



Amnesty International

WOMEN'S RIGHTS

SECTION 2

VIOLENCE AGAINST WOMEN

Human rights education activities for use in teaching Personal Social and Health Education, Citizenship and English for ages 11 - 18

The activities in this section are:

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One important issue, not covered by any specific activity in this section, but referred to in the text, is Female Genital Mutilation (FGM). You can find information on this subject on these websites:

www.stopfgm.org/
www.ipu.org/wmn-e/fgm.htm

PROTECT THE HUMAN

INTRODUCTION FOR TEACHERS

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

Kofi Annan, UN Secretary General

All human rights issues affect women. However, women also suffer specific denial of their human rights because of their gender. The experience or threat of violence affects the lives of millions of women everywhere, cutting across boundaries of age, wealth, race, religion, sexual identity and culture. Domestic violence affects one in four women in the UK. The targeting of women in conflict and post-conflict situations is part of the ‘culture of war’ and violence against women is used as a military tactic.

Despite its pervasiveness this violence is not ‘natural’ or ‘inevitable’. It is an expression of historical and cultural values and patriarchal structures – women across all societies experience role stereotyping, discrimination and violence. Under international law, states must ensure the protection of human rights of all people, without discrimination. But although progress has been made, there is still a long way to go to bring about the eradication of violence against women in the UK and across the world.

Education plays a vital role in challenging the underlying stereotyping and discrimination, which fuels violence against women. This booklet is packed full of ideas for interesting lessons with background information to help students explore the issues. Undertaking the activities in this pack will also help you to fulfil the requirements of UK curricula, particularly in English, Citizenship and Personal, Social and Health Education.

The activities in this booklet comprise the second set of a series of three on women and human rights that aim to help students to think about violence against women as a human rights issue, and to explore its causes and consequences:

Set 1. Global Gender Inequality examines underlying factors such as gender stereotyping, global inequality and discrimination.

Set 2. Violence Against Women demonstrates the widespread existence of violence against women, defines the forms of violence against women and shows what must be done to prevent it.

Set 3. Claiming Women’s Rights (available from end of July 2006) analyses progress towards

women’s rights and celebrates human rights defenders.

Each set of materials presents classroom activities with clear curriculum links and an indication of age suitability. Some activities are accompanied by an information sheet or an activity sheet for students to fill in. These may be photocopied and handed out to individual students or working groups.

In using the activities, you will need to bear in mind that some of your students may have witnessed or experienced violence against women, or other violations of human rights. Many organisations provide help and support in this situation. The BBC website provides a comprehensive list at: www.bbc.co.uk/health/hh/links.shtml.

Two of the national helplines are:

Women’s Aid 24 Hour National Domestic Violence helpline: Freephone: 0808 2000 247

Post: P.O.Box 391, Bristol, BS99 7WS
www.womensaid.org.uk

ChildLine Free 24 hour helpline: 0800 1111
www.childline.org.uk

This series of materials was produced as part of Amnesty International UK’s Stop Violence Against Women campaign. Some of the activities are edited and updated from Freedom: Human Rights Education Pack by Caroline Adams, Marietta Harrow and Dan Jones (London, 2001), Chapter 3, pp 81-105.

The Stop Violence Against Women campaign

Amnesty International’s global campaign to Stop Violence against Women was launched on International Women’s Day in March 2004.

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

Activity 1

FACTS ABOUT VIOLENCE AGAINST WOMEN

Age group: 11 upwards.

Timing: Definition, On the line, Discussion - One lesson.

Follow up activities - One lesson or homework.

Definitions

Ask groups to define 'violence against women' in their own words. Discuss their answers.

On the line

Make a long line (8m) across the classroom or hall with a length of string, or drawn with chalk.

At one end of the line place a card bearing the words 'STRONGLY AGREE'.

In the middle place a card bearing the words 'DON'T KNOW'.

At the other end place a card bearing the words 'STRONGLY DISAGREE'.

Prepare a set of controversial statements about gender and violence against women and girls for the class to discuss. Use the **Agree or disagree?** statements below or make your own set.

Present each statement on a large card, or projected as an overhead transparency or read out.

Ask pupils to take a position on the line according to the extent to which they 'agree' or 'disagree' with the statement.

Invite a few individuals from different places along the line to justify their position.

If any pupils are persuaded by someone's comments invite them to change their position.

Proceed to the next question

Agree or disagree?

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

Discussion

Give out the fact sheets **Defining violence against women** and **Global violence against women**

- Ask whether there are questions about the meaning of anything in the fact sheets.
- What did students find most surprising or shocking in the fact sheets?
- Can they think of other examples of violence against women?
- Have they changed their minds now about their position on any of the statements on the line?

Follow up activities

Invite students to think of slogans and design posters or adverts for a 'Stop the Violence!' campaign.

Pairs or small groups could choose a different challenging fact from the **Global violence against women** statistics to highlight, or could imagine what a world without violence against women and girls would be like.

CURRICULUM LINKS

Ages: 11 and up. Subjects: English, Citizenship, PSHE/PSE/PSD, Art

SEE DETAILED CURRICULUM LINKS ON PAGE 17

Activity 1 Facts about violence against women

INFORMATION SHEET

Defining violence against women

What is violence against women?

Violence against women can be defined as:

Any act of violence that leads to physical, sexual or psychological harm or suffering to women, or the threat of such acts, including the use of force and the arbitrary deprivation of liberty, in public or private situations.

Violence against women includes:

Violence in the family such as:

Battering by male partners
The sexual abuse of girls in a household
Violence related to dowry (property brought by a woman when she marries)
Forced marriage
Rape within marriage
'Honour crimes' (punishing women for behaviour that is perceived as damaging the family's reputation)
Female genital mutilation (FGM), (a traditional practice in some routines where part of a girl's genitals are cut)
The abuse of women because they are lesbian or transgender (eg rape and 'psychiatric treatments' to try to 'change' their sexuality)

Violence against women at work and in the community including:

Rape
Sexual assault, abuse and bullying
The abuse of domestic workers – including: physical abuse, sexual assault, forced labour and slavery-like conditions
Trafficking and forced prostitution
The abuse of lesbians
'Honour crimes'

Violence carried out by the state or its agents

(police, prison guards, soldiers, border guards, immigration officials and so on) including:
Forced sterilisation
Forced abortion
Forcible psychiatric treatment to try to 'cure' lesbian women
Torture, including rape and sexual abuse

Violence against women in war including

Rape
Kidnapping
Trafficking

Torture
Murder
Enforced pregnancy
Forced abortion
(In war violence the military may deliberately target women and girls to create terror and to dominate communities.)

Does violence against women and girls occur in only some countries, or affect only certain groups of women?

No region, country or culture in the world is free from violence against women. It can affect women of every race, age, culture, faith, nationality, profession and financial situation.

What are the causes of violence against women?

The causes of violence against women include:

- Unequal power relations between men and women
- Attempts to control women's sexuality
- Cultural traditions
- The idea that what happens in the home is 'private'
- Military policy during conflict
- Lack of action by governments

Discrimination and inequality are at the root of violence against women.

Historically women have been seen as less important than men; lower than them; of less value than men politically, socially, economically and culturally. In the past both law and custom made women the property of men.

Wherever social attitudes devalue women, violence against women is more likely to be tolerated or less likely to be punished. Arguments to justify violent methods to 'keep women in their place' and to assert male dominance may call upon 'religious principles', or 'cultural traditions'.

Until recently, domestic violence in the UK was seen as a 'private matter' outside the power of the law to intervene. Indeed it was only after years of campaigning by women's groups and human rights organisations that domestic violence was criminalised and taken seriously.

Activity 1 Facts about violence against women
INFORMATION SHEET
Global violence against women

Across the world over 60 million girl babies are 'missing' – killed, aborted for being a girl, or deliberately under-nourished and neglected.¹

Each year, 2 million girls aged 5 to 15 are trafficked (sold or coerced into prostitution).²

More than a third of the world's women and girls have been beaten, raped or sexually abused during their lifetimes.¹

About 130 million girls and women worldwide have suffered female genital mutilation (FGM). Another two million girls are subjected to this every year.³ FGM is a traditional practice in some countries and involves cutting part of a girl's genitals.

In Europe domestic violence is the biggest cause of death and disability for women between the ages of 16 and 44. A quarter of European women experience domestic violence in their lifetimes. Every year 6-10 per cent of the women in Europe suffer domestic violence.⁴

Surveys around the world suggest that 40-70 per cent of female murder victims were killed by their husbands, boyfriends or ex-partners. The crime always came after a history of abuse.⁵

In the USA one woman is battered every 15 seconds, usually by her partner.⁶

In Pakistan over 1,000 women a year are murdered in the name of 'honour'.⁷

During the genocide of Tutsis and others in Rwanda from April 1994 to April 1995, over 250,000 women and girls were also raped.⁸

In the conflict in Bosnia between 1992 and 1995 over 40,000 women are estimated to have been victims of war-rape.⁹

In India, around 15,000 women a year are murdered in 'dowry deaths' at the hands of husbands or in-laws, dissatisfied with the marriage settlement. These crimes are often disguised as 'kitchen fires' – the victim is doused in kerosene and set alight. In Bangladesh, acid attacks on women because of dowry disputes are frequent, often leading to blindness, disfigurement, and death.²

Every week in England and Wales, two women are killed by their partners or former partners. Between 2000 and 2001, 42 per cent of female murder victims were killed by current or former partners, compared to just 4 per cent of male murder victims.¹⁰

In Northern Ireland, one woman a day is seriously assaulted by her male partner.

In Scotland one woman in five will experience domestic abuse during her lifetime.

Every year in the UK one woman in 10 is severely beaten by her partner, costing health and social services an estimated £1 billion.¹¹

Between 2001 and 2002 there were an estimated 635,000 incidents of domestic violence in England and Wales. 81 per cent of the victims were women; 19 per cent were men.¹²

In 2004 the police in Scotland recorded 43,678 incidents of domestic abuse. 89 per cent of the victims were female; 11 per cent were male.¹³

In Northern Ireland, the police recorded 20,959 incidents of domestic abuse, of which 8,508 were classified as crimes. 70 per cent of the crime victims were women, 22 per cent were men and 6 per cent were children. (The gender and age of the remaining 2 per cent were unknown.)¹⁴

BUT....Marital rape is now recognised as a crime in just over 50 countries.

At least 45 states have specific legislation against domestic violence, 21 more are drafting new laws, and many countries have amended criminal assault laws to include domestic violence.¹³

¹ UN Study on The Status of Women, 2000

² UNIFEM, 2005

³ International Stop FGM Campaign, 2005

⁴ Council of Europe, 2002

⁵ World Health Organisation, 2002

⁶ US Department of Statistics 2002

⁷ UN Human Rights Report, 2002

⁸ Human Rights Watch 1995

⁹ New Internationalist Jan/Feb 1998

¹⁰ Home Office, 2001

¹¹ 'Counting the Costs', Crime Concern, London 1998

¹² British Crime Survey, 2002

¹³ Scottish Executive, 2005

¹⁴ PSNI, 2005

Activity 2

IS THIS OK?

Age group: 11 upwards.

Timing: Survey and Opinion poll - Two lessons.

Research into images and messages - One lesson.

Further activities - Homework.

This activity could be linked to Activities 1 and 3 in Section 1. (Language, expectations and limitations and Nature or nurture?).

Ask students to research and feedback on different types of violence against women using the website: www.amnesty.org.uk/svaw/

Read the following passage with the class:

In 1998 the Zero Tolerance Trust conducted a major research study into young people's attitudes to violence, sex and relationships. Over 2,000 young people aged 14-21 from Scotland (Glasgow and Fife) and England (Manchester) were asked their opinions.

- Half the boys and a third of the girls in the study said that it was acceptable for a woman to be hit in certain circumstances (eg if she nagged).
- Both boys and girls considered forced sex to be more acceptable than hitting a woman.
- More than half of those interviewed thought that women provoked male violence in a number of ways (eg by the way they dress, by flirting).
- Over half of those questioned knew someone who had been hit by their male partner.
- Exactly half the sample knew someone who had been sexually assaulted.

Ask:

- What do students think about these findings?
- Where do they think young people learned these attitudes?
- What steps would be needed to change such attitudes?

Opinion poll

Students could carry out their own (small-scale) survey among a sample of young people of their age, perhaps in another class in their school, to check out attitudes to aspects of gender and violence. The survey should be strictly anonymous. It would ask similar questions to those that are quoted in the survey about what they considered to be OK. Results could be reported back, and compared with the results in Glasgow, Fife and Manchester.

Research into images and messages

Groups investigate how men and women are portrayed to the public through the media, how they behave and how they relate to each other.

Different groups research:

- 5 fairy tales
- 5 TV soap story lines
- 5 song lyrics eg country and western, gangsta rap, rock etc
- 5 films on current release
- 5 newspaper reports on celebrities

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

Further activities

Students search for a song, a story, a novel or a film that features a woman surviving domestic violence.

Useful websites

Songs: <http://creativefolk.com/affirm.html>

Fairy tales: www.rosemarylake.com/#feminist

Book

Clever Gretchen, Alison Lurie (ed) (for 11-14 yrs)

CURRICULUM LINKS

Ages: 11 and up. Subjects: English, Citizenship, PSHE/PSE/PSD

SEE DETAILED CURRICULUM LINKS ON PAGE 17

Activity 3

DOMESTIC VIOLENCE

Age group: 11 upwards.

Timing: Definitions. Esther Morgan - One lesson.

Further activities - Homework.

Definitions

Pupils, in groups, define the word 'home'.

They share ideas about what the word 'home' means to them.

What would their ideal of home be like?

(Bear in mind that some pupils' home situations will be far from ideal.)

Ask small groups to define the words 'domestic violence'.

Ask them to list all the things they can think of that could be described as domestic violence.

Esther Morgan

Read the two poems by Esther Morgan with pupils.

Discuss

- How her vivid picture of the situation and atmosphere is created.
- Are there words or phrases that are particularly effective?
- Is it possible that the woman 'talking' in the poem will ever be able to escape?

The article by Sue Lees can be used alongside the poems, to explore how control and terror grow out of ordinary, everyday situations.

Students can discuss why women might find it difficult to leave. Many personal testimonies from survivors of domestic violence, including children who have lived in such situations, can be found on the web. These highlight the horror of the situation and the difficulties of escaping, but also offer hope.

For example:

- *'Day by day I take a piece back of myself and have grown stronger and happier than ever in the process.'*
- *'There is light at the end of the tunnel. You don't have to live like this, there is an alternative and I never regret the day I left.'*

Websites

www.bbc.co.uk/health/hh/real.shtml

www.hiddenhurt.co.uk/

Children living in situations of domestic violence can be terrorised and traumatised. A website was

launched in 2005 specifically to support children and young people experiencing or witnessing domestic violence or concerned about such situations:

www.thehideout.org.uk/

Further activities

- Write your own poem, song or rap about stopping domestic violence.
- Research the history of women's refuges in the UK. The following website will be useful: www.refuge.org.uk/
- Find out about UK legislation relating to domestic violence and any initiatives in your area (eg by the police) to tackle domestic violence
- There are perpetrator programmes designed to help men who are violent to change their behaviour and develop respectful, non-abusive relationships. Find out about the methods and availability of such programmes: www.changeweb.org.uk/respect/htm www.bbc.co.uk/relationships/domestic_violence/pphh_index.shtml

Students could read and discuss Andrea Ashworth's memoir, *Once in a House on Fire* (1999, Picador). It tells the story of the lives of Andrea, her two sisters and her mother in their battle with poverty and domestic violence in Manchester during the 1970s and 1980s.

Men as victims of domestic violence

Men, too, can suffer from domestic violence.

Statistics vary, making it difficult to gain an accurate picture. The vast majority of domestic violence victims are women. A survey in 2001/2 found that 19 per cent of the victims of domestic violence in the UK were reported to be male. Half of them had been attacked by a female abuser. The experiences of male survivors of domestic violence (at the hands of male or female partners) can be read at:

www.bbc.co.uk/health/hh/real.shtml

CURRICULUM LINKS

Ages: 11 and up. Subjects: English, Citizenship, PSHE/PSE/PSD

SEE DETAILED CURRICULUM LINKS ON PAGE 17

Activity 3 Domestic violence

INFORMATION SHEET

Poems by Esther Morgan

House Rules

They are absolute.
They are mandarin.
Sometimes merely folding a sheet
or making a bed
is to break them.

For instance there's a right way
and a wrong way
to clear up this mess –
the spattered walls,
the tongues of broken china.

Which is which?
You spend the evening trying to guess
as you wait for his verdict,
hands resting on the table
like meat thawing for dinner.

Tonight he addresses your flesh –
Look what you made me do he says
as a flight of stairs
throws you full length,
a door walks into your face.

Imperative

This morning don't go down to the kitchen
in bare feet. Put on your gardening gloves,
Fetch the dustpan and brush from the cellar
and sweep these pieces up quickly but carefully,
making sure you get every last sliver
from the darkest corners of the room
(later they may be held against you).
Wrap the fragments in newspaper
so no one cuts themselves.
Put back the dustpan and brush, the gloves'
upturned, amputated hands.
Make yourself a cup of tea
with six sugars and a nip of whisky.
Stop shaking – he'll be down soon –
heavy footsteps above your head, thudding down
stairs.
Stop shaking I said. Swallow this note.

Activity 3 Domestic violence

INFORMATION SHEET

Men behaving badly

In a survey into domestic violence, abused women reported that what they had suffered was systematic, deliberate, and at the extreme, life threatening. So what had led up to the violence? There is a common assumption about a man who hits his wife: he must have been provoked by her unreasonable behaviour. But the abused women in the survey, reported that any annoyance could lead to a beating:

- *'A really silly example that led into a beating: I'd made sausage casserole and I hadn't put dumplings in it...'*
- *'I made a cup of tea and put maybe half a sugar too much in.'*
- *'I cooked too many potatoes for dinner.'*
- *'His dinner wasn't ready on time.'*
- *'There wasn't enough butter on his toast.'*
- *'Tins in the cupboard all had to be like perfect. If there was one tin just not turned facing frontwards, the whole lot would come out.'*
- *'His bath hadn't been the right temperature.'*
- *'Whatever way I went I couldn't win. I knew that I was going to get it. Really I should have just stood there and hit myself. It would have been easier.'*

One woman explained how the control that the abuser exercised gradually increased until:

You spend your whole time desperately trying to keep them happy. 'What would you like for dinner darling? Which shirt would you like to wear tomorrow darling? No of course I won't do that darling. Yes of course I'll do that for you darling... You're just walking on eggshells the whole time... Trying not to give them an 'excuse' to be violent. Though of course, they don't really need an excuse. If you've ironing their jeans the 'wrong' way, they'll hit you.

Women all complained about how the assailants had restricted their activity. At first the attention women received had been flattering. Women in the survey wanted to make clear that the men nevertheless appeared to be quite normal. Tanya, who almost died from the violence, explained how her ex-husband was initially *'charming, he had a good sense of humour. I just expected it to be a happy relationship because I'd never experienced violence before'*.

He seemed over-attentive from the beginning – meeting her for lunch, from work, rarely letting her out of his sight. *'I can see clearly now, but at the time, I wanted someone to love and someone who loved me. And my daughters were delighted to have a new loving daddy.'* Barely a year into their marriage *'he would unplug the phone, lock the doors, send the children out and I knew I would be a punch bag. Sometimes I would hit myself, saying "Here, I'll do it for you". I had become nothing.'* It was five years before Tanya finally left and went into hiding. Her eldest daughter suffered terrible nightmares and tried to commit suicide by leaping from the bedroom window. Two years on they are coming out of therapy.

Many other witnesses had assumed that their new boyfriend was very much in love with them, and were horrified when attention turned into unreasonable jealousy and increasing control, leading to their isolation from friends and family:

- *'I wasn't allowed to talk to my parents – I couldn't see my parents.'*
- *'I wasn't allowed to talk to my family. I wasn't allowed to talk to my friends.'*
- *'Even talking to my neighbour across the garden was wrong.'*
- *'I wasn't allowed out of his sight.'*

Extract from 'Television Research and Domestic Violence' by Sue Lees who researched domestic violence for the Dispatches Channel 4 documentary, *Men Behaving Badly*, 1998

www.bunker8.pwp.blueyonder.co.uk/Sue/tvdv.htm

Activity 4

PROBLEM, WHAT PROBLEM?

Age group: 15 upwards.

Timing: Problem, what problem? - One lesson.

Further activities - One lesson.

Order a copy of the DVD 'Real Love' from Amnesty International UK. Call 01788 545553, quoting code WM130. Price £3.50 for one DVD with guidance notes.

We suggest that you use only three of the four short films, excluding the narrative of 'Hannah', the victim.

Hand out the activity sheet ***Problem, what problem?***

Run the film a couple of times. Depending on the age and ability of the class, you may also want to give students the examples below.

Examples of violent or abusive behaviour

Belittling and undermining confidence

Causing physical injury

Coerced sex

Isolating the woman – preventing her from communicating with family and friends, stopping her going to work

Treating the woman like a possession

Imposing control over all aspects of her life

Creating a situation where she becomes increasingly dependent

Examples of justifications used

He's decisive and strong

He's a 'proper' man and wears the trousers

She needs someone who can tell her what to do

She's really still a 'little girl'

It's a private matter between husband and wife

It's harmless and only a laugh

He's a good bloke really

It's an expression of strong, passionate feelings

Men's sexual needs must be met

Discussion questions

- Why was the Amnesty International campaign called '*Problem, what problem?*'
- Do you think these film adverts are effective – why, or why not?
- Have you seen or heard other poster or radio campaigns about violence against women in your area?

Further activities

Role-play a conversation between the character in the advert and a spouse, partner, friend or relative who is concerned that the situation is serious.

Write a short play in which a friend helps the woman experiencing violence to escape.

Write, act and perhaps film your own '*Problem, what problem?*' campaign advert.

Find examples of songs dealing with domestic violence eg *Put Him Out* by Ms Dynamite.

Research and write about whether some song lyrics (eg by Eminem) encourage domestic violence.

CURRICULUM LINKS

Ages: 11 and up. Subjects: English, Citizenship, PSHE/PSE/PSD, Drama

SEE DETAILED CURRICULUM LINKS ON PAGE 17

Activity 4 Problem, what problem?

ACTIVITY SHEET

As you watch the three short films from Amnesty International, jot down what you notice:

Film	What forms does the violence/bullying take?	How is the violence explained away or justified?	What fact is headlined at the end of the film?
1 'Dad'			
2 'Neighbour'			
3 'Employer'			

Note any reactions or feelings about the main character and the situation they are discussing:

What would you like to say to each of these three people?

Activity 5

RAPE

Age group: 15 upwards.

Timing: Rape - One lesson and homework.

Rape: A weapon of war - One lesson or homework.

Ask students the percentage of rapes that are reported and what percentage of rape trials result in convictions. Give them the information sheet ***Facts about rape in England and Wales***. Discuss why they think the reporting and conviction rates are so low.

In small groups:

- Read the newspaper article by Sue Lees.
- What does the writer believe to be the main reasons for such low conviction rates for rapists? What additional reasons can you think of?
- What do you think of the notion that the way a woman dresses affects her rights?
- Recent UK legislation puts limitations on the questioning that judges can allow about a woman rape victim's past sexual history. Do you think this has made a difference to conviction rates?
- What do you think of the term 'date rape'?

The website *Truth About Rape* has a section highlighting the misogynist and discriminatory attitudes of some UK judges presiding over rape and sexual violence trials. Students can read these cases at: www.truthaboutrape.co.uk/2005campaign.html#list Postcards challenging myths about rape can be ordered on the website.

Sue Lees reports other cases of bias in rape trials ('Still getting away with rape', 2000) at: www.bunker8.pwp.blueyonder.co.uk/Sue/Sue1.htm

Students could collect examples of media coverage of rape over a period of time to examine instances of successful prosecutions, but also of bias and stereotyping in the reporting.

For information about support centres and telephone lines visit: www.rapecrisis.org.uk/

Rape: A weapon of war

Give students the information sheet ***Rape: A weapon of war***.

Discuss the links between individual acts of rape during peacetime and rape as an act of war:

- What contributes to such acts of violence?
- How could such factors be eradicated?
- What kinds of support and action do women survivors of such violence need?
- During World War I propaganda falsely claimed German soldiers were raping their way across Belgium. What was the purpose of such propaganda?

Research recent cases of the prosecution of war criminals who are being tried for using or condoning rape as a weapon of war and 'ethnic cleansing'.

CURRICULUM LINKS

Ages: 15 and up. Subjects: Citizenship, PSHE/PSE/PSD

SEE DETAILED CURRICULUM LINKS ON PAGE 17

Activity 5 Rape

INFORMATION SHEET

Facts about rape in England and Wales

- In 2002 there were 11,000 rapes recorded in the UK. In 2003 there were 14,000 – an 8 per cent increase.
- One in 20 women in England and Wales has been the victim of rape.
- Every day 167 women are raped in England and Wales.
- The vast majority of rapists are known to their victims.
- Only one in five attacks is reported to the Police.
- Less than 7 per cent of rape trials in the UK result in a conviction.

(from www.truthaboutrape.co.uk/index2.html and BBC News Online)

'When in Rome... don't wear jeans. In London, stay away from stilettos...'

Sue Lees, *Guardian*, 16 February 1999

The failure of the law to address the problem of rape was highlighted by the Italian Court of Appeal last week. It overturned the conviction of a 45-year-old driving instructor found guilty of raping an 18-year-old pupil on the grounds that she could not have been raped because she was wearing jeans...

...Criminal justice systems all over the world have failed adequately to address the problem of rape. It is estimated that in Switzerland only 1 per cent of rapes result in a conviction. In the UK 7 per cent of reported rapes result in a conviction. Surveys indicate that under 1 in 10 cases are reported.

The problem is that the burden of proof rests on the credibility of the witness. The criteria used to test this is pernicious: in England, it can include not only questions regarding past sexual history but also details of her lifestyle – her lingerie, her make-up, even her menstrual flow.

In one case at the Old Bailey in 1993, a 24-year-old student reported how she had been raped twice on her way home from a nightclub by a mini-cab driver. She managed to run away after the rape, leaving her coat behind. No contraception was used and the complainant had contracted a sexually transmitted disease. In the trial, she was cross-examined at length about whether her dress and shoes could be described as 'dressy' and her jacket as 'flimsy'. She was then asked to describe the material of her jacket and whether or not it was transparent... The defence counsel insinuated that she had not been wearing knickers or tights which she strongly denied. In his summing up, the judge, without explaining why, said the jury had to decide whether she was wearing a G-string or a pair of flimsy panties. The defendant was acquitted.

In another case in which the defendant was acquitted in spite of injuries inflicted, the complainant was asked about red shoes she was wearing. The defence asked: 'You would admit these shoes are not leather. They are of the cheaper end of the market?' If her shoes were cheap, the implication was that she must be too...

Activity 5 Rape

INFORMATION SHEET

Rape: A weapon of war

Age group: 15 upwards.

The rape of women by soldiers has a long history. The Crusaders in the 12th century raped women in the name of religion. In the 16th century the 'conquest of the Americas' saw the mass rape of indigenous women by the invading forces. English soldiers in the 18th century systematically raped Scottish women during the subjugation of Scotland.

Rape in war was outlawed under international humanitarian law. The Geneva Conventions of 1951 state: *'Women shall be especially protected... against rape, enforced prostitution, or any form of indecent assault.'*

Despite this, women are raped, terrorised, degraded and violated in every modern conflict on the planet. Women are raped because their bodies are seen as the legitimate spoils of war. Rape by combatants is an act of torture and a war crime, but few governments or armed opposition groups have taken action to prevent rape during conflict.

Rape by the armed forces in Bosnia-Herzegovina in the 1990s received unprecedented publicity. The extent of sexual abuse there caused shock and dismay. Soldiers from their own town or strangers passing through, raped women in their homes. Soldiers and guards in detention centres raped women prisoners. Women were raped in an organised and systematic way: they were imprisoned in hotels and other buildings specifically so that soldiers could rape them.

Serbs took a 17-year-old Muslim girl from her village to huts in woods nearby in June 1992. She was held there for three months, along with 23 other women. She was among 12 women who were raped repeatedly in the hut in front of the other women. When they tried to defend her they were beaten off by the soldiers.

Soldiers from all sides in the conflict became rapists and women from all backgrounds were their victims. But most of the victims were Muslim women raped by Serb soldiers and irregulars. The sexual abuse of women was part of a wider pattern of warfare, characterised by intimidation and abuse of Muslims and Croats that led thousands to flee or be expelled from their home areas.

The UN Special Rapporteur on the Conflict in the Former Yugoslavia reported:

'... rape was being used as an instrument of ethnic cleansing... There are reliable reports of public rapes, for example, in front of a whole village, designed to terrorise the population and force ethnic groups to flee.'

Source: *Human Rights Are Women's Right*, Amnesty International, 8 March 1995: ACT 77/01/95

Activity 6

CAMPAIGNS TO STOP GENDER VIOLENCE

Age group: 15 upwards.

Timing: - One lesson.

In addition to finding out more about Amnesty International's campaign against violence against women at www.amnesty.org.uk/svaw, students could research, analyse and give a presentation on one of the many other campaigns aimed at ending violence against women.

The Vagina Monologues and V-Day campaign

Students can read the information sheet about the V-Day campaign.

Womankind Worldwide

On International Women's Day 2005, Womankind Worldwide launched a new TV and cinema advertisement called 'Be There', which calls for the British public's support to prevent violence against women. The film reminds people that as well as an act of 'domestic' atrocity, violence against women comes in the form of rape in war zones and genital mutilation of young girls all over the world. The film can be downloaded from the website:
www.womankind.org.uk

16 Days of Activism Against Gender Violence

In 1989 14 Canadian female engineering students were murdered by a gunman because of his hatred of women (he blamed women for his own career failures). This brutal act triggered the creation of two 'End Violence' global campaigns: 16 Days of Activism Against Gender Violence and the White Ribbon Campaign – a unique initiative by Canadian men:
www.cwgl.rutgers.edu/16days/home.html
www.whiteribbon.ca/

25 November – International Day to Eliminate Violence Against Women

In 1960 the three Mirabal sisters from the Dominican Republic were assassinated for their political activity. The sisters, known as the 'Unforgettable Butterflies', became a symbol of the crisis of violence against women in Latin America. In 1999 the United Nations General Assembly adopted a resolution, moved by the Dominican Republic, designating 25 November as the International Day to Eliminate Violence Against Women. In doing so, they recognised the strength of a growing global movement to end an epidemic that devastates the lives of women and girls, fractures communities and is a barrier to equality and development in every nation.
www.unifem.org/campaigns/november25/

The Zero Tolerance 'Respect', 'Prevalence', 'Justice' and 'Excuses' campaigns

Four separate but linked campaigns to highlight and challenge violence against women and to promote respect between men and women in relationships
www.zerotolerance.org.uk/index.htm

CURRICULUM LINKS

Ages: 15 and up. Subjects: English, Citizenship, PSHE/PSE/PSD

SEE DETAILED CURRICULUM LINKS ON PAGE 17

Activity 6 Campaigns to stop gender violence continued

INFORMATION SHEET

V-Day Campaign

Age group: 15 upwards

V-Day was born in 1998 as an outgrowth of writer Eve Ensler's award winning play, *The Vagina Monologues*. As Eve performed the piece in small towns and large cities all around the world, she saw and heard first hand the destructive personal, social, political and economic consequences that violence against women has for many nations.

Hundreds of women told her their stories of rape, incest, domestic battery and genital mutilation. It was clear that something widespread and dramatic needed to be done to stop the violence. A group of women in New York joined Eve in founding V-Day as a catalyst, a movement, a performance.

V-Day is a global movement to stop violence against women and girls. V-Day is a catalyst that promotes creative events to increase awareness, raise money and revitalise the spirit of existing anti-violence organisations. V-Day generates broader attention for the fight to stop worldwide violence against women and girls, including rape, battery, incest, female genital mutilation (FGM) and sexual slavery.

V-Day's mission is simple. It demands that the violence must end. It proclaims Valentine's Day as V-Day until the violence stops. When all women live in safety, no longer fearing violence or the threat of violence, then V-Day will be known as Victory Over Violence Day.

In 2004 there were 2,300 events, celebrations in over 1,100 cities, villages and towns round the world.

'Here's what V-World will look like:

When the violence stops, women and girls will be:

Allowed to be born in China, India and Korea

Swimming in Iran

Safe in their beds at home in the United States, Europe and Asia

Eating ice cream in Afghanistan

Keeping their clitorises in Africa and Asia

Wearing blue jeans in Italy

Voting in Kuwait

Walking in the park at night in the United States

Openly flirting in Jordan

Safe at parties on college campuses

Playing with toys and not being sold as them in Asia, the United States, Europe and Eastern Europe

Driving cars in Saudi Arabia

Wearing trousers in Swaziland

Safely walking home from work in Juarez, Mexico

Enjoying sex

Celebrating their desires

Loving their bodies

Running the world

We urge you to expand this list and put your power behind the vision.'

Eve Ensler

Adapted from: www.vday.org/main.html

February 2005

CURRICULUM LINKS

Activity 1 Facts about violence against women

England

Personal Social and Health Education
Developing good relationships and respecting the differences between people

KS3

Pupils should be taught:

- about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively

KS4

Pupils should be taught:

- to be aware of exploitation in relationships
- to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support

English

KS3 and KS4

Listening

3) To participate effectively as members of different groups, pupils should be taught to:

- make different types of contributions to groups, adapting their speech to their listeners and the activity
- take different views into account and modify their own views in the light of what others say

Citizenship

2) Pupils should be taught to:

- think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- justify orally and in writing a personal opinion about such issues, problems or events
- contribute to group and exploratory class discussions, and take part in debates

Wales

Personal and Social Education

KS3

- Understand cultural differences and recognise expressions of prejudice and stereotyping
- Value cultural diversity and equal opportunity
- Be moved by injustice, exploitation and denial of human rights

KS4

- Value cultural diversity and equal opportunity and respect the dignity of all
- Be moved by injustice, exploitation and denial of human rights
- Recognise and know how to challenge expressions of prejudice and stereotyping

English

KS3

- Distinguish tone, undertone, implications and other indicators of a speaker's intentions
- Take different views into account in discussions
- Read factual and information texts in order to select information
- Write to inform... persuade

KS4

- Understand that there are ways of negotiating consensus and agreeing to differ
- Write for a range of purposes

Scotland

Links to new Curriculum for Excellence from the Scottish Executive:

Pupils should become:

- confident individuals** with
 - a sense of physical, mental and emotional wellbeing
 - secure values and beliefs able to:
 - develop and communicate their own beliefs and view of the world
- responsible citizens** with
 - respect for others
 - commitment to participate responsibly in political, economic, social and cultural life and able to:
 - develop knowledge and understanding of the world and Scotland's place in it
 - make informed choices and decisions
 - develop informed, ethical views of complex issues
- effective contributors** able to:
 - communicate in different ways and in different settings
 - apply critical thinking in new contexts

English

Level E Attainment Targets

- Listen to others in group or one-to-one activities and respond relevantly, so as to show awareness of others' opinions, suggestions and/or feelings
- Talk readily to others in a group or one-to-one activity, and contribute appropriately to the purpose of the activity by asking and answering questions relevantly, by commenting upon the ideas of others and by showing some awareness of their feelings
- Write imaginative pieces in various genres, making some use of appropriate literary conventions

Personal and Social Development

Examples of Pupil Development:

- Demonstrate respect and tolerance towards others
- Demonstrate an awareness that specific factors such as gender can affect interpersonal relationships
- Examine attitudes which have, in the past, led to unfulfilled potential in individuals or tension between the sexes

Northern Ireland

Learning for Life and Work: Local and Global Citizenship Strand

Young people should have opportunities to:

- Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community
- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
- Investigate an issue from a range of viewpoints

English

KS3

Talking and listening

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say.

Reading

Pupils should develop the ability to read, understand and engage with various types of text

Writing

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to context, purpose, reader and audience.

Activity 2 Is this OK?

England

Personal Social and Health Education
Developing good relationships and respecting the differences between people

KS3

Pupils should be taught:

- about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively

KS4

Pupils should be taught:

- to be aware of exploitation in relationships
- to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support

English

KS3 and KS4

Listening

3 To participate effectively as members of different groups, pupils should be taught to:

- make different types of contributions to groups, adapting their speech to their listeners and the activity
- take different views into account and modify their own views in the light of what others say

Listening

2 To listen, understand and respond critically to others, students should be taught to:

- concentrate on and recall the main features of a talk, reading, radio or television programme
- identify the major elements of what is being said both explicitly and implicitly

Citizenship

Developing skills of enquiry and communication

1 Pupils should be taught about:

- the significance of the media in society

2 Pupils should be taught to:

- think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- justify orally and in writing a personal opinion about such issues, problems or events
- contribute to group and exploratory class discussions, and take part in debates

CURRICULUM LINKS continued

Developing skills of participation and responsible action

3 Pupils should be taught to:

- a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- b negotiate, decide and take part responsibly in both school and community-based activities
- c reflect on the process of participating

Wales

Personal and Social Education

Learning outcomes

KS3

- Understand cultural differences and recognise expressions of prejudice and stereotyping
- Value cultural diversity and equal opportunity
- Be moved by injustice, exploitation and denial of human rights

KS4

- Value cultural diversity and equal opportunity and respect the dignity of all
- Be moved by injustice, exploitation and denial of human rights
- Recognise and know how to challenge expressions of prejudice and stereotyping

English

KS3

- Distinguish tone, undertone, implications and other indicators of a speaker's intentions
- Take different views into account in discussions
- Read factual and information texts in order to select information using ICT as appropriate

KS4

- Understand that there are ways of negotiating consensus and agreeing to differ
- Read a wide range of texts in a variety of forms

Scotland

Links to new Curriculum for Excellence from the Scottish Executive

Pupils should become:

- **effective contributors** who are able to:
 - Communicate in different ways and in different settings
 - Apply critical thinking in new contexts
- **responsible citizens** with:
 - Respect for others who are able to:
 - Understand different beliefs and cultures
 - Make informed choices and decisions

English

Level E Attainment Targets

- Listen, through a variety of media, to a wide range of stories, poems and dramatic texts, and respond in a way that shows some appreciation of the differing viewpoints of characters, or some awareness of what the author thinks about them.
- Talk readily about a wide range of stories, poems and dramatic texts, showing some appreciation of the differing viewpoints of characters, or some awareness of what the author thinks about them.

Personal and Social Development

Examples of Pupil Development:

- demonstrate respect and tolerance towards others
- demonstrate an awareness that specific factors such as gender can affect interpersonal relationships
- examine attitudes which have, in the past, led to unfulfilled potential in individuals or tension between the sexes

Northern Ireland

Learning for Life and Work: Local and Global Citizenship Strand

Young people should have opportunities to:

- Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community
- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
- Investigate an issue from a range of viewpoints

English

KS3

Talking and listening

Pupils should develop the ability to express and communication meaning in spoken language, listening to and interpreting what others say.

Reading

Pupils should develop the ability to read, understand and engage with various types of text

Activity 3 Domestic violence

England

Personal Social and Health Education

Developing good relationships and respecting the differences between people

KS3

Pupils should be taught:

- about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively

KS4

Pupils should be taught:

- to be aware of exploitation in relationships
- to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support

English

KS 3 and 4

EN2 reading

Understanding texts

1 To develop understanding and appreciation of texts, pupils should be taught:

- a to extract meaning beyond the literal, explaining how the choice of language and style affects implied and explicit meanings
- b to analyse and discuss alternative interpretations, ambiguity and allusion
- c how ideas, values and emotions are explored and portrayed
- d to identify the perspectives offered on

individuals, community and society

EN3 writing

Composition

1 Students should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Students should be taught to:

- d use a range of techniques and different ways of organising and structuring material to convey ideas, themes and characters

Writing to persuade, argue, advise

j use persuasive techniques and rhetorical devices

k anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest

Citizenship

Developing skills of participation and responsible action

3 Pupils should be taught to:

- d use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- e negotiate, decide and take part responsibly in both school and community-based activities
- f reflect on the process of participating

Wales

Personal and Social Education

KS3

- Understand cultural differences and recognise expressions of prejudice and stereotyping
- Value cultural diversity and equal opportunity
- Be moved by injustice, exploitation and denial of human rights

KS4

- Value cultural diversity and equal opportunity and respect the dignity of all
- Be moved by injustice, exploitation and denial of human rights
- Recognise and know how to challenge expressions of prejudice and stereotyping

English

KS3

- Distinguish tone, undertone, implications and other indicators of a speaker's intentions
- Take different views into account in discussions
- Read literature drawn from a variety of genres. Texts selected should extend pupil's ideas and their emotional and moral understanding
- Extract meaning beyond the literal

KS4

- Understand that there are ways of negotiating consensus and agreeing to differ
- Read a wide range of texts in a variety of forms

Scotland

Links to new Curriculum for Excellence from the Scottish Executive

Pupils should become:

- **confident individuals** with
 - a sense of physical, mental and emotional wellbeing
 - secure values and beliefs able to:
 - develop and communicate their own beliefs

CURRICULUM LINKS continued

- develop and communicate their own beliefs and view of the world

responsible citizens with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life and able to:
- develop knowledge and understanding of the world and Scotland's place in it
- make informed choices and decisions
- develop informed, ethical views of complex issues

effective contributors able to:

- communicate in different ways and in different settings
- apply critical thinking in new contexts

Wales

Personal and Social Education

Learning outcomes

KS4

- Value cultural diversity and equal opportunity and respect the dignity of all
- Be moved by injustice, exploitation and denial of human rights
- Recognise and know how to challenge expressions of prejudice and stereotyping

English

KS4

- Understand that there are ways of negotiating consensus and agreeing to differ
- Read factual and information texts in order to select information using ICT as appropriate

Northern Ireland

Learning for Life and Work: Local and Global Citizenship Strand

Young people should have opportunities to:

- Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community
- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
- Investigate an issue from a range of viewpoints

Activity 6 Campaigns to stop gender violence

Suitable for age 15+

England

Citizenship

KS 4

Knowledge and understanding

f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally

Scotland

Links to new Curriculum for Excellence from the Scottish Executive:

Pupils should become:

confident individuals with

- a sense of physical, mental and emotional wellbeing
 - secure values and beliefs
- able to:

- develop and communicate their own beliefs and view of the world

responsible citizens with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life and able to:
- develop knowledge and understanding of the world and Scotland's place in it
- make informed choices and decisions
- develop informed, ethical views of complex issues

effective contributors able to:

- communicate in different ways and in different settings
- apply critical thinking in new contexts

English

Level E Attainment Targets

- Apply the information acquired from a number of different sources for the purposes of a piece of personal research

Wales

Personal and Social Education

KS4

- Value cultural diversity and equal opportunity and respect the dignity of all
- Be moved by injustice, exploitation and denial of human rights
- Recognise and know how to challenge expressions of prejudice and stereotyping

English

KS4

- Read factual and information texts in order to select information using ICT as appropriate
- Talk in a range of contexts

Northern Ireland

Learning for Life and Work: Local and Global Citizenship Strand

Young people should have opportunities to:

- Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community
- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
- Investigate an issue from a range of viewpoints