



Gender Violence – Lesson Plan 1



Learning Objectives

- ✓ To understand the potentially damaging effects of living up to stereotypes (and the media's role in perpetuating them, and how they can lead to abuse and violence against others.
- ✓ To learn about and reflect upon causes and consequences of gender inequality globally and in their area and do research on it, and different types of violence against women.
- ✓ To be able to think critically on the topic of violence against women and justify their own opinion in English, showing respect for the opinion of others.

1. Gender inequality: Images and perceptions

Lead in

There is a series of attitudes, behaviours and roles that boys and girls are pressured to adopt (and enact) in the process of becoming men and women in our society. Some of these are of course learned, and correspond to established stereotypes we conform to as we become adults. As we will see in the rest of the unit, some of these stereotypes are also at the root of violence against women.

Learning gender roles

- What does it mean to act 'like a man'? What words or expectations come to mind? (e.g. men don't cry; men are tough; etc).
- What does it mean to act 'like a woman'? What words or expectations do you think of? (e.g. girls are polite; girls are neat and submissive; etc).
- Where do we learn these gender roles? What people influence our learning of them? Can you mention any specific examples? Where else in society do we find these messages?
- What are some situations where you may be pressured to 'act like a man' or 'be a lady'?
- How might these stereotypes lead to violence?

Thinking about gender stereotypes

The table below shows some common examples of gender stereotyping. For each example, ask students to decide what ways of thinking are associated with the stereotype and what other possible ways of thinking there might be which are not shown in the examples. The first one has been done for them. Ask the students to compare their answers:

Example of stereotyping	Way of thinking encouraged by this stereotype	Other possible ways of thinking not shown by the stereotype
	These advertisements seem to suggest that mothers do all the housework and cooking, and really enjoy this.	Men should do more of the cooking. Some mothers hate doing housework.



WORKSHEET 1

			
			
			



Research into images and messages

SUGGESTED ACTIVITY

In groups, students investigate how men and women are portrayed to the public through the media, how they behave and how they relate to each other. Different groups research:

4 songs / lyrics 4 TV series / films 4 TV adverts 4 pieces of news

Groups report their findings back to the class and explain how people of different genders were being portrayed in their area of investigation. How were men and women shown to be relating to each other? Were these images realistic? Discuss the evidence and draw the conclusions.

2. Gender inequality: facts, causes and consequences

Gender quiz

Do the following quiz with your students and discuss their answers:

1. If sex refers to the biological differences between men and women, **gender** refers to...
 - a) Socially constructed roles and responsibilities of men and women
 - b) A concept that may change over time and vary within and between cultures
 - c) Femininity and masculinity
 - d) All of the above
 - e) Sex and gender have the same meaning and can be used interchangeably

2. Gender equality is an issue that is relevant to:
 - a) Girls and women; it is a women's issue
 - b) Developing countries; it is only there that gender gaps exist
 - c) All societies, women and men alike

3. Why are girls more likely than boys to miss out on secondary education in the developing world?
 - a) Because of high school fees, only boys go to school
 - b) Many adolescent girls are expected to help out at home
 - c) Child marriage restricts girls' mobility and freedom
 - d) All of the above.

WORKSHEET 1

4. Many women who are infected or at risk of becoming infected with HIV do not practice high-risk behaviours, and are frequently married or in a monogamous relationship.

- a) True; women are vulnerable largely because of their limited autonomy and external factors, including violence against women and social and economic inequities beyond their control
- b) False; marriage alone guarantees protection from HIV infection

5. What fraction of the world's working hours is worked by women and girls?

- a) 1/4
- b) 1/2
- c) 2/3
- d) 3/4

6. Obstacles faced by women entering the world of Information and Communication Technologies (ICTs) include:

- a) Women's limited access to financial resources for buying ICT equipment
- b) Unequal access to education and training
- c) Isolation of women in their homes or in remote places
- d) All of the above

7. Since 1901, the Nobel Prizes have been awarded to 768 individuals and 19 organizations. How many women have received this Prize?

- a) 12
- b) 33
- c) 77
- d) 158

8. Looking at the issue of violence against women from a gender perspective one recognizes that...

- a) Male violence towards women is instinctive. Women have to accept a certain degree of violence
- b) Violence against women is a manifestation of prevailing unequal power relations between women and men
- c) It is also women's fault if men are violent with women.

9. Which strategies help women become more socially and economically empowered?

- a) Women working together to challenge discrimination
- b) More income sources for women
- c) Improved access to education
- d) All of the above

10. Gender equality supports:

- a) Poverty eradication
- b) Education for All goals
- c) Reduction of HIV infections
- d) Increase in family income
- e) All of the above

Reading Comprehension

Women Hold Up Half the Sky (Chinese saying)

What do you think this saying means? Is it true to our society? Why (not)?



Global gender inequality

Gender inequality starts early and keeps women at a disadvantage throughout their lives. In some countries, infant girls are less likely to survive than infant boys because their parents favour the boys and neglect the girls – even though biologically, infant girls should survive in greater numbers.

Girls are more likely to drop out of school and to receive less education than boys because of discrimination, education expenses, and household duties.

In 1995, governments around the world signed the Beijing Platform For Action, promising to



WORKSHEET 1

take specific action to prevent discrimination against women. Yet today, more than 40 countries have laws which discriminate against women and treat them as second-class citizens. In many countries, women are subjected to violence, which the government does nothing to stop because their laws approve practices like 'honour' killings, (where a woman is killed by a family member if she does something which is thought to bring shame on the family), marital rape and wife beating. In several countries laws make it more difficult for a woman to be independent because they restrict women's property, employment and citizenship rights.

- Out of 1.3 billion people in the world living in absolute poverty, over 70 per cent are women.
- At the present rate of progress, it will take 450 years before women reach equality with men as senior managers.
- Women hold less than 5 per cent of the top positions in international organisations like the United Nations and the European Union.
- Of the 150 million children in the world aged 6-11 who do not attend school, over 90 million are girls. Of 876 million illiterate people over 15 years in the world, two-thirds are women.
- Worldwide, women's wages are 30-40 per cent lower than those of men doing comparable work.
- Average hourly earnings for women working full-time are 18% lower than for men working full-time in the UK, and for women working part-time, hourly earnings are 40% lower.
- In 2005 there were 42,832 MPs in the world. 15.7 per cent are women. Only around 6 per cent of government ministers worldwide are women.
- 500,000 women die each year from causes related to pregnancy and childbirth.
- In the 15-40 age range, 75 per cent more women die than men.
- Some 201 million women, most of them in developing countries, still have no access to contraceptive services. Meeting their needs would prevent an estimated 23 million.
 - unplanned births, and 1.4 million infant deaths.

From: *Amnesty International Women's Rights Workbook*. (adapted)



Task

In small groups, read the information sheet *Global Gender Inequality* and identify which factors are a **cause** of gender inequality, which are a **consequence** of gender inequality and which are **both a cause and a consequence**. Complete the table.

GLOBAL GENDER INEQUALITY	
Causes	Consequences
Which facts surprised you most and why?	



SUGGESTED ACTIVITY

What are the fact and figures about women in your local area? What proportion of local councillors are women? Senior managers and professionals? Unemployed people? Part-time and low-paid workers? Write a report.

'In no society do women enjoy the same opportunities as men.' Write an article for a magazine which explores this statement.



3. Violence against Women



Discrimination and inequality are at the root of violence against women. Historically women have been seen as less important than men; lower than them; of less value than men politically, socially, economically and culturally. In the past both law and custom made women the property of men. Wherever social attitudes devalue women, violence against women is more likely to be tolerated or less likely to be punished. Arguments to justify violent methods to 'keep women in their place' and to assert male dominance may call upon 'religious principles', or 'cultural traditions'. Until recently, domestic violence in the some Western countries was seen as a 'private matter' outside the power of the law to intervene. Indeed, it was only after years of campaigning by women's groups and human rights organisations that domestic violence was criminalised and taken seriously.

Discussion

Prepare a set of controversial statements about gender and violence against women and girls for the class to discuss. Present each statement and ask students whether they agree or disagree, or don't know. Invite some students to justify their position.



Agree or disagree?

- Violence against women is really not a problem in Spain. Women enjoy equal rights here, don't they?
- Girls are less valued than boys in all societies.
- Men are naturally more physically aggressive than women.
- Girls who flirt or get drunk are 'asking for it'.
- In China and India there are equal numbers of boy babies and girl babies.
- In Europe more women aged from 16 to 44 die (or are severely disabled) from heart attacks, cancer or from traffic accidents than from domestic violence.
- Men prefer submissive women.
- Men who are violent towards women are emotionally immature.
- Few women and girls in this country have experienced severe beating, rape or sexual abuse.

Facts about violence against women

'Violence against women is perhaps the most shameful human rights violation, and it is perhaps the most pervasive. It knows no boundaries of geography, culture or wealth. As long as it continues, we cannot claim to be making real progress towards equality, development and peace.'

Kofi Annan, former UN Secretary General

Definitions

Define 'violence against women' in your own words. Discuss answers with the group.

Does violence against women and girls occur in only some countries, or affect only certain groups of women? Can you mention any examples you have heard or read about?

What are, in your opinion, the causes of violence against women?

Violence against women includes, among others, violence in the family, at work and in the community, and in armed conflicts. How many instances do you know?



Violence in the family	Violence at work / in the community	Violence in armed conflicts

The Stop Violence against Women Campaign



Amnesty International’s global campaign to stop violence against women was launched on International Women’s Day in March 2004.

The campaign focuses on identifying and exposing acts of violence in the home, and in conflict and post conflict situations globally. It calls on governments, communities and individuals to take action to prevent such acts and provide redress.

By resolution 54/134 of 17 December 1999, the General Assembly designated 25 November as the International Day for the Elimination of Violence against Women, and invited governments, international organizations and NGOs to organize activities designated to raise public awareness of the problem on that day. Women's activists have marked 25 November as a day against violence since 1981. This date came from the brutal assassination in 1960, of the three Mirabal sisters, political activists in the Dominican Republic, on orders of Dominican ruler Rafael Trujillo (1930-1961).

On 20 December 1993 the General Assembly adopted Declaration on the Elimination of Violence against Women (A/RES/48/104).

Domestic Violence



Click on *Play* to watch the video and then answer the questions below:

Questions:

1. What is the main theme of the song? How did you feel while watching it?
2. What other issues are shown in the video (related to the theme)?
3. What is the *wall* the song alludes to? Do you know of any other *walls*?
4. Which are the main factors that contribute to violence against women?
5. Mention other instances of violence against women.

Listening



Listen to the recording about some of the causes of gender violence in abusive relationships and answer the questions that follow:

1. Mention at least three ways of using power and abuse to dominate a partner.
2. How can psychological abuse be even more damaging than physical abuse?
3. What is the hidden side of domestic violence? Why is it ‘hidden’?
4. Mention two reasons why people stay in an abusive relationship, according to the speaker.
5. Read the following words or expressions from the transcript and match with their meaning in context:

<i>Word / Expression</i>	<i>Meaning</i>
1. It is rarely a one-off event.	a. very unexpected.
2. Jealousy is a formidable spur for many attacks.	b. to deal with a problem or a difficult situation very quickly, as it has become worse.
3. Have you been on the receiving end of a violent attack?	c. to gradually reduce something.
4. It can be something which whittles away at your self-esteem...	d. happening or done only once, not as part of a regular series.
5. Other times an attack can come out of the blue .	e. incitement.
6. This usually covers up a reluctance to bring things to a head and face all the changes that a challenge might bring about.	f. to be the person who is affected by someone else's actions, usually in an unpleasant way.

4. Assessment



Choose one of the following options:

On November 25 2010 we celebrate the *International Day for the Elimination of Violence against Women*. Design a campaign to stop violence against women. Make up a **digital story**.

Bearing in mind what seen in the lesson plan, hold a **debate** on the opposing statements:

'We believe that gender inequality is a natural consequence of biological differences and will always exist'.

'We believe gender inequality is rooted in attitudes, society and culture and with effort can be eliminated.'

Select one of the factors to research (e.g. health; literacy and education; poverty and economic power, legislation that discriminates against women) and **report** back on. Try to answer the following questions:

1. How does this inequality affect women's lives?
2. How is it similar or different across the world?
3. How might each inequality be eradicated?
4. Why is violence against women legitimised in some countries? Give examples.

5. References

Section for Women and Gender Equality Bureau of Strategic Planning

http://portal.unesco.org/en/ev.php_URL_ID=3160&URL_DO=DO_TOPIC&URL_SECTION=201.html

BBC Learning Zone – Domestic violence: a young person's experience

<http://www.bbc.co.uk/learningzone/clips/domestic-violence-a-young-person-s-experience/6589.html>

ITVS – Gender Violence for Educators

<http://www.itvs.org/educators/collections/hip-hop/lesson-plans/gender-violence>

Amnesty International – *Women's rights: Stop violence against women*

<http://www.amnesty.org.uk/content.asp?CategoryID=11639>

Hidden Hurt – Domestic abuse information

<http://www.hiddenhurt.co.uk/>



WORKSHEET 1



Family Violence Prevention Fund

<http://www.endabuse.org/content/features/detail/756/>

