence including:

- *Women belonging to minority or indigenous groups*
- *Refugees*
- *Migrant labourers*
- *Women living in poverty*
- *Women who have been repatriated*
- *Displaced persons*
- *Female children*
- *Elderly women*
- *Women living in rural or remote communities*
- *Women place in federal institutions or in detention centres*
- *Women living in situations or armed conflict and wars or*



Effects of violence against women

Violence against women is not only a violation of fundamental human rights, but it is also an obstacle to the achievement of equality, development and peace. Globally, violence against women has eroded women's rights to life, health, security, autonomy, bodily integrity, and political participation.

Violence against women carries serious consequence for both women's physical and psychological health; these consequences extend beyond any immediate physical damage. Women who have experienced violence anywhere are susceptible to drug and alcohol abuse, depression, anxiety, psychosomatic symptoms and suicide. Women who have experienced sexual violence have often experienced early sexual

initiation and are increasingly vulnerable to unprotected sex, unplanned pregnancies, and the contraction of sexually transmitted infections, including HIV/AIDS. Women who have experienced violence may also suffer from social isolation and rejection, lowered self-esteem, and economic dependence.

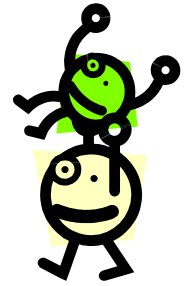
Children who experience violence or witness marital violence within the home have a higher propensity to become violent themselves. Children experiencing domestic or family violence might also suffer from emotional trauma, difficulties in school, lack of concentration, social isolation, lowered self-esteem and self-confidence, and unstable living conditions.

Violence against women has enormous social, economic and political repercussions for society at large. Violence against women undermines a society's social framework for development, justice, peace and equality. The economic costs are health care, policing, incarceration, intervention, transition houses, diminished productive capacities, social services, child services, court proceedings and intergenerational effects.



Activity 3 – Becoming an Agent for Change

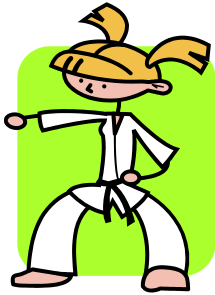
Who is a Change Maker? It is an individual who pledges not to commit or tolerate any violence against women, who works on her/his attitude and agrees to encourage five people to take on this commitment. Review with students what change makers believe in.



Change Makers believe that:

- Violence against women is never acceptable
- Violence against women is a public issue, not a private matter
- A change in attitudes is essential and possible and each individual has the potential to change
- Change must begin now

Change Makers can take *action* by some of the following:



- Increase their own awareness about violence against women
- Encourage discussion about gender inequality
- Act as role models of alternative behaviour
- Recognize various forms of violence and discrimination
- Talk to friends and teachers to raise awareness about violence against women
- Visit the following websites: www.wecanbc.ca, www.equalityrules.ca, www.toolsforchange.ca to learn more and to get engaged
- Ask teachers to have discussions in related subject areas

Brainstorm time!

Break into discussion groups and work on the following questions:

- What can I do to challenge attitudes and behaviour as a Change Maker?
- What can be the challenges? How can I solve them?
- What can we do as a club in our school?
- How can we do it? Think of three concrete actions.

Let each group to share the results of their discussion. Record the answers on the blackboard or a flip chart. You can organize them according to the template below. This is your club's action plan! Remember, that this is work in progress and you can modify this plan as you go.

Sample Action Plan

Step One Action: _____

We will achieve this by:

Step Two Action: _____

We will achieve this by:

Step Three Action: _____

We will achieve this by:





Visit

www.wecanbc.ca

to register as a Change Maker and find more ideas on what you can do.

Find We Can BC campaign on Facebook and Twitter and share it with your friends!

Suggested Topics and Resources

Topics	Information Sources and Workshops	Speakers and Interactive Media
<p>Types and Levels of Violence</p> 	<p>Workshops: We Can BC — Resources for Change Makers; For Teachers. www.wecanbc.ca/index.php?q=resources</p> <p>The Economic Costs of Violence Against Women: An Evaluation of the Literature, United Nations (2005). www.un.org/womenwatch/daw/vaw/expert%20brief%20costs.pdf</p> <p>Safety and Violence among BC Youth Fact Sheet, The McCreary Centre Society (2003) www.mcs.bc.ca/pdf/safety_violence_ahs_3_fs.pdf</p>	<p>Contact Linda Kuan, Vancouver/Lower Mainland Manager, RespectedED Program at 604-709-6642, or linda.kuan@redcross.ca. See www.redcross.ca/article.asp?id=007980&tid=030</p> <p>Multimedia/interactive: Consider Teens on Target Program from California: www.youthalive.org/tnt</p>
<p>Language and Stereotypes</p> 	<p>Using language to support LGBT Youth, Safety Under the Rainbow (2008) www.sutr.ca/sutr_pdf/Language_Support_LGBT_Youth.pdf</p> <p>Media Stereotyping, Media Awareness Network (2009) www.media-awareness.ca/english/issues/stereotyping</p>	<p>Workshop: See diversity tools on Training for Change website. www.trainingforchange.org</p>
<p>Pop culture, Sexuality and Conflicting Values</p> 	<p>Information source: Supporting Adolescents and Youth, United Nations Population Fund http://cl-t077-040cl.privatedns.com/adolescents/education.htm</p> <p>Workshop: Guide for Needs Assessment for Youth, UVic School of Child and Youth Care www.cyc.uvic.ca/naty/guide/index.html</p> <p>Video: Killing Us Softly 3: Advertising's Images of Women Available on Google Video</p>	<p>Contact The McCreary Centre. See links at www.mcs.bc.ca/yaction.htm</p> <p>Multimedia/interactive: Discuss this article: www.straight.com/the-myth-of-promiscuity</p>
<p>Bullying</p> 	<p>Walton, Gerald. "British Columbia." 3.4 <i>Journal of Gay & Lesbian Issues in Education</i> (2006): 97-100</p> <p>Workshop: Lesson Plans for Cyberbullying and the Law, Grades 7–8, Grades 9–12, Media Awareness Network (2009). www.media-awareness.ca/english/resources/educational/lessons/secondary/cyberbullying/</p> <p>Public Safety Canada, "Bullying prevention in schools" http://www.publicsafety.gc.ca/res/cp/res/bully-eng.aspx</p>	<p>Speaker: Contact Riley Inge of The Stop Project, 93667 Nelson Park, Vancouver at 604-632-4553 or 604-632-4558. Contact Teresa Harris at 604-527-1197, or teresaharris@yahoo.ca. Workshops are \$100/hour</p> <p>Multimedia/interactive: See Beyond Bullying website www.beyondbullying.com/usefulresources.html</p>

Dating and Safety in Relationships



Help Starts Here, information on Youth Dating Violence, BC Ministry of Public Safety and Solicitor General (2006)

www.pssg.gov.bc.ca/victim_services/publications/helpstartshere/06-2244_InfoSheet5D.pdf

Youth Dating Violence, *School-based violence prevention programs: A resource manual*, University of Calgary (2002)

www.ucalgary.ca/resolve/violenceprevention/English/reviewprog/youthdintro.htm

Workshop for Youth on Dating Violence, thesis by Libby Charlton (2003).

<http://digital.lib.washington.edu/dspace/bitstream/handle/1773/2101/charlton03.doc?sequence=1>

Stop! Dating Violence Among Adolescents, workshop for school staff, Government of Quebec (1995)

www.meq.gouv.qc.ca/cond-fem/publications/28-2665-03a.pdf

Healthy Relationships curriculum, Men for Change (2008).

www.m4c.ns.ca

Contact Ending Violence Association of BC.

www.endingviolence.org

Multimedia/interactive: See Unscripted: Interactive Theatre for Change, University of Alabama Women's Resource Center (2007) <http://wrc.ua.edu/involved/unscripted.htm>

Anger Management and Self-Defense



Anger management listing of materials, Justice Institute of BC (2008)

www.jibc.ca/library/Bibliographies/Anger_Management_-_JIBC_%20Library.pdf

Anger Management: A Guide for Teens, Center for Young Women's Health (2009)

www.youngwomenshealth.org/anger.html

Challenging the Myths, Women Educating in Self-Defense Training (2002)

www.kwantlen.ca/pscm/wenlido/wenmyths.htm

Wenlido training—contact Alice MacPherson, senior instructor, at 604-876-6390, or alice.macpherson@kwantlen.ca.

Fit4Defense instructors offer speaking engagements and workshops for parents and professionals on assertiveness, conflict resolution, anger management, self-defense, bullying, and wellness in both community service and corporate settings. Contact Suzanne Jean at kaizensj@shaw.ca.

Prevention, Action, and Self-Help



Community Crime Prevention Guide, Justice Education Society

www.criminaljusticereform.gov.bc.ca/en/what_you_can_do/crime_prevention_single_page.pdf

Best Practices of Youth Violence Prevention: A Sourcebook for Community Action, Centers for Disease Control and Prevention (2002)

www.cdc.gov/ncipc/dvp/bestpractices.htm

Contact the Crisis Intervention & Suicide Prevention Centre of British Columbia at 604-872-1811, or info@crisiscentre.bc.ca.

<http://youthinbc.com>

Youth Violence Prevention Toolkit, Native Women's Association of Canada (2009)

www.nwac-hq.org/en/youth/toolkit/yvptoolkit-community-4.html

Workshop/speaker:

Contact Leave Out Violence (LOVE) www.leaveoutviolence.com/English/programs.htm

Multimedia/interactive: Consider ReACT—Respect in Action, Youth Preventing Violence program of Greater Toronto www.metrac.org/programs/info/speakers.htm