

Activity 7 – Our Future has no violence against women, The White Ribbon Campaign

Notes for educators

This educational activity is a logical end to your series of White Ribbon Campaign exercises. We hope you will find it a useful catalyst for reflection and action.

Invite youth to visit www.whiteribbon.ca to post their comments and see what other youth across Canada have to say about gender stereotyping, violence against women and healthy equal relationships

Ontario Ministry of Education Curriculum Linkages

Healthy Living: Grade 5

Growth and Development

- *identify strategies to deal positively with stress and pressures that result from relationships with family and friends;*
- *identify factors (e.g., trust, honesty, caring) that enhance healthy equal relationships with friends, family, and peers;*

Personal Safety and Injury Prevention

- *explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;*

Healthy Living: Grade 6

Growth and Development

- *apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;*

Personal Safety and Injury Prevention

- *identify the responsibilities associated with caring for themselves and others (e.g., while babysitting);*
- *describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media);*

Healthy Living: Grade 7

Overall Expectations

- *explain how harassment relates to personal safety;*

Growth and Development

- *use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;*

Personal Safety and Injury Prevention

- *describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment);*

Healthy Living: Grade 8

- *identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);*

Growth and Development

- *apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;*

Personal Safety and Injury Prevention

- *analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;*
- *identify support services (e.g., the school guidance department, shelters, Kids' Help Phone) that assist victims of violence, and explain how to access them;*

What you need

- A copy of the White Ribbon Campaign – Frequently Asked Questions Sheet (Appendix 3).
- Flipchart of chalk board, flipchart markers or chalk

Activity (30 minutes)

1. Recall ground rules for all classroom discussions. Remind youth that you are counting on them to enable each student to respond as an individual and also as a responsible member of a community who is owed respect, is not measured against a stereotype and who will not participate in stereotyping. Ask the group if anyone has anything they would like to share from their journal entry last week.

Last week's journal questions were:

1. Do you think your life is not as fun because you might be living 'in the gender box'?
2. Is there something you would like to try or do that you didn't think about before?
3. What would do if you were Rashid? Or the other silent boys in the class? Or the Girls in the class?

2. Tell youth that today we will talk about how on our own and as a group, we can live out of the gender box and help end violence against women. Tell the story of the White Ribbon Campaign (located on page 64).

3. The choices we make in our lives can affect the well-being of every member of our community. As a group, identify general areas in which we can have lives of gender equality and respect. Write these general headings on the board. (See the chart on the next page for some possible headings. Your youth may take a very different approach and not focus on the school setting.)

4. Split youth into groups with an assigned heading. Each group will identify concrete behaviours and choices they can make to help get us out of the gender box and live in a way that helps to end men's violence against women.

5. Have the groups report back. As you compare results, talk to the youth about the responsibility we all have to do something about behaviours and attitudes and begin to brainstorm a list of what can be done.

Wrap-Up (10 Minutes)

Congratulations to you and you're youth in saying our future has no violence against women. This is a natural lead into the action plan section of this resource. We hope you and your youth have a successful campaign. If you need any support in planning your campaign, call the White Ribbon Campaign national office at 416-920-6684 or 1-800-328-2228 or e-mail info@whiteribbon.ca

Hand Outs

If you have not done so already, please hand out a button to each youth who participated in the activity so they can visit www.whiteribbon.ca and see what other youth are saying about the problem of men's violence against women.

This Week's Journal Questions

1. In what ways do you already say no to violence in your life?
2. What can you do to help end violence against women?

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Heading	Things That Make Us Live in a “Gender Box”	Things That Help Us Out of the “Gender Box”
Dating Behaviour	Saying and believing in the stereotypes about boys and girls: "What are you, whipped?" "Men are all pigs."	Treating everyone with respect Not making sexist assumptions about girls or boys; being yourself; taking action when you see abuse.
Challenging comments that disrespect others	Telling sexist, racist or homophobic jokes. Guys making comments about girls bodies who walk past them to impress the other guys. Keeping quiet when a sexist or racist joke is told.	Not forwarding sexist / racist / homophobic emails. Challenging guys who make comments about girls bodies.
Words we use	Avoiding words that don't count women and girls: Chairman; Fireman; Policeman; Manpower; She has balls!	Using words that count everyone in: Chairperson; Firefighter; Police Officer; Labour; She has guts!
Teacher/student interaction	Teachers calling on girls less than boys. Statements like: You throw like a girl; Act like a man.	Ensuring the participation of all youth. Representing views of historically oppressed groups e.g. celebrating Black History Month, International Women's Day
Hallway behaviour	Cat-calling, rating, name-calling, judging others based on their bodies, bullying behaviour.	If it is safe, challenging hallway harassment. Reporting bad hallway behaviour.
Student/student interaction	Telling sexist, demeaning jokes. Saying that a girl can't be raped if she has had sex before. Girls judging other girls about their bodies, clothes, etc.	Being yourself with your friends. Not trying to impress others by putting someone else down. Supporting a friend in an unhealthy relationship.
Sports cubs/committees	Boy's sports get more funding and more attention. Girls encouraged to be cheerleaders.	Equal funding and celebration of girl's and boy's teams. Boys and girls encouraged to be cheerleaders.