

# Gender A B C

Education Programme  
for Secondary Schools



# Sexual Violence

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MODULE 12/12

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for Secondary Schools

## Sexual Violence

This educational module was developed by **Médicos del Mundo** in the framework of the project **GenderABC**.

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## Section I

### INTRODUCTION

#### I. Purpose

The World Health Organization (WHO) defines sexual violence as “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work”<sup>1</sup>.

Sexual violence against women and girls is normalised and perpetuated through media and popular culture by objectification and sexualisation of women’s bodies, glamorising sexual violence, victim blaming, and the use of gender stereotypes and sexist language.

According to the European Union Agency for Fundamental Rights (FRA) wide survey on violence against women across the 28 Member States of the European Union,

- **11%** of women have experienced some form of sexual violence since they were 15 years old, either by a partner or some other person.
- **5%** has been raped since the age of 15.
- and among those women who indicate they have been victims of sexual violence by a non-partner, almost **1%** of them indicates that more than one perpetrator was involved in the incident.

With regards to sexual harassment, **45% to 55%** of women have experienced some unwanted sexual advance or request for sexual favours through verbal, non-verbal and physical behaviour since the age of 15<sup>2</sup>.

Men and boys can be victims of sexual violence on the form of rape or sexual harassment as a punishment of breaking up their traditional masculine role in society (for example, in relation to their sexual orientation), and boys can be sexually abused – as girls do - by male adult paedophiles. Sexual violence is broadly perpetrated by male offenders; it is based on gender power inequalities.

<sup>1</sup> WHO (2012): “Sexual Violence”, *Understanding and addressing violence against women*, available online at: [https://apps.who.int/iris/bitstream/handle/10665/77434/WHO\\_RHR\\_12.37\\_eng.pdf?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/77434/WHO_RHR_12.37_eng.pdf?sequence=1)

<sup>2</sup> European Union Agency for Fundamental Rights (FRA), *Violence against women: An EU-wide survey*, 2014, available online at: <https://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report>

The module focuses on the most common forms of sexual violence that girls, young women and women might face, as sexual harassment and date rape. To prevent those situations and promote awareness on sexual consent, the activities' aim is to give young people the chance to reflect on the roots of sexual violence, the sexualisation of women in the media or the so-called "rape culture".

The objective of the module is also to enhance everyone's capacity to stand against sexual violence and engage in equal, happy and healthy relationships by encouraging girls/women to defend their rights and making boys/men question their behaviour and empathise with girls and women's experiences.

## 2. Main topics

- Sexual Consent
- Rape culture
- Street harassment/catcalling
- Date rape





## 3. Keywords

*Consent • Coercion • Gang rape • Rape  
Rape culture • Rape myths • Sexual harassment  
Sexual objectification • Sexual violence*

## 4. Learning objectives

- Promote relationships based on consent and respect
- Understand the effects of sexualisation of women and girls
- Confront myths about sexual violence

## 5. List of activities

	 Activity name	 Total duration	 Materials	 Importance <sup>3</sup>
1	<b>Sex Object Test (SOT)</b>	45 minutes	<ul style="list-style-type: none"> <li>• Multimedia player</li> <li>• Sex Object Test (SOT)</li> <li>• Magazines</li> <li>• Blackboard or flip chart for the conclusions</li> </ul>	★ ★ ★
2	<b>Catcalling</b>	20 minutes	<ul style="list-style-type: none"> <li>• Blindfold (8)</li> <li>• Feathers (8)</li> <li>• Blackboard or flip chart for the conclusions</li> </ul>	★ ★ ★
3	<b>Consent</b>	40 minutes	<ul style="list-style-type: none"> <li>• Blackboard or flip chart for the conclusions</li> </ul>	★ ★ ★

<sup>3</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 Sex Object Test (SOT) ★★★



##### Total delivery time

45 minutes

Preparation: 10

Delivery: 20

Follow-up: 15



##### Materials & Resources

- Multimedia player
- Sex Object Test (SOT)
- Magazines
- Blackboard or flip chart for the conclusions
- optional**  Comic "It's not ideal but..."<sup>4</sup>
- optional**  Video "What is rape culture?"<sup>5</sup>
- optional**  Rape myths<sup>6</sup>

#### → BACKGROUND

The activity **focuses on reflecting on the so-called "rape culture"** by analysing the presence of sexual objectification of women in advertising through the "Sex Object Test (SOT)" from Caroline Heldman. She explains that sexual objectification is present if the answer to any of the seven questions presented at the end of the activity is "yes". Please, visit Heldman blog to better understand and see some examples of images<sup>7</sup>.

#### → SCENARIO



In plenary, educators propose to watch the video "Women not objects"<sup>8</sup> and ask participants the following questions:

- What do you think about the video?
- Do you think these messages are common in the media and social media nowadays?
- According to you, what could be the potential consequences of these messages?



Educators divide participants into groups of 4 or 5 people and assign them numbers.



Educators provide each group with the Sex Object Test (SOT), together with some magazines such as Cosmopolitan, Vogue, Marie Claire, Women's Health, Elle, Men's Health, Esquire, GQ. Groups with odd numbers look for magazine ads that pass the Sex Object Test (all answers to the questions are negative) and groups with even numbers look for magazine ads that do not pass the test (at least one answer to a question is affirmative).



Lastly, participants create a poster with ads based on their findings and in plenary, they share their reflections and debate. Educators support the participants to put in order their ideas and link them to gender power relations and rape culture.

<sup>4</sup> Emma Clit, *It's not ideal but...*, available online at: <https://english.emmaclit.com/2018/01/11/its-not-ideal-but/>

<sup>5</sup> *What is rape culture?*, available online at: [https://www.youtube.com/watch?v=SupUmg566js&index=71&list=PLM\\_Z7XX\\_sBicYip\\_Cv4dZ23MDKx5jc4Nf](https://www.youtube.com/watch?v=SupUmg566js&index=71&list=PLM_Z7XX_sBicYip_Cv4dZ23MDKx5jc4Nf)

<sup>6</sup> *Rape myths*, available online at: [http://www.icasa.org/docs/rapemyths\\_fact\\_sheet.pdf](http://www.icasa.org/docs/rapemyths_fact_sheet.pdf)

<sup>7</sup> *Sexual Objectification, part 1: What it is?*, available online at: <https://drkarolineheldman.com/2012/07/02/sexual-objectification-part-1-what-is-it/>

<sup>8</sup> *Women not objects*, available online at: [https://www.youtube.com/watch?v=5J31AT7vigo&has\\_verified=1](https://www.youtube.com/watch?v=5J31AT7vigo&has_verified=1)

### Sex Object Test (SOT):

- 1. Does the image show only part(s) of a sexualised person's body?**  
*Headless women, for example, make it easy to see her only as a body by erasing the individuality communicated through faces, eyes, and eye contact.*
- 2. Does the image present a sexualised person as a substitute for an object?**  
*She is reduced to an inanimate object, a useful tool for the assumed heterosexual male viewer, as a table can be.*
- 3. Does the image show a sexualised person as something interchangeable like objects?**  
*Interchangeability is a common advertising theme that reinforces the idea that women, like objects, are fungible; and like objects, "more is better," a market sentiment that erases the worth of individual women.*
- 4. Does the image affirm the idea of violating the bodily integrity of a sexualised person who can't consent?**  
*For instance, it could be showing an incapacitated woman in a sexualised position with a male protagonist and be glamorising the possibility that he has attacked and subdued her.*
- 5. Does the image suggest that sexual availability is the defining characteristic of the person?**  
*For instance, some ads could send the message that women are made for sex and they presumably can be possessed by anyone.*
- 6. Does the image show a sexualised person as a commodity?**  
*By definition, objects can be bought and sold, but some images show women as everyday products. The association of women with food is a common subcategory.*
- 7. Does the image treat a sexualised person's body as a canvas?**  
*It could show the body of a woman as a place to mark up or draw upon.*

### → BRIEF

There is a relation between the acceptance of rape myths and such attitudes as gender role stereotyping or acceptance of interpersonal violence, when people are exposed to images of women as sexual objects every day.

### Consequences of sexualisation and infantilisation of woman:



- Victim blaming (they enjoy it or want it; it only happens to certain types of women; or they lie or exaggerate)
- Women and girls perceived as less competent
- Make women and girls more vulnerable to sexual harassment, sexual coercion and unwanted sexual attention
- Women self-objectification, body shaming, anxiety over appearance

Educators could end the session with the video provided as additional resources or even showing images for each of the questions of the SOT Test from Carol Heldman blog.

## Activity 2 Catcalling / Street harassment ★★★



### Total delivery time

20 minutes  
Preparation: 5  
Delivery: 5  
Follow-up: 10



### Materials & Resources

- Blindfold (8)
- Feathers (8)
- Blackboard or flip chart for the conclusions
- Video "Why we need to talk about Street harassment"<sup>9</sup>
- Video "10 Hours of Walking in NYC as a Woman"<sup>10</sup>
- Video "Cambia el trato"<sup>11</sup>

### → BACKGROUND

Street harassment in public spaces is something that most girls and women experience every day. According to a survey carried out in five EU countries in 2018.

- **65%** of European women have been whistled at.
- **35%** have experienced sexist remarks, mocking or insults.
- **36%** have experienced obscene gestures with a sexual connotation on the street at some point in their lives<sup>12</sup>.

The activity **gives males participants the opportunity to explore the feelings that women and girls face when they experience street harassment.**

### → SCENARIO



Educators ask for 8 volunteers from both sexes among the participants; then, they divide them into pairs and name them within each pair one A and one B. Each one is briefed separately.

#### Instruction for A:

- Stay in line with a blindfold on.
- Move from one point of the room to another.
- Stop when they arrive at the final point.

#### Instruction for B:

- Tease and upset the partner with some of the following behaviours: whistling, making sexually explicit comments, following the partner too closely, touching their bodies using feathers. Make sure they avoid the private parts, the genitalia area.



In plenary both A and B expose their feelings in their different roles and educators facilitate a debate about sexual harassment.

### → BRIEF

Educators make sure to give girls participants the opportunity to share within the group their own real-life experiences of street harassment and feelings, to present the tools or strategies they use to avoid it and to describe the impact that it has in their lives. Educators could also encourage boys to respect girls and be responsible for their acts.

Confront some of the myths about catcalling or street harassment:



- Girls enjoy being catcalled
- It's a compliment
- As long as it is not violent, it's harmless
- Women with revealing clothes are asking for it
- It's done only to pretty girls
- It's done only to young girls

<sup>9</sup> BBC, *Why we need to talk about Street harassment*, available online at: <https://www.youtube.com/watch?v=mqs8WLLFyWY>


<sup>10</sup> Rob Bliss Creative, *10 Hours of Walking in NYC as a Woman*, available online at: <https://www.youtube.com/watch?v=b1XGPvWn0A>

<sup>11</sup> Fundación AvonAr, *Cambia el trato*, available online at: <https://www.youtube.com/watch?v=DfqlGQDbbWs>

<sup>12</sup> Foundation for European Progressive Studies (FEPS) and the Fondation Jean-Jaurès, *Women's Exposure to Gender-Based Violence and Harassment in the Street*, available online at: <https://www.feps-europe.eu/resources/publications/636-survey-women%E2%80%99s-exposure-to-gender-based-violence-and-harassment-in-the-street.html>

### Activity 3 Theatre of oppressed: Sexual Consent ★★★

 **Total delivery time**  
40 minutes  
Preparation: 5  
Delivery: 20  
Follow-up: 15

 **Materials & Resources**

- Blackboard or flip chart for the conclusions
- optional**  Video "Tea consent"<sup>13</sup>
- optional**  Video "No consent, no fairy tale"<sup>14</sup>

#### → BACKGROUND

The activity focuses on **exploring sexual consent through the method of Forum Theatre**, a type of social theatre from the Theatre of Oppressed. Forum Theatre creates short play-scenes about common situations of violence and discrimination to activate participation in seeking behavioural alternatives from the audience. The scenes are played once nonstop. Then, the scenes are played for a second round where participants can stop them at any point to replace one of the characters changing their behaviour or attitude. The participant plays the scene and the other players react according to this new role. There is no text, everybody is improvising.

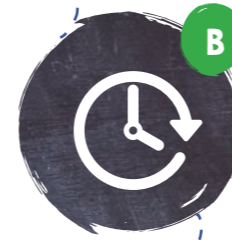
The moderator –here the educator–, does not intervene in the content of the scenes, s/he coordinates the choice of the scenes that should be played again and picks up the stops.

#### → SCENARIO



Educators ask two volunteers to play a scene already given. They explain the situation to the volunteers separately from the class and ask them to act as natural as they can.

**Mary and Robert** have been dating for the last 6 months, they have a nice relationship and they love each other so much. It's Saturday and they are at a birthday party. They drunk some beers and Robert is trying to convince Mary to leave the party and go to his house. Robert's parents are spending the weekend away and they have the house for their own. Mary is not sure about going with him because she doesn't want to have sex with him. He has been asking for the last month. She feels bad because she loves him and she doesn't want to lose him.



The volunteer playing Robert has to insist and the one playing Mary has to express denial without saying it. Educators give them some time to prepare the scene (5 min). The two actors play the situation once nonstop.



Educators ask the rest of the students the following questions:

- What do you think is happening?
- Do they want the same thing?
- Why do you know this?
- Why is going to happen?



The situation is played for a second time and educators invite the rest of the participants to intervene by clapping their hands and replacing one of the characters by literally taking over their role.



In plenary, educators facilitate a debate about sexual consent.

<sup>13</sup> Thames Valley Police, *Tea consent*, available online at: <https://www.youtube.com/watch?v=u7Nii5w2FaI>

<sup>14</sup> Amnesty International Canada, *No consent, no fairy tale*, available online at: <https://www.youtube.com/watch?v=QJTqpydWFNA>







# Gender A B C

A project by:



**End FGM**  
EUROPEAN NETWORK



**APF**  
ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



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