



# Amnesty International

# VIOLENCE AGAINST WOMEN

Human Rights Education Activities for use in teaching  
Personal Social and Health Education, Citizenship and  
English for ages 11-18

## HUMAN RIGHTS EDUCATION RESOURCE WOMEN'S RIGHTS SECTION 2

### The activities in this section are:

<b>ACTIVITY 1</b>	<b>Facts about violence against women</b> Ages: 11+	<b>4</b>
<b>ACTIVITY 2</b>	<b>Is this OK?</b> Ages: 11+	<b>7</b>
<b>ACTIVITY 3</b>	<b>Domestic violence</b> Ages: 11+	<b>8</b>
<b>ACTIVITY 4</b>	<b>Problem, what problem?</b> Ages: 15+	<b>11</b>
<b>ACTIVITY 5</b>	<b>Rape</b> Ages: 15+	<b>13</b>
<b>ACTIVITY 6</b>	<b>Campaigns to stop gender violence</b> Ages: 15+	<b>16</b>

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:

<http://www.stopfgmc.org/>    [www.ipu.org/wmn-e/fgm.htm](http://www.ipu.org/wmn-e/fgm.htm)

[www.amnesty.org.uk/education](http://www.amnesty.org.uk/education)

## 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 resource comprises the second in a series of three sets of activities 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**

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](http://www.bbc.co.uk/health/hh/links.shtml).

## INTRODUCTION FOR TEACHERS Continued

Two of the national helplines are:

### **Women's Aid**

24 Hour Freephone National Domestic Violence helplines:

**England:** 0808 2000 247

[www.womensaid.org.uk](http://www.womensaid.org.uk)

**Northern Ireland:** 0800 917 1414

[www.niwaf.org](http://www.niwaf.org)

**Scotland:** 0800 027 1234

[www.scottishwomensaid.org.uk](http://www.scottishwomensaid.org.uk)

**Wales:** 0808 8010 800

[www.welshwomensaid.org](http://www.welshwomensaid.org)

### **ChildLine Free**

24 hour helpline: 0800 1111

[www.childline.org.uk](http://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 (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: 13 upwards.

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

**Further 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?

#### Further 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

## 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 countries 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? These 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.<sup>1</sup>

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

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

About 130 million girls and women worldwide have suffered female genital mutilation (FGM). Another two million girls are subjected to this every year.<sup>3</sup> 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.<sup>4</sup>

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.<sup>5</sup>

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

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

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

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

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.<sup>2</sup>

In 2006/7 65 per cent of female murder victims were killed by their partner, ex-partner or lover. In comparison 11 per cent of male murder victims were killed by their partner, ex-partner or lover.<sup>10</sup>

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.

In 2006/7 there were 407,000 incidents of domestic violence in England and Wales. 77 per cent of the victims were women<sup>11</sup>

In 2006/7 there were 48,801 incidents of domestic abuse in Scotland, a 7 per cent increase from the previous year. 87 per cent of the victims were female.<sup>12</sup>

In 2007/8 in Northern Ireland, the police recorded 23,076 incidents of domestic abuse, 9,203 of these were classified as crimes. 60 per cent of the victims were women.<sup>13</sup>

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

In 2006 60 states had specific laws against domestic violence an increase from 45 in 2003.<sup>14</sup>

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, 2008

11 British Crime Survey, 2007

12 Scottish Executive, 2007

13 PSNI, 2008

14 UNIFEM 2006

## 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 of this series of lesson plans on women's rights. You can download these activities from [www.amnesty.org.uk/education](http://www.amnesty.org.uk/education).

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

## 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** (page 10) 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](http://www.bbc.co.uk/health/hh/real.shtml)  
[www.hiddenhurt.co.uk/](http://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/](http://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/](http://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](http://www.changeweb.org.uk/respect/htm)  
[www.bbc.co.uk/relationships/domestic\\_violence/pphh\\_index.shtml](http://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 2006/7 found that 23 per cent of the victims of domestic violence in the UK were reported to be male. 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](http://www.bbc.co.uk/health/hh/real.shtml)

#### CURRICULUM LINKS

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



**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 (SUE LEES)

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/tvdiv.htm](http://www.bunker8.pwp.blueyonder.co.uk/Sue/tvdiv.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

**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?	What fact is headlined at the end of the film?	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 (Information sheet, page 14).
- 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'?

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](http://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/](http://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

**ACTIVITY 5** Rape**INFORMATION SHEET****FACTS ABOUT RAPE IN ENGLAND AND WALES**

- In 2004/5 there were 13,322 rapes of women, reported.
  - 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.
  - Only 5.3 per cent of reported rape later ends in a conviction for the perpetrator.
- (from [www.truthaboutrape.co.uk/index2.html](http://www.truthaboutrape.co.uk/index2.html) and BBC News Online and [rape.crisis.org](http://rape.crisis.org))

## ‘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 5.3 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 Rights*, Amnesty International, 8 March 1995: ACT 77/01/95

## ACTIVITY 6

# CAMPAIGNS TO STOP GENDER VIOLENCE

Age group: 15 upwards.

### Timing: Rape - One lesson. .

In addition to finding out more about Amnesty International's campaign against violence against women at [www.amnesty.org.uk/svaw](http://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](http://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](http://www.cwgl.rutgers.edu/16days/home.html)  
[www.whiteribbon.ca/](http://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/](http://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/](http://www.zerotolerance.org.uk/)

### CURRICULUM LINKS

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



## 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](http://www.vday.org/main.html) February 2005