

Gender A B C

Education Programme
for Secondary Schools



Gender-Based Violence

MODULE 5/12

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and implemented by



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for Secondary 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 subjected to different 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 women 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 15¹. 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, 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 first 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.

All forms of violence against women and girls come into the concept of gender-based violence. However, not every kind of gender-based violence is only targeting 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.

We commonly talk about gender-based violence against women, which 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 attempts to sensitize adolescents about issues related to gender-based violence and discrimination and to build the capacity to recognise and address gender-based violence in an ethical way. It is important to develop knowledge of the nature and the scope of gender-based violence, the dynamics of abuse, risk factors and consequences. Furthermore, the issue 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 behavior, rather than on the structural causes and inequalities underlying the violence perpetrated against her.

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

Most children never learn to recognise gender-based violence and some might be affected without even being aware of it. This is also the reason why this module is mandatory in the education programme.

2. Main topics

- Boundaries: realising one’s own limitation
- Different forms of gender-based violence
- Gender-based discrimination: participants discover how, where and when gender-based discrimination starts




3. Keywords

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

4. Learning objectives

- Define gender-based violence: being able to define gender-based violence, young people increase their awareness about power relations and the different forms of violence
- Describe basic concepts related to gender-based violence (such as violence, harm, and power)
- List common categories of gender-based violence
- Identify the root causes of gender-based violence
- Identify potential consequences of gender-based violence
- Learn how to react: in this section, children and adolescents are trained to protect themselves from gender-based violence

5. List of activities

	 Activity name	 Total duration	 Materials	 Importance ²
1	Video screening on gender-based violence	45 minutes	<ul style="list-style-type: none">• Computer or screen• Video (via internet-access or on a USB stick)• Post-it• Papers• Pencils	☆☆☆
2	Research on gender-based violence	45 or 90 minutes	<ul style="list-style-type: none">• Prepared cards with information on different forms of GBV• Additional material can be downloaded and printed in advance• In case of extra time: scissors, posters, fabric, brushes, paint, pencils, coloured paper, postcards	☆☆☆
3	Where do I stand?	45 minutes	<ul style="list-style-type: none">• Tape• Prepared statements and scenes (gender context) for the positioning activity	☆☆☆
4	Safety in my life	90 minutes	<ul style="list-style-type: none">• Flipcharts• Pencils	☆☆☆

² 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 or screen

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

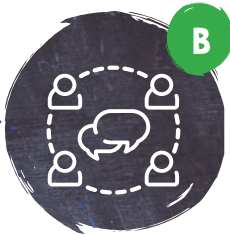
→ BACKGROUND

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 participants four videos; they also hand out post-its, papers and pencils, so that participants can write down their questions anonymously.



Participants build a circle and educators guide a discussion in order to let participants understand the common link to gender-based violence. Everybody can share their thoughts.



Educators provide a definition of gender-based violence and open a discussion in which participants are invited to tell other stories and examples of gender-based violence. Educators could provide other stories and gender-based violence data for the participants to understand the extent of the issue in Europe³.



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

→ BRIEF



- How did you feel watching the videos?
- Did boys and girls experience different feelings regarding the videos?
- How would you feel if you were experiencing any of the situations shown in the videos?
- What have you learned about gender-based violence? What surprised you? Was there anything you didn't know before?
- 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? *(Very important here: educators could name national support services and social services that affected persons can contact)*

³ See for example: EIGE <https://eige.europa.eu/gender-based-violence/data-collection>

Activity 2 Research on gender-based violence ★★★



Total delivery time

45 minutes (or 90)
Preparation: 10
Delivery: 25 (+45)
Follow-up: 10



Materials

- ☐ Prepared cards with information on different forms of GBV (see EIGE⁴)
- ☐ Additional material can be downloaded and printed in advance (for example EIGE's publications regarding GBV or articles about GBV)

In case of extra time:

- ☐ scissors, posters, fabric, brushes, paint, pencils, coloured paper, postcards

→ BACKGROUND

1st Version

This activity gives participants the opportunity to **find out more about one specific type of gender-based violence**.

2nd Version

An option to artistically approach the topic of gender-based violence is given. Participants can **artistically tackle the specific type of gender-based violence**. This could also **help to empathise with affected individuals**. It might be helpful to provide some examples of artists who challenge and fight gender-based violence through their art, such as Hanan Abu-Hussein, Luzene Hill, Jenny Nijenhuis and Nondumiso Msimanga⁵.

→ SCENARIO

1st Version



Participants brainstorm on the different forms of gender-based violence they know and they choose a specific number of forms (i.e. the most prevalent one, or the one considered most important by the participants).

⁴ <https://eige.europa.eu/gender-based-violence/forms-of-violence>

⁵ See: Hanan Abu-Hussein, *The unmarked body* (<https://www.unmarkedbody.com/abu-hussein>)

Luzene Hill <http://www.luzenehill.com/>; Jenny Nijenhuis and Nondumiso Msimanga: *SA's Dirty Laundry*, available at: <https://www.theguardian.com/world/2016/dec/02/dirty-laundry-washing-line-art-highlights-south-africas-epidemic>



Educators ask participants to create small groups and each group chooses one form of gender-based violence to work on, from a theoretical perspective.



They read the given information concerning the type of gender-based violence they chose and outline it in written format for the other groups (how prevalent is the type of violence in their country/other countries/worldwide? What are the causes? What are girls' and women's possible options to protect themselves from it?).

Note: In case the 2nd version can't be performed the results should be presented to the rest of the class by the end of the day.

2nd Version



In case of extra time or if a second day is available, participants could approach the specific form of gender-based violence they chose artistically, by illustrating it. Eventually, the different artworks can be displayed with the reports next to them.

→ BRIEF



1st Version

- How did you feel dealing with gender-based violence?
- How would you feel if you were affected by any form of gender-based violence?
- What have you learned about gender-based violence? What surprised you the most?
- Can you think of any support service or institution that can help a friend that is affected by gender-based violence? (*Very important here: educators should name national support services and social services that affected persons can contact*)

2nd Version

- Were there any preferences regarding the approach (creative or theoretical)?
- How did you choose to present the chosen form of gender-based violence? Why?
- What do you think about the others' artwork? Did you recognise the type of violence right away?

Activity 3 Where do I stand?⁶ ★★



Total delivery time

45 minutes

Preparation: 5

Delivery: 30

Follow-up: 10



Materials

□ Tape

□ Prepared statements and scenes (gender context) for the positioning activity

→ BACKGROUND

In this activity the **premises of gender-based violence are detected and challenged**. Participants get to experience their boundaries and define power relations within their group. Furthermore, gender-based violence itself is discussed more in-depth.

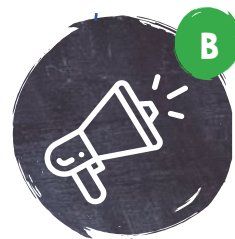
→ SCENARIO

This activity is composed of **two steps**: “**Boundaries**” and “**Positioning**”. A lot of girls (and boys) don’t know their own boundaries. Inappropriate contact or touching can be difficult to confront, as some children never learnt to set boundaries. For example, they should learn to say “No”, if they don’t want to kiss their aunt or sit on their uncle’s lap. It needs to be practised starting as a little kid. Another important point is for children to learn that it’s not only about saying no, but about giving consent actively.

Boundaries



Participants are asked to form two rows (distance of 5 meters between rows) facing each other and then the left row slowly approaches the right row standing on the other side.



Everyone tells their counterpart how close they are allowed to come by shouting “Stop!”. Every participant in the right row changes position and takes 10 steps back.



The right row walks towards the standing participants on the left side and, again, everyone is allowed to tell their counterpart how close they are allowed to come (by shouting “Stop!”).



The goal is to get to know their own comfort zone. Educators start a discussion about the two modes (moving and standing) and how they felt in each role. Eventually, participants discuss how their own comfort zone has changed if the person is a close relative, the best friend, a teacher or a stranger.

Positioning



In this next step, a line is taped/drawn on the floor: on one end of the line, educators put the label “no violence”, whereas, on the other side, a label saying “serious form of violence” on the floor.



The prepared statements or scenes are read by the educators and participants are asked to stand on the line. Each participants explain their choice and why they think the described situation is a case of violence or not.



Educators start a discussion based on the following question: why do some people perceive one scene as a serious form of violence whereas others see it as neutral?

⁶ Adapted version from *Compasito*, no 36, available at: <http://www.eycb.coe.int/compasito/>

→ BRIEF

After the short discussions, the activity can be wrapped up with further questions like:



- How did you feel during both activities?
- Did you like both activities? Why (not)?
- Did you feel comfortable?
- What did you learn about yourself and your comfort zone?
- What did you learn about other people's comfort zone? Are you more aware of it now?
- Were any differences between boys' and girls' defined comfort zone?
- How do you react when you notice that you are taken out of your comfort zone?
- What can be done to respect and be aware of other people's comfort zones?
- What surprised you about other participants' perception of violence?
- Did boys and girls perceive violence differently? If yes, in what way?

Activity 4 Safety in my life⁷ ★★



Total delivery time

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



Materials

- Flipcharts
- Pencils

→ BACKGROUND

In this activity **gender differences related to the issue of violence are illustrated**. The lack of availability of appropriate information for young people on the true nature of interpersonal violence such as relationship violence or bullying, etc. is addressed.

→ SCENARIO

Educators explain that this exercise is about bringing together what individuals regularly do for being and staying safe. Educators ask participants to form same-sex groups and to write a list together about what they do to be and remain safe.



Participants are asked to form sub-groups, which should be single-sex groups, with a maximum of four to five people each.



Educators ask the groups to share and brainstorm on the subject of 'staying safe'; in other words, participants are asked to think about and share things they do to avoid violence and to stay safe from violence. They could also think about the kind of threats to their safety they face on a regular basis.



Educators ask each group to go to the prepared working spaces in the room or close by and give the groups about 20 minutes for the reflection and to make a list on the flipchart.

⁷Adapted version from Council of Europe, *Gender Matters – A manual on addressing gender-based violence with young people*, S. 126, available at <http://www.eycb.coe.int/gendermatters/>



In plenary, educators ask each group to report and hang all the flipcharts next to each other in a visible place. If there were several sub-groups of the same sex, educators could place those flipcharts next to each other.

→ BRIEF

Educators ask for a round of first impressions about the exercise and about the results. A good way to start the discussion is to check if anyone is surprised by the discussion they had in the group, or by the other groups' results.

Typical results that arise and need to be addressed include:

- The lists prepared by the girls' group/s are often far more detailed and longer than that of the boys' group/s and cover more types of threat to women's safety:
 - What do you think about this difference?
 - Where do you think it comes from?
 - Does socialisation play a role?
- The lists prepared by both male and female groups often focus heavily on precautions against violence from complete strangers, even though there is evidence that violence is most often perpetrated by people known by their victims:
 - Are the lists of threats representative of the actual dangers that boys and girls, men and women face in their daily lives? Why? Why not?
 - If not, what dangers are missing from the list?
 - Why do you think they did not appear in the discussion and are therefore missing?
 - Can you identify any of the dangers in your local context? If so, do you think the precautions for staying safe suggested by the groups are relevant or effective?

Educators emphasise that even though men are also affected by gender-based violence, women suffer from it more often.

Educators continue asking the following questions:

- How did you feel during the activity?
- What was it like noticing differences in feeling safe or not?
- Why do you think children and young people are warned about certain dangers or forms of violence, but not about others?
- Whose job is it or should it be to inform young people and children about violence and precautions for staying safe?
- In what way could the youth sector contribute in providing credible information and advice to young people about violence and staying safe?
- How could you contribute to making a change?



Session Plan

Name of the module: Gender-Based Violence

Venue / school: _____

Focal point / teacher: _____

Class (grade and reference): _____

Nº of participants: _____

Date: ____ / ____ / ____ Duration: _____

Activity/(ies) chosen: _____

Materials (all checked): ☐ yes ☐ no

NOTES:

Gender
A B C

MODULES LIST

- 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*

- 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*

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

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A project by:



End FGM
EUROPEAN NETWORK



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