



# National Day of Remembrance and Action Against Violence Against Women December 6, 2008



## Violence Against Women Lesson Plan

*(adapted from We Can End Violence against Women Teacher Guide and Curriculum). Suitable for secondary students and teachers.*

## Activity 1—True or False Quiz on Violence against Women

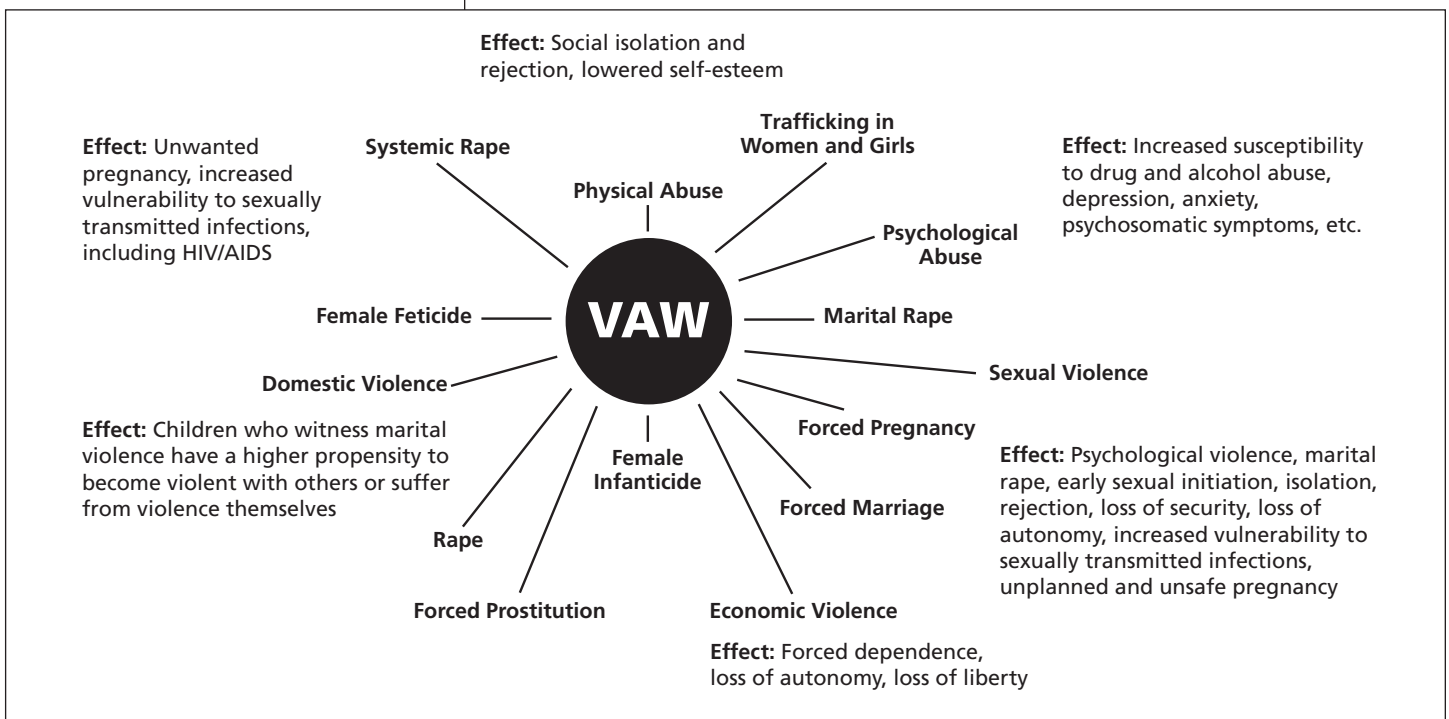
Display ‘True and False’ statements on an overhead, white board or chart paper. Have students vote or guess which of the following statements are true or false. Have a recorder write down the answers.

### True or False Quiz on Violence against Women

- T F Globally, one in five women has experienced physical or sexual violence or abuse by a male.
- T F Among women aged 15–44 years, gender-based violence accounts for the most deaths.
- T F Violence against women is usually done by strangers.
- T F The cost of violence in BC is about one billion dollars.
- T F Each year, about 50,000 Canadian women are admitted to shelters to get protection from abusive partners.
- T F In Canada, 50% of physical assaults and 40% of sexual assaults are reported to the police by women.
- T F Over the last five years in Canada, half a million children heard or witnessed a parent being assaulted.

**Answer Key:** F—globally, one in three. T—more death and disability than the combined effects of cancer, malaria, traffic injuries, and war. F—women are more likely to be victimized by a friend, family member or intimate partner, T—health care, policing, jails, courts, transition houses. F—96,400 women sought safety in shelters from a spouse or ex-spouse, F—less than 30% physically abused women and less than 10% sexually abused women report these offenses to police. T—over a five-year period in Canada, half a million children heard or witnessed a parent being assaulted.

Ask students if they are surprised by these statistics? What was the most surprising issue? Why do they think women under report partner abuse? How do they think children witnessing abuse are affected?



## Activity 2—Violence against Women—Key Issues

Draw a circle on the whiteboard and inside it write “Violence against Women” (not domestic violence/trafficking in girls). Ask what is violence against women? Go over the following definition.

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

What are some examples of violence against women? Record the answers outside the first circle, but attached to the circle, like spokes on a bicycle wheel.

Ask what are the effects of violence against women?

Record their responses on the chart outside of the first comments and attached to them. If the students said one of the ways there is violence against women is domestic violence, then one of the effects of this is that children who witness abuse have a higher chance of becoming violent or being abused themselves.

Further discussion or charting can include: Who is affected by violence against women? Where does violence against women happen? These could also make good homework questions or journal writing assignments.

### Effects of violence against women (background information for teachers)

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

Violence against women carries

serious consequences for both women’s physical and psychological health; these consequences extend beyond any immediate physical damage. Women who have experienced violence are susceptible to drug and alcohol abuse, depression, anxiety, psychosomatic symptoms and suicide. Women who have experienced sexual violence have often experienced early sexual initiation and are increasingly vulnerable to unprotected sex, unplanned pregnancies, and the contraction of sexually-transmitted infections, including HIV/AIDS. Women who have experienced violence may also suffer from social isolation and rejection, lowered self-esteem, and economic dependence.

Children who experience violence or witness marital violence within the home have a higher propensity to become violent with others or suffer from violence themselves. Children experiencing domestic or family violence might also suffer from: emotional trauma, difficulties in school, lack of concentration, social isolation, lowered self-esteem and self-confidence, and unstable living conditions.

Violence against women has enormous social, economic, and political repercussions for society at large. Violence against women undermines a society’s social framework for development, justice, peace and equality. The economic costs associated with violence against women are high. Included in these costs are: health care, policing, incarceration, intervention, transition houses, diminished productive capacities, social services, child services, court proceedings, and intergenerational effects.

### Who does violence against women effect?

Violence against women endangers the health and violates the rights of

millions of women and girls around the world, regardless of race, socio-economic status, religion or ethnicity.

Some groups of women are particularly vulnerable to violence, including:

- women belonging to minority or indigenous groups
- refugees
- migrant labourers
- women living in poverty
- women living in rural or remote communities
- women placed in federal institutions or in detention centres
- displaced persons
- women who have been repatriated
- women living in situations of armed conflict and wars of aggression
- women living in areas in which civil conflict and terrorism are present
- female children
- elderly women

### Where does violence against women happen?

Violence against women persists globally as both a pervasive violation of human rights and a significant impediment to achieving gender equality. It is estimated that one in every three women has been beaten, coerced into sex or otherwise abused by a male in her lifetime. Despite successful actions by women’s organizations over the past three decades, the scale and severity of violence against women is increasing.

## Activity Three: Take Five—Becoming an Agent for Change

What is a change maker? It is an individual who pledges not to commit or tolerate any violence against women, who works on her/his attitude and agrees to encourage five people to take on this commitment. Review with students what change makers believe. Brainstorm what change makers can do to change attitudes and the behaviour of others. Decide on an action to take in your school.

### Change Makers Believe:

- violence against women is never acceptable
- violence against women is a public issue, not a private matter
- a change in attitudes is essential and possible, and each individual has the potential to change
- change must begin now

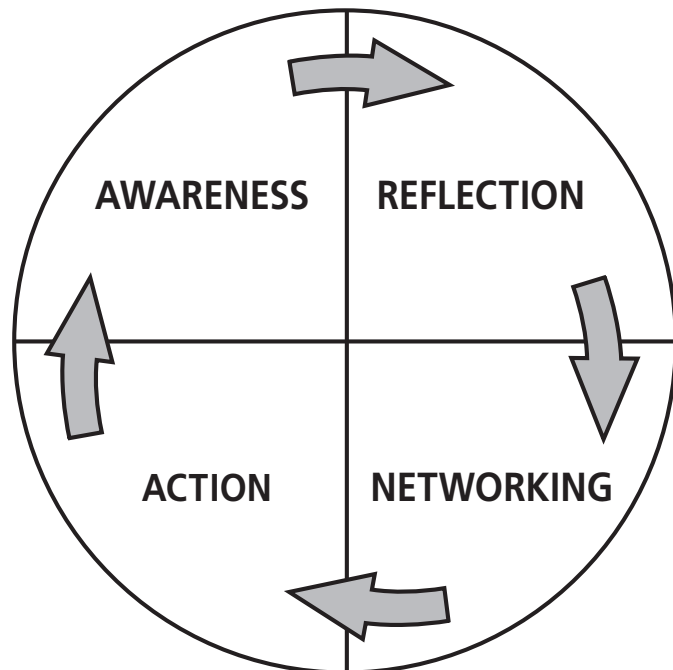
### Change Makers can take action by some of the following (or they may come up with their own):

- increase their own awareness about violence against women
- encourage discussion about gender inequality and violence against women
- act as role models of alternative behaviours
- recognize various forms of violence and discrimination
- talk to friends and teachers to raise awareness about violence against women
- give out information: [www.crvawc.ca](http://www.crvawc.ca) [www.equityrules.ca](http://www.equityrules.ca) [www.toolsforchange.ca](http://www.toolsforchange.ca)
- ask teachers to have discussions, classes, and show films about the topic
- integrate it into discussions in many subject areas
- **Take Five**—take time to tell five others about what they have learned

This is not a linear process; the progression of awareness and the understanding and readiness for action take time, repeated exposure to ideas, demonstration, peer challenging and support. Change makers are the key players in raising awareness, breaking the silence and inspiring and demanding change.

### Models of Change

The model of change this campaign seeks to support is one of: **awareness, reflection, action and change.**



*Model given with permission from We Can*