



Teacher's Kit

Part One: Teacher's Guide and Curriculum



Forward to the Teacher

The British Columbia 'We Can End All Violence against Women' campaign, which has been shortened to 'We Can', is part of a multi-year, international campaign working to end all violence against women. 'We Can' seeks to end violence by challenging the deeply entrenched societal attitudes, beliefs and practices that support and maintain violence against women. 'We Can' believes that by focusing on attitudinal change, long standing practices that are harmful to women can be replaced with positive values that foster individual rights and dignity.

'We Can' Campaign started in South Asia in 2004 involving six countries: Bangladesh, Sri Lanka, India, Nepal and Pakistan and Afghanistan. The British Columbia 'We Can' campaign was launched in June 2007 becoming the first campaign outside South Asia. It is now spreading across Europe, Africa and Latin America. National and regional campaigns are run by local coalitions of diverse organizations committed to ending violence against women.

Violence against women persists globally as both a pervasive violation of human rights and a significant impediment to achieving gender equality. In examining issues of violence against women, individuals are not only encouraged to work through issues of women's rights, gender equality and global social justice but are also challenged to reflect on the different ways violence against women has/could affect(ed) their own lives/communities.

The purpose of this curriculum is to provide students with a framework for understanding the complex issues relating to violence against women. This guide is designed to challenge students to think critically and use their analytical skills to make connections between gender inequality and violence against women and to expose students to the scope and severity of violence against women.

Issues of gender inequality and violence against women are prevalent in all social, political and economic spheres of society and this lesson will be relevant to a broad variety of disciplines.

'Part One: Teacher's Guide and Curriculum' includes the rationale, expectations and teaching strategies. There are six activities in a one period (60 minutes) lesson plan, and an optional seventh activity for another 30 minutes. Make sure to obtain other parts of the Teacher's Kit:

- Part Two: Backgrounder
- Part Three: Transparencies
- Part Four: Supplementary Materials



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Overview

Violence against Women Lesson Plan (60 minutes) + Optional activity (30 minutes)

Rationale: Cutting across boundaries of race, religion, culture, ethnicity, education, income and geography, violence against women endangers the health and violates the rights of millions of women and girls around the world. This lesson plan is designed to provide students with a framework to analyze and understand issues of violence against women and gender equality and to challenge students to recognize and identify the connections between these issues. Students will be encouraged to think critically about the societal structures, process and values the perpetuate gender inequality and violence against women and will be asked to develop an action plan/proposal detailing different ways individuals can become involved with initiatives to end violence against women.

Expectations:

By the end of this session, students will be able to:

- Demonstrate an understanding of gender equality
- Demonstrate an understanding of the scope and severity of violence against women
- Be able to identify the attitudes, beliefs and practices that support violence against women
- Make connections between gender inequalities and violence against women
- Identify the challenges in ending violence against women
- Develop and Action Plan/Proposal to end violence against women

Teaching Strategies:

- Gender Equality
- Brain Maps
- Think and Share
- Take Action



Part I: Awareness

Activity 1: Gender Equality

(10 minutes)

Objective: This activity is designed to encourage students to work to understand the issue of gender equality.* This will be useful later in the workshop when discussing the relationship between gender equality and violence against women.

Setup: Overhead transparency 'Gender Equality'.

Explain to the class that you will be dividing them into two groups based on gender. Once the class has been separated (with males on one side and females on the other), tell them they will be answering a series of questions within their respective groups. Each group is to record their answers to the following questions on opposite ends of a whiteboard or on separate pieces of flip chart paper. If necessary the two groups can be broken down into smaller groups (so long as they remain single-gendered).

Activity One Questions

1. In general, does society treat women and men equally?
2. Do women and men share the same responsibilities?
3. Are there some activities that men are more likely to do? If so, provide a few examples.
4. Are there some activities that women are more likely to? If so, provide a few examples.
5. What does society expect from/of women? Is this different from what society expects from/of men?

Once each group has finished answering the questions ask everyone to take a seat and have a representative from each side go through their answers.

Ask: If you were someone of the opposite gender, would you have answered any of the questions differently? Explain.

Ask: Are men and women equal in Canada? Do gender inequalities play a significant role in Canadian society?

As a class, enter into a guided discussion about the above questions

* This activity has been adapted from Planet Ahead Condomania Workshop - <http://www.planetahead.ca/>



Activity 2: What Do You Know About VAW?

(5 minutes)

Objective: This activity is intended both to introduce the topic of violence against women and to demonstrate the scope and severity of the issue.

Setup: Display 'True and False Statements' transparency on the overhead projector, or write the following statements on to a whiteboard or a piece of flipchart paper.

Ask students to guess whether the following statements are true or false. Have a recorder write down the answers.

True and False Statements

1. Globally, one in five women has experienced physical or sexual violence or abuse by a male.¹
2. Among women aged 15-44 years, gender-based violence accounts for more death and disability than the combined effects of cancer, malaria, traffic injuries and war.²
3. Violence against women is usually perpetrated by strangers outside the home.
4. The economic costs of violence against women in British Columbia, including health care, policing, incarceration, court proceedings and transition houses, totals approximately one billion dollars per year.³
5. 101,019 women and children were admitted to shelters across Canada between April 1, 2007 and March 31, 2008.⁴
6. In Canada only 30 percent of women who have experienced physical violence and less than 10 percent of women who have experienced sexual violence report these offences to the police.⁵
7. Over a five year period between 1994 and 1999 in Canada half a million children heard or witnessed a parent being assaulted.⁶

Once students have identified the statements as true or false, go through the correct answers together.

Correct Answers: True: 2,4,5,6 and 7
False: 1 and 3

1. **False** Globally, one in three women has experienced physical or sexual violence or abuse by a male.
2. **False** Women are more likely to be victimized by a friend, family member or intimate partner, than by a stranger.

¹ UN Commission on the Status of Women, 2/28/00 - <http://www.un.org/womenwatch/daw/csw/>

² UNIFEM East and South East Asia Region - <http://unifem-eseasia.org/resources/factsheets/Gendis5.htm>

³ Critical Elements of an Effective Response to VAW: Briefing Document - http://www.bcysth.ca/pdf/resources/criticalelements/BN_INTRO.pdf

⁴ Residents of Canada's Shelters for Abused Women, 2007/2008 Statistics Canada

⁵ Measuring Violence Against Women: Statistical Trends 2006 Statistics Canada

⁶ Family Violence in Canada: A Statistical Profile 2006 Statistics Canada

Activity 3: Key Issues Relating to VAW

(10 minutes)

Objective: The object of this activity is to allow students to work through some of the key issues relating to violence against women. During this activity students will be asked to define and document the scope and severity of violence against women. Students will be able to visually identify what violence against women entails and some of the more common ways violence against women is manifested.

Setup: Draw one circle in the middle of the whiteboard. Inside the circle write 'Violence against Women'. A sample Brain Map is attached. Place 'Key Issues Relating to VAW' transparency on the overhead projector. Use those questions to develop a brain map.

Ask: What is violence against women?
Record the answers just outside the first circle

Note: It is helpful to develop an inclusive definition of violence against women, as opposed to only listing examples of violence against women (i.e.: trafficking in women and girls, domestic violence etc)

Definition: *The globally accepted definition considers violence against women to be 'any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering, including threats of such acts and coercion or arbitrary deprivation of liberty, whether in public or private.'*⁷

Ask: What are the effects of violence against women?
Record the answers on the map

Ask: Who does violence against women effect?
Record the answers on the map

Ask: Where does violence against women happen?
Record the answers on the map

Once the brainstorm map has been created, go over the following questions.

Ask: What do you notice about the map?

The map should illustrate the extensive nature of violence against women and should demonstrate that violence against women affects millions of women and girls globally, regardless of race, religion, ethnicity or socio-economic status. The map should also depict violence against women as not only a fundamental violation of human rights, but also an obstacle to equality, development and peace. In this sense the effects of violence against women are not limited to those women and girls experiencing violence.

Sample Brain Map on Violence against Women is on the following page.

⁷ Beijing Platform for Action - <http://www.un.org/womenwatch/daw/beijing/platform/violence.htm>

WHO does violence against women affect?

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

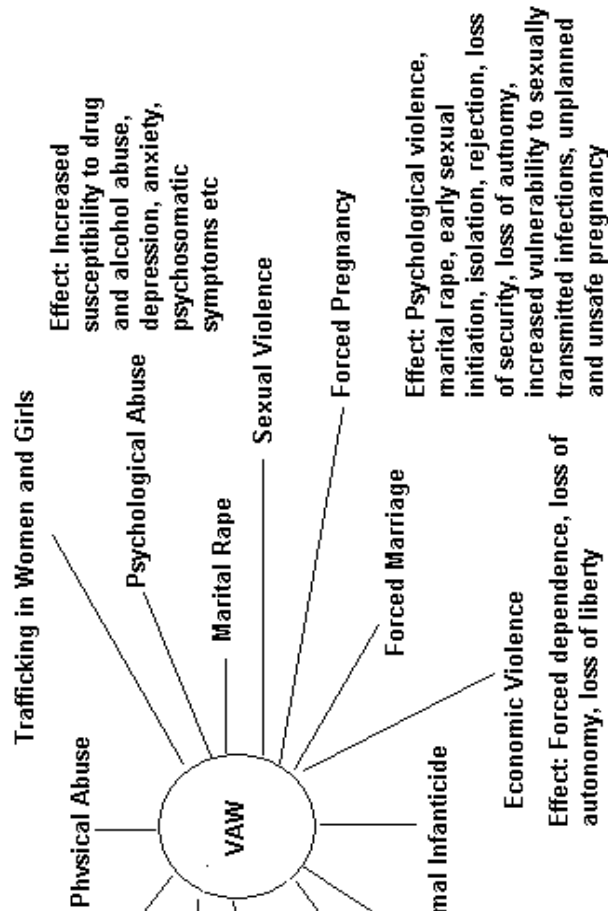
Effect: Unwanted pregnancy, increased vulnerability to sexually transmitted infections, including HIV/AIDS

WHERE: It is estimated that globally, one in every three women has been beaten, coerced into sex or otherwise abused by a male in her lifetime.

Effect: Children who witness marital violence have a higher propensity to become violent with others or suffer from violence themselves

Effect: Social isolation and rejection, lowered self-esteem

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



Trafficking in Women and Girls

Effect: Increased susceptibility to drug and alcohol abuse, depression, anxiety, psychosomatic symptoms etc

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

Social and Economic Consequences: increased costs for health care, policing, intervention, incarceration, social services, child services, court proceedings, transition houses



Activity 4: Media Reporting

(5 minutes)

Objective: When discussing *where* violence against women occurs, it is helpful to demonstrate how the issue of violence against women is portrayed in Canadian society.

Setup: Place 'Newspaper Article' transparency on the overhead projector, but make sure that the title of the article is not visible. Ask students to skim through it or read it out loud. Once the students have finished reading the article:

Ask: How would you characterize these actions (i.e.: violence, abuse)?

Ask: Think of an appropriate title for the article.

Once participants have called out their answers, uncover the title of the article.

Ask: What do you think of the title?

Ask: Is 'domestic dispute' an appropriate way to classify these actions?

Ask: Does the language used to report the incident have any impact on how the public views the issue of violence against women?

Discuss the following two points:

- **Omissions in the Article**

- The article does not connect the single instance of violence to the wider issue of violence against women
- The article does not make any connections between violence against women and gender equality
- The article does not suggest that violence against women is public issue

- **Use of Language in Reporting**

Characterizing an act of violence against women as something less significant like 'domestic dispute' or 'family violence' poses several problems. Not only do words like 'domestic' and 'family' suggest that these instances of violence are private matters (as opposed to public (issues)); but also, this kind of language separates these single instances of violence from the wider societal issue of violence against women. The separation of domestic and family violence from violence against women serves to make the issue of gender-based violence less visible in a Canadian context.



Newspaper Article

Domestic dispute ends in injury, serious charges

By Jessey Bird Vancouver Sun July 30, 2007 Can West News Service

Windsor, Ont.—Neighbours quietly watched as a Windsor woman was taken away on Sunday evening, after her boyfriend allegedly ran her over with a mini-van—twice.

The 47-year-old accused male was arrested at the scene.

Police were called to a housing complex on Sunday at about 3:30 p.m. for a domestic disturbance.

The couple were arguing over a cellphone when the male allegedly hit his girlfriend with a mini-van, said police.

The victim was standing next to the car and the vehicle was reversing, said Staff Sgt. Steven Bodri, “As a result of him reversing he struck her and I guess she fell down.

“He then proceeded to drive, causing further injuries, said Bodri.

The 40-year-old victim was immediately transported to hospital with a suspected fractured leg and arm. While she is expected to make a full recovery, Bodri said police take this kind of offence very seriously. “Any domestic violence incidents are serious,” said Bodri. “This is an ongoing problem we have every day in the city and elsewhere in the province.”



Part II: Making Connections

Activity 5: Grouping Connections

(20 minutes)

Objective: Violence against women can be attributed to a wide variety of socio-cultural factors, including: the historically unequal power relations between women and men; the differentiated socialization of girls and boys; women's unequal access to political, economic and legal sectors; and the unequal symbolizations and valuations of women's and men's bodies.

The objective of this section, then, is to analyze and understand some of the connections and patterns between gender inequalities and violence against women.

Setup: An overhead transparency 'Grouping Connections'.

Divide students into small groups of three or four. Provide each group with a pen and a piece of flipchart paper. Ask students to answer and record the following questions in their groups. Students can make reference to Activities One and Two.

1. Why does violence against women happen?
2. Does violence against women occur at every level of society (individual, family, community, institutional)? If so, provide examples.
3. Is there a relationship between gender inequality and violence against women? If so, what is this relationship?

Once groups have finished, ask each group to share their findings. If possible, have each group present on a different question.

Once all of the groups have finished, summarize the relationship between gender inequalities and violence against women and if it has not already been mentioned, draw particular attention to the issue of attitudes.

Violence against women is institutionalized at all levels of society – individual, family, community and institutional. Thus, it is necessary to understand and recognize issues of gender discrimination and violence against women at each of these levels.



Part III: Making Change Happen

Activity 6: Introduction to the 'We Can' campaign

(10 minutes)

Objective: The objectives of this section are to understand the prerequisites for change as well as to identify the necessary steps towards making change happen.

This portion of the lesson can be facilitated as a group discussion.

Ask: What kind of change is needed?

Ask: What kind of change is possible?

Ask: How can change be achieved?

Once these questions have been discussed, provide students with a brief background of the 'We Can End All Violence against Women' campaign and its origins. Focus on the British Columbia 'We Can' initiative and ways to get involved.

Use the 'What Can You Do' transparency to discuss the following with your students.

1. What is 'We Can'?
2. What are the campaign's objectives?
3. What is the campaign's strategy?
4. Who is a Change Maker?

Take Action: Involve students in discussing and analyzing 'We Can' strategies for ending violence against women.

Ask: Do you think you have the responsibility to take action on ending violence against women?

Ask: What can you do as a Change Maker?

Suggested Homework Assignment

Ask each student to prepare an action plan. The plan should include different ways she/he can become involved with initiatives to end violence against women and challenges/obstacles that she/he might encounter while implementing these initiatives.

A template and a sample plan are included in '*Part Four: Supplementary Materials*'.



What Can YOU Do?

JOIN THE CAMPAIGN & BECOME A CHANGE MAKER!

Help us to change the ATTITUDES, BELIEFS and PRACTICES
that support violence against women.

Change Makers pledge to:

- Speak out publicly against VAW
- Encourage 5 other people to join the 'We Can' campaign
- Challenge, existing gender-biased attitudes, stereotypes and practices in their community
- Support all laws that eradicate violence
- Support victims of violence



BECOME a FACILITATOR

Facilitate workshops to raise awareness about violence against women in your school, place of work and community!

VOLUNTEER

Volunteer with your local 'We Can' partner and participate in campaign events!

LEARN MORE

Visit our website to learn more about violence against women and the 'We Can' campaign!

START a CHANGE MAKERS CLUB at YOUR SCHOOL

For more information and to register as a Change Maker visit

<http://www.wecanbc.ca>



Activity 7: Examining the Media [Optional]

(30 minutes)

Objective: This activity is designed to challenge students to critically analyze and examine the issue of violence against women in the media.

Setup: Two newspaper clippings describing instances of violence against women have been provided in '*Part Four: Supplementary Materials*'. An overhead transparency with the activity questions is provided in '*Part Three: Transparencies*'.

Tell the class they will be examining two different newspaper clippings, which discuss instances of violence against women. Tell students that they will be working to identify/examine how violence against women is portrayed in the media and whether the media's depiction of the issue plays a role in society. Divide the class into groups of three or four and ensure that each group has one copy of each article. Remind students that there is no one correct interpretation.

Provide a list of questions that groups can use when analyzing the clippings (students are by no means limited to these questions alone)

1. What is the overall tone of each article? (i.e.: informative/factual, encouraging action etc.)
2. How does each article portray/depict the issue of violence against women?
3. Do the articles connect the single instance of violence described to the wider issue of violence against women?
4. Do the articles make any connections between violence against women and gender inequality?
5. Do the articles make any references to the scope and or severity of violence against women?
6. Do the articles suggest that violence against women is limited to a specific community?
7. Are there any similarities or differences between the articles? If so, what are they?

Once groups have finished, ask each group to share their observations.

Ask: How would the media's stance on violence against women affect the wider society?

Ask: Can the media play a positive role in preventing violence against women?

How Does the 'We Can' Campaign Use the Media?

The media is situated to play an important role in the dissemination of information, and thus securing media support will likely result in an increase in public awareness of the campaign. When addressing the issue of violence against women, campaign media supporters are in a position to identify and expose the magnitude of the problem as well as educate the public about the different forms that violence can take.