



# Change Maker's Kit

## Part One: Handbook

### **Handbook Objectives:**

This Handbook has been designed to:

- Encourage Change Makers to develop a critical understanding of gender equality
- Assist Change Makers in recognizing and identifying practices of violence against women
- Equip Change Makers with the skills to respond to violence against women



**SECTION ONE HANDBOOK SHEET: Does Society Treat Women and Men Equally?**

Learning Objective: To look at the relationship between men and women in society.

Complete the following questions.

1. What are some common attitudes and beliefs about women in society?

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2. What are some common attitudes and beliefs about men in society?

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3. How do these attitudes and beliefs show up in daily life?

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4. Are there some activities that women are more likely to do? If so, list some examples.

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5. Are there some activities that men are more likely to do? If so, list some examples.

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6. Examples: What would you say about the following?

- a. Who is more likely to cook at home?
- b. Who is more likely to be responsible for childcare?
- c. Who is more likely to be a police officer?
- d. Who is more likely to fix household appliances?
- e. Who is more likely to earn more money?
- f. Who is more likely to be a C.E.O. (Chief Executive Officer)?
- g. Who is more likely to be appointed to a political job?

7. Do you think men and women are equal? \_\_\_\_\_



## SECTION TWO HANDBOOK SHEET: What Does Gender Inequality Look Like?

Learning Objective: To encourage participants to look at what things in society's structure leads to gender inequality.

*Read and think about the following scenario.*

Cindy and Mandy were sitting in the lunch room during lunch time. Mandy was not eating anything. When Cindy insisted, Mandy told her how hard it is for an immigrant professional to adjust in a new country.

Cindy: Mandy, what is the matter? You seem very upset.

Mandy: I am not feeling well.

Cindy: Maybe you should take some time off and go home and rest?

Mandy: I can't do that. My supervisor is already very angry with me. He will not accept my request.

Cindy: Why is he angry?

Mandy: He believes I am a slow worker compared to other coworkers. He called me in the office today (starts crying) and warned me that he will fired me because he does not think I have good language skills. Sometimes he does not understand me because I have an accent.

Cindy: I can understand you very well. I do not see any problem with your accent. In fact your English is more polished one than any of us. Mand, correct me if I am wrong, you were working as a dentist in your country.

Mandy: Yes, I was.

Cindy: Why don't you pursue your own profession here in Canada?

Mandy: It is not easy. I will have to go through training to get my licence to practice here.

Cindy: You can do it.

Mandy: It is not as easy as you think. I have a child and my husband to support because he is a doctor and he wants to get his licence first. It will take a few years to do that. I also have to take care of my daughter, her schoolwork and the household. I am the only breadwinner of the family. My husband is not used to doing his own chores so every thing falls on my shoulders.

Cindy: How long would it take for your husband to finish his education?

Mandy: It is hard to say because he will have to pass some tests before he would know where he stands.

Cindy: How many years of training would you have to take?

Mandy: I cleared my test and I will have to go for one year and half years to get my licence.



Cindy: I feel you should have taken your licence first and then supported your husband.

Mandy: No, I would cause problems in our relationship because my husband and my in-laws will never tolerate this. It will hurt his ego and my in-laws will not allow me to take the lead. They think my husband will lose his courage and it will lower his self-esteem.

Cindy: Oh, so they are okay with you to doing these odd jobs?

Mandy: Yes. I do not want to do it but I have to support my family.

1. What do you think gender inequality means?

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2. In the above scenario, identify some of the societal institutions that allow gender inequality to persist.

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3. In the above scenario, identify how gender inequality operates.

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4. In the above scenario, identify some of the social values/attitudes that allow gender inequality to persist.

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5. What is the relationship between these institutions, attitudes and values?

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6. Identify some of the reasons gender inequality exists.

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**SECTION THREE HANDBOOK SHEET: Signs of Inequality**

Learning Objective: To recognize and identify violence against women as a sign of inequality.

Complete the following questions.

1. How is gender inequality shown in daily life?

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2. How is violence against women shown:

at the individual level:

in the family:

in the community:

in a professional setting:

at an institutional level:

in religion:

3. Looking at the responses in question 2, how can we define violence against women?

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## SECTION FOUR HANDBOOK SHEET: Recognizing the Effects of Violence against Women

Learning Objective: To recognize and understand the impact of violence against women on individuals, families, communities and society.

Read the following statements and decide which are true or false.

### Statements:

- Globally, one in five women has experienced physical or sexual violence or abuse by a male.
- Among women aged 15-44 years, gender-based violence accounts for more death and/or disability than the combined effects of cancer, malaria, traffic injuries and war.
- Violence against women is usually perpetrated by strangers outside the home.
- Only women from certain cultures are vulnerable to partner or family violence.
- Domestic violence is usually a one-time thing.
- The cost of violence against women in British Columbia, including policing, incarceration, health care, court proceedings and transition houses, is approximately one billion dollars per year.
- In 80 percent of rapes and sexual assaults that take place in the workplace, women are the victims.
- In Canada, only 30 percent of women experiencing partner violence and less than 10 percent of women who have been sexually assaulted report this violence to the police.
- In a single year around 100,000 Canadian women, seeking safety from an abusive spouse or ex-spouse, are admitted to shelters.
- Domestic violence does not affect children of the partnership.
- There is nothing I can do to prevent violence against women.

2. What are the effects of violence against women:

on women experiencing violence:

on children:

on society:





**SECTION SIX HANDBOOK SHEET: How Can Change Occur?**

Learning Objective: To develop skills to facilitate and initiate change.

Complete the following exercise.

1. Write down your Change Maker Pledge.

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2. Develop an Action Plan to engage five other individuals in the 'We Can End All Violence against Women' BC campaign.

**Step One** Action: \_\_\_\_\_

I will achieve this by:

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**Step Two** Action: \_\_\_\_\_

I will achieve this by:

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**Step Three** Action: \_\_\_\_\_

I will achieve this by:

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**Step Four** Action: \_\_\_\_\_

I will achieve this by:

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**Step Five** Action: \_\_\_\_\_

I will achieve this by:

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2. Identify some of the challenges you might encounter while implementing your own Action Plan.

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