



# CONNECT WITH RESPECT:

Preventing gender-based violence in schools

---

Classroom Programme for Students in Early Secondary School (ages 11-14)



# CONNECT WITH RESPECT:

Preventing gender-based violence in schools

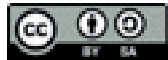
---

Classroom Programme for Students in Early Secondary School (ages 11-14)



Published in 2016 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France  
and  
UNESCO Bangkok

© UNESCO 2016



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The photographs in this material are used for illustrative purposes only. They do not imply any particular sexual orientation, gender identity, attitudes, behaviours or actions on the part of any person who appears in the photograph.

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO and its partners concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The authors are responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and its partners and do not commit the Organization.

Publication of this report was made possible with financial contributions from UNICEF, UN Women and UNAIDS United Budget, Accountability and Results Framework (UBRAF) funding for UNESCO.

**Design/Layout: Invisible Ink**

**TH/DOC/HP2/15/047**

# ACKNOWLEDGEMENTS

---

This tool is the result of a collaborative effort among partners in the East Asia and Pacific United Nations Girls Education Initiative (UNGEI) School-Related Gender-Based Violence (SRGBV) working group. This includes: Plan International, UN Women, the United Nations Children's Fund (UNICEF), and the United Nations Educational, Scientific and Cultural Organization (UNESCO). Guidance and support for the development of this tool was received, in particular, from: Laura Devos, Karen Humphries-Waa, Joanna Herat, Anna-Karin Jatfors, Alexander Munive, Elina Nikulainen, Andrea Nyberg, Chemba Raghavan, Justine Sass, and Alessandra Tranquilli.

Funding for the development of this resource was provided by UNICEF, UN Women, and UNESCO. UNESCO coordinated the development, design and publication of this resource.

Particular thanks are due to the authors of this resource namely, Associate Professor Helen Cahill, Sally Beadle, Michelle Davis and Anne Farrelly from the Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne, Australia.

We would like to also thank all teachers and school officials across the Asia and Pacific region and beyond who will use this guide for your dedication and commitment to gender equality. We hope you will use this guide and other resources to build the knowledge, attitudes, and skills all students need to have respectful relationships.

# TABLE OF CONTENTS

	<b>GLOSSARY OF TERMS</b>	<b>1</b>
	<b>INTRODUCTION</b>	<b>4</b>
<b>PART 1</b>	<b>GUIDANCE NOTE FOR TEACHERS &amp; SCHOOL LEADERS</b>	<b>7</b>
	Rationale and helpful tips for teachers and school leaders	8
	Understanding key concepts and issues	12
	Concluding remarks	23
	A quick quiz to test your knowledge	24
	Useful links for schools	26
	References	28
<b>PART 2</b>	<b>MODULAR CURRICULUM RESOURCE GUIDE</b>	<b>33</b>
	Using the learning materials	34
	Map of the purpose and content of activities	40
	<b>Topic 1</b> : Gender and equality	43
	<b>Topic 2</b> : Gender equality and positive role-models	53
	<b>Topic 3</b> : Awareness of gender-based violence	70
	<b>Topic 4</b> : A focus on school-related gender-based violence	81
	<b>Topic 5</b> : Communication skills for respectful relationships	88
	<b>Topic 6</b> : Skills for people who witness violence	96
	<b>Topic 7</b> : Help-seeking and peer support skills	104
	<b>APPENDIX : STATISTICS FOR TOPIC 1 ACTIVITY</b>	<b>110</b>

# GLOSSARY OF TERMS

---

**Accomplice:** A person or people who support or encourage violence.

**Bisexual:** Someone who is attracted to and/or has sex with people of more than one gender.

**Bullying:** When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing physical harm and falsely blaming someone for things going wrong. Bullying is a form of violence.

**Corporal punishment:** Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.

**Cyberbullying:** A form of bullying using the Internet (e.g. on chat rooms, social networking sites, e-mail), or mobile phones (e.g. SMS) to inflict discomfort or harm.

**Discrimination:** Discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal characteristics. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights.

**Empathy:** The ability to imagine what someone else might be thinking or feeling.

**Gay:** A person who is primarily attracted to and/or has sex with someone of the same gender. Commonly used for men, some women also use this term.

**Gender** Refers to the attitudes, feelings, and behaviours associated with a person's assigned sex at birth. Behaviour that is compatible with cultural expectations is referred to as gender-normative, and incompatible behaviour considered gender non-conforming. Such behaviours include things like the way they dress, the things they do and the way they relate to others. Gender roles and expectations are learned, can change over time, and can vary within and among cultures.

**Gender-based violence:** Gender-based violence is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering against someone based on gender discrimination, gender role expectations and gender stereotypes.

**Gender equality:** The equal valuing by society of all people regardless of gender, and equal conditions for realising full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

**Gender equity:** The process of being fair to people regardless of their gender. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent all people from operating on a level playing field. Equity is a means. Equality is the result.

**Gender expression:** How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns.

**Gender identity:** How a person identifies as being a man, woman, neither or both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others.

**Gender justice:** Equal treatment and equitable value of all genders.

**Help-seeking:** Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.

**Homophobia:** Fear, discomfort, intolerance or hatred of homosexuality or sexually diverse people.

**Homophobic bullying:** A gendered type of bullying that is based on actual or perceived sexual orientation or gender identity. Can also be called bullying on the basis of perceived sexual orientation.

**Human rights:** The freedoms and entitlements that belong to everyone because they are human. Human rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop and participate in society. They are universal and cannot be taken away.

**Intersex:** The term used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientations and gender identities as non-intersex people.

**Lesbian:** A woman who is attracted to and/or has sex with other women. A lesbian can also be asexual, transgender, queer, etc.

**Men who have sex with men:** Men who have sex with men, regardless of whether or not they have sex with women or have a personal or social gay or bisexual identity.

**Perpetrator:** A person who carries out a violent act or causes hurt and/or harm.

**Positive behaviour management:** Positive behaviour management approaches are those that stress prevention, support and avoidance of confrontation and that focus more on development of values, relationships and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

**Power:** Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to the unequal power between women and men.

**Prejudice:** Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason often of a hostile nature, regarding a racial, religious, or other group.

**Rape:** Forcing another person into an act of penetrative sex against their will.

**Respect:** A feeling of understanding and appreciation for all human beings and creatures in the world.

**School-related gender-based violence (SRGBV):** All forms of violence (explicit and symbolic forms of violence), including fear of violence, that occurs in education contexts (including non-formal and formal contexts such as school premises, on the journey to and from school, and in emergency and conflict settings) which result in, or are likely to result in, physical, sexual or psychological harm of children (female, male, intersex and transgender children and youth of all sexual orientations). SRGBV is based on stereotypes, roles or norms, attributed to or expected of children because of their sex or gender identities. It can be compounded by marginalisation and other vulnerabilities. School-related gender-based violence can include physical, psychological, verbal, and sexual violence.

**Sexual assault:** Sexual contact that a person has not consented to. This includes touching, groping, rape, forced sex, and similar acts.

**Sexual harassment:** Sexual harassment is unwelcome sexualised verbal or physical behaviour. Examples include unwelcome sexual comments and gestures. Sexual harassment is often perpetrated by a person in authority toward a subordinate (such as from an employer to an employee).

**Sexual identity:** How individuals identify their own sexuality (usually based on sexual orientation).

**Sexual orientation:** Emotional and sexual attraction to another person or other people who may be of the opposite gender, same gender or another gender identity.

**Sexuality:** The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns.

**Stereotype:** A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice (see definition) and discrimination. A stereotype that refers to girls, boys, men or women is called a gender stereotype.

**Social cohesion:** A socially cohesive society is one where all groups have a sense of belonging, recognition and legitimacy despite differences in ideas, opinions, skills and experience. Education can help promote social cohesion by including all young people and teaching the importance of citizenship, healthy peaceful relationships and respect for diversity.

**Stigma:** An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions.

**Tolerance:** Being willing to accept feelings, habits, or beliefs that are different from your own and which you may not agree with.

**Transgender:** An umbrella term for people whose gender identity or expression differs from the sex assigned at birth. Transgender identity is not dependent on medical procedures. Includes, for example, people assigned female at birth but who identify as a man (female-to-male or trans man) and people assigned male at birth but who identify as a woman (male-to-female or trans woman).

**Victim:** A victim is a person who has been the target of violence.

**Violence against women and girls:** Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

**Whole-school approach:** A whole-school approach assumes that all members of the school community (teachers, administrative staff, students and parents) have a key role to play in promoting a supportive school culture. A whole-school approach involves all areas of the school – policy and procedures, teaching practices, curriculum and the physical and social environment.

**Witness:** In the context of violence, a witness is a person who sees or hears about a violent act, or is told about a violent act.



# INTRODUCTION

---

Students learn best in schools that provide safety and social support. However, some young people experience violence and harassment in, around, and on the way to school. This includes gender-based violence (GBV), which can take many different forms.

As a teacher, you can play an important role in preventing the expression of gender-based violence in the school setting. Teachers, school principals and the broader education system can provide positive role models, empower children and youth to have healthy and respectful relationships, and deliver a violence prevention programme within their curriculum.

This tool has been created to help schools in Asia and the Pacific to do all of these things.

## Who?

This tool has been designed to assist teachers, like you, to deliver education programmes in early secondary school. It has been designed for students between 11 and 14 years of age, but can be adapted for use with older students. It provides age-appropriate learning activities on important themes and concepts relating to the prevention of gender-based violence and promotion of respectful relationships. The introductory section serves as a reference tool to assist school leaders to better understand how to take a whole-school approach to the prevention of school-related gender-based violence.

## Where?

The learning activities are designed for use in the formal school system; however, they can be modified for use in non-formal education settings, including through community learning or literacy programmes. Additionally, while this resource has been prepared for use in schools in the Asia-Pacific region, it is presumed that teachers will play an active role in adapting it to meet the needs of their class, school and country context. This resource is a living document which is updated regularly based on feedback on its use, particularly in the Asia-Pacific region.

## When?

The learning activities are suitable for use in a range of subjects, including the school's literacy development programme, social studies, pastoral care, life-skills, civics, health, sexuality education and values education programmes. All of the lessons include extension activities to enhance both literacy development and student participation in the broader school community. The learning activities can be delivered intensively or adapted for more sustained integration across the teaching programme. The activities are designed to increase knowledge and positive attitudes, and to build awareness and skills in students.

## How?

The learning activities in this programme are informed by research into effective teaching about gender, violence prevention, and life-skills development. For example, research on bullying prevention shows that feeling safe and valued at school is associated with improved health and academic outcomes [1-6]<sup>1</sup> and that feeling connected to school is a very important protective factor for young people [7, 8]. It also shows that it is important to equip the people who experience or witness violence to take appropriate action. Research into gender education programmes

<sup>1</sup> The numbers in brackets represent references – a complete list of references may be found at the end of Part 1.

shows that it is important to provide opportunities for students to engage in critical thinking about the influence of negative social norms which endorse violence and other forms of gender inequity [9, 10]. Evidence from effective health education and life-skills programmes show that it is important to use participatory learning activities to develop social skills, and to include practical and relevant learning activities within which students can rehearse positive communication strategies [11-15].

Some students may find that the subject matter prompts them to remember distressing experiences. If certain students seem upset, it may be appropriate to set them to work on structured tasks which are positive in nature and to allow them time out of group activities if this is their preference. Aim to find a way to maintain their engagement via structured and non-threatening activities. Initiate a follow-up conversation with any students who show signs of distress to find out if they need additional support.

## Why?

A comprehensive school response to prevention of school-related gender-based violence includes the provision of a classroom programme which explicitly teaches about gender justice and violence-prevention. Well-designed learning activities can help students develop useful knowledge, adopt positive attitudes and develop skills for respectful relationships.

Children and young people who feel cared for by people at their school and feel connected to learning are more likely to be motivated, show improved academic outcomes, and academic self-efficacy. Children and young people with a higher level of school connectedness are less likely to abuse substances, engage in violence, report mental health problems or engage in sex at an early age [3, 16, 17].

## What?

This tool has two parts. The first part is a series of guidance notes for teachers and school leadership on key concepts and issues related to preventing school-related gender-based violence (SRGBV). If you are uncertain of any of the terms used in this resource please refer to the glossary at the beginning of the guidance notes.

The second part provides a structured teaching programme for teachers working with students in early secondary school. It includes detailed instructions for delivering the learning activities in seven key topic areas. These topic areas are listed in Table 1 below.

**TABLE 1 : PROGRAMME TOPIC AREAS**

Part 1: Understanding gender and gender equality	Part 2: Raising awareness about gender-based violence	Part 3: Developing skills for respectful relationships
Topic 1: Gender and equality Topic 2: Gender equality and positive role-models	Topic 3: Awareness of gender-based violence Topic 4: A focus on school-related gender-based violence	Topic 5: Communication skills for respectful relationships Topic 6: Skills for people who witness violence Topic 7: Help-seeking and peer support skills

### PART 1

provides guidance notes to use before teaching the classroom programme.

### PART 2

provides detailed instructions for activities from the classroom programme.

The learning activities are designed to develop knowledge, skills and attitudes. They aim to:

<p><b>Establish language, concepts:</b> To think critically about gender-based violence students need to have access to key words and concepts that enable conversation and critical thought</p>
<p><b>Provide knowledge and foster critical thinking:</b> To understand the influence of negative gender norms, and to take action to resist, challenge, report or prevent violence, students must be able to:</p> <ul style="list-style-type: none"><li>• Understand how gender norms shape identity, desires, practices and behaviour</li><li>• Understand that there are traditions, practices and beliefs, laws, rules and policies that create gender inequity in the home, school, community and workplace</li><li>• Identify and challenge gender prejudices and stereotypes</li><li>• Recognise the main characteristics and effects of unequal gender norms</li></ul>
<p><b>Enhance pro-social attitudes:</b> To work to prevent, report, resist or address gender-based violence, students need to believe that gender inequity and violence are unacceptable, and that all people are equal regardless of gender, sexual preference, age, wealth or other characteristics. Promoting these pro-social attitudes also builds greater social cohesion in schools, families and communities. Core beliefs to promote include that:</p> <ul style="list-style-type: none"><li>• People are valuable and equal regardless of their gender</li><li>• All persons, regardless of gender, have the right to be treated in a manner that respects their human rights</li><li>• Everyone is responsible for respecting the human rights of others regardless of difference in gender</li></ul>
<p><b>Motivate action:</b> To take action to prevent gender-based violence students need to understand the negative effects of gender-based violence and believe in the possibility that they can make a positive difference through their actions</p>
<p><b>Support social empowerment:</b> To work effectively on changing negative social norms, students need to be sustained and supported by others who share this commitment</p>
<p><b>Develop skills:</b> To understand how and when to report, desist, resist, challenge or work to prevent gender-based violence, students need to learn skills in collaboration, advocacy, self-care, positive peer support, assertion, and help-seeking</p>

**PART**  
**1**

---

**GUIDANCE NOTE FOR TEACHERS  
& SCHOOL LEADERS**

# RATIONALE AND HELPFUL TIPS FOR TEACHERS AND SCHOOL LEADERS

---

Everyone has a role to play in making sure that schools are safe and respectful environments for those who work and learn there. All members of the school community have a right to feel safe and valued, and a responsibility to treat others with respect, from the teaching assistant to the principal, the janitor to the district education officer, the counsellor to the student.

This introductory section presents the key concepts and themes addressed in the classroom learning activities. It is designed to assist teachers to consider how issues related to gender-based violence might play out within their local context. In addition, it provides suggestions about how a broader whole school approach can support the reduction of gender-based violence in the school.

## Why use a classroom programme to address school related gender-based violence?

Children have the right to a violence-free education. Classroom programmes are one element within a comprehensive school response to preventing and responding to gender-based violence. Well-designed classroom programmes can help students adopt positive attitudes and develop skills for positive relationships.

## What are the benefits for teachers?

Awareness of gender rights is important in all workplaces, and as a teacher you also benefit when your workplace is free from gender-based harassment. Teaching is a challenging job, and teachers can experience anxiety and frustration when students do not behave well. However, in schools that foster respectful relationships, teachers as well as students are sustained and supported by a positive environment [1, 18].

## Why are respectful relationships important?

Respectful relationships have a positive influence on student and teacher wellbeing, as well as on learning outcomes [19]. Positive peer relationships provide friendship and support for learners. They have also been shown to increase student motivation and engagement in learning, improve academic outcomes and lead to reductions in risk-taking behaviour (such as use of drugs and alcohol) [18, 19].

In contrast, poor peer relationships have a negative impact on student wellbeing and learning outcomes. Both perpetrators and targets of gender-based violence are more likely to suffer from mental health problems, including anxiety and depression [20-25].

Positive teacher-student relationships are also important. Students who have a good relationship with their teacher are more likely to be engaged at school, try their best, and to use their teacher as a source of help. Students who have a poor relationship with their teacher are less likely to do well at school or ask the teacher for support when experiencing bullying or harassment [19, 26-29].

## What can teachers do to build positive relationships with their students?

Some research studies have asked students themselves what it is that effective teachers do to build positive relationships with students [18, 30-33].

Students say that effective teachers are well-organised and set clear boundaries. They attend to classroom and task management, and provide structure, order and challenge. However, interpersonal relationships are also important. The teacher's relational style can make a big difference

### ? REFLECTION QUESTION:

Does your school currently include any learning programmes addressing the prevention of violence or gender-based violence?

## ? REFLECTION QUESTION:

Which of the items on the list are part of your regular practice? Which do you want to adopt or increase?

to the students' persistence, engagement and sense of self-worth. Students say they feel encouraged and try harder when their teachers:

- Smile and greet the students
- Show they are proud of their students
- Take an interest in what students do
- Listen to students
- Provide support, hope and encouragement for the students' progress
- Treat students with respect
- Avoid harsh or punitive styles in their student management practices
- Explain things clearly and give feedback and help when needed
- Attempt to understand students' cultural background and individual interests

Most students like it when their teachers are firm and fair [18, 29], and manage the class behaviour in a positive way so as they are free to get on with their learning [27, 34]. One way to discipline students in a respectful way is using positive discipline or positive behaviour management. Positive discipline focuses on strengthening positive behaviours, and builds the capacity of children to take responsibility for their own behaviour. Rather than control behaviour through fear tactics, positive discipline works through:

- Teaching children about rights, responsibilities, rules and standards
- Teaching children how to manage their own behaviour through developing life-skills and social skills such as respect for others, cooperation, communication and problem-solving
- Developing children's awareness of the effect of their positive and negative behaviours on others
- Encouraging children's desire to be considerate and respectful
- Improving children's understanding of the way in which rules and expectations work to protect people's rights and needs.

Teachers can also demonstrate gender equality in their teaching practices. For example, teachers can give equal attention to all students, regardless of their gender and they can make sure they do not reinforce gender stereotypes in the way they treat the students or teach about their topic areas.

## How can you discuss issues of violence with your students?

Some teachers worry that talking about violence may have negative effects for those who have experienced violence. However, teachers can do things to make discussions about violence-prevention safe and productive for students. This is in part done through the use of carefully constructed learning activities and the use of scenarios rather than personal stories. The tasks are designed to assist students to explore the issues in a blame-free environment which is conducive to honest engagement with the challenge of change. They assist students to question harmful attitudes and practices without resorting to blaming or naming, and without needing to call on their personal stories. Nonetheless, some of the material in the programme may trigger sad or angry emotions in the students, or in the teachers themselves. Some students may react defensively, and show this by laughing, joking, accusing or denying the existence or effects of gender-based violence. In this case teachers can use a combination of effective positive classroom management practices to deal with any potentially unruly or belittling behaviour and provide additional support or referral for those finding the material difficult. For those students who find the material upsetting, it is important to provide some alternative activities if this option is needed, and to follow up to make any necessary action plans, strengthen coping strategies, or connect the student with additional support as needed.

## What can teachers do if they suspect that a student has experienced violence or if a student tells them about an experience?

Students can be reluctant to approach teachers or school officials to report violence. This can be due to feelings of shame, lack of hope or confidence that teachers can be a useful source of help, or fear of retribution or of escalation of the problem.

If you suspect that a student may have experienced gender-based violence, it is important to initiate follow-up conversations rather than just wait for students to come to you. A follow-up conversation is best conducted in a safe environment that is private, so as not to stigmatise, embarrass or put the student at risk. Some questions that could help initiate the discussion include:

- Many young people experience harassment, violence or negative treatment by others. Is this happening to your friends or classmates at all?
- Is it ever happening to you?
- What sorts of things are happening?
- Where is this happening?
- How often is this happening?
- Who is involved?
- How is it affecting you?

In those instances when students do disclose, it is important to respond appropriately. Here are some things you can say if a student does report an experience of violence:

- It is good that you told me about this
- It should not be happening to you
- You do not deserve this
- It is not your fault when someone is violent
- It can be hard to talk about, but can you tell me more about what has been happening

You can respect students' needs for privacy and protection by referring matters to the school principal or administrator in ways that are discreet and respectful of the needs of the person who approached you. Some acts of violence may need to be reported to local authorities. This should be done in a way that ensures protection of the child during and after the notification process.

## What else can teachers do to be aware of who may be affected?

There are several things that you and other school staff can do to monitor the school and ensure they are aware of and respond appropriately to incidents of school-related gender-based violence:

- Monitor areas where students report feeling less safe, such as around the school gates during the start and end of the school day, around the latrines and the more secluded places in the school yard, or during school breaks
- Watch for patterns of rough play in the corridors, recreational area, canteen, in queues or other crowded areas

Some schools establish mechanisms whereby students and parents can disclose incidents of violence without fear of breach of privacy. Common methods include:

- Inviting students to drop a note into a more general suggestions box
- Inviting parents to visit or drop a note to the class teacher
- Use of phone calls, emails or notes from home to school
- Use of posters around the school to inform students how to disclose

### ? REFLECTION QUESTION:

Does your school encourage students and parents to report violence? Does it provide a discreet and safe way for students to do this? What else might enhance your school's contribution in this area?

- Listen for negative forms of verbal harassment
- Identify and follow up with students who are isolated in the class or the yard
- Watch for patterns of interaction between older and younger students
- Follow up with students who are often absent
- Follow up with students who report feeling sick at school, particularly those who have a pattern of feeling sick during breaks. These students might be experiencing strong emotions like sadness, distress, or similar, which can cause physical symptoms
- Ask about bruises, injuries, torn clothing, or missing books or equipment
- Follow up if students seem teary, aggressive, withdrawn, or easily alarmed, as they may have experienced some form of trauma
- Follow up when there are unexplained changes in behaviour, attendance, participation or grades

## What can schools do?

School-based efforts to reduce gender-based violence are most effective when supported by a whole-school approach to promoting a safe and supportive learning environment. Taking a whole-school approach includes a focus on policy, practices, relationships, and partnerships as well as on the curriculum [35].

The World Health Organisation’s Health Promoting Schools model is often used to guide whole-school approaches. It recognises that it is important to take action in the three areas of: a) curriculum, teaching and learning; b) school organisation, policy and relationships; and c) partnerships with parents, community and agencies [36].

**Figure 1 : WHO’s Health Promoting Schools Framework [37, adapted]**

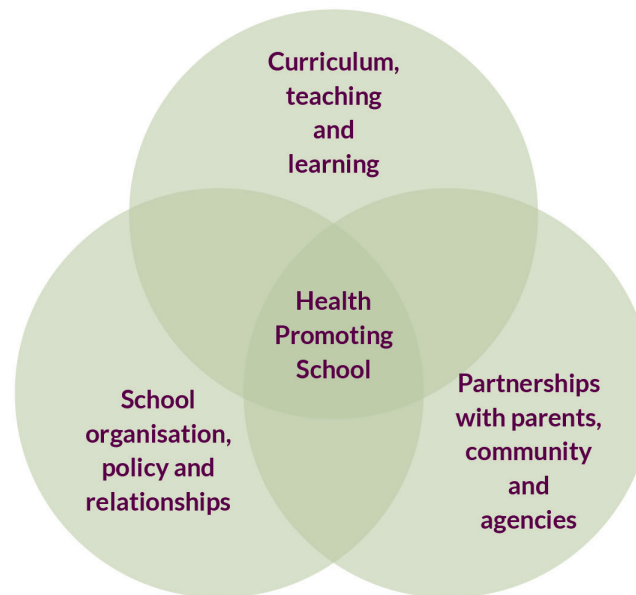


Table 2 on the next page gives some examples of violence-prevention actions that schools can take across the three intersecting domains of the Health Promoting School framework.

## ? REFLECTION QUESTION:

What do you see when you use the health promoting school’s framework to map your school’s violence-prevention strategies? What is the school doing well? Where is additional work needed?



**Table 2 : Using the Health Promoting School framework**

<p><b>School organisation, policy and relationships</b></p> <p><b>This includes...</b></p> <ul style="list-style-type: none"> <li>• School policies that address all forms of harassment and violence</li> <li>• Use of school discipline policy with an emphasis on training teachers in positive discipline methods</li> <li>• Existence and use of a safe and confidential reporting system (that all students and teachers are aware of) for incidents of violence</li> <li>• Students participate actively in the school (such as making classroom rules or having student councils)</li> <li>• Effective supervision of play spaces, toilets, and open areas</li> </ul>
<p><b>Curriculum, teaching and learning</b></p> <p><b>This includes...</b></p> <ul style="list-style-type: none"> <li>• Curriculum addressing gender awareness and violence prevention</li> <li>• Curricula and teaching materials promote positive values, gender equality and tolerance</li> <li>• Explicit teaching of social and emotional learning skills</li> <li>• Teachers modelling non-violent, non-gendered ways to deal with conflict</li> <li>• Teaching of comprehensive sexuality education</li> </ul>
<p><b>Partnerships with parents, community and agencies</b></p> <p><b>This includes...</b></p> <ul style="list-style-type: none"> <li>• Engaging parents in school activities and decision-making</li> <li>• Regular communication between parents and teachers</li> <li>• Working with community members to ensure safe travel to and from school</li> <li>• Good referral partnerships for students needing health or protection services</li> <li>• Safe disclosure mechanisms for peers and parents to report concerns about gender-based violence</li> </ul>

## UNDERSTANDING KEY CONCEPTS AND ISSUES

This section provides a short tutorial for teachers and school leaders. It addresses the main themes covered in the learning activities. It also explains how a whole of school approach can be used to prevent school-related gender-based violence. This material can be used in staff development activities and help to build teachers' readiness to lead the teaching programme.

Issues of gender inequality vary greatly within and between countries in the region. Therefore schools should consider each issue in their own context.

### Understanding gender and gender norms

When teaching about gender-based violence, students need assistance to understand the difference between the inherent biological differences between males and females, and the learnt social and cultural differences. In the English language, the term 'sex' is used to denote the biological or physical differences between the bodies of males and females, which are typically defined by our genes. The term 'gender' is used to stand for the differences that are created as a result of the social and cultural expectations and norms about what it means to "be a man" or to "be a woman".

In many settings men are expected to be strong, powerful and in control, and women are expected to be submissive and obedient. Transgender people do not identify with the traditional gender roles assigned to them based on their biological sex. For example a trans-woman (male-to-female transgender person) is someone who is born biologically male but identifies more with gender norms associated with femininity - this may include physical appearance, self-expression, and roles at home and work. In contrast, the term 'intersex' is used to categorise those who are born with some unclear or mixed male and female internal and/or external anatomical sexual characteristics. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity. Intersex people experience the same range of sexual orientations and gender identities as non-intersex people.

Many gender-based differences in health, educational and economic outcomes are not biological in origin. Rather they are associated with influence of gender norms and behavioural and institutional practices. A simple description of these differences is shown in Table 3 below.

**Table 3 : Differences due to sex and gender**

Differences due to SEX	Differences due to GENDER
From the time of birth there are biological or physical differences between the bodies of males and females. (These differences will be mixed or less clear in intersex persons.)	Differences are learnt through modelling and observation and passed from one generation to the next
Differences between male and female bodies are the same all over the world	There is variation from place to place around the world because gender norms vary from one social and cultural context to another
These differences last from birth to adulthood	Differences may lead to exploitation or unequal treatment if people are not valued equally, or if variation from the norm is not accepted
These differences become more noticeable after puberty is reached	Gender norms can change over time

Beliefs about gender norms and roles are created by societies. Gender norms include attitudes about what it means to act, speak, dress and express oneself as male or female. Children learn these norms and expectations as they grow up and this influences the roles they adopt. They absorb gender expectations from many sources, including parents, friends, teachers and media. They also observe institutional and community practices and traditions.

Some people do not want to shape themselves to fit within the gender expectations of their society. Others are born into a body that they do not think is right for them. For example, a transgender person has a gender identity that is different from his or her sex at birth. Transgender people may be male to female (female appearance, also called transgender women) or female to male (male appearance, also called transgender men) [24]. Some individuals do not identify with being either male or female, but rather a blend of both. Others identify as a "third sex", such as Hijra populations in South Asia or the Fa'afafine of the Pacific. In some countries such as Bangladesh, India, Nepal and Pakistan this is a legal identity that can be reflected in their identity cards or other documentation. Some children are intersex. Intersex people are born with atypical sex characteristics, such as physical, hormonal or chromosomal features that are not exclusively female or male. Intersex children may also not identify with their sex at birth, or with being categorised as male or female.

Some gender expectations can be harmful and lead to inequitable treatment. For example, harmful gender norms may include the assumption that it is acceptable for a young man to make sexual comments about a woman who is walking on the street, or the assumption that a daughter's education is not as important as a son's education.

Gender norms can vary from one community to another, with some communities showing more equitable treatment than others.

**? REFLECTION QUESTION:**

What are some gender norms in your region or community? What are the negative effects of these norms? How are these norms and expectations playing out in the behaviour of your students?

## Considering the impact of unequal gender norms

Gender norms can affect school attendance and participation patterns. In some locations, young women are expected to support home duties or marry early and this can interrupt their schooling. Some young men are expected to leave school early to contribute to the family income. When families do not perceive that there will be a good return from investing in their daughters' education, they may be withdrawn from school before their brothers.

In many countries, girls and boys enrol in, attend, and graduate from school at different rates. In some countries there are significantly more boys than girls attending primary school (e.g. Afghanistan, India, Lao PDR and Pakistan) or secondary school (Afghanistan, India, Lao PDR, Nepal and Pakistan) [40].

In many cultures, gender norms result in girls getting married very young. This has effects on these girls and their future children. In India, women who were married before the age of 18 have significantly less education than those who married after 18. These same women were more likely to have children with low birth weight and malnutrition [38]. In Nepal, studies have highlighted a link between female literacy levels and ability to understand important health messages on the radio, which may impact child wellbeing [39].

Completion of primary and secondary education is very important for everyone, regardless of gender, and can have a significant impact on future generations. Educated women tend to have healthier children. A mother with more education is likely to engage in family planning and have fewer children. Her children are more likely to survive infancy and will have fewer health problems. For each additional year of education that a woman receives, there is a 7 to 9% reduction in infant mortality [42]. An educated mother is better able to contribute to the family's economic situation [43].

Many transgender young people drop out of school early due to stigma, discrimination and violence. These students often suffer from bullying when they do not conform to the gender norms of their biological sex. This impacts on school attendance, academic performance and achievement and limits future opportunities [44-46].

Negative gender norms can affect health as well as education outcomes. Young men aged 15 to 19 globally are at an elevated risk for injury in road accidents and interpersonal violence [41]. Young men are also more likely to use alcohol, cigarettes, and other drugs. This is often because young men are more likely to participate in unsafe or reckless activities that are promoted as masculine [46]. In contrast, early marriage puts girls at higher risk of maternal health problems, domestic violence, and early school leaving. Maternal health problems are a particularly high risk for girls aged 15 to 19 in Afghanistan, Bangladesh, Bhutan, India, Indonesia, Lao PDR, Myanmar, Nepal, PNG and Pakistan [41].

### Men and interpersonal violence

Men are often expected to be powerful, fearless, and in control. This can result in aggressive behaviour. Interpersonal violence is amongst the top three most serious risks to young men's long-term health in Afghanistan, Marshall Islands, the Philippines, Pakistan, Samoa, Thailand and Tonga [41].

Mental health problems are a significant issue for young people aged 10-19 years and in many countries girls show higher rates of depression and anxiety than boys. In most countries in the Asia-Pacific region, depression, anxiety, and self-harm are within the top three most serious diseases that affect adolescent females' long-term wellbeing [41]. Young men tend to be less willing to seek help for these issues because they feel that it is not masculine to confess to emotional distress. Young transgender people often suffer from mental health problems due to the distress they feel when their physical body doesn't match their gender identity and the lack of social acceptance [47]. Some may take hormone therapy to delay the physical changes of puberty or to encourage physical characteristics in line with their identity. The stigma and discrimination suffered by transgender young people contributes significantly to high rates of depression and suicide attempts [47-49].

### ? REFLECTION QUESTION:

What are the health-related effects of gender norms in your community? How are your students affected? How are you affected? What strategies are in place to address this?

## Gender norms and body image

In some countries young women experience a significant pressure to be attractive and suffer from high rates of body image distress and eating disorders [41]. For example, severe body image pressure has resulted in a high rate of eating disorders in Brunei Darussalam, Singapore and the Taiwan province of China [41]. Body image disorders also affect young men, but they are more common among young women.

## Defining violence

Interpersonal violence can affect people of all ages, cultures, and class. The term 'violence' is used broadly to include many forms of negative treatment, including physical, verbal, psychological and sexual actions. Examples of different forms are provided below:

- **Physical** – hitting, tripping, poking, punching, kicking, throwing objects
- **Verbal** – name-calling, put-downs, threats (this includes, sexist, homophobic and racist comments and remarks in either spoken or written forms)
- **Psychological** – spreading rumours, staring, stalking, following, intimidating, humiliating, threatening, shaming, embarrassing
- **Sexual** – sexualised taunts and gossip, sexual harassment, sexual assault, rape, sexual humiliation and/or intimidation, forced exposure to or use of sexualised acts, images, pictures or websites

## The connection between gender and violence: Gender-based violence

Gender-based violence is a sub-category of interpersonal violence. It includes forms of violence that target individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to someone (male, female, intersex or transgender based on gender role expectations and stereotypes).

Gender-based violence is associated with unequal distribution of power. Power is exercised through control of resources, ideas, and knowledge. It can be used in positive and negative ways [50, 51]. For example, someone with power can decide to use their power to create positive change. But power can also be abused. Gender-based violence is an abuse of power. It can include the abusive use of physical power, such as physical violence (like hitting, pushing, or slapping). It can also occur through the abuse of psychological or emotional influence such as when someone convinces others to do things that are against their interests or abuses their rights, or controls others through fear [50]. In many societies, females are expected to be submissive to males. This results in females having less power. Transgender people also typically have less power because they do not conform to typical gender norms.

Some examples of gender-based violence are:

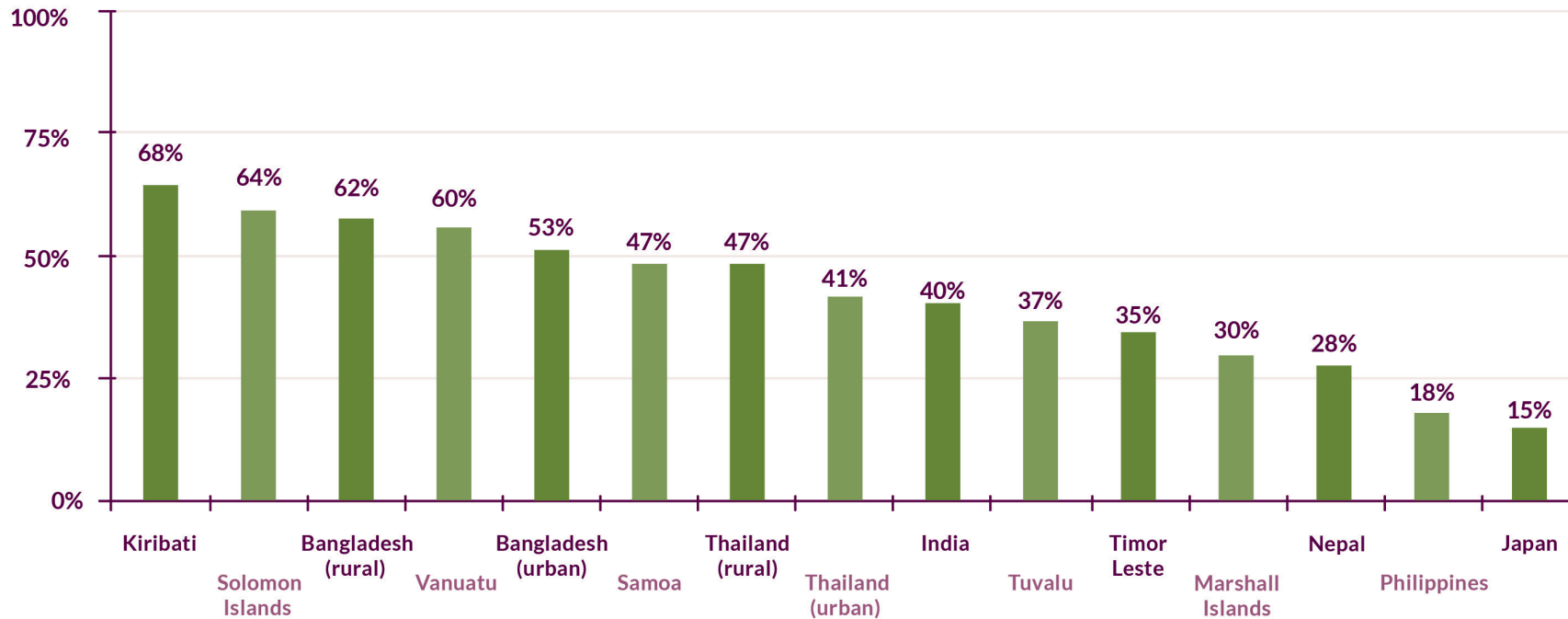
- **Physical** : A man hitting his wife for spending money without his permission
- **Verbal** : An aunty taunting her niece for showing too much interest in education, and telling her she will never be desirable in marriage if she becomes too smart
- **Psychological** : A group of boys excluding another boy and stealing his belongings because he is thought to be effeminate
- **Sexual** : A boy calling out lewd comments to girls on the street, or touching the girls in a sexual way as they walk out the school gate

The prevalence of gender-based violence varies from country to country, and also between groups within a particular country. When data is disaggregated within countries it can often be seen that rural girls and poor girls are at higher risk for experiencing gender-based violence. Transgender persons and homosexual persons also experience higher rates of gender-based violence. Information and data about gender-based violence can be difficult to collect. People are often reluctant to report that they have experienced violence or that they are the perpetrators of violence. This means that the information that is available may only represent a specific population (e.g. girls as opposed to boys or adult women as opposed to children and young people) or a specific type of violence. There are major data gaps when it comes to sensitive areas such as sexual

violence or violence against transgender people as this type of information is ethically very sensitive to collect (e.g. people may fear persecution if they admit to certain behaviours or identities).

Graph 1 below shows the differing prevalence of physical or sexual gender-based violence against women in a range of countries in the region where data is available [52].

**Graph 1 : Proportion of women reporting lifetime experience of sexual and/or physical violence in the Asia-Pacific region [52]**



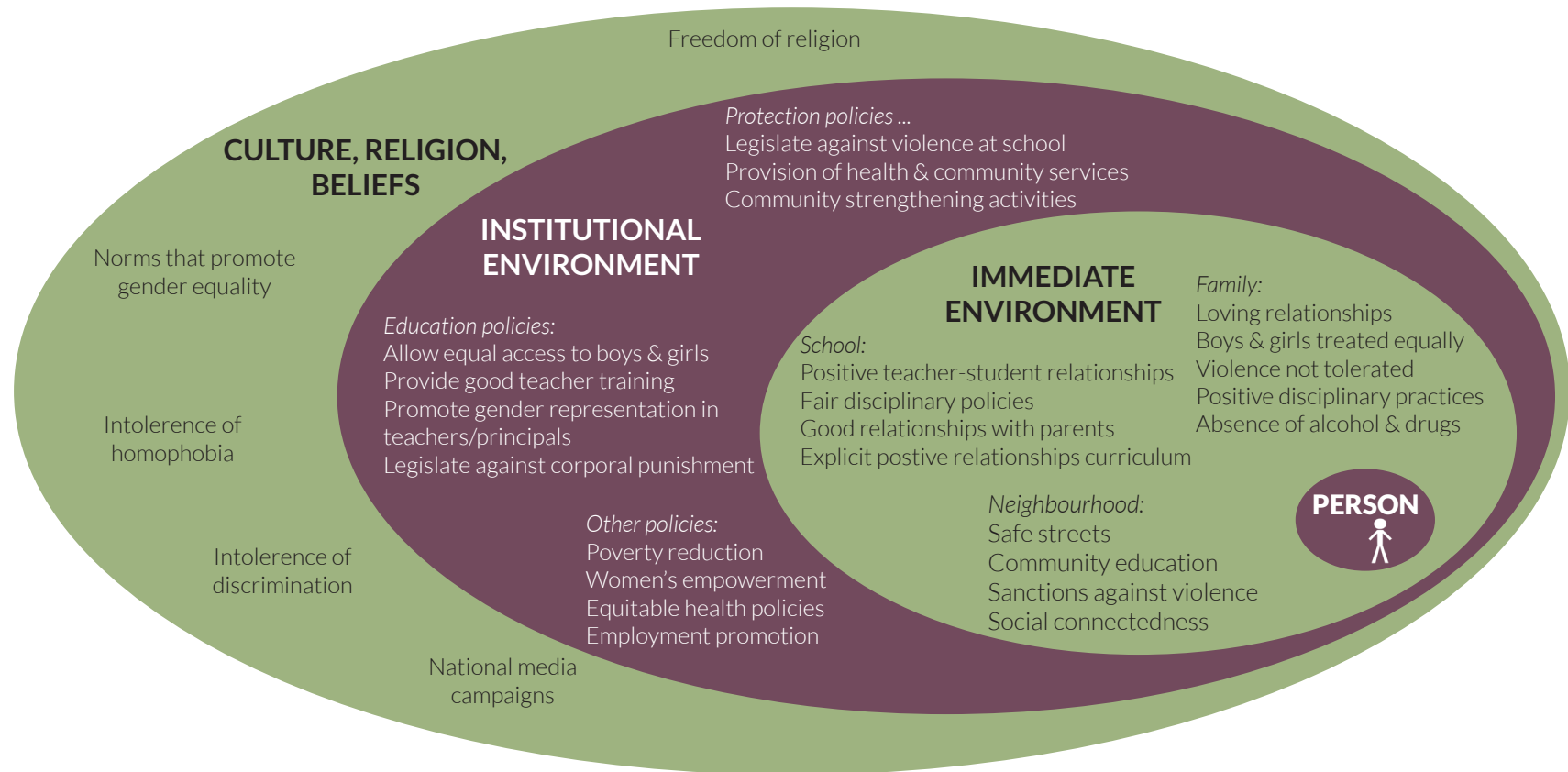
Source: UN Women (2013)

Gender-based violence is linked to the way different societies and cultures understand gender roles of men and women. These understandings are influenced by many different factors. The model below illustrates the way in which people's understandings and experiences of violence or protection are influenced by various factors at different 'levels' of their environment. This includes: their immediate environment such as in their family, neighbourhood and school; their institutional environment such as the policies and systems that allocate resources and determine service provision; and the big shaping forces of culture, religion and beliefs. There are many factors in these different environments that can either work positively to prevent violence or work negatively increase the prevalence of violence. Therefore, efforts towards positive change must look not only at actions to address *individual* attitudes and behaviours but also those that exist at community, policy and broader societal levels.

**? REFLECTION QUESTION:**

What are the gender-based violence statistics for your area? Who is most at risk? Where and when are they most at risk? Which of your students are the most vulnerable to gender-based violence? Which of your students are most likely to be perpetrators of gender-based violence?

**Figure 2 : Multiple Factors that Reduce the Prevalence of Gender-Based Violence**



The school has a very important part to play in reducing violence in the immediate environment. Programmes such as the one proposed here, as well as other school activities can positively influence a young person's present and future behaviours and experiences. Ideally school-based efforts are complimented by positive strategies in the home and community settings, as well as within the institutional and broader cultural environment.

### Impact of gender-based violence

The experience of gender-based violence can have serious mental health outcomes for young men, young women and young transgender people [53]. Studies show that women who have experienced violence in the home, and men or transgender people who experience gender-based violence, are more likely to be depressed, tired, or feel worthless and are at higher risk for having drug or alcohol problems [24, 54].

Gender-based violence in the home can also affect children's health and wellbeing [55, 56]. For example, a large study in Bangladesh found that women who had experienced gender-based violence in the home were more likely to have malnourished (stunted) children [57]. This highlights that gender-based violence has real consequences to the wellbeing of an individual and their family.

## ? REFLECTION QUESTION:

How safe are your students on their way to and from school?

Is it different for boys and girls in your school? What about other gender non-conforming children in the school?

What kind of school-related gender-based violence is most evident in your school?

Where and when does this violence tend to take place?

## Gender-based violence at school

School-related gender-based violence (SRGBV) is any form of violence based on gender roles and relationships that takes place in, on the way to, or around the school or educational institution. Although this violence may take place in the classroom itself, it often occurs in other less supervised spaces in or around the school. These areas could be the lunch/recreational areas, near latrines, or in boarding houses or teachers' residences. It can also take place whilst travelling to or from school. The violence may be perpetrated by students or by adults, including teachers, administrators, parents or transport drivers.

Those who have less power in and around the school are more likely to be targets of gender-based violence. Girls are at especially high risk for gender-based violence. Transgender people and people who are presumed to be same-sex attracted are also at higher risk of becoming targets of school-related gender-based violence.

The gender-based violence that happens in schools tends to mirror the types of gender violence that takes place in the broader community. Some forms of school-related gender-based violence are presented in Table 4 below.

**Table 4 : Examples of school-related gender-based violence**

Verbal	Psychological	Physical	Sexual
<ul style="list-style-type: none"> <li>• Homophobic name-calling</li> <li>• Shaming, teasing or humiliating of those who don't conform to gender norms</li> <li>• Use of gendered language to abuse or put others down</li> <li>• Name-calling or reprimands based on supposed sexual history</li> </ul>	<ul style="list-style-type: none"> <li>• Excluding those who don't conform to gender norms</li> <li>• Circulating gossip or rumours</li> <li>• Insulting or rude gestures, facial expressions or body movements</li> </ul>	<ul style="list-style-type: none"> <li>• Harassment of those who do not fit gender norms by pinching, beating, slapping, pushing, kicking, or throwing objects</li> <li>• Forcing gendered labour or service (e.g. girls having to stay behind and clean the classroom)</li> <li>• Using more severe forms of corporal punishment against male students</li> </ul>	<ul style="list-style-type: none"> <li>• Unwanted kissing, groping or touching</li> <li>• Making sexual remarks about another's behaviour or reputation</li> <li>• Forced sexual contact</li> <li>• Rape</li> <li>• Forced viewing of sexual acts or pornography</li> <li>• Exchange of sexual services for better grades</li> </ul>

## Gender-based violence on the way to school

Various studies show that students may experience gender-based violence while they are walking to or from school or waiting for a bus or taxi [58, 59]. This includes violence committed by transport drivers or by people on the street. In some locations, girls who have to travel especially long distances may be at higher risk for assault. In conflict or emergency affected areas they may be vulnerable to kidnapping or trafficking [60].

The experience of gender-based violence on the way to school can affect attendance [60]. Parents may decide to remove their children from school if they feel that they cannot get there safely [61].

## The effects of school-related gender-based violence

Research shows that there are many negative effects on learning and on health for those who directly experience gender-based violence. Some of these effects are also experienced by those who observe violence and live in fear that it may at some time be directed towards them. Examples of some of these effects are listed in Table 5, next page.

**Table 5 : Effects and psychological outcomes of school-related gender-based violence**

<p><b>Effects of school-related gender-based violence on learning include:</b></p> <ul style="list-style-type: none"><li>• Being unable to concentrate</li><li>• Attaining lower grades</li><li>• Losing interest in school</li><li>• Fearful to participate in class activities</li><li>• Afraid to ask the teacher for help</li><li>• Exclusion from various school activities (e.g. Sports)</li><li>• Transferring to different schools</li><li>• Leaving school altogether</li><li>• Reduced options in subject and career choices</li></ul>	<p><b>Psychological outcomes of school-related gender-based violence, include increased risk of:</b></p> <ul style="list-style-type: none"><li>• Lower self-esteem</li><li>• Anxiety</li><li>• Depression</li><li>• Poor physical health</li><li>• Loss of trust in others</li><li>• High risk sexual behaviour</li><li>• Family conflict</li><li>• Self-harm</li><li>• Suicide</li><li>• Uptake of alcohol or other drug use</li></ul>
--	---

When thinking about the effects of gender-based violence, it is important to understand the impact of frequency and duration as well as that of severity of incident. Students can be seriously affected by sustained and less noticeable forms of violence as well as by more extreme one-off events. Both ongoing lower level forms of violence and the more serious events can cause the negative learning and health consequences listed above.

People may show different symptoms in response to exposure to violence. Research shows that girls who have experienced violence are more likely to suffer depression or anxiety, whereas boys who have been victims often exhibit aggression, substance abuse, or conduct problems such as aggression or delinquent behaviour [53, 62, 63].

### **Identifying who experiences violence and gender-based violence at school**

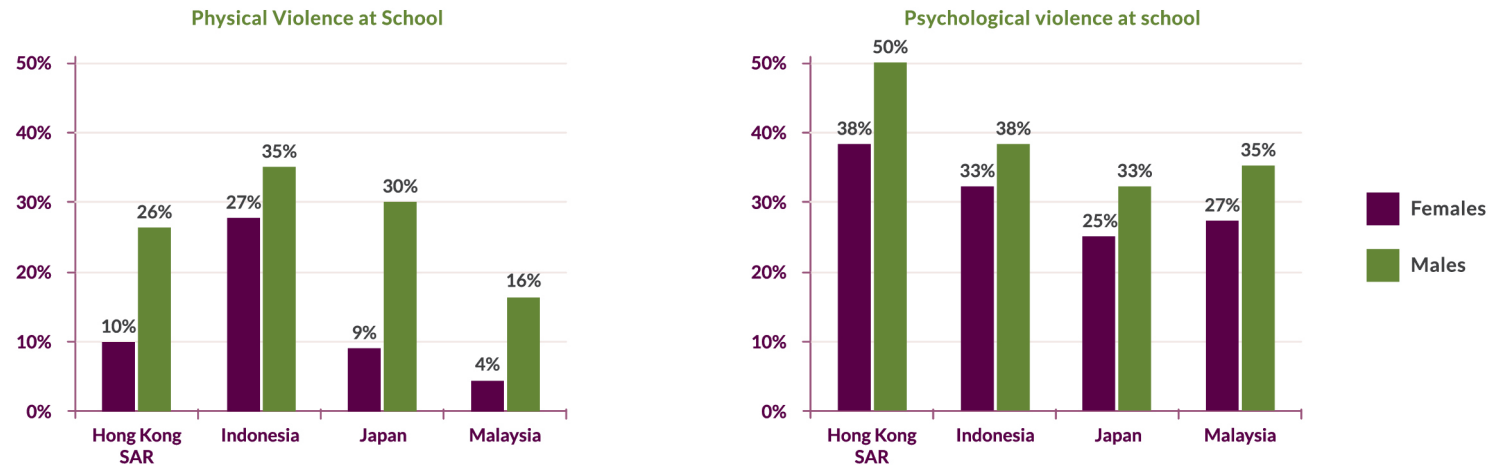
All young people can experience violence at or around the school. But, experiences of violence can be different for girls and boys. Evidence suggests that boys are more likely to be the targets of physical violence and girls are more likely to be the targets of sexual violence and verbal harassment [60].

### **Peer to peer violence**

Most of the data collected about violence in schools refers to forms of peer bullying. It is not generally specified what proportion of these bullying acts include forms of gender-based violence. The bullying data shows that peer violence is common throughout schools in Asia and the Pacific. However, frequency rates can vary significantly from country to country, indicating that in some areas violence may be normalised whilst in other areas students may be socialised to believe that violence is an unacceptable way to deal with conflict. For example, one study showed that the rates of students experiencing bullying in the month prior to the survey ranged between 15% (Myanmar) and nearly 70% (Samoa) [64].

Peer violence is often based on discrimination due to caste, race, indigenous status, and gender [58, 60, 64]. Boys are statistically more likely than girls to be both the targets and the perpetrators of all forms of violence and bullying at school [65]. There is increasing evidence that transgender young people and boys who are same-sex attracted suffer even higher levels of violence and bullying than their peers [45]. However, girls as well as transgender young people are more likely to experience gender-based violence.



**Graph 2 : Physical and psychological gender-based violence in school**

Source: Lai et al., 2008. Indicators are “experience of physical violence” (left) and “experience of being made fun of” (right)

The above graph shows that patterns and rates of violence may differ greatly within and between countries. In many places, boys are more likely to experience peer-to-peer physical violence as compared to girls. For example, in Australia, Indonesia, New Zealand, Philippines, and the Taiwan province of China boys are more likely to be targets of physical violence. In these countries, more than 20% of females and 35% of males say they were physically hurt at school as a result of peer to peer violence [25]. This trend is also visible in Malaysia and the Republic of Korea, where boys are about four times as likely to experience physical violence as compared to girls.

In some contexts, girls may be more likely to be targets of verbal or psychological violence. According to a study of 2,500 children from two provinces in the Philippines, girls in grades 4 to 6 were over 10% more likely to experience being ignored or shouted at, and slightly more likely to be teased as compared to boys [66].

Transgender young people can be particularly vulnerable to bullying and violence. Research from New Zealand has reported that more than half of transgender students were worried that someone at school would hurt or bother them and they were more than three times more likely than their non-transgender peers to report being bullied weekly [67].

#### Some data from specific countries:

School-based peer initiated physical violence was reported by:

- Over 35% of students aged 5 to 18 in two provinces in the Philippines [66].
- 36% of middle school students at two schools in Shanghai, China [68].

School-based psychological and verbal violence was reported by:

- 40% of 8th grade students at schools in The Hong Kong Special Administrative Region of China [25].
- Nearly two-thirds of school students aged 5-18 in two provinces in the Philippines [66].
- 36% of middle school students in two schools in Shanghai, China (teased or taunted) [68]
- 75% of same-sex attracted and gender questioning respondents in an online survey from Viet Nam reported being verbally bullied [69].

## Violence against students who are or are perceived to be same-sex attracted or gender non-conforming

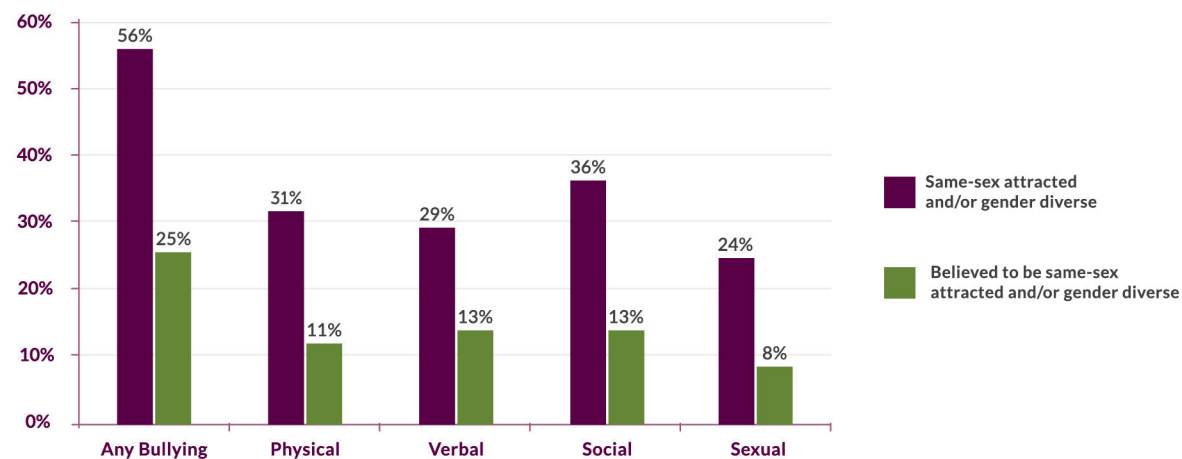
Students who are (or who are perceived to be) lesbian, gay, bisexual, transgender or intersex (LGBTI) tend to be disproportionately affected by violence in school settings [44].

This violence is typically driven by negative and prejudiced attitudes against people who do not fit in with the dominant gender norms, and is therefore understood to be a form of gender-based violence. This violence is sometimes called ‘homophobic violence’ or ‘transphobic violence’, or violence on the basis of sexual orientation, gender identity and expression [45].

This can include, for example, when boys are repeatedly mocked because they act in a manner which is held to be feminine, or when girls are excluded because they want to do things that are believed to be ‘too masculine’ and therefore not proper for a girls. In addition, in many countries, it is presumed that a sexual relationship can or should only be between a man and a woman. However, all around the world, many individuals are ‘same-sex attracted’. This means that they are attracted to people of the same sex. For example, males may be attracted to other males, or females may be attracted to other females. Some people may be ‘bisexual’ and are attracted to both females and males.

As a result of ignorance and negative community attitudes, students who declare themselves to be ‘same-sex attracted’ are more likely to experience violence. Students who are not same-sex attracted, but who are believed to be same-sex attracted, and intersex and transgender students may also experience bullying because they do not fit with the dominant norms. For example, the Thai research represented in the graph below shows the percentage of students in grades 7 to 12 who have experienced different types of violence as a result of their real or believed sexual orientation or their gender identity [24].

**Graph 3 : Grades 7 to 12 students in five provinces in Thailand who have experienced violence as a result of their real or perceived sexual orientation and gender identity [24]**



Source: Mahidol University, Plan International Thailand and UNESCO Bangkok (2014)

Violence on the basis of sexual orientation and gender identity and expression has serious consequences. Young people who experience this violence are shown to:

- Have higher rates of anxiety, depression, and suicide
- Be more likely to be involved in risky drug use and sexual activity
- Have lower grades than their counterparts [24, 70-72].

## Teachers and violence in schools

Sometimes teachers or other school staff perpetrate gender-based violence. For example, the use of physical discipline, or corporal punishment, is a form of violence, and it can have a gendered profile. School wide efforts to reduce gender-based violence usually include a focus on eliminating corporal punishment.

This can be challenging as in many parts of the world teachers and parents believe that physical disciplinary measures, such as hitting, smacking, slapping with the hand, stick, or a belt, are good methods for controlling behaviour [73-76]. However there is little evidence that corporal punishment is effective. Rather there is evidence that corporal punishment fails to stop negative behaviour and fails to teach positive social behaviour [77]. When teachers use violence, it teaches children that using violence is acceptable. Studies have shown that corporal punishment [78-80]:

- Negatively affects learning, resulting in lower grades or in student drop-outs
- Negatively affects children's health and wellbeing, including causing anxiety, helplessness, humiliation, and fear of teachers or of schools
- Damages relationships between teachers and students, resulting in decreased trust, communication and positive interactions
- Increases anti-social behaviour at home and at school over time including further perpetration of violence by those affected

Corporal punishment is prohibited either by policy or by law in many countries in the region. However it is still practiced in many schools. Corporal punishment has a gendered profile in that boys are more likely to be the target of corporal punishment and male teachers are more likely to administer it.

There are also other forms of school-related gender-based violence perpetrated by teachers, administrators, or transport drivers. For example, an administrator offering to waive a girl's school fees in exchange for sexual favours is a form school-related gender-based violence, as is the exchange of sexual favours for good exam grades.

Teachers may also be the targets of gender-based violence. For example, female teachers may face harassment or psychological violence from students, other male teachers or administrators [60].

Teachers may also be witnesses to violence occurring between students, between colleagues, or directed by colleagues at students.

They may be afraid to intervene or to report if they do not feel supported by the school rules, policies or practices. Development of effective and well-supported school policies is an important step in equipping teachers to do violence-prevention work.

## The causes of school-related gender-based violence

High rates of school-related gender-based violence are more likely where there is an acceptance of violence within the society. Social acceptance of gender-based violence varies by country. In some countries, up to 90% of women think that gender-based violence is acceptable in certain situations. Men also have high acceptance of gender-based violence, though in many cases their level of acceptance is lower than women's [40]. For example when considering the violent abuse of spouse, a form of domestic violence, in the Solomon Islands 69% of women, aged 15-49 years, think that a husband is justified in beating his wife. In India, 54% of women think that this behaviour is justified. In the Philippines, 14% of women believe that a husband is justified in "beating his wife" under certain conditions [40]. (See Graph 4, next page)

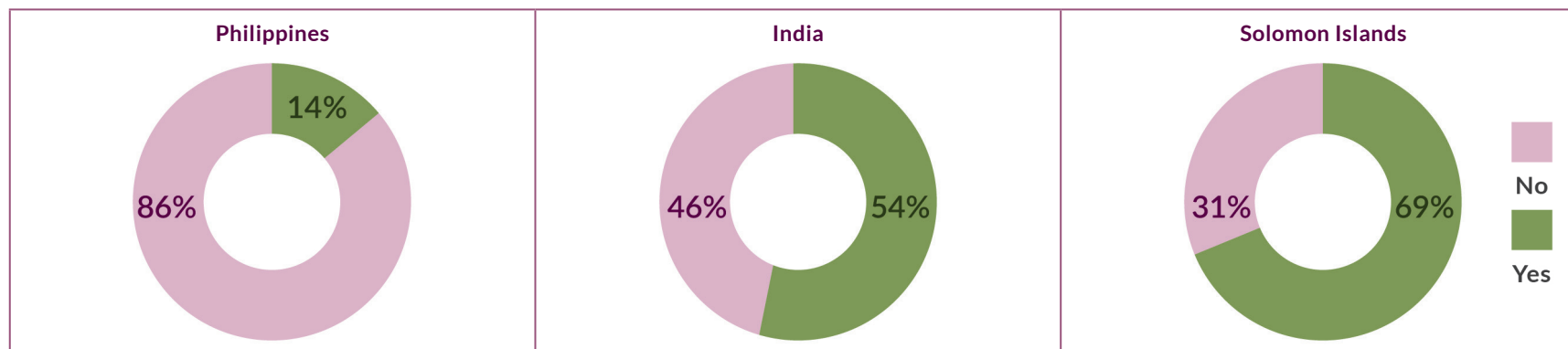
### How does teacher violence affect students?

In Afghanistan, teachers use of physical violence (corporal punishment) was one of the main reasons that children reported for not going to school [60]

In one study in Nepal, 14% of children reported that school dropouts were a result of fear of the teacher [60]

In PNG, studies show girls may choose not to participate in class order to avoid unwanted attention from teachers and/or trauma from sexual harassment [60]

**Graph 4 : Proportion of women, aged 15-49 who agree/disagree that a husband is justified in “beating his wife” under certain conditions [40]**



Source: UNICEF (2014)

The acceptance of violence in society is both a cause and effect of school-related gender-based violence. Schools have a role in shaping children’s ideas about gender and violence. When gender-based violence is accepted at school, the school sends the message that this is a normal part of life. At the same time, when violence is a part of children’s lives external to school, they may be more likely to accept violence in school.

In many countries, communities are working together to reduce acceptance of domestic violence. In Afghanistan teenage girls are 6% less likely to accept “wife beating” as compared to adult women. In Timor Leste, teenage boys are nearly 10% less likely to accept “wife beating” as compared to adult men [40].

Even when the surrounding community has high levels of acceptance of gender-based violence, schools can still maintain different rules and expectations about what is understood to be acceptable behaviour. Over time, schools can also influence community attitudes. Schools are respected institutions and their rules can promote positive gender norms. They can work to prevent gender-based violence by showing that it is not acceptable. One way that they can do this is providing a positive example of equity or fairness within gender relations at school. A school can do this via its rules or policies, as well as through the role-modelling provided by the teachers.

## CONCLUDING REMARKS

This short introduction has provided background information about gender, violence, school-related gender-based violence and respectful relationships. The next section of this resource, presents learning activities to assist guide teachers to discuss gender, violence, help-seeking, and respectful relationships with their students.

# A QUICK QUIZ TO TEST YOUR KNOWLEDGE

---

Use the following questions to check your knowledge of key points raised in the previous sections. (Answers are provided at the end.)

○ Circle which you believe to be true

1. Gender is ...

- a. Determined by the month you are born
- b. Biological or physical differences between males and females
- c. Attitudes about what it means to act, speak, dress and express oneself as a man or a woman

2. Sex is ...

- a. Determined by the month you are born
- b. Biological or physical differences between males and females
- c. Attitudes about what it means to act, speak, dress and express oneself as a man or a woman

3. Which one of the following is a NOT gender stereotype?

- a. Women are submissive
- b. Men are strong and dominant
- c. Women can give birth to babies
- d. Men are good at mathematics and science

4. Which is an example of physical school-related gender-based violence?

- a. A boy makes fun of a girl for being loud
- b. A girl refuses to speak to another girl because she thinks the clothes she wears are ugly
- c. A large boy pushes another boy down to the ground because he is not believed to not be manly enough
- d. A group of students whistle at a new girl as she enters the school

5. Which is an example of verbal school-related gender-based violence?

- a. A boy tells another boy in class that he is a sissy / girlie / a big girl
- b. Two girls exclude another girl from studying with them
- c. A boy tries to touch a girl's leg without her permission while they are working together on a project
- d. A group of boys get into a fight after a football game

6. Which is an example of sexual school-related gender-based violence?
- A teacher tells a female student she will never go to university because that is for boys
  - A male student follows a female student to the toilets and comments about how much her body is changing and how attractive she is
  - A girl steals another girls necklace
  - A girl pushes a boy after he says that she is ugly
7. Which is an example of psychological school-related gender-based violence?
- Boys tease and harass a classmate who seems feminine, excluding him from their games and telling him to go play with the girls
  - A taxi driver tries to trade free rides to school for sexual favours
  - A group of boys tell another boy that he is clumsy so he can't play football with them
  - Two boys get in a fight over a girl they like
8. **True or false?** Students who have a positive relationship with their teachers are more likely to be engaged in their work, try their best, and to use the teacher as a source of help.
9. Which of the following is not true. Research shows that students appreciate it when their teachers:
- Smile and greet the students
  - Take an interest in what students do
  - Uses harsh discipline
  - Show that they are proud of students
10. Which of the following is not a good thing for a teacher to say to a student who reports violence to them?
- I want to help
  - Can you tell me some more about what has been happening?
  - I don't want to hear about this again
  - This school wants to get this sort of thing stopped

Answer :

1. c	2. b
3. c	4. c
5. a	6. b
7. a	8. True
9. c	10. c

## USEFUL LINKS FOR SCHOOLS

Link	What is it?
<b>Child-Friendly Schools</b> <a href="http://www.unicef.org/publications/index_49574.html">http://www.unicef.org/publications/index_49574.html</a>	The UNICEF Child-Friendly Schools (CFS) model provides guidance on a comprehensive range of interventions to promote quality education for every girl and boy. A manual is available for schools.
<b>Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments</b> <a href="http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/">http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/</a>	This UNESCO toolkit provides guidance for schools to create inclusive, learning-friendly environments, which welcome, support and educate all children regardless of their gender, physical, intellectual, social economic, emotional, linguistic, or other characteristics. It includes guidance on working with families and communities, positive discipline and creating a friendly environment.
<b>Genia Toolkit</b> <a href="http://www.unescobkk.org/education/gender/resources/genia-toolkit/">http://www.unescobkk.org/education/gender/resources/genia-toolkit/</a>	Part 2 of the Genia Toolkit includes tools for developing gender-responsive schools including assistance with curriculum development and assessment.
<b>Health Promoting Schools</b> <a href="http://www.who.int/school_youth_health/gshi/hps/en/">http://www.who.int/school_youth_health/gshi/hps/en/</a>	The WHO Health Promoting Schools model is designed to help governments (from the Education and Health sectors) and schools to create healthy learning environments.
<b>Good School Toolkit</b> <a href="http://raisingvoices.org/good-school/">http://raisingvoices.org/good-school/</a>	The Good School Toolkit helps teachers and students to work together to explore what a good school is and to help them create one.
<b>Doorways</b> <a href="http://www.usaid.gov/edgekey.net/documents/1865/doorways-training-manual-school-related-gender-based-violence-prevention-and-response">http://www.usaid.gov/edgekey.net/documents/1865/doorways-training-manual-school-related-gender-based-violence-prevention-and-response</a>	The Doorways training manuals provide lesson plans for students (Doorways I), community councillors (Doorways II), teachers (Doorways III) on topics associated with school-related gender-based violence.
<b>Safe Schools</b> <a href="http://safeschoolscoalitionvictoria.org.au/resources/">http://safeschoolscoalitionvictoria.org.au/resources/</a>	The Safe Schools Coalitions Victoria provides resources and support tools to assist schools, students and parents in tackling bullying on the basis of sexual orientation, gender identity and expression and making schools more inclusive.
<b>Changemakers</b> <a href="http://asiapacific.unwomen.org/~media/Field%20Office%20ESEAAsia/Docs/Publications/2014/9/UNiTE_Youth_TKit_ALL_PAGES.pdf">http://asiapacific.unwomen.org/~media/Field%20Office%20ESEAAsia/Docs/Publications/2014/9/UNiTE_Youth_TKit_ALL_PAGES.pdf</a>	Changemakers provides lesson plans on ending violence against women and girls.
<b>Training Curriculum for Effective Police Responses to violence against women</b> <a href="http://www.unodc.org/pdf/criminal_justice/Training_Curriculum_on_Effective_Police_Responses_to_Violence_against_Women.pdf">http://www.unodc.org/pdf/criminal_justice/Training_Curriculum_on_Effective_Police_Responses_to_Violence_against_Women.pdf</a>	This training curriculum supports training law enforcement officers in dealing with cases of gender-based violence against women.
<b>Youth in Action against Violence in Schools</b> <a href="http://plan-international.org/about-plan/resources/news/global-youth-create-guide-to-tackle-school-violence/?searchterm=youth%20in%20action%20against%20violence%20in%20schools">http://plan-international.org/about-plan/resources/news/global-youth-create-guide-to-tackle-school-violence/?searchterm=youth%20in%20action%20against%20violence%20in%20schools</a>	Youths from across the world have produced a manual on tackling violence in school. Activities include identifying areas in school grounds which are less safe, understanding stereotypes and differences between boys and girls in relation to violence, and working out how to help someone who has been hurt or bullied.

Link	What is it?
<p><b>Positive Discipline Training Manual</b>  <a href="http://plan-international.org/about-plan/resources/publications/protection/positive-discipline-training-manual">http://plan-international.org/about-plan/resources/publications/protection/positive-discipline-training-manual</a></p>	<p>This manual contains techniques, case studies and advice for those working with parents, teachers and care-givers on alternative forms of discipline.</p>
<p><b>Together for Protection</b>  <a href="http://plan-international.org/about-plan/resources/publications/protection/together-for-protection">http://plan-international.org/about-plan/resources/publications/protection/together-for-protection</a></p>	<p>This booklet is a practical guide for young persons to keep self and others safe from abuse, neglect, exploitation and violence.</p>



# REFERENCES

---

1. Roffey, S., Pupil Wellbeing - Teacher Wellbeing: Two sides of the same coin? *Educational & Child Psychology*, 2012. 29(4): p. 8-17.
2. Blum, R.W., A case for school connectedness. *The Adolescent Learner*, 2005. 62(7): p. 16-20.
3. Bond, L., et al., Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. *Journal of Adolescent Health*, 2007. 40(4): p. e9-18.
4. Jose, P.E., N. Ryan, and J. Pryor, Does Social Connectedness Promote a Greater Sense of Well-Being in Adolescence Over Time? *Journal of Research on Adolescence*, 2012. 22(2): p. 235-251.
5. Sánchez, B., Y. Colón, and P. Esparza, The role of sense of school belonging and gender in the academic adjustment of Latino adolescents. *Journal of Youth and Adolescence*, 2005. 34(6): p. 619-628.
6. Centers for Disease Control and Prevention, *School Connectedness: Strategies for Increasing Protective Factors Among Youth*. 2009, U.S. Department of Health and Human Services: Atlanta.
7. Resnick, M.D., P. Bearman, and R. Blum, Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health. *JAMA*, 1997. 278(1): p. 823-32.
8. Resnick, M.D., Close ties to parents, school improve adolescents' lives. *Minnesota Medicine*, 1997. 80(12): p. 24-26.
9. Davies, B., The discursive production of the male/female dualism in school settings. *Oxford Review of Education*, 1989. 15(3): p. 229-241.
10. Davies, B., *Shards of glass: Children reading and writing beyond gendered identities*. 1993: Hampton Press (NJ).
11. Natvig, G.K., G. Albrektsen, and U. Qvarnstrom, Methods of Teaching and Class Participation in Relation to Perceived Social Support and Stress: Modifiable Factors for Improving Health and Wellbeing among Students. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 2003. 23(3): p. 261-74.
12. Cahill, H., *Devising Classroom Drug Education Programs*, in *Drug education in schools: Searching for the silver bullet*, R. Milford and G. Munro, Editors. 2006, Pearson: Melbourne.
13. Durlak, J.A., et al., The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 2011. 82(1): p. 405-32.
14. Herbert, P.C. and D.K. Lohrmann, It's All in the Delivery! An Analysis of Instructional Strategies From Effective Health Education Curricula. *Journal of School Health*, 2011. 81(5): p. 258-264.
15. Soole, D.W., L. Mazerolle, and S. Rombouts, School-based adolescent drug prevention programs: a review of what works. *Australia and New Zealand Journal of Criminology*, 2008. 41: p. 259-286.
16. McNeely, C.A., J.M. Nonnemaker, and R.W. Blum, Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 2002. 72(4): p. 138.
17. O'Brien, K.A. and T.V. Bowles, The importance of belonging for adolescents in secondary school. *The European Journal of Social & Behavioural Sciences*, 2013.
18. Maulana, R., et al., Teacher-student interpersonal relationships in Indonesia: profiles and importance to student motivation. *Asia Pacific Journal of Education*, 2011. 31(01): p. 33-49.
19. Holfve-Sabel, M., Learning, interaction and relationships as components of student well-being: differences between classes from student and teacher perspective. *Social Indicators Research*, 2014. 119(3): p. 1535-1555.
20. Dake, J.A., J.H. Price, and S.K. Telljohann, The Nature and Extent of Bullying at School. *Journal of School Health*, 2003. 73(5): p. 173.
21. Rønning, J.A., et al., Cross-informant agreement about bullying and victimization among eight-year-olds: whose information best predicts psychiatric caseness 10-15 years later? *Social Psychiatry & Psychiatric Epidemiology*, 2009. 44(1): p. 15-22.
22. Rigby, K., Bullying in schools and its relation to parenting and family life. *Family Matters*, 2013(92): p. 61-67.
23. Allison, S., L. Roeger, and N. Reinfeld-Kirkman, Does school bullying affect adult health? Population survey of health-related quality of life and past victimization. *Australian & New Zealand Journal of Psychiatry*, 2009. 43(12): p. 1163-1170.

24. Mahidol University, Plan International Thailand, and UNESCO Bangkok Office, *Bullying targeting secondary school students who are or are perceived to be transgender or same-sex attracted: Types, prevalence, impact, motivation and preventive measures in five provinces of Thailand*. 2014, Mahidol University, Plan International Thailand, UNESCO Bangkok Office: Bangkok.
25. Lai, S.L., R. Ye, and K.P. Chang, *Bullying in Middle Schools: An Asian-Pacific Regional Study*. *Asia Pacific Education Review*, 2008. 9(4): p. 503-515.
26. Chong, W.H., et al., *Teacher-student relationship: The influence of teacher interpersonal behaviours and perceived beliefs about teachers on the school adjustment of low achieving students in Asian middle schools*. *School Psychology International*, 2010. 31(3): p. 312-328.
27. Huan, V.S.L., et al., *How teacher-student relationship influenced student attitude towards teachers and school*. *The Asia-Pacific Education Researcher*, 2012. 21(1): p. 151-159.
28. Wang, L.J., et al., *Relationships among teacher support, peer conflict resolution, and school emotional experiences in adolescents from Shanghai*. *Social Behavior and Personality*, 2014. 42(1): p. 99-113.
29. Roorda, D.L., et al., *The Influence of Affective Teacher-Student Relationships on Students' School Engagement and Achievement: A Meta-Analytic Approach*. *Review of Educational Research*, 2011. 81(4): p. 493-529.
30. Johnson, B., *Teacher-student relationships which promote resilience at school: a micro-level analysis of students' views*. *British Journal of Guidance & Counselling*, 2008. 36(4): p. 385-398.
31. Cahill, H., et al., *Translating Caring into Action: an Evaluation of the Victorian Catholic Education Student Welfare Professional Development Initiative*. 2004, Youth Research Centre: Melbourne.
32. Zakrzewski, V.S., *Developing Teachers' Capacities to Create Caring Relationships with Students: A Case Study of a Gandhi-Inspired Private School in India (PhD Thesis)*. 2012, School of Educational Studies, Claremont Graduate University.
33. Heng, K., *The effects of faculty behaviors on the academic achievement of first-year Cambodian urban university students*. *Educational Research for Policy and Practice*, 2014: p. 1-18.
34. van Uden, J.M., H. Ritzen, and J.M. Pieters, *Engaging students: The role of teacher beliefs and interpersonal teacher behavior in fostering student engagement in vocational education*. *Teaching and Teacher Education*, 2014. 37: p. 21-32.
35. Flood, M., L. Fergus, and M. Heenan, *Respectful relationships education: Violence prevention and respectful relationships education in Victorian secondary schools*. 2009, Department of Education and Early Childhood Development: Melbourne.
36. WHO. *What is a health promoting school? School and youth health 2014* [cited 2014 24 February]; Available from: [http://www.who.int/school\\_youth\\_health/gshi/hps/en/](http://www.who.int/school_youth_health/gshi/hps/en/)
37. *National Health Promoting Schools Initiative, National Framework for Health Promoting Schools 2000-2003*. 2000, Commonwealth Department of Health and Family Services and Australian Health Promoting Schools Association: Canberra.
38. Raj, A., et al., *The effect of maternal child marriage on morbidity and mortality of children under 5 in India: cross sectional study of a nationally representative sample*. *BMJ*, 2010. 340.
39. LeVine, R.A., et al., *Maternal literacy and health behavior: A Nepalese case study*. *Social Science and Medicine*, 2004. 58(4): p. 863-877.
40. UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).
41. Institute for Health Metrics and Evaluation, *Global Burden of Disease and Injury Study*. 2010, Institute for Health Metrics and Evaluation: Washington D.C.
42. Cleland, J.G. and J.K. Van Ginneken, *Maternal education and child survival in developing countries: the search for pathways of influence*. *Social Science and Medicine*, 1988. 27(12): p. 1357-1368.
43. *United Nations Special Representative of the Secretary General on Violence Against Children, Tackling Violence in Schools: A Global Perspective: Bridging the Gap between Standards and Practice*. 2012, UN Special Representative of the Secretary General on Violence against Children: New York.
44. UNESCO, *Education Sector Responses to Homophobic Bullying*, in *Good Policy and Practice in HIV and Health Education*. 2012, United Nations Educational, Scientific and Cultural Organization (UNESCO): Paris (This publication is being updated at the time of the development of this curriculum resource, and will be published in 2016).
45. UNESCO, *From Insult to Inclusion: Asia-Pacific report on school bullying, violence and discrimination on the basis of sexual orientation*

- and gender identity. 2015, United Nations Educational, Scientific and Cultural Organization (UNESCO): Bangkok.
46. UNODC, Training curriculum on effective police responses to violence against women. 2010, New York: United Nations Office on Drugs and Crime (UNODC).
47. Winter, S., Lost in transition: Transgender people, rights and HIV vulnerability in the Asia-Pacific region. 2012, United Nations Development Program (UNDP): Bangkok.
48. Clements-Nolle, K., et al., HIV prevalence, risk behaviors, health care use, and mental health status of transgender persons: Implications for public health intervention. *American Journal of Public Health*, 2001. 91(6): p. 915.
49. Couch, M., et al., Tranznation: A report on the health and wellbeing of transgendered people in Australia and New Zealand. 2007, Australian Research Centre in Sex, Health and Society (ARCSHS), La Trobe University: Melbourne.
50. Plan International, Champions of change. 2013, Plan International. Unpublished work.
51. Jewkes, R.K., et al., Intimate partner violence, relationship power inequity, and incidence of HIV infection in young women in South Africa: a cohort study. *The Lancet*, 2010. 376(9734): p. 41-48.
52. UN Women. Violence against Women Prevalence Data: Surveys by Country. 2013 [cited 2014 14 November]; Available from: [http://www.endvawnow.org/uploads/browser/files/vawprevalence\\_matrix\\_june2013.pdf](http://www.endvawnow.org/uploads/browser/files/vawprevalence_matrix_june2013.pdf).
53. Morse, D.S., et al., "An Effect That is Deeper Than Beating" Family Violence in Jordanian Women. *Families, Systems & Health*, 2012. 30(1): p. 19-31.
54. Bonomi, A.E., et al., Intimate partner violence and women's physical, mental, and social functioning. *American Journal of Preventative Medicine*, 2006. 30(6): p. 458-466.
55. UNICEF, Child Maltreatment: Prevalence, Incidence and Consequences in East Asia and the Pacific. A Systematic Review of Research. 2012, UNICEF East Asia Pacific Regional Office (EAPRO): Bangkok.
56. UNICEF, Violence against Children in East Asia and the Pacific: A Regional Review and Synthesis of Findings. 2014, UNICEF East Asia \ Pacific Regional Office (EAPRO): Bangkok.
57. Ziaei, S., R.T. Naved, and E.C. Ekström, Women's exposure to intimate partner violence and child malnutrition: findings from demographic and health surveys in Bangladesh. *Maternal & Child Nutrition*, 2014. 10(3): p. 347-359.
58. Plan International. A girl's right to learn without fear: Working to end gender-based violence at school. 2013; Available from: <http://plan-international.org/learnwithoutfear/the-campaign/corporal-punishment>.
59. ActionAid International, Stop Violence Against Girls in Schools. 2004, ActionAid International: Johannesburg.
60. UNESCO and East Asia Pacific UNGEI, School-Related Gender-Based Violence in the Asia-Pacific Region. 2014, Bangkok: United Nations Educational, Scientific and Cultural Organization (UNESCO).
61. Government of Papua New Guinea and Development Partners Gender Forum, Papua New Guinea Country Gender Assessment 2011-2012. 2012, Port Moresby.
62. Wang, L.-J., et al., Relationships among teacher support, peer conflict resolution, and school emotional experiences in adolescents from Shanghai. *Social Behavior and Personality: An International Journal*, 2014. 42(1): p. 99-113.
63. Zakrzewski, V.S., Developing Teachers' Capacities to Create Caring Relationships with Students: A Case Study of a Gandhi-Inspired Private School in India, in *School of Educational Studies*. 2012, Claremont Graduate University: Claremont (CA).
64. UNICEF, Hidden in Plain Site: A statistical analysis of violence against children. 2014, New York: United Nations Children's Fund (UNICEF).
65. Plan International and International Center for Research on Women, Are Schools Safe and Gender Equal Places? Finding from a baseline study of school-related gender based violence in five countries in Asia. 2015, Plan International: Bangkok.
66. Plan International Philippines, Toward a Child-Friendly Education Environment: A Baseline Study on Violence Against Children in Public Schools. 2009, Plan Philippines: Manila.
67. Clark, T., et al., The Health and Well-Being of Transgender High School Students: Results From the New Zealand Adolescent Health Survey (Youth'12). *Journal of Adolescent Health*, 2014. 55: p. 93-9.
68. Xu, Y., School bullying in middle school and the solutions: Based on the survey of two middle schools in Shanghai (Unpublished Master's thesis). 2008, Shanghai Normal University: Shanghai, China.

69. Anh, H.T. and N.T. Vinh, Online survey on prejudice, discrimination and violence against LGBTI in schools. 2012, CCIHP: Hanoi.
70. Greytak, E., Harsh realities: The experiences of transgender youth in our nations schools, in *The School Report*. 2007, GLSEN; Stonewall New York.
71. Smith, E., et al., *From Blues to Rainbows: Mental health and wellbeing of gender diverse and transgender young people in Australia 2014*, La Trobe University and University of New England: Melbourne.
72. Hillier, L., et al., *Writing Themselves In 3 (WTi3): The third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people*. 2010, La Trobe University: Melbourne.
73. Morrell, R., Corporal Punishment and Masculinity in South African Schools. *Men and Masculinities*, 2001. 4: p. 140-157.
74. Laurence Lwo, L. and Y. Yuan, Teachers' Perceptions and Concerns on the Banning of Corporal Punishment and Its Alternative Disciplines. *Education and Urban Society*, 2011. 43(2): p. 137-164.
75. Wilson, J., Corporal punishment revisited. *Cambridge Journal of Education*, 2002. 32: p. 409-416.
76. Mweru, M., Why Are Kenyan Teachers Still Using Corporal Punishment Eight Years After a Ban on Corporal Punishment? *Child Abuse Review*, 2010. 19: p. 248-258.
77. Gershoff, E.T. and S.H. Bitensky, The case against corporal punishment of children. *Psychology, Public Policy, and Law*, 2007. 13(4): p. 231-272.
78. Aucoin, K.J., P.J. Frick, and S.D. Bodin, Corporal punishment and child adjustment. *Journal of Applied Developmental Psychology*, 2006. 27(6): p. 527-541.
79. Grogan-Kaylor, A., Corporal punishment and the growth trajectory of children's antisocial behavior. *Child Maltreatment*, 2005. 10(3): p. 283-292.
80. Lansford, J.E. and K.A. Dodge, Cultural norms for adult corporal punishment of children and societal rates of endorsement and use of violence. *Parenting: Science and Practice*, 2008. 8(3): p. 257-270.
81. Kane, E., *Gender, Culture and Learning*. 1996, Academy for Educational Development: Washington, D.C.
82. Seligman, M. and M. Csikszentmihalyi, Positive psychology: An introduction. *American Psychologist*, 2000. 55(1): p. 5-14.
83. Seligman, M., et al., Positive education: positive psychology and classroom interventions. *Oxford Review of Education*, 2009. 35(3): p. 293-311.
84. UNESCO, *Education Counts: Towards the Millennium Development Goals*. 2011, United Nations Educational, Scientific and Cultural Organization (UNESCO): Paris.
85. Contreras, M., et al., *Bridges to adulthood: Understanding the lifelong influence of men's childhood experiences of violence*. 2012, International Centre for Research on Women: Washington.
86. United Nations Economic and Social Commission for Asia and the Pacific, *Statistical yearbook for Asia and the Pacific 2013*. 2013, Bangkok: United Nations Economic and Social Commission for Asia and the Pacific (ESCAP).



**PART**  
**2**

---

**MODULAR CURRICULUM  
RESOURCE GUIDE**

# USING THE LEARNING MATERIALS

## What is it?

The classroom activities in this manual are designed to assist teachers to promote respectful relationships and address the issue of school-related gender-based violence. The activities aim to increase knowledge and positive attitudes, and to build awareness and skills in students related to respectful, equitable relationships and non-violence. They also assist students to develop the skills to respond appropriately when they see others perpetrating gender-based violence.

The activities are also designed to develop students' critical thinking, social skills and language development. This resource includes a mixture of different types of approaches, including some "traditional" lessons and other participatory approaches. Participatory activities, such as paired work, small group activities, case-studies and role-plays are used to develop students' social skills.

Literacy activities include writing stories, cartoons, film scripts, plays and letters about gender-based violence. These activities allow students to practice academic writing, letter writing, creative writing including the development of characters and dialogue, and speech making. The literacy activities are also used to foster students' involvement in broader advocacy at a school-wide level.

The activities in this programme are designed to:

- 1. Establish language and concepts** – To think critically about gender-based violence students need to have access to key distinctions in language. Therefore the early activities explicitly teach key terms and associated concepts.
- 2. Provide knowledge and foster critical thinking about gender construction** – To take action to resist, challenge, report or prevent gender-based violence, students must be able to understand the way in which gender norms shape identity and behaviour, and identify and challenge gender prejudices and stereotypes. Therefore the lessons focus on detecting gender norms and their effects on people's lives.
- 3. Enhance pro-social attitudes** – To work to prevent, report, resist or address gender-based violence, students need to believe that gender inequity and violence is unjust and that all persons, regardless

of gender, have the right to be treated in a manner that respects their human rights. Therefore the lessons focus on human rights and the responsibilities associated with respecting the rights of others.

- 4. Motivate students to take action** – To take action to prevent gender-based violence, students need to understand the negative effects of gender-based violence and believe in the possibility that they can make a positive difference through their actions. Therefore the lessons include a focus on the negative health, economic and educational effects of gender inequity.
- 5. Enhance social empowerment** – To work effectively on changing negative social norms, students need to be sustained and supported by others who share this commitment. Therefore the lessons provide many activities to engage students in collaborative problem-solving and advocacy as well as individual assignments.
- 6. Develop skills and strategies** – To understand how and when to report, desist, resist, challenge or work to prevent and respond to gender-based violence, students need to learn skills in collaboration, advocacy, self-care, positive peer support, assertion and help-seeking. Therefore the lessons include many skills development exercises, with an emphasis on development of the communication skills needed for respectful relationships.

## Who is it for?

This resource has been designed for students in lower secondary school (typically 11-14 years of age). It includes a number of verbal and written activities which are appropriate for a range of literacy levels. While the materials are designed with lower secondary students in mind, it is possible to use them with older students. They can be used in single-sex or co-educational settings. Teachers should use their knowledge of their students and the learning needs of the class when tailoring the programme to fit their needs.

## What's in it?

The classroom programme includes learning activities in seven topic areas. Each topic area includes three to five classroom activities. These activities will take between 30 minutes and one hour to deliver. While

## ? REFLECTION QUESTION:




Does your school currently include any learning programmes addressing the prevention of violence or gender-based violence?

an approximate time allocation is provided, the length of time each activity takes will depend on the teacher and the class context.




The activities have been designed so that they are appropriate to be delivered in large and small classrooms. While it is important for teachers to prepare for the activities by reading the instructions carefully, there are always options that do not entail preparation of resources or handouts. Where handouts are provided, they are optional rather than necessary. All activities include detailed step by-step instructions for the teacher, with additional coaching points where necessary. Teachers may wish to vary, extend or enhance these activities and accompanying scenarios to suit the needs of their students.

Part 1 : Understanding gender and gender equality	Part 2: Raising awareness about gender-based violence	Part 3 : Developing skills for respectful relationships
<ul style="list-style-type: none"> <li>• <b>Topic 1:</b> Gender and equality</li> <li>• <b>Topic 2:</b> Gender equality and positive role-models</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Topic 3:</b> Awareness of gender-based violence</li> <li>• <b>Topic 4:</b> A focus on school-related gender-based violence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Topic 5:</b> Communication skills for respectful relationships</li> <li>• <b>Topic 6:</b> Skills for people who witness violence</li> <li>• <b>Topic 7:</b> Help-seeking and peer support skills</li> </ul>

### Each Topic Area has:

- 4-5 learning activities designed to fit well within the core curriculum of key subject areas (more advice is provided on this here)
- An optional game that builds a friendly and supportive classroom environment and can be used to generate key messages related to the topic area 
- Assignments to enhance literacy as well as activities to build social cohesion and enhance social and civic engagement in the school and community 
- Community-building suggestions for involving the students as contributors to broader school-wide efforts to promote a safe and friendly school environment 

### Each Activity has:

- Learning objectives 
- An approximate time allocation, which will vary according to needs 
- Key words to introduce the terms used in the activity 
- Steps for the teacher to follow to run the activity
- Teacher coaching points to help teachers to deliver the activity effectively or to modify it to suit the local context, issues and needs
- Summary points to assist teachers to highlight key messages and learning points of the activity to the class

### Building teacher confidence – Training needs

Most teachers will appreciate the opportunity for professional development in facilitating the curriculum before using it in their classrooms. Professional development can increase teachers' knowledge in the content areas as well as build their confidence in using the methodologies employed in activities. While formal professional development may be available in some settings, schools can also arrange their own internal professional development activities. In these instances, it is useful for teachers to spend some time working through the activities together (e.g. in a staff team meeting) before providing it in their classrooms. Research shows that when teachers work through the activities themselves, they become familiar with the content, skills and instructional strategies which increases their confidence and ability to run the activities themselves [14].

### PREPARE BEFORE YOU START...

#### Read up!

Read the guidance notes for teachers before teaching the program (Part 1 of this document). These guidance notes provide some background to the issues of gender and violence, and provide evidence-informed recommendations for embedding this classroom resource into a broader whole-school approach to create a safe, friendly and violence-free school. The guidance notes will help you understand why this programme is important and give some detailed tips on managing the programme. If you are uncertain of any of the terms used please refer to the glossary at the front of the document.

#### Find a subject home and plan your delivery

The activities are designed to be taught in sequence. While it is possible to selectively use individual activities or topics, it is preferable to deliver the complete set of activities. Optional extension activities are provided to deepen engagement and to promote literacy development



and civic contribution to the broader school community. In schools where substantial work has already been conducted on either sexuality, gender or violence, it may be appropriate to shorten the programme. In contexts where gender norms are very rigid, or where acceptance of violence is high, there may be a need to spend more time engaging with the gender awareness sections.

Teachers may deliver the learning activities within a range of subject areas. The activities can play a valuable role in literacy development, but may also be used within social studies, pastoral care, life-skills, civics, health and values education as well as within comprehensive sexuality education programmes.

Teachers are encouraged to collaborate with their colleagues as they prepare to teach the program. As described in the guidance notes, it is useful if this classroom programme is implemented within a broader school-wide anti-violence initiative which also takes an explicit focus on the gendered nature of violence.

### Adapt the learning activities to suit the local context

This resource is designed for schools in the Asia-Pacific region. This is a diverse region and while many of the issues associated with school-related gender-based violence will be common across countries, there will also be a need to refine the program to reflect local needs and strengths.

For activities that use case-studies or scenarios, you are encouraged to select the most relevant scenarios from those provided, and to draw on your local knowledge and expertise to design scenarios which reflect the local context.

When modifying scenarios, make sure the who, where and what are relevant. Avoid worst-case scenarios. Focus instead on the sorts of situations that your students are most likely to encounter.

On the right is an example of how to change a scenario from Topic 6: Activity 1.

### Topic 6: Activity 1:

#### Scenario provided:

On the way home on the school bus Phouang sees a group of boys picking on a quiet and shy boy from her class. They punch him and he falls to the ground.

#### Considering modification:

Make sure the who, where and what are relevant

**Who** = A girl in secondary school, called Phouang (teacher can use a local name or change the gender of the observer, or the age and gender of the perpetrators and victim)

**Where** = On the school bus (teacher can consider changing to train or walking to school, depending on the transport or most common method that local students use to get to and from school)

**What** = Young men picking on another young man, physical violence (teacher can change form of violence that takes place – eg from physical to verbal)

#### Teacher coaching point:

When adapting scenarios to local context, be sure not to use personal stories known to students in the class. Students could identify the people involved in these examples, which would be hurtful and harmful.

## MANAGING THE CLASSROOM

### Using the participatory methods

The activities use a range of participatory methods to help students develop knowledge and skills. Participatory methods involve student-to-student interaction, rather than just teacher-student interaction. Participatory methods help students develop knowledge and skills (like critical thinking, social skills and problem-solving). Participatory methods include paired discussion, group problem-solving activities,

critical thinking tasks, skills-development exercises and role-play. While they can be challenging for teachers who normally use teacher-centric activities, they have many advantages and can be successfully combined with teacher-led discussion. Students are more likely to remember what they are learning when they engage in participatory activities. They can draw from their own and others' experiences and they practice problem-solving and communication skills as part of the learning task. It is possible that some students may experience anxiety during activities due to their past experiences. If you suspect this is the case it is important that you provide a discreet and dignified way to withdraw, and an alternative activity for them. In this case the teacher should conduct a private follow-up conversations (see following suggestions) and refer or provide additional support for the student if this seems warranted.

Some strategies to help you manage the class when leading participatory activities include:

- Clearly explain the objective/purpose of the activity
- Describe the method clearly by using an example before setting students to work in their groups or pairs
- Allow students to ask questions before they start the task
- Set clear time limits
- Encourage students to speak in turn (for group activities)
- Encourage students to choose a group leader (for group activities)
- Over time arrange for students to work with a range of different partners so as to develop their confidence and skills

There is more information about why participatory methods are a good learning strategy in the guidance notes. There are also recommendations regarding how to manage the class during activities.

### Managing sensitive topics

It is important to be sensitive to students' reactions during these sessions. Some will have experienced distressing situations involving violence, and some may live in ongoing situations of domestic or peer violence. Some will have been perpetrators of violence and need to recognise that what they have been doing is not acceptable. Avoid naming and blaming. Rather, focus on teaching positive non-violent behaviours as a way to build respectful relationships and safer stronger schools and communities. There is more information in the teacher manual about following up on and managing student disclosures of violence.

### Ensuring privacy

In this programme privacy is protected through the use of relevant scenarios rather than invitations to tell personal stories. There may be times when teachers need to remind students about the need for respect or privacy. If a teacher thinks that someone is about to speak inappropriately about someone else, they can interrupt with a reminder. This is called protective interrupting.

The teacher has the same right to privacy as the students. They should select which details of their personal experience are appropriate to share, and provide strong role-modelling. The teacher's key role is to get students thinking and talking within the learning activities.

Teachers should prepare well for leading the tasks, particularly if they have themselves experienced violence [46]. Focussing on leadership of the learning tasks can be helpful for teachers. A list of additional resources which may be helpful in preparation or for further information are included at the end of the Introduction and Guidance Note for Teachers. The numbers in brackets, for example, [1], refer to additional references at the end of the learning activities.

Keeping the students actively involved in completing their group and individual tasks can also be protective for students. Taking a strength-based approach also helps because it creates the sense that it is possible for everyone to contribute in some practical way to the prevention of gender-based violence.

Teachers can remind students about how to maintain privacy by saying, "It can be easy to start telling stories about what others have done in the past. This can lead to arguments and blaming. So we will use our scenarios to help us discuss the issues. We will also focus on what we can do to make things right in the future. In your writing tasks it will be important to protect people's privacy if you are writing a story based on a personal experience. This means not using names or other details that will point to who they are. This is one way in which we can show respect for each other, and help each other to learn well together."

#### Teacher coaching point:

**If you feel that students are about to break privacy, you can interrupt them and say, "I have a sense you are about to tell us a sensitive personal story. I am going to give you time to think about how you make sure your answer fits our privacy and respect rule."**

## Reflective listening skills

Reflective listening is a way to show someone you understand what they have said. It is an important skill for the teacher. When students share a story or idea, teachers can respond in a way that shows they understood the student's contribution. For example, teachers can summarise and reflect back what they think the student is saying (e.g. "It sounds like you are suggesting that the mother will stop the girl from speaking because the mother will be too embarrassed. Is that correct?"). Reflective listening is more useful here than making a judgement (such as 'well done' or 'good example') because it helps to build and clarify understanding, and lets the student know their offering has been understood. It can also help the student to add or to clarify.

## Promoting gender equity and acceptance of diverse sexual orientations and gender identities

Some activities in this classroom program suggest ways to identify the rights of those people with diverse sexual orientations and gender identities and the vulnerability of those who are believed to be 'different' to experiences of violence or exclusion. Some people (students and teachers) do not conform to conventional gender norms or sexualities. These people often face stigma and discrimination which is harmful to their learning, health and wellbeing. It is important for the teacher to model a respectful approach to gender and diversity. This can be done by using language and examples that are inclusive of diversity rather than approaches or examples that presume that there should be no diversity. There are also some activities which include discussions about relationships between same-sex couples, case studies that include transgender young people, and positive examples of women and girls. It is important that the teacher models inclusive language and avoids any language or practices that stigmatise people who do not conform to normative societal expectations.

In some schools, students may already have been taught about issues relating to diversity of sexual orientation and gender identity (for example within a comprehensive sexuality education program). Thus they may be familiar and comfortable with these issues. In addition, if they live in one of the many countries in the region that acknowledge the presence and rights of same-sex attracted people and transgender people, there is likely to be better general knowledge and acceptance in the community. However, in some schools and communities this information will be new and there

may be little general knowledge or understanding to build on. In these circumstances it is important to give clear and non-judgemental information. Many teachers find it helpful to work within the frame of showing respect and non-violence to all, regardless of whether they are part of a majority or minority group. Research shows that despite lack of understanding on this in the past, people of diverse sexual orientations and gender identities exist amongst all nations and cultures.

## Providing clear information about biological sex, gender, sexual orientation and gender identity

In the activities that explore sexual orientation and gender identity, it is important to help students to distinguish between biological sex, gender identity and sexual orientation. (Students for whom this is new information often confuse these concepts).

**Biological sex** is the physical body a person is born with (e.g. internal and/or external anatomical sexual characteristics). Some people are born with male characteristics, some with female characteristics, and some are born with unclear or mixed male and female characteristics (referred to as 'intersex'). A person's biological sex does not determine who they are attracted to. For example, some people born with male anatomical characteristics are attracted to females, some to males and some to both. The same for females and for intersex people.

**Gender** is the term used to stand for the differences that are created as a result of the social and cultural expectations and norms about what it means to "be a man" or to "be a woman" in a particular society.

**Gender identity** is the term is used to describe who a person feels they are – e.g. whether they feel they are male or female or something in between. While most of the time people who are born with a male or a female anatomy feel like they belong within this category based on their biological sex, some people feel that they have been born in the 'wrong' body. They may feel that they should really be in the body of the opposite sex. These people may identify as 'transgender' or 'third gender' people. For example a trans-woman (male-to-female transgender person) is someone who is born with male body parts but feels more like they are really a woman. Thus they may seek to change their physical appearance, self-expression, and roles at home and work so as they can present as a woman (or they may strongly wish to do this, but feel they can't, due to social stigma and pressure.)

**Sexual orientation** is who a person feels they are sexually attracted to. Some people are attracted to those of the opposite sex, some to the same sex, some to both, and some to neither. A person's biological sex does not determine their sexual orientation, nor does a person's gender identity. Sexual orientation is not the same as sexual activity or sexual behaviour. People may be attracted or oriented sexually to a particular category of person, but not actually engage in sexual contact or behaviour.

Other definitions for terms are provided in the glossary of this manual.

### **Dealing with difference in views**

It is important to set an atmosphere in which students can share different views. They should not feel they all have to agree with each other. The important thing for the teacher is to open the questions for discussion, to summarise the different views expressed, and to ask students to think about possible consequences for a range of actions. If these disagreements lead to bullying, violence, exclusion or other forms of humiliation, then the teacher should refer to the school rules that forbid such behaviour and begin a behaviour management plan to re-educate those engaged in the offending behaviours.

### **Making the most of games**

In each topic session an optional game is provided. The games provided can be used to help the class learn to mix well with each other and to build strong relationships and social confidence. Each game can be used to explore key messages related to the topic. Questions are provided help the teacher facilitate discussion about key messages. Teachers can use the games to introduce a topic or play one between activities to re-energise the group and/or to highlight a key message. Teachers are encouraged to join in the games.

# MAP OF THE PURPOSE AND CONTENT OF ACTIVITIES

The learning activities are designed to develop knowledge, skills and attitudes. The table below outlines the key objectives, the main focus of the learning strategies, and the tasks which provide opportunity to develop the relevant knowledge, skills and attitudes.

Many of the lessons cover various topics, and may appear multiple times in the chart below.

Objectives	Strategies	Addressed in the following learning activities
<p><b>Establish language, concepts:</b> To think critically about gender-based violence students need to have access to key words and concepts that enable conversation and critical thought</p>	<p>To establish language and concepts the learning activities teach the following:</p> <ul style="list-style-type: none"> <li>• Definitions for the terms 'sex' and 'gender'</li> <li>• Use of the term 'violence' to include social, physical, sexual and psychological forms of violence</li> <li>• Combination of the terms gender and violence to understand what is referred to by the term 'gender-based violence'</li> <li>• Definition of 'human rights', with reference to the Convention on the Rights of the Child (CRC) and the notion that all persons have inherent and equal value and are entitled to gender justice</li> <li>• Definition of the term 'discrimination' to develop understanding of how groups of people can experience heightened forms of violence due their membership of particular groups</li> <li>• Definition of the terms 'transgender', 'homosexuality' and 'sexual preference'. Understanding of these terms is needed to raise awareness of the way in which these groups experience heightened forms of violence</li> <li>• Combination of the terms gender and violence to understand what is referred to by the term 'gender-based violence'</li> </ul>	<p>Topic 1 : Activity 1 : What is gender?</p> <p>Topic 2 : Activity 2 : Fairness, equality, and human rights</p> <p>Topic 2 : Activity 5 : Differences and discrimination</p> <p>Topic 3 : Activity 1: What is violence?</p> <p>Topic 3 : Activity 2 : What is gender-based violence?</p> <p>Topic 5 : Activity 3 : Introducing assertiveness</p> <p>Topic 2: Activity 6: Sexuality and stigma</p>
<p><b>Provide knowledge and foster critical thinking about gender and power relationships:</b> To understand the influence of negative gender norms, and to take action to resist, challenge, report or prevent violence, the students must be able to:</p> <ul style="list-style-type: none"> <li>• Understand how gender norms shape identity, desires, practices and behaviour</li> <li>• Understand that there are traditions, practices and beliefs, laws, rules and policies that create gender inequity in the home, school, community and workplace</li> </ul>	<p>To develop critical awareness of gender norms, students participate in a range of activities in which they:</p> <ul style="list-style-type: none"> <li>• Identify and describe the gender stereotypes portrayed in children's stories, folktales, media and literature</li> <li>• Identify and discuss the way in which different forms of violence occur in the everyday lives of people in their school and community as well as within other societies</li> </ul>	<p>Topic 1: Activity 2: Unpacking gender norms</p> <p>Topic 1: Activity 7: Local leaders</p> <p>Topic 2 : Activity 1: Positive role models</p> <p>Topic 1: Activity 3: Messages about men and women in the media and literature</p>

<ul style="list-style-type: none"> <li>Identify and challenge gender prejudices and stereotypes</li> <li>Recognise the main characteristics and effects of unequal gender norms</li> </ul>	<ul style="list-style-type: none"> <li>Map where different types of violence happen in areas within the classroom, school grounds and routes to and from school</li> <li>Demonstrate their ability to contest gender stereotypes by writing a children's story or folktale in which a key character successfully subverts gender norms with positive effects</li> </ul>	<p>Topic 3: Activity 2: What is gender-based violence?</p> <p>Topic 4: Activity 1: School mapping of gender-based violence</p> <p>Topic 5: Activity 2: Respectful relationships between males and females</p>
<p><b>Enhance pro-social attitudes:</b> To work to prevent, report, resist or address GBV, students need to believe that gender inequity and violence is unacceptable, and that all people are of equal value regardless of gender, preference, age, wealth. Core beliefs to promote include that:</p> <ul style="list-style-type: none"> <li>People are valuable and equal regardless of their gender</li> <li>Gender inequality is unjust</li> <li>All persons, regardless of gender, have the right to be treated in a manner that respects their human rights</li> <li>Everyone is responsible for respecting the human rights of others regardless of difference in gender</li> </ul>	<p>To promote these positive attitudes, the activities provide opportunity for students to:</p> <ul style="list-style-type: none"> <li>Construct their own vision of what would constitute a fair and equitable society</li> <li>Describe what they believe fair and equal treatment would look like in everyday relationships in the home, school and community</li> <li>Identify which groups tend to experience higher levels of discrimination or violations of their human rights in their community, nation and world</li> <li>Identify the rules, norms and practices that would be needed to sustain fair and inclusive society</li> <li>Learn about the concept of human rights</li> <li>Argue for the importance of a range of human rights</li> <li>Describe the kinds of GBV that students encounter at school</li> <li>Make suggestions about strategies to reduce gender-based violence</li> </ul>	<p>Topic 1: Activity 4: Challenging negative gender norms</p> <p>Topic 1: Activity 5: Challenging myths</p> <p>Topic 2: Activity 2: Fairness, equality and human rights</p> <p>Topic 2: Activity 3: Human rights and gender equality in everyday moments</p> <p>Topic 2: Activity 4: Positive and negative uses of power</p> <p>Topic 2: Activity 5: Differences and discrimination</p> <p>Topic 5: Activity 1: What good friends do</p>
<p><b>Motivation to take action:</b> To take action to prevent GBV students need to understand the negative effects of GBV and believe in the possibility that they can make a positive difference through their actions</p>	<p>To deepen their awareness and empathy the learning activities provide opportunity for students to:</p> <ul style="list-style-type: none"> <li>Map the social, emotional and physical effects of gender-based violence</li> <li>Explore the way in which gender-based violence can curtail equitable participation in leisure, sports, work, learning, community and family life</li> <li>Learn about the negative effects of GBV on learning and on social, mental and physical health</li> <li>Describe the positive contribution that can be made when peers or adults take preventative, restorative or corrective action in response to gender-based violence</li> <li>Develop strategies for resisting negative peer pressure to engage in acts of gender-based violence</li> </ul>	<p>Topic 3: Activity 3: Effects of gender-based violence</p> <p>Topic 3: Activity 4: Negative health impacts of gender norms</p> <p>Topic 4: Activity 3: Empathy, imagination and hidden emotions</p>

<p><b>Social empowerment:</b> To work effectively on changing negative social norms, students need to be sustained and supported by others who share this commitment</p>	<p>To foster a sense of social support, the learning activities provide opportunity for students to:</p> <ul style="list-style-type: none"> <li>• Develop the rules and expectations needed to sustain a classroom and school free of gender-based violence</li> <li>• Learn about effects of gender-based violence on witnesses, targets and perpetrators</li> <li>• Identify and practice actions witnesses can use to reduce, interrupt, prevent or report gender-based violence</li> <li>• Raise awareness of the negative effects of gender-based violence in their school</li> <li>• Develop messages that transmit positive inspiration and social support for those who have experienced violence</li> <li>• Identify sources of support in the school for those affected by gender-based violence</li> </ul>	<p>Topic 4: Activity 2: Positive rules for the safe learning space</p> <p>Topic 5: Activity 1: What good friends do</p> <p>Topic 6: Activity 1: Effects on the witness</p> <p>Topic 6: Activity 2: Building support strategies</p> <p>Topic 7: Activity 2: Where to go for help</p> <p>Topic 7: Activity 3: Overcoming resistance to help-seeking</p>
<p><b>Skills and strategies:</b> To understand how and when to report, desist, resist, challenge or work to prevent gender-based violence, students need to learn skills in collaboration, advocacy, self-care, positive peer support, assertion, and help-seeking</p>	<p>To learn develop skills and strategies, the learning activities provide opportunity for students to:</p> <ul style="list-style-type: none"> <li>• Learn about and practice the skills for self-control and anger management that can be used when tempted to use aggression to assert power over others</li> <li>• Learn about the importance of apology, restorative action, and non-repetition if one has been a perpetrator of gender-based violence</li> <li>• Learn about and practice skills of assertion to resist negative social pressure to engage in gender-based violence</li> <li>• Learn about and practice ways to assert their rights, to report violations or to help-see in relation to gender-based violence</li> <li>• Practice skills of peer referral and peer support for those affected by gender-based violence</li> <li>• Practice skills of positive peer influence over those who have been inclined to participate in forms of gender-based violence</li> </ul>	<p>Topic 4: Activity 4: Making an apology</p> <p>Topic 5: Activity 3: Introducing assertiveness</p> <p>Topic 5: Activity 4: Using 'I' statements to share emotions and assert needs</p> <p>Topic 6: Activity 3: I want to do something to help!</p> <p>Topic 6: Activity 4: Active listening for peer support</p> <p>Topic 7: Activity 1: When and if to seek help</p> <p>Topic 7: Activity 2: Where to go for help</p> <p>Topic 7: Activity 3: Overcoming resistance to help-seeking</p> <p>Topic 7: Activity 4: Messages of support</p>

## TOPIC 1 : GENDER AND EQUALITY

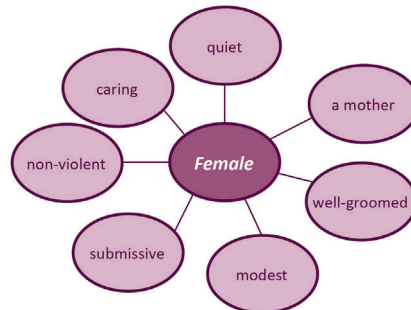
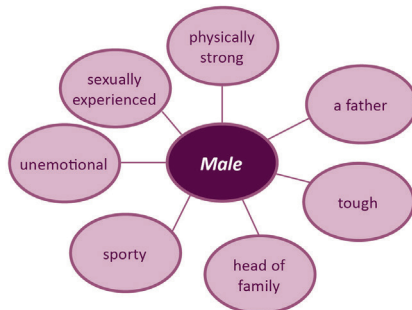
### Understanding the approach

It is important to help students to understand the concept of 'gender' and the way in which gender norms influence how people behave and are treated. Students need to understand key words to help them do this conceptual work. Use examples to help them to map this understanding onto their everyday lives. Draw attention to the way in which children learn these norms from the world around them. Be optimistic about the capacity of people to change negative norms, whilst protecting positive social norms.

## ACTIVITY 1 : WHAT IS GENDER?

### STEPS TO FOLLOW

- 1 Explain that males and females have a range of different experiences as they move through life. There are some things that we typically associate with being a female and some with being a male. In this activity we will explore and start to question the extent to which these differences are biological or physical, and the extent to which they are learnt through tradition and culture.
- 2 Start by writing two words on the board. **Male** **Female**
- 3 Ask the group: What are some of the words we tend to think of to describe a female? Make a 'word web' on the board with the words provided by the students. Repeat for males.



- 4 Give students 10 minutes to make their own word webs in their notebooks (as an option, they could work with a partner).

### Teacher coaching point:


This activity looks at differences in gender norms that apply to males and females. There are other gender categories that people identify with such as 'transgender' or 'third gender'. Several countries legally recognise the gender of transgender or third gender people. Find out if your country is one of these. If this category is well known in your country you may choose to include a brainstorm which includes transgender at this early stage. To do this, draw a third category called 'transgender'. If not well recognised or understood, you can introduce work on understanding transgender or third gender within the learning tasks that come in Activity 6 in Topic 2.


- 5 Point out that some of the differences on the lists are to do with the biological characteristics that define males and females. These are the differences people are born with. We use the word sex to describe the biology of being male or female. Point out that other differences are to do with gender. These are the differences that are shaped by our culture and history and the way that societies organise what males and females do. We come to believe that these things are part of being male or female because this is how things normally happen. These beliefs and practices can be changed.

### Teacher coaching point:

The word gender does not always translate well into other languages. If this is the case with your language, work to create a sense of the meaning of this concept through the use of examples.


- 6 Ask students to note all of the characteristics on their list that are to do with gender (or do this as a group using the word web on the board).

 30 minutes

 Learning objectives

In this activity students will:

- Learn about the difference between the terms sex and gender

 Key words : sex, gender



- 7** Ask students to copy the definitions of sex and gender into their notebooks.
- Sex is a word used to describe the biological characteristics that define the differences between males and females.
  - Gender is a word used to describe the way in which ideas about how men and women should behave influence their behaviour. This includes things like the way they dress, the things they do and the way they relate to others. Gender roles and expectations are learned, can change over time, and can vary within and among cultures.

**Teacher coaching point:**

**It is important to use discussions about gender roles to identify and challenge gender stereotypes. Be careful that the things you say and the examples that you give do not reinforce stereotypes. It can be useful to ask questions to prompt critical thinking, like: Is this difference biological or physical, or is this learnt?**

**8 Summary points:**

This activity has helped us to learn that:

- The word sex is used to describe the biological differences between males and females.
- The word gender is used to describe the roles and expectations of men and women that are learned in the community.
- Gender roles and expectations can be changed.
- It is OK if people do not conform to gender stereotypes.

 **Optional hand out :**

There is a handout available for this activity at the end of the topic. Either provide each student with a copy of the handout or ask them to draw their own word webs in their notebooks.

# ACTIVITY 2 : UNPACKING GENDER NORMS

## STEPS TO FOLLOW




- 1 Ask the class to think back to their childhood and to see if they can remember a time when they were realised that they were being treated a certain way because of their gender (because they were a girl or a boy). They might remember being taught that they should act a certain way just because this was believed to what was right for a girl as opposed to a boy. As they remember something, they should write it down.
- 2 Ask students find a suitable memory to share with a partner or a small group.
- 3 Ask some pairs to report back to the class.
- 4 Discuss some of the key learning about gender that occurs at a very young age, and look for other realisations that come later in the primary school years.

### Teacher coaching point:

**Studies from different countries show that children tend to become aware of gender roles by the age of two or three [81]. They learn their different roles through the way that they are treated by their parents, the toys they are given to play with, watching others, the way they are dressed and treated, and through the images and messages they hear and see in books and the media.**

- 5 Remind students about the definition of gender. Gender is defined by the societal or cultural expectation or norm as to what is expected of females and males. When we are children, people around us will often start to treat us differently depending on whether we are a male or a female. This is how we learn about the gender norms of our family and society. Sometimes we are also told that we must fit in and follow the gender norms of our family and society. These expectations and standards are also called 'gender norms'.

- 6 Ask students to copy the following table into their notebooks and to use the previous discussion to help them to identify some of the different sorts of expectations that are placed on males and females at different ages. (Provide just one or two examples from the grid below to help them to get started. Working in pairs may assist them to build a stronger list.)

At around age	Social expectations of boys/men often include 	Social expectations of girls/women often include 	Social expectations of both often include 
5	Physical and noisy play	Quiet play	Respect parents
10	Don't show sad or tearful emotion	Express tenderness and affection	Work hard at school Respect parents
15	Show independence and courage	Show modesty Be interested in looks Help care for others	Respect parents
In adulthood	Provide for family	Care for children Domestic duties Stay at home	Love their children
In the time of your grandparents	Can travel around on their own	Need male protection when travelling	Behave exactly the same way as their parents

### Teacher coaching point:

**Some examples are provided. Use examples that reflect the expectations on boys/men and girls/women in your context.**

- 7 Ask a variety of students to report back on their lists to the whole class.

 60 minutes

### Learning objectives

In this activity students will:

- Consider how gender norms differently influence people's experiences
- Identify the way in which gender norms can differ from one community to another, and can change over time
- Identify ways in which gender norms can lead to harmful practices and behaviours, including inequality, discrimination, exclusion, violence and risk-taking

### Key words

discrimination, exclusion, gender norms, expectations

- 8** In plenary, use their answers to reinforce the point that whilst we may not notice or question these gender-based expectations, there are times when we need to question them, particularly when: a) norms and expectations cause harm; b) norms and expectations lead to inequality or to forms of gender-based injustice; c) when norms and expectations close down options for people; and d) when norms and expectations are used to judge and categorise people or to make them feel there is something wrong with them.
- 9** Ask the class which of the norms and expectations they think might lead to harm or inequality. (An example of a harmful gender norm for men might be when men are expected to be tough and this influences the chance that they might engage in violence. An example of a harmful gender norm for women might be when women are expected to be submissive to men. This might lead to a woman thinking it is acceptable for men to use violence against her. Another example of a norm that leads to inequality is the expectations that women will marry early and therefore must leave school.) Ask students to circle those norms on their chart that they think might cause harm.
- 10** Ask the students to report back on which norms/expectations they think might lead to inequality and to harm for women or men.

- 11** Ask the class to identify:
- If they think any of the norms have changed at all since the time of their grandparents.
  - If they think any of the norms are different in other communities in their area or in other countries in the world.

## 12 Summary points:

This activity has helped us to learn that:

- Gender norms and expectations influence how people live their lives.
- Some gender norms are harmful and can stop people doing what they believe is right for them.
- Recognising gender norms helps people to question the fairness of the roles and challenge those practices that are unjust and harmful.
- Gender norms and expectations have a strong influence on how people experience life. Sometimes this is positive, other times this is negative and causes harm. It is important that we are aware of gender norms and expectations in our families and communities and work to change them when they are causing harm or inequality. (Explain that the class will explore gender equality further in a later topic: Topic 2).

### Teacher coaching point:

Every culture has 'rules' about what is expected for males and what is expected for females. These expectations can include things like hairstyles, clothing and jobs — and how people should act or behave.




Some people don't feel like they fit in the body they were born in and wish they were the opposite sex or believe they really are a member of the opposite sex, born into the wrong body. For example, a person might be born a male biologically but feel like they should be a female. They might wish to wear their hair or dress in a way that fits female norms rather than male traditions. One term used to describe these people is 'transgender', another is 'third gender'. Transgender people do not identify with the traditional gender roles assigned to them based on their biological sex.

Some people are born with sexual anatomy that does not fit the typical definitions of male or female. These people are referred to as 'intersex'. Intersex is not an illness or disease, but rather is a physical difference. People who are intersex also have the right to grow up being accepted for who they are, and with permission to express their own gender preference.

In some classes it will be appropriate to introduce the concepts of transgender and intersex at this stage, but in other classrooms teachers will prefer to first introduce these categories via an explicit learning activity designed to teach students about these categories (see Learning Activity 6 in Topic 2), and thereafter to include these categories in the various scenarios and tasks.

## ACTIVITY 3 : MESSAGES ABOUT MEN AND WOMEN IN THE MEDIA AND LITERATURE

### STEPS TO FOLLOW

- 1 Remind students that in the previous activity, they explored how gender norms and expectations influence the opportunities and behaviours of men and women. There are a lot of different ways in which norms are learned. For example, children learn what is expected of them through their parents' behaviour and by observing the different ways in which females and males are treated. Another way that they learn is through the stories or images of men and women that they hear and see in books, magazines, TV, films and other media.
- 2 Arrange students in pairs or groups of three for this activity. Explain that they are to discuss and then report back to the class on one of the following options:
  -  **Option 1 :** Ask students to discuss books they have read recently. What are differences between the male and female characters? How are they treated differently? How are their personalities portrayed differently? Are there any characters that do not fit within the typical gender norms?
  -  **Option 2 :** Ask students to think about their favourite TV shows. What are differences between the male and female characters? How are they treated differently? How are their personalities portrayed differently? Are there any characters that do not fit within the typical gender norms?
  -  **Option 3 :** Take a look at some old newspapers and magazines. What are differences between the male and female characters? How are they portrayed? Are there any characters that do not fit within the typical gender norms? (For example, men might be more likely to be in the media related to crime or business; women might be more likely to be in stories related to beauty or motherhood, or males might be shown in active, adventurous or leadership roles whilst females may be give caring or motherly characters).

#### Option 4 :

Take a look at some advertisements (on TV, in magazines or in newspapers). What kinds of products are being marketed towards women and towards men? How might these advertisements influence gender norms?

- 3 To conclude the activity, ask students to report back to the class. Discuss the way in which the media can contribute to reinforcing gender norms, and the potential it has as a place to challenge gender stereotypes.

#### 4 Summary points:

This activity has helped us to learn that:


- The media and literature are filled with stories that show stereotypical gender roles and norms. These representations may limit people's choices.
- The stories in the media and literature can influence how we think about gender roles and norms.
- We need to think critically about the way people are shown in the media so we can challenge restrictive and harmful stereotypes.

 60 minutes

#### Learning objectives

In this activity students will:

- Explore how gender norms are reinforced in the media and other social spaces

 **Key words :** social norms, stereotypes

# ACTIVITY 4 : CHALLENGING NEGATIVE GENDER NORMS

TOPIC  
1

ACTIVITY  
4

## STEPS TO FOLLOW

- 1 Remind the class that we may fail to notice or question different gender expectations because they just seem 'normal' or 'natural'.
- 2 In this activity, we will consider how we can react in situations where we find people being negatively influenced by gender norms.
- 3 Write the following situations on the board. Ask students to work in small groups to consider what their character could say back in response to a statement that reinforces negative gender norms.

When this is said....	What could this character say in response?
'Girls can't play football – go away, only boys can play sports'	The 5 year old girl who wants to play could say ...
'Boys can't cook – cooking is a woman's job'	The 10 year old boy who wants to cook could say ...
'I know you like school but now you are 15 it is time to stop worrying about study and start worrying about finding a husband'	The 15 year old girl who wants to get a good education could say ...
'You are too scared to join in'	The 15 year old boy who doesn't want to join in the risky activity could say ...

4 An example might be:


When this is said....	What could this character say in response?
'Girls can't play football – go away, only boys can play sports'	The 5 year old girl who wants to play could say ... <b>"I am very good at football. I feel sad that you won't let me join in. If I play on your team, I can help you win. Girls can be good at football too!"</b>

## 5 Summary points:

This activity has helped us to learn that:


- Gender norms and expectations operate in our families, schools and communities.
- Some gender norms and expectations within families, schools and communities can lead to harm and inequality.
- We can identify unjust gender norms and expectations.
- It is important to challenge gender norms and expectations that cause harm and are unjust to create gender fair families, schools and communities.
- There are many things people can say to challenge harmful and unjust gender stereotypes and norms.


 20 minutes

 Learning objectives

In this activity students will:

- Develop strategies and plans for challenging negative gender norms

 Key words :  
gender, gender norms

 Optional hand out :

There is a handout available for this activity at the end of the topic. Either provide each student with a copy of the handout or ask them to draw their own tables in their notebooks.

## ACTIVITY 5 : CHALLENGING MYTHS

### STEPS TO FOLLOW

- 1 Write the word 'myth' on the board. Ask students to tell you what they think this word means before writing the definition: A myth is an idea or belief that is widely believed, but is not actually true.
- 2 Explain that the gender norms that exist in society lead to myths about the capabilities of men and women. It is important to recognise and challenge these myths as they can sometimes be hurtful or harmful.
- 3 Ask if anyone can think of some myths about men and women?
- 4 Explain that in this activity, students will work together to challenge common myths. Divide students into groups of three or four. Give each group a slip of paper with a myth written on it. Include those identified by the class.

#### Teacher coaching point:

Before you begin this activity, prepare some slips of paper, each with one myth written on it from the list provided. You will need one myth for each group of three to four, and some blank slips for the students' own contributions.

#### Myths: (write each myth on a slip of paper)

Boys who cry are weak
Girls are not good at sports
Boys can't wear pink
In a family, men should make all the important decisions
Women should do all the housework
Boys are smarter than girls

- 5 Ask the group to discuss the following questions:
  - Is this myth commonly believed in our community?
  - What are some things that prove that this is a myth (not true)?
  - What does belief in this myth lead to?
  - Where can we find examples that this is a myth rather than a fact?
  - How can we challenge this myth?
- 6 Ask some groups to read their myth aloud and report back on their ideas about how to challenge this myth through the use of fact.

### 7 Summary points:

This activity has helped us to learn that:

- Gender norms lead to myths about what is and is not possible for people.
- These myths can sometimes be harmful.
- We can work together to challenge these myths.

#### Teacher coaching point:


Prepare what you might say if students insist that myths are facts. It can be useful to have national examples of women who have excelled at sports and sciences, and men who have excelled in arts. Point out that there can be bigger differences between individuals of the same sex than there are between sexes.

 30 minutes

#### Learning objectives

In this activity students will:

- Identify myths based on gender norms and expectations
- Challenge common myths based on gender norms and expectations

 **Key words :**  
gender, myths, expectations

## OPTIONAL GAME : PASS THE CLAP

### Teacher coaching point:

Use the games provided to open up relevant topics for discussion. Games are fun, help students to mix and help to build a friendly atmosphere. They also contain key messages relevant to the topic. Always finish a game by asking students to comment on what they see to be the key messages in the game.

- 1 Point out that the activities in this program are about building respectful relationships at school and beyond. To make sure that people are friendly and respectful at school we all have to work together just like in the game we are about to play.
- 2 Arrange the class standing in a large circle (or if space is limited, ask the class to stand in smaller circles around their desks). A leader claps in one direction and the clap is then passed around the circle in a chain reaction (demonstrate with one group).
- 3 In a second round, show how the direction in which the clap moves can be changed by clapping back toward the direction from which the clap came.
- 4 Now start the clap game again, but add the word 'respect' which must be said at the same time as the clap.
- 5 Start a new round in which the word 'friendly' is said.
- 6 **Discuss:**  
What are the key messages in this game for those of us working to build safe, friendly and respectful schools? In this game we pass the clap or the word – but in real life – how do ideas get passed on about how to behave and how to treat others?

### Teacher coaching point:

Teachers are encouraged to join in the game. This helps build strong positive relationships with students.

## ASSIGNMENT: SHIFTING GENDER NORMS

### Shifting gender expectations through children's stories:

Ask the class to think about some well-known stories or folk-tales that reinforce stereotypical gender norms. Ask them to re-write one of the stories so that the main characters go against the expected norms. Explain that their re-writing of this story will be a way to help teach a small child that people do not have to be confined by narrow gender norms, but that they can be respected and wonderful despite being different from the traditional norm. Arrange for students to share ideas. Once the students have developed their stories, and added appropriate pictures, encourage them to read them to younger children and report back on their experience of the child's reaction.

## WHOLE-SCHOOL ACTION




### 'We can do anything!' Campaign:

Ask students to create posters with positive messages showing that anyone can strive for their passion, regardless of their gender.



# OPTIONAL HANDOUTS

## ACTIVITY 2 : UNPACKING GENDER NORMS

	Social expectations of <b>men/boys</b> often include 	Social expectations of <b>women/girls</b> often include 	Social expectations of <b>both</b> often include 
At age 5 ?			
At age 10 ?			
At age 15 ?			
In adulthood			
In the time of your grandparents			



## OPTIONAL HANDOUTS

### ACTIVITY 4 : CHALLENGING NEGATIVE GENDER NORMS

Challenging negative gender norms	
When this is said...	What could this character say in response?
	The 5 year old girl who wants to play could say ...
	The 10 year old boy who wants to cook could say ...
	The 15 year old boy who doesn't want to race the motorbike could say ...
	The 15 year old girl who wants to get a good education could say ...

## TOPIC 2 : GENDER EQUALITY AND POSITIVE ROLE-MODELS

### Understanding the approach

It is important to use strength-based approaches when working on strategies to reduce gender-based violence. This includes focusing on how people can take inspiration from positive role-models.

## ACTIVITY 1 : POSITIVE ROLE MODELS

### STEPS TO FOLLOW

- 1 Explain that this activity will focus on the positive qualities that we admire in others and value in ourselves. To start with we are going to focus on the qualities of some of the people we know and admire.
- 2 Set the example by describing the qualities of a person you admire. Give examples of how these personal qualities can be seen in the behaviour of the person. Write some of these personal qualities or character strengths on the board. For example:
 

courage	fairness	leadership
honesty	creativity	confidence
kindness	intelligence	loving
- 3 Give students some time to think about a person that they admire, or respect in some way. This must be someone who they have met in person. It might be someone close to them, such as a relative or family friend. They should keep the name of this person a secret. Ask them to write down at least three words to describe the qualities that they admire in this person.
- 4 Arrange for students to with a partner or trio to tell about the person that they admire, and to share the words that they chose to describe this person's special qualities.

- 5 Ask some volunteers to report back on the qualities collected in their group. Make a list on the board. You may wish to add extra words. (See for example the list of strengths provided at the end of this activity.)
- 6 Point out that many of the qualities that we admire are not gendered in nature. That is, we can admire strengths like courage, loyalty, wisdom, creativity, humour or patience in anyone regardless of gender.
- 7 Once you have completed the group brainstorm, ask each student to draw a stick figure of their role model in their notebook. In the space around the person, they should draw from the class list and name all of the positive qualities that they see in this person. Alternatively, have students make posters for display, in order to share what it is that they admire in others.



### Teacher coaching point:

Every person has a range of personal strengths. These strengths help us to learn new things, to be fair and get along with others, to help us stay in control of our emotions and behaviour, and to cope with challenges. Some examples of these kinds of strengths include being kind, fair, funny, brave, forgiving, curious to learn, honest, hardworking and generous.


- 8 Ask students to look at the qualities they have identified and circle one quality that they particularly like. Invite each person to read out this quality to the class.

 40 minutes

### Learning objectives

In this activity students will:

- Describe the qualities and character strengths that they value in others
- Consider the non-gendered nature of valued personal qualities and character strengths

 **Key words :**  
strengths,  
values,  
character

9 Once students have done this, explain that often people highlight the qualities that match ones that they themselves already possess. This means that the item they circled is probably a strength that they already have. Ask them to think about themselves as someone who has this quality and to try to remember situations in which they have used this strength.

**Teacher coaching point:**

Psychologists have shown that when we help students to identify and use their own and others' strengths, they are more likely to be well and achieve at school [82, 83].

10 Ask students: What are some of the qualities we can all strive for to make our school a place where everyone is treated equally and with respect, regardless of their gender, or regardless of any differences? Some ideas might be fairness, inclusiveness and tolerance.

11 Encourage students to keep their drawings as a reminder of the strengths that they admire and to remember to use the strengths they already have in their day-to-day lives.

**12 Optional activity for literacy development:**

Ask each student to write about the person they admire. They can keep this person anonymous. They should refer to at least three of the qualities that they have identified about this person and describe what these qualities look like in action.

**13 Optional extension activity for student participation from the broader school community:**

Develop a Buddy or Friends programme in which older students act as positive role models and mentors to younger students. The volunteer role-models can help with homework, engage in some social skills development activities, and assist a younger student should they need help. These volunteers could partake in similar SRGBV training so they may be prepared for their role as peer role-models.

**Teacher coaching point:**

Take some time to reflect on your own personal qualities. What are some of the qualities that make you a good teacher? What qualities does a teacher need to ensure he/she treats everyone equally?

Teachers can provide a powerful positive gender role-model for their students. Students learn from observing their teachers attitudes, behaviour and demeanour, as well as from their instructional styles.

**14 Summary points:**

This activity has helped us to learn that:

- We all have a range of personal character strengths.
- These strengths can be seen in both males and females.
- We can choose which people we wish to model ourselves on in our own lives.
- Characters strengths and values can be used to create environments that are respectful and inclusive of everyone.

**Character Strengths \***

<b>Caring</b> You do things for others without really expecting anything in return	<b>Courage</b> You do what you know is right even when you feel scared or nervous	<b>Forgiveness</b> You let go of your anger and hurt when someone has upset you
<b>Leadership</b> You think of things and make suggestions to help the group	<b>Humour</b> You like to laugh and to make other people laugh	<b>Fairness</b> You make sure everyone is given a turn. You play by the rules
<b>Caring</b> You do things for others without really expecting anything in return	<b>Generous</b> You share your belongings with others and let them join in your games	<b>Hard-working</b> You will stick at doing things even when it is not easy
<b>Caring</b> You do things for others without really expecting anything in return	<b>Self-control</b> You stay in control of your strong feelings, even when you feel like yelling, moaning, being moody or being mean	<b>Curiosity</b> You love to learn about new things

\* This is a modified and edited version of the 24 Character Strengths identified by psychologists Chris Peterson and Martin Seligman (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.

## ACTIVITY 2 : FAIRNESS, EQUALITY AND HUMAN RIGHTS

### STEPS TO FOLLOW

- 1 Ask students to close their eyes and imagine a world that is a fair place where everyone is treated well and as equals, regardless of whether they are male or female; regardless of whether they are of different race, religion or ability status. Think about how this would look for people.
- 2 Give students time to share their vision of a peaceful and fair world with a partner or with a small group of 3-4. Invite some to share with the whole class.
- 3 Ask students what rules or expectations would be needed to keep this world fair. Generate some ideas from the class.
- 4 Ask each student to work with their partner or small group to develop their own list of expectations or rules. Then set the added challenge, if you could only have five rules to make the world a fair place, what would they be?
- 5 Ask students to report back. Collect their ideas to make a list on the board.
- 6 Explain that in the past, some people thought a lot about creating a world that is fair and where everyone is treated with dignity and respect. They thought about how to protect people and the types of 'rules' that would be needed.  
  
One tool that has been developed to help us make a world where everyone is treated equally and with respect is the United Nations Universal Declaration of Human Rights (UNDHR). Another is the Convention of the Rights of the Child (CRC) which has a special focus on the way that children are treated. Another is the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) which has a special focus on the way that females are treated.
- 7 Ask the group if they have heard of human rights. If so, ask them to tell you what they think are some of their human rights.

- 8 Write the definition on the board for students to copy into their workbooks.

Human rights are rights that belong to every person simply because he/she is a human being. Everyone has human rights because of a belief that every human being is born equal in dignity and rights. This means that they have the right to be treated with respect and fairness [18].

- 9 Over the years, a number of Conventions on Human Rights have been decided on internationally. Most governments in the world have signed international conventions to say that they will protect the rights of the people that live in their country. Conventions are a list of expectations that are intended to protect people's dignity and keep people well and safe from harm. For example, governments of all countries, except the United States of America, have signed that they agree to the Convention on the Rights of the Child. When a country signs a convention it take on an obligation to do everything in its power to protect the rights of its citizens.
- 10 Explain that there are a lot of different human rights listed in the CRC, all of which are important. But two are particularly famous. Write the following two rights on the board:
  - When children are born, they are free and all should be treated in the same way.
  - Everyone can claim their rights, regardless of their sex, skin colour, language, thinking and beliefs, religion, level of wealth, country of birth [18]
- 11 Ask students to copy these rights into their workbooks.
- 12 Ask students to compare these rights with those they imagined for their 'fair world'. What is similar and what is different?

 60 minutes

#### Learning objectives

In this activity students will:

- Describe what they believe fair, equal and respectful treatment would look like in families, schools, communities and the workplace
- Advocate for the personal qualities needed to create a world where everyone is treated as if they are of equal value

 **Key words**  
equality, dignity, respect, human rights

- 13** Ask students to work in small groups to talk about the things that would need to change to make sure everyone is treated equally. After ten minutes, ask groups to share their ideas and make a list on the board of the things that would need to change to make our country a fair and equal place.

**Teacher coaching point:**

Some rights specified in the Convention on the Rights of the Child (CRC) include that children have the right to health, nutrition, education, play, an identity, to learn and use the language and customs of their families, among others. Children should not be subject to: participation in war, human trafficking, work that is dangerous or harmful to their health, among others.

**14 Summary points:**

This activity has helped us to learn that:

- By working together we can create a fair world in which people treat each other with respect.
- We can set expectations and rules to help protect people's rights.
- The human rights conventions are tools that remind people to treat others respectfully and equally.

**Teacher coaching point:**

Human rights can be a difficult concept to understand and people can have different views about what should be included amongst our human rights. This programme draws attention to the belief that all humans should be treated with dignity and equality despite differences in gender.

## ACTIVITY 3 : HUMAN RIGHTS AND GENDER EQUALITY IN EVERYDAY MOMENTS

### STEPS TO FOLLOW

- 1 Review the meaning of the terms gender and human rights from the previous activities.
- 2 Explain that students will be working out what it would look like if people in families, schools and workplaces treated each other with equal respect for their rights, and with no divisions based on gender.
- 3 First they will play a short game designed to have them think about what we need to be able to do in order to treat people with respect. Explain how to play the mirror game. Allow a few minutes to play the game.

#### How to play the Mirror Game:

Stand opposite a partner. Person A takes the lead, making slow, sustained movements. Person B attempts to follow this lead perfectly, so as to look like the reflection in a mirror. After a while, the leadership is swapped, and Person B has a turn to take the lead while Person A mirrors their movements.

- 4 After the game is complete, choose one or two effective partnerships to demonstrate their mirroring for the class. Ask the observers to explain what it is that they see in this game that is also important in respectful relationships.
- 5 Ask them to continue working with their partner (or group the pairs to make fours). Their task is to describe what it is that would be happening in each of the following settings if men and women were provided with equal opportunities.
  - Family - if there was gender equality in families:
    - Parents would make sure that girls could...
    - Parents would make sure that boys could...
  - School - if there was gender equality in school:
    - Teachers would make sure that girls could...
    - Teachers would make sure that boys could...
    - Fellow students would make sure that girls could....
    - Fellow students would make sure that boys could...

- Workplace - if there was gender equality in the workplace:
  - Bosses would make sure that women/girls could...
  - Bosses would make sure that men/boys could...
  - Fellow workers would make sure that women/girls could...
  - Fellow workers would make sure that men/boys could...

#### Teacher coaching point:

**When students disagree, invite them to do so in an agreeable way – without use of mean remarks or tones, or sarcasm. Before students respond to each other’s arguments, ask them first to sum up what the opposing party has said, to ensure they understand or were listening well to the other person’s view. Then invite them to share their own and to note where there is difference and where there are similarities.**

 35 minutes

#### Learning objectives

In this activity students will:

- identify what respect for gender equality and human rights could look like in everyday human interactions

#### Key words

gender, human rights, gender equality

#### Optional hand out :

There is a handout available for this activity at the end of the topic. Either provide each pair with a copy of the handout or ask them to copy the questions from the board in their notebooks or on a flipchart.

## ACTIVITY 4 : POSITIVE AND NEGATIVE USES OF POWER


TOPIC

2

ACTIVITY

4

 30 minutes

 Learning objectives

In this activity students will:

- Consider the kinds of power that exist in various relationships
- Develop an understanding of the positive and negative uses of power
- Identify positive and negative uses of power within peer and gender relationships

 Key words :  
power, status, empowerment

### STEPS TO FOLLOW

**1** Explain that in this activity, students will talk about how power can be used either positively or negatively. First they will play a short game to get them thinking about what it is like to be the one in power, or the one without power. Explain how to play the Robot and Controller Game.



#### How to play the Robot and Controller game:

- Stand opposite a partner. Person A takes the lead, holding their hand forward with their palm facing out. This person is the Controller. Person B is the Robot. They must keep their nose a constant distance from the Controller's hand. When the Controller moves their hand, the Robot must follow. The Controller may even take their Robot for a walk around the room. After a while the players swap roles.

Discuss:

- What is it like to be the Robot in this game, rather than the Controller?
- What do you see in this game that reminds you of what it is like when one person has more power over another in life?

**2** Point out that this game shows how easy it is for those who have power over others to fail to notice what effect their use of that power has on the quality of life of the persons they have power over. It can be easy to abuse power over others.

**3** Ask students what they think the word power means. Collect some answers.

**4** Explain that one way to think of power is as the capacity to influence what happens. A negative use of power might include imposing control over something or someone else for one's own benefit, without regard for the effect on the other. A positive use of power might include using resources, skills, actions or influence for the benefit of others.

**5** Point out that the level of power that a person experiences may differ from one situation or one relationship to another. For example, an adolescent's level of personal power may be different in their relationship with a young child, a same-age peer, and a parent or teacher.

**6** Read the following scenario:  
A 13 year old has been asked to watch over their two younger cousins while the adults prepare food in another room. One cousin is 5 and the other is 3 years of age. The 5-year old child starts hitting the 3-year old child.

Ask the students to discuss:

- Who has power in this situation?
- Who has the most power?
- What sorts of actions could the 13-year old take that would be a positive (or helpful) use of their power?
- What sorts of actions could the 13-year old take that would be a negative or abusive use of their power?

**7** Explain that sometimes it is useful to think of power operating between people in different ways.

- **Power over:** Having control over someone, or over a situation. This power over others can be used in positive or negative ways. For example, a parent has power over their child, but may use this power to care for the child. In contrast, an adult may harm a child, using their power in negative ways.
- **Power with:** Having power with other people and groups, involves working with others to make things happen. This power can also be used in either positive or negative ways. For example, a group can work together to tidy up their community or to help others. This is positive use of power with. However a group can band together to do crime or to be cruel to others. This is negative use of power with.
- **Power within:** Refers to having resources, ideas, knowledge, tools and skills for convincing oneself and other people to do something. For example, this can be where a person makes a powerful speech to get others to look after the environment, leading to people making less rubbish. This is a positive use of power within. A different person however may make a speech encouraging people to turn against people of a particular religion. This is a negative use of power within.
- Refer back to the earlier example to point out that the older child had more power than the smaller children. They had more power over due to their larger size. They had power

with, as they could call on the adults nearby to help. They also had more power within as they have skills, abilities and ideas about how to manage the situation. The 13-year old had also been put in charge and was assigned or given power by an adult. Being given a special role or position or job can add to a person's power.

**8** Ask students to think of some other positive and negative examples of the three different sorts of power listed above.

**9** Ask students to make a list of what sorts of things influence the amount of power people have? (Some responses might include: their wealth, age, job, friends, gender, ethnicity, sexuality, language, religion, size, strength, popularity, skill, knowledge, possessions.)

## **10 Summary points:**

This activity has helped us to learn that:

- People can use their power in positive and negative ways.
- There are different kinds of power, including power over, power with, and power within.
- Relationships are influenced by the way people use their power within that relationship.
- Power is determined by different characteristics such as age, gender, ethnicity, education, wealth, and is different in different situations.
- People with power over others have a responsibility to use this power in a way that is respectful of the human rights of others.



## ACTIVITY 5 : DIFFERENCE AND DISCRIMINATION


TOPIC

2

ACTIVITY


5

 30 minutes

 Learning objectives

In this activity students will:

- Develop an understanding of the term discrimination
- Develop awareness that discrimination is an abuse of power
- Identify groups and sub-groups who are more likely to experience discrimination

 Key words  
discrimination, disability

### STEPS TO FOLLOW

- 1 Explain that persons or groups with less power in society are more vulnerable to discrimination. Write “discrimination” on the board.
- 2 Ask the students to suggest what they think the word means. Take note of the key words mentioned on the board.
- 3 Provide a definition and write it on the board. Discrimination is unfair treatment of one particular person or group of people. Usually the unfair treatment is because of the person’s sex, religion, nationality, ethnicity (culture), race, social position or other personal traits.
- 4 Set up a brainstorm in which students identify a list of the different groups of people in the world who experience discrimination. Arrange for student scribes to write each of the ideas on a separate slip of paper. When building the list, challenge students to think about how things are in their own part of the world, but also to identify groups they believe are discriminated against in other countries across the world.
- 5 Once the brainstorm is complete, distribute one of the slips of paper so each student has one (or if working in a large class distribute one for each pair.)
- 6 Sketch an imaginary line on the floor across the front of the room. One end of the line will represent the end of the spectrum for high levels of discrimination, and the other end represents the end of the spectrum for low levels of discrimination.
- 7 Explain that you will ask them to take turns to place their slip of paper somewhere on the line. As they do they will name the person or group written on their slip of paper and then explain why they are choosing to put it on that place along the line. When it is their turn, they may also change the location of other slips of paper, so long as they explain why they are making the move.
- 8 Remind students that there is no ‘right answer’. They have been asked to consider the impact of different forms of discrimination.

- 9 Once the slips of paper have been laid out, collect a few different slips to bunch together. Ask students where they think the location on the line of discrimination would be if a person had multiple group memberships. For example, what if the person:

- Living in a refugee camp was also a young woman?
- With a physical disability was also living in poverty?
- From a disadvantaged ethnic minority was also unemployed?

- 10 Invite students to look at the line of items and comment on what they notice relating to patterns of injustice. If students do not make this point, help them to notice that some people experience multiple forms of disadvantage and discrimination and that these persons are most in need of people in the world around them advocating for their rights.

### 11 Summary points:

This activity has helped us to learn that:

- Some people are treated badly because of their gender, religion, ethnicity (culture), race, sexual orientation, social position, or other personal traits.
- This negative treatment is called discrimination.
- Discrimination causes harm because it stops people from having equal opportunities and from living in safety.
- Many forms of discrimination, including gender-based discrimination, occur when people or groups with more power make negative use of that power, and either participate in or allow negative treatment of particular groups.

#### Teacher coaching point:

Encourage students to practice their skills in disagreeing in an agreeable way. Encourage them to explain their own point of view, and to summarise how it is similar to or different from other viewpoints. Explain that in a respectful forum people challenge each other’s ideas without insulting the person who holds those ideas that are different from their own.

## ACTIVITY 6 : SEXUALITY AND STIGMA

### STEPS TO FOLLOW

- 1 Explain that there are a number of different groups who experience severe forms of discrimination because of their gender. Across the world, women experience discrimination and reduced opportunities. This is more extreme in some locations than in others. Ask for examples of the types of discrimination experienced by women. (Refer to the gender facts sheet to assist you to make this point. See the appendix for some data about discrimination against women in different countries in the world.)
- 2 Explain that there are also certain groups who are discriminated against on the basis of their 'sexual orientation'. Sexual orientation is the term used to describe emotional and sexual attraction to another person or other people, who may be of the opposite gender, same gender, or another gender identity. Some people are attracted to the opposite sex. The word to describe this is heterosexuality. Some people are attracted to the same sex. This is often called same-sex attracted. Some people are attracted to both sexes. The word often used to describe this is bisexual. People who are attracted to the same sex, or who are believed to be attracted to the same sex, are often discriminated against. They can suffer stigma and bullying in their lives, including at school. This discrimination can have very negative effects on people.

Another group which faces discrimination against on the basis of gender is transgender people. Explain that people who are transgender are born as either male or female, but feel like they are actually a member of the opposite sex. Transgender people who are born male, feel like they should have a female body, and those who are born female, feel they should be male. Many transgender people wish to adopt the clothing and lifestyle of the opposite sex as this fits best with who they think they are. But they face many social barriers. Some also choose to have medical treatment to help their bodies change to become more like that of the opposite sex. Transgender people experience a lot of discrimination and negative pressure from those around them. This can have serious effects on their learning, employment, health and happiness.

Another group who face discrimination is intersex people. Intersex is the word used to describe those people who are born with

biological sexual anatomy which differs from the typical male or female anatomy – biologically they are neither clearly male nor clearly female, but parts of their bodies are more like a mixture. So they have their own category called intersex. This is not an illness. It is just the way some people are born. People who are intersex often face stigma and discrimination. This is partly because many people do not understand that this category exists. They are often misunderstood to have an illness or a disease, or feel a sense of shame if they are asked to hide or to try to change who they are. Intersex people deserve to be treated with respect just like everyone else. Stigma and discrimination has bad effects on learning, employment, health and happiness.

#### Teacher coaching point:

**Discrimination against transgender, intersex, bisexual and same-sex attracted people is a very serious issue. Studies have shown that discrimination can lead to poor mental health and much higher suicide rates amongst these people. Teachers themselves benefit from reflecting on their own attitudes and from ensuring that they do not use negative or stigmatising terms or practices in their classrooms.**

### 3 Summary points:

This activity has helped us to learn that:

- People can be attracted to other people of the same or different genders. People who are attracted to people of the same gender are called same-sex attracted.
- Some people do not feel they were born in the right bodies. They may choose to present themselves as another gender which differs from their sex assigned at birth. This is called transgender.
- Some people are born with bodies that are more of a mix of male and female body parts. This is called intersex.
- Same-sex attracted, bisexual, transgender and intersex people are often discriminated against, which is a violation of their human rights.

 25 minutes

#### Learning objectives

In this activity students will:

- Develop awareness that some forms of gender-based discrimination are particularly severe for those who are transgender or same-sex attracted

#### Key words :

discrimination, same-sex attracted, homosexuality, stigma, transgender

# ACTIVITY 7 : LOCAL LEADERS

TOPIC  
2

ACTIVITY  
7

## STEPS TO FOLLOW

**1** Introduce the three characters Tan, Mai and Lila to the class. Explain that each of them is a ‘positive role model’ or a person to admire. They can be admired because they have the courage to act in accordance with their values of respect for others, and the wisdom to know how to take actions that make a contribution towards reducing stigma and discrimination in the everyday life of the school. They are also ‘local leaders’ when their peers choose to follow their direction by using positive acts of friendship and to reject acts of bullying or violence. (Refer to the ‘Local Leaders’ chart describing Tan, Mai and Lila.)

Local Leaders		
<p><b>MAI</b> Everyone admired Mai. She was the one who spoke up when other students were mean. She seemed to know just how to put into words a clear message that bullying was not OK. She had the ability to do this without provoking a fight. She always came across as a friendly person, and other people felt good when they were with her.</p>	<p><b>TAN</b> The other boys looked up to Tan. He wasn't the fastest, the smartest or the strongest. But he was the friendliest person in the class. He was the one who spoke up when other students were mean. He treated everyone with equal friendliness and respect. He seemed to know just how to put into words a clear message that bullying was not OK. He had the ability to do this without provoking a fight or making other people feel embarrassed.</p>	<p><b>LILA</b> Lila took a brave step to shift from being known as a boy at school, to being recognised as transgender. She chose to grow her hair, and to wear female clothes, and to take a girl's name: Lila. The other students admired her for her determination, courage and sense of humour. She knew how to make people laugh and to just enjoy life. Her classmates also admired her because she was not too afraid to stand up to bullies. She understood what it was like to be bullied and she spoke out about mean behaviour when she saw it. She was the one who insisted that everyone should be appreciated for who they are.</p>

**2** Ask students to work with a partner or trio to choose on of the ‘local leaders’ as their central character, and one (or more) of the situations from the “Dealing with Discrimination in Daily life” chart.

**Teacher coaching point:**  
If you choose to modify the character stories used in this activity, make sure to preserve the focus on characters who show respect and kindness and who stand up against stigma and discrimination, particularly discrimination against people who are transgender, intersex or same-sex attracted or who don't fit within dominant gender norms.

**3** Once they have selected their character and the situation that this character is dealing with their task is to:

- Select a set of 5 (or more) acts of kindness that Tan, Mai or Lila might choose to use in this situation. Students can refer to the chart showing “50 acts of Kindness” to help them think of possible actions; and
- Write a short script to show what Tan, Mai or Lila might say in this situation. They can either design their own script or use some ideas from the ‘Words are Powerful’ chart.

**4** Once the task is complete, arrange for students to present their choices to the class and explain why they made these choices.

20 minutes

Learning objectives

In this activity students will:

- Identify simple acts of friendship that can be used to provide positive peer support
- Develop positive norms for intervening to provide peer support for those experiencing stigma or discrimination

Key words  
role model, leadership

Optional hand out :  
There are several handouts available for this activity at the end of the topic. Either provide each student with a copy of the handouts or have the information available on a blackboard or flip chart.

## 5 Summary points:

This activity has helped us to learn that:

- People can use everyday acts of friendship to show that they do not support negative treatment or discrimination against their schoolmates.
- People can show leadership as positive role models for their peers by being the one to choose and use positive acts of kindness and by speaking out against discrimination based on gender or sexual attraction.

### **Teacher coaching point:**

Point out that even though they are simple acts, these types of everyday actions can also be understood as a form of leadership. There are times when we see people take these kinds of actions, and even though we have not been the ones to act first, we can lend strength to their leadership by joining in and following the lead that they have set. Bystanders, witnesses and observers help to make the world a better place when they refuse to join in with or follow a negative leader, but add their support to the actions of positive leaders. In addition, everyone will experience a time when it is they who are the leader or the first to act. To take this first step can take courage.

# OPTIONAL HANDOUTS

## ACTIVITY 3 : HUMAN RIGHTS AND GENDER EQUALITY IN EVERYDAY MOMENTS



### TOPIC 2

Human rights and gender equality in everyday moments		
<p>Family - if there was gender equality in families</p> <p>Parents would make sure that girls could:</p> <p>.....</p> <p>.....</p> <p>Parents would make sure that boys could:</p> <p>.....</p> <p>.....</p> <p>Parents would make sure that transgender children could:</p> <p>.....</p> <p>.....</p>	<p>School - if there was gender equality in school</p> <p>Teachers would make sure that girls could:</p> <p>.....</p> <p>.....</p> <p>Teachers would make sure that boys could:</p> <p>.....</p> <p>.....</p> <p>Teachers would make sure that a transgender student could:</p> <p>.....</p> <p>.....</p> <p>Fellow students would make sure that girls could:</p> <p>.....</p> <p>.....</p> <p>Fellow students could/would that boys could:</p> <p>.....</p> <p>.....</p> <p>Fellow students would make sure that a transgender student could:</p> <p>.....</p> <p>.....</p>	<p>Workplace - if there was gender equality in the workplace:</p> <p>Bosses would make sure that women/girls could:</p> <p>.....</p> <p>.....</p> <p>Fellow workers would make sure that women/girls could:</p> <p>.....</p> <p>.....</p> <p>Bosses would make sure that men/boys could:</p> <p>.....</p> <p>.....</p> <p>Fellow workers would make sure that men/boys could:</p> <p>.....</p> <p>.....</p> <p>Bosses and fellow workers would make sure that a transgender person could:</p> <p>.....</p> <p>.....</p>



## OPTIONAL HANDOUTS

### ACTIVITY 7 : LOCAL LEADERS

Dealing with discrimination in daily life	
What did Tan do / say when	his own group of friends started calling out comments about the girls' bodies as they walked behind them on the way home from school?
	he heard the sports captain telling two younger boys that he did not want them to try out for the team because he did not want 'gay' boys on his team?
	his classmate told him that he was transgender and wanted to be recognised this way at school?
What did Lila do / say when	she found that other students were refusing to work with a boy that they thought was too feminine?
	she heard a group of boys using 'girl' as a put down term, telling teammates not to 'play like a girl'?
	she heard a group of boys saying that girls should not be included in the top maths class?
What did Mai do / say when	she noticed that one of her classmates was being pushed around and called gay whilst waiting in the line for class each day?
	she heard other students bullying a classmate about the way she looks?
	she found out that one of the girls in her class was being harassed by older boys on her way to school on most days of the week?

## OPTIONAL HANDOUTS

### ACTIVITY 7 : LOCAL LEADERS

Words are powerful and talk is action – so what do you want to say?		
<i>You are usually a friendly guy so how about you be friendly to X as well? I don't like it when you talk like that about X.</i>	Maybe you are just trying to be funny, and I know people are laughing, but what you are saying is pretty hurtful to X, so how about we quit this and go play soccer instead.	Girl is not a put down term.
I know you are joking around, but that is actually a sexist comment - I like your other jokes better.	<i>People are going to look up to you more if you treat everyone in the team with equal respect. You are our captain and we want to look up to you, and be part of a friendly team.</i>	We wouldn't be mean to animals, so how about we choose not to be mean to people as well.
School is not a beauty competition – so how about we give up talking about how people look. No one is a better person just because the look gorgeous and no one is a worse person because of the way they look.	I think it is good that we have all different types of people at our school. The world would be so boring if we were all the same. I like it that X has a different way of doing things. We should appreciate that in her.	<b>That is sexist bullying. I don't like it. Can you stop.</b>
<b>That is not funny. That is hurtful.</b>	I don't like it when we cut people out because they are a bit different. It makes us seem like we think we are better than other people. Let's ask X to join in.	People feel scared when you push them around in the schoolyard. So can you stop it. It doesn't look good when three people are picking on one person.
There are lots of different ways to be a guy – so trying to make all the boys here feel they have to be tough is not good for us.	<b>Do you mean to offend me? I feel put down by what you said.</b>	Maybe you haven't thought about this, but when you push people around it makes people scared to be around you.
Or - say it your own way – what could you say?		



## OPTIONAL HANDOUTS

### ACTIVITY 7 : LOCAL LEADERS

50 acts of kindness:				
Make a card	Send a text message	Give a smile or a hug	Pat someone on the back	Share a snack
Invite them to join in	Sit with them	Talk it over	Play a game	Do homework together
Walk home together	Send a friendly photo	Tell jokes together	Let them borrow your belongings	Invite them to your birthday
Sing or dance together	Shake hands	Say hello	Ask how they are	Share a joke
Give a compliment	Ask them to help you	Offer to help them	Apologise for what has happened	Listen to them
Post a friendly message on social media	Take a photo of the two of you together	Help them with a school work task	Ride your bicycles together	Invite them to join in your sports club
Tell them you don't support the bullying treatment	Go with them to get help or to report an offence.	Sit with them on the bus	Ask them to help you with your task	Ask their advice
Spend time with them after school	Encourage others to include them	Speak out when others are mean to them	Report bullying against them to a trusted adult	Refuse to laugh at or to join in with mean talk
Write a letter	Send an email	Share some sweets	Wave when you see them	Ask how they are feeling
Notice what is happening to them	Share funny stories with them	Share how you are feeling with them	Thank them	Encourage them to join in



## OPTIONAL GAME :

### “ANYONE WHO...”

- 1 Seat students on chairs arranged in a circle (remove any spare chairs).
- 2 As the teacher, start by standing in the centre of the circle. Explain that you are going to call out ‘Anyone who...’ and then add some information (e.g. ‘Anyone who likes eating ice-cream). All the people of this category must jump up and find a new seat. Start the game by making the first call (e.g. ‘Anyone who is wearing white shoes’). As students run to find a different chair, make you sure take one of the empty chairs so that one student is left without a chair in the middle.
- 3 This student will make the next call in the game (for example, she might say ‘Anyone who walked to school today’). Then all those who walked to school must swap to new seats.
- 4 Play a few rounds of the game. By this time students will be seated in a mixed arrangement and some differences and similarities will have been noted.
- 5 Ask students what key messages they see in this game that might be relevant to the theme that everyone is different.
- 6 Highlight that there are many differences between people in the group. Different people bring different ideas and strengths. We need to respect those who are different as well as those who are similar to us.

## ASSIGNMENT

### OPTION 1: CREATE A PICTURE STORY-BOOK FOR YOUNG CHILD.

- Create an animal character who will be the one who discovers a situation in which unfairness or violence is happening in a gender-based way. This could be happening in a home, school, community or the workplace.
- In this story tell about:
  - What the event was
  - How it made the person(s) experiencing the violence feel
  - How it made the observer feel; and
  - What the observer did to help.

<b>PICTURE STORY BOOK TEMPLATE</b> Write and illustrate a 6 page story book for a younger child using the template below.	
<p style="text-align: center;"><b>PAGE 1</b></p> <p>Introduce your character. This should be an animal.</p> <p>Choose a setting-either:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• School</li> <li>• Sport or cultural event</li> <li>• Workplace</li> </ul>	<p style="text-align: center;"><b>PAGE 2</b></p> <p>Tell about the <b>event</b> in which the main character sees another character being treated unfairly or experiencing a form of gender-based violence</p>
<p style="text-align: center;"><b>PAGE 3</b></p> <p>Tell what <b>emotion/s</b> they see the target of the gender-based violence feel due to this treatment or what effect it has on their participation in school, home or community life</p>	<p style="text-align: center;"><b>PAGE 4</b></p> <p>Your character <b>tells</b> what they think is unfair as they watch or hear about this situation</p>
<p style="text-align: center;"><b>PAGE 5</b></p> <p>Tell what <b>action</b> your character takes to help the target of the gender-based violence</p>	<p style="text-align: center;"><b>PAGE 6</b></p> <p>Explain how others <b>learnt</b> by the good example the main character shows as they help the character who experienced the gender-based violence</p>

## **OPTION 2:** **LETTER WRITING TO AN EMPLOYER**

- Write a letter to an employer about what needs to change in the workplace to make it a gender equitable place. The letter should include:
  - Details about the type of discrimination
  - Details about the effect this discrimination has on people
  - Suggestions for what to do about it

## **WHOLE-SCHOOL ACTION**

Write a letter to the school community, or to the principal to suggest how gender rights can be improved in your school. Provide positive examples for change and suggestions that are specific to your school setting.

## TOPIC 3 : AWARENESS OF GENDER-BASED VIOLENCE

TOPIC  
3

ACTIVITY

1

### Understanding the approach

Students need to know and understand what violence, gender violence and bullying look like. They need a clear understanding of the many kinds of violence and to know the words to tell what is happening to them or to others. They also need to understand the negative effects that violence in all its forms has on those experiencing it, the observers and the perpetrators.

## ACTIVITY 1 : WHAT IS VIOLENCE?

### STEPS TO FOLLOW

- 1 Write the words target, perpetrator, accomplice and witness on the board. Invite students to share their understandings of these words. After discussion, share these definitions (students could write them in their workbooks.)  
**Target** (sometimes referred to as victim) = the person who experiences the violence.  
**Perpetrator** = the person who carries out the violence or causes the hurt and harm.  
**Accomplice** = the person or people who encourage, join in, or show that they are entertained by the violence.  
**Witness** (or observer) = the person who sees a violent act  
Explain that we often use the word violence to describe only physical acts against another person, things like hitting, slapping, kicking. However, the word violence can also be used to include a whole range of actions and behaviours that cause distress and harm. Violence can be verbal, and involve what people say to or write about others. Even though it is only words, it can still cause great hurt or harm, and so verbal acts can be understood to be violent as well. Violence can also be psychological (affecting someone's mind or emotions) and sexual (affecting or involving the private parts of someone's body. It can occur face-to-face or through cyber-space through social media or other websites, or using other electronic devices such as telephones. Both adults and children can be perpetrators, as well targets.

- 2 Draw the table on the board.

Physical violence	Verbal violence
Psychological violence	Sexual violence

- 3 Invite students to describe what they think each of these terms mean, using a few examples as part of their definition. Provide definitions if needed.

Violence can take place person-to-person, via social media, or via posting of messages, graffiti or 'hate' mail. It may involve words, images, pictures, stories, signs, objects, possessions or forms of physical contact.

**Psychological violence** includes threatening, abusing, scaring, humiliating or shaming people – so that they feel bad even though no one has touched them.


**Physical violence** can involve hurting the body or damaging or stealing someone's possessions.

**Sexual violence** means having sexual contact without permission of the other person. This includes rape, and also other sexual contact like touching private parts of the body without permission. It can also include saying sexual things about someone, telling stories or posting pictures of a sexual nature about someone.

**Verbal violence** involves written or verbal name-calling, intimidating behaviour, spreading rumours about someone, or shouting and screaming at them.


- 4 Students draw the table in their workbooks and copy the definition for each type of violence from the board.

 45 minutes

 Learning objectives

In this activity students will:

- Learn that violence has many forms including physical, psychological, verbal and sexual
- Identify that at different times, people can be in the position of target, witness or observer, perpetrator and/or accomplice, and the negative consequences of violence on each of these parties.
- Develop an understanding that discrimination and violence can often go together and have similar effects

 Key words  
violence, target, perpetrator, accomplice, witness, observer

## 5 Summary points:

This activity has helped us to learn that:

- Violence can be physical, psychological, verbal and sexual.
- There are a number of positions that people can be in when violence is happening. These include the person directly experiencing the violence, perpetrator, accomplice and witness.

### **Teacher coaching point:**

For some students violence will be a part of their everyday lives so it is important to be sensitive to the reactions of these students during the session. Some students will have experienced violence while some will have perpetrated violence or been accomplices. It is important to stay focussed on the teaching of alternative positive non-violent behaviours as a way of building respectful relationships and strong communities. Avoid using the classroom as a place where students name, blame or shame their peers. This may mean interrupting those who start to tell tales about what classmates have done. Encourage those who wish to report violent acts to do so privately. Choose a more private setting to follow up with those who have been reported as perpetrators.

## ACTIVITY 2 : WHAT IS GENDER-BASED VIOLENCE?

TOPIC  
3

ACTIVITY

2

### STEPS TO FOLLOW

- 1 Remind students that in the previous activity they saw that there are many types of discrimination and violence, including verbal, physical, and psychological types of violence. Thinking back, who were some of the groups and individuals who are more likely to experience discrimination and violence? Build a list of responses on the board.
- 2 Explain that around the world women tend to experience more gender-based discrimination than men. However, some men also experience gender-based discrimination, especially men who do not conform to gender norms. In this activity we are going to talk and think about gender-based violence.
- 3 Ask students to recall what is meant by the term gender. (See Topic 1: Activity 1 and 2.) Explain that when the terms violence and gender are put together, we get the concept of gender-based violence.
- 4 Provide the following definition of gender-based violence.

**Gender-based violence** is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to someone (male, female or transgender people) based on gender role expectations and stereotypes. Gender-based violence occurs as a result of normative role expectations associated with one's gender, and unequal power relationships between genders.

Gender-based violence can affect anyone (including males, females, intersex and transgender people).

- 5 Ask students to provide some examples of gender-based violence. Aim to get examples for each of the categories physical, psychological, verbal, and sexual. (Some examples are provided below.)

### Examples of gender-based violence

**Physical:** A husband hitting his wife for not having dinner ready when he wants it.

**Verbal:** Young men calling out mean comments to another man because he seems feminine.

**Psychological:** A boy threatening to damage the reputation of a girlfriend if she does not do as he wants.

**Sexual:** A man forcing a woman to have some form of sexual contact with him against her wishes.

- 6 Explain that students will work in small groups. They will be assigned some scenarios, and also they will be asked to create a scenario of their own. These scenarios will provide an example of a form of gender-based violence that might happen to young people, in or around a school. They will name the type or types of gender-based violence that are occurring in the scenarios. They will also think about what can be done to prevent or respond to this type of gender-based violence.


### Scenario 1

On Thursday Rashini was walking to school. Usually she walks with her friends, but this day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started whistling at her and one of them touched her on the legs as she walked past.

### Scenario 2


Hai is an 8<sup>th</sup> grade student. His classmates have started teasing him, and telling him he is too much like a girl. When he went to play cricket on Wednesday as usual, his teammates told him they did not want him on the team anymore. Later he asked his friend if he knew what happened to make his friends turn against him. His friend told him that someone had posted fake photo-shopped pictures all over Facebook which showed Hai dressed as a girl.


 40 minutes

 Learning objectives

In this activity students will:

- Define gender-based violence
- Provide examples of different types of gender-based violence
- Recognise that anyone can be the target of gender-based violence, but that some groups are more likely to be targeted than others

 Key words  
discrimination,  
gender-based  
violence

 Optional hand out :

There are several handouts available for this activity at the end of the topic. Either provide each student with a copy of the handouts or have the information available on a blackboard or flip chart.

### Scenario 3

Nyuki is 13 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and making signs to show her breasts have grown. Then the others would laugh. She started to wish she had never come back to school.

### Make your own scenario

### Questions:

- What type of gender-based violence is happening in the scenario? (physical, verbal, psychological, sexual)
- How might this affect the person who is experiencing the violence?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

**6** Arrange for groups to report back on what they discussed, and on what suggestions they had for both prevention and response.

### Teacher coaching point:

**Create some fictional, but representative scenarios that are relevant to your local context. Include some common or lower level examples, rather than only the most extreme stories of gender-based violence. This helps students to recognise where it might be a part of their everyday life. When asking students to make their own scenarios, ensure that they do not use their or other known people's names, and avoid breaching someone's privacy by using details of an incident that people will recognise.**

## 7 Summary points:

This activity has helped us to learn that:

- Gender-based violence is violence that targets people on the basis of their gender.
- It can affect anyone, but it is most often experienced by people who do not conform to gender norms.
- It can go unnoticed because it is seen as part of the gender norm to use violence against those who do not conform to gender expectations.
- We can work against gender-based violence by learning to identify it in all its forms. Naming it as a wrong action can be a first step in efforts to prevent or respond appropriately to the problem.
- We can work to reduce the harm caused by gender-based violence through a combination of prevention strategies and through effective response strategies.

### Optional hand out :

There is a handout available for this activity at the end of this topic. Either provide each group with a copy of the handout or read each group a scenario aloud and write the questions on the board

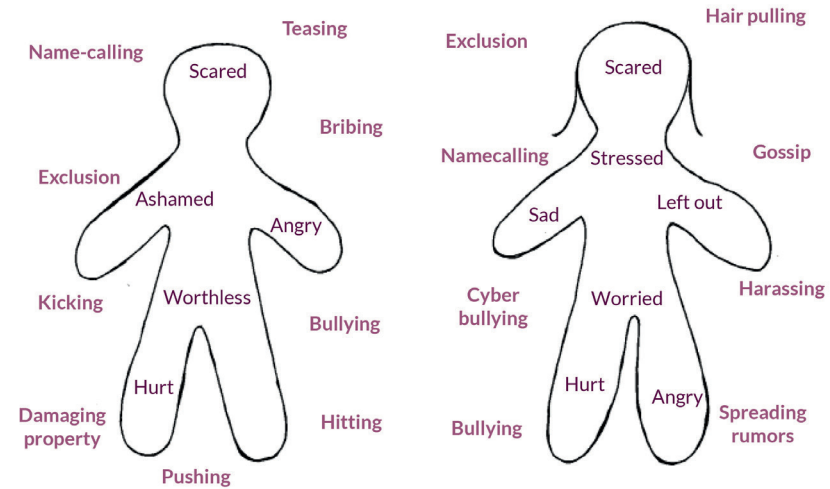
# ACTIVITY 3 : EFFECTS OF GENDER-BASED VIOLENCE

TOPIC  
3  
ACTIVITY  
3

## STEPS TO FOLLOW

- 1 Arrange students into groups of three or four for this activity.
- 2 Explain that in this activity, students are going to talk about the different kinds of violence that male, female and transgender students can encounter around the school. They are then going to identify what emotions the person experiencing the violence might feel.
- 3 Give each group a sheet of paper (or ask them to use paper from their notebook).
- 4 Fold the paper in half. On one side, draw the outline of a female. On the other side draw the outline of a male.
- 5 In the space **outside the body**, list all of the kinds of violence that can happen. Make separate lists for male, female and transgender students. Prompt students to include examples of physical violence (e.g. hitting, kicking) and verbal and psychological violence (e.g. threats, rumours, name-calling).
- 6 On the **inside of the body**, write all of the feelings that these kinds of violence might cause for the person who experiences these forms of violence.

**Teacher coaching point:**  
Emphasise that it is important to understand what the emotional effects of violence are. When we learn the effects of violence we are able to empathise with the target and are less likely to perpetrate or tolerate violence, or to excuse it as a joke or as teasing. Naming the behaviours as forms of violence or bullying is a first step towards understanding that this type of behaviour is not acceptable.



- 7 During the reporting back phase, compare the kinds of violence experienced by males, females and transgender young people.
- 8 **Ask**
  - What are the most commonly experienced forms of violence. Are they the same for females, males and transgender young people?
  - What types of violence do males tend to perpetrate against males? Against females? Against transgender people?
  - What types of violence do females tend to perpetrate against females? Against males? Against transgender people?
  - Do you notice any patterns?
- 9 Ask group members to report back on what they noticed from this exercise.

🕒 30 minutes

### 📖 Learning objectives

- In this activity students will:
- Describe the kinds of gender-based violence males tend to observe, initiate or be the target of in and around school
  - Describe the kinds of gender-based violence that females tend to observe, initiate or be the target of in and around school
  - Identify the physical and psychological effects of school-related gender-based violence on target(s), witness(es), accomplices and perpetrator(s)

🔑 **Key words**  
gender-based violence

## 10 Summary points:

This activity has helped us to learn that:

- Violence within schools, whether it is psychological, verbal, physical or sexual, has a range of negative effects on those experiencing it.
- It can cause mental and physical health harm and affect a person's ability to learn.
- Being able to empathise with those experiencing gender violence can make it less likely that we will perpetrate or tolerate it in any form.
- In many places males, females and transgender young people tend to use and experience different forms of violence.
- In many places boys are more likely to experience and be the perpetrators of physical violence, but girls are more likely to experience gender-based violence.



# ACTIVITY 4 : NEGATIVE HEALTH IMPACTS OF GENDER NORMS

TOPIC  
3

ACTIVITY

4

## STEPS TO FOLLOW

- 1 Arrange students into groups of three or four for this activity.
- 2 Explain that in this activity, students will look at some statistics about young people. Data is information, including information about people. It is collected in many different ways, for example through surveys of people living in different countries and towns. Data is useful and important because it highlights where there are problems and helps people (like the government) to make decisions to tackle these problems. We will start by looking at some data about people who are around the same age as the students at this school. Select one piece of data to read out to the class and discuss. Ask students:
  - Why do you think that one gender is more affected than the other by this health or rights issue?
  - How might gender norms and expectations influence this pattern?
- 3 Assign each pair a statistic. Give them time to prepare to explain to the class what their data is telling them. (Some of the statistics report on gender, others on violence, and others on consequences of discrimination or violence.)

### Teacher coaching point:

**Gender norms and expectations in communities have a strong effect on people's health outcomes? Sometimes, they have a negative effect on people's health, increasing their risk of sickness or injury.**

**For example, gender norms that encourage men to be a tough influence can lead to higher rates of risky behaviour like drug use or unsafe driving. In South and Southeast Asia, the leading cause of death for young men aged 10-14 is road traffic accidents – this is partly because men are more likely to engage in risky behaviour on the roads [41].**

**In other countries, where gender norms influence girls' access to school, and girls tend to leave school early, this has a negative effect on their own health and also the health of their children [84].**

- 4 Ask some of the pairs to present their data to the class, taking a turn to teach their peers what this data means. Ask them to explain why this information may be good or bad, and what it means about gender and discrimination.

## 5 Summary points:

This activity has helped us to learn that:

- If we look at data we can find out about how gender norms can lead to negative effects on people's learning and their mental and physical health.
- Challenging gender norms can help in working against gender violence and building respectful relationships.

### Teacher coaching point:


**Some sample statistics are provided below. Additional statistics are provided in an appendix. There are some regional statistics and some example national statistics from Lao PDR. There are links provided to help you look for data for your country.**

 30 minutes

### Learning objectives

In this activity students will:

- Identify how some gender norms have a negative effect on health and human rights

 **Key words**  
gender norms

### Some example statistics (find more in the appendix)

#### What percentage of female students attends primary school in South Asia?

**46%**

That is under half. Girls are less likely to attend primary school than boys. 54% (or just over half) of boys attend primary school.

<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%205.pdf>

#### In South Asia, are males or females more likely to attend secondary school?

Males. In 2013, 55% of males attended secondary school. That is just under 6 out of 10. This compares to 46% or just under 5 out of 10 females [40].

**\*Look for the data from your country here:**

[http://www.unicef.org/sowc2013/files/Table\\_5\\_Stat\\_Tables\\_SWCR2013\\_ENGLISH.pdf](http://www.unicef.org/sowc2013/files/Table_5_Stat_Tables_SWCR2013_ENGLISH.pdf)

#### In South East Asia, what are the two most common causes of death for males aged 15 to 19?

Road injury is the most common cause of death for males aged 15 to 19. Interpersonal violence is the second most common cause of death. Interpersonal violence is not a major cause of health problems or injuries for females of the same age [41].

**\*Look for the data from your country here:**

<http://vizhub.healthdata.org/irank/arrow.php>

#### What percentage of teenage girls aged 15 to 19 in South Asia is married?

**29%**

That is just under 3 in every 10 [40].

**\*Look for the data from your country here:**

[http://www.unicef.org/sowc2013/files/Table\\_11\\_Stat\\_Tables\\_SWCR2013\\_ENGLISH.pdf](http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf)

### Some gender-related explanations may include:

Men are more likely to be on the road because in many countries, men are more likely than women to be 'mobile', to be allowed to move around outside the home, and to be permitted to drive vehicles.

Men and boys are taught to be brave, to take risks and to not worry about pain or injury. Sometimes this might put pressure on them to take risks with speed or to be competitive on the road.

Men and boys are more likely to drink alcohol and to use other drugs and this puts them at higher risk when they are driving or walking on the road.

Women and girls are sometimes expected to stay at home and help with domestic and child caring responsibilities.

Girls' education is sometimes seen to be less important than boys' education as in many countries, girls will not go on to earn an income whereas boys will.

In some countries girls are kept at home as their parents fear for their safety outside of the home.

Boys and men are expected to show that they are strong and to prove their manhood.

There is pressure for women to be subordinate or obedient to men.

The belief that men are superior to women and therefore should have control over them.

The belief that women must obey their husbands.

## OPTIONAL GAME :

### “MOVING AS ONE”

#### Teacher coaching point:

This game can be used any time to help calm the class down and re-focus attention.

- 1 Ask students to stand in a large circle (or stand at their desks facing the front if space is limited). Explain that in this game, everyone follows the leader, trying to copy them exactly, just as if they were part of a giant mirror. The leader moves in slow motion.
- 2 Begin a slow movement, checking the class to see that they can keep up. Keep movements slow. After a while you can name a student to take over as leader, emphasising the need for slow motion. Invite them to pass the leadership on to another student when they have had a turn.
- 3 Ask students to identify some key messages in this game related to working together to achieve positive change and make the world a better place? How do we know who to follow, and who not to follow in our social behaviour?
- 4 Explain that when there are harmful gender norms exist in our community (for example gender norms that cause health problems), we need to work together to change them, and look for ways to follow positive leadership, not negative leadership. There will also be times each of us is called on to be the leader in our social situation, and to be a positive role model for others.

## ASSIGNMENT

### OPTION 1 :

Ask students to write a poem, song or rap which provides a deep understanding of the effect that violence can have on the emotions of the person who directly experiences or witnesses the violence.

### OPTION 2 :

Write a positive story/cartoon on how a young child is taught by a wise grandparent about how to show respect rather than resort to violence.

### OPTION 3 :

Make a poster showing a positive gender role model, or a poster showing the effect of a negative gender norm.

## WHOLE-SCHOOL ACTION

### Stand up against gender-based violence: Do things differently

Students share their cartoon/stories with younger students. Students perform their songs/raps/poems for other classes or for a school assembly as a way of promoting non-violent relationships. A school-wide competition may lead to a festival of performances.

### Nominate ‘Friendly Focal Points’

Explain that it is important to students to have someone they trust to ask for help if they are experiencing violence. Students should always feel comfortable to ask a teacher for help. Some of the older students in the school can also be identified to be peer mentors or a friendly focal point. This means that they nominate themselves as someone who their peers, including younger peers, feel comfortable asking for help if they experience, see or hear about violence and to give their peers advice of what to do. You could introduce them to younger students as people that they can ask for advice about where to go for help. Make sure the school provides some suitable training for the friendly focal point.

# OPTIONAL HANDOUTS

## ACTIVITY 2 : WHAT IS GENDER-BASED VIOLENCE?



### Gender-based violence in or around a school

#### Scenario 1

On Thursday Rashini was walking to school. Usually she walks with her friends, but this day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started whistling at her and one of them touched her on the legs as she walked past.

#### Discuss these questions:

- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

#### Scenario 2

Hai is an 8<sup>th</sup> grade student. His classmates have started teasing him, and telling him he is too much like a girl. When he went to play cricket on Wednesday as usual, his teammates told him they did not want him on the team anymore. Later he asked his friend if he knew what happened to make his friends turn against him. His friend told him that someone had posted fake photo-shopped pictures all over Facebook which showed Hai dressed as a girl.

#### Discuss these questions:

- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

#### Scenario 3

Nyuki is 13 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and makes signs to show her breasts have grown. Then the others would laugh. She started to wish she had never come back to school.

#### Discuss these questions:

- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

**Make your own scenario****Discuss these questions:**

- What type of gender-based violence is happening in this scenario? (physical, verbal, psychological, sexual)
- How might this affect the target?
- What needs to change to prevent this from happening?
- What needs to change so that effective responses are made if the problem does happen?

**Teacher coaching point:**

Teachers can remind students of privacy by saying, “It can be easy to start telling stories about what others have done in the past. This can lead to arguments and blaming. So we will use our scenarios to help us discuss the issues. We will also focus on what we can do to make things right in the future. In your writing tasks it will be important to protect people’s privacy if you are writing a story based on a personal experience. This means not using their names or other details that will point to who they are. This is one way in which we can show respect for each other, and help each other to learn well together.”

## TOPIC 4 : A FOCUS ON SCHOOL-RELATED GENDER-BASED VIOLENCE

### Understanding the approach

It is important to develop a sense of shared responsibility for making the school a safe and friendly space for all. As part of this process it is important to identify what sorts of gender-based violence happen at schools, where and when this is most likely to happen, how it affects others, and what can be done to prevent gender-based violence and provide support for those who have been affected. Avoid naming or blaming in this work.

### ACTIVITY 1 : SCHOOL MAPPING OF GENDER -BASED VIOLENCE

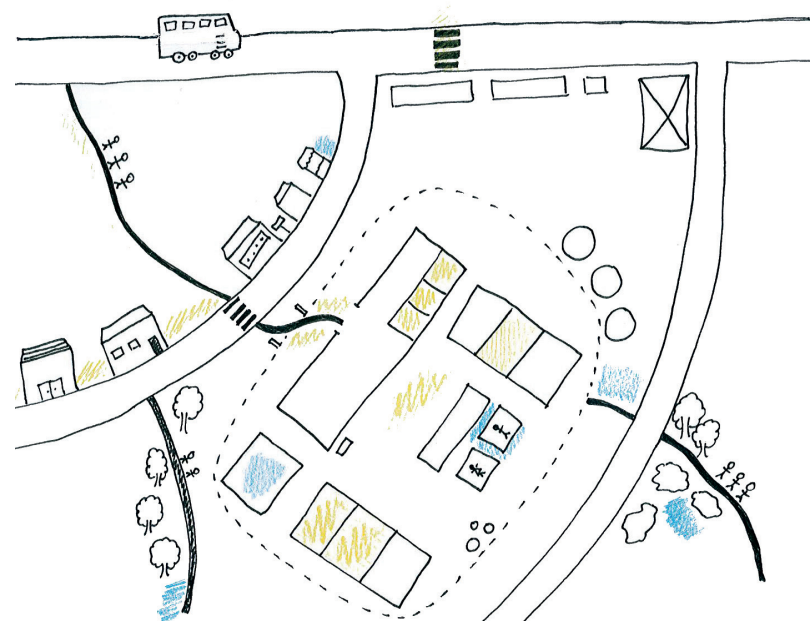
#### STEPS TO FOLLOW

- 1 Ask each group to draw a simple map of their school, including the streets, pathways and buildings around the school. Ask them to include in their drawing the different routes that students take to school and the different modes of transport they use (e.g. walking, bus, taxi etc.). Encourage creativity. Label the different parts of the map if necessary.
- 2 **Ask:**  
Which places in and around the school are safe and friendly for all students? Mark these places in one colour.
- 3 Which places in and around the school do students witness or experience violence? Mark these places in another colour.

#### Teacher coaching point:

Involving students in a research activity to identify where and how violence happens in school helps them to disclose patterns. It also helps the teacher learn about where and how violence occurs so that they can help to create a safer and friendlier school for children.

#### Example:



- 4 **Ask:**  
What types of violence happen in these places? Remind students about the different kinds of gender-based violence that can happen at school. Place a symbol to indicate the different kinds of violence, e.g.

- Psychological violence
- ◆ Verbal violence
- # Physical violence
- ☆ Sexual forms of violence or sexual harassment

Make a key to indicate what each symbol means.

40 minutes

#### Learning objectives

In this activity students will:

- Identify where and when students are most likely to experience gender-based violence at school, and where and when they are most likely to be free from gender-based violence

**Key words**  
gender-based violence

**5** Ask one or two groups to present their drawings to the class. Use the following questions to guide discussion:

- Do girls and boys experience violence in the same places in school?
- Where is violence most likely to occur?
- Why do people get away with violence in these places?
- What will it take to stop this violence?

**6 Summary points:**

This activity has helped us to learn that:

- Violence can happen in a range of places on the school grounds, in building connected to the school and on the journey to and from school.
- We can sometimes see patterns in where and when the violence takes place.
- Identifying the patterns of school-based gender violence can help in developing strategies to stop the violence and create safe spaces for everyone.

## ACTIVITY 2 : POSITIVE RULES FOR THE SAFE LEARNING SPACE

### STEPS TO FOLLOW

- 1 We have talked before about safety at school, including safe places on our school maps (Topic 4: Activity 1). We have also talked about things we can do to create gender equity in schools (Topic 2: Activity 3). We want a class that is equally good for everyone. So, in this activity we will talk about safety and equity in our classrooms and schools and decide what students can do to promote safety and equity by designing positive school rules.
- 2 Ask students to take out their school maps where they marked safe and unsafe places in school. Let's make up new rules to make our school and classroom a place where everyone feels safe and everyone is treated with respect.
- 3 Emphasise that our rules need to make sure that everyone - boys, girls, and students who do not fit into traditional gender norms - have equal right to participate in a safe and friendly learning environment.
- 4 Tell the class we will now make up rules for our classroom and school to make sure everyone is safe, happy, and hard-working. (This can be done as a whole class or students working in groups or pairs. (You may prefer this to be done with single sex groups).

**Teacher coaching point:**  
Getting the students involved in thinking about the rules they need helps to build a sense of responsibility. It teaches students to understand why we have rules.

- 5 Ask them to work out:
  - What rules do we need to make sure everyone is happy in school? Think about boys, girls, and anyone who does not fit traditional gender norms when you make these rules.
  - What rules do we need to make sure everyone is safe in school, including safe from gender-based violence?
  - Do we need any other rules for other areas in the school? For example, around the latrines, the hallway, or the school-yard?
  - What rules do we need to make sure people are hard-working and learning well while in school?

**Teacher coaching point:**

Girl is not a put down term. Make sure that students understand that every time someone uses the term 'girl' or 'feminine' as a put down term for a boy, they engage in a double discrimination. First they are using the word female as an insult and secondly they are also telling that young person that there is something wrong with the way they are being a male.

- 6 Post the list of student developed rules at the front of the classroom (or another appropriate place) to remind students of their rules to make the classroom/school a fair place.

### 7 Summary points:

This activity has helped us to learn that:


- It is important for students and teachers to work together to develop rules for creating safe classrooms and schools.
- Some groups such as girls and people who do not fit the gender norms are more likely to suffer violence so we need to keep them in mind when making the rules.
- Some spaces in and around schools are less safe; we need to look at the patterns to help in developing rules to make these places safe.

**Teacher coaching point:** 

Play a game to help students to remember rules in a playful way especially when you think students need to be reminded.


- Find an object that you can easily throw between students and that will not hurt them (e.g. a ball or soft toy).
- Ask students to stand in a circle or stay at their desks.
- Explain that you will throw the object to a random student, when they catch it, they should say one of the class rules.
- Then the student throws it to another, who says another rule and so on.

 40 minutes

 Learning objectives

In this activity students will:

- Make the rules and agreements they need to support a safe, friendly and equal learning environment for everyone in their class/school

 Key words :  
gender equity, gender norms, safe space, environment



# ACTIVITY 3 : EMPATHY, IMAGINATION AND HIDDEN EMOTIONS

TOPIC  
4

ACTIVITY

3

🕒 30 minutes

📖 Learning objectives

In this activity students will:

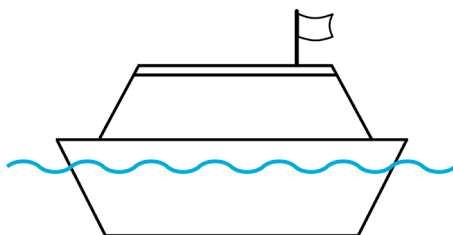
- Learn about the concept of empathy (or the ability to imagine what others are feeling)
- Explore the positive impact of empathy on preventing or responding to gender-based violence

🔑 Key words  
empathy,  
imagination

## STEPS TO FOLLOW

- 1 Ask students:**  
How do you determine or figure out what other people might be thinking or feeling? (Students may suggest that they observe their body language, actions, and reactions, listen to what they say, imagine themselves into their situation and ask themselves how they feel or what they would think.)
- 2** Explain that it is important for people to be able to imagine how life might be experienced by others. Sometimes we can ‘read’ people and guess what they are thinking or feeling by observing their body language, listening to the tone of their voice and observing their actions. Other times this is not enough. They may try to hide what they feel or to pretend that they are okay. We need to both, imagine ourselves into their situation and to ask them how they are feeling. The ability to understand how others feel is called ‘empathy’.  
  
**Empathy** is the ability to imagine what someone else might be thinking or feeling.
- 3** Introduce the concept of hidden emotions to the class. Draw an example ‘Emotions Boat’ for the group. Explain that these metaphors are used as a way to explain the way in which some emotions can be seen close to the surface, whilst others may be buried or hidden (under the waterline), but still be affecting us. The emotions that are deeper below the surface may be the most important ones. They may even be causing the emotions that are closer to the surface. For example fear or hurt or shame are often causes of anger or jealousy or self-blame or embarrassment, though it might be just the anger or embarrassment that shows.

Emotions boat model



- 4** Arrange participants into pairs or small groups. They should first write a short scenario involving a form of gender-based violence. They then draw the boat as their metaphor. With their scenario in mind, they should map the emotions that may be deep and hidden, and those that might be shown. Complete one example with the class to equip them to follow with their own.  
Some deeper emotions might include being:  
Sad Angry Worried Embarrassed Scared Brave  
Ashamed Afraid Humiliated Anxious Lonely Despairing
- 5** Once they have mapped the emotions, they should discuss which of the deeper emotions the character would have been most likely to try and hide from others. Are there different pressures on boys and girls to hide certain emotions?
- 6** Arrange for groups to read their scenario, and identify what different emotions each of the key characters might be experiencing and whether they think that there may be gendered pressures at play.
- 7** Explain that often, if someone has experienced violence, they might not feel comfortable to report it to anyone. They may come to believe that somehow it is their own fault and that they have done something to attract the violence. They may lose track of the fact that someone else has actually chosen to abuse their power. They may feel a sense of shame. To cope with these emotions they may even pretend that the violence has not happened or that it has not affected them.

### Teacher coaching point:

Alternatively, do this as a whole class activity. Ask for student volunteers to come to the front of the class and demonstrate the emotion through their facial expression and body language. The other students can guess/name the emotion being acted out or presented.

## 8 Summary points:

This activity has helped us to learn that:

- Empathy is the ability to imagine what someone else might be thinking or feeling.
- People can feel some emotions more deeply than others. They may wish to hide some of these deeper emotions because they may not be comfortable to share.
- We can develop the ability to empathise through learning and practising the skills of watching, listening, imagining, asking and showing care.
- These skills are important because often people experiencing violence will not tell others and the skills give us ways to provide them with understanding and support.
- If we can empathise with the feelings of those who experience violence we are much less likely to carry out such acts or stand by when we see or hear people acting violently towards others.

# ACTIVITY 4 : MAKING AN APOLOGY

## STEPS TO FOLLOW

- 1** Explain that everyone makes mistakes. If we find that we have done something wrong, the best thing is to make an apology and to try to set things back on a right course. Sometimes when we think empathetically about a situation, we realise afterwards that our own actions have caused shame, nuisance, fear, or hurt to someone else. In this situation we should take the courage to apologise.
- 2** There are some things that make up important ingredients of an apology. Write the following method on the board:
  - Acknowledge what you did (name the action or behaviour)
  - Describe the hurt, harm, offence or effect of that action on the other person(s)
  - Say what was intended by the action
  - State what the future intention is (offer to fix /pay for damage, and to promise not to do it again)
  - Say sorry
  - Accept whatever reaction the other person has and give them space and time to consider your apology. The other person may not wish to forgive you or may not forgive until later. An apology does not depend on the other person's forgiveness.
- 3** Ask students to choose one of the scenarios previously used (or to think of their own situation in which an apology is needed). They should then write an apology script using the above method.
- 4** Ask some volunteers to read their apology script to the class.
- 5 Discuss:**  
What kind of strength does it take to 'own up' or to apologise? What difference does it make to you if someone apologises to you after having wronged you? What does it mean to promise not to repeat the offence?

## 6 Summary points:

This activity has helped us to learn that:


- Sometimes there are things we do that cause hurt, offence, shame or upset to others.
- If we can empathise with people we can recognise when someone is hurt and upset and understand their feelings; this is an important step in resisting taking future harmful action.
- Making an apology can help to repair hurt and shame.
- Making an apology takes courage.
- Practising the apology out loud a few times can help when it comes to offering the actual apology.

TOPIC  
4

ACTIVITY


4

 20 minutes

 Learning objectives

In this activity students will:

- Practice using empathy to devise and give an apology

 Key words  
empathy, apology

## OPTIONAL GAME :

### GREETINGS GAME

- 1 Remind the class that it is important that we are friendly and welcoming of everyone at school. Explain that this game is about friendship and belonging.
- 2 Ask group to walk around the classroom. When teacher says 'stop' they take a nearby person as their partner (then check to see that everyone has found a partner. If there are odd numbers, make a trio). This person is Partner Number 1. Each pair has about one minute to make up and practice a special greeting in the form of a handshake, or special movement or sign. The greeting should be the sign that they belong to the same special group. It should include a sound as well as a form of physical contact.
- 3 Ask the pairs to practice their greeting a few times.
- 4 Then ask them to walk around in the space. When the teacher says 'stop' they are to find their partner as quickly as they can and do their special greeting.
- 5 Once this is done, ask the group to walk on again. Say 'stop'.
- 6 Now the students must find a new partner. This is Partner Number 2. Together they must design a completely new greeting. Give them one minute to practice it three times.
- 7 Ask them to move on. When the teacher says 'stop' again they are to find the partner Number 2 and do that greeting. Then they must find their Partner Number 1 and do that greeting.
- 8 Repeat with another round, but in final round have them form a group of four and do the greeting for the four people to do together.
- 9 Ask students to identify some of key messages in this game? In this game we have a special welcome from our group. What helps us to feel welcome when we come to school?

- 10 Explain to the group that it is good when people receive a friendly greeting as everyone likes to know that they are welcome at school. Encourage them to give a friendly greeting to everyone they see at school – whether they are younger or older or similar or different from ourselves!

## ASSIGNMENT:

### LETTER TO THE PRINCIPAL

Ask students to write a letter to their principal. They are an 'expert student advisor'. They will give a student's perspective about the kinds of violence that students face at or around the school. The letter will also make suggestions about things that would help to reduce the violence. Students can look at their maps (made in Activity 1) and the rules (developed in Activity 2) to help them write the letter. They may want to include a copy of a map in the letter to show the areas and types of violence that they have identified as occurring in and around the school. Invite the principal to visit the class to hear the students read their letters and/or show their maps.

#### Teacher coaching point:

**Note that it is very useful for teachers to ask students for their perspectives on issues facing them. Often bullying and violence are experienced in places that are hidden from adult view. Asking students to share this information gives teachers an insider's perspective. It also gives students a sense that their views are important and makes them feel valued and respected.**

## WHOLE-SCHOOL ACTION

### Respectful Relationships school campaign:

Invite students to design a campaign that spreads the message to promote a safe and friendly school. For example, they could make a poster promoting friendly behaviour to put up in the school entrance, and/or design a friendly school slogan or song.

# TOPIC 5 : COMMUNICATION SKILLS FOR RESPECTFUL RELATIONSHIPS

TOPIC  
5  
ACTIVITY  
1

**Understanding the approach**  
Encouraging positive gender relationships is part of a strategy to prevent gender-based violence. Students benefit from learning to use effective and respectful communication.

## ACTIVITY 1 : WHAT GOOD FRIENDS DO

### STEPS TO FOLLOW

- 1 Point out that friendships are very important as we grow into adolescence, but that friendship can also be difficult. It is normal to experience loneliness and some fears about being liked by our friends. We may worry about pleasing our friends and sometimes this can mean we forget about what is right for ourselves.
- 2 Organise participants into groups of about five or six people.
- 3 Give each group a brainstorm sheet and felt pen or pencil. Explain that when they brainstorm, their job is to write down all the ideas suggested without worrying if everyone agrees or not. In a brainstorm we get as many ideas as possible.
- 4 Ask them to divide their page. On one side they write: It is good when your friend.... On the other side they write It is not good when your friend ...
- 5 Ask them to brainstorm under these two headings.

**Teacher coaching point:**  
Note that in many of these activities, there is no right or wrong answer. The activities are designed to make students think critically. It is expected that different students will have different ideas and that is why it is important to give time for different people to share their thoughts/ideas.

Some examples might be:

It is good when your friend...	It is not good when your friend...
Is trustworthy	Is dishonest
Cheers you up	Spreads rumours
Helps you with your homework	Is bossy
Shares with you	Gets jealous
Laughs at your jokes	Laughs at you
Treats you respectfully	Leaves you out of the game

- 6 Ask one group to read their 'Good' list. Ask another group to read their 'Not Good' list. Ask other groups to add any additional ideas they had.
- 7 As groups are presenting their ideas, ask a volunteer to make a compilation of ideas on the board.
- 8 Refer students to the 50 acts of kindness chart. Ask them to identify which would be most helpful to someone who has been the target of gender-based violence. Invite them to explain their choices. Encourage the students to take these ideas to help make their school a friendly place for everyone.


### 9 Summary points:

This activity has helped us to learn that:


- Friendships are important because they give us a sense of happiness and belonging.
- It is normal to sometimes worry about being liked.
- It is important to make choices that are right for you rather than trying to act in ways that please others.
- We can name the behaviours that are respectful.
- We can challenge disrespectful actions in friendships.


**Teacher coaching point:**  
Ask one or two students to place everyone's ideas for It is good when your friend... on a poster and display this on the wall.

 20 minutes

 Learning objectives

In this activity students will:  
• Identify positive and negative attributes, actions and attitudes in peer friendships

 Key words  
friendship, peer support

 Optional hand out :  
There is a handout available for this activity at the end of the topic. Either provide each student with a copy of the handout or ask them to copy the list from the board in their notebooks or on a flipchart.

## ACTIVITY 2: RESPECTFUL RELATIONSHIPS BETWEEN BOYS AND GIRLS

### STEPS TO FOLLOW

- 1 In the last activity, students thought about positive and negative qualities in friendships. Friendships can be with persons of the same gender or a different gender. But sometimes in relationships with the opposite gender, there are important qualities that we should strive to have. In this activity, we will think about which of these positive qualities in friendships are also valuable in relationships between girls and boys, men and women.
- 2 Ask students to refer back to their It is good when your friend... list from the previous activity.
- 3 Explain that often the good qualities that we look for in a friend are also important in a relationship.
- 4 Ask students to put a square symbol next to the qualities that they think are also important in relationships between **siblings**. Are there any additional qualities that are important for a brother or sister to have to ensure equal and happy relationships?
- 5 Ask students to put a cross next to the qualities that they think are also important for a **spouse (husband or wife)** to have in a marriage. Are there any additional qualities that are important for a spouse to have to ensure equal and happy relationships?
- 6 Ask students to put a circle next to the qualities that they think are also important for a **co-worker (of the opposite gender)** to have. Are there any additional qualities that are important for a co-worker to have to ensure equal and happy relationships?

 40 minutes

#### Learning objectives

In this activity students will:

- Identify the way that positive attributes, actions and attitudes can strengthen male-female relationships between siblings, friends, spouses, fellow students and co-workers

#### Key words

friendship, strengths

Example:

It is good when your friend...

Is trustworthy ◆ ♥ ●

Cheers you up when you're having a bad day ◆ ♥

Helps you with your homework ◆

Shares with you ◆ ♥

Makes you feel good ◆ ♥

Laughs at your jokes ◆ ♥

Treats you respectfully ◆ ♥ ●

◆ Sibling + Helps save your problems Shares the domestic duties	♥ Spouse + Shares the domestic duties Understand your needs Listens to your opinions	● Co-Worker + is friendly Treats staff equally Pays you on time!
--	--	--

- 7 To reflect, ask students to report back on what they noticed when they compared the desired qualities for each of these different cross-gender relationships.
- 8 Note that many of the qualities that ensure equality are also those that make people happy in their relationships.
- 9 **Summary points:**

This activity has helped us to learn that:

- There are certain good qualities that we look for in a friend.
- The good qualities that we look for in a friend are also important in a relationship.
- Many of the qualities that ensure equality are also those that make people happy in their relationships.

## ACTIVITY 3 : INTRODUCING ASSERTIVENESS

### STEPS TO FOLLOW

- 1** Explain that we all need skills to be able to communicate our needs and rights in our relationships with friends, family, workers or bosses without being violent or aggressive. But, we also need to make sure our rights are respected regardless of our gender or age. We should not feel guilty about saying no to something when we know it is not good for us or is disrespectful or dangerous.
- 2** Explain there are three different styles that people might use when communicating their feelings, wants, opinions or needs:
  - **Aggressive:** A person expresses their feelings and opinions in a punishing, threatening, demanding, or violent manner. The person pushes for their own rights, but the other person's rights do not matter. It sounds like: 'This is what I want. What you want is not important!' Aggression is a way to exert power over others in a negative way.
  - **Assertive (Clear and Polite and Respectful):** A person expresses their feelings, needs, legitimate rights or opinions without being punishing or threatening to others and without infringing upon their rights. People who are assertive can say yes or no to requests politely and respectfully, but without sacrificing their own wellbeing and without feeling guilty. It sounds like: 'I respect myself and I respect you too.'
  - **Submissive:** A person fails to express their feelings, needs, opinions or preferences or they may be expressed in a manner that is so indirect that the other person cannot understand the message. People who are passive might feel guilty for saying no even if doing something is bad or dangerous for them. It sounds like: 'What you want is important; but I am not, so don't worry about me.'
- 3** Act out some short examples to demonstrate the difference between these three ways of communicating. (Alternatively use the two following stories as examples.)
- 4 First Scenario:** A 13 year old girl asks the boys if she can join in their ball game. One of the boys yell out "Don't be silly! Girls are useless! Ball games are for boys!"
  - **Aggressive response:** The girl yells at the boy saying "You run like a girl anyway!!! If you can run like a girl and play football then I can play too!!!"
  - **Assertive response:** The girl says "I am very good at ball games. I feel sad that you won't let me join in. If I play on your team, I can help you win. Girls can be good at football too!"
  - **Submissive response:** The girl says nothing. She walks away and starts crying.
- 5** Point out that in situations in which we need to solve conflict or in situations in which we feel pressured to do something that we feel uncomfortable with, assertiveness is a very useful skill. When we are assertive, we are still being polite, but are making sure that we do not participate in something that is dangerous or not in our best interest.
- 6** Invite students to choose one of the following options as the task through which they will demonstrate the difference between a submissive, an assertive and an aggressive response. They could choose their own scenario, or use the one below.

**Scenario:** One student calls another student a rude name

**Option A: Cartoons.** Ask students to draw three simple cartoons illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way.


**Option B: Freeze-frames.** Ask students to work with a partner to create three freeze-frames (or still images), illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way. Ask a couple of pairs to show their freeze-frames to the group. The audience should guess which communication style each freeze-frame is illustrating.

TOPIC  
5

ACTIVITY


3

 40 minutes

 Learning objectives

In this activity students will:

- Learn the difference between assertive, aggression and submissive behaviour
- Practice assertive communication strategies to address or prevent gender-based violence

 Key words  
communication, assertiveness, gender-based violence

**Option C: Role-play.** Ask students to work with a partner or in a group of three to make three short role-plays illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way. Ask a couple of groups to show their role-plays to the group. The audience should guess which communication style each role-play demonstrates.

**Option D: Scripts.** Ask students to write three short scripts illustrating how either the target or a witness responds in a) an aggressive way; b) an assertive way; and c) a submissive way.

**Teacher coaching point:**

**Freeze-frames are still pictures, with no movement or sound. They are like a photograph. Students can create the scene/freeze frame by using their body language and facial expression.**

## 10 Summary points:

This activity has helped us to learn that:

- Learning to be assertive helps us to stand up for our rights or for the rights of others.
- It is possible to be assertive in a polite way.
- Assertiveness skills can be used in the family, in relationships, at school and at work to help build respectful relationships.



# ACTIVITY 4 : USING 'I' STATEMENTS TO SHARE EMOTIONS AND ASSERT NEEDS

TOPIC  
5

ACTIVITY

4

## STEPS TO FOLLOW

- 1** In the last activity, we looked at the use of assertive communication when there is a conflict or relationship problem to be solved. This is also useful when you want to let others know about your feelings, preferences, needs, wants or concerns. When we are dealing with distress or with relationship challenges, it is helpful to be able to tell people how we feel whilst still controlling the way we express our emotions. This can be done in a respectful and assertive way through an 'I' statement. 'I' statements allow us to express our feelings politely and clearly instead of placing blame on others.
- 2** In an 'I' statement the person explains how an action or behaviour makes them feel.  
For example:
  - **When** you leave me out of the game, **I feel** lonely
  - **When** you laugh at me because I got a bad mark, **I feel** sad
  - **When** you tell me I can't play football because I'm a girl, **I feel** left out
  - **When** you tease me for being different, **I feel** hurt
- 3** An 'I' statement can also be used to politely suggest a solution to the problem or to make a request for help.  
For example:
  - **I feel** anxious **when** you borrow my pens without asking and they are not there when I need them, **so** please ask me first before you use my things
  - **When** you call me that baby name, **I feel** like you think I am still a child, even though you say you are only teasing, **so** can you please call me by my proper name
- 4** Ask students to use the following template to make their own examples. They should then join with a partner or a group to choose some to practice and perform for the class.

'I' statement  
I feel\_\_\_\_\_(say how you feel)  
When\_\_\_\_\_(state the action or happening)  
so\_\_\_\_\_(make your request here)

## 5 Summary points:


This activity has helped us to learn that:

- When dealing with worries or with relationship challenges, it is helpful to be able to tell people how we feel in a calm and respectful way.
- An 'I' statement is a respectful way to tell people how you feel. It is also a polite and assertive way to make requests of others.
- 'I' statements allow us to express our feelings without placing blame on others.

### Teacher coaching point:


In some languages it is difficult or unusual to make an 'I' statement. Work together with students to decide the best way to express an 'I' statement in their language.


 40 minutes

 Learning objectives

In this activity students will:

- Learn about and practice 'I' statements as an assertive communication strategy
- Practice use of 'I' statements in the context of preventing or reporting gender-based violence
- Practice expressing personal needs in a positive way, without blaming others

 Key words  
communication, assertiveness, 'I' statement

 Optional hand out :

There is a handout available for this activity at the end of the topic. Either provide them with a copy of the handout or ask them to copy the statements from the board in their notebooks or on a flipchart.

## OPTIONAL GAME :

### “ANYONE WHO...”

- 1 Ask the class to stand in a large circle.
- 2 Explain that you will make a sound and a movement and the rest of the group will echo this in unison (for example you might put your hands in the air and say ‘BING!’ or jump up and say ‘BEEP!’).
- 3 Repeat with a new sound and movement (be creative).
- 4 After a couple of rounds, pass the leadership to a student.
- 5 After several students have had a turn at being the leader, ask:
  - When is it good to copy the actions or words of other people like we do in this game? (Answers might include when people are behaving in a respectful way)
  - When is it not good to copy the actions or words of others? (Answers might include when people are behaving in a disrespectful or hurtful way)
  - What can we do if we see people behaving in a hurtful or harmful way?
- 6 Explain that sometimes people’s actions and words are harmful and if this is the case, we must be careful not to copy their behaviour.

## ASSIGNMENT

Choose a book or story you are reading in literature class. Ask students to choose a scene from the book that involves a character feeling sad, upset, angry, or uncomfortable. Their task is to identify the emotion that the character is feeling, and then write assertive ‘I’ statements that the protagonist could use to express their feelings and to make any relevant requests.

## WHOLE-SCHOOL ACTION

### Student-led activities to build the friendly school:

Students contribute ideas and actions for the friendly school campaign, for example leading positive playground activities, engaging in cross-age interactions, displaying images of positive role-models

# OPTIONAL HANDOUTS

## ACTIVITY 1 : WHAT GOOD FRIENDS DO



### TOPIC 5

50 acts of kindness:				
Make a card	Send a text message	Give a smile or a hug	Pat someone on the back	Share a snack
Invite them to join in	Sit with them	Talk it over	Play a game	Do homework together
Walk home together	Send a friendly photo	Tell jokes together	Let them borrow your belongings	Invite them to your birthday
Sing or dance together	Shake hands	Say hello	Ask how they are	Share a joke
Give a compliment	Ask them to help you	Offer to help them	Apologise for what has happened	Listen to them
Post a friendly message on social media	Take a photo of the two of you together	Help them with a school work task	Ride your bicycles together	Invite them to join in your sports club
Tell them you don't support the bullying treatment	Go with them to get help or to report an offence.	Sit with them on the bus	Ask them to help you with your task	Ask their advice
Spend time with them after school	Encourage others to include them	Speak out when others are mean to them	Report bullying against them to a trusted adult	Refuse to laugh at or to join in with mean talk
Write a letter	Send an email	Share some sweets	Wave when you see them	Ask how they are feeling
Notice what is happening to them	Share funny stories with them	Share how you are feeling with them	Thank them	Encourage them to join in



## OPTIONAL HANDOUTS

### ACTIVITY 4 : HUMAN RIGHTS AND GENDER EQUALITY IN EVERYDAY MOMENTS

#### Making your 'I' statement

I feel \_\_\_\_\_(say how you feel)

When \_\_\_\_\_(state the action or happening)

so \_\_\_\_\_(make your request here)

**Here is an example:** I feel anxious when you borrow my pens without asking and they are not there when I need them, so please ask me first before you use my things.

## TOPIC 6 : SKILLS FOR PEOPLE WHO WITNESS VIOLENCE

TOPIC  
6  
ACTIVITY  
1

### Understanding the approach

Research into bullying prevention shows that strengthening the responses of people who witness violence can be a more effective way to reduce peer-violence than simply focussing on the targets or the perpetrators.

## ACTIVITY 1 : EFFECTS ON THE WITNESS

### STEPS TO FOLLOW

- 1 Remind students that a witness is someone who sees or hears about the violence that is happening to someone else.
- 2 In their next activity ask them to think about how violence affects those who observe or hear about the violence. Their task will be to think up what witnesses might be thinking when they see an act of violence, and put these thoughts down as text into a 'thought-bubble' within a cartoon or sketch their character and the incident.
- 3 Provide an example for the class to help them get started.
- 4 Invite students to use one of the scenarios provided (next page), or to create one of their own. Ask students how the characters may be thinking or feeling.

Some ideas of what the characters may be thinking or feeling include:

I'm scared	I don't know what to do
I might make it worse	Should I tell someone?
Should I ask for help?	I better not say anything
I might get in trouble if I say something	Should I run away?
Should I intervene?	What if they pick on me?
This school is a scary place to be	

- 5 Ask some of the students to report back on what they have created. During the reflection ask them to consider:
  - Would the effects on the witness be different if we changed the gender of either the witness or the target?
  - Would it make a difference if you changed the age or size of the witness or target?

### 6 Summary points:

This activity has helped us to learn that:


- It is not only the person directly experiencing the violence who is harmed. Those who witness or hear about violence can also experience harm.
- Being present to violent acts can cause a witness to develop feelings of worry and fear, or to develop the idea that it is acceptable to treat others in this way.
- Being a witness to violence can have long-term effects because it can lead to people not being able to act in the manner they choose for fear of becoming a target of violence.

 30 minutes

### Learning objectives

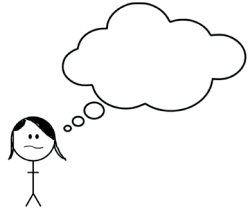
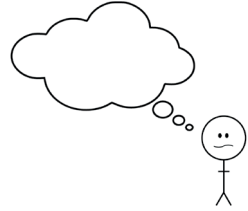

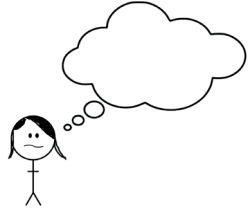
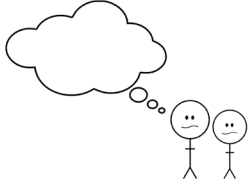
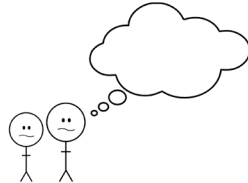
In this activity students will:

- Explore the effects of violence on someone who witnesses or hears about violence

 **Key words**  
witness, empathy

### Optional hand out :

There is a handout available for this activity at the end of the topic. Either provide them with a copy of the handout or ask them to copy the statements from the board in their notebooks or on a flipchart.

<p>Vashaya is walking home from school with her two younger sisters. On the other side of the road, two boys approach a girl in the year above her. They go up close to her, even though she looks scared and one of them rubs against her body. The girl runs away, but the boys follow her for a while, calling out names to her, until they notice some adults approaching on the other side of the road.</p>	
<p>Erlanga is eating his lunch at break and notices a younger boy from his class being pushed roughly by three older and bigger school students in the corridor. There are no teachers around. The bigger boys are telling the younger that he looks like a girl.</p>	
<p>Grace is with her friends at lunch. She notices a new girl try to join a game. The girls playing the game tell her to 'get lost' that she is not their friend and can't play with them.</p>	
<p>On the way home on the school bus Phouang sees a group of boys picking on a quiet and shy boy from her class. They push him off his seat, and won't give his bag back until he has to get off the bus. The driver does not seem to notice.</p>	
<p>Kahn and his friend are walking past the canteen queue. They see an older student take lunch money off a younger student and push him out of the line. It seems like this might have happened before.</p>	
<p>Three classmates laugh at the mean message and photograph that is being sent around by email. This email says mean and untrue things about another student in their class.</p>	

## ACTIVITY 2 : BUILDING SUPPORT STRATEGIES

TOPIC  
6

ACTIVITY

1

### STEPS TO FOLLOW


- 1 Remind students that a witness is someone who sees or knows about violence that is happening to someone else.
- 2 Depending on how they react, witnesses can become an important part of the solution. However, they can also end up contributing to the acceptability or persistence of the violence by becoming a supporting audience or by joining in and becoming accomplices. To remain passive and take no action can also be read as a sign that the violence has been accepted.
- 3 Present the question: What are the possible actions that a witness might take in response to observing an act of violence? Collect ideas from the students, including both positive and negative responses, and write them on the board. These responses might include:
  - Ask the perpetrator to stop
  - Walk away, but report the incident to a trusted adult
  - If the witness feels comfortable, seek out the person who experienced violence later to provide support (e.g. ask if they are ok, tell them you are sorry that this has happened to them).
  - Seek help from a teacher
  - Tell a friend
  - Tell others to watch the violence
  - Laugh
  - Join in
  - Watch to be entertained
  - Walk away, but do nothing
- 4 Ask students to identify which items on the list are negative uses of the power of the witness. Put a line through these actions to signify that they are crossed out. Students will be left with a list of positive strategies.

For example:

- Ask the perpetrator to stop
- Walk away but report the incident to a trusted adult
- Seek out the person experiencing the violence later to provide support (e.g. ask if they are ok)
- Seek help from a teacher
- Tell a friend
- Tell others to watch the violence
- Laugh
- Join in
- ~~Watch to be entertained~~
- ~~Walk away but do nothing~~


- 5 Explain that often when people see or hear about violence, it can be difficult to know what to do. We can worry that if we get involved we might get hurt or make the situation worse for the person experiencing the violence. That is why it is useful to consider both positive strategies and personal safety. In this activity, we will think up some good advice for people who see or hear about violence. We will refer back to our list of positive strategies on the board to help with this. We will consider how they can respond in a way that is both safe and supportive.
- 6 Assign groups or pairs to work on one or more of the scenarios provided (see next page). They should discuss which strategies they think the witness should use in the short-term (in the immediate situation) and those that could be used in the aftermath or for follow-up a little after the incident. Point out that they must consider both the relative power of the persons involved and the issue of safety, as well as methods to support the target of the violence.

 30 minutes

 Learning objectives

In this activity students will:

- Explore how the response of the witnesses can either encourage or prevent gender-based violence
- Learn about positive strategies that witnesses can use to prevent or reduce the effects of gender-based violence
- Practice appropriate, safe and responsible witness responses to gender-based violence

 Key words  
witness,  
peer-support

At break time, a boy from my class always teases one of the younger girls. I think they want her attention because she is pretty. The other boys sometimes laugh. I can see she is frightened and upset by this.	On my way home from school, I see a boy from Grade 9 grab a younger boy's schoolbag and throw it into the bushes, then laugh and run off with his friends. The younger boy looks upset.
When I went to the toilets during class, I saw two of the boys threatening a smaller boy. They were blocking him from getting out of the toilets. He looked very frightened. They were keeping him there when he was trying to get back to class.	Last week, a group of girls started to spread a rumour about one of the other girls in their class. It is hurtful and I know that it is not true.
On the bus on the way to school one of the boys crouched behind my friend and then lifted her skirt when she wasn't looking. She was shocked and embarrassed.	There is a new girl at school and she is from a different region. Her skin is darker than most of the other students. At break time, one of the boys called her 'monkey face'. A group of girls and boys who heard laughed. Now other people are also saying this to her.
This morning between classes a group of boys were laughing and mimicking one of the boys in their class. They said he is too 'feminine' and he doesn't belong at this school.	My older sister told me that one of the male teachers was always asking her to stay back after class and trying to get friendly with her and touch her. She told me not to tell our parents in case they took her out of school.

**7** Ask one pair to report back for each scenario. Which option(s) did they choose for the short term? Which option(s) did they choose for the follow-up?

**Teacher coaching point:**  
 Choose scenarios that are relevant to students at your school. If you need to modify them or make your own to suit your context, that is fine. Make sure you choose examples that are common and less serious rather than the worst-case scenarios. If you have time, have the schema and scenarios ready on the board before the class gets started.

**8 Summary points:**

- This activity has helped us to learn that:
- The witness to violence must make a choice about how to act.
  - When a witness gives positive attention to the perpetrator it can contribute to the continuation of the violence.
  - Taking action can support the target of the violence and help put a stop to further acts of violence.
  - Taking action requires strength and courage.
  - Taking action can be risky, so witnesses should choose which actions to take in the short-term to protect their safety, and which strategies can be used for follow-up to get others involved in helping to reduce or respond to the violence.

**Teacher coaching point:**  
 Encourage general ideas rather than the telling of personal stories. Remind students that it is important not to use names if talking about a particular situation.



## ACTIVITY 3 : I WANT TO DO SOMETHING TO HELP!

### STEPS TO FOLLOW

- 1 Explain that students will build on the work they did with the short- and longer-term actions in the previous activity.
- 2 They will prepare three different options to use in relation to the scenario. One will be a strategy for peer support; one will be a strategy for peer referral; and one will be a strategy for protection or safety.
  - Safety: Ask: Does the witness need to do anything to protect their own immediate safety, or that of the target? If so what can they do?
  - Peer support: What could the witness/s do to provide support? (i.e. things they can do without the help of other adults)?
  - Peer referral: Who could the witness ask for advice, help or support? What could they say to get some help? This can include help from adults.
- 3 When reporting back, the group should read their scenario aloud and present each of their three strategies.
- 4 Once the groups have presented, ask each student to choose one of the scenarios and to write a short script which either a) shows how the witness could provide social support to the target of the violence, or b) how the witness could report the incident to a trusted adult such as a teacher or a parent. They are to put an 'I' statement into this script.
- 5 Once students have developed their scripts, ask them to work in pairs to rehearse and then perform the script.

### 6 Summary points:

This activity has helped us to learn that:


- There are strategies witnesses can use to support the target/s of violence.
- Practising support strategies can help us to know how to act when faced with a real situation.
- It is important to consider safety when choosing appropriate actions.
- It is important to know when to seek the help of peers and/or trusted adults.

TOPIC  
6

ACTIVITY


3

 20 minutes

 Learning objectives

In this activity students will:

- Develop scripts that witnesses can use to report gender-based violence or to provide support to people experiencing violence

 Key words  
peer-support

## ACTIVITY 4: ACTIVE LISTENING FOR PEER SUPPORT

### STEPS TO FOLLOW

- 1 Explain that one of the challenges that can occur when friends try to support each other is that the person with the problem does not get listened to well enough to feel understood.
- 2 Write the term active listening on the board. Explain that it is a technique for listening supportively to someone.  
**Active listening** is designed to make sure your attention stays on the speaker and does not swing around to all the points you want to make. It is a technique designed to make the listener feel respected and understood.  
 It involves the listener in feeding back what they hear to the speaker; putting what they have heard in a summary in their own words. This allows the speaker to correct them if they have misunderstood or shows the speaker that they were understood. It can also help the speaker to clarify what it is that they are thinking or trying to communicate.  
 Active listening can also involve picking up on the person's body language and level of emotionality and feeding back on that. Active listening is not a way of saying you agree with the speaker. Rather it is a way of showing that you understand what the speaker is saying or feeling.
- 3 Ask the group to work in pairs to try out the active listening technique. Person A will be the speaker, and Person B the active listener. Person A should think of something they want to complain about. Person B should ask them how they are, then Person A begins their complaint, and Person B tries out the active listening technique.
- 4 After some time, ask pairs to role-swap, and try the exercise again.
- 5 Ask for feedback on how it felt for the speaker and for the active listener.
- 6 Explain that this technique can be used when talking with someone who is distressed following a negative experience.

### Teacher coaching point:

People can demonstrate empathy by using active listening. Refer back to the activity in which students learnt about empathy and hidden emotions.

### 7 Summary points:

This activity has helped us to learn that:

- Listening is an important skill for showing our empathy and support.
- Listening is more effective when we concentrate on letting the speaker know what we understand. We can do this by active listening or by summing up what they have said or how they seem to feel. If we get it wrong, they can then correct us.



20 minutes



### Learning objectives

In this activity students will:

- Learn the technique of active listening as a strategy for improving their capacity to provide peer support



### Key words

peer-support, active listening

## OPTIONAL GAME : LINKED TOGETHER GAME

(You will need chopsticks or pens with lids to play this game – one per pair, plus some extras)

- 1 If possible make some space so the class has room to move.
- 2 Explain that this game will test their skills of partnership. They will work in pairs to balance a chopstick (or a pen with a lid) in between their fingers as they move around the room.
- 3 Place the students in pairs and provide them with the equipment.
- 4 Ask for a volunteer to demonstrate the activity with you. Place the chopstick between your finger and your partner's finger. Lead your partner in moving up and down and then around the room.
- 5 Arrange for pairs to practice.
- 6 Using music, have students move around the room balancing their chopstick/pen. Once partners have had a chance to practice and begin to master this challenge, add in other chopsticks/pens to link pairs together with other pairs, until you have the whole group in a single line moving around the room.
- 7 After the game discuss:
  - How did you help each other to succeed in this game? (e.g. watched each other, communicated to ask to go slower or faster)
  - What did you do to improve your skills during the game?
  - When do you use these same skills at school? In the Playground? The Classroom?
- 8 Conclude by noting that the skills of listening, noticing, co-operating, communication, and practising something over and over are skills that are needed both in the classroom and the playground. These teamwork skills help people to learn and to have fun. They help to make the classroom a happy and safe place for everyone.

## ASSIGNMENT

### MAKING A DIFFERENCE THROUGH AN ACT OF KINDNESS

Ask students to create a story about someone who makes a difference through a simple act of kindness. They may present their idea in the form of a story, a cartoon, or a play-script, or a children's picture book.

#### Teacher coaching point:

A cartoon is a series of simple drawings that show a sequence of events. The characters are often drawn in a funny/exaggerated way and it often uses thought bubbles or speech bubbles to indicate what the characters are thinking/saying.

## WHOLE-SCHOOL ACTION





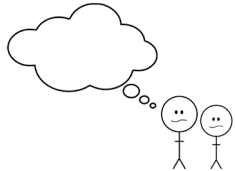
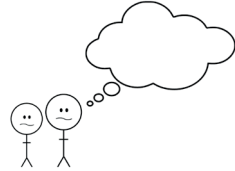
Ask some students read their stories or act out variations of their cartoons, role-plays or scripts at a school assembly. They may enjoy making a small festival of performance pieces about acts of kindness.



## TOPIC 6

# OPTIONAL HANDOUTS

## ACTIVITY 1 : EFFECTS ON THE WITNESS

<p>Vashaya is walking home from school with her two younger sisters. On the other side of the road, two boys approach a girl in the year above her. They go up close to her, even though she looks scared and one of them rubs against her body. The girl runs away, but the boys follow her for a while, calling out names to her, until they notice some adults approaching on the other side of the road.</p>	
<p>Erlanga is eating his lunch at break and notices a younger boy from his class being pushed roughly by three older and bigger school students in the corridor. There are no teachers around. The bigger boys are telling the younger boy that he looks like a girl.</p>	
<p>Grace is with her friends at lunch. She notices a new girl try to join a game. The girls playing the game tell her to 'get lost' that she is not their friend and can't play with them.</p>	
<p>On the way home on the school bus Phouang sees a group of boys picking on a quiet and shy boy from her class. They push him off his seat, and won't give his bag back until he has to get off the bus. The driver does not seem to notice.</p>	
<p>Kahn and his friend are walking past the canteen queue. They see an older student take lunch money off a younger student and push him out of the line. It seems like this might have happened before.</p>	
<p>Three classmates laugh at the mean message and photograph that is being sent around by email. This email says mean and untrue things about another student in their class.</p>	

## TOPIC 7 : HELP-SEEKING AND PEER SUPPORT SKILLS

### Understanding the approach

It is important that students are aware of a range of situations when they should seek help from another person. Students should also be able to identify a range of help-seeking sources (including peers and teachers). Students can learn and practice a range of help-seeking strategies so that they feel confident to positively respond in situations in which they experience or witness gender-based violence in the future. Peer support skills are useful so that students can support others in times of need.

## ACTIVITY 1 : WHEN AND IF TO SEEK HELP

### STEPS TO FOLLOW

- 1 Explain that as we go through the ups and downs of life, all of us will need help and support at certain points. One of the decisions that must be made is if, when and from whom one should seek help, and additionally if, when and how one should refer a peer for help. The next activity will open discussion on this by asking you to rate which of the various scenarios indicate that help-seeking from an adult is needed, and which can be managed with informal peer support or individual effort.
- 2 Divide students into groups of four to six. Either give copies of the scenarios to the groups, or read them aloud as you assign each group a particular scenario. Explain that they will need to address the following questions and prepare to report back to the class:
  - Is this a serious situation? Should the character deal with this on their own or ask someone for help? Who should they ask? What might happen if they do not involve anyone else?

- 3 As students report back, compare the advice from different groups. Which scenarios did groups suggest needed referral to an adult for help? Which did they think could be managed within the peer group?
- 4 Remind students that seeking help, support or advice from other people is not a sign of weakness, but a sign of strength. It is a way to build and make positive use of power with. This type of power is particularly needed when others are abusing their power over others. Support from a bigger group might be needed to protect people's rights. It is important to develop help-seeking skills so that in the future, we can ask for help for ourselves or for others. Seeking help when problems arise provides the opportunity for early intervention which can lessen the likelihood that things will keep getting worse.
- 5 Provide some information about sources of help available in the school and the community.

### 6 Summary points:

This activity has helped us to learn that:


- There will be times in life when we need help and support.
- It is an important to know when to seek help for ourselves or for others.
- Holding onto a problem that is too big for one person to solve can lead to the problem getting worse.
- If we think ahead about how and who to ask for help, we may be better able to respond when under the pressure of a difficult situation.

TOPIC  
7

ACTIVITY


1

 60 minutes

 Learning objectives

In this activity students will:

- Consider when reporting or help-seeking is warranted in response to school-related gender-based violence

 Key words  
help-seeking

## Scenarios:

During lunch Arun was playing football with a group of boys in his grade. He tried to stop a goal but missed and the other team scored. After the game, bigger boys on the team pushed Arun down. When he tried to get up, one boy punched him saying, "You should play with the girls! You are so weak you make us lose the match." Then the other boys joined in calling him a "girl."

Is this serious? Should Arun talk to someone about this? Should his friends tell someone about this? Who? What might happen if nobody takes action?

Channaron recently told his best friend Bun Ma that he is attracted to boys. He wasn't ready to tell other schoolmates or his family. Channaron trusted Bun Ma, but she told other people. Now the whole school knows and he has started getting teased a lot by both boys and girls.

Is this serious? Should Bun Ma talk to someone else about this? Who? What might happen if nobody takes action?

Minh has just started secondary school. On her way to school, a group of older schoolboys follow her, tease her and try to touch her. Everyday she has to walk past this same group of older boys. She is scared to tell anyone in case they think it is her fault.

Is this serious? Should Minh talk to someone else about this? Who? What might happen if nobody takes action?

Awar is a senior student who wants to be an engineer when she grows up. Her uncle who is an engineer offered to help her study for her exams. When she meets him to study, he starts to sit very close to her. He is sitting closer and closer as they begin to review problems. She tells him that she doesn't feel very comfortable. He ignores her comment.

Is this serious? Should she talk to someone else about this? Who? What might happen if nobody takes action?

Catchada has not come to school for a week. The teacher thinks she is being lazy, and gives her a punishment. But her friend Kanchana knows that the real problem is that Catchada has gotten taller recently and her uniform is now too short. Her family does not have money for a new uniform right now. Kanchana is worried that Catchada may not come back to school.

Is this serious? Should Kanchana talk to someone else about this? Who? What might happen if nobody takes action?

## ACTIVITY 2 : WHERE TO GO FOR HELP

### STEPS TO FOLLOW

- 1** Explain that this activity will help us come up with a number of people in our lives who we could go to for help, support or advice. It is useful to think about this now so that in the future when we face a challenge, we have some people in mind to go to.
- 2** Ask each person in the group to draw around each of their hands. On each finger of one hand, they identify the name or make a sign or symbol for one person who they could approach for some kind of help if faced with a challenge or if they are feeling down. Encourage people to choose at least one person from their family and one from another setting (e.g. work, school, club). On each finger of the other hand they write the name or make a symbol to stand for a person that they can or would like to give help or support to.
- 3** Explain that there are five steps that we can follow to build our capacity or our power within to give an empathetic response – one step for each finger on the helping hand.
  - Step 1 - **Watch and listen:** What is the other person saying, doing or expressing with their body language?
  - Step 2 - **Remember:** When is a time when you have been in a similar situation? How did you feel then?
  - Step 3 - **Imagine:** How would you feel in this situation?
  - Step 4 - **Ask:** Find out how the person is feeling by asking them.
  - Step 5 - **Show you care:** Say or do something to show that you are trying to understand how they feel.

- 4** Encourage the group to remember the five helpers they have identified so they can be called on in the future when needed. Encourage them to look out for the people they put on their other list and provide help, advice or support when needed. Remind them that it is also unpredictable who they may be called on to help. Peer support is a great opportunity to help build a strong violence-free community.



### 5 Summary points:


- This activity has helped us to learn that:
- It is important to seek help when faced with difficult situations.
  - It is important to refer peers to help-providers if they feel unable to seek help by themselves.
  - People can be both help-seekers and help-providers.

TOPIC  
7

ACTIVITY


2

 20 minutes

 Learning objectives

In this activity students will:

- Identify a range of people from whom students can seek support if experiencing or observing gender-based violence
- Identify a range of people who students can support in their everyday lives so as to contribute to the reduction of gender-based violence

 Key words  
help-seeking,  
peer-support,  
peer-referral

## ACTIVITY 3: OVERCOMING RESISTANCE TO HELP-SEEKING

### STEPS TO FOLLOW

- 1 Tell students that often shame, a fear of rejection, blame or disapproval can be a barrier to help-seeking. In the presence of this fear, it takes courage to ask for help. In this case help-seeking is an act of courage. Sometimes we need to call on additional strengths like loyalty, compassion or wisdom to help us activate the courage to seek help.
- 2 Explain that when we are help-seeking for ourselves or on behalf of others, it is important to be assertive. Refer back to the activity on Assertive 'I' statements (see Topic 4: Activity 4). We can use assertive 'I' statements when help-seeking.
- 3 Explain that each pair or group will prepare a script to show how help-seeking or peer-supported help-seeking can be done. The help-seeking can either be done by the character who has experienced the violence, or by their friends. They will use one of the scenarios provided or write their own. To prepare for their script-writing they must first decide:
  - Who = Who is in the scene? (e.g. two friends and their teacher)
  - Where = Where will the scene take place? (e.g. outside the teacher's office)
  - When = When will the scene take place? (e.g. after school)
  - What = What will the scene be about? (e.g. telling the teacher that they are worried about their friend who has been the target of gender-based violence)
  - How = How will the characters play the scene? (e.g. how the students will tell the teacher)
- 4 Once they have planned the who, when, where, what and how, then the students should either write and then perform a script, or prepare a role-play to act out.
- 5 Following presentation of the scripts or role-plays, reflect on what the experience is like for the help-seeker. Ask:
  - What thoughts or feelings might the help-seeker have about asking for help? What fears, concerns and hopes might they have?
  - Given these concerns, what strengths might someone need to call on in order to initiate a help-seeking conversation?

- 6 For further work on the scenarios, ask students to talk in pairs to think up some advice to give to the help-seeking character. Collect the advice. Ask some volunteers to show what this advice would look like in action in the scene.

### 7 Summary points:

This activity has helped us to learn that:

- Sometimes seeking help can be hard because of the fear of being judged, rejected or blamed, or the fear that you will not be believed.
- In the face of these fears it takes courage to seek help.
- We can use assertiveness skills and 'I' statements as part of a help-seeking conversation.

Mirasol cannot sleep at night because she worries about boys who tease and follow her when she is walking to and from school. She is scared to tell her mother in case she is blamed for attracting the attention of the boys.

Rizal has stopped coming to school every day. Some of his classmates tease him and sometime they hit him. When he has bruises he does not like to come to school in case people ask about it. He is scared about what will happen if he tells anyone what has been happening.

Isagani is 15 and most of his friends at school are girls. This has not bothered him in the past but people have started to tease him for being feminine.

Churai has been getting teased by girls in her school over Twitter or Facebook. They have told her that she has no honour. Churai is sad and confused about why they are saying this to her.

Anandjot may have to drop out of school because her family wants her to stay at home and help take care of her young brother. She is very sad as she has very good grades, and teachers think that she would be able to get a scholarship to study at university next year. Her father says that even though she won't be 18 yet, he wants her to be married the next year, as soon as her little brother is old enough to start school.

A group of young girls are feeling unhappy to be in class because some boys in the class have been passing around a phone that has pornography on it. They are scared to tell the teachers. Other boys have been laughing and asking the girls if they look like this underneath all their clothes.

 60 minutes

#### Learning objectives

In this activity students will:

- Explore barriers to reporting and help-seeking in situations involving gender-based violence

#### Key words

help-seeking, assertiveness, shame, rejection



# ACTIVITY 4 : MESSAGES OF SUPPORT

## STEPS TO FOLLOW

**1** Explain that when a person is feeling upset, simply having a friend show that they care, or ask 'How are you?' can be comforting. Friends can also help each other to get the right support. The next activity provides a chance to practice simple ways to offer peer support in a small number of words.

### **2 Option 1:**

**Read the following scenario aloud to the class:**

You know that a friend has been experiencing some bad treatment from other students. You decide to write a note of support to him/her. Ask students to write a short note to the person; their note could include:

- Words of support
- A suggested coping strategy
- Advice about where their friend could seek help or advice

Ask students to share their notes with the person next to them. An example might be: It must feel horrible to be treated like that. Let's play a game together at break time. If you need or want to talk about it, I'm happy to listen.

### **Option 2 :**

**Read the following scenario aloud to the class:**

#### **Teacher coaching point:**

**This option is appropriate in contexts where the majority of students have access to cell phones or social media (like Facebook, Twitter, etc.). Only complete this activity if it is relevant in your context.**

Your friend has been looking stressed recently. He/she has just written you a text message saying: Had the most terrible day at school.

Ask students to write a text message response to the person, the message should include:

- Words of support
- A coping strategy
- Advice about where their friend could seek help or advice

Ask students to share their text messages with the person next to them. An example might be: What's wrong? I'm sure things will get better. If you need to talk about it, I'm happy to listen.

Ask students to work with a partner to improvise a follow up phone call. After a few minutes, ask pairs to swap roles. This time, they must think of two new pieces of advice. Ask some pairs to volunteer to show their role-play phone conversation to the class.

### **3 Summary points:**

This activity has helped us to learn that:


- It is important to be supportive of friends.
- We can be supportive to friends by using short messages to explain that we recognise their hurt feelings, we are there to support them or offer to meet up and talk about the problem.

TOPIC  
7

ACTIVITY


4

 20 minutes

 **Learning objectives**

In this activity students will:

- Practice simple peer-support strategies

 **Key words**  
peer-support,  
help-seeking

## OPTIONAL GAME :

### THE 'I LIKE TO...' GAME

- 1** Arrange students in groups of six or seven standing in circles around desks.
- 2** Demonstrate the activity with one group. One person starts. They say 'I like to cheer myself up by...' and then mime the actions of the thing they like to do (e.g. mime playing the guitar/dancing/singing etc.) but without saying the words.
- 3** The other people in the group must guess what is being mimed. Once someone guesses correctly, it is the next person's turn.
- 4** Give students time to go around the group.
- 5** If you have time, invite students to play a second round, this time saying 'I like to calm myself down by...'
- 6** Once groups have finished the second round, ask them to identify some of the key messages in the game.
- 7** Explain that there are lots of different things that we can do to cheer ourselves up if we are feeling sad or calm ourselves down if we are feeling angry. It is good to have lots of strategies and to share these strategies with our friends.
- 8** Explain that in this game we have to guess what our friends are going. Sometimes though, if peers are having a difficult time, it is hard to guess what they are thinking. If we are worried about a peer at school, it is important to do our best to help them. This might mean asking if they are ok, or reporting to a teacher.

## ASSIGNMENT

For this last assignment students will design a story about being a good friend in a time of need. Tell students that the story must include the following five elements, and include some examples of dialogue which shows what was said in either, the peer support or the help-seeking scene.

The five essential elements are:

- 1** A main character (protagonist), who is the friend of the person experiencing gender-based violence.
- 2** The person who is experiencing a form of gender-based violence in or around school. For example this may be:
  - A boy is teased for not being "manly" enough
  - A girl who is harassed by older boys on her way to school
  - A transgender person who is excluded by other peers
  - A girl who found mean pictures posted about her when she refused to go out with a particular boy
- 3** A conversation in which the good friend talks to the person experiencing violence about what they should do.
- 4** A point in the story at which the friend provides some form of peer support for the person who is experiencing gender-based violence.
- 5** An example of a help-seeking or peer referral to obtain help from an appropriate adult.

## WHOLE-SCHOOL ACTION

### Invite a community service or organisation to talk to the class

Do some research to find out which services in your community work in the area of violence prevention or child protection. For example, there may be a service that provides counselling to families who are affected by violence. Invite someone to come in and provide some child-friendly information to your class or to provide posters or information for display in the school.

# APPENDIX : STATISTICS FOR TOPIC 1 ACTIVITY

Regional statistics
<p><b>What percentage of male students attends primary school in South Asia?</b></p> <p>54% or 54 in every 100</p> <p>That's just over half. Girls are less likely attend primary school than boys. 46% of girls attend primary school, or just under half.</p> <p><a href="http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%205.pdf">http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%205.pdf</a></p>
<p><b>What percentage of female students attends primary school in South Asia?</b></p> <p>46%</p> <p>That's under half. Girls are less likely to attend primary school than boys. 54% (or just over half) of boys attend primary school.</p> <p><a href="http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%205.pdf">http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%205.pdf</a></p>
<p><b>In South Asia, are males or females more likely to attend secondary school?</b></p> <p>Males. In 2013, 55% of males attended secondary school. That is just under 6 out of 10. This compares 46% or just under 5 out of 10 females [40].</p> <p>*Look for the data from your country here: <a href="http://www.unicef.org/sowc2013/files/Table_5_Stat_Tables_SWCR2013_ENGLISH.pdf">http://www.unicef.org/sowc2013/files/Table_5_Stat_Tables_SWCR2013_ENGLISH.pdf</a></p>
<p><b>In South East Asia, what are the two most common causes of death for males aged 15 to 19?</b></p> <p>Road injury is the most common cause of death for males aged 15 to 19. Interpersonal violence is the second most common cause of death. Interpersonal violence is not a major cause of health problems or injuries for females of the same age [41].</p> <p>*Look for the data from your country here: <a href="http://vizhub.healthdata.org/irank/arrow.php">http://vizhub.healthdata.org/irank/arrow.php</a></p>
<p><b>True or False - Students who do not identify as being same-sex attracted, bisexual or transgender report being bullied because other students think they are?</b></p> <p>True. Research from five provinces in Thailand found that 24.5% of students who do not identify as being same-sex attracted, bisexual or transgender report being teased or bullied in the last month because they were perceived to be same-sex attracted, bisexual or transgender. [24]</p>

**What percentage of teenage girls aged 15 to 19 in South Asia is married?**

29%

That is just under 3 in every 10 [40].

\*Look for the data from your country here:

[http://www.unicef.org/sowc2013/files/Table\\_11\\_Stat\\_Tables\\_SWCR2013\\_ENGLISH.pdf](http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf)

**True or false – If a male witnesses violence against their mother as a young child, they are more likely to use violence in the future.**

True. Boys who witness physical gender-based violence against their mothers when they are children are up to twice as likely to participate in robbery or fights as an adult [85].

**What proportion of females aged 15 to 19 in East Asia and the Pacific think that it is acceptable for a husband to hit his wife?**

34%

That is just over one third [40].

Note that this statistic varies widely from country-to-country. For example, in Indonesia 25% (or around one quarter) believe that it is ok compared to 84% (or just over 8 in 10) in Afghanistan.

\*Look for the data from your country here:

[http://www.unicef.org/sowc2013/files/Table\\_11\\_Stat\\_Tables\\_SWCR2013\\_ENGLISH.pdf](http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf)

**What are three effects of school-related gender-based violence on learning and academic choices in school?**

Some answers could include:

Being unable to concentrate

Attaining lower grades

Losing interest in school

Fearful of participating in classroom activities

Afraid to ask the teacher for help

Exclusion

Leaving school

Reduced options in subject choices

Transferring to other schools

**What are three of the possible psychological outcomes of school-related gender-based violence?**

Some answers could include:

Lower self-esteem

Anxiety

Depression

Poor physical health

Loss of trust in others

Self-harm

Use of alcohol or other drugs

## National statistics\*

\*Example statistics from Lao PDR have been provided. Follow the links provided to look for statistics from your country

**What percentage of students in Lao PDR finishes primary school?**

65%

That is just under 7 out of 10 students [86].

\*Look for statistics for your country here:

<http://www.unescap.org/stat/data/syb2013/C.2-Staying-in-school-learning-to-read.asp>

**In Lao PDR, are males or females more likely to attend secondary school?**

Males. 39% of males (or nearly 4 in 10 boys) attended secondary school in 2013 compared to 32% of females (or around 3 in 10 girls) [40].

\*Look for statistics for your country here:

[http://www.unicef.org/sowc2013/files/Table\\_5\\_Stat\\_Tables\\_SWCR2013\\_ENGLISH.pdf](http://www.unicef.org/sowc2013/files/Table_5_Stat_Tables_SWCR2013_ENGLISH.pdf)

**In Lao PDR, what are the two leading causes of death for males aged 15 to 19?**

Road injury is the most common cause of death. Interpersonal violence is the second most common cause of death.

Interpersonal violence is not a major cause of health problems or injuries for females of the same age [41].

\*Look for statistics for your country here:

<http://vizhub.healthdata.org/irank/arrow.php>

**What is the leading cause of death for females aged 15 to 19?**

Maternal health complications are the leading cause of death [41].

\*Look for statistics for your country here:

<http://vizhub.healthdata.org/irank/arrow.php>

**True or false – If a male witnesses violence against their mother as a young child, they are more likely to be violent towards their wife or partner in the future.**

True. Young males who witness physical gender-based violence against their mothers as children are five times more likely to be violent towards their wife or partner in the future [85].

**What proportion of young males aged 15 to 19 in Lao PDR think that it is acceptable for a husband to hit his wife under some conditions?**

50%

That is half [40].

\*Look for statistics for your country here:

<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%202011.pdf>

**What proportion of young females aged 15 to 19 in Lao PDR think that it is acceptable for a husband to hit his wife under some conditions?**

56%

That is just under 6 out of 10 [40].

\*Look for statistics for your country here:

<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%2011.pdf>

**What proportion of females (ages 15 to 49) in Lao PDR think that it is acceptable for a husband to hit his wife under some conditions?**

58%

That is just under 6 out of 10 [40].

\*Look for statistics for your country here:

<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%2011.pdf>

**What proportion of males (ages 15 to 49) in Lao PDR think that it is acceptable for a husband to hit his wife under some conditions?**

49%

That is just under half [40].

\*Look for statistics for your country here:

<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%2011.pdf>

**In Lao PDR, what percentage of the population are aged 10 to 19?**

24%

That's around one quarter [40].

\*Look for statistics for your country here:

[http://www.unicef.org/sowc2013/files/Table\\_11\\_Stat\\_Tables\\_SWCR2013\\_ENGLISH.pdf](http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf)

**True or false - In Lao PDR, the constitution (1991 version) guarantees equal treatment for women and men under the law.**

True. The equal treatment of women and men is included in the 1991 Lao constitution.

**What proportion of young females (aged 15-24) in the Lao PDR are literate (that means that they can read and write)?**

79%

That's nearly 8 out of 10 [40].

\*Look for statistics for your country here:

[http://www.unicef.org/sowc2013/files/Table\\_5\\_Stat\\_Tables\\_SWCR2013\\_ENGLISH.pdf](http://www.unicef.org/sowc2013/files/Table_5_Stat_Tables_SWCR2013_ENGLISH.pdf)

**What proportion of young males (aged 15-24) in the Lao PDR are literate (that means that they can read and write)?**

89%

That's nearly 9 out of 10 [40].

\*Look for statistics for your country here:

[http://www.unicef.org/sowc2013/files/Table\\_5\\_Stat\\_Tables\\_SWCR2013\\_ENGLISH.pdf](http://www.unicef.org/sowc2013/files/Table_5_Stat_Tables_SWCR2013_ENGLISH.pdf)

**In Lao PDR, what proportion of males aged 15 to 19 accesses at least one form of media at least once a week?**

93%

That's more than 9 out of 10 [40].

\*Look for statistics for your country here:

<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%2011.pdf>

**In Lao PDR, what proportion of females aged 15 to 19 accesses at least one form of media at least once a week?**

92%

That's more than 9 out of 10 [40].

\*Look for statistics for your country here:

<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%2011.pdf>



# **CONNECT WITH RESPECT:**

Preventing gender-based violence in schools

---

Classroom Programme for Students in Early Secondary School (ages 11-14)