

# Gender A B C

Education Programme  
for Primary Schools



## Gender-Based Violence

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MODULE 3/6



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and implemented by



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Education Programme  
for Primary Schools

## Gender-Based Violence

This educational module was developed by **TERRE DES FEMMES**  
in the framework of the project GenderABC.

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## Section I

### INTRODUCTION

#### I. Purpose

Children and adolescents from all over the world are subject to many kinds of harm and violence. Girls in particular, can be subject to gender-based violence. According to a survey from the European Union Agency for Fundamental Rights, 35% of the women living in the EU have experienced psychological, physical or sexual violence before the age of 15 and 1 in 3 have experienced physical and/or sexual violence after turning 15<sup>1</sup>. Gender-based violence (GBV) includes psychological pressure, physical, or sexual abuse, socio-economic abuse, gender discrimination and exploitation. That means violence is not necessarily physical. Examples of gender-based violence are female genital mutilation (FGM), forced, early, and child marriage, human trafficking of women and girls, as well as domestic violence and intimate partner violence. The term “gender-based violence” is often used interchangeably with the term “violence against women.” However, the former highlights the gender dimension of these types of acts; in other words, the relationship between women’s subordinate status in society and their increased vulnerability to violence. Every form of violence against women and girls flows into the concept of gender-based violence. However, not all of them are exclusively targeted against women and girls. Indeed, it is important to note that men and boys may also experience gender-based violence, including sexual violence. In most of these cases the aggressors are other men. Since 2017, we commonly talk about gender-based violence against women, that is one of the fundamental social, political and economic means by which the subordinate position of women with respect to men and their stereotyped roles are perpetuated. This module on gender-based violence aims to sensitise children about issues related to gender violence and discrimination and to build their capacity to recognise and address gender-based violence in an ethical way. It is important to develop an understanding of the nature and scope of gender-based violence, the dynamics of abuse, risk factors and consequences. Furthermore, the point of “blaming the victim” needs to be addressed and kept in mind: by putting the blame on the victim of gender-based violence, the focus is on the victim, often a woman and her behaviour, rather than on the structural causes and inequalities underlying the violence perpetrated against her. Most children never learned to recognise gender-based violence and some might be affected without even being aware of it. In this project, this is the reason why this module is mandatory.

<sup>1</sup> European Union Agency for Fundamental Rights, *Violence against women: an EU-wide survey – main results*, 2015 doi:10.2811/981927

2. Main topics

- Different forms of gender-based violence
- Talking about own stories when participants experienced violence or didn't feel comfortable

3. Keywords

Gender-based violence • Gender-based discrimination • Gender  
Gender equality • Gender norms • Social norms • Stereotypes

4. Learning objectives

- Identify stereotypes as root causes of gender-based violence
- Define Gender-based violence: ability to define gender-based violence
- Understand basic concepts related to gender-based violence (such as violence, harm and power)
- Recognise different forms of violence
- Learn how to protect yourself from gender-based violence

5. List of activities

	Activity name	Target age	Total duration	Materials	Importance <sup>2</sup>
1	Video screening on Gender-based violence	6-8 years 9-12 years	45 minutes	<ul style="list-style-type: none"><li>• Computer/Screen</li><li>• Video (via internet-access or on a USB stick)</li></ul>	☆☆☆
2	Pictures	9-12 years	45 minutes	<ul style="list-style-type: none"><li>• Paper</li><li>• Box</li><li>• Coloured pencils</li></ul>	☆☆☆
3	Puppets tell the story	6-8 years	45 minutes	<ul style="list-style-type: none"><li>• Socks</li><li>• Glue</li><li>• Crafting Materials (e.g. pearls, wool, pipe cleaner etc.)</li></ul>	☆☆☆
4	Finish the story	9-12 years	50 minutes	<ul style="list-style-type: none"><li>• Printed version of the stories</li><li>• Paper</li><li>• Coloured pencils</li></ul>	☆☆☆

<sup>2</sup>Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for "highly recommended".

Section II

ACTIVITIES

Activity I Video screening on gender-based violence ☆☆☆



Total delivery time

45 minutes  
Preparation: 5  
Delivery: 30  
Follow-up: 10



Materials

- ☐ Computer/Screen
- ☐ Video (via internet-access or on a USB stick)



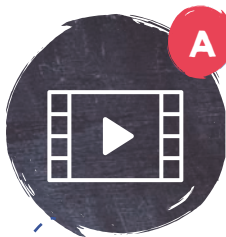
Target age

6-8 years  
9-12 years

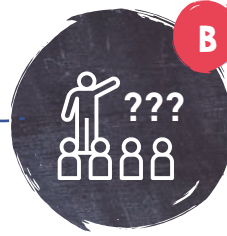
→ BACKGROUND

In this activity different forms of gender-based violence are illustrated. Participants learn to **identify the root causes of gender-based violence and how to react to this form of violence.**

→ SCENARIO



Educators show the video elaborated by the End FGM European Network and the consortium to the participants. It is recommended to show one story of the video; otherwise, if educators are willing to show all stories, they need to make sure they leave enough time after each topic/story to clarify questions concerning the content and to have a discussion.



Secondly, educators ask participants what the four stories of the video have in common and guide a discussion in order to let participants understand the common link to gender-based violence.



Educators provide a definition of gender-based violence and open a discussion in which the participants are invited to tell other stories and examples of gender-based violence. Educators also provide stories and data of gender-based violence for the participants to understand the extent of gender-based violence in Europe and globally.



In the end, educators let the participants discuss on how the characters in the video reacted to gender-based violence and how to deal with other forms of gender-based violence.

#### → BRIEF

Following the activity, educators lead a discussion based on the following questions:

- How did you feel watching the video?
- Have boys and girls experienced different feelings regarding the video?
- How would you feel if you were experiencing any of the situations shown in the video?
- How would you react if your friend was experiencing any form of gender-based violence?
- Can you think of any support service or institution that can help a friend that is affected by gender-based violence? *(Depending on the context, it is very important to name national support services and social services that affected persons can contact)*
- What have you learned about gender-based violence? What surprised you? Was there anything you didn't know before?



#### Activity 2 Pictures ★★★



##### Total delivery time

45 minutes  
Preparation: 5  
Delivery: 30  
Follow-up: 10



##### Materials

- ☐ Paper
- ☐ Box
- ☐ Coloured Pencils



Target age  
9-12 years

#### → BACKGROUND

The aim of the activity is to give participants the opportunity to **share situations in which they felt afraid and find solutions in groups.**

#### → SCENARIO



Educators start the activity providing various examples of gender-based violence, to explain this form of violence.

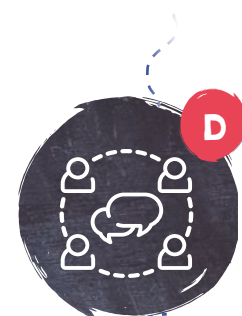


They then give one piece of paper to every participant, who are asked to draw or write about a situation of gender-based violence they have seen in television, they know from a friend or that has been described before.



The papers are folded and put in a box.





**D** Participants form groups of four and every group picks a paper; together they are asked to think of ways to help in the presented situation, answering questions like: how could this situation become non-violent? Who can they ask for help? Etc.



**E** Educators ask for situations in which the participants themselves have witnessed Gender-based violence. **Please note that educators need to be prepared to reactions from participants experiencing gender-based violence.**

#### → BRIEF

Following the activity, educators lead a discussion based on the following questions:

- How did you feel during the activity?
- Did you feel afraid?
- Did the girls' experience differ from the boys'?
- Who did you choose to ask for help and why?
- If you are experiencing forms of violence or especially gender-based violence, are those people close to you?
- How can you learn to "defend" your boundaries and to speak up in case you feel discriminated against or experience violence?



### Activity 3 Puppets tell the story<sup>3</sup> ★★



#### Total delivery time

45 minutes  
Preparation: 5  
Delivery: 25  
Follow-up: 15



#### Materials

- ☐ Socks
- ☐ Glue
- ☐ Crafting materials (e.g. pearls, wool, pipe cleaner etc.)



**Target age**  
6-8 years

#### → BACKGROUND

This activity combines the artistic creation of puppets with storytelling. The participants can **express anxious situations and get to know ways to help themselves or others.**

#### → SCENARIO



**A** The participants create their own puppets from socks, while educators give a small introduction about gender-based violence.



**B** To spark the participants' attention, educators tell a story with well-known characters and point out that fictional stories are often based on true events or exaggerated versions of real-life situations.



**C** Participants are then separated into groups of four, where everyone tells a story with their puppets about a situation where they have seen another person experiencing violence, a moment when they felt afraid or a situation inspired by the short introduction of this activity.



**D** Afterwards, the participants discuss how the persons from the story could be helped (e.g. with whom can they talk with to find help). They could also discuss whether the situations in which girls and boys experience violence differ from each other, in what way and why.

<sup>3</sup> Compasito, no 22, <http://www.eycb.coe.int/compasito/>

→ BRIEF

Educators may ask questions as following:



- How did you feel during the activity?
- Did the experiences differ according to the gender of the participants?
- Who did you find to be a suitable person to speak to in case of experienced violence?
- If there are any differences, can you think of reasons why girls and boys are treated differently?
- How can you learn to “defend” your boundaries and articulate yourself or speak up in case you feel discriminated against or experience violence?

Activity 4 Finish the story ★★★



**Total delivery time**  
50 minutes  
Preparation: 10  
Delivery: 30  
Follow-up: 10



**Materials**  
☐ Printed version of the stories  
☐ Paper  
☐ Coloured Pencils



**Target age**  
9-12 years

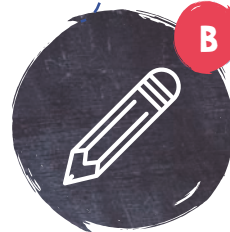
→ BACKGROUND

This activity aims at **stimulating the participants’ creativity in problem solving**. By finding an ending to a story of gender-based violence, participants develop a sense for dealing with those kinds of situations. Perhaps this might be combined with the reflection on why gender-based violence exists in the first place.

→ SCENARIO



Educators tell participants a story while leaving the ending open. The story needs to be about a form of gender-based violence.



Afterwards, participants are (in groups or alone) asked to either draw or think of an ending before telling it to the other class members. The goal is to find a solution for the conflict presented in the story.

Sample stories:

**Millie** is at her aunt's birthday party. She is having fun and playing with her younger cousins. After a while, her uncle lays an arm around her shoulders and starts joking around and tickling her. Millie doesn't really like it, she feels that her uncle has come too close to her. But she also doesn't know what to do, since he is her uncle and he is probably just being nice.

What can Millie do to feel comfortable and gain control of the situation again?

**Mariam** is a very ambitious student and her favourite subject is biology. She likes marine biology and loves everything that is related to the sea. Mr. Bush is her biology teacher and knows a lot about sea life and marine biology. Mariam likes him a lot and since Mr. Bush knows about Mariam's interest in marine biology, one day he lent her a book about whales. One month later, Mr. Bush asks Mariam to stay in the classroom after his lesson. Mariam is a bit nervous because the week before the class had an exam in biology and maybe, there is something wrong with her answers. At the same time, Mariam knows that she has always had very good grades in biology. While thinking about the reason of Mr. Bush's request to stay in the classroom, he comes closer and asks if she liked the book he lent her. Suddenly, Mariam feels very uncomfortable and anxious. Something is very different in the way that Mr. Bush is looking at her. Then, he starts touching her knee.

What do you think should Mariam do now? How do you think she feels (ashamed, terrified, guilty)? Do you think she should talk about this incident? Who with? Why could it be difficult to react in this situation (power relations, fear, teacher as a figure of authority)?

**Finn** and **Emma** are in grade three. This year the students can choose practical courses like cooking, woodwork and metalwork, as well as sewing. Emma wants to attend the woodwork class. Her uncle is a wood worker and she likes his work. Finn wants to go to the cooking class, since he helps cooking at home and enjoys it a lot. And of course, he likes to eat. During the lesson, the teacher starts to mock Finn and Emma in front of their classmates: "Finn, don't you think cooking should be left to girls? So, tell me Finn what is wrong with you? Didn't your parents teach you what a "real boy" does? And Emma, don't get me start on you. As a girl, you really cannot work with wood, it is way too hard. What is wrong with today's youth?".

How can Finn and Emma as well as their classmates explain to the teacher what they think of his opinion? How can they articulate that his behaviour is wrong?

→ BRIEF

Following the activity, educators lead a discussion based on the following questions:



- What kind of feelings/emotions did the story trigger? How did you feel?
  - Was it difficult to find an ending for the story?
  - Are there differences in the participants' solutions for the situation? Why/How?
- Discuss them
- On what do the participants' reactions depend (e.g. reproducing opinion of their parents)?
  - Can you give each other tips on how to address gender-based violence as children?



Session Plan

Name of the module: Gender-Based Violence

Venue / school: \_\_\_\_\_

Focal point / teacher: \_\_\_\_\_

Class (grade and reference): \_\_\_\_\_

N° of participants: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_      Duration: \_\_\_\_\_

Activity/(ies) chosen: \_\_\_\_\_

Materials (all checked): ☐ yes ☐ no

NOTES:

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Project Gender ABC  
MODULES LIST

Primary  
School  
Modules

- 01 Body Safety / Female Genital Mutilation
- 02 Empowerment and Communication
- 03 **Gender-Based Violence**
- 04 Gender Social Norms and Stereotypes
- 05 Human Rights and Children’s Rights
- 06 Sexual Orientation and Gender Identity

Secondary  
School  
Modules

- 01 Cyber Violence
- 02 Early Forced Marriage
- 03 Empowerment and Communication
- 04 Female Genital Mutilation
- 05 Gender-Based Violence
- 06 Gender Social Norms and Stereotypes
- 07 Group Building
- 08 Human Rights and Children’s Rights
- 09 Intimate Partner Violence
- 10 Sexual Orientation and Gender Identity
- 11 Sexual and Reproductive Health and Rights
- 12 Sexual Violence

Support  
Documents

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary



A project by:



**End FGM**  
EUROPEAN NETWORK



ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



**AIDOS**  
ASSOCIAZIONE ITALIANA  
DONNE PER LO SVILUPPO



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