

WHITE RIBBON CAMPAIGN

Our future has no violence against women

www.whiteribbon.ca

EDUCATION & ACTION KIT

Secondary Version



Education and Action Kit, Secondary Version

White Ribbon Campaign

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BACKGROUND
ISSUES AND
HOW TO
TEACH THESE
ISSUES
EFFECTIVELY

About this kit

There are four sections:

Part 1. Background issues and how to teach these issues effectively. Includes sections on violence against women, the causes of men's violence against women, issues for young men and women about building healthy and strong relationships, community resources for women, the White Ribbon Campaign, and leading discussions and activities on these issues.

Part 2. Exercises for classrooms and clubs: Eleven exercises to be used in a classroom, youth group or youth club. Most take about an hour to complete. Worksheets to photocopy are included. This section begins with a roadmap to help you decide which exercises are most important, a discussion of setting ground rules, and a discussion of using the evaluation.

Girls - Ideal for female only groups



Boys- Ideal for male only groups



Boys/girls - Ideal for mixed sex groups



Part 3. School-wide and community activities: Hands-on activities for student and youth groups to help their school or community raise awareness and funds to support women's programs and the White Ribbon Campaign.

Part 4. Supporting documents, evaluation, and other resources.

Why this kit?

A remarkable thing is happening around the world. In White Ribbon Campaigns in almost 50 countries, men and boys are showing their strength by speaking out against the epidemic of violence against women. Men and boys are examining their attitudes and actions. They are asking important questions about creating healthier and happier relationships. They are proudly joining with women and girls to end the many forms of violence against women that are some of the most persistent human rights problems in the world today. They are proclaiming that our future has no violence against women.

The White Ribbon Campaign's Education and Action Kit is a do-it-yourself resource for schools and youth groups. It is available in both Canadian and U.S. editions for two age groups: the high school version (approximately ages 15-19) and the middle school/junior high version (approximately ages 11-14). Most exercises and activities can be adapted for college and university ages.

In tune with its philosophy, the White Ribbon Campaign (WRC) is offering this kit as an accessible, straightforward and low-cost resource for education and action. It combines classroom exercises (so youth can learn about a range of issues) and step-by-step suggestions for school-wide activities. We believe strongly that the most effective efforts to raise awareness are ones that are created and led by people within their own schools and communities. This allows people, young or old, to speak to their peers using the most effective language and approaches.

In 1991, a handful of Canadian men started the White Ribbon Campaign. We knew that most men did not commit violence against women, and yet most men had been silent about this violence. Through this silence, men had allowed the violence to continue. The WRC would be a vehicle to end that silence.

In many countries, the focus of the campaign is around November 25 (proclaimed by the UN as the International Day for the Eradication of Violence against Women and, in many countries, referred to simply as "White Ribbon Day"). In some countries, White Ribbon Days continues for one or two weeks. In Canada, it runs from November 25 to December 6, the anniversary of the 1989 murder of 14 women in Montreal by a man who resented women's achievements and independence. In other countries, the focus is other times of the year. Whenever it is, these focus days are a time for public awareness efforts in schools, workplaces, places of worship, the media and communities.

This Education and Action Kit contains exercises and activities that can be used effectively during White Ribbon Days or any other time of the year.

This toolkit has its companion pieces in the WRC's newsletter, which keeps schools, youth and teachers up to date, as well as resources on our website, www.whiteribbon.ca.

We hope you will help us continue to improve what we're doing by taking a few minutes to fill out the student questionnaire with your class (available in this kit) and online for educators only at www.whiteribbon.ca. A remarkable thing is happening around the world. We're glad to know that you are part of it.

KEY ISSUES FOR EDUCATORS

For teachers, youth group leaders and student leaders who will be leading the exercises and activities in this kit

Topics

1. Violence against women
2. The causes of men's violence against women
3. Issues for young men and women about building healthy and strong relationships
4. Community action and resources for women
5. The White Ribbon Campaign
6. Teaching and facilitating on these issues

Topic 1. Violence against women

Violence against women includes wife assault, sexual assault, sexual harassment, stalking, and murder. It also includes things that can be more subtle, such as domineering and controlling behaviour, and demeaning sexist jokes.

Violence against women is the most common crime of violence in our country even though, in most cases, it goes unreported and unpunished. It affects women from all age groups, religions, socio-economic classes and cultural backgrounds. Two large studies by Statistics Canada revealed that, on average:

- Half of Canadian women have survived at least one incident of sexual or physical violence.¹
- Over a quarter (29%) of Canadian women have been assaulted by a spouse.²
- Forty-five percent of women assaulted by a male partner suffered physical injury. Injuries included bruising, cuts, scratches, burns, broken bones, fractures, internal injuries and miscarriages.³
- In Canada, four out of five people murdered by their spouses are women murdered by men.⁴
- In 1998, 67 women were killed by a current or ex-spouse, boyfriend or ex-boyfriend. That's one to two women per week. In 6 out of 10 spousal murders, police were already aware that violence characterized the relationship.⁵
- Girl children are targets of abuse within the family more so than are boys. Four out of five victims of family-related sexual assaults (79%) are girls, and over half (55%) of physical assaults of children by family members are against girls.⁶
- In 1997, fathers accounted for 97% of sexual assaults and 71% of physical assaults of children by parents.⁷

¹ Statistics Canada, "The Violence Against Women Survey," *The Daily*, November 18, 1993.

² Statistics Canada, *Family Violence in Canada* (Ottawa: Minister of Industry, 1999) p. 18. The data are from Statistics Canada's 1993 Violence Against Women Survey of 12,300 Canadian women aged 18 or over. The survey underestimates the amount of violence against women as it did not cover Canada's northern territories, where violence is prevalent. According to 1997 police reports cited on p. 15 of the same study, "spousal violence" accounts for one in five of all violent offences in the Yukon and Northwest Territories (now the Yukon, NWT and Nunavut).

³ Statistics Canada, *Family Violence in Canada*, p. 12.

⁴ Statistics Canada, "Homicide statistics 1998," *The Daily*, October 7, 1999.

⁵ Statistics Canada, "Homicide statistics 1998," 1999.

⁶ Statistics Canada, *Family Violence in Canada*, 1999, p. 6.

⁷ Statistics Canada, *Family Violence in Canada*, 1999, p. 6.

- Only 10% of sexual assaults on women are reported to the police.⁸ Extrapolating from these data, there are 509,860 reported and unreported sexual assaults in Canada per year.⁹ That's 1,397 per day; which means that every minute of every day, a woman or child in Canada is being sexually assaulted. Very often, sexual assaults are repeated on the same woman or child by the same offender.

Around the world

As serious as the problem is in Canada, many young people in Canada were born in countries, or have parents from countries, where the problem is even graver.

Youth from war zones (for example, Bosnia, Somalia, Afghanistan, the Sudan) have not only experienced the horrors of war but may have directly or indirectly experienced sexual assault or the threat of sexual assault as a tool of warfare and official terror.

Girls and young women from some Christian and Muslim countries in Africa have been subjected to female genital mutilation in which the clitoris and sometimes the labia are cut off. (Some women and men in these countries are working hard to end this traditional practice, which can have dire health and emotional consequences.)

In many Asian countries such as China, Korea, India, Bangladesh, Pakistan and Sri Lanka, girls and women face particularly appalling forms of violence. Wife abuse in some parts of these countries is so widespread it is considered normal. Because of a preference for boys, there is selective abortion of female fetuses. In villages and poorer communities in parts of South Asia, there is trafficking of girls into prostitution.

In Pakistan and Jordan, among other countries, young women (and sometimes young men) are murdered by their families in so-called "honour killings" for marrying against the wishes of their parents.

Tens of thousands of young women from Russia, Eastern Europe and North Africa are "trafficked" to serve as prostitutes in Western Europe, the Middle East, Asia and North America. In some states in the United States, there is still no penalty when a man rapes his wife.

None of these facts should make us feel smug here in Canada. Even if aspects of the problem are not as severe as in some countries, we too have a severe problem that we must solve.

Hollywood has images of creepy strangers lurking in alleys, but most violence against women is committed by a boyfriend, husband, other family member or friend. It occurs in women's own homes or on dates.

We used to think that whatever happened in our homes was a private affair. We've all heard phrases, such as "a man's home is his castle," that reinforce the idea that a man is the head of a family, the one who should be in control. Such attitudes have encouraged some men to assert themselves through violence. A combination of these attitudes, fear and lack of alternatives has encouraged some women to remain in abusive relationships. Luckily, because of hard work by women in recent years, we now realize it is everyone's business if a woman or a child — or, for that matter, a man — is being abused in the privacy of a home.

⁸ Ontario Women's Directorate, "Dispelling the Myths about Sexual Assault." Fact sheet posted at www.gov.on.ca/owd/resources/sexual_assault_dispel_myths/sexassa.htm Queen's Park, Ontario: Queen's Printer for Ontario, 1998.

⁹ In 1998, 179 police forces in six provinces participating in Statistics Canada's Revised Uniform Crime Reporting Survey reported 25,493 sexual assaults. As the RCMP and other police forces do not participate, the survey covers less than half (48%) of the national volume of reported crime. Therefore a conservative estimate for a national figure of reported sexual assaults would be 50,986, which represents 10% of 509,986.

What about violence against men?

Violence against men is also a huge problem. But most such violence is committed by other men. It occurs in the forms of violence by boys and male teens against their peers, sexual assault against boys (usually by men who see themselves as heterosexual), physical assault by parents (often fathers) against sons.

There also can be violence by women against their spouses. But surveys by Statistics Canada tell us that spousal violence by a woman against a man is less likely to cause injury than the other way around (18% versus 44%).¹⁰

Even though some men, like women, do experience violence from their spouses, they are much less likely to live in fear of violence at the hands of their spouses. They are also much less likely to experience sexual assault. And many cases of physical violence by a woman against a spouse are in self-defense or the result of many years of physical or emotional abuse.

The White Ribbon Campaign is opposed to all forms of violence in relationships, as well as other forms of violence. But the campaign focuses its efforts on ending violence against women. This is similar to a campaign that focuses on cancer: it does not mean a lack of support for causes such as diabetes or heart disease; it simply means the campaign chooses what its focus should be.

How does violence against women affect young people?

Statistics Canada tells us that in 40% of cases involving violence against women, children are witnesses.¹¹

Research shows that witnessing violence against someone you love has the same emotional impact as directly experiencing it against yourself. Witnessing violence against a mother is a form of violence against children.

Alarming numbers of children experience sexual assault. Among reported incidents, 61% of those who are sexual assaulted are under 18 years old.¹² In this age group, eight of 10 cases of assault are of females.¹³ We know that perpetrators of child sexual assault are often well known by their victims. Of the girls and boys who experience sexual assault, 79% of girls and 83% of boys experience it at the hands of someone they know (family members, friends or acquaintances).¹⁴ Childhood sexual assault involves unwanted touching or sexual acts usually performed by a family member, relative or adult care giver, most commonly a male.

An alarming number of boys and girls experience physical assault. According to Health Canada (National Clearinghouse on Family Violence), 34% of investigated cases were substantiated.¹⁵ Often the assault is by the father who is beating the child's mother, or by the mother herself.

Meanwhile most girls have some experience of sexual harassment in school, on the streets or in after-school jobs. Sexual harassment refers to any unwanted touching, comments, put-downs or unwanted sexual advances.

¹⁰ Statistics Canada, *Family Violence in Canada* (Ottawa: Minister of Industry, 2005) Ed. Kathy AuCoin.p. 8. <http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/pdfs/85-224-XIE200500>

¹¹ Ibid. p.77

¹² Ibid. p. 11

¹³ Ibid. p. 69

¹⁴ Ibid. p. 69

¹⁵ Nico & Wolfe, David. *Child Maltreatment in Canada - Selected Results* (National Clearinghouse on Family Violence, Health Canada, Ottawa:2001). http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/pdfs/cmhc_e.pdf

Topic 2. The causes of men's violence against women

There are those who believe that violence by people in general and men in particular is solely the result of biology. It is true humans have the biological capacity to be violent. But what turns that capacity into reality?

After all, we know that many men (including most men in Canada) will never use physical or sexual violence against a woman.

Research over the past 150 years tells us there were once many small societies with little or no violence against women, violence among men or violence against children. In fact, half of the tribal societies investigated by anthropologists showed little or no violence. This tells us that violence among humans is not inevitable, but is a result of the way we set up our societies. These same researchers discovered that societies with violence were those in which women were second-class citizens. Where there was a high level of equality between men and women, there was little or no violence. (Societies where men played an active role as fathers also had much lower levels of violence.)

Men's violence against women has its roots in the ways we have historically regarded women and men. For the past 8,000 years in an increasing number of societies, men have held positions of privilege while women have been cast in subservient roles. In effect, women were treated as property. Until changes occurred over the past 100 years, women were denied such basic rights as the right to vote, to pursue a career, to own property or to pursue higher education. Even today, some countries still deny women the basic rights that we as Canadians take for granted.

Violence is a way of maintaining the power and control of one group of individuals over another. Wife abuse, for example, is in part a way that some men have controlled and terrorized their spouses.

Violence against women is also the result of some men feeling entitled to a life of privilege delivered to them by women. Sexual assault, for example, occurs when an individual (usually a man) feels it is his right to have sex with whom he wants, when he wants, regardless of the other person's wishes.

Violence against women also results from the fact that societies have traditionally permitted the violence to occur. Until recently, we in Canada did not have strong or effective laws concerning violence against women. When we did, they were seldom applied. We have long considered violence against women a personal matter.

Violence is not only about the power of men over women. It also comes from men's own life experiences and fears.

For some boys and men, the use of violence is a way of proving to themselves and those around them that they are "real men."

Raised by emotionally distant or demanding fathers, some boys grow up with a reduced ability to feel what others feel; that is, their empathy is reduced. If you do not feel what others feel, you are more likely to commit violence because you are not fully aware of the damage you are doing.

Many boys and men are taught to suppress their emotions. They have been taught that feelings make them weak and feminine. But feelings are a part of being human. When we try to suppress feelings, they often re-emerge in the form of aggression and violence.

Many boys grew up witnessing violence in the home or directly experiencing violence themselves. Although this leads some boys and men to refuse to use violence themselves, it has taught others that the use of force is acceptable in personal relations.

None of these factors are an excuse for individual acts of violence performed by some boys and men. But by understanding these factors, we get closer to changing the conditions that create violence in the first place.

Educators interested in learning more about the causes of men's violence against women may wish to read Michael Kaufman's short article, "The Seven P's of Men's Violence," in Part IV of this kit or at www.whiteribbon.ca or www.michaelkaufman.com.

Topic 3. Issues for young men and women about building healthy and strong relationships

Although the template for our relationships is often established by our parents, we all have the chance to create our own future. During our teenage years and young adulthood, we often create patterns that last a lifetime. This is one reason why it is particularly important that the White Ribbon Campaign's Education and Action Kit devotes a lot of attention to promoting healthy relationships.

Healthy and strong relationships are, by definition, free of violence or the threat of violence. Violence destroys trust, it destroys love and it destroys mutually satisfying physical relationships (whatever that might involve for a particular couple).

A healthy and strong relationship is, by definition, a relationship between two independent and strong individuals. Even though romantic movies have us losing ourselves in another person, even though popular music suggests we won't survive without the one we love, the truth is that true and strong love is built on a mutual respect for each other's independence.

This means it is important that girls and boys, young women and young men, learn to avoid patterns that involve emotional manipulation, control or abuse. It means that decision-making must be shared in relationships. It means that neither should control who the other person's friends are.

Among girls, we encourage assertiveness and a demand for respect. Girls who come from a household where they have long witnessed violence against their mother, or where they have experienced violence themselves, sometimes have a hard time respecting themselves and expecting full respect. This is also true for girls from some cultures where, traditionally, women and girls have been second-class citizens. While we in Canada, in a multicultural environment, respect cultural diversity, we also hold as sacred the beliefs inscribed in the conventions of the United Nations that all humans deserve equality and human rights, regardless of their sex.

Among boys, we of course also encourage assertiveness (as opposed to aggressiveness or dominance) and a demand for respect. But given the inequalities in society, we also put special emphasis on encouraging boys to listen to the voices and experiences of girls. We insist they play their part to keep violence out of their relationships. We say to boys that everything, whether it is a choice of what to do on a date or what sort of physical relations to engage in or not, is a matter of mutual discussion, mutual respect, and consent.

Topic 4. Women leading the efforts to end the violence

Although White Ribbon is proud to see its campaign spread around the world, the real heroes and leaders of the work to end violence against women have been women and women's organizations. For over three decades, women have worked against great odds simply to raise this issue in public awareness. Their efforts have led to important legal changes. For example, until 1983, Canadian law did not recognize a husband raping his wife as a crime. One of the most impressive legal victories came in 1992 when the Canadian Parliament passed the most progressive law on sexual assault in the world. It states not only that "no means no," but that explicit consent is required. Meanwhile, women's organizations have not only pushed for clear and strong laws, but also that police and the courts must implement the laws.

While all this was going on, women were organizing a huge network of shelters for abused women, hotlines and crisis centres for women who have been sexually assaulted. These shelters and crisis centres rely on government funding, support from their communities, hard-working staff and many dedicated volunteers.

We encourage you to contact women's resources in your community to learn more about what they do, to learn from their experiences and to contribute financially and in other ways to their ongoing success.

Topic 5. The White Ribbon Campaign

The premise of the campaign is straightforward: although most men in countries such as Canada will never commit acts of violence against women, men have traditionally been silent about the violence. Through that silence, men have allowed the violence to continue. When a male wears a white ribbon he is making a public pledge never to commit, condone or remain silent about violence against women. The white ribbon is a call on governments and all institutions controlled by men to address the issue seriously. White Ribbon's basic philosophy is that while not all men are responsible for committing violence against women, all men and boys must take responsibility for helping end it.

The white ribbon is both a personal and a collective statement that our future has no violence against women.

White Ribbon is not an act of collective guilt. Rather, it is an act of collective caring and love for the women in our lives. We believe that our mothers, sisters, daughters, wives and friends should never have to live in fear of violence at the hands of men.

The WRC is strictly non-partisan and includes men from across the social, political, ethnic, and religious spectrum. It does not take positions on many important social issues, choosing instead to bring together the widest array of men (and in some areas, men and women) to focus exclusively on ending wife assault and sexual assault, as well as sexual harassment and stalking.

There is no formal chapter or membership structure. Rather, the campaign operates as a decentralized network. We do this because we do not want scarce resources going to run a big bureaucracy. But the most important reason is that we believe people in their own communities know best how to get out the message to their neighbours, fellow students, workmates, family members, and peers.

We work with women's organizations and urge men to listen to the voices and concerns of women. We encourage local White Ribbon efforts to raise money for local women's programs as well as for the WRC.

We conduct media campaigns and involve high-profile men in speaking out against the violence.

We also work to encourage more involved and more nurturing fatherhood. Research tells us that boys who come from homes where the father uses violence against the mother or the children are more likely to use violence themselves. We also know that sons of fathers who are authoritarian and emotionally distant are more likely to use violence in their own relationships. (Of course, many boys who grow up witnessing abuse or experiencing domineering fathers will never go on to use violence themselves.)

Begun in Canada in 1991, the White Ribbon Campaign has now spread to about 50 countries spanning all the continents.

Topic 6. Teaching and facilitating on these issues

A: Your role as a discussion leader

The issues of violence against women and healthy relationships are emotionally charged and personal in nature. Since studies show that one in 8 children witnesses violence in his or her home, this is an issue that has touched many students. Chances are that each year, some of your students have been or are being sexually or physically abused. What's more, some students will have experienced violence or the threat of violence in dating relationships.

Therefore, unlike a normal lesson, the teacher, staff resource person or student who is leading an exercise or organizing an activity about this topic has a particularly important role in helping create a safe environment.

Safety and ground rules: This isn't a normal class discussion. So you might ask the students to develop some discussion guidelines. What do they need from you and from each other in order to feel safe when they talk about these issues? Do they require that the students agree to confidentiality? That no one has to speak who doesn't want to? That time is shared? That discussions are respectful and people listen to each other? Another way to provide safety for certain discussions is to have a question box where students can pose questions anonymously. We have provided a sample set of ground rules near the beginning of Part II.

Model respect: It's important to encourage participation in the discussion and model the type of behaviour we expect from students.

Sharing the time: If a few people monopolize conversation on these issues, the experiences and insights of many students will remain hidden. Providing safety means encouraging participation, stopping anyone from monopolizing the discussion, but not putting anyone on the spot who might feel uncomfortable talking about these issues.

Generalizations and judgments: Be careful to avoid generalizations, stereotypes and judgments, such as "boys will be boys," "girls are powerless victims" or "men commit violence" (as opposed to some men.)

Single-sex groups: We suggest that for some discussions, a class be divided into single-sex groups to provide more safety and let certain things come out that might not in a mixed group. If you do this, make sure they don't become sessions to dump on the other sex, and also make sure that when you come back together, the groups listen to each other.

Diversity: If applicable, try to mix together students into groups that reflect the ethnic and cultural mix of your class. If someone wants to talk about his or her own culture's experiences in terms of violence against women or gender relations, that's great, but be careful not to put someone on the spot.

Disclosures: Since many students have experienced violence, these exercises and activities sometimes provide the safety they need to come forward and disclose their experiences. Section E (later in Part 1) looks at dealing with disclosures.

B: Discussion tips for teachers and students

- Keep in mind that the point of the exercises in this kit is to encourage dialogue and self-reflection about dating behaviours and healthy relationships.
- Start a dialogue with open-ended questions that prompt reflection. These are usually questions starting with "how," "what" and "why." For example, "How does this affect you?" "Why is this an issue?" "What can be done to change this situation?"
- Acknowledge different opinions. When a student introduces a controversial point, try to separate fact from opinion. Should a disagreement occur, encourage students to challenge the ideas without putting down the person expressing them. Communicate to the students that the purpose of these discussions isn't to win an argument but to share information and ideas. Understand that a boy might make outrageous statements to be provocative or because he thinks it will impress other boys.
- Encourage lively discussions, but avoid arguments. Violence and relationships are emotional topics so discussions can become heated. Consider discussing why this is happening.
- Stay focused. When discussions get off track, try to reintroduce the original issues. (For example, "Terry, I think you have a point there, but can we get back to talking about ...")
- Listen. Ask everyone to listen to each person's point of view before responding. It's important to understand what a person is trying to say, but also to provide safety and trust in the group.
- Don't feel you have to be an expert on the issues. If you can't answer a question, say so. Ask others if they know. If it's important, promise to look into it.
- Consider holding single-sex discussion groups. This can provide safety and, if it's a class where boys talk more, it gives girls a chance to speak. When the two groups join, make sure the discussion doesn't become a face-off.
- State that abusive, hurtful or insulting language or behaviour isn't acceptable in these discussions. The environment will be poisoned for everyone by words and ideas that are sexist, racist or biased against particular groups based on their nationality, age, sexual orientation, religion or physical abilities. (In case any students think you are being arbitrary, our provincial human rights codes protect people from discrimination or harassment based on these characteristics.)

C: Answering difficult or hostile questions

Students and teachers will get a lot of support for organizing White Ribbon activities. But there will be some people who are hostile to what you are doing.

Students who will be organizing events or leading discussions might want to practise answering typical questions with a friend or at a meeting. Acquainting yourself with a few statistics from this kit can be a great help because they show how serious the problem really is.

Answering the serious question

- Always listen with attention and interest.
- Remember that the purpose of any encounter — whether the person is very sympathetic or a bit hostile — is not to "win" an argument. It is to listen to other people's concerns, correct inaccurate ideas and encourage guys to get involved. Try to be friendly and positive and try not to get defensive.

Answering the hostile question

- When someone is hostile and trying to bait you, don't sink to that level. Stay cool. Be respectful. But be firm.
- Don't let that person dominate a discussion. Don't get into an endless debate. After the person has expressed his or her concern, say, "Thank you," and then something like, "Let's see what other people have to say," or pose a new question to the group.
- In many such encounters, the people you really want to reach are those listening to the discussion. Being firm yet calm and polite will serve you well. Challenge what the person asking the hostile question says, but never be insulting.

Responses to some typical hostile questions

"You're exaggerating the problem."

Response: Studies tell us that the problem of violence against women is bigger than anyone thought. In 1993, Statistics Canada released the largest study ever done in the world. It found out that 50% of Canadian women have experienced sexual or physical violence since the age of 18. These acts of violence all fit the definition of criminal violence in Canada. In addition, most women experience sexual harassment. Almost one in three women (29%) who have been married or lived with a man has experienced violence from him.⁷

"I'm sick of hearing about violence against women. Don't you care about violence against men?"

Response: Of course, I'm concerned. By far the most violence against males is committed by other males. At the same time, there is violence by women against men, but there are a few things to know about it. A 2005 Statistics Canada survey showed that violence by women against men in relationships is much less likely to cause physical injury than violence by men against women, and also much less likely to leave the man living in fear.⁸ What's more, in many cases the woman is responding to past or current abuse by the man. However, unless it's self-defense, all violence in relationships is wrong.

"You guys are just anti-male, you're male-bashing."

Response: No, I like being a man [or, if you are a girl or woman, I like guys]. I just don't like some of the things that too many guys are doing or saying. Those things are hurting the women I care about. I'm not anti-male because I believe you don't have to be sexist or violent to be a real man.

"Just because someone cracks a joke about women doesn't mean he's a rapist."

Response: That's true. But sexist jokes, put-downs, porno shots and harassment in the hallway all help create an atmosphere where women are degraded, where males learn to be in control, and where violence against women has been socially acceptable.

D: Homophobia, Sexism and Men's Fears

Classroom discussions on these issues can bring up sexist remarks against boys and young men. The form that this often takes is homophobic comments. (For example, "He looks like a fag!" "That's so gay," "He throws like a girl.") This doesn't necessarily have anything to do with the issue of someone's actual sexual orientation. Rather, they are comments that say someone isn't a "real man," especially if he doesn't "fit in the box."

There is an important link between homophobic teasing of boys and violence. Because boys and young men fear not being a "real man," some will use verbal and even physical violence against girls or boys to prove themselves. Not only does such taunting hurt boys and young men, it also directly feeds into sexism. Much of the problem is based on the belief that anything a male does that is remotely "feminine" is a negative thing. Because of this, homophobic harassment contributes to sexism.

Teachers can play a very important role in challenging homophobic and sexist remarks. Always remember that if we are silent, our students will perceive this as tacit agreement. And because boys take their cues for behaviour from other boys and men, male teachers have a particularly important role to play. They can set the bar for how to live in a respectful and peaceful way with girls and women and towards their fellow men. Male teachers certainly don't need to prove to their male students that they're "one of the guys" if it includes sexist or homophobic comments.

E: Dealing with Disclosures of Abuse

If a student has chosen to disclose to you what is likely the most horrible thing she or he has ever experienced, consider yourself honoured to be held in such trust and high regard. It is not only a personal issue: the impact of abuse has a huge impact on the capacity of a student to learn. If a student's basic need (and human right) for safety is not being met, it is impossible for learning to take place.

When a student discloses abuse or other painful memories to you, you are not only a key person for support. You will also play a key role in the student's recovery.

Remember 18-month-old Baby Jessica, who fell down an abandoned well in Texas in 1987? Her family received thousands of letters and teddy bears. No one doubted her story, her innocence or questioned her motives or vulnerability. The world saw the situation unfold as she was trapped for over fifty hours. This girl will not doubt her memory of what happened and, now an adult, she has apparently made a full recovery except for mild claustrophobia.

But when it comes to the common forms of abuse that far too many children suffer from, the opposite is true. They are not believed. They don't know whom to talk to. They get little attention (or find destructive ways to get attention.) They suffer over and over again.

An important determinant of how a person will recover from experiencing violence or abuse is the reaction of the person with whom they first shared the information. How you react to a student's disclosure will have a significant impact on how she (or he) will view the abuse, whether or not she will blame herself for the incident, and her overall recovery from the trauma. More important than any policy is your empathetic, non-judgmental and supportive response.

Here are some things to say and not to say:

1. Believe, listen to and validate her (or him). Tell her you are proud she survived the abuse and commend her for talking to you about it. Say, "I will do whatever I can to support you on this." Acknowledge how difficult it must be to talk about this. Sometimes you may hear something that is hard to believe. Your job is not to play police officer or judge or psychologist. It is to give support and to help make sure the child or young person is safe and gets the help he or she needs.
2. Reflect back what you have just heard: "So you are saying that you feel ..."
3. Identify immediate medical needs, including pregnancy and STD/HIV concerns. If it's an older student, give him or her local sexual assault/shelter crisis telephone numbers for future support and counselling.
4. Follow his or her lead in the conversation. Don't say things like, "Did you go to a club after the party?" Offer your help and ask how you can be most helpful. Avoid playing investigator and pressing for specific dates, times or places.
5. Don't blame her (or him). Be careful of questions that sound like blaming, such as, "Didn't you try to stop it?" or "Did you tell him you didn't like it?" or "Why did you drive home with him in the first place?" or "What did you expect?" Even when you think she used poor judgment and was in a dangerous situation, it's important to remember that she did not want or expect to be abused.

6. Avoid minimizing the effects of the abuse with statements like, "That just doesn't sound that bad," "Is that all?" or "I just can't believe he would do something like that."
7. Offer some hope for the future (without negating the impact). You could say something like, "This must be a very difficult time for you and I'm glad you spoke to me about it. You've been very brave. I think one day you will look back with a lot of pride in yourself for having taken the steps you have. I know I'm very proud of you right now."
8. In most jurisdictions, if the student is under 16, you have a legal responsibility to report the abuse. If a student says he or she wants to tell you something but asks you to promise not to tell anyone, you cannot do this.

Students who stay around after class might have more to talk to you about than last night's homework or an offer to clean the board. And remember, students will sometimes make disclosures "about a friend" that are actually about themselves. Laws and protocols vary, so please review your school board's or school district's policy on dealing with a disclosure of abuse. **In most school jurisdictions, it is the responsibility of the person who received the disclosure to report it to child protection services.** If you are not sure if a situation is reportable, phone your local child protection services and ask to speak to a child protection worker (there is usually at least one worker on duty 24 hours a day, seven days a week). Anonymously describe the scenario to the worker to determine if you need to report it.

"While your memory is fresh, you may want to take (and keep in a safe place) some basic notes on any details the student has shared with you. If either the local child protection services or the police become involved, in order to protect the student (and yourself) you will want to refer to any date, time or name information that the student may have volunteered during the disclosure. In some jurisdictions, these notes may be subpoenaed by a court of law. It's important to remember that your role is not to investigate the disclosure information, but to be a support person who is receiving the information. Your report to police and/or local child protection services is a very important part of the system that will end the abuse.

2

Eleven
Educational
Exercises
For The
Classroom
Or Club

GETTING READY FOR CLASSROOM EXERCISES

Roadmap for use of the exercises

Creating ground rules for discussing the issues

Using a KWL chart to chart what students are learning

Evaluating the impact of your work

Making use of the WRC website

Roadmap Suggestions

Before teaching we suggest:

- Create class ground rules when talking about the issues of men's violence against women, gender equality and healthy, fulfilling relationships — see “Creating ground rules for discussing these issues” in the following pages for some suggested ground rules.
- Create a class KWL chart to foster student ownership and plan your student's learning activities — see BLM-1 later in this section, Part 2, for a template.

Educational activities if you have two to three hours:

Exercise 1: Life in a Box: Men Should ... Women Should ...
Exercise 5: Gender Stereotyping in the Media
Exercise 9: Scenes of Dating

2 - 3 Hours

Educational activities to do if you have three to six hours:

Exercise 1: Life in a Box: Men Should ... Women Should ...
Exercise 2: What Do We Really think? Social Norms Snowball Survey
Exercise 5: Gender Stereotyping in the Media
Exercise 8: Sexual Harassment — Sometimes, Always, Never
Exercise 11: The Choices We Make

3 - 6 Hours

Educational activities if you have six to nine hours:

Exercise 1: Life in a Box: Men Should ... Women Should ...
Exercise 2: What Do We Really think? Social Norms Snowball Survey

Exercise 5: Gender Stereotyping in the Media
Exercise 6: Aggressive, Passive or Assertive
Exercise 7: The Positive and Negative Messages in Music

Exercise 8: Sexual Harassment — Sometimes, Always, Never
Exercise 10: The Continuum of Abusive Behaviour

Exercise 11: The Choices We Make

6 - 9 Hours

Educational activities if you have nine to 12 hours:

Exercise 1: Life in a Box: Men Should ... Women Should ...
Exercise 2: What Do We Really Think? Social Norms Snowball Survey
Exercise 3: Interviewing an Influential Adult
Exercise 4: The Montreal Massacre, December 6, 1989
Exercise 5: Gender Stereotyping in the Media
Exercise 6: Aggressive, Passive or Assertive
Exercise 7: The Positive and Negative Messages in Music
Exercise 8: Sexual Harassment — Sometimes, Always, Never
Exercise 9: Scenes of Dating
Exercise 10: The Continuum of Abusive Behaviour
Exercise 11: The Choices We Make

9 - 12 Hours

In addition to classroom learning, invite your students to visit the White Ribbon Campaign website to post and to see what other students have to say about the problem of violence against women.

Performance Based Assessment Task (or Culminating Assessment Projects) ideas are available at www.whiteribbon.ca. Complete our online evaluation and/or send us your social norms exercise responses and get a free poster.

Creating ground rules for discussing these issues

These are suggestions for some class ground rules when teaching White Ribbon Campaign Education and Action Kit lessons. We suggest you brainstorm ground rules (and consequences for breaking these ground rules) with your class before starting either a lesson or unit on anti-violence education.

Also consider experimenting with an anonymous "question box" so students can ask questions they want addressed. For some exercises, you could give everyone the same-sized piece of paper to write questions relating to the exercise.

Here are some examples of ground rules and some of the things you may wish to say about them:

Suggested ground rules for class discussions

- 1. Listen. Share time. Respect others' opinions.** Everyone has a unique perspective and contribution to make to our learning. Respect and listen to what others have to say, how they say it and the experiences they bring to the group. Ask yourself if the way you are speaking or acting towards this person is the way you would like to be treated.
- 2. Non-judgmental.** There is a great deal of diversity, knowledge and wisdom in this class room. The only way we can learn about each other is through open, non-judgmental and peaceful communication. Only one person can speak at a time.
- 3. No put-downs.** Discussion and debate are great. Hurtful words are not. Words or ideas that put down a person or group don't help us learn from each other. Sometimes people mix up opinions with facts. You can disagree with a person without name-calling or insults. You can start your sentence with the word "I"- for example, "I don't agree with that point..." or "I think that..."
- 4. Respect confidentiality.** If you want to tell the class something that is confidential (not to be told to anyone outside the class), say so before you speak.
- 5. Respect the ground rules.** You are an equal, valuable member of this class. You have a responsibility to point out to the class if these ground rules are broken. Raise your hand immediately if you think the ground rules have been broken.
- 6. Outside class, find someone to talk to.** Learning about violence can remind us of violence that we or someone we know has experienced. If you or someone you know has suffered violence, please talk to a friend, teacher or adult who you trust so you can get the support you need. If you still don't get the support you need, tell another person. It isn't your fault.

Using a KWL chart — what we Know, what we Want to learn, what we have Learned

Learning about gender violence and inequality and healthy, fulfilling relationships is like dealing with a mattress made of soft marshmallows: each time you lift up a corner to explore, the other parts of the mattress begin to sink and spread everywhere. It can be an emotionally charged and intimately personal for your students. In an attempt to build student ownership and leadership over their learning, we suggest you spend 15 to 40 minutes working through this modified KWL chart. (A fourth category has been added: "What we think we know but we're not positive.") We suggest you mount the chart in your classroom and revisit it throughout the school year to add and answer any questions. Alternatively, each student or group of students can receive their own KWL chart and add to it as they answer their questions.

Here is an example of what you might say: "We are going to learn about healthy and unhealthy relationships and how everyone can prevent violence against women. I want you to take a moment to think about the problem of violence against women and then discuss it with your partner (or group). This KWL chart is something that we can continue to visit over the course of the next few days (or weeks or months) as we learn. If we have more questions as we go along, we can add them."

BLM - 1
KWL Chart

What we think we know but we're not positive/What we have heard others say

What we have learned

Evaluating the impact of your work

We have developed two evaluations that will help you see the impact of your teaching on student learning and help the White Ribbon Campaign continue to improve.

The student evaluation appears on the next two pages. The other is an on-line evaluation for you to complete (www.whiteribbon.ca).

Together, these evaluations will help us assess the effectiveness of this Kit and identify areas that need development.

As well, at the end of each educational activity, there is a ticket out the door for students to record what they have learned from the activity. This can be a useful tool not only for students to think about what they're learning, but for you to assess the impact of each exercise.

Student Evaluations

Please have each student complete the student evaluation. When you mail these to the White Ribbon Campaign's National office, please also include the "Class Information Page." This will help us identify which exercises the students are evaluating.

As a small token of appreciation for your work in conducting this evaluation, we will enter the name of your class into a draw to take place every May for a pizza lunch. We appreciate your dedication and effort in teaching your students about violence against women and respectful, healthy relationships.

Please use the enclosed envelope to send the "Class Information Page" and the completed student evaluations to: the White Ribbon Campaign, 365 Bloor Street, Suite 203, Toronto, Ontario, Canada, M4W 3L4. If you have any questions about the student evaluation, please call our toll free number (1-800-328-3228), our national office at 416-920-6684, or email info@whiteribbon.ca.

Educator Evaluation

We hope you will visit our web site at www.whiteribbon.ca and complete an online evaluation of your experience using this Education and Action Kit. We value your opinions and suggestions and want to address your needs as an educator.

Once you complete the online evaluation, you will be prompted to provide your mailing details so we can send you one of our White Ribbon Campaign posters as a token of our appreciation for your effort. (We ask that you cover the cost of postage only.)

STUDENT EVALUATION

Instructions for Administering the Student Evaluation Form

The Student Evaluation form can be filled out by all students who have participated in the classroom exercises and should take approximately 5 minutes to administer. The questions contained in this form are geared toward gauging teenagers' opinions about the exercises in terms of whether they are engaging and whether they positively affect teenagers' knowledge, attitudes, and behaviours regarding violence against women and building healthy relationships. Though the primary purpose of the Student Evaluation form is to help us evaluate the effectiveness of our White Ribbon Campaign exercises, you may find students' responses useful in helping you plan future classroom exercises. Students' responses should provide you with a good idea of what they have learned and what areas to focus on in the future.

There are 6 steps to administering the Student Evaluation form. Because this form is part of a formal evaluation process, we ask that you stick to the following administration guidelines as closely as possible:

1. Timeline

Administer the Student Evaluation form only after students have completed their participation in the White Ribbon Campaign exercises. If you are using more than one exercise, please wait until after all exercises have been completed before administering the form. Ideally, students should fill out their forms immediately after having participated in the exercises.

2. Photocopying

Make enough copies for every student who participated in the activities—forms cannot be shared.

3. Instructions for Students

Let your students know which exercises they are evaluating. We suggest that you list these exercises on the board. Instructions for students are printed on the first page of the Student Evaluation form. After distributing the forms, read the instructions at the top of the evaluation form out loud and ask if there are any questions. Once students have begun filling out their forms, avoid answering questions about the questionnaire items. Instead let them know that they should interpret the questionnaire items to the best of their ability.

4. Anonymity and Confidentiality

Students' responses must remain anonymous and confidential so that they feel comfortable filling out the questionnaire honestly. Make sure that students do not write their names (or any other identifying information) on their forms.

5. Atmosphere

Just like when taking a test, students should remain silent and keep their eyes on their own papers while filling out the form. This is important as it will allow students to answer the questions honestly and without being influenced by others' reactions.

6. Returning the Forms

Please do not forget to fill out the Class Information Page and return it to the White Ribbon Campaign, along with the completed Student Evaluation forms.

Student Evaluation Form

The questions below are about what you think of the White Ribbon Campaign exercise(s) in which you have participated. Please answer all questions **carefully and honestly** because we will be counting on your answers to make changes to these exercises in the future. By filling out this form, you are agreeing to take part in the evaluation of these exercises. **Do not write your name** on this form so that your answers will remain completely anonymous and confidential—what this means is that no one will be able to tell who filled out each form and the only people who will see your answers are your instructor and the White Ribbon Campaign **but neither the teacher nor White Ribbon will know who wrote which evaluation.**

Please answer the questions below by **circling** the number that best describes how much you agree or disagree with each statement—**do not skip** any questions. There are no right or wrong answers, as we are only interested in **your thoughts**. Thanks for your help!

1. I liked taking part in the White Ribbon Campaign exercises.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

2. I would like to take part in other White Ribbon Campaign exercises in the future.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

3. I think that these exercises should also be offered at other schools.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

4. I learned a lot from doing the exercises.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

5. Doing the exercises has helped me to better understand violence against women.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

6. Doing the exercises has changed the way I think about violence against women

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

7. I am better able to tell the difference between healthy and unhealthy relationships now that I have done the exercises..

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

8. Doing the exercises has changed the way I think about how boys and girls should behave.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

9. The way I act toward other people will be different now that I've done these exercises.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

10. My reactions to other people's behaviours will be different now that I've done these exercises.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

11. Now that I've done the exercises, I feel more personally responsible for working to end violence against women.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

12. Doing the exercises has given me good ideas about what to do if I see someone in a unhealthy relationship.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

13. Now that I've done the exercises, I can make better decisions that will lead me to healthier relationships with others.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

14. I want to help organise White Ribbon Campaign activities in my school.

1	2	3	4	5	6	7
strongly disagree			neither agree nor disagree			strongly agree

Please answer the following questions about yourself.

1. What is the name of your school? _____

2. What grade are you in?

6	7	8	9	10	11	12
---	---	---	---	----	----	----

3. How old are you?

under 10	10-12	13-15	16-18	over 18
----------	-------	-------	-------	---------

4. Are you:

Female	Male
--------	------

5. What is your ethnic origin or family background?

European	Aboriginal	African	South American	Middle Eastern	South Asian	China & East Asian	Other
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Class Information Page

(for teacher to fill out and include with student questionnaires. We will also use this form to enter your class into our draw for a pizza lunch.)

Date: _____

Teacher Name: _____

School: _____

Address: _____

City, Province: _____

Postal Code _____

Phone: _____

Email: _____

What grade are your students? _____

What educational activities did you teach? (Please check all that apply)

Socialization and Social Norms

- ☐ Exercise 1: Life in a Box: Men Should ... Women Should ...
- ☐ Exercise 2: Social Norms Snowball Survey
- ☐ Exercise 3: Interviewing an Influential Adult

Gender Identity, Communication and Stereotyping

- ☐ Exercise 4: The Montreal Massacre, December 6, 1989
- ☐ Exercise 5: Gender Stereotyping in the Media
- ☐ Exercise 6: Aggressive, Passive or Assertive
- ☐ Exercise 7: The Positive and Negative Messages in Music

Healthy Relationships and Violence Prevention

- ☐ Exercise 8: Sexual Harassment — Sometimes, Always, Never
- ☐ Exercise 9: Scenes of Dating
- ☐ Exercise 10: The Continuum of Abusive Behaviour

Promoting Change

- ☐ Exercise 11: The Choices We Make

Did your school hold any school-wide White Ribbon Campaign events (e.g. morning announcements, fundraising, speakers, assemblies, etc.)?

YES ☐

NO ☐

If yes, what did you do?

Thank you for taking the time to complete this form and evaluation.

Making use of the WRC website

www.whiteribbon.ca

We want to hear from you!

The strength of the White Ribbon Campaign lies with the commitment of educators and students to create a world free of violence against women and full of gender equality. We would love to get your feedback and suggestions for teaching these educational exercises or planning events at your school. Please email info@whiteribbon.ca with your information and we will put it up on our website.

Many exercises suggest that you or your students also make use of the WRC website. We provide links to specific curriculum expectations from each province in addition to ideas for performance-based assessment tasks or culminating assessments.

In some cases, you will be able to access more information, including helpful articles.

As well, students will be able to find out about the WRC in other countries and access WRC information in various languages.

Most importantly, the website is a way for students and teachers to communicate with their peers by posting comments on our youth or educator bulletin board. For example, we are able to tabulate the social norms questionnaire results of 'Exercise 2: What do we really think?' not simply in one class but across the country. This way, students and educators will really be able to learn from, and inspire, each other. Once you have completed this exercise with your class, please visit our website to submit your class results and we will see that you get a White Ribbon Campaign poster.

As well, we encourage you to give us your thoughts and feedback so we can better understand the impact of this kit and continue to improve it in the future.

EXERCISES FOR CLASSROOM OR CLUBS

Socialization and Social Norms

Exercise 1: Life in a Box: Men Should ... Women Should ...

Exercise 2: Social Norms Snowball Survey

Exercise 3: Interviewing an Influential Adult

Exercise 1: Life in a Box: Men Should ... Women Should ...

Ideal For

- Co-operative learning
- Community building
- Investigative
- Interpersonal and intrapersonal intelligence building

Notes for educators

This exercise hinges on the distinction between biological sex (the immutable and timeless differences between all males and all females) and socially created gender (our definitions of manhood and womanhood, our ideas of masculinity and femininity, typical physical attributes that we accentuate, and the relationships of power between the sexes.) Gender definitions change from era to era, culture to culture, and within different social classes and ethnic groupings. Because it proscribes certain behaviours, gender has traditionally set limits and restricts the full humanity of both women and men.

One resource that explores these in relation to men is available without cost online: Michael Kaufman's *Cracking the Armour: Power, Pain, and the Lives of Men*, ch. 1-3, www.michaelkaufman.com/articles/crackingarmour.html.

This exercise draws on "Act-Like-A-Man Box," developed by Paul Kivel and the Oakland Men's Project, and adapted by Michael Kaufman.

- Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson.
- Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM-B) for your students.

Materials

Activity sheet (BLM 1) — one copy for every two students
BLM-A Ticket Out the Door
BLM-B White Ribbon Campaign bookmark

Lesson time

60 minutes

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- To enable students to talk about gender stereotypes and gender expectations.
- To see how gender stereotypes limit the choices of women and men.

Introduction (5 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. Let students know that this activity allows us to examine our gender assumptions about both women and men.
(Optional) Use any of the following as a catalyst for thinking about the topic of gender stereotyping:
 - i. a powerful read-aloud poem or song lyrics
 - ii. song lyrics
 - iii. images of men and women (video, still or creative media) of men and women in stereotypically different roles defined by society's expectations
 - iv. Write the following on the board: "Every society has its definitions of what it means to be a man or a woman."

Activity: Think, pair, share (10 minutes)

1. Ask students what the term “peer pressure” means to them. Drawing on the students’ definitions, ask them to identify how peer pressure might be positive and how it might be negative. Divide the class into same-sex pairs and distribute the activity sheet. Tell the students they have four minutes to fill out the worksheet and no one is going to check their answers.
2. Ask them to come up with five types of behaviour or qualities that traditionally have been defined as appropriate or inappropriate for men and women. These points should not necessarily be their own opinions, but the traditional views of society.

Whole-class discussion (30 minutes)

1. Cycling through the groups (getting one point from each group), ask for the points they came up with about women. Repeat, asking about men. Write on the board or flipchart. If on a flip chart, write small enough that the full list will take up no more than one page. Ask what the class sees when they compare the lists. (They tend to define opposite qualities. Often the men’s list is seen as more positive.) What are the differences? How would the class summarize each list (for example, men have traditionally been seen as the stronger sex).
2. Ask which of these definitions are biologically natural and, by definition, describe all males or females. (You’ll find that few or none are biological. Here you can introduce the distinction between biological sex and socially constructed gender.) If they aren’t natural, where do we get these ideas?
3. Draw a box around each list. Explain that each set of lists is like a box that men and women traditionally were supposed to live within.
4. Ask the students how many girls and women they know who still live in their box — that is, fit each and every point. Discuss what has led to these changes. How have women benefited by escaping their box? (It is, of course, the modern women’s movement that provided the impetus for many women to escape their traditional box.) What put-downs are young women called when they don’t fit into the box?
5. Ask how many boys and men they know who live up to each and every expectation of their box. (Of course, few, if any, actually do.) What happens to the boy in school who tries to escape from the box? (He is bullied or teased.) Conversely, what happens to the boy who seems to fit in? (In other words, there is a system of rewards and punishments that keep boys and men in their box.) What put-downs are young men called when they don’t fit into the box?
6. What are the factors that force us into these gender roles? Where do we learn these roles? Do we see these attitudes in our parents? What people teach us these stereotypes?

Conclusion (10 minutes)

1. Ask the class how we all can benefit if we escape these boxes. What are the effects of being forced into these boxes? How might someone feel who doesn’t conform? What choices can we make in our lives to help not only ourselves, but also others, to escape these boxes?
2. Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women.

Lesson Assessment (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).
Give students a bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

BLM 1

Thinking About Traditional Characteristics Given to Women and Men

Group Names: _____

1. As a group, decide on a spokesperson, timekeeper and recorder.
2. In the chart below, list five types of behaviour or qualities that traditionally have been given for girls/women and boys/men.
3. You have five minutes to complete your chart.

Behaviour/ Qualities
traditionally for boys/men

Behaviour/ Qualities
traditionally for girls/women

Ideal For

- Community building
- Interpersonal and intrapersonal intelligence building

**Notes for educators**

Youth are influenced by what other youth do. Kids see other kids smoking, hear rumours about who is sexually active, and tell each other who drinks or was drunk. They hear inappropriate comments and jokes about girls' bodies or about people from other groups. What kids don't see and hear talked about is that most kids do not engage in these behaviours. Thus, more extreme behaviour gets attention while less visible but more healthy behaviour is overlooked.

As a result, if you ask most kids what they think most other kids are doing, you will find that they have extremely exaggerated ideas about the amount of sexual activity, bad relationships with parents or use of alcohol, cigarettes and other drugs among their peers. Along with this overestimation they will underestimate healthy behaviours such as caring about school or feeling uncomfortable about prejudicial remarks and bullying. These over- and underestimations are clearly misperceptions.

Exercise 2: What do we really think?

SOCIAL NORMS SNOWBALL SURVEY

The social norms approach is a theory of behaviour that explains how we are influenced by these misperceptions. Simply put, when kids think that other kids do more of something, they will be inclined to do more of it themselves, or at least measure themselves against those who do such things. And if kids think other kids don't object to problem behaviours, they will be less likely to try to change them. This leads to a question: what would happen if we helped kids tell each other the truth about themselves? Experience with the social norms approach has shown that providing accurate information about norms — through posters, group discussions and/or individual conversations — has a positive effect. “What do we really think” is a classroom exercise designed to provide students with information about the true norm (that is, what they really think) with respect to gender stereotyping, harassment and healthy relationships. It uses a confidential survey to give students a chance to share what they really think about these issues, free of misperceptions and peer pressure, and then allows everyone to discuss how they really feel and what this means.

Students take an anonymous survey (the “Snowball Survey”) which asks them how they feel about certain issues and how they think other members of the class feel about these issues. They all use identical writing instruments so all the completed surveys look the same. The surveys are collected and redistributed so everyone has someone else's survey without knowing whose it was. The survey is called the Snowball Survey because students crumple up their surveys and throw them around the room so everyone has someone else's survey. When crumpling up the surveys it's important to explain why we are doing this - it is a way of scrambling the surveys so that the class can discuss the results while ensuring that no one knows who took a particular survey. Between crumpling, throwing and retrieving the surveys, you need to tell each student to retrieve one. Sometimes one or two are missing because they end up under a table or somewhere hidden. We suggest you go on without them if they are lost. Then students raise their hands according to what the survey says. For example, you may ask them to raise their hands if the person whose survey they took said it would be okay with them for boys or men to cry. Next, hands are raised according to what was recorded about what most other people in the class think – for instance, that boys and men should not cry. If things work out as expected, many students will say it would be okay with them if a boy cried in public, but it would not be okay with other students in the room. The exercise reveals that what students think about other students is incorrect. This can open the door to a lively discussion of what we all really feel about gender stereotyping, harassment and healthy relationships. The power of

the exercise is that it gives students a chance to talk about what they really feel — about themselves — and to have a positive influence on each other based on the true, healthy norm instead of the misperceived, unhealthy norm.

In the interest of learning how effective this activity was for youth across Canada, we are collecting data on both what students believe and what they think their peers believe. Please enter your class tabulations (or alternatively ask a student to enter the data) on our website, www.whiteribbon.ca.

As an enrichment activity, consider asking students to produce a visual representation of the results in the form of a graph or calculate the activity average, median and mean.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson.

Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM-B) for your students.

Materials

- One survey per student (be sure to select the appropriate survey — mixed-sex groups or male-only groups or female-only groups)
- One recording sheet to keep track of your responses
- Identical pencils/pens for all students provided by you to ensure anonymity
- BLM-A Ticket Out the Door
- BLM-B White Ribbon Campaign bookmark

Lesson time

55 minutes

General learning objectives

- To reflect on personal and perceived peer attitudes and behaviour in relation to gender inequality, violence against women and healthy, equal relationships.
(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

Introduction (5 minutes)

Tell the class they will take a confidential survey to find out how they feel about the issue selected. Emphasize that the survey is completely anonymous, and no one will be able to tell what they wrote on their survey. Remind the class that you are counting on them to answer honestly. Hand out pens or pencils that are all the same.

Exercise: Snowball survey (40 minutes)

Instructions for the social norms snowball survey:

1. Choose your version: mixed sex groups, male-only groups or female-only groups.
2. Have everyone take the survey — we suggest you give everyone 10 minutes. Discourage any comments or conversations.
3. Crumple the surveys. When everyone is done, ask them all to crumple up their surveys into “snowballs.”
4. Have a “snowball fight.” Instruct everyone to stand up and throw the snowballs. Each snowball should be thrown at least three times.
5. “Defrost” the snowballs. Ask everyone to defrost a snowball gently to prevent ripping it. Remind them not to say anything if they happen to get their own survey. (If for any reason someone calls out that they got their own survey, you should have another snowball fight. Explain that this is to ensure that all answers are anonymous.)

6. Present the survey perceptions. Look at the survey perceptions by asking students to stand and display the perceptions and behaviours expressed by the person who took the survey they are holding. For example, the first question is, “How serious do you think most students in this class are about their studies and schoolwork?” Ask students to stand if the person marked “very serious” for how most other students feel.
7. Present the true norm. Now look at the reality by asking students to stand if the person answered “very serious” for Question 2: “How serious are you about your studies and schoolwork.” In most cases, only a few students stand for the first question but about half might stand up for the second one.
Note: If very few students stand, you can redo the exercise by asking students to stand for “moderately serious” and “very serious” together for Questions 1 and 2.
8. Discuss why misperceptions occur. A large discrepancy between the number standing for the first and second questions demonstrates that studying behaviour is misperceived. Ask the students why they think studying behaviour is misperceived. Possible explanations include that it is often an invisible behaviour done at home, that goof-off behaviour is more visible and attracts more attention, and that it is more interesting to talk about goof-off behaviour in conversation. Mention that misperceptions can either overestimate or underestimate reality. In general, people tend to underestimate less visible, healthy behaviour and overestimate more visible, unhealthy behaviour.
9. Present and record the remaining survey results. Repeat steps 7, 8 and 9 for whatever questions you want to discuss by having everyone raise hands instead of standing. It could be tedious to go over the remaining questions but you are the best judge of that. Record your class results on the Recording sheet.

Conclusion (5 minutes)

Some possible questions to conclude the activity:

1. What have we learned?
2. What choices, opinions and thoughts get more attention? Why? What choices, opinions and thoughts are hidden?
3. When we are in a group and we hear these opinions, what happens when we are silent? What would happen if we spoke up and challenged this opinion?

Lesson assessment: (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).

Give students a bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

Female-only groups
Snowball survey

Do not put your name or any stray marks on this survey. This survey is optional and anonymous. If you choose to do this exercise, please use the pen or pencil you will be given to circle one response for each question. When you finish, fold the paper in half and wait for further instructions.

1. How serious do you think most students in this school are about their studies and homework
___a. not at all serious ___b. a little serious ___c. moderately serious ___d. very serious
2. How serious are you about your studies and homework?
___a. not at all serious ___b. a little serious ___c. moderately serious ___d. very serious
3. Do you think most students in this school would say that:
"It's not okay for a boy or man to cry."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
4. Do you personally agree that:
"It's not okay for a boy or man to cry."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
5. Do you think most students in this school would say that:
"A girl should not make the first move with a guy."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
6. Do you personally agree that:
"A girl should not make the first move with a guy."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
7. Do you think most female students at this school would say that:
"If you want to keep your boyfriend you need to have sex with him."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
8. Do you personally agree that:
"If you want to keep your boyfriend you need to have sex with him."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
9. Do you think most female students at this school would agree that:
"It's better to watch guys playing sports than to play sports in front of a guy you like or are dating."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
10. Do you personally agree that:
"It's better to watch guys playing sports than to play sports in front of a guy you like or are dating."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
11. Do you think most female students at this school would agree that:
"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
12. Do you personally agree that:
"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
13. Do you think most students at this school would agree that:
"A guy can hit a girl he is dating if he believes she is cheating on him."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
14. Do you personally agree that:
"A guy can hit a girl he is dating if he believes she is cheating on him."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot

Female-only groups Recording sheet

1. How serious do you think most students in this school are about their studies and homework
☐ not at all serious ☐ a little serious ☐ moderately serious ☐ very serious
2. How serious are you about your studies and homework?
☐ not at all serious ☐ a little serious ☐ moderately serious ☐ very serious
3. Do you think most students in this school would say that:
 "It's not okay for a boy or man to cry."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
4. Do you personally agree that:
 "It's not okay for a boy or man to cry."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
5. Do you think most students in this school would say that:
 "A girl should not make the first move with a guy."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
6. Do you personally agree that:
 "A girl should not make the first move with a guy."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
7. Do you think most female students at this school would say that:
 "If you want to keep your boyfriend you need to have sex with him."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
8. Do you personally agree that:
 "If you want to keep your boyfriend you need to have sex with him."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
9. Do you think most female students at this school would agree that:
 "It's better to watch guys playing sports than to play sports in front of a guy you like or are dating."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
10. Do you personally agree that:
 "It's better to watch guys playing sports than to play sports in front of a guy you like or are dating."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
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☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
12. Do you personally agree that:
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13. Do you think most students at this school would agree that:
 "A guy can hit a girl he is dating if he believes she is cheating on him."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
14. Do you personally agree that:
 "A guy can hit a girl he is dating if he believes she is cheating on him."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

Male-only groups
Snowball survey

Do not put your name or any stray marks on this survey. This survey is optional and anonymous. If you choose to do this exercise, please use the pen or pencil you will be given to circle one response for each question. When you finish, fold the paper in half and wait for further instructions.

1. How serious do you think most students in this school are about their studies and homework?
___a. not at all serious ___b. a little serious ___c. moderately serious ___d. very serious
2. How serious are you about your studies and homework?
___a. not at all serious ___b. a little serious ___c. moderately serious ___d. very serious
3. Do you think most students in this school would say that:
"It's not okay for a boy or man to cry."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
4. Do you personally agree that:
"It's not okay for a boy or man to cry."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
5. Do you think most male students in this school would say that:
"A girl should not make the first move with a guy."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
6. Do you personally agree that:
"A girl should not make the first move with a guy."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
7. Do you think most male students at this school would say that:
"It's okay to dump a girl if she won't have sex with you."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
8. Do you personally agree that:
"It's okay to dump a girl if she won't have sex with you."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
9. Do you think most male students at this school would say that:
"A man should make more money than his girlfriend or wife."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
10. Do you personally agree that:
"A man should make more money than his girlfriend or wife."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
11. Do you think most male students at this school would say that:
"If a girl is dating a guy, she shouldn't be spending time alone with other guys."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
12. Do you personally agree that:
"If a girl is dating a guy, she shouldn't be spending time alone with other guys."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
13. Do you think most male students at this school would agree that:
"A guy can hit a girl he is dating if he believes she is cheating on him."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot
14. Do you personally agree that:
"A guy can hit a girl he is dating if he believes she is cheating on him."
___a. agree a lot ___b. agree somewhat ___c. disagree somewhat ___d. disagree a lot

Male-only groups Recording sheet

1. How serious do you think most students in this school are about their studies and homework?
☐ not at all serious ☐ a little serious ☐ moderately serious ☐ very serious
2. How serious are you about your studies and homework?
☐ not at all serious ☐ a little serious ☐ moderately serious ☐ very serious
3. Do you think most students in this school would say that:
 "It's not okay for a boy or man to cry."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
4. Do you personally agree that:
 "It's not okay for a boy or man to cry."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
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 "A girl should not make the first move with a guy."
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 "A girl should not make the first move with a guy."
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11. Do you think most male students at this school would agree that:
 "If a girl is dating a guy, she shouldn't be spending time alone with other guys."
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12. Do you personally agree that:
 "If a girl is dating a guy, she shouldn't be spending time alone with other guys."
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13. Do you think most male students at this school would agree that:
 "A guy can hit a girl he is dating if he believes she is cheating on him."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot
14. Do you personally agree that:
 "A guy can hit a girl he is dating if he believes she is cheating on him."
☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

Mixed-sex groups

Snowball survey

Do not put your name or any stray marks on this survey. This survey is optional and anonymous. If you choose to do this exercise, please use the pen or pencil you will be given to circle one response for each question. When you finish, fold the paper in half and wait for further instructions.

FEMALE ____

MALE ____

1. How serious do you think most students in this school are about their studies and homework?
 ____a. not at all serious ____b. a little serious ____c. moderately serious ____d. very serious
2. How serious are you about your studies and homework?
 ____a. not at all serious ____b. a little serious ____c. moderately serious ____d. very serious
3. Do you think most students in this school would say that:
 "It's not okay for a boy or man to cry."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot
4. Do you personally agree that:
 "It's not okay for a boy or man to cry."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot
5. Do you think most students in this school would say that:
 "A girl should not make the first move with a guy."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot
6. Do you personally agree that:
 "A girl should not make the first move with a guy."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot
7. Do you think most male students at this school would say that:
 "It's okay for a guy to dump a girl if the girl won't have sex with him."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot
8. Do you personally agree that:
 "It's okay for a guy to dump a girl if the girl won't have sex with him."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot
9. Do you think most students at this school would say that:
 "A man should make more money than his girlfriend or wife."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot
10. Do you personally agree that:
 "A man should make more money than his girlfriend or wife."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot
11. Do you think most students in your grade would say that:
 "A girl shouldn't show a guy that she is smart because he might begin not to like her."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot
12. Do you personally agree that:
 "A girl shouldn't show a guy that she is smart because he might begin not to like her."
 ____a. agree a lot ____b. agree somewhat ____c. disagree somewhat ____d. disagree a lot

13. Do you think most male students at this school would agree that:
"If a girl is dating a guy, she shouldn't be spending time alone with other guys."
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14. Do you personally agree that:
"If a girl is dating a guy, she shouldn't be spending time alone with other guys."
__a. agree a lot __b. agree somewhat __c. disagree somewhat __d. disagree a lot
15. Do you think most students at this school would agree that:
"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."
__a. agree a lot __b. agree somewhat __c. disagree somewhat __d. disagree a lot
16. Do you personally agree that:
"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."
__a. agree a lot __b. agree somewhat __c. disagree somewhat __d. disagree a lot
17. Do you think most students at this school would agree that:
"A guy can hit a girl he is dating if he believes she is cheating on him."
__a. agree a lot __b. agree somewhat __c. disagree somewhat __d. disagree a lot
18. Do you personally agree that:
"A guy can hit a girl he is dating if he believes she is cheating on him."
__a. agree a lot __b. agree somewhat __c. disagree somewhat __d. disagree a lot

Mixed-sex groups Recording sheet

TOTAL NUMBER OF FEMALE ☐

TOTAL NUMBER OF MALE ☐

1. How serious do you think most students in this school are about their studies and homework?

☐ not at all serious ☐ a little serious ☐ moderately serious ☐ very serious

2. How serious are you about your studies and homework?

☐ not at all serious ☐ a little serious ☐ moderately serious ☐ very serious

3. Do you think most students in this school would say that:

"It's not okay for a boy or man to cry."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

4. Do you personally agree that:

"It's not okay for a boy or man to cry."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

5. Do you think most students in this school would say that:

"A girl should not make the first move with a guy."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

6. Do you personally agree that:

"A girl should not make the first move with a guy."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

7. Do you think most students at this school would say that:

"It's okay for a guy to dump a girl if the girl won't have sex with him."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

8. Do you personally agree that:

"It's okay for a guy to dump a girl if the girl won't have sex with him."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

9. Do you think most students at this school would say that:

"A man should make more money than his girlfriend or wife."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

10. Do you personally agree that:

"A man should make more money than his girlfriend or wife."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

11. Do you think most students at this school would say that:

"A girl shouldn't show a guy that she is smart because he might begin not to like her."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

12. Do you personally agree that:

"A girl shouldn't show a guy that she is smart because he might begin not to like her."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

13. Do you think most students at this school would agree that:

"If a girl is dating a guy, she shouldn't be spending time alone with other guys."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

14. Do you personally agree that:

"If a girl is dating a guy, she shouldn't be spending time alone with other guys."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

15. Do you think most students at this school would agree that:

"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

16. Do you personally agree that:

"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

17. Do you think most students at this school would agree that:

"A guy can hit a girl he is dating if he believes she is cheating on him."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

18. Do you personally agree that:

"A guy can hit a girl he is dating if he believes she is cheating on him."

☐ agree a lot ☐ agree somewhat ☐ disagree somewhat ☐ disagree a lot

Ideal For

- Community building
- Interpersonal and emotional intelligence building
- Authentic or real-life problem task-based
- Problem-based learning

**Exercise 3: Interviewing an Influential Adult****Notes for educators**

The transfer of knowledge and learning to a younger generation is connected to why many of us decided to become educators and work with youth. This lesson provides an opportunity for your students to inquire formally about the experiences, observations and hindsight of someone they admire.

This educational activity can fit well within the language curriculum over a series of days while still addressing the issue of how men and women are socialized differently. Students gain the insight and competencies of learning from an influential adult while also developing their interviewing and presentation skills.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson.

Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM - B) for your students.

Materials

BLM 3: Includes “Interviewing and Influential Adult Interview Questions,” “Interview Tips,” and “Presentation Guidelines”

BLM-A Ticket Out The Door

BLM-B White Ribbon Campaign bookmark

Lesson time

50 minutes to 250 minutes

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- To understand the influence of the older generation.
- To see how attitudes and experiences are handed down.
- To understand how the issue of gender equality has changed over the years.

Introduction (5 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. Use one of the following as a catalyst for thinking about the wisdom passed on to the next generation.
 - i. A powerful read-aloud poem.
 - ii. Song lyrics or a powerful quote.
 - iii. A story about how an adult positively influenced either yourself or a well-known celebrity.

Project Description

Tell the students that they will be conducting an interview on their own with an influential person in their lives. (You can set boundaries on what this could mean). You will help them with the questions they could ask and with the interviewing style process.

Lesson Part 1

Activity: Interview question development (40 minutes)

Group students into pairs. Have students help each other make up a list of questions they might want to ask their influential adult. Ask students to consider how growing up now might be different from, or the same as, growing up a long time ago.

Some of the questions they could ask their influential adult are included below in BLM 3.

Optional Lesson Part 1.1

Activity: Write a letter of invitation (50 minutes)

Students will write a letter to their chosen influential adult asking him or her to meet to discuss what it was like growing up. Before typing a good copy, in pairs, have students edit each others' letters.

Lesson Part 2

Activity: Interview role play (50 minutes)

Students will work in pairs practising their interviewing skills. Have them practise interviews by using the interview tips sheet and interviewing each other in pairs as if they were interviewing their influential adult.

BLM 3 (at the end of this exercise) includes interview tips.

Optional Lesson 2.1

Activity: Writing a thank you letter (45 minutes)

Ask students to write a thank you letter to their influential adult. They might tell their influential adult what they learned from their meeting.

Lesson Part 3

Activity: Presentation to a small group or the class (50 minutes)

Students will present their findings either in small groups or to the entire class.

BLM 3 has suggestions to students for their presentations.

Conclusion (10 minutes)

Go around and ask students to state one thing that surprised them and one new thing that they learned from their influential adult.

Lesson Assessment (15 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).

Give students a bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

BLM 3
Interviewing an influential adult**Questions list**

- How was growing up the same or different years ago?
- How long did you go to school for? What was school like?
- What examples of sexism or discrimination against women and girls did you hear about from your elders?
- Did schools address these issues in the past?
- Who has taught you the most about being a man/woman and what did you learn from them?
- What kinds of things did you do after school every day?
- What women have influenced you the most in your life and how?
- What men have influenced you the most and how?
- Were you ever teased or bullied as a child?
- What would you like to do or say if you saw someone being teased like that now?
- What has changed the most for women during your lifetime?
- What has changed the most for men during your lifetime?
- What do you wish had been different when you were younger?
- What do you wish someone had told you about being male/female when you were my age?
- What do you wish your father or mother had done differently or in what way do you wish they had been different?
- What do you like the most about being a man/woman?

Interviewing Tips

- Ask the person you choose as your influential adult if he or she could set some time aside to talk about his or her experiences growing up. Describe this project.
- Set up a time and quiet place for the interview where you will be undisturbed by people and calls.
- Choose the questions you will ask and write down some of your own.
- Ask the most important questions first (so you won't run out of time).
- Listen carefully and give your interviewee your full attention.
- Consider what your body language is saying. Are you listening carefully? Are you so busy writing everything down that you aren't paying much attention to the person?
- In a notebook, jot down specific things that stand out in your conversation.
- If possible, with permission, take a photo or video with your influential adult.
- Thank your interviewee for generously talking about his or her life with you.

Presentation Guidelines

- Describe how you know your influential adult.
- Describe how the interviews went.
- List three new things that you learned.
- What has changed the most for men and women over your influential adult's lifetime?
- What, if anything, surprised you?
- Has anything you learned changed the way you look at or see things?
- If available, show a photo or video of the interview.

Gender Identity, Communication and Stereotyping

Exercise 4: The Montreal Massacre, December 6, 1989

Exercise 5: Gender Stereotyping in the Media

Exercise 6: Aggressive, Passive or Assertive

Exercise 7: The Positive and Negative Messages in Music

Exercise 4: The Montreal Massacre, December 6, 1989
Ideally planned either on or before December 6**Ideal For**

- Community building
- Interpersonal intelligence building
- Authentic problem task-based learning

**Notes for Educators**

Your students were either not born or were small children on December 6, 1989. When you bring this event from Canadian history to your classroom, you are taking responsibility for raising awareness and understanding of men's violence against women. Marc Lépine's actions have been viewed as an extreme expression of gender violence. This educational activity serves to not only teach about the history of December 6th but it is also an opportunity for students to learn about this Canadian tragedy to prevent further violence against women. This activity can either be delivered as a stand-alone activity in your classroom or as a catalyst for planning a Montreal Massacre Memorial at your school or in your division.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson.

Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM-B) for your students.

Materials

- List of 14 women murdered in the Montreal Massacre (BLM 4) or write the list on the board.
- Optional pre- or post-activity- video: After the Montreal Massacre, National Film Board of Canada
- BLM-A Ticket Out the Door
- BLM-B White Ribbon Campaign bookmark

Lesson Time

60 minutes

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- Managing personal change and identifying violations of human rights.
- Responsible citizenship as Canadians and world citizens.
- Discussing rights and responsibilities in relation to men's violence against women.

Introduction (5 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. Without explanation, write the names of the 14 women murdered at the Montreal Massacre on the board or on flip chart paper (BLM 4.1).
3. Ask students if they know who these 14 people are. Do the names have anything in common (for example, they are all women, they have predominantly French Canadian family names, they are between 21 and 31 years old).

Whole-class discussion (45 minutes)

1. What happened on December 6, 1989? Who was murdered?
 - Marc Lepine entered Polytechnique, the University of Montreal School of Engineering. He went to several classrooms where, saying, "You [women] have no right being here," he separated the women from the men and then systematically murdered 14 young women. The 14 women were all engineering students. After killing these students, Lepine turned the gun on himself and committed suicide.
 - Immediately afterward, many Canadians felt there was no connection between the mass murders and "the problem of male violence toward women." But as discussion continued, most Canadians realized that this was an extreme form of what goes on every day. Two years later, the Canadian Parliament proclaimed December 6 as the National Day of Remembrance and Action on Violence Against Women, thus making clear the link in all our minds.
2. Why is it important to remember the Montreal Massacre? Why were these women murdered?
 - The event took place less than 20 years ago and although attitudes have improved, violence against women is still a massive problem.
 - What Lepine did was extreme; however, his behaviour cannot be blamed solely on personal illness. Lepine was a victim of child abuse and witnessed severe and regular abuse of his mother by his father. He learned to devalue himself and women - whom he came to believe were inferior and men's "servants." He also learned that violence is "the best" way to relate to women who, he believed, as a "class of people" had caused his own personal pain and failures. It is clear that Lepine truly believed in a set of sexist ideas that are representative of values still held by some Canadians - that women are not worth as much as men, that women don't belong in certain jobs/places/roles, that women are somehow taking over things when men should be in control.
3. Ask your students what the following quote means to them. Six days after the murders, Melanie Randall wrote in *The Globe and Mail*, "... a great many men have been deeply touched and saddened [by the murders], but they cannot know the same feelings of fear, powerlessness and raw vulnerability that Marc Lepine's actions have reinforced in women."
4. What might the male students have thought and felt when they were deliberately separated from the women who were then murdered?
5. What are men doing now to help end violence against women?
6. What can young men and women do to help end violence against women?

If you have time ...

Extended Class Discussion

A - How does sexism show itself in our lives?

- At school?
- In the workplace?
- Any other public settings?
- At home?
- By women against other women?
- By men against other men?
- In dating relationships?

B - How is sexism (discrimination/privilege based on sex) similar to racism (discrimination/privilege based on race/nationality) and ableism (discrimination/privilege based on ability/disability)?

Conclusion (5 minutes)

Every year, memorials are planned to remember the Montreal Massacre and commemorate the 14 murdered young women. Hold a moment of silence in your class.

Invite students to visit www.whiteribbon.ca, Youth section, to post their comments and see what students across Canada have to say about the Montreal Massacre.

Lesson Assessment (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).

Give students a bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

Ideas for remembering December 6 in your class, division, department or as a school

- During school announcements on December 6, read the names of the 14 women over the loudspeaker. Ask students and teachers to memorize the name of one woman.
- Hold a candlelight vigil either during school time or after school.
- Create a large-scale collage featuring student artwork, poetry, writing, lyrics, photographs, etc.
- Develop a display for the school's front lobby that tells what happened on December 6 and gives some positive ideas for how students can respond now. Materials to use can include newspaper/magazine articles, student writing and art, posters on gender equity and violence against women, and posters or material from the White Ribbon Campaign.
- Create a living memorial that students will use, think about and take into their lives.
- Hold an assembly and show the NFB film, *After the Montreal Massacre*. Invite a speaker from your local women's shelter or White Ribbon Campaign to speak about the importance of understanding and ending violence against women.
- Present student-created skits.
- Plan a fundraiser (dance, bake sale, raffle, music concert, auction, garage sale or student theatre production) for a women's shelter, crisis help line or the White Ribbon Campaign.

*Source for some information: *Remembering December 6*, by Betsy McKelvey, produced by the Montreal Focus Group in Conjunction with The Equity Studies Centre, Toronto School Board, November 1994.

BLM 4

Genevieve Bergeron, age 21

Helene Colgan, age 23

Nathalie Croteau, age 23

Barbara Daigneault, age 22

Anne-Marie Edward, age 21

Maud Haviernick, age 29

Barbara Maria Klucznik, age 31

Maryse Laganiere, age 25

Maryse Leclair, age 23

Anne-Marie Lemay, age 27

Sonia Pelletier, age 28

Michele Richard, age 21

Anne St-Arneault, age 23

Annie Turcotte, age 21

Ideal For

- Co-operative learning
- Community building
- Investigative
- Interpersonal and intrapersonal intelligence building
- Authentic problem task-based learning

**Exercise 5: Gender Stereotyping in the Media****Notes for educators**

The media don't create gender stereotypes of men and women, but they certainly reinforce and accentuate the stereotypes. That is one of the ways that sexism is reproduced in our world. This activity helps students analyze, decode and explore the blinding bombardment of media messages.

Another issue is whether there can be sexism against men. We believe that yes, there can be sexism against men and it is demonstrated in the idea that men aren't as caring or nurturing as women. The form of sexism against men is different from that against women because the sexist images of men have to do with men exercising power over women and over other men. That is, sexism against men perpetuates images of men's power. This is different from sexism against women, which is based on taking power away from women. This activity also provides an opportunity to explore how diverse groups of women can be oppressed in different ways (for example, Asian women are traditionally depicted as submissive, black women as sexually available).

Feminist-inspired policies such as affirmative action, employment equity or even women's-only discussion groups or places (such as gyms or clubs) are not examples of anti-male sexism but rather the products of historic imbalances and attempts to "level the playing field." As it stands today, as much as we all try to practise equal opportunities in our classrooms with our students and in our personal lives, men and women do not yet have equal opportunity. Affirmative action and employment equity are attempts to make things more equal, not to create discrimination against men. At the same time, they do mean that a generation of men has to pay a price for past sexism. We've got to change things sometime and it might as well be now. But we also feel that men (including those young men who now have to compete with women for jobs) will greatly benefit from these changes. One example is the greater and improved role of men in parenting.

This discussion can bring up sexist and homophobic remarks against boys and young men. Please refer to the "Why This Kit" section in Part 1.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson.

Invite students to visit www.whiteribbon.ca Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM-B) for your students.

Materials

- Two to four pairs of scissors per small group
- Two containers/sticks of glue
- Lyrics of a song that your students are listening to (one copy per student)
- Approximately 20 mainstream magazines and a recent newspaper or two. (Use some that have advertisements for beer, cigarettes, toys, hard liquor and household cleaning products. Your library might have old copies that are being thrown away, or students could bring in old magazines.)
- A sheet of flipchart paper/bristol board for each group
- BLM-A Ticket Out The Door
- BLM-B White Ribbon Campaign bookmark

Lesson Time

50 to 80 minutes

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- To read media images and increase your media “savviness.”
- To look objectively at sexism and sexual stereotyping in the media.
- To continue to develop an analysis of sexism as a relation of power.

Introduction (10 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. Provide your students with lyrics to popular songs that address gender inequality, either just before the lesson or the night before. Find a song that has something to do with relationships that your students are listening to.
3. Ask students what the lyrics are talking about. Clarify concepts of gender stereotyping in our society. Gender role stereotyping includes the interests, abilities, values and roles that all females and all males are supposed to share in common because they are either born male or female.
4. Ask students if gender stereotypes offer a limited definition of what it means to live as a male or female. Do we actually see all men and all women acting the same way? In many stereotypical gender images, men are valued for their power and women are valued for their beauty and capacity to attract men.
5. Today's task is to make collages using images of men and women taken from magazines and newspapers (and the Internet, if available in your classroom). Students should cut out and organize images into two categories:
 - Ads or images that demonstrate sexual stereotyping (about females and males) and sexism in the media.
 - Ads or images that demonstrate gender equality and mutual respect.

Activity (20 minutes)

1. Divide students into small working groups and distribute the materials evenly to each group.
2. Instruct students to start going through the magazines and tear out pictures and headlines that are based on stereotypes and sexism or that demonstrate a level of gender equality and respect. Also ask students to look for images that show men and women together, and talk to their groups about any patterns. Suggest a layout for their group collage, as you may want them to write words or add their own drawings. Ask each group to nominate a spokesperson to present the group's collages to the class. Consider photographing the posters for your teaching portfolio, student-led conferences or to be posted on the White Ribbon Campaign website. E-mail images to info@whiteribbon.ca

Group discussion (20 minutes)

1. Ask each group spokesperson to present the group's collages. The teacher's role should be to ask students why certain images are sexist or stereotyped. If a student isn't sure, ask the entire class for opinions. If a student makes blatantly sexist comments that are not respectful towards either males or females, stop the discussion and remind the group of your ground rules in order to minimize embarrassment. Do this not to censor but in a way that encourages a healthy discussion. Consider speaking privately to the student about this behaviour after class.
2. If the discussion isn't flowing well and you sense that students are reluctant to participate:

Here are some questions to ask the class:

- How do the men and women compare in size with each other and with real men and women? (The women tend to be thinner than the average woman; the men tend to be larger, more muscular and more angular. Another way to ask this question is if most of the women and men they know look like these people.)
- What are the stereotypes of the most desirable men and women? Are there many disabled people? Average-looking people? People who are non-white? Why do you think this is so?
- How are they photographed - for example, where is the camera positioned in relation to the model in the photograph? Why do you think the images are photographed this way? What kind of message is the photograph trying to convey? (Note that women are often photographed with the camera at eye level or looking down on them; men are often photographed looking up at them. The latter gives an impression of greater power.)
- In advertising, are there more images of men or of women who are “not sexy” or average-looking? Is it true that both men and women are often made to look sexy? Is it the men or women who are made to look more seductive? Which group smiles more?
- Take a moment and look at how men and women are posed together. What do you notice? (Women are often leaning on men or being supported by men. In many shots, women will be staring at the man and the man will be staring off into the distance or at the camera - as if to tell us that for the woman, the man is everything, but for the man it is the world, not the woman, that matters). What kind of information/messages does this give us about how men and women interact with and value each other? (If any students think you are stretching things here, point out that advertisers spend millions of dollars getting the image “just right.” These things are all carefully planned.)
- What happens if images the students found don't conform to stereotypes? Discuss how some images have started to change. Reflect on why this might be.

If you have time...**Tableaux (optional - 20 minutes)**

Ask groups to pose for each other either “like the men in the pictures” or “like the women in the pictures.” The class can guess which gendered group they are imitating. Ask the posing groups how they felt. Did they feel different from normal? This exercise may bring up the issue of homophobia and you should be prepared to address it. Some suggestions on how to deal with homophobia appear under “Notes for Educators.”

Tableaux Teaching Points

Tableaux are a strategy used in drama where groups use their bodies to create frozen pictures, which demonstrate a key moment, idea or theme. This technique requires that students discuss, collaborate and decide on one image to communicate or represent their ideas. Tableaux are shared in complete stillness and silence. Students are encouraged to consider the following elements:

- Different levels - high, medium, low
- Body shapes - open, closed, etc.
- Relationships in space and with others - physical distance or proximity
- Focus - main element, eye contact
- Emotions - body language and facial expression

When tableaux are shared, it is important to emphasize that there are many messages contained within a single image and that all are valid. There is the intended message of the members who designed the tableaux, and there are the many interpretations offered by students who bring their own meanings to the process and observation. Teachers should provide clear signals for students to freeze into the tableaux (such as counting down from five to one or a hand signal such as finger snapping or hand clapping).

These notes were taken from the Toronto District School Board's document entitled "The Treasure Chest" created by the Drama and Dance Department in 1999.

Conclusion (15 minutes)

1. What examples of sexism and gender stereotyping can you think of in:

- Music videos
- Television
- Movies

Can you think of music videos that do not reinforce gender stereotyping?

2. If we see gender stereotyping in magazines, newspapers, videos and television, what effect does that have on us? What effect do you think it might have on how we see males or females? Encourage students to provide feedback to advertisers with complaints and compliments.

Lesson Assessment (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).

Give students a bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

Enrichment Tasks

1. Now that you know what gender stereotyping is, keep track of every incident of gender stereotyping that you see for the next week. Report your findings to your teacher and class.
2. Where and when do you think the problem of gender stereotyping started? What steps can we take today to work to end gender stereotyping?
3. Investigate gender stereotyping in the media by visiting either of these websites:
 - MediaWatch - www.mediawatch.ca or www.mediawatch.com
 - Association for Media Literacy - www.aml.ca

Exercise 6: Aggressive, Passive or Assertive?**Notes for educators**

Have you ever walked away from a situation and wished you had handled it differently? Do you avoid confrontation? Assertiveness is the skill of clearly representing your thoughts and feelings in a mutually respectful way that does not employ guilt, infringe on others' rights or use emotional blackmail.

Our students encounter behaviours in interpersonal relationships that are both healthy and unhealthy. Aggressive behaviour can silence people. Most of us have sometimes used aggressive communication strategies, which are symptomatic of a hierarchical culture that embodies power disparities. Aggressive communication is characteristic of those men who abuse women, as a way to control their female partners (and, of course, the opposite can also be true). This educational activity aims to give students the tools they need to identify and handle situations when dating and interpersonal relationship behaviour is unhealthy.

Much of communication is conveyed in body language. Being in tune with what someone's body is saying is arguably more important than understanding the words being used. Depending on cultural beliefs, attitudes about assertiveness and individualism may vary widely among your students. We suggest you handle these differences sensitively while maintaining the message that students should not feel any shame or guilt for expecting respect and safety.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson

Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM-B) for your students.

Ideal For

- Co-operative learning
- Community building
- Interpersonal and intrapersonal intelligence building
- Authentic problem task-based learning

**Materials**

- One copy for each three students of Assertive, Aggressive and Passive Communication worksheet (BLM 6)
- BLM-A Ticket Out the Door
- BLM-B White Ribbon Campaign bookmark

Lesson Time

70 to 100 minutes

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- To learn the difference between assertive, aggressive and passive communication.
- To see the connection between aggressive communication and abusive behaviour in the context of men's violence against women.

Introduction (5 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. Review the three qualities that are elements of healthy relationships (respect, communication and emotional/physical boundaries).
3. This activity will focus on communication, and more specifically the differences between aggressive, passive and assertive communication. Consider telling your students a story of a time you experienced either assertive, aggressive or passive communication and how you felt, what you said, how you responded and what you learned from the situation.

Activity (20 minutes)

1. Using a flipchart or board, define aggressive, passive and assertive communication. Below is a chart with a list of possible responses.
2. You may wish to begin with the "sounds like, feels like and looks like" and then come up with the "what is it?"

Communication	What is it?	Sounds like	Feels like	Looks like (body language)
Aggressive	<p>Communication where one person wins and the other loses.</p> <p>Direct, self-enhancing.</p> <p>Self-expressive, derogatory.</p> <p>A win-lose situation.</p> <p>Choose for others.</p> <p>Inappropriately honest [tactless].</p>	<p>Commands.</p> <p>Insults.</p> <p>Sentences start with verbs.</p> <p>"What you need to do is..."</p> <p>"What were you thinking?"</p> <p>"Go and see them now..."</p> <p>Interrupts while other person is speaking.</p> <p>Loud voice.</p> <p>Sounds intimidating.</p> <p>"You make me so mad..."</p> <p>"You made me do it."</p> <p>False generalizations:</p> <p>"You always..."</p>	<p>Someone is taking power away from me.</p> <p>Someone is trying to make me feel stupid.</p> <p>Someone is angry with me.</p> <p>My decision or judgement isn't good enough.</p> <p>I don't really matter.</p> <p>I can't disagree with this person and if I try to, s/he won't listen.</p> <p>I'm shocked by how this person is treating me.</p> <p>This person is being superior/controlling.</p> <p>I feel humiliated, hurt or resentful.</p>	<p>Pointing.</p> <p>Accusing.</p> <p>Staring with intent.</p> <p>Rolling eyes.</p> <p>Arms folded.</p> <p>Angry and/or sarcastic voice.</p> <p>Impatient.</p> <p>Possibly nervous.</p>
Assertive	<p>Healthy, open communication where both points of view are valued.</p> <p>Choose for self.</p> <p>Appropriately honest.</p> <p>Direct, self-respecting, self-expressing, straight-forward.</p> <p>A win-win situation.</p>	<p>Respect and value for each other's point of view.</p> <p>Working towards a compromise;</p> <p>"I" statements like "I believe we need to..." or "I did not intend that so perhaps we can try this. What do you think?"</p>	<p>I can say what is on my mind.</p> <p>This person treats me with respect.</p> <p>I can disagree with this person and that's okay.</p> <p>Although this person may be disappointed, s/he won't judge me even if I have bad news to tell him/her.</p>	<p>Eye contact.</p> <p>Not interrupting.</p> <p>I have this person's full attention.</p> <p>Projects self-confidence and self-worth.</p> <p>Remains calm.</p>
Passive	<p>Allow others to choose for you.</p> <p>Indirect self-denying, inhibited.</p> <p>In win-lose situations this communication style loses.</p> <p>If you do get your own way, it is indirectly.</p>	<p>Indifferent.</p> <p>Aloof.</p> <p>Just follow the group.</p> <p>Go with the crowd.</p> <p>Emotionally dishonest.</p>	<p>This person really doesn't care.</p> <p>Whatever happens will just happen.</p> <p>I can disagree or agree with the person and s/he won't care.</p> <p>This person has no backbone; Anxious, ignored, helpless, manipulated.</p> <p>Angry at yourself, and/or others.</p>	<p>No eye contact.</p> <p>Bad, slouched posture.</p> <p>Not giving full attention.</p>

Group Learning Activity (30 minutes)

1. Introduce the concept of what a “bystander” can do to help in the situation. If you see someone acting aggressively, how can you help the receiver of the aggressive communication?
2. We have provided an example of scenarios for each communication method (Exemplar of BLM 6). You may wish to share this exemplar with your students or use it only as a guide.
3. Divide students into groups of three. Give each group a copy of Assertive, Aggressive and Passive communication worksheet (BLM 6).
4. As a group, students will complete the worksheet either by using direct examples from their own lives or by coming up with fictional scenarios for each communication method. In their groups, they will think of ways they can handle (or have handled) these situations.

Skit preparation and delivery — (30 minutes)

As you check in with each group, ask them to pick one of their examples to present as a skit to the class. In each group of three students, one student will take the role of Communicator, one will be the Receiver and the other will be the Bystander. Students will rehearse their one-minute-or-less skit and present it to the class. After each skit ask the class:

- What type of communication was used?
- Did the Receiver handle the scenario in an assertive way?
- Did the Bystander handle the scenario in an assertive way?

Conclusion: Class discussion (10 minutes)

- How can aggressive behaviour be related to violence against women?
- What happens when aggressive behaviour is not confronted?
- What role can bystanders play?
- Over time, what happens to people who communicate passively?
- What are the benefits of using an assertive communication strategy?

Lesson assessment (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).

Give students a bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

Exemplar of BLM 6

Assertive, Aggressive and Passive Communication Worksheet

Communication Type	Scenario	How is Communicator acting?	How does the Receiver act	What can the Bystander do/say?
Assertive	The principal (Communicator) was speaking to me in the hall about the good job I did on my science project.	Treating me with respect. Acknowledging my hard work. Paid attention to what I was saying and not what was going on in the hallway.	Happy. Wanted to share with principal how much I liked my science class and how I want to study science all the time.	Listen. Not interrupt. Offer words of encouragement to Receiver.
Aggressive	Jeb and Renee have been dating for about three months. Jeb gets angry when Renee has to go to class without him and he thinks other guys want to get with Renee. One day, when Renee walks back to their locker with Rizwan, Jeb (with his arms folded and in a angry voice) says, "What exactly do you two think you are doing?"	He is acting superior and controlling. He thinks he owns Renee. He doesn't trust or respect Renee.	Scared, unsure. Silenced. Angry. Caught off guard. Unsure what to say but wants him to stop making a scene.	Assess the safety of confronting Jeb. Confront Jeb using "I" statements such as "I feel you are treating Renee poorly." Either during the incident or after it, tell Renee and Rizwan that you feel they were treated aggressively by Jeb.
Passive	Fatima (Communicator) sits on the yearbook committee. She is always working on the project after school and over every lunch hour. Angela offers to help her because she knows she is supposed to be working on the project with Fatima. However Fatima seems aloof and just shrugs her shoulders when Angela talks to her about it.	Vague, unsure of herself, seems a bit shy. Makes Angela feel she has to guess what Fatima's needs are. Angela is frustrated.	Not sure what Fatima wants. Angela asks for clarification but Fatima is reluctant. Makes Angela frustrated and Angela wants to cut the conversation short. Angela feels Fatima is incompetent.	Listens. Tries to guess what the problem might be. Tells Fatima that she shouldn't have to do it all alone.

Assertive, Aggressive and Passive Communication Worksheet

Group Names: _____

Communication Type	Scenario	How is Communicator acting?	How does the Receiver act	What can the Bystander do/say?
Assertive				
Aggressive				
Passive				

Ideal For

- Co-operative learning
- Community building
- Musical intelligence building
- Interpersonal and intrapersonal intelligence building
- Authentic problem task-based learning

**Exercise 7: The Positive and Negative Messages in Music****Notes for educators**

We suggest students work either in pairs or small groups for this activity. Before starting, ask students to bring song lyrics of music they enjoy. If possible, ask them to bring the song itself and material from the band's website. Many band websites have discussion blogs and boards. Encourage students to gather as much information as they can about their song.

Music expresses part of who people are or what they aspire to be. Your students will closely identify with the songs they like and may react defensively in the face of criticism. You may want to consider that when you are critiquing songs, they may feel you are attacking who they are. The point of this activity is to encourage dialogue, not to be the adult who slams a student's music. We hope this activity will serve as a catalyst to encourage your students to think about what might be great but also what might be negative in a song. We also ask you to consider that a song might have messages that are sexist while at the same time it is anti-racist, or it might be homophobic at the same time as seeming to have positive views about women.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson.

Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM-B) for your students.

Materials

- One copy per student pair or group of the Music Question Checklist (BLM 7)
- A CD player to play sections of songs that the students intend to share
- BLM-A Ticket Out the Door
- BLM-B White Ribbon Campaign bookmark

Lesson Time

55-60 minutes

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- To understand how music is part of the gender messages we receive from the media.
- To see beyond the surface of the lyrics of songs and the images of music videos.
- To understand how music can be analyzed without being heavily criticized and that positive messages can be conveyed as well as negative ones.

Introduction (10 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. Talk to the students about how their music is part of the media. Talk as a class about a popular song they might all know and the messages that are inherent in it. We suggest you model the activity by presenting one of your favourite songs and running it through the Music Question Checklist. Choose a song that has both positive and negative messages about women and men or relationships so you can model being critical about something you enjoy.

Small group activity (20-30 minutes)

In pairs or groups, ask students to answer the questions on the worksheet. The questions will provide a catalyst for discussion. You could follow up by asking whether there are artists who are giving counter-messages to the sexist messages we often hear.

Small group presentations of song lyrics (20 minutes)

One group at time, have students present their songs by working through the checklist. Encourage dialogue as a class about each presentation.

Conclusion (5 minutes)

Ask groups whether similar messages to the ones that they saw in advertising (if you taught Gender Stereotypes in the Media) are being sent by the music they listen to.

Lesson assessment (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).

Give students a bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

BLM 7

Music Question Checklist

Group member names

Name of Band

Name of Group

1. What is the song about?

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.....

2. Describe the behaviour of the women in this song?

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3. Describe the behaviour of the men in the song?

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4. How do the characters in the song relate to each other?

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5. Is the relationship that exists healthy or unhealthy?

.....
.....

6. What type of additional information does the listener get from lyrics?

.....
.....

7. How do the men in the song relate to the world? (For example, do they see themselves as superior or “in charge” of things?)

.....
.....

8. How do you respond to this music?

.....
.....

9. Would you consider the men/women in this song a role model?

.....
.....

Exemplar of BLM 7

Music Question Checklist

Group member names Jean-Paul, Hakim, Fatima, Jennifer, Gino

Name of Band Dressing the Ladies

Name of Group MC Boa

1. What is the song about?

The song is about a man going from rags to riches and all of the stuff he now owns.

2. Describe the behaviour of the women in this song?

The women are viewed as objects — possessions to be had and paraded.

3. Describe the behaviour of the men in the song?

The men behave as if they are having a good time — partying, drinking and driving around in expensive cars.

4. How do the characters in the song relate to each other?

The men relate to each other as peers but the women are related to as objects.

The women only seem to care about being attractive to the guys and getting the guys to notice them.

5. Is the relationship that exists healthy or unhealthy?

The relationship is unhealthy.

6. What type of additional information does the listener get from lyrics?

The song is about a man going from rags to riches and all of the stuff he now owns.

7. How do the men in the song relate to the world? (For example, do they see themselves as superior or “in charge” of things?)

The song is about a man going from rags to riches and all of the stuff he now owns.

8. How do you respond to this music?

The song is about a man going from rags to riches and all of the stuff he now owns.

9. Would you consider the men/women in this song a role model?

I would consider neither the men nor the women to be role models.

Healthy relationships and violence prevention

Exercise 8: Sexual Harassment — Sometimes, Always, Never

Exercise 9: Scenes of Dating

Exercise 10: The Continuum of Abusive Behaviour

Exercise 8: Sexual Harassment — Sometimes, Always, Never

Ideal For

- Co-operative learning
- Community building
- Investigative
- Interpersonal and intrapersonal intelligence building
- Authentic problem task-based learning



Notes for educators

Sexual harassment includes words or actions that:

- are unwanted
- affect the individual's ability to work or learn (that is, they create a poisonous environment)
- are a form of discrimination on the basis of sex or sexual orientation
- are an expression of power, authority or control through sex

When we talk to our students about sexual harassment, it is important to emphasize the differences between impact and intent. Stress that the most important factor in defining sexual harassment (or for that matter racial and other forms of harassment) is whether the behaviour is wanted or unwanted by the person who is the target of the behaviour. The intent of the person who is making the comment or gesture is not the determining factor. Note that a person in a target group does not have to be known or be present for something to be harassing (for example, pin-ups on walls in a public versus a private space). In cases of sexual harassment, as well as other forms of oppression, the person who has harassed someone else may not have intended to do so, but the person who has experienced the harassment has felt the impact. This discussion is intended to serve as a starting point from which your students will consider how personal beliefs relate to actions and the resulting impact.

In Canada, sexual harassment is a violation of our human rights codes.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson.

Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM-B) for your students.

Materials

- A photo or depiction of someone experiencing sexual harassment to prompt students
- Harassment Quiz (BLM 8.1), one per pairing
- Harassment Scenario worksheets (BLM 8.2, 8.3, 8.4, 8.5), one per group
- BLM-A Ticket Out the Door
- BLM-B White Ribbon Campaign bookmark

Lesson time

65 minutes

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- To familiarize students with the notion of sexual and other forms of harassment.
- To discover that harassment often depends on the context.
- To discover that uneven power is often the key to harassment.

Introduction (5 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. Show students a photo of someone experiencing sexual harassment. Ask your class what is happening in this photo. Avoid getting into an in-depth discussion but name the behaviour in the photo as sexual harassment.

Activity: Think, pair, share (20 minutes)

1. Tell participants that this exercise is about sexual harassment. Give out the "What is Harassment" worksheet (BLM 8.1) and ask that students get into groups of two. Explain that each student should check off whatever he or she feels is the right answer for each point — whether something is always, sometimes or never harassment. Tell participants that they have five minutes to fill the worksheet out and that no one is going to check their answers.
2. While they're doing that, write the same chart up on the board or on a flip chart.
3. Go down the list. One by one, ask if something is always, sometimes or never harassment. Discuss as you go, but try to plan ahead to see what points might come up under specific items so you won't have to give a big speech after any point. Let the evidence accumulate as you go along. Write down some words or phrases that participants are using to describe what makes a particular encounter harassment (for example, "Who says it," "Tone of voice," "Where it happens," "Is a threat implied?" "Who has the power in the situation?").
4. What you should find is that most examples are in the "sometimes" category. Validate that we may have differences of opinion — for example, someone may think a joke with sexual content is always harassing while another will say it depends on the specific content. The point is that there are not always hard-and-fast lines. (To the objection that it is all a matter of opinion and anyone could claim that something is harassing, note that our sexual harassment codes all state that the behaviour is something that a "reasonable person" could experience as harassing or a "reasonable person" should know could be harassing.)

Group discussion (30 minutes)

1. Divide participants into four groups and give each group one of the enclosed scenarios BLM 8.2, 8.3, 8.4, 8.5). Groups should designate a group spokesperson, recorder and timekeeper. Groups have 10 minutes to complete their task. Ask participants to decide whether the scene involves harassment and why. Also ask what should be done in that situation. Let them know there are lots of options as to how to handle each situation.
2. Back together, ask each group to read the scene out loud and present their analysis to the class.

Note: Make sure the issue of unequal power comes out clearly. If questions arise about girls harassing boys, say that is wrong too and is included in the definition of sexual harassment. But remember that what a boy might perceive as a compliment (or just a silly statement) might be experienced by a girl as a threat.

Conclusion (10 minutes)

Look again at your list of some of the behaviours that make a situation harassment. Ask students if they can give the class a real-life example of a situation they know about that is sexual harassment. Ask student what can be done to address the problem and what can they do if they know it is happening.

If your school board has a sexual harassment policy, distribute copies or tell students where they can get a copy. Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about the problem of sexual harassment and violence against women.

Lesson assessment (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).

Give students a bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

BLM 8.1

What Is Harassment?

People have different perspectives about what kinds of behaviour constitute sexual and other forms of harassment. Listed below are types of behaviour that could be considered harassment. Please indicate whether you personally think these forms of behaviour are always, sometimes or never harassment. Be prepared to discuss the reasons for your choices. Add other ideas at the end.

	Always	Sometimes	Never	Factors which can make it harassing
1. Comments on someone's body, dress or personal appearance				
2. Casual physical contact (such as hugging, patting)				
3. Derogatory comments about gays/lesbians				
4. Jokes with sexual themes				
5. Whistling at someone				
6. Prolonged staring at someone's body				
7. Invitations for dates				
8. Obscene phone calls				
9. Derogatory terms.				
10. Pin-ups in lockers or on walls				
11. Graffiti about women, gays, racial or religious minorities				

BLM 8.2

Scenario 1 - Jason and Maria

Group Names: _____

Spokesperson: _____

Recorder: _____

Timekeeper: _____

You have 10 minutes to complete this worksheet.

Maria is a high school student. She recently started a part-time job at a restaurant. Her supervisor, Jason, is about 10 years older than her and seems to be very supportive while Maria is learning her responsibilities. He takes every opportunity to teach her the workings of the restaurant, introduce her to other staff and generally make her feel comfortable.

On several afternoons within the first two weeks, Jason asked Maria for some extra help after work. She was eager to help out and agreed to stay. At first everything went well. Maria learned a lot and they got through a pile of work. He told her how much he appreciated her hard work. Maria was pleased with the bigger responsibilities.

On the next afternoon, however, Jason started telling Maria how attractive she was and how everyone at the restaurant liked her. He complained he was unhappy in his marriage. Maria told him she felt sorry for him and hoped he could sort out his troubles. Jason said he felt really good talking to her and wondered if they could talk more about it over coffee after work. She thought this was too personal and she felt uncomfortable. Jason then came over, briefly put an arm around Maria and said he looked forward to talking later.

1. How would you describe what Jason did to Maria?

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2. What do you think most women would want to do or say in this situation? What might make it hard for them to do or say this?

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.....

3. What do you think Maria will do? What are her options?

.....

.....

4. If Jason had kissed her (or tried to kiss her) would this have been sexual assault and not just harassment?

.....

.....

BLM 8.3

Scenario 2 - Pedro and Carla

Pedro and Carla are grade 12 students. For the entire first term, Pedro has been bugging Carla to go on a date with him. Carla isn't interested in dating Pedro and she has been laughing off his attempts. For a while she thought he was doing it as an ongoing joke. The winter holidays are almost here and Carla is just about fed up. She has no interest in Pedro whatsoever and no intention of dating him. She has given him every excuse in the book and has directly said "no." He still hasn't got the point. Pedro acts as though Carla's saying no means he should "try harder."

Today was the last straw. Carla was walking to her locker after class when Pedro pushed her up against the wall and said, "What's your problem, ho? Are you stuck up or something? Do you think you're too good for me?" Some of Carla's friends were in the hall at the time and she felt really embarrassed.

1. How do you think Carla felt being pestered for a date?

2. Is this sexual harassment?

3. Would it have been sexual harassment if he hadn't intimidated and insulted her at the end?

4. What can Carla do?

5. Why do you think Pedro said what he did?

Question for young women: What could you do if you were Carla's friends?

**Question for young men: What could you say to Pedro if he were your friend?
What could you say to Carla?**

BLM 8.4
Scenario 3 - Mandy and the
Guys in the Hall

Mandy is in Grade 10. Whenever she goes to English class she has to take a hallway that goes near the gym. Sometimes there's a group of guys hanging there. As she gets near they start rating her. No one talks to her directly, but they say things like, "She's a seven," "No, she's clearly an eight," "Yeah, but check out that ass."

Mandy talks to her friends. Some tell her she should say something to the boys and make fun of them. Some say she should tell them how it makes her feel. Some say she should report the boys to a teacher or guidance counselor. Others say she should take a different route to get to English, but she says it's just as much her hallway as theirs.

1. How do you think Mandy feels when they make these comments?

2. Why do the boys think it's their right to talk this way?

3. Are they trying to bother her or are they trying to impress each other?

4. Why is this sexual harassment?

5. What do you think Mandy should do?

6. If you were Mandy's friend, what are some things you could do to support her?

7. If you are a boy and found yourself in this group of guys, what could you say or do to stop them making these comments?

BLM 8.5

Scenario 4 - Mr Jones

Mr. Jones is the Physical Education teacher. Some people really like him and others don't care for him very much. He works very hard but he's also very sarcastic. He will say things to the girls like, "Practice is over — time to go and fix your hair," or, "Time to go and get your faces painted on." He will also make comments on the girls' clothing.

When Mr. Jones is teaching Phys. Ed. to guys he will call them ladies or girls. He will tell them they are "throwing like girls." Once he mocked one boy using a high-pitched voice, pretending to speak like a girl, and he called the boys a bunch of sissies.

Some students feel uncomfortable with Mr. Jones' comments. Some girls are insulted and feel harassed. Some boys say he's harassing them. Others tell them not to worry, Mr. Jones is just kidding around.

1. How does it feel to be on the receiving end of Mr. Jones' comments?

2. Is this sexual harassment? Why are his words harassing to boys? To girls?

3. What could you do if Mr. Jones were being sarcastic towards you?

4. What can the students do?

5. Will the students be penalized for speaking to someone about these incidents?

Ideal For

- Co-operative learning
- Community building
- Interpersonal and intrapersonal intelligence building
- Authentic problem task-based learning

**Exercise 9: Scenes of Dating****Notes for educators**

This educational activity is an opportunity for young men and women to learn what each person values in a romantic relationship. Consider inviting your school guidance teacher to a portion of the class to talk about counselling and other services and information that is available to students that would be important to them in dating relationships.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson

Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM-B) for your students.

Materials

- One copy of Qualities of a Healthy and Unhealthy Relationship T-Chart (BLM 9.1) for each group of three students
- One copy of Is this Healthy? Dating Situations (BLM 9.2) sheet for each group of three students
- One copy of Dating Scenarios Andrea and Azar (BLM 9.3) and Sharon and Carl (BLM 9.4) for each five students
- BLM-A Ticket Out the Door
- BLM-B White Ribbon Campaign bookmark
- Scissors and glue sticks for each group

Lesson time

60 minutes

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- To identify the characteristics of a healthy relationship

Introduction (5 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. Briefly review how good communication — good listening and expressing your feelings and views — is key to good relationships. Acknowledge that a relationship is a product of the effort both partners put into it. Discuss how learning to deal productively and respectfully with conflict is important in building a satisfying relationship.

Activity: Think and share (20 minutes)

1. We're going to start by looking at some of the characteristics of a healthy relationship. Have everyone divide into groups of three and give each group a Qualities of an Unhealthy and Healthy Relationship T-chart (BLM 9.1) and one copy of Is this Healthy? Dating Situations sheet (BLM 9.2).
2. Ask each group to cut, sort and paste the dating situations under either "healthy" or "unhealthy." Time permitting, using the blank squares at the bottom of Is this Healthy? Dating Situations sheet (BLM 9.2), ask them to come up with scenarios of their own to be classified as either healthy or unhealthy relationships.
3. Turning attention to the whole class, review the Is this Healthy? Dating Situations sheet and ask each pair where they placed the behaviour.

Activity: Small group discussion (30 minutes)

1. Have students form small groups of four or five. Distribute one dating scenario worksheet to each group (BLM 9.3 and 9.4). Ask students to read the scenarios and complete the worksheet. The worksheets contain three criteria on which to evaluate the healthiness of a described relationship. Students should rate each person for various aspects of the relationship. Next to each rating, students should provide their rationale.
2. Lead a discussion based on student answers, incorporating concepts previously addressed in this package. Questions you might want to ask include:
 - How did the characters communicate?
 - What was the conflict? How did the two characters deal with it?
 - Did the characters show respect for both themselves and their partner?
 - Did the characters respect each other's boundaries?
 - What kind of relationship is this? What makes it this way?
 - Who can you talk to if you think a relationship is unhealthy?
 - What could you tell a friend who is in an unhealthy relationship?

Conclusion (5 minutes)

Ask students to identify where someone could go or phone if they were in an unhealthy relationship (for example, guidance department, friend, adult they trust, local crisis centre or women's shelter).

Ask each student to state the one quality they most want and admire in healthy relationships.

Optional activity

Role-plays. Divide students into small groups and ask them to identify and enact common dating scenarios. Discuss the situations presented and how they could be better resolved.

Lesson assessment (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).

Give students a bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

Qualities of unhealthy and healthy relationships

Unhealthy relationships

Healthy relationships

BLM 9.2
Is This Healthy?
Dating Situations

You've made plans with your partner and s/he cancels the plans at the last minute because s/he doesn't think what you've planned would be much fun.	He calls her a stupid ---- during an argument.	You take turns picking the band or television show you'll watch.	Your partner is critical of your friends.
He grabs her arm during an argument.	He drives fast and she says it makes her uncomfortable. He slows down and apologizes for making her feel that way.	He tells his friends that he "scored" with her last night when all they did was talk.	He is pressuring her to have sex.
He grabs her arm during an argument. He pays for the date and she expects him to.	Even if you have different beliefs and points of view, you can respect each other's views.	He thinks she wants to have sex if she is dressed in a low-cut top and short skirt.	When one of you has some good news, you celebrate together. You even get him/her a present.
She doesn't want him to go out with his friends. She says she can't trust him farther than she can throw him.	You both share the cost of the dinner and movie.	When they go out together he's always looking at other women's bodies. Sometimes he comments on how "hot" they are.	You get angry at something but always talk it out together, listening to each other's point of view.
Whenever she has trouble reading the map, he rolls his eyes and says, "Oh I guess it's genetic that girls don't have any spatial sense."	He calls her the next day after an important date to say what a great night he had and he hopes she slept well.	She decides to cheat on him to try to make him jealous.	She cheats on him. He gives her a black eye.
They go on a camping trip and before they go, they make a list of what they need and do the shopping and prep together.	She tells him that he could use a bit of help with picking out his clothes. She also tells him that he could kiss better.	When she hears that he cheated on her, he says he was drunk and it wasn't his fault.	He's pressuring her to let him take naked photos of her. He plans to post them on the Internet, saying, "Oh baby, you just look so hot and I want the world to see you."
The night before a big essay is due, he demands that she write his essay for him because he hasn't had time.	They tell each other when they're going through a difficult time at home or school.	He feels he always has to be strong in her presence.	When she's angry at him, he listens carefully to what she's saying.

BLM 9.3

Scenes of Dating - Sharon and Carl

Sharon and Carl have been dating on and off for over a year. One Friday they go to a school dance. Carl spends most of the evening hanging out with a group of his male friends. While Sharon is talking with her female friends, her lab partner, Gary, asks her to dance. Sharon and Gary dance to a fast song and then Sharon goes to get a pop. Carl joins her at a table. He orders her to put on her sweater, saying her blouse is too tight. Sharon obeys. Carl questions whether she wore the blouse for Gary. Sharon tells him to stop being a jerk and that they've been through this before. She gets up to leave and Carl grabs her arm. Sharon breaks free and leaves the dance. Moments later, Carl is running behind her, begging for her forgiveness and saying he didn't mean what he'd said, but that he'd seen how Gary stared at her. Carl promises it won't happen again. They embrace. As they walk on, Carl says, "If you didn't make me so mad, I wouldn't get like that."

How would you rate their relationship in terms of respect, communication and boundary setting? Place an S (for Sharon) and a C (for Carl) along each of the following scales and explain your choices.

Respect (scale of 0 to 10)

0-----5-----10

- 0 = No respect for self or partner
- 5 = Respectful of self and partner
- 10 = Very respectful of self and partner

Communication (scale of 0 to 10)

0-----5-----10

- 0 = Limited communication skills
- 5 = Both usually say what they mean
- 10 = Excellent interaction skills

Physical and emotional boundary setting (scale of 0 to 10)

0-----5-----10

- 0 = No respect for own or partner's boundaries
- 5 = Usually aware of own and partner's boundaries
- 10 = Both clearly understand and respect boundaries

Is this a healthy or an unhealthy relationship? How so?

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Can this relationship be improved? If so, how?

.....

.....

BLM 9.4

Scenes of Dating - Andrea and Azar

Andrea and Azar have been dating for a month. They really enjoy spending time together. On the weekend they go to a party at a friend's house. At the end of the night, Azar's best friend Alim offers to drive them home. Andrea knows Alim is a maniac behind the wheel, but tells Azar that she doesn't want to go just yet. Azar gets irritated because she had been pestering him to leave. Andrea tries to speak with him privately, but Azar puts her off. After a few minutes, Azar returns to Andrea and asks her what's going on. After taking a deep breath, Andrea explains how she feels. She tells him that Alim is a crazy driver and she doesn't want to be in the car with him. She does, however, want to go home. Azar is annoyed because Alim is his friend, but he also understands Andrea's concern. He suggests she call her brother to pick them up. She says she wants Azar to call him because he's more likely to say yes to him, but he says she should. In the end she agrees.

How would you rate their relationship in terms of respect, communication, and boundary setting? Place an A (for Azar) and an AN (for Andrea) on each of the following scales and explain your choices.

Respect (scale of 0 to 10)

0-----5-----10

- 0 = No respect for self or partner
- 5 = Respectful of self and partner
- 10 = Very respectful of self and partner

Communication (scale of 0 to 10)

0-----5-----10

- 0 = Limited communication skills
- 5 = Both usually say what they mean
- 10 = Excellent interaction skills

Physical and emotional boundary setting (scale of 0 to 10)

0-----5-----10

- 0 = No respect for own or partner's boundaries
- 5 = Usually aware of own and partner's boundaries
- 10 = Both clearly understand and respect boundaries

Is this a healthy or an unhealthy relationship? How so?

.....

.....

Can this relationship be improved? If so, how?

.....

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Ideal For

- Co-operative learning
- Community building
- Interpersonal and intrapersonal intelligence building
- Authentic problem task-based learning

**Exercise 10: The Continuum of Abusive Behaviour****Notes for educators**

We all know that all relationships have conflict. How we deal with that conflict is key. Abusive behaviour can insinuate its way into relationships. This exercise will help students identify a range of behaviours that are, or might be, abusive, and it will help them set their own boundaries.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson

Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM B) for your students.

Materials

- One worksheet “Is He an Abusive Man?” (BLM 10) per group of four
- Scissors and glue stick for each group
- One flipchart paper per group
- One marker or crayon per group
- BLM-A Ticket Out the Door
- BLM-B White Ribbon Campaign bookmark

Lesson time

55 minutes

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- To understand how what is seen as acceptable behaviour by some is unacceptable to others.
- To see that in a climate of gender oppression, some aggressive behaviour can lead to more serious aggressive behaviour that eventually leads to violence against women.

Introduction (5 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. When we talk about issues of violence against women, we are not only talking about the most extreme forms. We are talking about a range of behaviours. As well, we are concerned about things that are not violence in themselves, but show how some men might be headed in that direction. That is what this exercise explores.

Activity group discussion and task (35 minutes)

1. Have students get into groups of four. The groups will choose which member will take each role in the group (Reporter, Cutter, Timekeeper and Consensus Decision Facilitator). Each group should have a piece of flipchart paper, a marker and a worksheet of statements ("Is He an Abusive Man?" BLM 10). Have them draw a horizontal line the length of the flipchart paper and explain that it is a continuum, running from "okay" to "not okay." They label the ends of the line.
2. They are to work in their groups discussing and arranging the statements along the line wherever they think they should be placed. The role of the Consensus Decision Maker is to ensure that each voice is heard before the group decides the placement of each statement. Once the group has made a consensus decision, statements can be glued to the page. They then take a marker and draw a vertical line as their personal acceptability line. If they have time, ask students to create four of their own possible behaviours and add them to their group continuum.
3. Discuss as a whole group the results from the posted charts. Ask students to consider how the Receiver of the behaviour would feel in each situation. Help them understand that even the small behaviours might eventually lead to violent behaviour against women or against other men.

Conclusion (10 minutes)

Brainstorm what we can all do if either a friend tells us or we know someone who is experiencing abusive behaviour. Point out resources in the school and community that can help (guidance department, community organization pamphlets, women's shelter and crisis help lines, etc.)

Lesson assessment: (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).
Give students a Bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

BLM 10
Is He an Abusive Man?
Behaviours to be classified
on the Continuum

He always has an opinion about what his partner wears. Sometimes he criticizes what she wears and sometimes he compliments what she is wearing.	When he is upset or angry, he says so and says he wants to talk later that day when he has a clear head. He follows through.
He is excessively jealous of the person he's going out with.	He believes that he should make more money than his future wife.
He is protective of his girlfriend and he doesn't want anything bad to happen to her.	When they are arguing, sometimes he screams and hits her. Afterwards, he is very sorry for what he has done.
He plans a special night out for his partner and it's a big surprise for her.	He has an explosive temper and becomes very angry about trivial things like how much time it took her to go to the bathroom.
He commits road rage and screams at other drivers about how stupid they are.	He tells her how much he loves her every day.
In a big argument, he tells her that she couldn't do any better than him and that no one would want to be with her because she has issues.	He gives "cut eye" to every guy who even looks in the direction of his girlfriend.
If he doesn't like the plans they have made, he says so and asks her what she wants to do.	He plays with his children but he never changes their diapers.
He sulks silently when he is upset.	He kicks, throws and hits things (not people) when he is angry. . He doesn't see his anger as his own, but rather, it is caused by other people or events.
When he has a bad day he tells her this and then asks if she wouldn't mind listening while he rants and raves a bit.	He never makes decisions about what to do on dates without talking to her.

Promoting Change

Exercise 11: The Choices We Make

How to Create and Live in a World without Violence Against Women and full of Gender Equality

Ideal For

- Co-operative learning
- Community building
- Interpersonal and intrapersonal intelligence building



Notes for educators

The lesson 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.

Please visit www.whiteribbon.ca, Educators section, for performance-based assessment task ideas and how teachers across Canada are applying this lesson.

Invite students to visit www.whiteribbon.ca, Youth section, so they can post their comments and see what students across Canada have to say about gender stereotyping and violence against women. We have provided a bookmark (BLM-B) for your students.

Materials

- One T-chart sheet per group (BLM 11)
- BLM-A Ticket Out the Door
- BLM-B White Ribbon Campaign bookmark

General learning objectives

(For specific provincial curriculum linkages, visit www.whiteribbon.ca, click on the Educators tab and then go to Provincial Curriculum Expectations)

- To see what choices we can personally make to help end the problem of violence against women.
- To see what strengths we have as a school and what areas can be improved.
- To understand how everyone needs to take responsibility for change.

Lesson time

60 minutes

Introduction: (10 minutes)

1. Recall ground rules for all classroom discussions. Remind students that you are counting on them to enable each student to respond as an individual who is owed respect and not measured against a stereotype.
2. Ask students in what ways they care most about issues affecting the well-being of our planet. (We predict that most students will indicate a strong sense of responsibility for environmental protection and stewardship.) Ask students what actions they have personally taken in their everyday lives to help protect the Earth.
3. This exercise will focus not on the environment but on what we can do to promote gender equality and help end violence against women.

Possible responses could include:

- Reduce, re-use and recycle (for example, using the other side of used paper)
- Take public transit, walk and cycle where possible
- Eat a diet rich in healthy foods
- Boycott companies that use child labour

Activity: Class discussion, group work and presentation (25 minutes)

1. The choices we make in our lives can affect the well-being of every member of our community. As a class, identify general areas in which we can have lives of gender equality and respect. Write these general headings on the board. (See the chart below for some possible headings. Your students may take a very different approach and not focus on the school setting.)
2. Split students into groups with an assigned heading. Each group will identify concrete behaviours and choices they can make to help end violence against women. (There is a work sheet they can use.)

Conclusion (20 minutes)

Have the groups report back. As you compare results, talk to the students about the responsibility we all have to do something about behaviours and attitudes and begin to brainstorm a list of what can be done. This is a natural lead into the action plan section of this kit. We hope you and your students 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 e-mail info@whiteribbon.ca.

Lesson assessment (5 minutes)

Ask students to complete a Ticket Out the Door (BLM-A).

Give students a Bookmark (BLM-B) so they can visit www.whiteribbon.ca to voice their opinions and see what other youth are saying.

Possible headings and possible group responses

Heading	Things that work against gender equality and contribute to violence against women	Things that work towards gender equality and ending violence against women
Student/student interaction	Telling sexist, demeaning jokes. Saying that a girl can't really be raped if she has had sex.	Being yourself with your friends. Not trying to impress others by putting down someone else. Supporting a friend who tells you that s/he is struggling with a relationship or thinks s/he is in an abusive relationship.
Hallway behaviour	Cat-calling, name-calling, ogling other students (such as staring at girls' breasts), judging others based on their bodies, bullying behaviour.	Not excluding people. Challenging hallway harassment.
Teacher/student interaction	Teachers calling on girls less often than boys or using gender-related sarcasm (for example, "You throw/kick like a girl!" "Act like a man!" or sexual innuendos.)	Ensuring the participation of all students. Making sure the point of view of historically oppressed groups is represented.
After-school clubs and committees/ sports clubs	Male sports get more funding and prestige in the school community. Girls have to practise in the outfield, boys get the better space.	Equal funding for boys' and girls' teams. Awards and team profiles celebrated equally.
Words we choose to use	Language that excludes girls and women (for example, fireman, chairman, manpower, "She's got balls," etc.)	Language that's inclusive (for example, firefighter, chairperson, labour, "She's got guts," etc.)
Challenge sexist and demeaning comments	Telling sexist and racist jokes or forwarding them by e-mail. Guys trying to impress their friends by yelling at girls or making disrespectful, demeaning comments about girls who walk past. Young men and women keeping quiet when a sexist/racist joke is told.	Not forwarding sexist/racist e-mails. Speaking up if a person is being sexist, racist or homophobic.
Dating behaviour	Saying things like, "Men are all pigs!" or "All men are the same," or "You girls all want the same thing," and "What are you, whipped?"	Treating him/her with respect. Not making assumptions about how s/he feels, thinks or values based on gender. Being yourself with your boy/girlfriend.
Community involvement, social activism	Things that work against gender equality and contribute to violence against women.	Standing up for what you believe in. Becoming an advocate for gender equality and healthy relationships. Volunteering and fundraising at a local women's shelter, sexual assault centre, and/or organizing a White Ribbon Campaign at your school.

BLM 11

Group Heading: _____ Group Names: _____

Recorder: _____ Timekeeper: _____

Reporter:_____

Behaviours and choices that help end violence against women/girls and promote the equal treatment of females and males

Behaviours and choices that help end violence against women/girls and promote the equal treatment of females and males

My Ticket Out the Door ...

Name:

Date:

What did you learn today?

Will your learning change the way you see or do things in your life?
If so, how?

Do you want to learn more about this topic?
If so, what do you want to learn more about?

What do you think about the problem of violence against women and girls?
Visit www.whiteribbon.ca and add your thoughts, opinions and solutions to our message board!



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please visit our website at www.whiteribbon.ca**



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3

Activities
and Action
For The
Whole
School and
Community

Part Three of this WRC Education and Action Kit will help your school participate in an international effort to build healthy and equal relationships. It's a way for all students to say that our future does not include violence against women. This part of the kit is directed at students in the hope you will take the lead in organizing a campaign at your school.

To help you with your campaign, this section provides information and advice on how to:

- Organize a White Ribbon Committee.
- Attract media coverage.
- Organize a range of school-wide or even community-based activities.

We have attempted to provide all the information and handouts you will need to hold a successful White Ribbon Campaign. Feel free to photocopy whatever you need. Visit www.whiteribbon.ca for more information.

Part One at the beginning of this kit contains a lot of background information that will be useful to you. We encourage teachers to make copies of it for interested students who are organizing WRC activities. (However, students should not feel reading it is necessary for their work.)

Finally, tell the WRC and other students across Canada and around the world about what you have done at your school. Please email or mail us pictures, the enclosed form to report on your fundraising, and a paragraph or two about your activities.

Your White Ribbon Campaign

Section 1: Getting prepared

Here are key things to do as you get started:

1. Select a staff resource person

One of your first tasks is to identify a staff resource person to assist with your campaign. Your resource person could be a teacher, school administrator, guidance counselor or other staff member. He or she should be someone you feel comfortable with. You may even wish to have more than one resource person (for example, both a woman and a man). The role of the staff resource person should be to:

- Provide support by acting as a liaison between you and the school administration.
- Provide additional information, ideas and support.
- Help you in organizing your school White Ribbon Campaign and arranging school resources (for example, the use of a fax machine).

2. Get approvals

Your staff resource person can help you identify what types of activities will require prior approval from school administrators. Your campaign will get a boost if the school supports your efforts.

3. Consider the timing of events

- When planning events, it is important to ensure that your events do not conflict with other scheduled school activities, holidays, or exam periods.
- The timing of your events should be convenient for students and should be planned to receive maximum exposure. You may want activities to take place over several days.

4. Publicize your committee and events

There are many ways to generate interest in your campaign and publicize your events. Aside from putting up posters and using the P.A. system, here are some things you might consider:

- If your student council has classroom representatives, ask them to notify their classmates about your campaign and upcoming events.
- Send notices about the campaign to representatives of school clubs or teams. And don't stereotype! Assume that all teams or clubs may wish to play a leadership role.
- Have WRC committee members encourage friends to participate in campaign planning and events. For example, at the end of the first few meetings, have everyone promise to bring one or two new people to the next meeting.

5. Work as a team

Committee members should make every attempt to attend all White Ribbon events. Share responsibilities. If possible, members should be identifiable (for example, wearing a white ribbon or a special T-shirt during White Ribbon events) and be available for questions. Try to keep ego trips and power trips out of the way. Respect differences.

6. Think about sponsorship

If you are organizing an activity that includes prizes or items that need to be purchased, consider approaching local merchants about sponsoring a campaign activity (for example, a grocery store might donate hot dogs and buns; a florist might donate helium-filled balloons.) Don't forget to ask your student council about arranging a small budget.

7. Form an ongoing White Ribbon Committee

As you plan your activities for White Ribbon days, you might want to discuss whether your committee could evolve into a regular discussion/action group or student club.

8. Develop ideas for White Ribbon Days and December 6

There is no single right way to organize a White Ribbon Campaign. Part of the spirit of White Ribbon is to encourage people in their own schools and communities to find creative and effective ways to involve more people and reach more people with the message about the type of future we want to live in.

The main focus of the White Ribbon Campaign in Canada is our White Ribbon Days, November 25 - December 6.

One of the things that happens in many schools is blending White Ribbon activities with December 6 commemorations. December 6 is Canada's National Day of Remembrance and Action on Violence against Women. That day was chosen because it is the anniversary of the murder of 14 female engineering students in Montreal in 1989 by a man who thought women didn't have a right to be educated. It is a day for men, young and old, to step back and listen to what women, young and old, have to say about men's violence against women. Men listen because women are the ones who are most affected by this violence. Men listen so they can learn. Men listen out of respect. Men listen because they care about the women in their lives. And men listen because we are dedicated to ensuring that our future has no violence against women.

Many schools hold memorial assemblies or do fundraising events on and around December 6. Often these will combine two symbols: For women in many parts of Canada, the symbol of that day is a red rose; in other parts of the country, it is a purple ribbon. (The YMCA produces a rose button.) Many schools distribute white ribbons and also use the red rose symbol on December 6.

We are often asked if women and girls should wear white ribbons. The white ribbon emerged as a symbol of men's and boys' opposition to violence against women. It is a pledge by males never to commit, condone or remain silent about violence against women. But in many countries it has developed into a symbol of the deep concern among both men and women about violence against women. In many schools in Canada, both males and females wear a white ribbon, while in some schools only males wear them.

9. Share your successes with students across Canada and around the world

You can share your successes with students in thousands of schools. Visit www.whiteribbon.ca. Send us photographs, a couple of paragraphs about your activities and the enclosed fundraising form, and we'll make sure to get the results onto our website. If you are a teacher, please complete our online evaluation for a free poster and also consider completing and sending us your two-page student evaluations so we can continue to develop and distribute educational activities that speak to students.

Your White Ribbon Campaign

Section 2: Organizing a WRC Committee

Organizing your own White Ribbon Campaign, whether it will be one event or an ongoing club, will involve bringing interested people together, deciding what you want to do, and then getting other students to help out. A few of you will have to take a leadership role to ensure that nothing falls between the cracks.

The White Ribbon Campaign in Canada is aimed primarily at guys and is organized primarily by guys. In some schools, males play the central role; in others, campaigns will develop with both males and females taking leadership. Even where a committee and campaign are run jointly by young men and women, one of our key objectives is to reach guys and to get guys speaking out in support of healthy and equal relationships. Having activities jointly organized by young men and women is a great way to model equal relationships and respect.

It's critical that males, young and old, are clearly saying that our future has no violence against women.

Four steps to developing a White Ribbon Committee

For those who have organized anything at school, you know the routine. For others, this is your first time. Either way, here are a few of the keys to get things going. Once people are interested, the campaign should take on a life of its own.

Step 1. Talk to your friends about the White Ribbon Campaign. If they sound interested, plan a small meeting to discuss organizing a campaign at your school. Think about any student council members, school club representatives or teachers you might want to invite to this small meeting. This section of the kit contains some forms and handouts you might find useful for this first meeting.

Step 2. Hold an initial meeting. Talk about the type of White Ribbon Campaign you want to organize. What activities would best suit your school? How can you integrate these with activities commemorating December 6? What about other things happening at your school? (This kit contains lots of action plan ideas later this Part, Part 3.)

Brainstorm about how to get more students involved in planning. Don't stereotype! Assume this issue is important to everyone. Assume everyone wants a good relationship.

Set your next meeting time, and have everyone commit to bringing one or two new people to the next meeting.

Step 3 Organize and hold your next meeting. Talk to more people. Talk to the student council or clubs, both to invite them to your meeting and to get feedback on your initial ideas.

At your next meeting, explain the goals of White Ribbon Days to new group members. Discuss the action plans you developed at your first meeting. Be open to new ideas.

Don't be discouraged if you don't have a lot of participants at first. The White Ribbon Campaign, which has spread to 47 countries, was started by three men in Toronto in one of their living rooms!

Before you end the meeting, set a new meeting time and decide who else you want to get involved.

Step 4. Get to work. With your plans established, the key to success is ensuring that everyone keeps in touch and is responsible for what they have said they will do. If someone cannot do something they said they would, it is important to find another volunteer. As anyone who has ever organized anything at school knows, there will always be a few unexpected difficulties. The key to avoiding these, or dealing with them when they arise, is good planning and good communication.

Helpful hints for organizing a White Ribbon Committee meeting

- Identify a staff resource person (or two). He or she should be someone you trust and respect. That person's role is to support your activities, act as a liaison between administration and yourselves, and provide additional help.
- Come up with some committee guidelines that will help you work together. For example, committees might have discussion guidelines such as: share speaking time, listen to what each other says without interruption, respect differences, no put-downs, keep personal disclosures confidential, etc.
- Establish when and where your next meeting will take place. Ensure that all participating students are informed about the meeting. Try to encourage male student participation.
- Prior to the meeting, remember to go through and photocopy the appropriate material in this kit to hand out to committee members (the "Committee Member Sign-up Sheet," the "Minute-taker's Form," the discussion paper entitled "The Problem: Violence Against Women," and the "Summary of Possible White Ribbon Activities.")
- Appoint a chairperson for each meeting. A good chairperson will remain objective, encourage people to take part, ensure that the meeting stays focused and progresses.
- Designate a minute-taker. It is a good idea to record the main ideas that come out (especially any decisions) and identify the responsibilities taken on by each member. Your minutes can then be used as a task checklist.
- Think about how to young men and women working together.
- Decide whether you are going to develop a joint program that organizes both White Ribbon Days and December 6 activities.. If you are organizing December 6 activities, make sure that guys don't dominate, perhaps by naming both a female and a male coordinator to work together. Remember that women, young and old, are the real experts about violence against women. And guys, if the girls in your school decide to do some things on their own, please respect their right to do so. Since men have dominated our society in the past, it's important that young women have a chance to set their own priorities, no matter how good your intentions are. In the end, this respect is a pathway for working side by side.



Organizing Committee Minute-taker's Form

Responsibilities

Meeting Facilitator:

Timekeeper:

Minute Taker:

Meeting Date: _____ Time: _____

Committee Members Present: _____

Items

Person Responsible

1.

2.

3.

4.

5.

Next Meeting Date:

Time:

Location:

Your White Ribbon Campaign

Section 3: Attracting media coverage

As you decide what activities you want to hold at your school during White Ribbon Days, consider whether you want to try getting some coverage from your local media. This could help you spread the message of the White Ribbon Campaign, get other schools involved, and also attract community interest and recognition. There is an old song from the '60s with the line, "Teach your parents well." The media provide one way that youth can educate adults.

If your group is interested in getting some publicity, you should develop an activity that would most likely be of interest to the media. There is no way to guarantee media coverage, and try not to be disappointed if your activity doesn't get covered (it is particularly difficult in large cities). But the media are always looking for stories that are:

- *Timely* - for example, an event near December 6 makes for a timely story.
- *Interesting or out of the ordinary* - most often, what makes an event interesting is that it is both timely and unique. While handing out white ribbons to students would probably not attract media interest, getting your entire student body to sign a huge white ribbon declaration might. (One elementary school made the national media when the principal had to kiss a pig because the students had met a big fundraising target.)
- *Highly visual* - newspaper editors and television news directors look for stories that are visual. If, for example, you managed to get your entire school to wear white shirts and form the shape of a giant white ribbon, the media might consider covering the story. The story might also involve a guest speaker, school displays or students willing to be interviewed.
- *Have good sound bites or sound images* - in the case of radio coverage, reporters look for stories that have a sound element. That way, they use background sounds from an event to tell the story, or have someone interesting to interview.
- *Break stereotypes and expectations* - if your event or action breaks the media's stereotypes, that might get attention. (For example, in one Alberta town a local hockey team holds an annual fundraising drive for the local women's shelter. This goes against a common assumption about the ideas of athletes, and has gained a lot of local media attention.)

If your event is to be timely, interesting and visual, you should plan the date, time and location of your activity, seek approval from your school administrators, and then prepare a news release for distribution.

Outreach to the media

For your main activity or activities, it might be helpful to appoint a publicity team to prepare a news release, identify where to send it, then send it and do follow-up phone calls.

A sample news release has been included in this section. It indicates, in square brackets, the information that your publicity team would have to add.

Your news release should:

- Be error-free and typed on school letterhead if possible.
- Announce the event at the beginning and detail its newsworthiness.
- Include short, direct quotations from students, if possible, which elaborate what is being said in the news release.
- Use action verbs in its description of what will be taking place.
- Be clear, to the point and concise (not more than a page).
- Answer the questions, who, what, when, where, why?

Your news release should be hand-delivered, faxed, or emailed to your local media outlets at least a few days before the event. For newspaper coverage, the release should be addressed either to a specific newspaper columnist who covers local issues or to the city editor. It's okay to send it to more than one person. For radio and television coverage, the release should be addressed to the news director.

In addition to a local newspaper, TV and radio station (or ones that serve your community from a neighbouring city), also send your release to any ethnic newspapers, other local publications, a local talk show host, your local cable television station or even to a community group that produces a newsletter. Aside from your major local media, you might also consider emailing or faxing your release to the White Ribbon Campaign national office at 416-920-6684.

It's important to follow up your fax with a phone call a day before the event. Indicate who you are, where you are calling from, that you are calling about the event that will be taking place at your school tomorrow, and ask if any further information is required.

In small communities with a weekly paper, it's important that you contact the paper a few days before the event. (For example, if the paper comes out on Thursdays, you may have to contact them on Monday or Tuesday to be assured of getting in.) The previous week is even better.

We would really appreciate receiving copies of any newspaper coverage you receive. Please include your clipping(s) with your White Ribbon Evaluation Form, indicating the name of the paper and the date the article/photo appeared.

Sample media release (space the main text about 1.5 spaces)
[School Letterhead]

- NEWS RELEASE -

FOR IMMEDIATE RELEASE

**[Your school name here]
 Is taking an important step to say
 "Our future has no violence against women."**

[City -Month, Day, Year] - Students at [your school name] will be [describe event] to launch the White Ribbon Campaign at their school.

At [give exact time] [detail what will be taking place and where]. More than [give number] students will be participating in the event. [Your school name] is located at [intersection]. [Add details that will be particularly attractive to the media.]

[Your school name] is holding this event to create awareness among the student body about the commitment by students that their future has no place for violence against women.

"[Add a short quotation from a student on your White Ribbon activities organizing committee about what participating in White Ribbon means to him/her]," says [student name and title if any].

[Your school name] will be joining thousands of schools, community groups, unions, businesses and individuals across the country and around the world that are all participating in various White Ribbon events.

Launched in Canada in 1991, the White Ribbon Campaign has spread to almost 50 countries. The media are invited to attend. Please sign in at the main office.

For more information, contact:

[Your name] or [facilitator's name]
 Student, White Ribbon Committee Member [his/her title]
 [Telephone #]

For more information about the White Ribbon Campaign, visit www.whiteribbon.ca or call the White Ribbon Campaign national office at 416-920-6684.

Your White Ribbon Campaign

Part 4: White Ribbon Days activity checklist

- ☐ Have you notified your principal/teachers about your plans for a White Ribbon Campaign?
- ☐ Have you approached custodial staff about any equipment (tables, chairs, etc.) you might need during your White Ribbon Campaign?
- ☐ Have you coordinated White Ribbon plans with events to commemorate December 6th?
- ☐ Have you made arrangements with your school's audiovisual club about any equipment you may require (VCR, TV, overhead)?
- ☐ Have you booked the room, foyer, gym or other space that you will need to hold your activity?
- ☐ Have you contacted your local media (television stations, radio stations, newspapers) about your upcoming events?
- ☐ Have you contacted the White Ribbon Campaign national office to inform us about your school's White Ribbon campaign? We may be able to publicize your activities on the website or even to the national media. Please e-mail info@whiteribbon.ca, phone 416-920-6684 or 1-800-328-2228, or fax us at 416-920-1678 with your plans.
- ☐ Have you made copies of the materials you will be distributing?
- ☐ Have you made white ribbons for distribution?
- ☐ Have you bought or made copies of the White Ribbon poster or created posters for display?
- ☐ Have you notified your school newspaper of your event?
- ☐ Do you have the supplies you will need (straight pins, tape, scissors, paper, stapler)?
- ☐ Are all committee members aware of their responsibilities, and are they aware of when and where activities are taking place?
- ☐ After your White Ribbon Campaign, have you discussed and evaluated the outcome of your events, and gone to www.whiteribbon.ca to give us your feedback?

Your White Ribbon Campaign

Section 5: Summary of possible White Ribbon Campaign activities

Think how your White Ribbon Campaign can reflect the energy, interests and diversity of your student body. On the next pages are ideas about a variety of activities, but don't hesitate to come up with your own ideas.

The purpose of these activities is to promote healthy and equal relationships. They are a way of getting out the message that our future has no violence against women.

Remember that these activities can be done during White Ribbon Days (November 25 - December 6) or any time during the year, such as around Valentine's Day, Father's Day, or whenever.

Many activities have a fundraising component. We want to encourage you split the funds you raise in half:

1) The White Ribbon Campaign is a non-profit organization that relies on the support of people like you.

2) Local women's programs deserve our support. We hope you will donate half of what you raise to local or regional women's shelters, crisis centres or women's anti-violence programs.

We want to post your hard work and dedication on our website. Send your photos and ideas to info@whiteribbon.ca

We discourage some traditional fundraising activities that end up being popularity contests - like paying to have candies, flowers or other gifts sent to particular students.

Some White Ribbon Campaign action ideas

Here is a summary of some action ideas. Full details about organizing many of these events are provided in the next section.

1. White ribbon distribution

Make (or buy) white ribbons for distribution to students and staff. This could be a fundraising and/or an awareness-generating activity.

2. White Ribbon in the name of love pledge dance

Encourage students to gather pledges in support of the White Ribbon Campaign. Those with pledges amounting to more than a designated amount (for example, \$20) would get into the dance for free.

3. Guest speakers

Invite a representative from a women's shelter, crisis centre, university gender issues department or the White Ribbon Campaign, or a teacher or school board representative experienced in gender issues to speak to your school.

4. The great white ribbon sign-off

Several junior highs and high schools have created a giant white ribbon pledge sheet. Male students are invited to pledge their commitment to ending men's violence against women by signing the ribbon.

5. Displays or tables

Invite local women's shelters, crisis centres, youth drop-in programs and White Ribbon Campaign volunteers to set up violence awareness tables in your school lobby during lunchtime. This could be a large community presentation, collages of media or music representations, or a simple display of collected materials.

6. Posters

Create posters on the significance of your White Ribbon Campaign, gender stereotypes that challenge traditional men's and women's roles, or other issues related to violence against women. This activity could be a school-wide contest, a committee effort, or an art class project. You might also consider copying and putting up a White Ribbon Campaign poster or posters produced by local community groups.

7. Mural

One high school in Chelmsford, Ontario, created a mural for its foyer. This could be created by a small group of students or your entire student population.

8. Play, skit or rap

Ask drama or music students or other interested students to put together a play, skit, or rap that addresses the issue of men's violence against women.

9. Film fest

Host a lunch-hour (or after-school) film fest of videos on issues relating to dating violence, charging a nominal door fee or do it for free. Presentations should be followed by a discussion hosted by a facilitator. Some recommended videos are listed at the end of this package.

10. Announcements

Prepare information suitable for morning announcements that relate to the issue of men's violence against women. The announcements could take the form of songs, quotes and facts.

11. Banner

Create a white ribbon banner to be hung in your school's front windows.

12. Discussion groups

Host a discussion group on issues related to men's violence against women. Students could make classroom presentations or meet in small groups at lunch or after school.

13. Handouts

Distribute handouts as an activity itself or in conjunction with another activity. You may even want to prepare your own handouts that use material from this kit.

14. White shirt day

Designate a day that students should wear a certain colour of shirt.

15. Bake sale

Invite interested students or a class to prepare goods to be sold at lunch.

16. "Name that tune" contest

During lunch hour or at a dance, invite students to enter a "name that tune" contest. Entrants might pay a small entry fee. Prizes could include tickets to a school dance, chocolate-covered almonds, a school T-shirt or pin, and/or chocolate bars.

17. Handprints against violence

In the cafeteria at lunchtime, post a large sheet of paper with paint trays. Title the paper, "These hands will never be used in violence." Encourage male staff and students to handprint the poster.

18. Reach for the top

Host a game show testing participants' knowledge of dating issues. Entrants might be charged a small entry fee. Questions could be based on material provided in this package.

19. Co-ed recreational activities

Host lunch-hour recreational games that encourage participation rather than competition (for example, beach ball, volleyball, badminton, basketball, etc.). Teams should be mixed male-female. To participate, students would pay a small door fee.

20. Item draw

Sell tickets for a chance to win a selected prize (for example, a romantic evening for two, including a limousine ride, dinner for two, and tickets to a semi-formal school dance). Local businesses might be willing to donate items or services for the draw.

21. Classroom challenges

Invite homeroom classes to issue white ribbon fundraising challenges to other classrooms.

22. Morning hot chocolate/donut sales

Sell hot chocolate and donuts before classes start in the morning. Local businesses might be willing to donate the supplies.

23. Fundraisers

Raise money for a local women's shelter or crisis centre by selling white ribbons or food (for example, chocolate bars, cookies, baked goods, hot dogs).

Your White Ribbon Campaign

Section 6:

12 detailed action plans

for White Ribbon Days

White Ribbon Campaign:

Action Plan # 1

1. WHITE RIBBON DISTRIBUTION

Perhaps the most important activity you can do in your campaign is to wear and distribute white ribbons. Remember, it is important to get male students involved in making and distributing the ribbons. When one guy says to another, "I want you to wear this ribbon as a statement that our future has no violence against women," the real message of the campaign is being spread.

When a man or boy wearing a white ribbon, he is making a personal pledge never to commit, condone or remain silent about violence against women. When he wears the ribbon, he is joining others in saying, "Our future has no violence against women."

What you'll need

- Spools of white ribbon (12 mm or 15 mm wide)
- Pins (safety or straight)
- Scissors
- Boxes

(Alternatively, pre-cut ribbons can be purchased from www.whiteribbon.ca or by phoning 416-920-6684)

Preparing the ribbons

Ribbon can be purchased at a fabric/craft store or distributor. You might want to check with your school's family studies or art departments to see if they have any spare ribbon. A 300-metre spool will make approximately 2,000 ribbons.

Rig up a contraption to mass-cut ribbons. Hang several rolls of ribbon from a wire hanger supported in a cardboard box. One person can pull three to five ribbons together at once, while a second person does the cutting. Cut the ribbon into 15-cm strips.

Once you have a lots of cut ribbons, fold them into upside down V's and secure them with a pin. You might want to affix ribbons to small rectangles of paper that, on one side, indicate the significance of wearing a white ribbon and, on the other, provide some statistics on violence against women.

Distribution and fundraising

Distribution can be done through your home rooms, a table in the cafeteria, a table in the front hall, before a school assembly or with teams of wandering ribbon distributors.

Many schools ask students to make a contribution for a ribbon, although students who don't have the money are given a ribbon anyway. Although the White Ribbon Campaign appreciates your support, we encourage you to send only half of what you raise to support the work of the White Ribbon. We encourage you to donate the other half directly to a woman's resource in your community, such as a women's shelter, a rape crisis centre, a transition house or other program.

On the White Ribbon Campaign website (www.whiteribbon.ca), there is a form to report on your WRC activities, including how much money you raised and where you contributed it.

Combine with other fundraising

Think about combining ribbon distribution (or other White Ribbon Days activities) with fundraising - selling pizza or hot chocolate or hot dogs. This will help you raise more awareness and raise funds not only for White Ribbon, but for women's programs in your community.

Community action

You might consider putting up a White Ribbon Campaign display at your local mall or community centre and handing out ribbons to interested passers-by.

White Ribbon Campaign:

Action Plan # 2

2. IN THE NAME OF LOVE PLEDGE DANCE

The intent of this pledge dance is to encourage students to promote discussion and action towards violence-free relationships. Oh yeah, and to have fun. It can take place at any time of the year. Students gather pledges from neighbours, family friends and employers in support of efforts to eliminate violence against women. To assist you with your school's endeavour, you can order White Ribbon buttons, T-shirts and bookmarks as prizes. Also consider asking a few local businesses to provide prizes.

What you'll need

- Participant instruction sheet
- Pledge sheet
- Publicity flyer

Instructions

Make the arrangements for a dance, notifying students of the theme and fundraising nature.

Organizers will need to promote the dance, explain how a pledge dance works, sell tickets and distribute pledge sheets. The dance and pledge campaign can be publicized through school announcements, posters and classroom notices. (Make sure you circulate more than one classroom notice.). A student committee might try to visit classes to talk about the pledge dance. Committee members should tell students that they don't have to collect pledges to come, but those who raise over a certain amount can come to the dance for half-price (or free).

Make sure you publicize any prizes. We suggest there be prizes for the students (and another prize for staff) who bring in the highest pledge amounts, and also that all students who gather pledges have their names entered into a draw to win other prizes. Some schools enter students' names once for every \$25 they collect in pledges. (Prizes should only be given out after students have turned in their collected pledges.)

Have the pledge forms, participant instructions and publicity flyers available one or two weeks before the dance. Organizers might want to have some special prizes to get things going - for example, a prize for the first few people to bring in the first \$50 in pledges.

Students (and interested staff) can gather pledges from family members, relatives, friends, teachers and by going door-to-door. As is normal with these things, all pledges should be collected in advance, not after the dance. Contributors often want to know what amount is suggested as a donation. Students might suggest a pledge of \$5 or \$10, but they should mention that for any donation of \$20 or more, the contributor will receive a charitable tax receipt from the White Ribbon Campaign. (So they will receive a tax receipt, you must make sure you clearly print the contributor's name, full address and postal code on the pledge form and submit the full amount of these funds to the WRC.)

Students and staff should be instructed to bring their pledge forms and collected money to the dance.

The proceeds collected can be submitted by cheque or money order to the White Ribbon Campaign, 365 Bloor Street East, Suite 203, Toronto, Ontario M4W 3L4. If your school requires a tax receipt, please let us know. As well, please send us the completed pledge forms. We will put the names we collect onto the White Ribbon mailing list to receive our newsletter.

If you organize this dance as part of White Ribbon Days (November 25 to December 6), we encourage you to donate half the proceeds to a local women's shelter, rape crisis centre or transition house.

Note to schools: Please adapt this form as you see fit. Before photocopying, add the details of your dance.

In the Name of Love - White Ribbon Pledge Dance - Instructions for Participants

Raising money for the “In the Name of Love” pledge dance will directly help efforts to stop dating violence and encourage the formation of healthy and equal relationships. And it's a way to say our future has no violence against women.

Raising money is pretty easy because there are a lot of people who want to help out.

And remember, [ADD HERE how much of a discount or free admissions students will get for collecting pledges. Mention that there will be prizes for those who collect the greatest amount of money and prizes for everyone who collects pledges. If you already know some of the prizes to be awarded, mention them here, but don't wait too long to start getting the pledge forms out.]

1. Aim of the dance: To support the White Ribbon Campaign. It's an effort by boys and men(supported by many girls and women) which started in Canada and has spread to almost 50 countries! The goal of the WRC is to raise awareness about the problem of violence against women and about our desire to build healthy and equal relationships. It is supported by men and women from all walks of life, all ages, all religions and all political persuasions.
2. Where the money goes: White Ribbon is a registered charitable organization in Canada. The money you raise will help programs to educate students about the problems of dating violence and to find ways to build healthy relationships.
3. Get started: Get copies of the pledge form. Ask friends, family, relatives, teachers, and _____ store owners, or go door-to-door for pledges. Being friendly, confident and positive will _____ bring the best results. Say, “My school is sponsoring a dance to raise money to educate _____ students about building healthy relationships and ending all dating violence. I hope you can support this important work.” Many people will ask how much other people are giving. If an adult asks you this question, you might say, “Many people are giving \$10 or \$20. If you are able to contribute \$20 or more, you will receive a tax receipt from the White Ribbon Campaign.” Don't be defensive about asking for so much - it's only a suggestion and people want to help end violence in our society. If people say they can't afford anything, thank them anyway.
4. Collect pledges and payment at the same time. Personal cheques are acceptable.
5. Make sure you print clearly everyone's name, full address, including city and postal code, email address, and amount contributed on the pledge form. Tell contributors they will receive some information on violence and the White Ribbon Campaign. This is particularly important for those who give over \$20 and would like a tax receipt. Give yourself a week to collect pledges.
6. Bring your pledge forms and all collected money to the dance.

**White Ribbon Campaign
IN THE NAME OF LOVE PLEDGE DANCE**

The White Ribbon Campaign is a registered charitable organization in Canada. The money raised will help programs to educate students about the problems of dating violence and to find ways to build healthy relationships. The official charitable number from the Government of Canada is: #14105 0708 RR001

Name	Address (Include City, Prov, Postal Code)	E-mail	Amount Contributed	Collected

White Ribbon Campaign:**Action Plan # 3****GUEST SPEAKER**

In every community there are people who deal with issues of violence against women. You could invite someone to speak to a class, a small group or an assembly.

What you'll need

- Names of possible speakers - a representative from a women's centre, a professor from a university or college gender issues department, a teacher experienced in gender issues or a woman who has survived violence and has chosen to share her story publicly
- Speaker request form
- Speaker checklist
- A location for the presentation
- Equipment as requested by your speaker
- Water, juice, coffee or tea for the speaker

The how-to

Decide as a group what kind of presentation would be best (for example, a question-and-answer presentation, a speech followed by questions, a panel discussion).

Contact your school administration about the proposed location of the presentation. Make any necessary arrangements with your custodial staff and audiovisual department.

After you have confirmed a date with a speaker, complete and fax the speaker request form to your speaker. This will ensure that there is no confusion about the date, time or location of the presentation. Make sure you keep a copy of the form for yourself.

Prepare announcements and posters to publicize the presentation.

Read through the speaker checklist to make sure everything is ready.

Identify students to meet, introduce and thank your speaker. You might also want to give a small gift to your speaker as a token of appreciation.

Community action

You could consider holding an evening community forum and invite parents and other interested members of the community. This would involve:

- Contacting possible speakers.
- Arranging for a table for panelists and creating a White Ribbon banner for the front of the panelists' table.
- Contacting local media about the forum.
- Preparing handouts for participants (for example, a program for the forum).
- Booking an audiovisual student to set up microphones, overhead machine, film projectors, etc.
- Designating a chairperson to introduce and thank speakers (this could be a committee member, your staff resource person, or your principal).

White Ribbon Campaign Speaker Confirmation Form

To:

From:

Fax:

Phone:

Email:

Speaker's name:

Title:

Organization:

School name:

School phone:

Date of presentation:

Time:

Location:

Topic:

Expected length:

Type of presentation:

Number of students in audience:

Requirements for presentation:

Expected time of arrival:

Who will meet speaker and where:

Speaker Preparation Checklist

- How will students and staff be notified of the event?

.....

.....

- Who will be responsible for publicizing the event?

.....

- What needs to be set up?

.....

.....

- Who will be responsible for set-up?

.....

- Has equipment been booked?

.....

- Who will run equipment?

.....

- Have the date, time and location of the presentation been confirmed with the speaker?

.....

- Who will meet the speaker when he or she arrives?

.....

- Will coffee or water be available for the speaker before the presentation?

.....

- Who will introduce and thank the speaker at the presentation?

.....

- Is there a small gift (for example, a school mug or pin) for the speaker?

.....

White Ribbon Campaign:**Action Plan # 4****WHITE RIBBON CAMPAIGN:
THE GREAT WHITE RIBBON SIGN-OFF**

Invite students (especially male students) to sign a giant white ribbon as a statement of their pledge not to commit or condone any form of violence against women. This activity could be a great finale to your White Ribbon Campaign - and it might get your school in the news.

What you'll need

- A copy of the White Ribbon logo
- Large sheets of newsprint or art paper
- Masking tape
- Pens

The how-to

Cut out a large white ribbon using the paper (the bigger, the better).

You can make a big sign above the ribbon: "Our Future Has No Violence Against Women."

In order to encourage other students to sign the ribbon, your committee members might want to sign their names on the ribbon in advance.

Prepare an announcement/bulletin describing the significance of signing the white ribbon.

You might want to have some committee members (with pens) remain near the white ribbon poster (before school or at lunchtime) to encourage and explain to students what their signatures signify.

Once you have gathered signatures, you might want to put the ribbon in a school display case for all to see.

A warning

The downside of this activity is that it might invite some graffiti. If you think this will happen, you might want to put a big white ribbon up for display, perhaps outside the school or in a window where others will see it. Or you might just have it up when someone is there to supervise it.

White Ribbon Campaign:

Action Plan # 5

DISPLAYS and TABLES

Displays and tables are an effective way to spread the message of White Ribbon Days to a large number of students. You could do this by working with community groups, working with school departments (such as family studies, English, history or health) or creating your own table. Getting teachers and/or community groups involved will enhance your awareness campaign.

What you'll need

- Display space
- Tables, chairs
- Masking tape
- Information sheets/handouts (you can download these from www.whiteribbon.ca)
- Display panels (where possible) and thumb tacks
- Posters

The how-to

For community booths

Invite community organizations (such as a crisis centre, women's shelter, police department's Community Service Division, or a community centre) to get involved in your campaign.

Inform the organization(s) about the space you have to offer, where the display would appear and when (one day, or two days, lunchtime only, or whatever). Specify exactly when the display would need to be set up and dismantled.

Ensure that you keep in contact and confirm participation a few days before the event. Make sure you have exchanged names and telephone numbers in case problems arise.

Arrange with staff for tables and supplies to be put in place for the booth.

For school-wide displays

Invite teachers from different departments to put up relevant displays in classrooms and display cases (for example, a math teacher could put up statistical information on the incidence of date rape or wife assault, an English teacher could put up related literature, a school librarian could put up covers from related books, and a history teacher could put up information on tribal societies in which violence does not exist).

Make arrangements with staff for any equipment you will require.

Exhibit white ribbon information and, if possible, pamphlets from any relevant community organizations. Try to make your display as visual as possible. You might incorporate either the white ribbon sign-off or white ribbon distribution with this display.

Community action

You might consider setting up a White Ribbon Campaign booth or display at a local mall or community centre. The display could let passers-by know what your school is doing to recognize this year's White Ribbon Campaign and encourage them to participate.

White Ribbon Campaign:

Action Plan # 6

POSTERS

Create posters on the significance of a White Ribbon Campaign, gender stereotypes that challenge traditional men's and women's roles, or other issues related to violence against women. This activity could be a school-wide contest, a committee effort, or an art class project. Posters should include the White Ribbon logo and the date(s) of your White Ribbon Campaign. As well, your school can order posters from www.whiteribbon.ca

What you'll need

- Copies of the White Ribbon logo for distribution to contest entrants (if applicable)
- Paper for posters

The how-to

Make arrangements for posters to be displayed throughout the school.

For a poster contest, you will need to:

- Set a contest deadline, establish contest rules with a co-operative spirit and promote the contest.
- Distribute copies of the White Ribbon logo to teachers and contest entrants.
- Decide who will judge the posters.
- Promote a co-operative spirit - have five first prizes, 10 second, and the rest honourable mentions, or something like that.
- Display all good posters.

For an art class project, you will need to:

- Make arrangements with your art teacher and art students.
- Provide copies of the White Ribbon logo and purpose.
- Determine where the posters will be displayed.

For a White Ribbon Committee effort, you will need to:

- Copy and post the enclosed White Ribbon poster.
- Make posters of your own that reinforce the message behind the White Ribbon Campaign.

Social Norms Posters

One of the in-class exercises in this Kit (Exercise 2: Social Norms Snowball Survey) measures what students actually think about issues concerning dating violence, gender equality and other issues. If some of the classes in your school have done this, and if you think the results show positive attitudes towards these issues, then consider using some statistics to create a poster. You could have one, for example, that contrasts what students think other students think, and what they actually think. For example, using those classroom surveys, you might discover something like: "75% of boys survey at our school say that other boys think it's okay to hit a girl whose cheated on him. But the truth is that only 10% think it okay. 90% think it is wrong."

Community action

You might consider displaying posters in your community on grocery store bulletin boards, community centre bulletin boards and so on. Or consider inviting other schools in the community to join you in a poster contest.

White Ribbon Campaign:**Action Plan # 7****MURAL**

This could be created by a small group of students or your entire student population. The mural could be hung in your school's cafeteria, front foyer or another high-traffic area.

What you'll need

- Mural paper (ask your art teacher or staff resource person)
- Thick markers (in assorted colours) or paint and paintbrushes
- A copy of the White Ribbon logo
- Masking tape

The how-to

Set a time and date for making the mural.

The mural could contain drawings, a collage, sexist sayings or quotations from famous women and men about gender equality, statistics on violence against women, etc. Give it some thought and be creative. Your mural should make students and staff think about the issues.

White Ribbon Campaign:

Action Plan # 8

PLAY or SKIT or RAP

Put together a play, skit or rap that addresses the issue of violence against women. This could be done by a group of interested students or drama or music students. The play, skit, or rap could be performed during lunchtime (open invitation), as an in-class presentation, at an assembly or as part of a December 6 memorial. It's a good idea to have a discussion or a question-and-answer period following the performance.

What you'll need

- Background information and handouts
- A location for rehearsals and the performance

The how-to

Everyone involved in producing the play should have a copy of some White Ribbon materials. Some of these, such as "What Every Man Can Do To End Violence Against Women," and, "Frequently Asked Questions About the White Ribbon Campaign" are available at www.whiteribbon.ca and at the end of this kit.

Determine when the performance will take place.

Once your play or skit has been written, seek input from your staff resource person and White Ribbon Committee members to ensure that the message behind the play or skit is clear.

Arrange for any required costumes and props.

Get students involved with publicizing the event.

Practise answering the type of questions students will ask you after a performance.

Note: Your play, skit or rap could be used as a fundraiser.

Community action

You might consider inviting the community and community groups to an evening performance of your skits, raps or plays.

White Ribbon Campaign:

Action Plan # 9

ANNOUNCEMENTS

Prepare information suitable for morning announcements that relate of healthy relationships and ending men's violence against women. You could use songs, facts or quotations to provoke thought. But try to be positive. Remember our future has no violence against women.

What you'll need

- "The Problem: Violence Against Women" (see Part IV)
- "Frequently Asked Questions About the White Ribbon Campaign" and "What Every Man Can Do to End Violence Against Women" sheets (see Part IV)
- A dictionary of quotations (ask your librarian)
- Quotes and information gathered online - www.whiteribbon.ca has many links you could visit.

The how-to

Decide the format your announcements will take.

Make arrangements to use the P.A. system during the days leading up to December 6. Once you have planned your announcements, test them out on a couple of friends to make sure your intentions are clear.

Sample Announcements

- "Every 17 minutes a sexual assault is committed in Canada. Ninety percent of the victims are female. Please join [your school name] in our efforts to end violence against women by participating in our White Ribbon Campaign. Students at [name of school] say that our future has no violence against women.
- "This year's White Ribbon Campaign is a time for men of all ages to make the personal choices to ensure that our future has no violence against women. [Your high school name]'s White Ribbon Committee is asking students to participate. Today's events are ..."

Community action

You could prepare and send public service announcements to your local media. Try to send your release as early as you can to accommodate their deadlines.

White Ribbon Campaign:**Action Plan # 10****WHITE RIBBON CAMPAIGN BANNER**

One way to spread the message of your White Ribbon Campaign to both students and community members is to create a banner to be hung in your school's front windows. Or you could put individual letters in separate windows along the front of the school that form a message such as "White Ribbon Campaign, Nov. 25 - Dec. 6: Help End Violence Against Women" or "White Ribbon Campaign, Nov. 25 - Dec. 6. Our Future Has No Violence Against Women."

What you'll need

- Scissors
- Masking tape
- A large roll of newsprint paper (ask your staff resource person) or old white sheets
- Paints (assorted colours), paintbrushes

The how-to

Determine how much space you have to put up a banner and or window letters what you could write in that space.

Measure the windows and cut your banner paper to fit within that space.

Sketch out on each sheet the letters or words that need to be painted.

Divide the sheets to be painted and posted among committee members and other interested students.

At the end of your White Ribbon Campaign, make plans to take down the banner.

White Ribbon Campaign:**Action Plan # 11****FILM FESTIVAL**

Host a lunchtime or after-school film fest of videos that address gender equality, changing roles of men and women, or violence against women. Screening should be followed by a discussion hosted by a facilitator. This could be a one-day or five-day event, or an in-class presentation.

What you'll need

- A screening room
- Television and VCR or film projector and screen
- Publicity posters

The how-to

Contact your staff resource person or librarian about films that might be available through your school board. Also see out Suggested Video List in Part 4 of this kit. If none are available, try your local library or contact the National Film Board.

Decide which films you will present.

It's a good idea to preview films before a group presentation. This will help you prepare for the discussion following the presentation.

Book your screening room and audiovisual equipment.

Publicize the event.

White Ribbon Campaign:

Action Plan # 12

WHITE RIBBON DISCUSSION GROUP

Host a discussion group on issues related to good relationships and about men's violence against women. The discussions could take the form of classroom presentations or small group sessions during lunch or after school.

What you'll need

- Discussion Ideas Sheet (below)
- Discussion Tips Sheet (below)
- A location for the discussion group
- "The Problem: Violence Against Women" (see Part IV)
- "What Every Man Can Do To End Violence Against Women" sheets (see Part IV)

The how-to

- Decide on the type of discussion group you would like to host (in class or small group).
- Think about the topics you might be interested in discussing. Try to consider a fairly broad topic in order to begin conversation.
- Collect some background information on your chosen topic. You may also consider distributing this information to the group members.
- Identify one or more group leaders/facilitators. You may want to have your staff resource person present to act as a support person.
- Determine the location and time of the activity.
- Publicize the event.

Discussion ideas

The following are some ideas you might want to use as starting points for discussion. Feel free to come up with your own. Note: Don't try to cover too many in one discussion.

- What impact does violence have on our lives? In school? In our community?
- Should we report violence when we see it (at school, in the community)? Do we have a responsibility to speak out or report violent incidents - or are we invading other people's privacy?
- Does conflict need to result in violence? If not, what other means do we have to resolve conflict?
- How are men/women portrayed by the media? Do you identify with certain characters? If so, why? If not, why not?
- How are women portrayed by advertisers? How are men portrayed? What impact does this have on us?
- What are some ways that men are socialized to be violent?
- How do stereotypes limit us - in terms of aspirations, treatment by others, our own attitudes/behaviours?
- What types of traditions reinforce masculine and feminine stereotypes? Are there any traditions that promote equality and co-operation between men and women?

Discussion tips

- Have a clear topic for discussion in mind when you meet with your group.
- Ask open-ended questions. Open-ended questions start with how, why or what - “How does this affect us?” “Why is it an issue?” “What can we do to change this situation?”
- Different opinions. When a member introduces a controversial point, try to separate fact from opinion. If you disagree, challenge the ideas, don't put down the person.
- Everyone has a contribution to make. It's okay to invite someone who hasn't yet spoken to do so, but don't pressure anyone to speak. It's okay if someone just wants to listen.
- Discussions should not lead to arguments. Because violence is an emotional topic, people tend to have strong convictions, so discussions can become heated. Try not to take comments personally. Remember, none of us knows how the issue of men's violence affects each person. Having a chairperson will help. The role of the chairperson should be to remain objective and ensure that discussion progresses.
- Stay focused. When discussion seems to get off track, try to reintroduce the original issue being addressed (for example, “Terry, I think you have a point there, but can we get back to talking about. ...”).
- Listen. Ask everyone to listen to each person's point of view before responding.
- Recognize that there are many views on any topic. The whole purpose of discussion is to share ideas and information - it's not about one person gaining points or winning a discussion.
- Abusive behaviour and put downs are not acceptable. If someone is being insulting, it is important to challenge them. Language that poisons your discussion- words and ideas that are sexist or racist or biased against particular groups of people based on their nationality, age, sexual orientation, religion or physical abilities - should be challenged. Discussion is great; hurtful words are not.

4

Useful
Handouts
and Lists

Handout Sheets

Handout Sheet: White Ribbon Campaign, Frequently Asked Questions

Handout Sheet: Statement of Principles: Breaking Men's Silence to End Men's Violence

Handout Sheet: What Every Man Can Do to End Violence Against Women

Handout Sheet: The 7P's of Men's Violence

Handout Sheet: The Problem: Violence Against Women

Suggested Video List



FREQUENTLY ASKED QUESTIONS ABOUT THE WHITE RIBBON CAMPAIGN

Our future has no violence against women

What is the White Ribbon Campaign?

The WRC is the largest effort in the world of men working to end violence against women. In almost fifty countries, campaigns are led by both men and women, even though the focus is on educating men and boys. In some countries, it is a general public education effort on ending violence against women.

How did the WRC get started?

In 1991, a handful of men in Canada decided we had a responsibility to urge men to speak out against violence against women. Wearing a white ribbon would be a symbol of men's opposition to violence against women. After only six weeks preparation, 100,000 men across Canada wore a white ribbon. Many others were drawn into discussion and debate.

Goals and Focus

What does it mean to wear a white ribbon?

Wearing a white ribbon is a personal pledge never to commit, condone or remain silent about violence against women. Wearing a white ribbon is a way of saying, "Our future has no violence against women."

What is the goal of the WRC and how do you accomplish these objectives?

We are an educational organization that encourages reflection and discussion that leads to personal and collective action among men and boys.

As a decentralized campaign, our focus varies from country-to-country. In Canada our focus is on boys and young men. We produce educational resources for schools and TV and radio ads to promote healthy and equal relationships and to encourage boys to think about the choices they make when it comes to the use of violence.

We produce resources for use in workplaces, places of worship, and communities. We promote more active involvement by fathers. We encourage local fundraising to support local women's groups. We maintain a website with a range of resources. We network with WR campaigns around the world.

When is the focus of the White Ribbon Campaign?

In many countries, it is from November 25 (the International Day for the Eradication of Violence Against Women) to December 10. In Canada it is until December 6, Canada's National Day of Remembrance and Action on Violence Against Women. In other countries, White Ribbon events come at other times of the year.

Basic Philosophy

What forms of violence against women concern you?

The most widespread problems are physical violence

against wives and girlfriends (from hitting right up to murder) and sexual violence (usually committed by a boyfriend, husband, trusted adult, or family member.) There is also emotional abuse -- sexual harassment at work or on the street, stalking, jokes that demean women, and controlling behavior. In some countries there is genital mutilation of girls and trafficking of girls and young women into prostitution.

What about other forms of violence?

Although ending men's violence against women is our focus, we are concerned about all forms of violence. We are deeply concerned about violence against children. We are concerned about violence among men on the playground, in the sports arena, in relationships, and in war. And we are concerned by acts of violence by women against women or against men, although these are not as extensive nor as frequently lethal as men's violence against women.

Unlike violence by some women against men, that committed by some men against women has long been socially acceptable and is deeply rooted in beliefs of men's superiority and of men's right to control the lives of "their" women.

Does this mean you think that men are bad? Are you anti-male?

We do not think that men are naturally violent and we don't think that men are bad. In many countries, the majority of men are not physically violent. Researchers tell us many past cultures had little or no violence.

At the same time, we do think that some men have learned to express their anger or insecurity through violence. Far too many men have come to believe that violence against a woman, child or another man is an acceptable way to control another person, especially an intimate partner.

By remaining silent about these things, we allow other men to poison our work, schools and homes.

The good news is that more and more men and boys want to make a difference. Caring men are tired of the sexism that hurts the women around them.

We're not anti-male because we were started by men who care about the lives of men and boys.

Do you have opinions on other issues of the day?

Our goal is for all men and boys to get involved in a campaign devoted to creating a future without violence against women. Within the WRC there is a great diversity of opinion on many important issues, including ones relating to moral, religious and political beliefs. These issues are important, but they shouldn't prevent men from working together to stop domestic violence, sexual assault, and sexual harassment. And so we agree to hold diverse opinions. We include men from across the political spectrum from left to right, of all religions, ethnic and racial groups, and backgrounds.

White Ribbon Campaigns

Does everyone have to wear a white ribbon?

Some campaigns use cloth ribbons or small white ribbon pins shaped into our distinctive logo. Others have the white ribbon logo printed on T-shirts or hats. Some use cloth or plastic wristbands. And some only use the logo on posters, pamphlets, or in TV ads.

Who starts local and national campaigns?

The White Ribbon Campaign is unique in that it is a decentralized effort that believes that people know best what will most effectively reach men and boys in their community, school, workplace, and country. In that sense, anyone who believes in the goals and philosophy of the WRC can start a campaign. We encourage White Ribbon supporters in each country or community to work together. In some countries there is an official White Ribbon organization.

Are women part of White Ribbon? Do they wear the ribbon?

In Canada, the WRC is primarily a campaign of men, aimed at boys and young men. But we have women on our board and on our staff. Many local campaigns are encouraged by women's groups, many are led by men and women together, and women participate in many, if not most, activities.

In some countries, campuses, and communities, White Ribbon is led exclusively by men. In others, it is a joint effort or even one where women are leading.

Although the ribbon started as a symbol of men's opposition to violence against women, in many schools and communities both males and females wear the ribbon. We hope, though, that the focus remains on reaching men and boys with our message of respect.

What are your relations with women's groups?

We acknowledge the expertise and central role of women in challenging violence against women. With tremendous heroism, they pioneered this work; they set up support programs for women and pushed for social awareness and legal change. We encourage our local groups to have an ongoing dialogue with women's groups in their community.

Who runs the White Ribbon Campaign?

In Canada we have an elected and volunteer Board of Directors as well as a small but dedicated staff. Around the world, the WRC is led by many different organizations. The heart and soul of the organization are concerned men and women like you.

So what type of organization is it?

It's an organization like no other. Not only does it include men and women from varying social and political perspectives, but it is an organization that has avoided becoming hierarchical or bureaucratic. We want to keep our emphasis on the community, on the schools and workplaces.

Money Matters

How do you raise money?

In Canada, our funding comes from individual supporters, trade unions, corporations, religious institutions, foundations, and fundraising events. Specific projects are supported by the government.

Does this take money away from women's groups?

We support women's programs by encouraging men to give generously to them and by encouraging schools and others to raise money. We believe that by contributing to the reduction of violence against women, we are contributing to the overstretched resources of women's services. And we believe that as more men see this as an important issue, funding will increase to women's efforts.

Do you give grants or financial support?

Unfortunately, the WRC is not in the position to provide funding or grants for projects, organizations, or travel, or for establishing national or local White Ribbon Campaigns.

How can I help?

We encourage you to support White Ribbon activities in your community. And we encourage you to help the WRC in Canada and around the world with your generous financial support.

THE WHITE RIBBON CAMPAIGN

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STATEMENT OF PRINCIPLES

BREAKING MEN'S SILENCE TO END MEN'S VIOLENCE

If it were between countries, we'd call it a war. If it were a disease, we'd call it an epidemic. If it were an oil spill, we'd call it a disaster. But it is happening to women, and it's just an everyday affair. It is violence against women. It is sexual harassment at work and sexual abuse of young girls. It is the beating or the blow that millions of women suffer each and every day. It is rape at home or on a date. It is murder.

There's no secret enemy pulling the trigger, no unseen virus that leads to death. It is only men. Not all men, not most men, but far too many men.

And just who are these men? They are regular guys men from all social backgrounds and of all colour and ages, rich men and poor men, men who toil in the fields and men who sit behind desks.

Regular guys, however, have helped create a climate of fear and mistrust among women. Many of our sisters, our mothers and our daughters, our girlfriends and our wives do not feel safe. At night they can not walk to the store for bread or rice without wondering who's walking behind them. It's hard for them to turn on the television without seeing men running amok in displays of brutality against women and other men. Even those women in relationships with men who are gentle and caring feel they cannot always trust men. All women are imprisoned in a culture of violence.

Men's violence against women isn't aberrant behaviour. Men have created cultures where men use violence against other men, where we wreak violence on the natural habitat, where we see violence as the best means to solve differences between nations, and where men enjoy forms of power and privilege that women do not have.

Men have been defined as part of the problem. But the White Ribbon Campaign believes that men can and must be part of the solution. Confronting men's violence requires nothing less than a commitment to full equality for women and a redefinition of what it means to be men, to discover a meaning to manhood that doesn't require blood to be spilled.

With all of our love, respect and support for the women in our lives:

- We urge men around the world to wear a white ribbon each year or organize white ribbon activities between November 25 and December 10, or at another time of the year. Wearing a white ribbon is a public pledge never to commit, condone, or remain silent about violence against women. The white ribbon symbolizes a call for any man who uses such violence to lay down his arms in his war against our sisters.

- We ask unions, professional associations, student groups, corporations, religious institutions, the media, non-governmental and governmental organizations to make this an issue of priority.

- We support governments that pass comprehensive laws against all forms of violence against women and that fund programs for survivors of this violence, such as shelters for battered women and rape crisis centres, and for services to help men who use violence change their behaviour.

- We call for large-scale educational programs in schools and work places, for police officers and judges, on the issue of men's violence.

- We believe that respect for girls and women and equality between men and women are preconditions to ending the violence.

- We urge men, or men and women, to organize local and national White Ribbon Campaigns, open to all men and boys, right across the political, social and economic spectrum.

It has been the longest war, the greatest epidemic, the biggest disaster. With strength and love, we commit ourselves to work alongside women to bring this violence to an end.

THE WHITE RIBBON CAMPAIGN

Our future has no violence against women
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WHAT EVERY MAN CAN DO TO HELP END MEN'S VIOLENCE AGAINST WOMEN

The White Ribbon Campaign

1. LISTEN TO WOMEN....LEARN FROM WOMEN

The path starts with listening.

Who knows better about violence against women than women who experience it? Studies tell us that in most countries, 50 per cent of women have experienced physical or sexual violence. Huge numbers experience sexual harassment, that is, unwanted sexual comments, or sounds, or touch.

Learn about violence by asking a woman who trusts you how violence has affected her life. Then, if she feels comfortable to talk, sit back and listen. Your role isn't to challenge her on the details, nor debate whether something really should have bothered her or not. It is to listen. Simply trust that if she tells you something hurt her, then it did hurt her.

And turn to your local women's organizations. They have a wealth of accumulated experience and knowledge. Talk to them. Read their publications. Contribute financially. Learn from them.

2. LEARN ABOUT THE PROBLEM

Violence against women includes physical and sexual assault, sexual harassment, and emotional abuse. Not all violence leaves visible scars. Emotional violence includes regular subjection to demeaning jokes, domineering forms of behaviour, and sexual harassment.

Some forms of violence have a greater physical or emotional impact than others. But all forms of violence contribute to the very real fear and suffering that women in our society endure. The basic rights that most men enjoy – safety in their homes, ability to go out at night, a job free of harassment – are a source of fear for women in much of the world.

The fear is greatest in women's own homes. A common myth is that most violence is committed by strangers. In fact, when a woman faces violence it is usually by a man she knows – her husband, boyfriend, father, or employer.

Most men love and care about women. And yet frightening numbers commit acts of violence against the women they say they love. It occurs throughout the world, among the rich, poor, and middle class, and among those of every nationality, religion, and race.

3. LEARN WHY SOME MEN USE VIOLENCE

Men are not naturally violent. There have been societies with little or no violence. Studies over the past century have found that half of the tribal societies studied had little or no violence against women, against children, or among men. Furthermore, even today, in many countries the majority of men do not use sexual or physical violence.

Violence is something that some men learn. Men's violence is a result of the way many men learn to express their masculinity in relationships with women, children, and other men. Many men learn to think of power as the ability to dominate and control the people and the world around them. This way of thinking makes the use of violence acceptable to many men.

Most individual acts of men's violence are a sad attempt to assert control over others. Paradoxically, most violent acts by men are a sign of weakness, insecurity, and lack of self-esteem combined with a capacity for physical or verbal domination and feeling that they should be superior and in control.

Women are not immune from committing acts of violence. Women's groups have spoken out against the problem of violence against children, which is committed by both women and men, although most sexual abuse of children is by men. Women too can be violent against men or other women, but it usually has much less severe emotional or physical consequence.

In many violent incidents, men have been drinking alcohol. This might be because alcohol unleashes feelings, fears, rage, and insecurities that some men, cut off from their feelings, cannot handle.

But alcohol doesn't cause violence. Genes don't cause violence. Ultimately, it is the attempt by some men to dominate women, or adults' attempts to dominate children, or some men's attempts to dominate other men or groups of men. Violence is a way of asserting power, privilege, and control. Violence is a way for compensating for feelings that you're not a "real man."

4. SUPPORT WHITE RIBBON EVENTS

Change will occur if we each accept personal responsibility to make sure change happens. As men who care about the women in our lives, we can take responsibility to help ensure that women live free from fear and violence.

Each year, men around the world wear a white ribbon or take part in the events of White Ribbon Days. In many countries this is from November 25, the International Day for the Eradication of Violence Against Women, until around December 10. (In Canada, we wear the ribbon until December 6, the day of the 1989 massacre of 14 women in Montreal.)

Wearing a white ribbon is your personal pledge never to commit violence against women. It is a personal pledge not to condone acts of violence, not to make excuses for those who use violence, and not to think that any woman "asks for it."

It is a pledge not to remain silent. It is a pledge to challenge the men around us to act to end violence.

Wearing a ribbon provokes discussion, debate, and soul-searching among the men and boys around us. The ribbon is a catalyst for discussion. It is a catalyst for change.

Most importantly, the white ribbon is a positive statement that our future has no violence against women.

5. CHALLENGE SEXIST LANGUAGE AND JOKES THAT DEGRADE WOMEN

Sexist jokes and language help create a climate where forms of violence and abuse have too long been accepted. Words that degrade women reflect a society that has historically placed women in a second class position. By reflecting this reality they once again put women “in their place” even if that isn’t the intention.

One of the most difficult things for men is to learn to challenge other men. To challenge sexist language. To challenge men who talk lightly of violence against women. And to challenge men who engage in violence.

6. LEARN TO IDENTIFY AND OPPOSE SEXUAL HARASSMENT AND VIOLENCE IN YOUR WORKPLACE, SCHOOL, AND FAMILY

Sexual harassment refers to unwanted sexual advances or sexually-oriented remarks or behaviour that are unwelcome by another person. Flirting and joking are fine but only if they are consensual and wanted. Sexual harassment poisons the work or school environment. Men can join women in opposing sexual harassment by learning to spot it and learning to say something to stop it.

7. SUPPORT LOCAL WOMEN’S PROGRAMMES

Around the world, dedicated women have created support services for women who are survivors of men’s violence: safe houses for battered women, rape crisis centres, counselling services, and legal aid clinics. Women escaping violent situations depend on these services. They deserve men’s support and our financial backing. That’s why we encourage local White Ribbon Campaigns to raise money for local women’s programs.

8. EXAMINE HOW YOUR OWN BEHAVIOUR MIGHT CONTRIBUTE TO THE PROBLEM

If you’ve ever forced or pushed a woman to do something sexual she didn’t want to do, if you’ve hit, pushed, threatened, kicked your spouse or girlfriend, then you’ve been part of the problem.

If this happened in the past, admit what you did was wrong and make amends if possible. But if such behaviour has any chance of continuing, then you urgently need to get help getting to the root of your problem. Don’t wait until it happens again. Please act today.

Most men will never be physically or sexually violent. But we all need to examine ways we might try to control women. Do we dominate conversations? Do we put them down? Do we limit their activities? Do we make the decisions?

We all must think about the choices we make.

9. WORK TOWARDS LONG-TERM SOLUTIONS

Ending violence against women won’t happen overnight. Real solutions are truly long-term solutions. This is because men’s violence against women is rooted in inequalities between men and women, and in the way men learn to be men.

Legal changes to combat men’s violence against women (such as laws against rape and battering) are very important. The police and courts must diligently enforce such laws.

But this is not enough. Let’s work together to change our attitudes and behaviour. Let’s help men be better men by getting rid of our suits of armour, that is, attitudes which equate masculinity with the power to control. Let’s make positive changes in our relationships with women, children, and other men. Let’s involve men as caregivers and nurturers of the young.

Changes in attitude, behaviour, and institutions take time. And so we must look at how we raise future generations. We must teach our children, by example, that using violence in personal relationships is unacceptable, and that for boys to become men, they do not need to control or dominate women, men, or children.

10. GET INVOLVED WITH THE WHITE RIBBON CAMPAIGN’S EDUCATIONAL EFFORTS

The White Ribbon Campaign (WRC) is the largest effort in the world of men working to end men’s violence against women. The WRC is a grass-roots effort, relying mainly on volunteers. It has spread from Canada to almost fifty countries. Each country sets its own direction within the overall policies of the WRC.

The focus of the campaign in Canada on boys and young men. But it’s also aimed at older men who need to think about what examples they are setting for their sons and daughters.

Although primarily a men’s campaign, women have been active in promoting and supporting the WRC in many communities and countries.

Aside from organizing the annual White Ribbon Days, supporters can do other things throughout the year. They can hold activities in schools, communities, and workplaces; raise money for women’s groups; organize special events to support positive roles for men, including as fathers; talk to young people about building healthy relationships; start a local White Ribbon Campaign; and financially support the work of the WRC.

We encourage you to contact us or visit www.whiteribbon.com today to receive information on starting up a White Ribbon effort in your community, school, workplace, or place of worship.

Please don’t hesitate. Contact us today.

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THE SEVEN P's OF MEN'S VIOLENCE

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For a moment my eyes turned away from the workshop participants and out through the windows of the small conference room and towards the Himalayas, north of Kathmandu. I was there, leading a workshop, largely the outgrowth of remarkable work of UNICEF and UNIFEM which, a year earlier, had brought together women and men from throughout South Asia to discuss the problem of violence against women and girls and, most importantly, to work together to find solutions. (1)

As I turned back to the women and men in the group, it felt more familiar than different: women taking enormous chances – in some cases risking their lives – to fight the tide of violence against women and girls. Men who were just beginning to find their anti-patriarchal voices and to discover ways to work alongside women. And what pleasantly surprised me was the positive response to a series of ideas I presented about men's violence: until then, I wasn't entirely sure if they were mainly about the realities in North and South America and Europe – that is largely-Europeanized cultures – or whether they had a larger resonance.

Here, then, is the kernel of this analysis:

Patriarchal Power: The First “P”

Individual acts of violence by men occur within what I have described as “the triad of men's violence.” Men's violence against women does not occur in isolation but is linked to men's violence against other men and to the internalization of violence, that is, a man's violence against himself. (2)

Indeed male-dominated societies are not only based on a hierarchy of men over women but some men over other men. Violence or the threat of violence among men is a mechanism used from childhood to establish that pecking order. One result of this is that men “internalize” violence – or perhaps, the demands of patriarchal society encourage biological instincts that otherwise might be more relatively dormant or benign. The result is not only that boys and men learn to selectively use violence, but also, as we shall later see, redirect a range of emotions into rage, which sometimes takes the form of self-directed violence, as seen, for example in substance abuse or self-destructive behaviour.

This triad of men's violence – each form of violence helping create the others – occurs within a nurturing environment of violence: the organization and demands of patriarchal or male dominant societies.

What gives violence its hold as a way of doing business, what has naturalized it as the de facto standard of human relations, is the way it has been articulated into our ideologies and social structures. Simply put, human groups create self-perpetuating forms of social organization and ideologies that explain, give meaning to, justify, and replenish these created realities.

Violence is also built into these ideologies and structures for the simpler reason that it has brought enormous benefits to particular groups: first and foremost, violence (or at least the threat of violence), has helped confer on men (as a group) a rich set of privileges and forms of power. If indeed the original forms of social hierarchy and power are those based on sex, then this long ago formed a template for all the structured forms of power and privilege enjoyed by others as a result of social class or skin color, age, religion, sexual orientation, or physical abilities. In such a context, violence or its threat become a means to ensure the continued reaping of privileges and exercise of power. It is both a result and a means to an end.

The Sense of Entitlement to Privilege: The Second “P”

The individual experience of a man who commits violence may not revolve around his desire to maintain power. His conscious experience is not the key here. Rather, as feminist

analysis has repeatedly pointed out, such violence is often the logical outcome of his sense of entitlement to certain privileges. If a man beats his wife for not having dinner on the table right on time, it is not only to make sure that it doesn't happen again, but is an indication of his sense of entitlement to be waited on. Or, say a man sexually assaults a woman on a date, it is about his sense of entitlement to his physical pleasure even if that pleasure is entirely one sided. In other words, as many women have pointed out, it is not only inequalities of power that lead to violence, but a conscious or often unconscious sense of entitlement to privilege.

The Third “P”: Permission

Whatever the complex social and psychological causes of men's violence, it wouldn't continue if there weren't explicit or tacit permission in social customs, legal codes, law enforcement, and certain religious teachings. In many countries, laws against wife assault or sexual assault are lax or non-existent; in many others laws are barely enforced; in still others they are absurd, such as those countries where a charge of rape can only be prosecuted if there are several male witnesses and where the testimony of the woman isn't taken into account.

Meanwhile, acts of men's violence and violent aggression (in this case, usually against other men) are celebrated in sport and cinema, in literature and warfare. Not only is violence permitted, it is glamorized and rewarded. The very historic roots of patriarchal societies is the use of violence as a key means of solving disputes and differences, whether among individuals, groups of men, or, later, between nations.

I am often reminded of this permission when I hear of a man or women who fails to call the police when they hear a woman neighbour or child being beaten. It is deemed a “private” affair. Can you imagine someone seeing a store being robbed and declining to call the police because it is a private affair between the robber and the store owner?

The Fourth “P”: The Paradox of Men's Power

It is my contention, however, that such things do not in themselves explain the widespread nature of men's violence, nor the connections between men's violence against women and the many forms of violence among men. Here we need to draw on the paradoxes of men's power or what I have called “men's contradictory experiences of power.” (3)

The very ways that men have constructed our social and individual power is, paradoxically, the source of enormous fear, isolation, and pain for men ourselves. If power is constructed as a capacity to dominate and control, if the capacity to act in “powerful” ways requires the construction of a personal suit of armor and a fearful distance from others, if the very world of power and privilege removes us from the world of child-rearing and nurturance, then we are creating men whose own experience of power is fraught with crippling problems.

This is particularly so because the internalized expectations of masculinity are themselves impossible to satisfy or attain. This may well be a problem inherent in patriarchy, but it seems particularly true in an era and in cultures where rigid gender boundaries have been overthrown. Whether it is physical or financial accomplishment, or the suppression of a range of human emotions and needs, the imperatives of manhood (as opposed to the simple certainties of biological maleness), seem to require constant vigilance and work, especially for younger men.

The personal insecurities conferred by a failure to make the masculine grade, or simply, the threat of failure, is enough to propel many men, particularly when they are young, into a vortex of fear, isolation, anger, self-punishment, self-hatred, and aggression.

Within such an emotional state, violence becomes a compensatory mechanism. It is a way of re-establishing the masculine equilibrium, of asserting to oneself and to others ones masculine credentials. This expression of violence usually includes a choice of a target who is physically weaker or more vulnerable. This may be a child, or a woman, or, as it may be social groups, such as gay men, or a religious or social minority, or immigrants, who seem to pose an

easy target for the insecurity and rage of individual men, especially since such groups often haven't received adequate protection under the law. (This compensatory mechanism is clearly indicated, for example, in that most 'gay-bashing' is committed by groups of young men in a period of their life when they experience the greatest insecurity about making the masculine grade.)

What allows violence as an individual compensatory mechanism has been the widespread acceptance of violence as a means of solving differences and asserting power and control. What makes it possible are the power and privileges men have enjoyed, things encoded in beliefs, practices, social structures, and the law.

Men's violence, in its myriad of forms, is therefore the result both of men's power, the sense of entitlement to the privilege, the permission for certain forms of violence, and the fear (or reality) of not having power.

But there is even more.

The Fifth "P": The Psychic Armour of Manhood

Men's violence is also the result of a character structure that is typically based on emotional distance from others. As I and many others have suggested, the psychic structures of manhood are created in early childrearing environments that are often typified by the absence of fathers and adult men – or, at least, by men's emotional distance. In this case, masculinity gets codified by absence and constructed at the level of fantasy. But even in patriarchal cultures where fathers are more present, masculinity is codified as a rejection of the mother and femininity, that is, a rejection of the qualities associated with caregiving and nurturance. As various feminist psychoanalysts have noted, this creates rigid ego barriers, or, in metaphorical terms, a strong suit of armor.

The result of this complex and particular process of psychological development is a dampened ability for empathy (to experience what others are feeling) and an inability to experience other people's needs and feelings as necessarily relating to one's own. Acts of violence against another person are, therefore, possible. How often do we hear a man say he "didn't really hurt" the woman he hit? Yes, he is making excuses, but part of the problem is that he truly may not experience the pain he is causing. How often do we hear a man say, "she wanted to have sex"? Again, he may be making an excuse, but it may well be a reflection of his diminished ability to read and understand the feelings of another.

Masculinity as a Psychic Pressure Cooker: The Sixth "P"

Many of our dominant forms of masculinity hinge on the internalization of a range of emotions and their redirection into anger. It is not simply that men's language of emotions is often muted or that our emotional antennae and capacity for empathy are somewhat stunted. It is also that a range of natural emotions have been ruled off limits and invalid. While this has a cultural specificity, it is rather typical for boys to learn from an early age to repress feelings of fear and pain. On the sports field we teach boys to ignore pain. At home we tell boys not to cry and act like men. Some cultures celebrate a stoic manhood. (And, I should stress, boys learn such things for survival: hence it is important we don't blame the individual boy or man for the origins of his current behaviours, even if, at the same time, we hold him responsible for his actions.)

Of course, as humans, we still experience events that cause an emotional response. But the usual mechanisms of emotional response, from actually experiencing an emotion to letting go of the feelings, are short-circuited to varying degrees among many men. But, again for many men, the one emotion that has some validation is anger. The result is that a range of emotions get channeled into anger. While such channeling is not unique to men (nor is it the case for all men), for some men, violent responses to fear, hurt, insecurity, pain, rejection, or belittlement are not uncommon.

This is particularly true where the feeling produced is one of not having power. Such a feeling only heightens masculine insecurities: if manhood is about power and control, not being powerful means you are not a man. Again, violence becomes a means to prove otherwise to yourself and others.

The Seventh “P”: Past experiences

This all combines with more blatant experiences for some men. Far too many men around the world grew up in households where their mother was beaten by their father. They grew up seeing violent behaviour towards women as the norm, as just the way life is lived. For some men this results in a revulsion towards violence, while in others it produces a learned response. In many cases it is both: men who use violence against women often feel deep self-loathing for themselves and their behaviour.

But the phrase “learned response” is almost too simplistic. Studies have shown that boys and girls who grow up witnessing violence are far more likely to be violent themselves. Such violence may be a way of getting attention; it may be a coping mechanism, a way of externalizing impossible-to-cope-with feelings. Such patterns of behaviour continue beyond childhood: most men who end up in programs for men who use violence either witnessed abuse against their mother or experienced abuse themselves.

The past experiences of many men also includes the violence they themselves have experienced. In many cultures, while boys may be half as likely to experience sexual abuse than girls, they are twice as likely to experience physical abuse. Again, this produces no one fixed outcome, and, again, such outcomes are not unique to boys. But in some cases these personal experiences instill deep patterns of confusion and frustration, where boys have learned that it is possible to hurt someone you love, where only outbursts of rage can get rid of deeply-imbedded feelings of pain.

And finally, there is the whole reign of petty violence among boys which, as a boy, doesn't seem petty at all. Boys in many cultures grow up with experiences of fighting, bullying, and brutalization. Sheer survival requires, for some, accepting and internalizing violence as a norm of behaviour.

Ending the Violence

This analysis, even presented in such a condensed form, suggests that challenging men's violence requires an articulated response that includes:

- Challenging and dismantling the structures of men's power and privilege, and ending the cultural and social permission for acts of violence. If this is where the violence starts, we can't end it without support by women and men for feminism and the social, political, legal, and cultural reforms and transformations that it suggests.
- The redefinition of masculinity or, really, the dismantling of the psychic and social structures of gender that bring with them such peril. The paradox of patriarchy is the pain, rage, frustration, isolation, and fear among that half of the species for whom relative power and privilege is given. We ignore all this to our peril. In order to successfully reach men, this work must be premised on compassion, love, and respect, combined with a clear challenge to negative masculine norms and their destructive outcomes. Pro-feminist men doing this work must speak to other men as our brothers, not as aliens who are not as enlightened or worthy as we are.

- Organizing and involving men to work in cooperation with women in reshaping the gender organization of society, in particular, our institutions and relations through which we raise children. This requires much more emphasis on the importance of men as nurturers and caregivers, fully involved in the raising of children in positive ways free of violence.
- Working with men who commit violence in a way that simultaneously challenges their patriarchal assumptions and privileges and reaches out to them with respect and compassion. We needn't be sympathetic to what they have done to be empathetic with them and feel horrified by the factors that have led a little boy to grow up to be a man who sometimes does terrible things. Through such respect, these men can actually find the space to challenge themselves and each other. Otherwise the attempt to reach them will only feed into their own insecurities as men for whom violence has been their traditional compensation.
- Explicit educational activities, such as the White Ribbon Campaign, that involve men and boys in challenging themselves and other men to end all forms of violence.⁽⁴⁾ This is a positive challenge for men to speak out with our love and compassion for women, boys, girls, and other men.

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(1) This workshop was organized by Save the Children (UK). Travel funding was provided by Development Services International of Canada. Discussion of the 1998 Kathmandu workshop is found in Ruth Finney Hayward's book *Breaking the Earthenware Jar* (forthcoming UNICEF 2000). Ruth instigated the Kathmandu meetings.

(2) Michael Kaufman, "The Construction of Masculinity and the Triad of Men's Violence," in M. Kaufman, ed. *Beyond Patriarchy: Essays by Men on Pleasure, Power and Change*, Toronto: Oxford University Press, 1985. Reprinted in English in Laura L. O'Toole and Jessica R. Schiffman, *Gender Violence* (New York: NY University Press, 1997) and excerpted in Michael S. Kimmel and Michael A. Messner, *Men's Lives* (New York: Macmillan, 1997); in German in *BauSteineMänner, Kritische Männerforschung* (Berlin: Arument Verlag, 1996); and in Spanish in *Hombres: Poder, Placer, y Cambio* (Santo Domingo: CIPAF, 1989.)

(3) Michael Kaufman, *Cracking the Armour: Power, Pain and the Lives of Men* (Toronto: Viking Canada, 1993 and Penguin, 1994) and "Men, Feminism, and Men's Contradictory Experiences of Power," in Harry Brod and Michael Kaufman, eds., *Theorizing Masculinities*, (Thousand Oaks, CA: Sage Publications, 1994), translated into Spanish as "Los hombres, el feminismo y las experiencias contradictorias del poder entre los hombres," in Luz G. Arango et al. eds., *Genero e identidad. Ensayos sobre lo femenino y lo masculino*, (Bogota: Tercer Mundo, 1995) and in a revised form, as "Las experiencias contradictorias del poder entre los hombres," in Teresa Valdes y Jose Olavarria, eds., *Masculinidad/es. Poder y crisis*, Ediciones de las Jujeres No. 23. (Santiago: Isis International and FLACSO-Chile, June 1997).

(4) White Ribbon Campaign, 365 Bloor St. East, Suite 203, Toronto, Canada M4W 3L4 1-416-920-6684 FAX: 1-416-920-1678 info@whiteribbon.com, www.whiteribbon.com

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The Problem: Violence Against Women

Violence against women and girls takes many forms including physical assault, sexual assault, psychological abuse, and emotional abuse. Not all violence against women leaves scars like horrible bruises or broken bones. Violence against women also includes a variety of things we see and hear almost daily: demeaning sexist jokes, domineering or controlling behaviour, and unwanted sexual advances.

It is tempting to treat some of these forms of violence against women as less significant than others. But all forms of violence against women and girls contribute to the problem; they all contribute to the very real suffering women in our society must endure. Moreover, experts are beginning to realize that all these different forms of violence against women are closely related. They all have something to do with the fact that we have learned to equate masculinity - or simply being a man - with having the power to dominate and control the people around us. In other words, men's violence against women is a result of the way many men learn to express their masculinity in their relationships with women.

We know that men are not born naturally violent. In fact, an awful lot of men are never or rarely violent, and many of the men and boys we know would never try to dominate or control the women in their lives. We also know that women can be violent and domineering, and that men are often violent toward other men and boys. And, of course, we should be concerned about these forms of violence also. But the purpose of the White Ribbon Campaign is to focus in on one particular form of violence in our society; men's violence against women.

Those who have studied violence against women have learned several important facts we should be aware of.

- Half of Canadian women have survived at least one incident of sexual or physical violence.
- Over a quarter (29%) of Canadian women have been assaulted by a spouse.
- In 1998, 67 women were killed by a current or ex-spouse, boyfriend or ex-boyfriend. That's one to two women per week. In 6 out of 10 spousal murders, police were already aware that violence characterized the relationship.
- Only 10% of sexual assaults on women are reported to the police. Extrapolating from these data, there are 509,860 reported and unreported sexual assaults in Canada per year.

That's 1,397 per day; which means that every minute of every day, a woman or child in Canada is being sexually assaulted. Very often, sexual assaults are repeated on the same woman or child by the same offender.

Violence against women is everywhere and it is largely about control, domination, and a basic lack of human respect. Those men who honestly respect the women in their lives and don't equate "being a man" with controlling or domineering behaviour are less likely to be violent.

As we think about and discuss the problem of violence against women, we must keep these important points in mind.

Suggested Video List

The National Film Board of Canada

<http://www.nfb.ca/> lists several films that address the issue of violence against women. The film, *After the Montreal Massacre*, is available from the NFB.

Breaking Our Silence

Available through: **Gloucester Men Against Domestic Abuse**

Producer's Description: "This documentary gives insight into the activist efforts of a group of men in the town of Gloucester, MA. Using footage from anti-violence marches and centering on community men speaking out against violence and domestic abuse, this video is an effective case study of how men can come together to challenge the violent construction of masculinity. With its focus on taking action to make change, *Breaking Our Silence* is a case study of the theories presented in Media Education Foundation's *Tough Guise*." 11 minutes

DreamWorlds II: Desire, Sex, and Power in Music Video

Producer's description: "DreamWorlds II powerfully illustrates the systematic representations of women in music video, and how these representations tell a dangerous and narrow set of stories about what it means to be female or male; stories which impact how women think about themselves sexually, and how men think sexually about women. Shocking and often disturbing, DreamWorlds II gives us a critical distance from images which have become so ubiquitous, and normal, they are almost invisible." Note: This film contains graphic images of rape and objectification of women. Recommended for high school audience or older. © 1996, 56 minutes

Killing Us Softly 3: Advertising's Image of Women

Producer's description: "Jean Kilbourne's pioneering work helped develop and popularize the study of gender representation in advertising. In this important video, Kilbourne takes viewers on a tour to see how the image of women in advertising has changed over the last 20 years.

Questions addressed are... Does the beauty ideal still tyrannize women? Does advertising still objectify women's bodies? Are the twin themes of liberation and weight control still linked? Is sexuality still presented as women's main concern? Are young girls still sexualized and grown women infantilized? Are images of male violence against women still used to sell products?"

Discusses the link between objectification and violence, and demonstrates how advertising trivializes violence against women. © 2000, 34 minutes

MACHO

Available through: **Women Make Movies, Inc.**

This video documentary was produced by the BBC and chronicles the work that the Men's Group of Managua (Grupo de Hombres Contra la Violencia de Managua - GHCV) has been doing to combat violence against women. The GHCV is made up of grassroots activists in Nicaragua who have been involved in innovative community education work as well as a national media campaign that calls upon men to take responsibility for male violence and end it. The interviews with members of the GHCV are in Spanish with English subtitles. © 2000, 26 minutes

Reviving Ophelia: Saving the Selves of Adolescent Girls

Available through: **Media Education Foundation**

Producer's description: "In this exclusive, illustrated interview, Mary Pipher, Ph.D., discusses the challenges facing today's teenagers, especially girls, as well as the role of media and popular culture in shaping their identities. She offers concrete ideas for girls and boys, families, teachers,

and schools to help girls free themselves from the toxic influences of today's media-saturated culture." This video discusses experiences of both girls and boys, providing an in-depth look at how society may perpetuate or enhance common struggles of teenagers. Excellent basis for classroom discussion; appropriate for middle school age and older, as well as parents and teachers. © 1998, 35 minutes

Together: Stop Violence Against Women

Available through: **Lifetime Television**

This powerful program highlights the stories of four survivors who experienced domestic violence in marriage, acquaintance rape on a college campus, battering with immigrant status, and stranger sexual assault with stalking. Each woman shares her personal struggles for survival. Also spotlighted are men in the movement to end violence against women, including Jackson Katz of the Mentors for Violence Prevention Program. Producer's description: "An original, thought-provoking documentary about women who found the courage to stop the violence in their lives. The program features interviews with these brave individuals as well as with advocates, friends and family members who helped them escape their violent situations." © 2003, 60 minutes (with ads)

Tough Guise: Media Images and The Crisis in Masculinity

Two parts: "Understanding Violent Masculinity" and "Violent Masculinity in Action."

Examines the relationship between the images of popular culture and the social construction of masculine identities, using excerpts from movies, music videos, and other media representations. Addresses Latino, African American, Native American, Asian American, and Caucasian boys and men. Recommended for grades 9 to adult. Narrated by Jackson Katz, founder of the Mentors in Violence Prevention (MVP) Program. Shows some images of sexualized violence, no nudity. © 1999, 57 minutes

Wrestling with Manhood: Boys, Bullying & Battering

Producer's description: "Wrestling with Manhood is the first educational program to pay attention to the enormous popularity of professional wrestling among male youth, addressing its relationship to real-life violence and probing the social values that sustain it as a powerful cultural force. Richly illustrating their analysis with numerous examples, Sut Jhally and Jackson Katz – the award-winning creators of the videos *Dreamworlds* and *Tough Guise*, respectively – offer a new way to think about the enduring problems of men's violence against women and bullying in our schools." © 1999, 57 minutes

Young Men's Work: Stopping Violence and Building Community

Available through: **Hazelden Video**

A video by Paul Kivel of Oakland Men's Project that discusses the role of men in reducing male violence in society. © 1998, 27 minutes (Curriculum includes: 1 Facilitator's Guides, 11 Handbooks, 1 Video, and 1 Poster Set.)

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