

ROOTS OF EQUALITY

Four workshops for Grade 7 & 8 girls

- **Building Equal and Healthy Relationships** •
 - **Friends Making a Difference** •
 - **Gender-Based Violence (GBV)** •
 - **Media** •



ROOTS OF EQUALITY

Four Workshops for Grade 7 & 8 girls

ETFOE

ROOTS OF EQUALITY

Resources designed to help educators foster students' healthy, equal relationships and raise awareness of violence against women.

Prepared for

Elementary Teachers' Federation of Ontario

Fédération des enseignantes et des enseignants de l'élémentaire de l'Ontario



Suite 1000, 480 University Ave., Toronto, Ontario M5G 1V2
www.etfo.ca

In partnership with

Ontario Women's Directorate



www.ontariowomensdirectorate.gov.on.ca

and

Springtide Resources: ending violence against women



springtide
RESOURCES

ending violence against women

www.springtideresources.org

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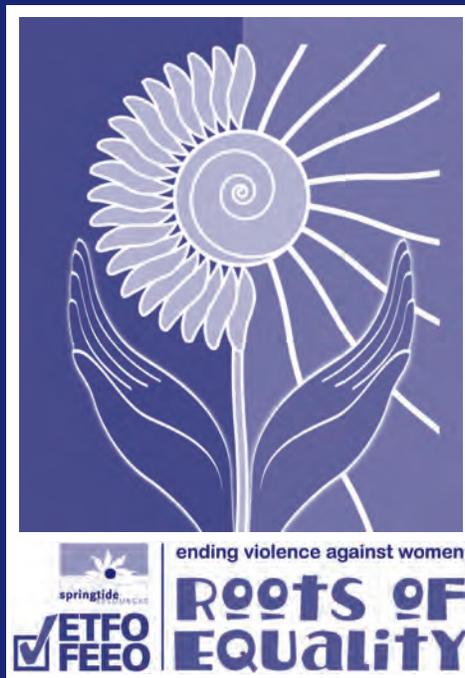
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ROOTS OF EQUALITY

Building Equal and Healthy Relationships

WORKSHOP FOR GRADE 7 & 8 GIRLS



BUILDING EQUAL AND HEALTHY RELATIONSHIPS

Students: Grade 7 & 8 girls

Length: 60 minutes



Purpose:

- To raise awareness of signs of abuse in relationships.
- To help participants recognize equal and healthy relationships.
- To provide strategies to achieve them.

Preparation:

- Make an overhead of the Teen Power and Control Wheel.
- Make an overhead of the Teen Relationship Equality Wheel.
- Make an overhead of the definition of *dating violence* and *statistics*.
- Enlarge a blank wheel on Bristol board and cut into 8 segments.
- Print sufficient copies of
 - Healthy Relationship Student Survey – true/false questions.
 - Feedback forms.
 - Blank Teen Relationship Equality Wheels.
- Have a copy of Healthy Relationship Student Survey Responses.
- Gather:
 - Markers.
 - Tape.
 - Sticky dots.
 - Blank sheets of paper.
 - Songs and something to play them on (optional).

Introduction:

What is abuse in relationships? (See overhead.)

Brainstorm with the group what abuse in a relationship is, ensuring that the group covers all of the aspects of the following definition:

Abuse is any verbal or physical act using threat or physical force in order to induce fear and thereby control a person's behaviour.

Statistics:

- 40% of teenage girls aged 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend.
- 26% of girls in Grades 9 to 12 have been the victim of physical abuse, sexual abuse, or date rape.
- In one study, over 49% of female students in high school had been emotionally abused, 14.5% reported being physically forced into sex, and 9.1% had been physically assaulted.

You can call your local sexual assault centre or shelter for local statistics so that girls are aware of what is happening in their community.

Activity #1 - 15 minutes

Note: If you use this beginning, ensure you have a partner who can deal separately with a girl who may go into crisis while relating a memory.

- Begin with a short writing exercise (2-5 minutes): "Imagine you are writing in a diary. Tell about a time you were with a group of friends including boys when something happened that made you feel uncomfortable. You do not need to put your name on the paper. Hand it in when you are done."
- When you have collected the diary entries, give each student a copy of the survey to complete.
- While students complete the survey, read the diary entries and pull out key incidents that relate to the survey. Discuss these when taking up the survey results.
- After students have answered the questions, discuss the answers as a whole group.
- Survey results: All answers are false. Refer to *Student Survey Response* sheet.

Activity #2 - 35 minutes

- Present the overhead of the Power and Control Wheel.
- Discuss each piece of the wheel.
- Have students offer examples.
- “How can we change this wheel to reflect the characteristics of a healthy and equal relationship?”
- Divide students into 8 groups.
- Give each group a segment of the blank Bristol board wheel labeled with a title from the Teen Relationship Equality Wheel.
- Select a recorder and reporter for each group.
- Groups brainstorm and record ideas for a positive wheel (15 min). Regroup.
- Each group will display their segment until the circle is complete.
- Using 8 sticky dots per student, have the students place their dots on the most important idea in each section of the wheel.
- During the time the girls are choosing the most important ideas, others can record results on their individual blank wheel.
- Using an overhead of the Teen Relationship Equality Wheel, compare how closely the students' responses match the wheel, noting the ones the students singled out as important.
- Refer to *How to Help a Teen* and summarize the strategies listed.
- Wherever possible, provide information about local agencies that can be accessed.

Closing:

Due to the gravity of the material in this workshop, it is advised that the girls leave on a positive note.

Some suggestions are:

- Read an empowering poem such as *I Am Me*.
- Play an uplifting song; try Evalyn Parry, *Girls* (Small Theatres Songs, 2007); Dixie Chicks, *Not Ready to Make Nice* or *I Hope* (Taking the Long Way, 2006); Destiny's Child, *Survivor* (Survivor, 2001); Aretha Franklin's *Respect* (30 Greatest Hits, 2005); Helen Reddy's *I Am Woman* (Helen Reddy's Greatest Hits (And More), 1991);
- Promote participation in local events such as *Take Back the Night*.
- Feel free to offer an idea of your own.

Handouts:

- Healthy Relationships Student Survey - true/false.
- Teen Power and Control Wheel.
- Blank Teen Relationship Equality Wheel.
- Teen Relationship Equality Wheel.
- How to Help a Teen.
- For Teens to Think About.
- Materials from local sexual assault centres and shelters.
- Feedback form.

Teacher Resources:

- Overheads of the definitions of abuse and statistics.
- Healthy Relationships Student Survey Responses.
- Overhead of the Teen Power and Control Wheel.
- Overhead of the Teen Relationship Equality Wheel.
- How to Help a Teen.
- For Teens to Think About.
- Statistics on Young Women and Violence.
- Resources for Young Women, Youth, Youth Educators, and Advocates.
- Anti-Violence Resources: Useful Websites.
- Poem - *I AM ME My Declaration of Self Esteem*, by Virginia Satir.
- Dating Violence: A Fact Sheet from the Department of Justice Canada.
<http://justice.gc.ca/en/ps/fm/datingfs.html#head1>
- Song(s), with something to play them on (optional).

Healthy Relationships Student Survey

Which statements do you think are **TRUE** and which are **FALSE**? Circle one.

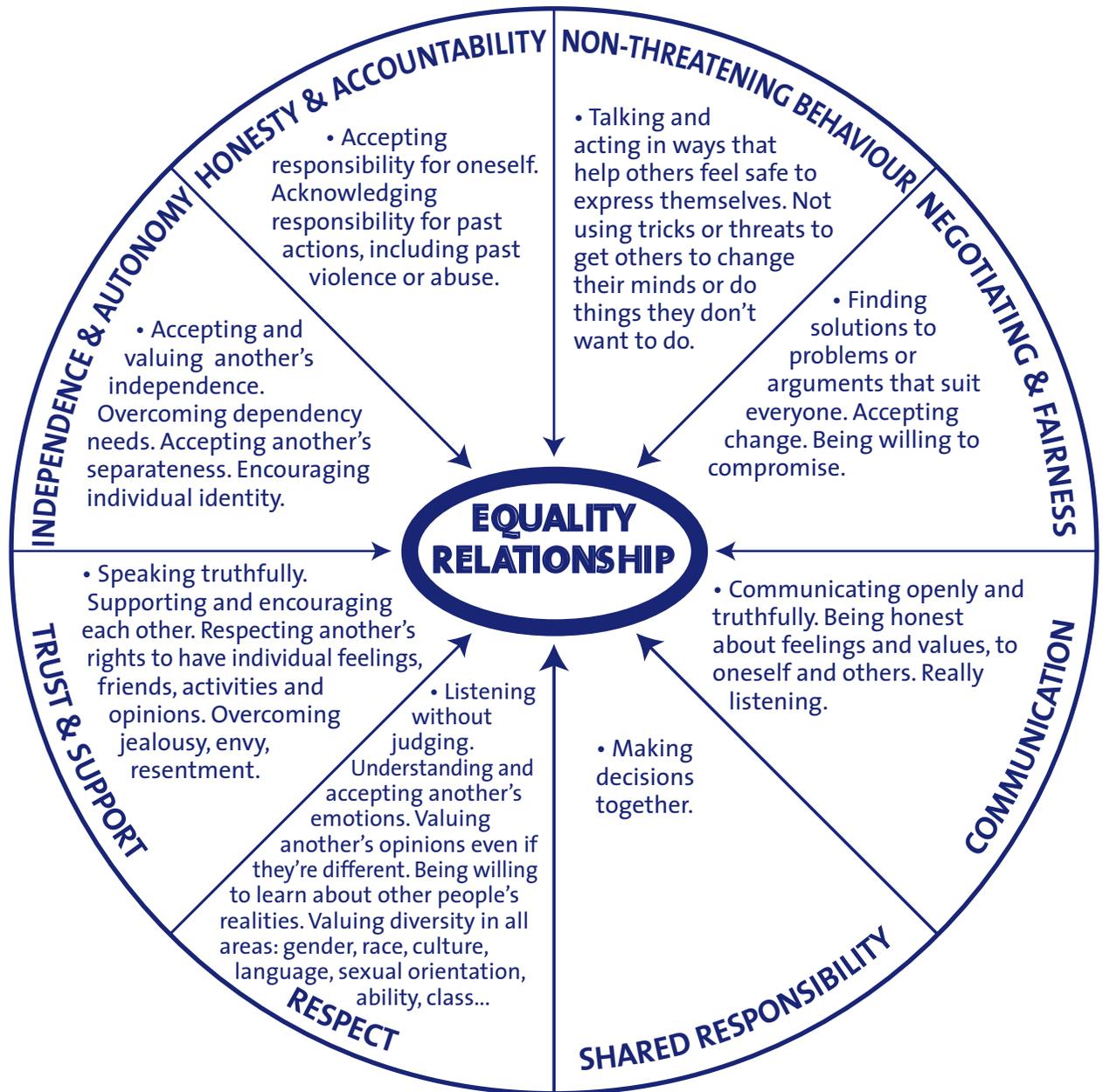
1. Violence rarely happens in girls' dating relationships. **T F**
2. Girls who stay in abusive relationships have no one to blame but themselves. **T F**
3. Dating violence is only physical violence. **T F**
4. The reason rapes occur is because of drugs and alcohol. **T F**
5. If the police are called when dating violence is committed, the victim has to press charges for an arrest to occur. **T F**
6. Girls can prevent being abused by dressing and/or acting differently. **T F**
7. Girls will frequently tell someone about dating violence when it happens to them. **T F**
8. When a girl says no to a guy, she really means yes. **T F**
9. Jealousy is a way to show someone you love them. **T F**
10. The average age of the first physically violent dating experience for young women is 17. **T F**

TEEN POWER AND CONTROL WHEEL



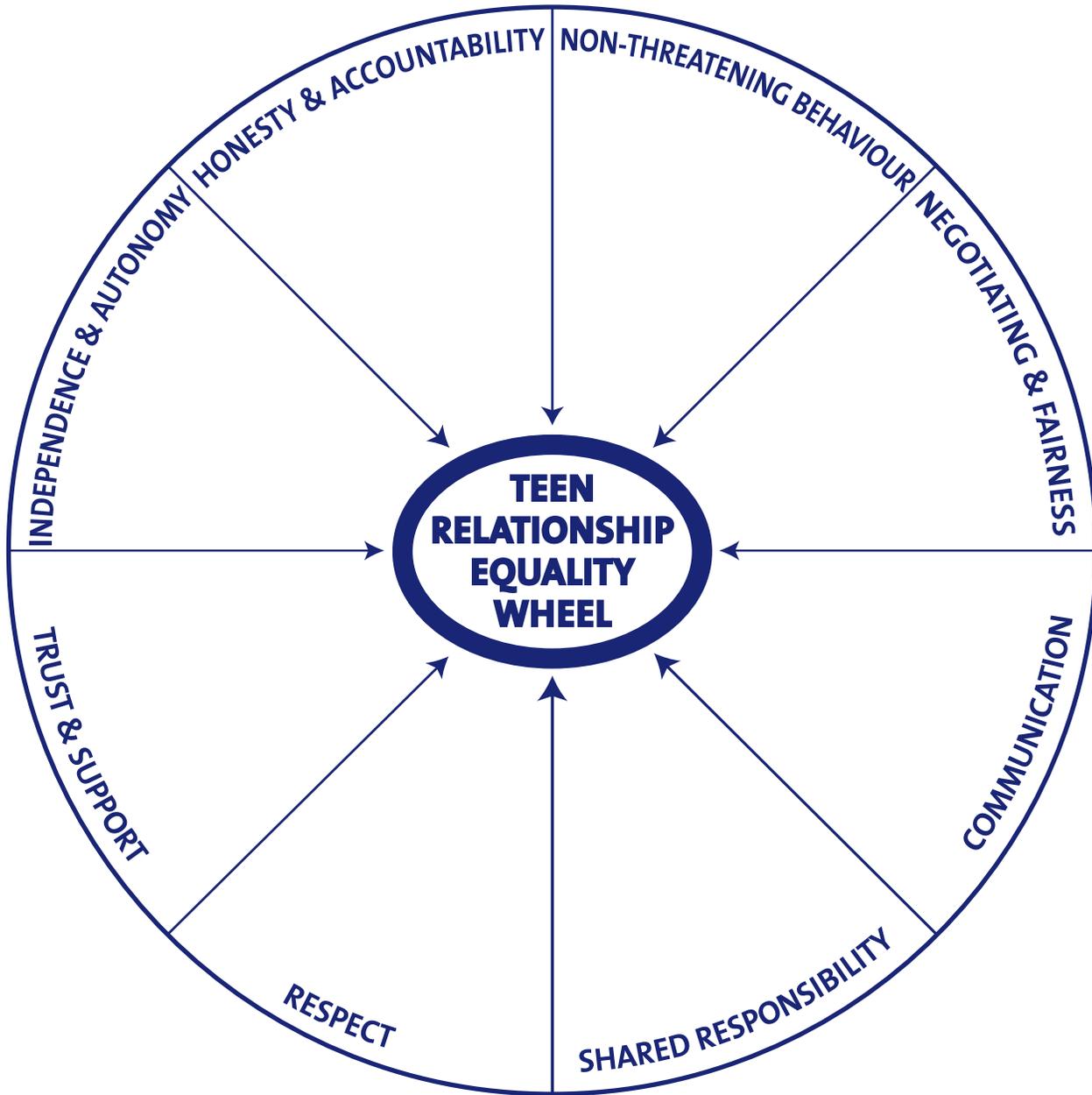
[Adapted from materials created by the Domestic Abuse Intervention Project, Duluth, Minnesota]

TEEN RELATIONSHIP EQUALITY WHEEL



[Adapted from materials created by the Domestic Abuse Intervention Project, Duluth, Minnesota]

TEEN RELATIONSHIP EQUALITY WHEEL



[Adapted from materials created by the Domestic Abuse Intervention Project, Duluth, Minnesota]

Dating Violence Student Survey - Responses

Which statements do you think are **TRUE** and which are **FALSE**?

All the answers are false.

1. Violence rarely happens in girls' dating relationships.

Four out of 10 girls know someone their age who has been hit or beaten by a boyfriend.

2. Girls who stay in abusive relationships have no one to blame but themselves.

Nothing a girl does gives anyone the right to abuse her.

3. Dating violence is only physical violence.

Dating violence is a pattern of assaultive and controlling behaviours that can be physical, sexual, emotional, and psychological.

4. The reason rapes occur is because of drugs and alcohol.

The real cause of assault is the batterer's desire for power and control over his partner. Alcohol or drug use provide excuses.

5. If the police are called when dating violence is committed, the victim has to press charges for an arrest to occur.

In Ontario, the police decide whether to press charges.

6. Girls can prevent being abused by dressing and/or acting differently.

Girls don't cause the abuse they experience by how they dress or act. Violence is a tool men use to exert power and control over women.

7. Girls will frequently tell someone about dating violence when it happens to them.

Girls often feel ashamed and blame themselves for the abuse.

8. When a girl says no to a guy, she really means yes.

No means no. The common, and mistaken, belief is that girls like to tease or like the game of being pressured into doing something they wanted all along.

9. Jealousy is a way to show someone you love them.

Jealousy shows possessiveness and an attempt to own or control a person. It does not show caring. There are more effective ways of expressing love for someone.

10. The average age of the first physically violent dating experience for young women is 17.

The average age is 15.

Abuse

Definition

Abuse is any verbal or physical act using threat or physical force in order to induce fear and thereby control a person's behaviour.

Statistics

- 40% of teenage girls aged 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend.
- 26% of girls in Grades 9 to 12 have been the victim of physical abuse, sexual abuse, or date rape.
- In one study, over 49% of female students in high school had been emotionally abused, 14.5% reported being physically forced into sex, and 9.1% had been physically assaulted.

For Teens to Think About

You may be at risk of dating violence if your partner...

- is violent;
- has a history of fighting, losing his temper quickly, or brags about mistreating others;
- gets too serious about the relationship too fast;
- has a history of bad relationships and blames the other persons for all the problems, "Girls just don't understand me";
- believes that men should be in control and powerful, and that women should be passive and submissive; and
- is someone your family and friends warned you about, or told you they were worried for your safety with.

He's trying to control you and make you dependent on him if

- he's very jealous and does not want you to talk to other men, wants you to stop seeing your girlfriends, and has to know where you are and who you are with all the time;
- he tries to control your contact with your family;
- he puts down what you wear, do, and say;
- he tries to control you by being very bossy, giving orders, making all the decisions, and does not take your opinion seriously;
- he is scary; you worry about how he will react to things you say or do; and
- he abuses drugs or alcohol and pressures you to take them.

He's putting you down so you will lose self-esteem, confidence, and control if

- he tells people things you did or said that embarrass you and make you feel stupid;
- he says it's your fault when things go wrong for him;
- he calls you stupid, lazy, fat, ugly, or a "slut"; and
- he blames you when he mistreats you, says you provoked him, pressed his buttons, made him do it, led him on.

He's threatening you and in some cases using physical violence if

- he drives fast and likes to do dangerous things to scare you;
- he gets carried away when you are playing and hurts you, or holds you down to make you feel helpless or humiliated, and give in to him;
- he threatens you and/or uses or owns weapons;
- he threatens to hit you, hurt your friends, pets, or family if you do not do what he wants;

- he says he will leave you or kill himself if you do not obey him;
- he gets very angry about small, unimportant things;
- he will not tell you his feelings when you ask and then he blows up;
- he pressures you for sex, or is forceful or scary around sex;
- he thinks women or girls are sex objects;
- he attempts to manipulate or guilt trip you by saying "If you really loved me you would. . ." ; and
- he hits you - he may be sorry afterward, but he hits you.

If you are an abused teen:

You are not alone and you are not to blame. You cannot control his violence. But you can make yourself safer by:

- calling the police if you have been assaulted;
- telling someone and keeping a record of all incidents of violence;
- talking to a trusted adult such as a parent, teacher, guidance counselor, or school psychologist, and/or calling a community agency for advice; and
- considering ending the relationship as soon as possible.
The violence may get worse.

If you are an abusive teen:

- recognize you have a problem and take responsibility for your behaviour;
- talk to a trusted adult such as a teacher, guidance counselor, or school psychologist, and/or call a community agency for advice;
- abuse is a crime - you could face fines or imprisonment if convicted;
- realize that nobody deserves to be abused;
- if you come from an abusive home, you may be re-enacting the abusive behaviour you experienced or witnessed; and
- you can get help to stop the violence and have healthy, caring relationships.

How teens can help prevent violence:

- become more aware of verbal and physical abuse in your own relationships;
- help students "break the silence";
- promote other ways to deal with anger and resolve conflict, for instance through talking through feelings and creative problem-solving; and
- beware of jokes, movies, television programs, advertising, and music videos that are demeaning to women and may promote violence against women.

source:
Springtide Resources

How to Help a Teen

How to help a friend who is being abused:

I went to this party one night and everyone was having a great time. After awhile my girlfriend and her steady started arguing. He was drinking a lot and so was she. Anyhow, they started to yell at each other and then he began hitting her. I screamed at him to stop and Cindy started freaking out. Finally, a couple of guys made him stop. Cindy ended up with a black eye and a swollen lip. When we left the party they were acting like nothing happened. It was weird.

- Physical safety is the first priority. Hitting and beating usually get worse as time goes by. Ignoring a beating is dangerous. Explain this to your friend.
- Listen calmly and take the concern seriously.
- Reduce her vulnerability. Plan for her not to be alone with him.
- Tell her she's not alone in her situation. Abuse happens to many young women, in all social classes, in all religious, racial, and cultural groups.
- Reassure your friend that nobody deserves to be abused.
- Explain to her that abuse in relationships is not a sickness, it is a crime.
- Suggest talking to a trusted adult such as a teacher, guidance counselor, or a school psychologist, and/or call a community agency for advice.
- Explore legal options or a school's ability to control the abuser's behaviour.
- Get her involved with friends and activities.
- If she is not ready at this point to make major changes in her life, do not take away your friendship. Your support and advice may be what will make it possible for her to act at a later date.
- Respect her right to privacy by letting her be in control of who she wants to tell. You should not repeat her story unless she specifically asks you to repeat it.
- Put aside your feelings and deal with them elsewhere. It is very difficult to listen to the hurt, anger, and pain someone close to you is having without you feeling that way, too. It is important that you talk about these feelings with someone else, as she will have enough difficulty healing from her own trauma without trying to empathize and help you as well.

How to help a friend who is abusive:

- Support them for recognizing their problem.
- Suggest talking to a trusted adult such as a teacher, guidance counselor, or school psychologist, and/or call a community agency for advice.
- If you witness a friend acting in an abusive manner, tell your friend that nobody deserves to be abused.
- Help your friend in looking at the risks of more abuse.

How teens can help prevent violence:

- Become more aware of verbal and physical abuse in your own relationships.
- Help students "break the silence".
- Promote other ways to deal with anger and resolve conflict, for instance through talking through feelings and creative problem-solving.
- Beware of jokes, movies, television programs, advertising, and rock videos that are demeaning to women and may promote violence against women.

Resources:

- Education Wife Assault and Women's Habitat of Etobicoke. *Preventing Violence in Dating Relationships: A Teaching Guide* (Toronto, ON: Education Wife Assault, 1994)
- London Family Court Clinic. *ASAP: A School-Based Anti-Violence Program*. (London, ON: London Family Court Clinic, 1995)
- Mississauga Hospital Sexual Assault Team. *Lindsay's Story: Education for Date Rape Prevention*. (Mississauga, ON: The Mississauga Hospital, 1994)

source:

Springtide Resources

Statistics on Young Women and Violence

Women under 25 years of age make up the highest risk group related to violence, especially if they try to leave an abusive relationship. Young women are at the greatest risk of assault by intimate partners, as well as spousal homicide and sexual assault. (Federal-Provincial-Territorial Ministers Responsible for the Status of Women, 2002, *Assessing Violence Against Women: A Statistical Profile*, ISBN 0-662-33166-4)

In one study, over 49% of female students in high school had been emotionally abused, 14.5% reported being physically forced into sex, and 9.1% had been physically assaulted. (DeKeseredy, WS, and Schwartz, MD, February 1998, *Measuring the Extent of Woman Abuse in Intimate Heterosexual Relationships: A Critique of the Conflict Tactics Scales*, National Resource Center on Domestic Violence)

A recent City of Toronto survey shows that female youth regard physical assault, discrimination, harassment, and sexual gender issues as 3 of the top 4 factors impacting their personal sense of safety. Further, the study shows that young women require approaches and programs that are responsive to their unique needs and ways of relating. (Youth Safety Survey Project, 2002, *Speak Up: Toronto Youth Talk about Safety in Their Community*, Toronto ON: City of Toronto)

Girls and women between the ages of 16 and 24 are the most vulnerable to domestic violence, experiencing the highest per capita rates of non-fatal intimate partner violence. (US Department of Justice, Bureau of Justice Statistics, 2001, "Intimate partner violence and age of victim, 1993-1999.")

40% of teenage girls ages 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend. (Children Now/Kaiser Permanente, 1995, *National Poll on Kids' Health and Safety*.)

26% of girls in Grades 9 to 12 have been the victim of physical abuse, sexual abuse, or date rape. (Schoen, C, et al, November 1997, "The Commonwealth Fund Survey for the Health of Adolescent Girls.")

From the Public Health Agency of Canada (<http://www.phac-aspc.gc.ca>):

Recent research on Canadian university and college campuses found between 16% and 35% of women surveyed had experienced at least one physical or sexual assault by a boyfriend in the previous 12 months. Approximately 45% of the women surveyed reported they had been sexually abused since leaving high school.

Recent qualitative research with a sample of 13- to 17-year-old girlfriend abusers suggests that youth violence against female dating partners is an issue in primary and high schools.

From the University of Alberta report, "Sexual Assault and the Law in Canada" (www.ualberta.ca/dept/health/public_html/healthinfo/sacan.htm):

More than 80% of rapes on university and college campuses are committed by someone the victim knows, and 50% occur on dates. Many of these assaults happen during the first 8 weeks of classes.

15% to 30% of university women experience acquaintance rape.

False accusations of rape happen no more often than false reports of other types of crime: about 2% to 4%, which means that 96% to 98% of reports are true.

Rates of stalking are highest for young women, which is consistent with patterns of other kinds of violence against women; 58% of stalking survivors are under 34 years old.

(Statistics Canada, 2004, *Family Violence in Canada: A Statistical Profile*, pp. 9, 15.)

source:

Springtide Resources

My Declaration of Self-Esteem

by Virginia Satir

I AM ME

In all the world, there is no one else exactly like me
Everything that comes out of me is authentically me
Because I alone chose it - I own everything about me
My body, my feelings, my mouth, my voice, all my actions,
Whether they be to others or to myself - I own my fantasies,
My dreams, my hopes, my fears - I own all my triumphs and
Successes, all my failures and mistakes Because I own all of
Me, I can become intimately acquainted with me - by so doing
I can love me and be friendly with me in all my parts - I know
There are aspects about myself that puzzle me, and other
Aspects that I do not know - but as long as I am
Friendly and loving to myself, I can courageously
And hopefully look for solutions to the puzzles
And for ways to find out more about me - However I
Look and sound, whatever I say and do, and whatever
I think and feel at a given moment in time is authentically
Me - If later some parts of how I looked, sounded, thought
And felt turn out to be unfitting, I can discard that which is
Unfitting, keep the rest, and invent something new for that
Which I discarded - I can see, hear, feel, think, say, and do
I have the tools to survive, to be close to others, to be
Productive to make sense and order out of the world of
People and things outside of me - I own me, and
therefore I can engineer me - I am me and

I AM OKAY

© Virginia Satir, 1975.

Found in Virginia Satir, *Self Esteem*, Celestial Arts: California, 1975.

Anti-Violence Resources: Useful Websites

Centre for Research on Violence Against Women and Children (University of Western Ontario)

Promotes the development of community-centred, action research on violence against women and children.

www.uwo.ca/violence/

Hot Peach Pages

International Domestic Violence and Abuse Agencies
List with abuse information in over 70 languages.

www.hotpeachpages.net

METRAC: Metropolitan Action Committee on Violence Against Women and Children (Toronto)

Works to educate the public, professionals, and public officials on the root causes of violence against women and children in Toronto and suggest appropriate solutions to this social problem.

www.metrac.org

National Clearing House on Family Violence

A national resource centre for information about violence within the family and new resources to address it.

www.hc-sc.gc.ca/hppb/familyviolence/index.html

Ontario Women's Directorate

The focus for Ontario government action on issues of concern to women. Key areas of activity: preventing violence against women, promoting women's economic independence, and materials for students, teachers, and youth.

- www.ontariowomensdirectorates.gov.on.ca
- www.neighboursfriendsandfamilies.on.ca
- www.equalityrules.ca

School-Based Violence Prevention Programs (2002)

This manual, published by RESOLVE, addresses topics such as What is Prevention, Changing School Culture, and Planning a Comprehensive Violence Prevention Response.

www.ucalgary.ca/resolve/violenceprevention/English/prevprog.htm

Springtide Resources

Informs and educates the community about the issue of wife assault/woman abuse in order to decrease the incidence of physical, psychological, emotional, and sexual violence against women and the effect that woman abuse has on children.

www.springtideresources.org

Teen Dating Violence: Information and Resources by National Resource Centre on Domestic Violence (2004)

This CD ROM and information packet examine current support services for teens and provides prevention and intervention strategies.

www.nrcdv.org

www.vawnet.org

White Ribbon Campaign

Men working to end men's violence against women.

www.whiteribbon.ca

Building Equal and Healthy Relationships

Feedback Form

Overall, how would you rate the workshop?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
poor fair good very good awesome

What did you find most interesting?

What didn't you like?

What did you learn that you didn't know before?

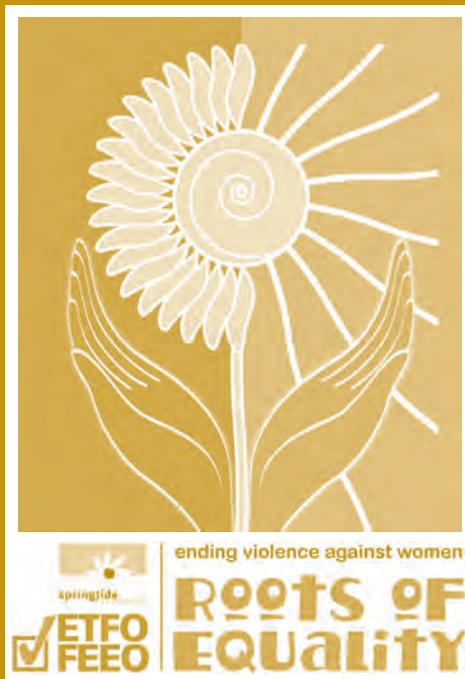
What would you like to learn more about?

Any suggestions to make the workshop better?

ROOTS OF EQUALITY

Friends Making a Difference

WORKSHOP FOR GRADE 7 & 8 GIRLS



FRIENDS MAKING A DIFFERENCE

Students: Grade 7 & 8 girls

Length: 60 minutes



Purpose:

- To empower students to recognize and understand woman abuse.
- To enable students to support a friend who is exposed to woman abuse in the home.

Preparation:

- Get a copy of the video, *I Wish The Hitting Would Stop* (can be ordered at www.redflaggreenflag.com). Preview the video.
- Make an overhead of the definition of woman abuse.
- Make an overhead of the excerpt from the *Canadian Charter of Rights and Freedoms*.
- Print enough copies of the “How to Help a Friend Exposed to Abuse in the Home” handout.
- Print enough copies of the “What are the myths?” quiz.
- Print enough copies of the feedback form.
- Have a copy of the “What are the myths?” answer sheet.

Introduction

What is woman abuse? (See overhead.)

Woman abuse is any verbal threat or physical force used to create fear and control what a woman does.

As with all abuse, the abuser has more power than the victim. The abuser is always the one responsible for his or her behaviour. Abusers often use alcohol or drug use as excuses for the violence, but the real cause is their need to control someone else's behaviour.

Activity #1 - 25 minutes

Hand out *What are the Myths?* sheets (true /false questions) and ask students to complete it. Discuss correct responses as a group.

Activity #2 - 30 minutes

Important: Preview the video so that you can find the parts where the teens are relating their experiences. Mark these parts and show only these parts of the video to the group..

- Show the parts of the video and discuss.
- Be sure to highlight the following from the video:
 - Some children try to ignore the fighting, hoping that it will go away, or pretend it doesn't exist.
 - Children often believe that the fighting is their fault.
 - Some children may think that no one knows about the violence in their home.
 - Children living with woman abuse often don't know what to do.
 - Remind children that there are lots of people they can go to for help: teachers, principals, counselors, nurses, doctors, police officers, neighbours, friends, relatives, other family members, religious workers.
 - When there's violence, someone may get hurt. Children can call 911 and the Kids Help Phone line (1-800-668-6868) for help.
 - Children say that living with woman abuse can be: confusing, difficult, hard, distracting, unpredictable, scary, loud, and noisy.

- Children living with woman abuse may: feel lonely and different; have difficulty with friendships; feel isolated and unable to bring friends home; feel the need to be secretive; feel dishonest when lying about injuries and bruises.
- Children who live with woman abuse have difficulty paying attention in school, as they worry about problems at home.
- Remember to reinforce that if you live with family violence it is not your fault, it is not okay, and you are not alone. There is help.
- Remember to say “If you know of somebody living in an abusive home these are things you can do to help: don't keep it a secret, find an adult that you trust to help, be a good listener and friend, don't gossip about your friend's situation.”

Encourage the group to develop a list of responses that would be good to use if a friend disclosed. Include:

- It is not your fault.
- I am here for you.
- I am worried about you.

Closing

Due to the gravity of the information presented in this workshop, it is advised that the girls leave on a positive note. Have students orally fill in the endings to:

- I feel stronger when I
- As a group we can

Show the overhead of excerpts from the *Canadian Charter of Rights and Freedoms*. All Canadians have these rights, its the law.

Some suggestions for closing activities:

- Read an empowering poem.
- Promote participation in local events such as *Take Back the Night*.

Handouts:

- What are the Myths?
- Feedback Form
- How to Help a Friend Living with Family Violence

Teacher Resources:

- Fact Sheet and Answers for “What are the myths?”
- Video: *I Wish the Hitting Would Stop*
- www.redflaggreenflag.com (Red Flag Green Flag)
- www.springtideresources.org (Springtide Resources)

WHAT ARE THE MYTHS? QUIZ

1. Women assault their partners as often as men do. **T F**
2. Men who assault their partners do it because they have been drinking. **T F**
3. When a woman is assaulted her children are not usually present. **T F**
4. Children who witness their mother's assault often blame themselves. **T F**
5. Children who witness family violence often become violent when they are adults. **T F**
6. Men who assault women are mentally ill. **T F**
7. Women often cause the violence against them by their actions. **T F**
8. Assaults against women occur more often among certain groups of people, especially poor people. **T F**
9. It is easy to leave an abusive relationship. **T F**
10. Most sexual assaults are committed by strangers. **T F**

Source: Springtide Resources: ending violence against women.
www.springtideresources.org

WHAT ARE THE MYTHS? QUIZ ANSWER SHEET

1. False: 93% of assaults between partners involve men assaulting women. Most women who have been charged for assaulting men say they were defending themselves.
2. False: The need for power is the reason men abuse women. Alcohol is used as an excuse.
3. False: In Ontario about 180,000 children witness violence in their homes.
4. True: Children often believe they are to blame for the violence, and that they could stop the violence if they really tried. Children are NEVER to blame.
5. False: Children who have witnessed family violence can become abusers because violence has been modeled on a regular basis. Children are also very open to learning otherwise and realizing that acting violent is not the way to feel good about themselves. Counseling children helps them see that violence is not okay.
6. False: Violence against women is a crime, not a sickness. Some men abuse women as a means of controlling them. Psychologists have found that men who abuse women have psychological profiles similar to ordinary, non-violent men.
7. False: No behaviour justifies a violent response.
8. False: Violence against women occurs in families from every cultural, racial, and socio-economic background.
9. False: Women often stay in abusive relationships because they have no job, no place to go, no support from their family. They may believe that they are responsible for the abuse. They may have been threatened and so are afraid to leave.
10. False: Women are most likely to be assaulted by someone they know, not a stranger.

How to Help a Friend Exposed to Abuse in the Home

1. If you know of somebody living in an abusive home these are things you can do to help:

- Be a good listener and friend.
- Help your friend understand that he/she is not to blame for the violence.
- Let them know that no one has the right to abuse another person.
- Tell them they are not alone (this happens to other people).
- Don't keep it a secret.
- Find an adult that you trust to help.
- Don't gossip about your friend's situation.

2. There are safe places to go for help, such as women's shelters.

Our local shelter number is _____ .

The Assaulted Women's Help Line is 1-866-863-0511.

3. Children can call 911 for help. They can also call the Kids Help Phone line: 1-800-668-6868.

4. If you have a friend living in an abusive home, don't try to get involved yourself.

You don't want to endanger your safety. Get help.

5. There are lots of people you can go to for help: teachers, principals, counselors, nurses, doctors, police officers, neighbours, friends, relatives, other family members, religious workers.

Canadian Charter of Rights and Freedoms

FUNDAMENTAL FREEDOMS.

2. Everyone has the following fundamental freedoms:
- (a) freedom of conscience and religion;
 - (b) freedom of thought, belief, opinion, and expression, including freedom of the press and other media of communication;
 - (c) freedom of peaceful assembly; and
 - (d) freedom of association.

LIFE, LIBERTY, AND SECURITY OF PERSON.

7. Everyone has the right to life, liberty, and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

TREATMENT OR PUNISHMENT.

12. Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

EQUALITY BEFORE AND UNDER LAW AND EQUAL PROTECTION AND BENEFIT OF LAW.

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular without discrimination based on race, nationality or ethnic origin, colour, religion, sex, age, or mental or physical disability.

RIGHTS GUARANTEED EQUALLY TO SEXES.

28. Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons.

Woman Abuse

Woman abuse is any verbal threat or physical force used to create fear and control what a woman does.

Friends Making a Difference Workshop

Feedback Form

Overall, how would you rate the workshop?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
poor fair good very good awesome

What did you find most interesting?

What didn't you like?

What did you learn that you didn't know before?

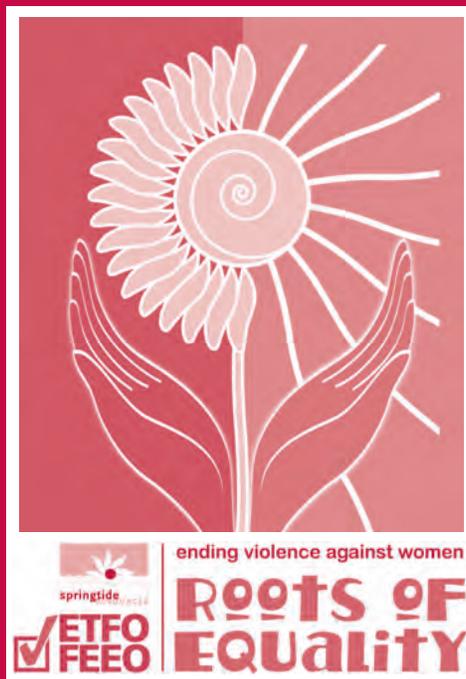
What would you like to learn more about?

Any suggestions to make the workshop better?

ROOTS OF EQUALITY

Gender-Based Violence (GBV)

WORKSHOP FOR GRADE 7 & 8 GIRLS



GENDER-BASED VIOLENCE (GBV)

Students: Grade 7 & 8 girls

Length: 60 minutes



Purpose:

- To raise awareness of gender-based violence (GBV).
- To help participants understand the roots of gender-based violence.

Preparation:

- The Warm-up Activity: Sayings and Meanings sheet is set up to print directly onto Avery Labels #6879. The labels can be applied to an index card that the students can use to complete the activity. There are 2 parts to the sayings – the left side begins the saying, and the right side ends the saying. Print enough sheets for each student.
- Paste the beginnings of the sayings on one colour index card and the ends on another colour index card.
- Have a copy of the explanations of the Sayings and Meanings.
- Print enough copies of the 4 Information Sheets (examples of gender-based violence).
- Make overheads of definitions of sex, gender, violence, GBV.
- Make a T-chart for the discussion of sex and gender.
- Have a copy of “What do we mean by sex and gender?”

- Gather:
 - Sticky notes (different colours).
 - Chart paper.
 - Markers.
 - Pencils (one for each participant).

Warm-up - 15 minutes

Match sayings and meanings.

- Distribute sayings and meanings to every participant and have them match the sayings up with the meanings.
- Regroup and discuss.

Introduction - 15 minutes (see overhead)

What is sex?

Sex is a biological and anatomical classification as male or female.

What is gender?

Gender is the social difference between men and women that is learned, and though deeply rooted in every culture, is changeable over time, and has wide variation both within and between cultures.

What is violence?

Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.”*

From World Health Organization, *Violence* (June 07, 2006)

http://www.who.int/violence_injury_prevention/violence/en/

*maldevelopment: delays or anomalies in what is considered average in physical, psychological, emotional, and/or social functioning.

What is gender-based violence?

Gender-based violence is violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm (including intimidation, suffering, coercion, and/or deprivation of liberty within the family, or within the general community). It includes that violence which is perpetrated or condoned by the state.

(United Nations Population Fund Gender Theme Group, 1998)

What causes gender-based violence?

It is caused by power and control, cultural and social attitudes about men and women, and learned behaviour.

Activity - 20 minutes

- Have students form small groups.
- Each group receives an Information Sheet about gender-based violence.
- Students can choose a recorder and reporter to present their groups' ideas.
- In their groups, students will discuss why the article is about gender-based violence.
- Each group will report their findings to the entire group.

Closing - 10 minutes

- Have students write on a sticky note a gender-based violent incident that they have witnessed.
- Have students stick their sticky notes on chart paper.
- Ask students what strategies they could use to help change what they witnessed? (Ask for volunteers to share with the group what they have written.)
- Read the poem *Phenomenal Woman* by Maya Angelou.

Handouts:

- Copy of information sheets.
- Index cards with sayings.
- Feedback Form.

Teacher Resources:

- Copy of the definitions on an overhead.
- Copy of explanations of Sayings and Meanings.
- Sex and gender information.
- Copy of information sheets.
- Poem *Phenomenal Woman* by Maya Angelou.

References:

• **Afghanistan under the Taliban**

- Sally Armstrong, *Veiled Threat: The Hidden Power of the Women of Afghanistan*. New York. Four Walls Eight Windows, 2002.
- Breadwinner Trilogy: *The Breadwinner*, *Mud City*, and *Parvana's Journey* by Deborah Ellis, Groundwood Books.
- Canadian Women for Women in Afghanistan. <http://www.w4wafghan.ca>

• **Stolen Sisters:**

- *Stolen Sisters: A Human Rights Response to Discrimination and Violence against Indigenous women in Canada*. Amnesty International, 2004. http://www.amnesty.ca/campaign/sisters_overview.php
- Sisters in Spirit. www.sistersinspirit.ca

• **Montreal Massacre**

- December 6 fund. www.dec6fund.ca

• **HIV/AIDS in Africa**

- *The Heaven Shop* by Deborah Ellis, Groundwood Books.
- Stephen Lewis Foundation. www.stephenlewisfoundation.org
- World Health Organization. <http://www.who.int/gender/hiv/aids/en>

INFORMATION SHEET #1

Afghanistan under the Taliban

When a group called the Taliban controlled the government in Afghanistan from 1996 to 2001, they imposed many restrictions on the behaviour of women. Some of these restrictions were:

1. A complete ban on women working outside the home. Only a few female doctors and nurses were allowed to work.
2. A complete ban on any activity outside the home unless accompanied by a mahram (father, brother, or husband).
3. A ban on being treated by male doctors.
4. A ban on studying at schools, universities, or any other educational institution.
5. All women were required to wear a burqa (covering from head to toe).
6. Public stoning of women accused of having sex outside of marriage.
7. A ban on the use of cosmetics.
8. A ban on women laughing loudly.
9. A ban on wearing high heels.
10. A ban on playing sports.
11. A ban on women appearing on balconies of their apartments.
12. All windows had to be painted so women couldn't be seen from outside of their homes.
13. A ban on the photographing or filming of women.

Women were whipped in public for having uncovered ankles, not wearing clothing according to Taliban rules, or if they were not accompanied by a mahram.

Women Organize for Change:

Even during the Taliban era, some girls were able to go to secret schools, at great risk. Women and girls are now openly returning to school, although it is still dangerous for them and for their teachers in many parts of the country. RAWA (Revolutionary Association of the Women of Afghanistan) continues to fight for women's rights, raising awareness around the world and raising money to fund schools, medical equipment, and technical equipment such as computers for women and girls. Canadian Women for Women in Afghanistan is an organization here in Canada that raises money for schools in Afghanistan.

INFORMATION SHEET #2

Stolen Sisters

Helen Betty Osborne was a 19-year-old Cree student from northern Manitoba. She dreamed of becoming a teacher. On November 12, 1971, four white men abducted her from the streets in The Pas. She was sexually assaulted and brutally murdered. A judge said later:

...the men who abducted Osborne believed that young Aboriginal women were objects with no human value beyond sex gratification...Betty Osborne would be alive today had she not been an Aboriginal woman.

In 1994, two 15-year-old Aboriginal girls, Roxanna Thiara and Alishia Germaine, were found murdered in Prince George in eastern British Columbia. The body of a third 15-year-old Aboriginal girl, Ramona Wilson, who disappeared that same year, was found in Smithers in central British Columbia in April, 1995. Only in 2002, after the disappearance of a 26 year-old non-Aboriginal woman, Nicola Hoar, while hitchhiking along a road that connects Prince George and Smithers, did media attention focus on the unsolved murders and other disappearances along what has been dubbed “the highway of tears.”

In Canada, young Indigenous women are 5 times more likely than other women of the same age to die as a result of violence.

Their memories inspire change:

In March of 2007, Betty Osborne's sister, Cecilia Osborne, unveiled a plaque at the University of Winnipeg. The plaque is on the Helen Betty Osborne Building, dedicated to honour her memory, and to provide and teach programs that combat racism, gender bias, and discrimination.

INFORMATION SHEET #3

Montreal Massacre

On December 6, 1989, 14 women were killed at the Ecole Polytechnique, a school in Montreal. This has been called the Montreal Massacre. An armed man singled out and shot these women because they were studying engineering, not traditionally considered a female profession.

Geneviève Bergeron 21
Sonia Pelletier 28
Hélène Colgan 23
Michèle Richard 21
Nathalie Croteau 23
Annie St-Arneault 23
Annie Turcotte 21
Barbara Daigneault 22
Anne-Marie Edward 21
Maud Haviernick 29
Barbara Maria Klucznik 31
Maryse Leclair 23
Maryse Laganière 25
Anne-Marie Lemay 27

Their memories help us turn away from violence:

In 1991, the Canadian government declared December 6 a National Day of Remembrance and Action on Violence Against Women, and passed a law limiting the ammunition allowed in rifles and handguns.

Every year, on December 6, many of us wear rose buttons to commemorate the 14 young women killed. In honour of their memory, we resolve to work harder to promote peaceful solutions to problems. We observe a moment of silence and reflect on how each of us can work toward a peaceful world. We also remember that all people should have opportunities to pursue traditional and non-traditional activities and careers.

INFORMATION SHEET #4

Women and HIV/Aids in sub-Saharan Africa

HIV (Human Immunodeficiency Virus) infection is a devastating disease, often leading to AIDS (Acquired Immune Deficiency Syndrome) and death. Thirty-nine and one half million people had HIV in 2006; 63% of them (24.7 million) lived in sub-Saharan Africa.

Women are now affected by HIV/AIDS to a greater degree than men are. On average, 3 women are infected for every 2 men. HIV is most often spread through unprotected sexual contact with an infected person.

Women are more vulnerable to infection because their disadvantaged social and economic position means that safe sex is often not an option for them. Women may want their partners to use condoms (or to abstain from sex altogether), but often lack the power to protect themselves.

Forced sex, which all too many women (and some men) experience at some point in their lives, can make HIV transmission even more likely, since it may result in trauma and tissue tearing.

Women who turn to prostitution are not in a position to insist that their customers wear condoms. This means that they risk becoming infected with HIV, and that they can pass the virus on to their customers who may, in turn, take AIDS home to their families.

Women are also usually expected to take care of sick family members, even when they themselves are suffering from the disease. When their adult children die, grandmothers end up taking care of their orphaned grandchildren.

In many societies, most of the farmers, traders, teachers, and health care workers are women. With so many women ill and dying, everyone suffers from lack of food, education, and medical care.

Women Help Each Other:

On March 7, 2006, in conjunction with the Stephen Lewis AIDS Foundation, 145 groups of Canadian grandmothers joined together to support the grandmothers of Africa. They have collected over \$800,000. The money goes to provide African grandmothers with funds for food, housing, school fees, and grief counseling.

Warm-up Activity: Sayings and Meanings

Men are gold,
women

are
cloth.

Husbands of
ugly women

always
wake scared.

A woman is like
roasted meat

the more you beat,
the softer it will be.

Husbands who
help their wives

are called
slaves of the wife.

Keep them
barefoot

and
pregnant.

Men are like cars
and women

are like
parking spaces.

If the hours are long enough
and the pay is short

someone will say
it's women's work.

A house without an owner
is like a woman

without a
husband.

Hell hath
no fury

like a woman
scorned.

A woman's
place

is in
the kitchen.

A boy who is
a coward

should wear bangles
on his hands.

In the hands
of women

rests the dignity
of the house.

Gender-Based Violence: Sayings and Meanings Activity

Sayings	Meanings
Men are gold, women are cloth.	This is a saying from Cambodia: this means that women, like a white cloth, are easily soiled by sex while men can have repeated sexual partners and be polished clean like gold each time.
Husbands of ugly women always wake scared.	This is a saying from Brazil: this means that men think badly about women who are not beautiful.
A woman is like roasted meat; the more you beat, the softer it will be.	A French saying that the way to treat a woman is to abuse her.
Husbands who help their wives are called slaves of the wife.	This is a saying from India: this means that men who help women are not “real men.”
Keep them barefoot and pregnant.	American saying that women should be barefoot to prevent them from leaving and pregnant to keep them home and out of trouble.
Men are like cars and women are like parking spaces.	This is an expression from an Asian country: it means that men can choose their partners (parking spaces) while women have no choice - anyone can park in them as they are fixed spaces.
If the hours are long enough and the pay is short enough, someone will say it's women's work.	Swahili proverb: this means that women generally have to work harder and earn less than men.
A house without an owner is like a woman without a husband.	This is a bilingual Summerian and Akkadian proverb: this means that a woman alone is not complete as a human being.
Hell hath no fury like a woman scorned.	English saying which means that a woman will make someone suffer if they treat her badly.
A woman's place is in the kitchen.	This is a proverb from the USA: this means that women should stay at home and only do domestic work.
A boy who is a coward should wear bangles on his hands.	This is a saying from India: this means that boys who are afraid or who do not like violence are like women or girls.
In the hands of women rests the dignity of the house.	This is a saying from India: this means that what people think about a family depends on a woman's behaviour.

What is sex?

Sex is a biological and anatomical classification as male or female.

What is gender?

Gender is the social difference between men and women that is learned, and though deeply rooted in every culture, is changeable over time, and has wide variation both within and between cultures.

What is violence?

Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.”*

From WHO *Violence*, (June 07, 2006)

http://www.who.int/violence_injury_prevention/violence/en/

*maldevelopment: delays or anomalies in what is considered average in physical, psychological, emotional, and/or social functioning.

What is gender-based violence?

Gender-based violence is violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm (including intimidation, suffering, coercion, and/or deprivation of liberty within the family, or within the general community). It includes that violence which is perpetrated or condoned by the state.

From WHO *Violence*, (June 07, 2006)

http://www.who.int/violence_injury_prevention/violence/en/

What causes gender-based violence?

It is caused by power and control, cultural and social attitudes about men and women, and learned behaviour.

What do we mean by "sex" and "gender"?

Sometimes it is hard to understand exactly what is meant by the term “gender”, and how it differs from the closely related term “sex”.

“**Sex**” refers to the *biological and physiological* characteristics that *define* men and women.

“**Gender**” refers to the *socially constructed* roles, behaviors, activities, and attributes that a given society considers *appropriate* for men and women.

To put it another way:

“Male” and “female” are sex categories, while “masculine” and “feminine” are gender categories.

Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.

Some examples of sex characteristics:

- Women can menstruate while men cannot .
- Men have testicles while women do not.
- Women have developed breasts that are usually capable of lactating, while men do not.
- Men generally have more massive bones than women.

Some examples of gender characteristics:

- In the United States (and most other countries), women earn significantly less money than men for similar work.
- In Viet Nam, many more men than women smoke, as female smoking has not traditionally been considered appropriate.
- In Saudi Arabia men are allowed to drive cars while women are not.
- In most of the world, women do more housework than men.

Source: World Health Organization

PHENOMENAL WOMAN

By Maya Angelou

Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
Then they swarm around me,
A hive of honey bees.
I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Men themselves have wondered
What they see in me.
They try so much
But they can't touch
My inner mystery.
When I try to show them
They say they still can't see.
I say,
It's the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Now you understand
Just why my head's not bowed.
I don't shout or jump about
Or have to talk real loud.
When you see me passing
It ought to make you proud.
I say,
It's in the click of my heels,
The bend of my hair,
the palm of my hand,
The need of my care.
'Cause I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Gender-Based Violence Workshop

Feedback Form

Overall, how would you rate the workshop?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
poor fair good very good awesome

What did you find most interesting?

What didn't you like?

What did you learn that you didn't know before?

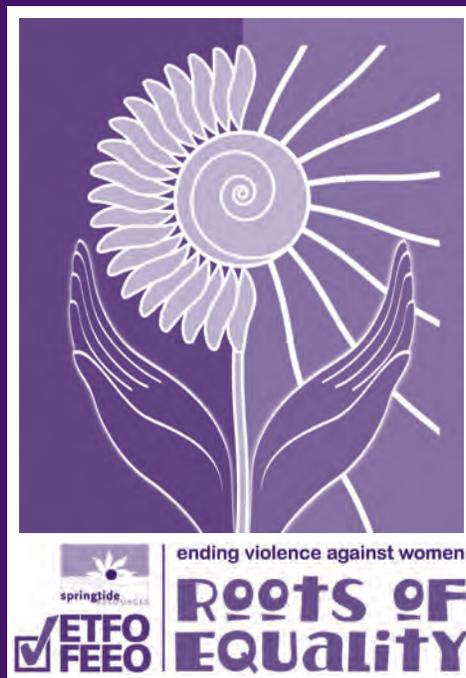
What would you like to learn more about?

Any suggestions to make the workshop better?

ROOTS OF EQUALITY

Media

WORKSHOP FOR GRADE 7 & 8 GIRLS



MEDIA

Students: Grade 7 & 8 girls

Length: 60 minutes



Purpose:

- To raise awareness of the impact media has on self image.
- To recognize what advertisers do to sell products.

Preparation:

- Make an overhead of the definitions of media, violence.
- Laminate ads from teen magazines.
 - Buy 10 teen magazines.
 - Select some ads, and put on 8-1/2 x 11 paper.
 - Laminate.
 - Provide 6 ads per group with at least 2 ads with males and females together.
 - Collect a number of ads selected at random to use for Activity #2.
- Print enough copies of Handout #1, Ideal Beauty.
- Print enough copies of some “real beauty” ads by Dove (available in magazines and websites: doveproage.com and CampaignForRealBeauty.com) and/or have a laptop/projector with live internet connection to access and project websites.
- Gather:
 - Pencils, scissors, and paper for each participant .

Introduction (see overhead)

What are media?

Media are communication tools that allow us to share ideas, thoughts, and information. These include letters, e-mail, cards, etc. Mass media are tools that communicate to large groups of people at the same time. Some examples are television, videos, billboards, logos, advertisements, magazines, etc.

What is violence?

Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.*

From World Health Organization, *Violence*, (June 07, 2006)
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*maldevelopment: delays or anomalies in what is considered average in physical, psychological, emotional, and/or social functioning.

Activity #1 - 25 minutes

Ideal Beauty

- Pass out Handout #1. Go over each of the headings to make sure the girls understand what each word means.
 - **Sex:** Do the ads use sex to sell the product? How do you know?
 - **Hair:** What colors and styles are dominant?
 - **Size:** Are models large or small?
 - **Body Shape:** Do the models have large breasts, long legs, narrow waists?
 - **Non-disabled:** Are any of the models living with a disability?
 - **Clothing:** Is the clothing used upscale and expensive or of average cost?
 - **Race:** Is one race more predominant than others?
 - **Age:** What are the average ages of the models?
 - **Class:** What economic class do the models appear to be from?
- In groups of 3, ask students to discuss the ads passed out, reflecting on the Ideal Beauty sheet. Students are encouraged to record their findings.
- Reinforce the following concepts as the groups present their findings.
 - Ads normalize what is abnormally large or small.
 - Ads encourage an atmosphere of weight preoccupation by showing thin models.
 - Sex sells so many things there is little correlation between what is being advertised and what is actually in the ad.
 - By showing only separate parts of a woman's body, women are portrayed not as whole human beings, but as sexualized parts.

Activity #2 - 25 minutes

- Show some of the recent Dove commercials and the computer-enhancement clip from the websites listed in Preparation. Discuss the positive ways the ads portray females.
- Pass out ads collected from teen magazines. (It is best to take the ads out yourself as the students can become easily distracted trying to read articles in the magazines.)
- Have students choose ads that they feel portray real young women and/or have a good message within the ad. Ask them to look for as many positives as possible in the ad. To finish, students are asked to glue the ad onto paper and write their reasons for choosing that ad on the back.
- Have the students report their findings to the group.

Closing

What can I do?

If you see an ad that angers or concerns you, write the company. For every letter companies receive about products, they infer that 100 people also feel the same. If a group writes 10 individual letters, then that is representative of 1000 people. Ad campaigns do get pulled when the public protests.

Handouts:

- Handout # 1 - Ideal Beauty.
- Handout #2 - Take Action.
- A Girl's Pledge.
- Feedback form.

Teacher Resources:

- Teacher notes for Activity #1.
- *Take A Closer Look*, ETFO.
- *Kids' Take on Media*, CTF.
- www.media-awareness.ca.
- www.campaignforrealbeauty.com.

What are media?

Media are communication tools that allow us to share ideas, thoughts, and information. These include letters, e-mail, cards, etc. Mass media are tools that communicate to large groups of people at the same time. Some examples are television, videos, billboards, logos, advertisements, magazines, etc.

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* maldevelopment: delays or anomalies in what is considered average in physical, psychological, emotional, and/or social functioning.

Teacher Notes for Activity #1:

Sex

- Voiceovers on television usually have a male voice, considered more believable.
- Most females are lying down, rather than standing.
- Sexualized poses.
- 70% of characters in rock videos are male.
- Women appear as dancers in rock videos and almost never as musicians.

Class

- Middle to upper class.

Age

- Young females.
- Rarely see older women in ads for hair, clothes, and beauty products.
- Rarely see older women in rock videos.

Race

- White and fair-skinned women of colour.
- Some races, such as Aboriginal and Inuit, are rarely portrayed. How do we know we exist if we never see ourselves in the media?

Hair

- Glossy.
- Flowing.
- Long and thick.
- Blonde.

Size

- Very thin.
- 70% of teens dislike their body.
- 66% of girls and 20% of boys are dieting every day.
- The average woman is 5'4" and 140 pounds. The average model is 5'11" and 117 pounds.

- In McLean's magazine (August 14, 2000) a special report on body weight included a research article from Anne Becker. In 1995, TV with western programs was introduced to Fiji. At that time, thinness and weight loss were seen as some kind of social loss or neglect. When she returned in 1998, 29% of the girls now had symptoms of eating disorders. More than 80% wanted to be like the women on television.

Body Shape

- Long torso.
- Large breasts.
- Long legs.
- Shape can be digitally enhanced.
- Kate Winslet did not recognize her body when she appeared on the front cover of GQ magazine. Her legs and hips had been digitally enhanced to elongate both areas. A spokeswoman for the magazine stated, "If people who read glossy magazines don't believe the pictures are enhanced, they're kidding themselves. Beauty sells."

Able-Bodied

- No models with any visible disabilities in ads.
- Very few television commentators with disabilities.

Clothing

- Always latest styles and brand names.
- More women are likely to be depicted nude or partially nude than men in ads.

A Girl's Pledge

I am a girl.

I am an expression of beauty, joy, and love.

I have the right, the power and the ability, to create a beautiful, joyful and peaceful world for myself and others.

I have a body, but I am not my body.

I have a face, but I am not my face.

I am the most important thing in the world to me.

I am love in motion.

I am the light of the world!

I can create!

I can make a mistake!

I can create something beautiful in all that I do.

I deserve the best.

I give my best.

I do my best to always take care of me!

I am a girl.

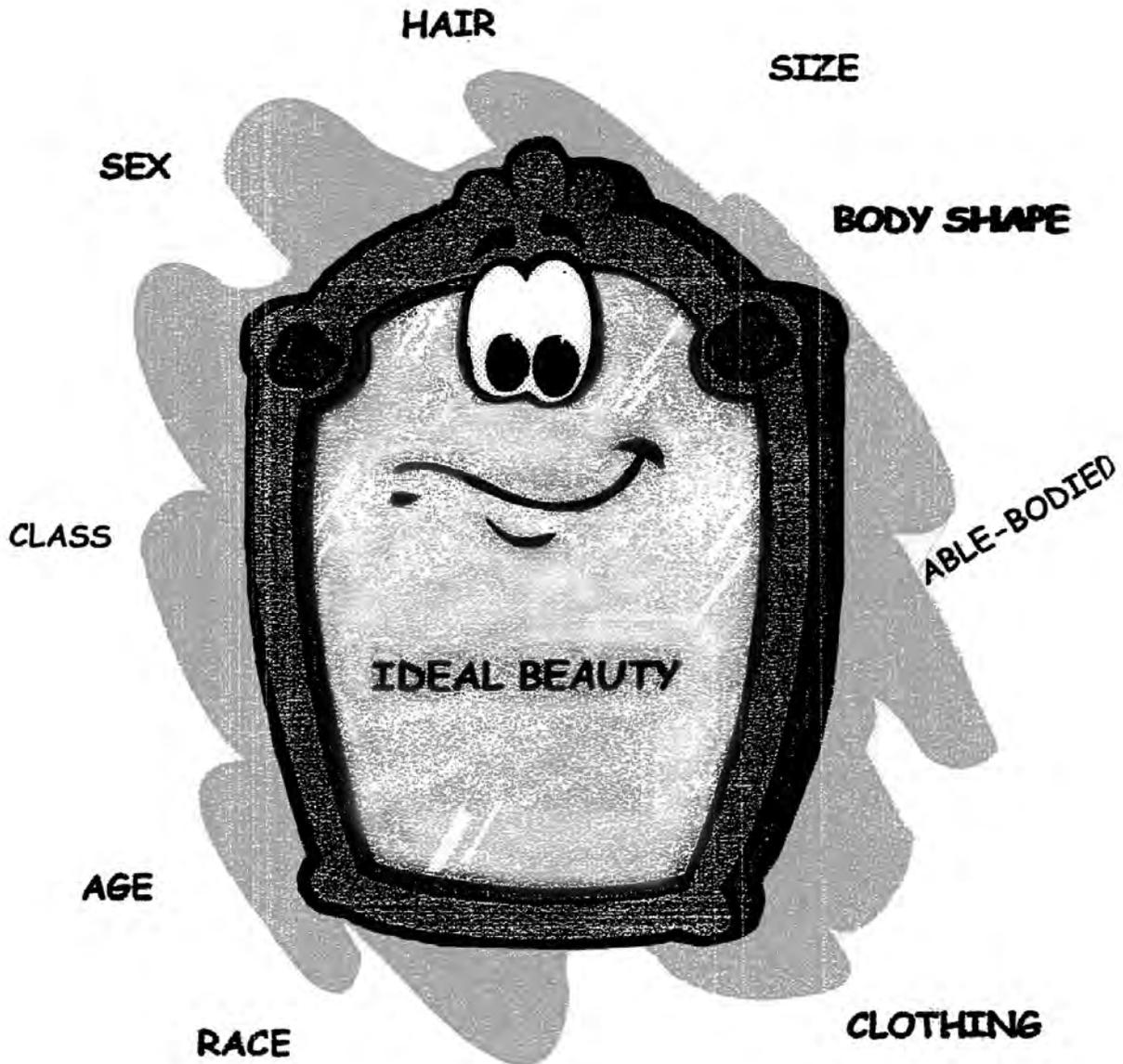
I am growing into a woman!

I AM IT!

I am the joy the world is waiting for.

From Iyanla Vanzant, *Don't Give it Away*

Handout #1 IDEAL BEAUTY



TAKE ACTION

Where to complain about offensive advertising:

ASC: ADVERTISING STANDARDS CANADA

A voluntary association of advertisers, agencies, and media. Develops and administers industry standards and codes of ethics including gender portrayal guidelines.

www.adstandards.com

CRTC: CANADIAN RADIO - TELEVISION and TELECOMMUNICATIONS COMMISSION

An independent agency of the Canadian government that regulates and supervises television, radio, cable, and pay-TV.

www.crtc.gc.ca

CBSC: CANADIAN BROADCAST STANDARDS COUNCIL

Established by the Canadian Association of Broadcasters, the CBSC handles complaints about Canadian radio and television broadcasts using the self-developed Code of Ethics, Sex-Role Portrayal, and Violence in TV codes.

www.cbsc.ca

NEWSPAPERS and MAGAZINES

Publishers' and Editors' names & addresses are listed in the masthead, usually within the first 3 pages.

TRANSIT OPERATOR

Check with your provincial or civic government.

OUTDOOR ADVERTISING

If possible, contact the billboard leaser.

Media Workshop

Feedback Form

Overall, how would you rate the workshop?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
poor fair good very good awesome

What did you find most interesting?

What didn't you like?

What did you learn that you didn't know before?

What would you like to learn more about?

Any suggestions to make the workshop better?
