



Youth Workshop

Part One: Facilitator's Guide



TO: Workshop Facilitators

Dear Educators:

The British Columbia 'We Can End All Violence against Women' Coalition Team is pleased to provide you with this We Can End All Violence against Women Youth Workshop. We hope you will find it useful in your efforts to raise awareness about violence against women (VAW).

'We Can' believes that the best way to prevent violence against women from occurring is to challenge the social beliefs, attitudes and practices that support and maintain violence against women. By focusing on attitudinal change and on challenging long standing practices that are harmful to women we can replace them with positive social values that foster individuals' rights and dignity.

A key component of the 'We Can' campaign is educating and mobilizing individuals to take a public stand and public action against violence against women. By delivering this workshop in your school, workplace or community, you are directly participating in an international effort to end violence against women. By encouraging participants to become involved with initiatives to end all gender-based violence and discrimination, you are contributing to a worldwide movement for global social justice.

The following workshop has been designed to be both participatory and interactive while at the same time sensitive to the diverse needs and backgrounds of all participants. It is important to note that this package is not a script for you to follow word-for-word, but rather a guide or kit that can be adapted as you see fit.

Although this handbook has been designed to contain enough detailed information about violence against women and the 'We Can' campaign to enable you to design an interesting, thought-provoking workshop, you may wish to do some outside reading to broaden your own understanding of the issue. Here are a few good places to start:

- The British Columbia 'We Can' Website: www.wecanbc.ca > Resources
- The South Asia 'We Can' Website: www.wecanendvaw.org
- The United Nations 4th World Conference on Women:
<http://www.un.org/womenwatch/daw/beijing/platform/violence.htm>

Thank you for your ongoing commitment to ending violence against women.

Yours sincerely,

The 'We Can' Coalition of BC



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Workshop Objectives

This workshop is designed to:

- Encourage participants to examine issues of women's rights, gender equality and global social justice
- Raise awareness about violence against women, understand why violence against women occurs and address violence against women as a current global challenge
- Introduce participants to the 'We Can End All Violence against Women' campaign
- Demonstrate the importance of **attitudinal change** in ending violence against women
- Encourage participants to become actively involved with initiatives to end violence against women
- Inspire participants to become Change Makers

Workshop Checklist

Make sure to obtain and print other documents from Youth Workshop Kit:

- 'Part Two: Backgrounder'
- Part Three: Transparencies
- Part Four: Handouts
- Part Five: Participant Handbook

Organization of the Workshop

Before the Workshop

- Do background research on the material that you are presenting--read the 'Part Two: Backgrounder' at the end of this guide.
- Take care of all logistical elements (venue, overhead projector and/or TV)
- Advertise the workshop
- Gather and itemize materials that you will bring with you

What are the Objectives?

- Be Specific – What do you want the participant to gain from the workshop?
- How will you know whether you have achieved these objectives?
- Be Realistic – Consider the time you have available

Who are the Participants?

- How many participants are you expecting?
- Social Identity?
- Sectors they represent?
- Areas of work and knowledge?
- Do they know each other?
- Why are they attending this workshop? What are their expectations?

Effective Introduction

- Make sure that objectives are clear
- Use dynamic warm-up activities where participants have to work together
- Ascertain participants' expectations
- Get people focused – you can use the video for this
- Establish credibility as a facilitator

During the Workshop

- Present information visually (charts, overheads, videos, slides etc.)
- Use small group activities where appropriate and possible
- Engage participants with interactive discussions and hands-on activities
- Make sure the objective remains clear throughout the workshop
- Consider the participants' comfort levels
- Adapt to needs as they arise
- Deal with problems and questions as they occur
- Watch the time and know when to move on



Workshop Agenda

- | | |
|---|------------|
| 1. Introduction | 4 minutes |
| 2. Defining VAW and Recognizing the Problem | 5 minutes |
| 3. Key Issues Relating to VAW | 18 minutes |
| 4. Media Reporting | 4 minutes |
| 5. Personal Reflections [Optional] | 5 minutes |
| 6. How Can Change Occur? | 18 minutes |
| 7. How Can You Get Involved? | 2 minutes |
| 8. Question and Answer Period and Wrap-Up | 4 minutes |

Total Time: 55 minutes

* If the Reflection Exercise is used an additional 5 minutes must be added to the total time



Workshop Guide

Key Ideas

Familiarize Yourself with the Following Ideas:

- Violence against women is institutionalized at all levels of society – individual, family, community and institutional. To foster equal worth and opportunity, it is necessary to address the issue of gender discrimination and violence against women at each level.
- Ending violence against women requires a change in deeply entrenched and pervasive societal attitudes and practices that endorse violence against women.
- Long standing practices that are harmful to women can be replaced with positive social values that foster individual rights and dignity.

A. Introduction

(5 minutes)

Welcome

- Introduce facilitators and participants and invite participants to help themselves to refreshments.
- Provide a brief introduction to the 'We Can End All Violence against Women' campaign [See 'Part Two: Backgrounder']
- *Tell participants that this workshop has been designed to be interactive and participatory and encourage participants to contribute their comments, ideas and questions throughout the session.*

Objectives

Go through workshop objectives with the participants. A copy of the workshop objectives is provided on an overhead transparency.

- Tell participants that this workshop will examine issues relating to women's rights, gender equality and global social justice [See 'Part Two: Backgrounder']
- Tell participants that this session is intended to raise awareness about violence against women and introduce participants to the 'We Can End All Violence against Women' campaign
- Tell participants that this session is designed to encourage participants to become actively involved with initiatives to end violence against women

Agenda

Discuss how the workshop will be presented. Copies of the Agenda may be handed out this time or participants can refer to copies in their workshop handbook. A copy of the agenda is provided on an overhead transparency [See 'Part Three: Transparencies'].

B. Defining Violence against Women and Recognizing the Problem (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: ‘Violence Against Women’ and ‘True and False Statements’ transparencies.

Ask: What is violence against women?

Participants will give their answers out loud and a recorder will write down all of the answers on a board or piece of flipchart paper. Try to bring ideas together to create one definition. Below is the definition provided in the ‘Part Two: Backgrounder’ section. A transparency of this definition is provided. Using this definition compare and contrast it with the definition the group came up with.

Working Definition of Violence against Women:

Violence against women is defined as 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.

Violence against women includes: physical, sexual, psychological and economic violence, harassment or intimidation; sexual abuse or rape, including marital rape or sexual slavery; battery; domestic violence; forced prostitution; trafficking in women and girls; burning or acid throwing; female genital mutilation; female feticide and infanticide; violence in armed conflict; systemic rape; forced pregnancy; and forced marriage.

Recognizing the Problem

Setup: An overhead transparency ‘True and False Statements’.

Ask: Which of the following statements is true?
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.

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>



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 participants have guessed whether the statements are 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

Ask: Were you surprised by these statements? Which ones and why?

Have a discussion on whether the general public knows about this problem and why violence against women is considered by most people to be a private not public matter.

C. Key Issues Relating to Violence against Women (18 minutes)

Objective: This activity allows participants to work through some of the key issues relating to violence against women. Through this activity participants will be able to isolate the different variables acting to support violence against women. Furthermore, participants will be able to visually identify what violence against women entails and some of the more common ways it is shown.

Tell participants that this activity will involve a series of partner and group brainstorms.

Setup: Before the workshop write the following three categories onto a piece of flipchart paper: Behaviours, Practices/Customs, Beliefs/Attitudes

Buzz Groups: Ask participants to turn to the person next to them and discuss the following question.

³ Critical Elements of an Effective Response to VAW: Briefing Document - http://www.bcesth.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



Ask: What are the behaviours that support and maintain violence against women?

Give participants two minutes to brainstorm their answers and then call everyone back into a big group. Ask people to call out some of their answers. Record these answers on the chart

Buzz Groups: Ask participants to break up into pairs again (participants should find a new partner) and discuss the following question.

Ask: What are the practices/customs that support and maintain violence against women?

Give participants two minutes to brainstorm their answers and then call everyone back into a big group. Ask people to call out some of their answers. Record these answers on the chart.

Group Brainstorm: Tell participants this last brainstorm will be a group brainstorm.

Ask: What are the attitudes/beliefs that support and maintain violence against women?

Record these answers on the chart.

Once a chart has been created go over the following questions. [Refer to the 'Part Two: Backgrounder' for answers.]

Ask: What are the effects of violence against women? [Make reference to societal impacts of violence against women]

Ask: Who does violence against women affect?

Ask: Where does violence against women happen?

Ask: Why does violence against women occur? [Make reference to the connection between violence against women and issues of gender equality]

D. Media Reporting

(4 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: An overhead transparency 'Newspaper Article'.

Place the newspaper article on the overhead transparency, but make sure that the title of the article is not visible. Ask participants to skim through it or read it out loud. Once the participants have finished reading the article:

Ask: How would you characterize these actions (ie: 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.”



E. Personal Reflections - [Optional]

(5 minutes)

Objective: This activity allows participants to think about violence against women in the context of their own lives. This activity will enable participants to think about some of the challenges to ending violence against women and will prepare them for the next activity which focuses on change.

Setup: A list of activity questions is provided.

Tell participants that this activity is meant to provide them with an opportunity to reflect on the issues that have been discussed so far, as well as enable them to think about violence against women in the context of their own lives.

Tell participants that in a moment you will ask them to close their eyes and listen to a series of statements. Ask participants to clap when they agree with/or have had experiences similar to those described in a particular statement. Tell participants that should they choose not to participate in clapping exercise, they can use this time to quietly reflect on the statements that are being recited. Facilitators should pause after reading each statement to allow participants time to reflect.

Ask participants to close their eyes. Facilitator's should choose a few of the following statements to read out loud.

Personal Statements:

1. I have heard the word 'rape' used as a joke.
2. I have felt angry towards the portrayal of violence against women in the media.
3. I have felt complacent towards the portrayal of violence against women in the media.
4. I have heard my friends use negative comments towards women. I have let these comments slide.
5. I have been uncomfortable walking home alone at night OR
I have felt uncomfortable with a female friend walking home alone at night.
6. When I am out at night, I keep an eye on my drink.
7. I have treated women differently based on the way they were dressed.
8. I know of someone who has been involved with violence against women but did not know how to approach him/her.



F. How Can Change Occur?

(18 minutes)

Objective: This activity seeks to demonstrate the scope and severity of violence against women. This activity challenges participants to think critically and apply analytical tools to develop strategies to end violence against women.

Setup: Activity sheets #1 and #2 and 'Attitudes' sheet have been provided.

Divide participants into groups of five or six. Provide each group with a pen and a copy of Worksheet #1 'How Can Change Occur' and Worksheet #2 'Challenges to Change'. Tell participants that violence against women is institutionalized at every level of society (individual, family, community and society).

Ask: Is change necessary?

Ask: Is change possible?

Ask: How can change be achieved?

Ask participants to brainstorm different ways that change can be achieved at different levels of society and record their thoughts on Worksheet #1. Then work on Worksheet #2 as to what some of the challenges will be when trying to implement those changes.

Once groups have finished, ask each group to share their findings. If possible, have each individual group present a different section of the two worksheets. If the first group discusses Change at the Individual Level, the second group can discuss Obstacles/Challenges to Change at the Individual Level.

Introduction to the 'We Can' Campaign

Provide a brief background to the 'We Can' campaign and its origins and then focus on British Columbia's 'We Can' initiative.

Review the following sections in your 'Part Two: Backgrounder':

- What is We Can?
- What are We Can's objectives?
- What is We Can's campaign strategy?
- Who is a Change Maker?
- Who can become a Change Maker?

Take Action:

Involve participants in discussing and analyzing strategies for ending violence against women suggested by 'We Can'.

Ask: Why does 'We Can' focus on attitudinal change?

Hand out copies of the sheet entitled 'Attitudes', which has been provided.

Ask: If attitudes change, what would happen to behaviours and practices?
Discuss the behaviour and practice changes that might accompany attitudinal change.



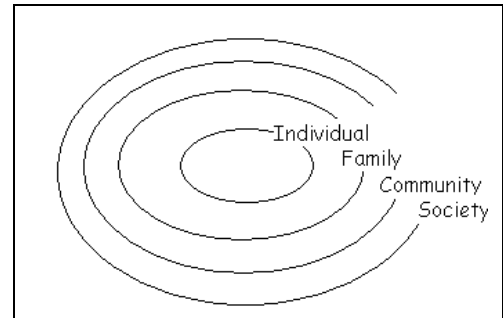
How Can Change Occur? Worksheet #1

HOW CAN CHANGE OCCUR?

Instructions: Use the space provided to brainstorm different ways CHANGE can occur at each level of society.

For Example: Change can occur through increased classroom education.

This statement would probably fit best under institutional change.



INDIVIDUAL

FAMILY

COMMUNITY

INSTITUTIONAL

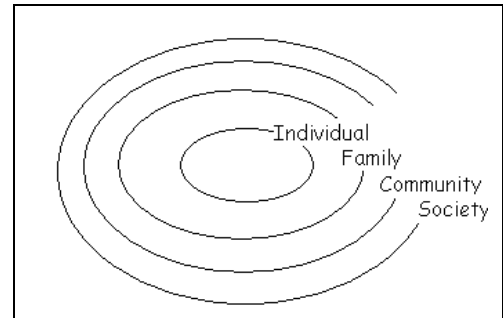


Challenges to Change: Worksheet #2

CHALLENGES TO CHANGE

Instructions: Use the space provided to brainstorm the potential obstacles to change that can occur at each level of society.

For Example: Communities should run public workshops about violence against women.



People might not be interested in attending these workshops.

INDIVIDUAL

FAMILY

COMMUNITY

INSTITUTIONAL



G. How can you get involved? (2 minutes)

Objective: To outline the different ways that participants can become involved in the 'We Can' campaign or other initiatives to end violence against women.

Set Up: Refer participants to the Participant Handbook Sheet entitled 'What Can You Do?' A copy is on the following page. You can also use the 'Change Maker' transparency to visually talk about that part of the 'We Can' campaign.

Go through some of these activities with the participants and refer participants to additional resources and materials.

Inform participants that 'We Can' handouts and brochures are at the front of the room and provide participants with campaign contact information and website address.

Say Something. Men Talking to Men

If you are talking to a group with several young men this would be a good activity to do. Read out the scenarios and discuss how men could speak to men on these issues. 'Say Something. Men Talking to Men' is included in the participant handbook.

H. Question and Answer Period and Wrap-Up (4 minutes)

This is an opportunity for participants to ask questions, make comments or suggestions or share ideas.

Thank participants for sharing their thoughts and ideas and encourage them think about the effects of violence against women and how they can become involved in efforts to end violence.

Ask participants to fill out a brief evaluation form.

Total Time: 55 minutes