



# WHITE RIBBON - Campaign Switzerland

The Elimination of Violence against Women  
and Youth: Horizon for 2030

## GUIDE FOR TRAINING AND ACTION

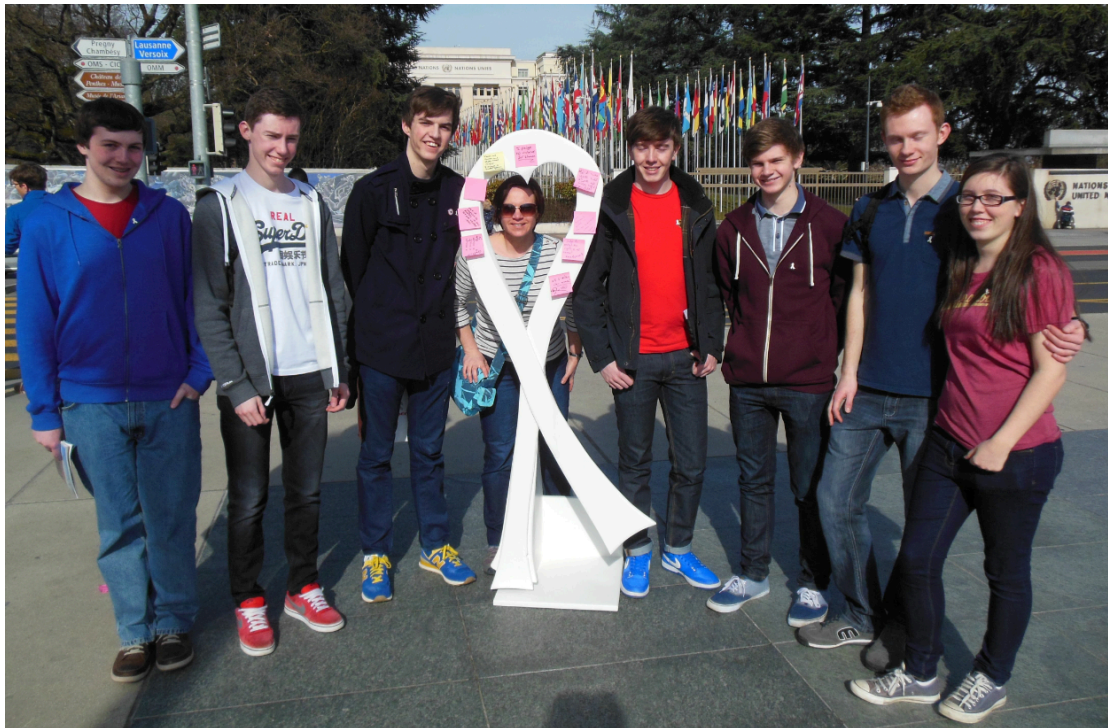


For teachers, community leaders and  
focal points of youth organizations.  
Youth 12 to 18 years

Advocating for the  
achievement of Goal 5  
of the UN Sustainable  
Development Agenda 2030



**GUIDE FOR TRAINING AND ACTION**  
*“Breaking the Silence”*  
*For youth 12-18 years*



### The Swiss White Ribbon Guide

was inspired by the Canadian White Ribbon campaign and adapted to the Swiss context by the Swiss White Ribbon secretariat.

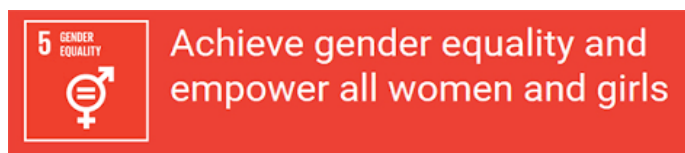
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The Guide aims to generate a national consensus especially among young people for the elimination of violence against women and girls in Switzerland by 2030 - *an idea whose time has come*

## An advocate for the achievements of the 2030 Agenda for Sustainable Development: Transforming our World

This Agenda is a plan of action for people, planet and prosperity.  
It also seeks to strengthen universal peace in larger freedoms.

*UN Sustainable Development Goal No. 5 and Targets  
for the elimination of violence against women and girls by 2030*



**SDG 5 & TARGETS** - Link to the SDG Agenda 2030: <https://sustainabledevelopment.un.org/?menu=1300>



### 5.1

End all forms of discrimination against all women and girls everywhere

### 5.2

Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

### 5.3

Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

### 5.4

Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

### 5.5

Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

### 5.6

Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Program of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

### 5.a

Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

### 5.b

Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

### 5.c

Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

## Table of Contents

### 1. Preparation

Presentation of the White Ribbon Campaign and the Swiss initiative	P. 5-6
The objective of the Guide	P. 7
Introduction for teachers	P. 7
Your role as a teacher, leader or focal point	P. 11
Advice on subjects for discussion	P. 12
How to act on disclosures	P. 13
Activities	P. 13

### 2. Exercises

Socialization	P. 15
Activity 1: A question of femininity and masculinity	
Activity 2: Social status cards	
Activity 3: Interviewing an adult in a position of influence	
Communication between men and women	P. 18
Activity 4: Watch, Listen and Learn	
Sexual stereotypes	P. 21
Activity 5: Storyboard	
Activity 6: Today's music	
Sexual harassment	P. 25
Activity 7: Sometimes, Always, Never	
Violence in relationships	P. 29
Activity 8: Beliefs about relationships	
Preventing violence	P. 32
Activity 9: Preventing ill treatment	
Healthy Relationships	P. 33
Activity 10: What is a healthy relationship?	
Activity 11: Relationship scenarios	
What are women, men and young people doing?	P. 36
Activity 12: Join the campaign to eliminate violence	
Other possible activities for your school	P. 37
White Ribbon mobilization at the PALEO Music Festival	P. 38-39
White Ribbon Poster	P. 40

## **1. Preparation**

## Presentation of the Swiss White Ribbon Campaign

The White Ribbon Campaign is considered to be the most important worldwide initiative, organized principally by men, with the aim of putting an end to violence against women and girls. White Ribbon campaigns are run by men, women and young people in more than 60 countries in order to raise awareness and offer training to eliminate this very serious problem in our society.

The White Ribbon Campaign was launched in the aftermath of 6 December 1989, the date on which a man, outraged by the accomplishments and independence of women, assassinated 14 female students at the Montreal Polytechnic. This dreadful tragedy served as a painful awakening in Canada, forcing people to recognize the extent of the violence against women and girls. One year later, a silent walk was organized which gathered no less than 100,000 persons, in particular men.

Two years later, an awareness-raising campaign was launched by a group of men. Men and boys were encouraged to wear a white ribbon as a symbol of their promise never to commit violence, never to turn a blind eye, nor to keep silent on the subject of violence against women.

In **Switzerland**, the campaign was launched by the Women's World Summit Foundation (WWSF) [www.woman.ch](http://www.woman.ch), on 14 February 2009 (St Valentine's Day) in Geneva. Taken up by its members, volunteers and Swiss White Ribbon Ambassadors, the latter group consisting of more than 40 influential personalities in Switzerland, the campaign is managed at the WWSF secretary by a team that is both dynamic and motivated. It brings together men, women and young people from diverse horizons who share the same vision: Creating the elimination of violence against women and girls in Switzerland by 2030 as an idea whose time has come. Awareness-raising, prevention and education in communities, schools, workplaces and the media are prioritized in the struggle against violence involving women and girls, to promote equality between women and men and to build a society which respects fundamental human rights.



The Swiss White Ribbon Campaign is presented as an initiative with the aim of raising awareness in men and women as well as in boys and girls, so as to change discriminatory social norms, eliminate violence against women and girls and create a non-violent society. The time has come to put an end to gender-related violence. Our aim is to develop a context that favors a real change in society, encouraging men and boys in particular to take an active role in this objective. Wearers of the white ribbon, the symbol of the campaign, undertake *“not to commit, condone or remain silent about violence against women and girls.”*

Today, the mobilization of men, women and youth to stand up and speak out against this form of violence is necessary to guarantee sustained prevention. As the main perpetrators of domestic violence and holders of the social norms, who influence other men, men and boys are the target audience for primary prevention. While most men are not violent, all men and boys can be part of the solution. Eliminating violence against women and girls in Switzerland by 2030 is an idea whose time has come. We need a national action plan to collectively achieve the mission.

## Legal context

The right of women and girls to live free of violence is inalienable and essential. In Switzerland, one in five women is a victim of physical or sexual violence in her intimate relationships. Each month, two women die in these circumstances in our country. These numbers must change!

The Swiss Penal Code addresses various acts of violence: bodily harm (art. 123), female genital mutilation (FGM) (art. 124), bodily harm through negligence (art. 125), threats (art. 180), force (art. 181), sexual force (art. 189), and rape (art. 190).

This problem is also addressed by international law, notably the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the United Nations General Assembly as well as the Council of Europe's Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention), which is presently being ratified Europe-wide.





## The objective of the Guide

Schools play a vital role in teaching the art of living together. Inculcating values of equality and respect between girls and boys, between women and men, is one of their major missions. They need to encourage young people to reflect on the place of women and men in society, mutual respect and, in a wider context, on the struggle against discrimination.

This Guide offers various ideas to promote reflection among teachers and students, enabling them not only to identify and question behavior and sexist violence, but also to discover and to set up certain measures that could put an end to violence against women and girls.

The following exercises include debates, written activities and reading matter. They have been constructed as a systematic progression in order to encourage students to question stereotypes based on gender and sexual identity, to identify risky behavior and the attitudes to adopt in a healthy relationship. Ideally, these exercises will complement one or several subjects taught in schools.

By questioning feminine and masculine models in this manner, by demonstrating how to analyze a message, teachers can guide students to develop their critical faculties and to provide them with the necessary tools to reflect on what equality means to them.

### Introduction for teachers

White Ribbon's activities give teachers the opportunity to bring about positive change in their classrooms and establishments. The Guide sets out key elements for starting a discussion on the problem of violence against women and girls, although it is for teachers to take it up and modify it according to their own judgment

The aim of the Guide is also to involve teachers who play a significant role in the development of young people. Through raising the theme of violence against women and girls in a classroom setting, schools can contribute to resolving the problem.

From a young age, adolescents are exposed, often unconsciously, to the beliefs and cultural and social reference points which feed the reality of stereotypes, and which can be the direct cause of discrimination. According to prejudices, men usually occupy a decision-making position, which implies that they are in charge of the relationship and other aspects of couple and family life. In contrast, women are expected to be of service, caregivers, obedient and submissive. Although these stereotypes of the roles of men and women are evolving, they are not disappearing. It is therefore not surprising that young people digest, experiment and act according to the generally accepted ideas and schemas, which unfortunately too often create violence in male-female relationships.

This takes various forms: emotional, physical and sexual. The types of violence most often demonstrated by adolescents include denigration, exclusion, threats, intimidation, assault, strangulation, immobilizing, touching, unwanted kisses or fondling, coercion or forced sexual relations. We refer to sexual aggression where there is sexual contact without explicit consent.

Contrary to perceived wisdom, violence against women and girls is most often committed by a boyfriend, a husband (partner), and a member of the family or a friend. Today, we know that these acts mostly take place in the home.

Various studies indicate that violence in a relationship between adolescents is widespread, in a measure comparable with domestic violence among adults. Young people only consider extreme behavior to be violence, such as rape or assault, which means that the majority of adolescents don't consider themselves to be victims or instigators of violent behavior. They can sometimes commit or tolerate violence within a relationship without being aware of it or in the belief that it is a proof of love or a sign of commitment.

Statistics in Switzerland show that young people are much affected by sexual violence. The data set out below is drawn from the latest Optimus study published in February 2012 and available on line at: [http://www.ge.ch/dip/doc/breves/2012/120330\\_abus-brochure.pdf](http://www.ge.ch/dip/doc/breves/2012/120330_abus-brochure.pdf).

### **How many young people and children are victims of sexual abuse in Switzerland?**

*In any average 9<sup>th</sup> grade class (around 16 years-old) in Switzerland, there will be two or three adolescents who have already experienced a sexual assault involving physical contact at least once in their lives... Girls are more likely to be affected than boys. More than a fifth of girls (217 out of 1000) admitted to having had such an experience, yet among the boys surveyed, the figure was 81.*

- Around 15% of school students surveyed admitted to having experienced sexual assault with physical contact at some point in their lives.
- 3% of girls and 0.5% of boys have been forced into intercourse with penetration at some point.
- Around 30% of all adolescents surveyed have at some point experienced a sexual assault without physical contact.
- The most significant sub-category in terms of sexual assault without physical contact was cyber-victimization.
- Girls were considerably more likely to admit to having been victims of sexual abuse at some point than boys.
- Around two thirds of those adolescents who had been victims of sexual assault experienced this repeatedly.
- The probability of becoming a victim of sexual abuse is two to three times greater for girls than it is for boys.
- Young people who have already suffered sexual abuse are eight times more at risk of a repeat incident.
- Adolescents who go out a lot, consume alcohol or drugs, spend a lot of time surfing the Internet and move in violence-oriented circles are more at risk of experiencing sexual abuse.

### **Who are the perpetrators?**

*Children who experience sexual assault are often abused in close family circles – by a brother, father, mother, uncle or a close friend of the parents. Among adolescents, of course, this is different. According to the Optimus Study, sexual violence among this age group is much more likely to come from a partner or date among the peer group. The perpetrators attend the same school or hang out at the same discothèque.*

- The acts of sexual abuse that affect young people are often committed by acquaintances of the same age. The majority of victims indicated that the perpetrator was between 14 and 18.
- 42% of the young victims reported that the perpetrator was their boyfriend at the time or a date. Only 9% reported that s/he was a member of their family.
- On the whole, perpetrators are male. However, male victims of sexual aggression have more often reported aggression by a female.

### What are the different forms of sexual victimization?

*According to the enquiry in 2012, in nearly 450 9th grade classes (students around 16 years old) throughout Switzerland, the victims were most often sexually harassed by friends or acquaintances of the same age. The study, carried out in conjunction with child protection agencies, showed that the types of victimization changed over time. The majority of the younger children are abused in their home environment. They are particularly vulnerable as they depend heavily on the perpetrator for their survival.*

- The enquiry showed that official channels of child welfare and the protection of minors received almost 4000 reports of sexual abuse annually.
- The types of victimization varied according to age: among the cases reported, preschoolers are likely to be victims of abuse in their family setting, while, among adolescent victims, the offender is more often someone of their own age.
- If we look at the cases cited, we see that the girl victims were mainly between 12 and 17 and the boys mainly between 6 and 11.

### Sexual abuse in a relationship

*For adolescents, first relationships and sexual experiences are important and often enriching steps on the path from childhood to adulthood. The transition is also accompanied by risks, however, as the Optimus Study shows:*

- Young people are often victims of sexual violence during their first relationships with adolescents of the same age.
- Young people who live in a violent environment, who go out more and who consume alcohol or drugs are more likely to be victims of sexual abuse at the hands of a partner or a date.
- Girls are three times more often victims of sexual aggression at the hands of a partner than boys.
- Young physically handicapped people are more at risk of abuse from a partner or a date.
- A harsh atmosphere at home increases the risk of an adolescent experiencing sexual assault.

The Optimus study demonstrates that cases of sexual victimization are widespread among children and adolescents in Switzerland, and we are now seeing new forms of aggression that call for a different type of preventive approach.

*What is the scale of the problem of violence against women and girls in Switzerland?*

**In Switzerland**, one woman in five is a victim of physical or sexual violence in the context of a relationship.

**Worldwide**, the death rate for women between the ages of 15 and 44 due to violence is higher than that for cancer, malaria, road accidents or wars. (DCAF – 2005 report)

## *Why?*

Individual acts of violence against women and girls are not necessarily only due to particular temperaments, but may find an echo or even a certain legitimacy in the character of the surroundings where such acts are not necessarily noticed. Although no one factor explains the cause of violence, patriarchal notions of power, discriminatory cultural norms and unequal socio-economic rules can all contribute to creating a climate favoring violence against women. Before the 20<sup>th</sup> century women were unable to vote, to study, to follow a career or to own property. Even today, certain countries still refuse these fundamental rights to women, thus maintaining a situation of forced inequality between women and men.

### *In what context does violence against women occur?*

Most acts of violence towards women occur in the home, a context, which is supposed to be a place of security and protection. They are mainly committed by a boyfriend, a partner, a member of the family, or someone close.

### *What forms of violence affect young women?*

Unfortunately there are many. Around half the cases of sexual aggression concern women between 16 and 21 and occur within a relationship. Some acts of sexual violence start at a very young age (fondling or inappropriate behavior from a member of the family or someone close, a caregiver, usually a man). The majority of young women concerned are victims of sexual harassment at school and in the street. Sexual harassment implies any type of fondling, comments, denigration or unwanted sexual attention.

### *How do certain media encourage violence?*

Mass media plays an important role in the way we perceive and respond to violence against women and girls in society. Although television and films entertain, they carry too many messages that encourage violence.

- Violence is seen as one of the most suitable means of resolving a conflict – other possible solutions are rarely explored.
- Acts of violence are glorified and presented as ‘heroic’. They give positive results and are even considered to be seductive.
- Violence is seen as ‘macho’ behavior. Violent, insensitive and aggressive personalities are shown as role models. Masculinity is based on the number of violent acts committed.
- The media suggest that certain women like to be sexually dominated. Females are described as ‘excited’ by ‘macho’ perpetrators. This perception reinforces the notion that ‘no’ means ‘yes’, that if a man forces a woman to have sexual relations, she will end up enjoying the act.

These messages reinforce and perpetuate the myths, the behavior and the social stereotypes. In this way, violence against women and girls is tolerated.

- In some video clips, as in some forms of publicity, women are represented as objects whose role is to fulfill male sexual fantasies. They are presented as feather-brained and lacking in any character or personality. Specific areas of their bodies are singled out for attention. The ideal woman is shown as sylph-like but with a huge bust.
- The male body is also being used more frequently to sell products and to symbolize power and prestige. In this way, many boys and men start to understand the problems women face, every day of their lives. Without recourse to steroids or surgery, the standard of masculine beauty is practically impossible to attain. However, although men are represented in the media in an unnatural way, there are no undertones of sexual victimization as is the case for women.

### **Your role as a teacher, leader or focal point**

Violence against women and girls is a delicate subject. It is incumbent upon us to create an atmosphere of confidence which will enable students to discuss their own experience and to express their opinions and feelings openly. Here are several suggestions for establishing a healthy climate:

#### *Respect*

It is vital to take students seriously, to be sensitive to the differences between them as individuals and their points of view, as well as to the embarrassment that could arise in the sharing of a personal experience.

#### *Judgment*

Show prudence in your judgments. Don't reinforce perceived wisdom such as: 'we'll never change boys' or 'girls are victims'. Concentrate on the facts.

#### *Disclosure*

Be ready to confront any incident of harassment or sexual aggression that could be evoked or disclosed during the discussion (see below).

#### *Confidence and basic rules*

Ask students what would make them feel comfortable talking about sexual harassment. For example, do they prefer a context of confidentiality? Would they be able to refuse to participate? Set out basic rules before starting each exercise in order to encourage an open discussion. If the tone rises, remind the students that it is possible to have a difference of opinion, without having recourse to abuse or insults. To set the class off on a stable footing, you could ask the students to put their feelings in writing.

Another way to create an atmosphere of trust for the students is to establish a 'question box' in which they can express their feelings anonymously. You could read the questions out and reply without naming the student.

#### *Diversity*

In putting the students into groups for the exercises, try to mix sexes and origins. The students can express a preference for participating in a group with their own sex but one of the objectives of this project is to open channels of communication beyond barriers, sex and ethnicity.

### Advice on subjects for discussion

The advice that follows is given to help you with classroom discussions. The objective of the exercises is to encourage dialogue and reflection on the subject of behavior in relationships. It could be useful to go through the advice with the students to enable communication channels to be as open as possible. If one of the subjects for discussion makes you feel uncomfortable, invite someone who has relevant experience to replace you for that lesson.

- *Ask open questions: How, Why and What?* This is a good way to start and continue a discussion (in other words: How does that affect us? Why is this a problem? What can we do to change the situation?).
- *Allow for differences of opinion.* When a student expresses a controversial point of view, encourage the other students to discuss the subject and not attack the student.
- *Encourage animated discussion but avoid arguments.* Because violence and its ramifications are sensitive subjects, people tend to have strong views and discussions can become heated. Comment on the cause for these reactions and discuss them.
- *Keep to the subject.* When a discussion appears to digress, bring it back to the subject at hand.
- *Listen.* Ask everyone to listen and to respect each other's point of view before responding. It is not only important to understand what someone is trying to say, but also to give him/her the opportunity to express it.
- *Realize that there are many different points of view on every subject. No one person is better than another.* The object of the discussion is to share ideas and information; it isn't a point-scoring exercise.
- *Don't feel that you have to be an expert on the subject.* If there are things you don't know, be honest. If a student poses a difficult question, ask if someone else knows the answer. If a question is important, say: 'To my knowledge.....but let me do some research and come back to you.'
- *Consider setting up discussion groups with students of the same sex.* Put the students into male and female groups. This can give the girls confidence and enable them to talk more freely. When the two groups get back together, ensure that the discussion doesn't give rise to an argument or a confrontation.
- *Insist that violent behavior is not acceptable.* Although we want to respect differences, abusive or impertinent behavior is unacceptable. No comment or idea based on nationality, age, sexual orientation, religion or physical ability has its place in this discussion.

## How to act on disclosures

The problem of violence against women and girls can affect students at a very personal level. Just the fact of discussing this enormous problem can encourage some students to talk about violent incidents or about aggressive behavior in the past or present. In that case it is important to refer to the rules prevailing in your establishment, according to Swiss law.

The following points could also help you:

Find a place that's comfortable and quiet where you won't be disturbed.

*Listen:* This is perhaps the first occasion on which you have tackled these subjects.

*Credence:* The student needs to feel understood and believed.

*Reassurance:* Assure the student that the incident of violence or aggression is not his/her fault.

*Information:* Let the student know about the various services and resources available in his/her area. Explain the steps s/he has to take; share the children's welfare agency; social services and other resources. Explain what s/he has to do – whether it is to inform the children's welfare agency/ social services/ the school authorities/ the police – and explain what action s/he can expect.

In some cases, it might be preferable to accompany the student to consult your school's social worker.

From the start, make no promises that you can't keep (for example: 'I'll take care of it.') Let the student know what information can and cannot stay confidential.

## Activities

The Guide for the Swiss White Ribbon Campaign includes interactive exercises, which have been planned to underpin the teaching and the promotion of healthy and equal relationships between boys and girls.



## **2. The Exercises**



## Socialization

### Activity 1 – A question of femininity and masculinity

#### Materials:

- Paper
- Markers

#### Objectives:

- Help students to understand the idea of sexual stereotypes
- Show that prejudices about men and women can change
- Introduce the idea of socialization

#### Description:

This activity can be in the form of a discussion either with the whole class or in small groups. The object is to ask students to make a list of the elements that relate to the following themes:

- *How does a man behave?*
- *How does a woman behave?*

Leave the words vague at first, and on deeper reflection, the students will understand that they are based on social myths passed down through the generations. After collecting up the lists, pick out the elements that represent stereotypes. You may have to explain or to elaborate on this idea and to give them some examples. You could illustrate this stereotype with material from publicity campaigns.

Ask students to cite examples of situations which force us to play a certain role or which show us how we should act. Write them on the board.

The following questions will help you set up situations:

- Do you see this behavior in your parents?
- Where do we learn male and female roles?
- Who teaches us these stereotypes?
- Give some specific examples from the sporting world, TV programs, publicity, magazines, video games, music, etc.
- Do we find these messages elsewhere?
- How are young girls and boys disparaged when they don't conform to these stereotypes?

Discuss the need to conform, which is a central element in how men and women are represented, with the students. How do we feel if we act differently?

Pin the lists up in the classroom. The students can add to them if they wish, as they participate in the activities that follow.



## Activity 2 – Social status cards

### Material:

- Set of cards

### Objective:

- Understand the importance of social status and peer pressure
- Demonstrate how social status and power can influence our decisions
- Understand the differences between the two sexes when we talk about power

### Description:

Ask the students to come into the classroom and pin a card on everyone's back. Tell them that without reading the card they need to guess its value. Get them to circulate and mix as if in a reception where we meet people and start conversations. The students then need to work out among themselves the value of the cards pinned to their backs. The 'low' value cards are ignored or snubbed; the 'high' value cards belong to important people who will be treated with more respect. After a short period, the students will be able to work out their individual 'status'. Get them to sit and write down their reactions and their feelings according to their 'status'. Discuss this and establish parallels in society.

Ask questions such as:

- Do you know anyone who is treated as inferior or superior?
- Why is it sometimes difficult to know someone's social status?
- In a school context, which boys enjoy a certain status and why?
- In a school context, which girls enjoy a certain status and why?

As a follow-up, you may perhaps want to add the notion of peer pressure to the discussion in order to show how this plays out in a group situation.

Put the class into small groups (same sex groups of three if you wish) and ask them to prepare a table with two columns to compare different examples of peer pressure that they have experienced. One column will represent the positive examples and the other will illustrate the negative ones. Ask each group to pin up its table and discuss the examples together.



### Activity 3 – Interviewing an adult in a position of influence

#### Objectives:

- Understand the influence of the preceding generation
- Analyze how behavior and experience are transmitted from one generation to another
- Understand how sexism has hardly changed over the years

#### Description:

Tell the students that they will personally interview someone with influence in their lives. You will need to help them with the questions they could ask and the interviewing techniques to employ.

Using the advice sheet, leave the students to work in pairs on a subject of your choice. They can help each other in writing down a list of questions by means of the following suggestions. It will be best for them to share their impressions on the progress of the interview in small groups before telling the class what they have learnt:

- What differences or similarities do you notice between young people in the past compared with the present?
- What examples of sexism have you received from your elders?
- Have schools already tackled such problems?

#### Suggested questions:

- What have you learnt from this exercise?
- Which women have had the most influence on your life and why?
- Which men have had the most influence on your life and why?
- Were you bullied or ill treated when you were younger?
- What would you do now if you saw someone being ill treated in the same way?
- What change toward women has struck you most forcibly?
- What change toward men has struck you most forcibly?
- What changes would you make in the relationships between men and women if you could?
- What do you like most about being a man or a woman?

#### Suggestions for the interview:

- Ask the person chosen to take the time to talk about his/her youth
- Decide on a time and a quiet place for the interview so as not to be disturbed
- Choose the questions you're going to ask and add a few that you have thought about
- Ask the most important questions first (in case you run out of time)
- Listen carefully to the replies
- Write down the elements that struck you the most during the conversation
- Thank the person for his/her time

## Communicating between men and women

### Activity 4 – Watch, Listen and Learn

#### Material:

- Attached scenario 'I've spoken to you about it?'
- Work sheet: 'What would you do? What would you say?'

#### Objectives:

- Improve the students' communication skills
- Identify how to resolve a conflict in a positive way

#### Description:

Communication is verbal or non-verbal social interaction that enables emotions, thoughts and convictions to be transmitted. It is vital in order to manage a healthy relationship with a partner. The students need to understand that conflict is an integral part of a healthy relationship, as long as the two partners are able to identify clearly the nature of the conflict and to approach it in a constructive manner. The art of good communication enables us to resolve conflicts and learn from them. Conflict resolution presupposes cooperation based on an honest exchange, on listening and active interpretation of the different points of view. It is not a confrontation where the outcome results in a winner and a loser.

Start the class by looking at how myths and social stereotypes separate us and categorize us according to sex. Examine how this sets up a barrier to communication.

Explain that this needs an interactive mechanism based on our visual, auditive and verbal capacities.

Ask two students to play the roles of Mary and Alan in a short sketch based on the scenario given below. As they watch the action, encourage the students to observe the style of communication of each personality and how they interact.

At the end, discuss with the class what they have just witnessed. If there is time, ask them to rewrite the sketch, showing how to communicate in a healthy and effective manner.

#### Other possible extra activities

1. Role play. Provide the students with a relationship scenario to be played out in class. At some point in the dialogue, clap your hands to 'freeze' the action and ask the students to report what is being said and how. Ask the students how they would resolve this situation. Clap again to restart the role-play.
2. Inversing the roles. Give students a relationship scenario in which the female personality tries to say 'no'. Ask a male student to act the role of the woman, and vice versa.

#### Teacher's work sheet

Introduction: Mary and Alan have been going out together for four months. In general they get on well. Lately Alan has been pushing Mary to spend more time with him. Mary finds Alan in the changing room after class and the following dialogue takes place.

Alan: 'Hi, how are you? Have I told you we're seeing Greg tomorrow?' (Alan approaches Mary without waiting for a reply and puts his arm round her shoulders.)

[Characteristics: possessive behavior, lack of interest for the other person, he acts as the decision-maker, body language]

Mary: (sounds disappointed) 'But you promised to come to my basketball match.'  
[Characteristics: submissive behavior, conflict]

Alan: (abrupt, evasive) 'I don't remember saying that. Anyway those matches are so boring. We're going to Greg's (as if nothing had happened).'  
[Characteristics: lack of eye contact = lack of interest, degrading and contemptuous behavior]

Mary: 'But the match? I'm the captain and...'  
[Characteristics: unsure, personal limits]

Alan: (Alan interrupts) 'OK, I promise I'll go to the next one.'  
[Characteristics: attempt at pacifying]

Mary: (monotonous voice) 'You said that last time.'  
[Characteristics: resigned]

Alan: 'Don't be a baby; it's not that important. Anyway I've already told Greg that we'll both be there.'  
[Characteristics: insolence, disdain, autocratic, disrespectful]

### Discussion points

- What happened in that scene?
- Do Mary and Alan communicate well? Why?
- What happens when communications break down?
- What is Mary trying to say? What is her body language saying?
- What is Alan saying? What is his body language saying?
- Why was Mary's reply ineffectual?
- Why do you think Mary acted in this way?
- Why do you think Alan acted in this way?
- How do you think they could have communicated better?
- How could they have dealt with the situation better?

### Student's work sheet 'I told you?' (Scenario)

Introduction: Mary and Alan have been going out together for four months. In general they get on well. Lately Alan has been pushing Mary to spend more time with him. Mary finds Alan in the changing room after class and the following dialogue takes place.

Alan: 'Hi, how are you? Have I told you we're seeing Greg tomorrow?' (Alan approaches Mary without waiting for a reply and puts his arm round her shoulders.)

Mary: (sounds disappointed) 'But you promised to come to my basketball match.'

Alan: (abrupt, evasive) 'I don't remember saying that. Anyway those matches are so boring. We're going to Greg's (as if nothing had happened).'

Mary: 'But the match? I'm the captain and...'

Alan: (Alan interrupts) 'OK, I promise I'll go to the next one.'

Mary: (monotonous voice) ‘You said that last time.’

Alan: ‘Don’t be a baby; it’s not that important. Anyway I’ve already told Greg that we’ll both be there.’

Questions for the student: ‘What would you do? What would you say?’

Violence in a relationship is very common. Sexual violence is much more likely to come from a partner of around the same age. The perpetrators often attend the same scholastic establishment or the same disco.

However, whether as victims, offenders, witnesses, we can act to put a stop to violence. Try to see yourselves in the following situations. What would you do? What would you say? Think of as many possibilities as you can.

1. If you were in a violent relationship, where would you go? Who would you ask for help?
2. What would you do if someone close to you was in an abusive relationship? What would you say to him/her?
3. What would you do if your friend is being violent with his/her partner? What would you say to him/her?
4. What would you do if you witnessed a violent act? What would you say?
5. Up to what point would you be prepared to tolerate violence against yourself or someone else?



## Sexual stereotypes

### Activity 5 – Storyboard

#### Material:

- 2 to 4 pairs of scissors for each group
- Glue
- Around 20 magazines (try to have a good choice of the popular press), one or two newspapers
- 4 large sheets of stiff drawing paper

#### Objectives:

- Analyze the sexism and the sexual stereotypes in the media
- Develop an awareness of the media
- Look at the connection between sexism and power

#### Description:

##### 1. Set out the concepts (5 minutes)

Ask students to give several examples of male and female sexual stereotypes in our society (not necessarily in the media).

Ensure that the concepts are clear. For example, how the sexual roles reflect the interests, the abilities, the values and the roles that women or men are supposed to have in common with others of their sex.

Notice how these stereotypes have a sexual connotation, as they give a limited definition of the role that a man or a woman is expected to play. There are many stereotypical images of men respected for their power and of women for their beauty and their potential as seducers. Don't get stuck on the concepts. Explain that you're going to make storyboards of men and women as seen by the media.

The students need to find images that illustrate sexual stereotypes and sexism in the media.

##### 2. Make up the storyboards (around 20 minutes)

Put the students into small working groups and give each one the magazines/newspapers mentioned above. Ask them to go through them to find images or headings considered sexist or showing stereotypes and cut them out.

Look for images that show men and women together. (See 3 below). After 10 to 15 minutes, ask them to start their storyboard.

Suggest that they talk about their board. If they wish, they can write notes or add their own drawings. Pin them on the wall.

##### 3. First discussion (around 15 minutes)

Ask them to present their storyboards. Ask them how certain images are sexist or stereotypical. Encourage them to develop these themes. They need to look at the details and explain what they mean for them. Below are some ideas on possible questions:

- How do the men and women compare weight wise with the men and women you see in the street every day? (Women tend to be thinner than the norm and the men more muscled.) You can ask them if the majority of women and men they know look as shown in the magazine.
- What type of men and women are stereotyped as being the most desirable? Are there many handicapped people, ordinary-looking people or people from minority groups among them?

- How are these people photographed? (Note that the women are often photographed with the lens at eye level or just above, pointing down; men are often positioned with the lens pointing up, giving the impression of greater power.)
- In advertising, are there images of men or women who aren't seductive, i.e. with a more conventional appearance? Which are presented in the most seductive manner, men or women?
- Note how men and women are photographed together. What ideas are they giving of the illusion (and the reality) of social power? (Often the women are beside the men or are held by them. In several images the women are looking at the man while the man stares into space or the camera lens, showing that for the women the man represents everything and for the man it is his sphere/presence that counts and not the woman.)

If someone decides you're exaggerating, emphasize that advertising agencies spend millions of francs to produce the 'perfect' image. These photo-sessions are very carefully set up.

#### 4. Role play (10 minutes)

If you prefer, this session can be part of stage 3. Pose some groups 'like the men in the images'. Each participant must mime one of the scenes and the other group must decide which photo they are seeking to reproduce. Ask those who are posing to express their feelings. How do they feel?

Get the other groups to pose 'like the women in the images', each girl choosing a photo to mime. The other group has to guess which photo she is miming.

Ask the girls who are posing to express themselves. Do they feel different? Get them to change roles and redo the exercise without the questions. Then get them to take up the positions of the men and the women together, changing the roles once again and asking them what they feel. (Take care not to encourage any homophobia that could arise during this activity.)

#### 5. Second discussion (10 to 15 minutes)

Can they think of examples of sexism and sexual stereotypes?

- In video clips?
- On TV?

What is there to say about this exercise on sexism? Sexual stereotypes? The media?

Notes for the group leader:

1. The media do invent these stereotypes of men and women but encourage and accentuate them. As a result, sexism becomes even more widespread in society.

2. Are men subject to sexism? Yes, when men are not seen as benevolent or paternal. The form of sexism against men is different from that which affects women as the male sexist image relates to the power they exercise over women and other men. As for women, the effect is to diminish their power.

Methods of dealing with this as social advancement or female discussion groups don't constitute examples of anti-male sexism. Their aim is to redress the imbalance and to 'standardize the rules of the game'. At present, opportunities for men and women are not the same. Social advancement is only an attempt at balance and is not aimed at discrimination against men. The men of our generation are also subject to the consequences of past sexism. Sooner or later attitudes will have to change. So why put off until tomorrow what we can do today?





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## Activity 6 – Today's music

### Material:

- Copies of the student's work sheet 'Today's music'

### Objectives:

- Understand the role that music plays in the messages transmitted through the media
- Go beyond the words and the images presented in the video clips
- Learn to analyze the music and understand that the messages transmitted can be either positive or negative

### Description:

Discuss the music they like with the students and the place it occupies in the media. Ask them if the messages that they see in advertising are also transmitted through the music they listen to. Try not to be too negative. With the whole class, discuss a popular song that they all know and the messages it sends. Either in small groups or individually, ask them to choose their own song and answer the questions on the work sheet. You can then ask whether some artistes send messages contrary to the sexist messages that we often see.

### Student's work sheet 'Today's music'

Choose a popular song or a video clip, analyze it and answer the following questions:

1. What is the song about?
2. Describe how women behave in this song
3. Describe how men behave in this song
4. How do the characters interact?
5. Give an example of a healthy or an unhealthy relationship
6. What message do you find in the words?



## Sexual harassment

### Activity 7 – Sometimes, Always, Never

Material:

- Board: 'What is sexual harassment'? Work sheets

Objectives:

- Explain the concept of harassment and its different forms (sexual, moral, etc.) to the students
- Be aware that harassment often depends on the context
- Understand that unequal access to power is often the reason for harassment

Description:

Tell the students that this exercise is about harassment. Hand out work sheet 1(a) and ask students to work in pairs. Explain that for every question, each student should tick the response s/he thinks is right— namely that an incident or a situation is always, sometimes or never considered to be harassment. Tell the participants that they have 5 minutes to complete the work sheet and that nobody is going to look at their answers.

While they're doing this, write the same questions on the board.

Then pass from one question to the next asking them if the incident or situation is always, sometimes or never considered to be harassment. Discuss it, but try to establish certain points that could be relevant for specific questions beforehand. Let the evidence appear little by little.

At the same time you could write down some of the words or expressions used by the students to describe the important elements in each situation, namely 'Who says so?' 'The tone of the voice'. 'Where did it occur?' 'Is it a threat?' 'Who holds the power in this situation?'

What you could discover (or should discover) is that the majority of the examples fall into the 'sometimes' category. Confirm the case where certain differences exist. It is a fact that rules are not always definitive. What matters in a situation of harassment is not the intention of the protagonist but the manner in which the victim perceives or feels about his/her behavior.

Sexual harassment includes words and actions which:

- are unwanted,
- have an effect on the victim,
- constitute a form of discrimination based on a type of sexual orientation,
- express power, authority or control through sex.

Put the students into 5 groups and give each group one of the following scenarios (work sheets 1 to 5). Ask them to decide if the scenario amounts to harassment and why, and how to act in such a situation.

After this, each group will read the scenario to the class and present its analysis. Ensure that they know there are several options for dealing with the situation.

Make sure that the question of unequal power is clear. If questions arise about sexual harassment of boys by girls, explain that that is also harassment. However, don't forget that a boy may take as a compliment (or as empty words) what could be seen as a threat by a girl.

Go through your list of the different types of behavior that fall into the category of 'harassment'.

If your scholastic establishment has a set of rules on sexual harassment, distribute copies or tell the students where they can find them.

### Student's work sheet 'What is harassment?'

Opinions differ on behavior that involves harassment, whether sexual or not. The list set out below gives the types of behavior that could be considered to be harassment. Indicate whether you think that these are 'Always', 'Sometimes' or 'Never' harassment. Be ready to explain your decision. You are also free to add other ideas of your own.

#### *Always, Sometimes, Never*

1. Comments on someone's anatomy, type of dress or personal appearance
2. Friendly physical contact (e.g. stroking)
3. Contemptuous comments about homosexuality
4. Jokes with sexual undertones
5. Whistling at someone
6. Staring at someone's body
7. An invitation to go out together
8. Obscene telephone calls
9. Using expressions that are insulting or degrading
10. Sexy images of women in changing rooms or on walls
11. Graffiti about women, homosexuals, racial or religious minorities

#### First work sheet

Maria is a secondary school student. She recently started working in a restaurant near her school. David, her supervisor, around 10 years older, had a very positive attitude during her training period. He took every opportunity to explain how the restaurant functioned, introducing her to the other employees and doing his best to put her at ease.

During the first two weeks, David often asked Maria to do overtime in the afternoon, after her normal hours. Ready to be of service, she agreed to stay on. At first all went well. However, on the third afternoon, David told Maria that she was beautiful and everyone in the restaurant found her to be very pleasant.

For Maria, these comments were a bit more personal than usual. At the same time, David walked up and put an arm round her, telling her that she could be hired in the restaurant when her training period was over if she cooperated. Maria pushed him away, but still holding on to her arm, David told her 'How much do you need this training? Work is difficult to find at the moment.' Maria picked up her coat and fled. David had never treated Maria in this way and she was upset, embarrassed and angry.

How would you describe what David did to Maria?

What do you think most women would have done in this situation?

What do you think Maria is going to do?

What do you think David's aim was in talking to her like that?

#### Second work sheet

Pierre and Carla are both at secondary school. All through the first term, Pierre didn't stop asking Carla to go out with him. The end of year holiday period arrived and Carla started to get fed up. She was not interested in Pierre and had no wish to go out with him. She made all possible

excuses and told him flatly 'no'. He still didn't understand. As she goes to the changing room at the end of class, Pierre pushes her against a wall and asks her 'What do you have against me, fat cow? You're snubbing me or what?' Carla is embarrassed, as her friends have witnessed the scene.

Is this sexual harassment?

What can Carla do?

Why do you think Pierre used such language?

### Third work sheet

Mr. Williams is a popular English teacher in a secondary school. Throughout the year he has paid more and more attention to Madeleine, by bending over her, putting his hand on her shoulder, and often standing close to her. One afternoon, Mr. Williams asks Madeleine to stay after school to talk about her last exam. Alone with her, he tells her he is worried about her marks but that he can help her to improve if she agrees to go to his home later. Mr. Williams strokes her back in such a way that Madeleine becomes very uncomfortable. She is terrified and doesn't know what to do because if she told someone, she is afraid of not being believed and being picked on in class.

You are one of Madeleine's friends and she has asked you to help her.

Is this sexual harassment?

What should she do and how can you help her?

### Fourth work sheet

John and Anne have been friends for a long time. John was the first person in whom Anne confided that she was lesbian. Comforted to learn that John was also gay, she suggested he join a group set up for young gays and lesbians. However, when they told their friend Richard, the latter was furious; he pushed Anne against the wall shouting: 'what? A lesbian and a poof? You can't be serious. You can be sure that our friendship is over.' At that moment Anne and John realize that several other students had witnessed the whole scene.

Should homophobia be considered harassment and, if so, why?

Why should Anne and John feel scared about revealing their sexual orientation?

What should they do?

Why do you think that Richard behaved like that?

What should the other students do?

### Fifth work sheet

Mr. Jordan is a relatively unpopular math teacher. As well as being boring and strict in his marks, he is rude and sarcastic. He tends to annoy the female students more than the male students. He has been heard to repeat many times: 'I don't know why girls study math; everyone knows they have no aptitude.' One day, Gloria goes to see Mr. Jordan as she needs some help in maths. He doesn't take her seriously and tells her quite frankly that she won't need maths when she leaves school as she will probably 'end up getting married and having children.' Gloria has had enough. She knows that most of her classmates have also got fed up with Mr. Jordan's comments but each time she talks about an official complaint, they tell her to let it go. Gloria doesn't like the idea of doing nothing but she doesn't know where to start.

Is this sexual harassment?

Is Mr. Jordan's behavior acceptable, why?

What can Gloria do?

Why should Gloria do something?



## Violence in relationships

### Activity 8 – Believes about relationships

Material:

- Questionnaire on relationships

Objectives:

- Understand how certain beliefs can dictate our behavior
- Identify a number of beliefs linked to our perceptions of relationships that could lead to violence

Description:

Stereotypes and myths can sometimes have a bearing on behavior. Certain myths expose women to danger as they remove any responsibility from men for their actions and make the women feel responsible for being victimized. In order to maintain healthy relationships, students must be able to identify, to define and to adopt a manner of being that is acceptable to their own lives.

The following exercise has been set up to encourage students to examine the possible consequences of their prejudices in relationships. For some of them, this exercise is perhaps the first time they have had the opportunity to see whether their attitudes are acceptable or not in a relationship.

The flysheet has been provided to enable students to identify the types of violence that could arise in the context of a relationship. It goes into the origins of violence by men against women and rejects the myth that men are inherently violent.

Examine the oppressive nature of stereotypes and how they can give us a false impression of other people. Explain the link between stereotypes and the myths and how they have conditioned our reactions in certain situations.

Hand out the questionnaire on relationships. Explain that a discussion will follow and that the sheet is just a personal exercise. (In other words it will not be collected up afterwards.)

Go through each question and discuss the students' responses. The attached answer sheet will be helpful during the discussion. Be ready to acknowledge the possibility that the students believe in certain myths. It will be hard to accept, but that will stimulate the dialogue and the reflection. When students are in agreement with a myth, acknowledge their point of view and discuss it with the class.

- Why do you think people believe that?
- Why do people think that it's true?
- Is it always true? When is it not true?
- Whom can we blame for it?
- Who is responsible?
- Is it right? Why?

Explain, that by conforming to certain traditional beliefs, we perpetuate the attitudes that nourish unhealthy relationships between men and women. As well as establishing the power structures in which men dominate women, these beliefs justify and tolerate violence against women. End the discussion by asking students what constitutes a healthy relationship. Here are the topics you could introduce: mutual respect, open communication, active listening, affection, love, understanding and confidence.

## Other extra activities

1. **Research groups:** Put the students into small groups and ask them to prepare a presentation on the origins of a myth, which is specific to relationships.
2. **Myth association:** Give students a list of words that reflect society's myths and ask them to write a short text using these words. Discuss the texts with the class and try to identify the underlying myths on which the stories have been based.
3. **Analyze the media:** Ask students to watch a popular TV show and to analyze the role of the characters and the messages picked up by the viewers.

## Work sheet

### Questionnaire on relationships: True or False

1. Jealousy is a sign of affection and love
2. Girls like boys to be aggressive and domineering
3. If a girl doesn't struggle during a sexual encounter, it isn't rape
4. A girl who has already had sexual relations can't be raped
5. If a girl dresses provocatively, she's open to sexual relationships
6. Girls say 'no' when they mean 'yes'
7. Boys are not subject to violence in a relationship
8. Once a boy has become excited, he must go on to have a full sexual encounter
9. It's possible to recognize a rapist
10. Most instances of sexual aggression are committed by strangers
11. If a girl is alone in a house with a boy, she has consented to have sexual relations
12. A woman can't be raped by her husband
13. If a boy pays for a night out, he has earned a sexual encounter with the girl
14. Having sexual relations with someone is a proof of love
15. Alcohol and drugs can cause violent incidents against women

## Answer sheet

1. Jealousy has nothing to do with love but with possession. It reflects an underlying presumption of a person being a possession that gives someone the right to impose his/her will against him/her. Jealousy is one of the most common causes of violence in a relationship. When we love someone we need to support and value that person instead of inhibiting, abusing or excluding him or her.

2. Nobody likes to be dominated. Perpetrators use this behavior to exercise their power over someone else. As a result, s/he is not on an equal footing in the relationship. A healthy relationship between two individuals is based on balance and not on intimidation.

3. A non-consensual sexual act is rape – even if the victim is unable to defend her/himself against the perpetrator. In some situations the fear of making matters worse stops women from trying to defend themselves. A victim is never responsible for the acts of an attacker. In the same way, we should not blame someone who has been raped; we cannot blame a woman for a violent act by her attacker. In a healthy relationship, sexual relations are never forced or imposed.

4. The sexual act requires mutual consent. If not, it is rape. The fact that a woman has already had sexual relationships does not, by any means, affect her right to say 'no'.



5. Nobody ever asks to be attacked. The way a woman dresses does not justify violence. The perpetrator of a rape is the only person responsible for his act. He is guilty and his prey is the victim.

6. **'No' means no.** Silence means no. Uncertainty means no. 'Stop', 'Not now' 'I don't feel well' and 'I want to go home' also mean no and these ways of refusal must be respected. If the boy isn't sure whether a girl is in agreement, he should simply ask. We all need to be able to express our feelings clearly and to respect the feelings of others.

7. Boys can also be victims of violence in a relationship. Nevertheless, because of the factor of physical force, violence towards men is rarer and the consequences are generally less serious. Female victims of violence bear three times more superficial wounds than male victims, twice as many more serious wounds and 100% of serious injuries.

8. Boys do not have a greater need to satisfy their sexual desires than girls. If one of the partners is uncomfortable during sexual activity or does not want to go any further s/he has the right to stop at any time. In a healthy relationship the partners communicate and respect each other.

9. Rapists do not have any special distinguishing marks. Studies show that boys who rape are not all deranged sexual maniacs. In other words, sexual perpetrators can be boys, seemingly quite inoffensive, who seek to dominate, subjugate and then deny it.

10. The majority (69%) of sexual attacks are committed by someone the victim knows. The profile of a delinquent does not often correspond to a stereotype, to the 'stranger who prowls the streets at night'. A sexual perpetrator is more likely to be a friend, a mate, a coach, a colleague or a member of the family.

11. Consent calls for a clearly established agreement between two partners. It is not because a woman is alone with a man that he can assume she wants to have sexual relations with him. A man who acts on that idea is committing sexual aggression.

12. In Switzerland, since 1 April 2004, rape and sexual constraint between spouses or regular partners is prosecuted automatically. Before that date, the offence was only followed up after a formal complaint had been lodged.

13. False: Nobody has any obligation to anyone else as far as sexual relations are concerned. Sex should never be considered as a right, or as a sign of gratitude. In a healthy relationship, such decisions are taken and respected by both partners.

14. False: Sex does not mean love. Although the sexual act is part of an affectionate relationship, it does not prove that love is present. Love is based on mutual respect, tenderness, understanding, communication, commitment, honesty and confidence.

15. False: Alcohol and drugs are not the cause of violence against women. Although the consumption of these substances facilitates violence, they can in no way excuse violent behavior. Men/boys who are violent with women/girls act on their own free will.



## Preventing violence

### Activity 9 – Preventing ill treatment

Material:

- Sheet 'Is he an abuser?'
- Envelope containing scraps of paper, indicating to each student the attitude to adopt. (Photocopy the attached sheet and cut out the expressions/attitudes)
- Table, paper, markers, glue

Objectives:

- Understand what is considered to be acceptable or unacceptable behavior by some individuals
- Note that certain attitudes can lead to something else

Description:

1. Pair the students up. Each pair needs a sheet of paper, a marker and an envelope containing the expressions (adapted to the attached sheet). Ask them to draw a vertical line on the large sheet of paper; the word *Right* will be written at one end and *Wrong* at the other.
2. Working in pairs, the students must place the expressions on the line, at the level that they consider is correct. Then, with a marker, ask them to draw a horizontal line at their own level of acceptance.
3. Put the pairs into groups of four to see if they agree on the placing of the expressions.
4. Look at the results on the tables pinned up. Explain to the students that even innocent arguments can lead to violent behavior against women or other men.
5. Following the discussion, ask them what they would do if one of their acquaintances were violent. Talk to them about the resources available at community level (information leaflets, telephone help lines, etc.).

Teacher's sheet 'Is he an abuser?'

(Cut the following expressions into strips – one set per group)

- He is extremely jealous of his partner, his girlfriend or his boyfriend
- He criticizes what his partner wears or his/her attitude
- He sulks when he is angry
- He likes frightening his girlfriend by driving too fast or behaving dangerously
- He explodes or gets very angry over small things
- He thinks that the man should have the last word
- He thinks that the man should handle the finances
- He thinks that a man has the right to choose his girlfriend's activities
- He is protective towards his partner to the point where he's domineering
- He threatens to hit her, her friends or her pet or destroy her possessions
- Has he already hit his partner? Did he feel remorse afterwards?



## Healthy relationships

### Activity 10 – What is a healthy relationship?

Material:

- Graph paper
- Markers

Objectives:

- Distinguish between a healthy and an unhealthy relationship
- Stress the effort needed for a healthy relationship, to which everyone has the right

Description:

A healthy relationship presupposes respect, communication, affection, love, understanding, support, honesty, confidence, friendship, acceptance, pleasure, investment, but not violence.

Healthy relationships are based on equality, communication and respect. They call for the partners to participate in all aspects of the relationship, sharing their feelings and their concerns with mutual respect for each other's emotional and physical limits. Although no relationship is perfect, a healthy relationship is based on these principles.

1. Put the students in groups of three and get them to think about the healthy and unhealthy relationships in their own environment.

2. They then take a sheet of paper and describe the characteristics of a healthy relationship.

3. Bring the students back together and get them to exchange lists. Ask the following questions in order for them to go deeper into their analysis:

- Is it a non-violent relationship?
- Does it imply the sex act?
- Is the principle of 'no secrets between us' compulsory?
- Etc.



## Activity 11 – Relationship scenarios

### Material:

- Work sheets – Relationship scenarios

### Objective:

- Identify the characteristics of a healthy relationship

### Description:

Explain to the students how studies of stereotypes, myths and communication strategies can help them to understand relationships better. Explain that the success of a relationship depends on the efforts of both partners. Ask the students to look at what makes up a healthy relationship. Discuss the fact that to build a solid relationship it is important for communication to go in both directions and that work must be done on conflict resolution.

Distribute the work sheets with the relationship scenarios. These sheets can be filled out in groups or individually. Ask the students to read the scenarios and to complete the work sheets.

The scenarios contain three criteria by which the relationship described can be judged. The students must evaluate each of these aspects, individually or as a whole and write their evaluation in the margin. Lead a discussion based on the students' answers, bringing in the concepts already dealt with in this Guide. Here are a few possible questions:

- What is the stereotype or myth in this scenario?
- How do the characters communicate?
- What is the conflict? How have the two characters resolved it?
- Have the characters shown respect for themselves and for their partner? How?
- Have the characters respected their mutual limits?
- What type of relationship is presented here? Why?

### Other possible activities

1. **Repetition:** Put the students into small groups and ask them to identify and interpret the situations that often occur in a relationship. Discuss the situations presented and the manner in which they can best be resolved.
2. **Problem page:** Put the students into small groups. Each group receives a letter of the type found on a problem page asking advice on a conflictual relationship. Get each group to reply to the letter and read the replies to the class. Discuss them.

### Student's work sheet - Relationship scenario – Worksheet 1

Suzanne and Carl have gone out together, on and off for several years. This Friday they're going to a dance organized by the school. Throughout the evening Carl stays with his mates and Suzanne with one of her friends. Giles, her work colleague asks her to dance and she accepts. Later, Carl comes up to Suzanne at the bar and tells her to put on her jacket, pretending that her blouse is too revealing. Suzanne obeys. Jealous, Carl asks her if she has dressed to please Giles. Exasperated, Suzanne tries to leave, but Carl grabs her by the arm. Suzanne shakes him off and walks away. Carl catches up with her and begs her to forgive him saying he won't do it again, that he went too far. Returning to the dance, Carl tells Suzanne: *'If you weren't so annoying I wouldn't act like that'*. How do you judge this relationship on the basis of respect, communication and limit setting? Put an S (for Suzanne) and a C (for Carl) in front of each of the scales below and explain your decision.

*Respect (0 to 10)*

- 0 = No self-respect nor respect for his partner
- 5 = Self-respect and respect for his partner
- 10= Very respectful of himself and his partner

*Communication (0 to 10)*

- 0 = Limited ability to communicate
- 5 = In general, they both say what they think
- 10= Excellent interaction

*Establishing physical and emotional limits (0 to 10)*

- 0 = No respect for his own limits nor for those of his partner
- 5 = In general, conscious of his own limits and those of his partner
- 10 = They are conscious of each other's limits and they respect them

Is this relationship healthy or unhealthy? Why?  
Can this relationship be improved? If so, how?

Student's work sheet – Relationship scenario – Worksheet 2

Andrew and Simone have been going out together for three weeks. This weekend they are spending an evening at a friend's home. At the end of the evening, Alan, one of Andrew's friends offers to drive them home. Simone knows that Alan is a careless driver and tells Andrew that she doesn't want to go home at the moment. Andrew gets angry because earlier in the evening she had told him she wanted to go home. Simone tries to talk to him in private but Andrew rejects her. A few minutes later, he comes back and asks Suzanne what's the matter. She plucks up her courage and explains the situation. Andrew understands her fears and suggests calling his brother to come and fetch them. Simone agrees.

How do you judge this situation on the basis of respect, communication and limit setting? Put an S (for Simone) and an A (for Andrew) in front of each of the following scales and explain your decision.

*Respect (0 to 10)*

- 0 = No self-respect nor respect for his partner
- 5 = Self-respect and respect for his partner
- 10 = Very respectful of himself and his partner

*Communication (0 to 10)*

- 0 = Limited ability to communicate
- 5 = In general, they both say what they think
- 10 = Excellent interaction

*Establishing physical and emotional limits (0 to 10)*

- 0 = No respect for his own limits nor for those of his partner
- 5 = In general, conscious of his own limits and those of his partner
- 10 = They are conscious of each others limits and they respect them

Is this relationship healthy or unhealthy? Why?  
Can this relationship be improved? If so, how?

## What are women, men and young people doing?

### Activity 12 – Join the campaign to eliminate violence

#### Material:

- Press articles and information collected by you and the students

#### Objectives:

- Note that women and men work together to put an end to violence against women
- Understand that men are called on to take more responsibility

#### Description:

Put the students into small groups and ask them to read the articles that you or they have chosen. Discuss the messages carried in these articles with the whole class and underline the importance of taking action and getting involved. Ask them to say what would encourage them to take action when faced with a problem. The criteria below can help them to answer:

- Am I personally involved?
- Are the people around me involved?
- Is this problem harmful for society?
- Would I be happier if I could do something about these problems?
- What can women and men do together?
- What can women and men do separately?

All the exercises provide a better understanding of the problems dealt with by White Ribbon campaign and could be the occasion for organising a 'White Ribbon Day' at your school. The Swiss White Ribbon website [www.white-ribbon.ch](http://www.white-ribbon.ch) provides regular updates of activities, information and suggestions for action, including volunteering and receiving the quarterly Newsletter.

## Other possible activities for your school

### **Invite outside speakers**

Invite a representative from a shelter for battered women, a crisis centre, a university department specialising in questions of this type, the White Ribbon team or the school advisor who knows about male/female problems to come and talk to you.

### **Post a message on the White Ribbon totem**

The Swiss White Ribbon Campaign has a large white wooden ribbon totem and students and anybody interested are invited to attach a message of your personal commitment to help create a Switzerland without violence against women/girls.



### **Bill boards**

Suggest to schools, colleges, universities, shelters for battered women, child protection agencies, etc. in your area to invite a members of the Swiss White Ribbon secretariat to present their work to end gender-based violence.

### **Posters**

Design posters to illustrate the reason for the existence of the White Ribbon Campaign, the sexual stereotypes concerning women, men and young people or other problems relating to violence against women and girls. This activity could be in the form of a competition, a project organised by the committee or the company for its various sectors. You can also photocopy and use the Swiss White Ribbon Campaign posters.

### **Wall painting**

Secondary schools could design a wall painting representing the theme. This type of activity could be undertaken by a small group of students, several classes or the whole school.

### **Play/sketch**

Ask the drama students or those who are interested to put on a play or a sketch, which deals with the problem of violence between men and women or among young people.

### **Documentation**

Distributing documents is an activity in itself, but it could perhaps be associated with another activity. You could make up your own set of documents incorporating some of the elements contained in this Guide.

### **Banner**

Make a White Ribbon banner and hang it from the windows of your school.

### **Discussion groups**

Organise a group to discuss the problems relating to violence among young people or against women and girls. The students could make presentations in class and meet up in small groups.

### **Share the Peace Seal Project "My home/school is a place of peace"**

Order your peace seals ([www.white-ribbon.ch](http://www.white-ribbon.ch)) to help end violence and share the seals.



## Youth Engage Charter (in french)

# YOUTH ENGAGE



**NOUS, LA JEUNESSE SUISSE (18 À 30 ANS), DÉCLARONS NOS DROITS ET NOS DEVOIRS POUR VIVRE ENSEMBLE DANS LE RESPECT ET LA BIENVEILLANCE ...**

- **PARCE QU'EN 2019**, la violence domestique en Suisse se chiffrait à 19 669 cas recensés par la police, soit 54 par jour...  
... **nous avons droit** à un cadre familial sans violence physique, sexuelle ou psychologique.
- **PARCE QUE** l'éducation joue un rôle crucial dans la construction de notre personnalité et de nos valeurs...  
... **nous avons besoin** d'un système d'enseignement qui soutient et met en valeur la non-violence ainsi que le courage d'affirmer ses opinions et d'agir face à tout type de discrimination.
- **PARCE QUE** la publicité et les réseaux sociaux nous imposent un modèle de vie standardisé, souvent artificiel, et parce que 80% des jeunes en Suisse sont connectés sur ceux-ci...  
... **nous devons** nous impliquer pour avoir des médias sociaux qui valorisent le respect de l'autre, la non-discrimination et l'égalité des genres.
- **PARCE QUE** le suicide est la plus grande cause de mortalité chez les jeunes de 15 à 29 ans en Suisse (notamment les jeunes garçons)...  
... **nous avons besoin** d'une écoute attentive et d'une aide appropriée.
- **PARCE QU'EN 2018** nous avons commémoré le 70<sup>ème</sup> anniversaire des Droits de l'Homme...  
... **nous souhaitons** une éducation sur leur application en vue de respecter autrui et défendre les valeurs universelles.
- **PARCE QU'EN** Suisse, 1 femme sur 5 connaît encore la violence physique et sexuelle dans ses relations de couple...  
... **nous nous engageons**, avec le Ruban Blanc, « à ne pas commettre, tolérer, ni rester silencieux face à la violence envers les femmes et les jeunes d'ici 2030 ».

*Vous pouvez signer votre engagement au verso de cette Charte afin de pouvoir vous inclure dans la campagne Youth-Engage Suisse et de vous envoyer notre Newsletter. Sur notre site web vous trouverez également notre Kit 365 Jours d'activisme et le Guide éducatif et pratique pour les écoles ainsi que nos informations sur la campagne en général.*



Comité d'action Youth Engage – Ruban Blanc CH  
Ania, Carole, Deborah, Adrien  
Secrétariat c/o Fondation FSMF/WWSF, C.P. 5490  
1211 Genève 11 – Tél. : 022 738 66 19  
[youthengage@ruban-blanc.ch](mailto:youthengage@ruban-blanc.ch) - [www.ruban-blanc.ch](http://www.ruban-blanc.ch)









Photo: White Ribbon mobilization at the 2016 PALEO Music Festival in Nyon.  
*The White Ribbon secretariat will loan its wooden statue for school activities or for other occasions.*

## Lettre ouverte - Appel à la Jeunesse suisse



Nous devons mettre fin une fois pour toutes à la violence faite aux femmes et aux jeunes dans notre pays. Éliminer cette violence de genre est essentiel pour atteindre plusieurs des objectifs de Développement Durable (ODD) notamment la **cible # 5.2 « Éliminer de la vie publique et de la vie privée toutes les formes de violence faites aux femmes et aux jeunes, y compris la traite et l'exploitation sexuelle et d'autres types d'exploitation. »** et surtout de respecter les droits humains.

Accepter soit en ligne ou par le biais d'une carte postale notre appel « **Je m'engage moralement à ne pas commettre, tolérer, ni rester silencieux face à la violence envers les femmes et les jeunes** », est bien, c'est un premier pas, mais pas suffisant pour transformer la Suisse en un pays libre de toute forme de violence de genre d'ici 2030.

Nous avons besoin de jeunes hommes et femmes pour devenir des ambassadeurs/drices Youth Engage-Ruban Blanc (18 à 30 ans) qui informent le public, les étudiants et collègues de travail, les membres de clubs de sport, de danse, de musique, etc., bref, chacun et chacune, pour éliminer la violence de genre dans notre pays où chaque mois, deux femmes sont tuées par leur partenaire intime.

Si vous êtes intéressé-e à participer à une formation gratuite Youth Engage (en français et en allemand), veuillez nous faire part d'une lettre de motivation. Le comité Youth Engage vous contactera par la suite et vous présentera toutes les informations dont vous auriez besoin pour une première réunion de formation à Genève.

Après cette formation et suite à une première action publique de votre part - soit une mobilisation de la campagne, soit une présentation ou des stands publics dans votre école, université, lieu de travail ou dans une entreprise, vous serez candidat-e à devenir ambassadeur/drice Youth Engage-Ruban Blanc.

Le Kit d'outils « **365 Jours d'activisme** » est notre principal document éducatif, avec 16 volets, pour comprendre les enjeux de la campagne et proposer de nombreuses idées d'action.

Nous avons hâte de vous rencontrer et de travailler avec vous pour une véritable prise de conscience et pour transformer notre pays. « Là où il n'y a pas de vision, le peuple périt. »

Dans l'attente de recevoir votre candidature pour la formation, veuillez agréer nos cordiales salutations,

Ruban Blanc Campagne Suisse, secrétariat s/c Fondation WWSF, CP 5490, 1211 Genève 11  
tél: 022 738 66 19 - info(a)ruban-blanc.ch - www.ruban-blanc.ch - statut consultatif auprès de l'ONU.



# Declaration

by the Swiss White Ribbon Ambassadors



## The Elimination of Violence Against Women : a Horizon for 2030

Among the Sustainable Development Goals of the Post-2015 Agenda, developed by the United Nations, stands the elimination of all forms of discrimination and violence against women.

In Switzerland, 1 in 5 women fall victim to physical or sexual violence. This number must change.

*We*, as part of the Swiss White Ribbon Campaign, *We* reiterate our commitment to commit to

- make the elimination of all types of violence against women a top priority
- make every effort to ensure that Switzerland, home to international human rights and the Geneva Conventions, continues to be a model working to counter this phenomenon which now, more than ever, threatens the stability of modern democracy
- end these violations against women's rights by 2030 in Switzerland through a system of social justice and peace
- irrevocably reject any act of violence against women, reiterating our pledge not to commit, condone or remain silent about violence against women and girls
- inform and instill from an early age the principles of equality and humanism that underpin the rule of law
- involve men and women, as well as boys and girls, in targeted actions in order to develop a harmonious society based on the values of non-violence and respect.



- promote the values of solidarity and goodwill to all citizens – regardless of their nationality, ethnicity, sexuality, or ideological background – so that they can contribute to the growth and prosperity of our country as a model at the forefront of human rights, which includes the right for women to live free from all forms of discrimination
- invite everyone to individually participate in this campaign whose aim is to improve gender equality and increase the collective well-being in order to create a Switzerland free from violence against women and girls.

*We*,

the Ambassadors to the Swiss White Ribbon Campaign, adhere to this Declaration for the elimination of violence against women and girls in Switzerland by 2030 on 4 November 2014 at the NGO-CSW-Geneva Review Forum - Beijing+20 - at the United Nations in Geneva.



By wearing a white ribbon, men and women commit to end violence against women.

### The Swiss White Ribbon Ambassadors (2009-2014, alphabetical order)

- |   |   |  |   |  |
|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>• <b>Barazzone</b> Guillaume, Conseiller administratif, Ville de Genève, et Conseiller national</li> <li>• <b>Barthassat</b> Luc, Conseiller d'Etat, République et Canton de Genève, ancien Conseiller national</li> <li>• <b>Bernasconi</b> Paolo, Prof. Dr. b.c., avocat et ancien procureur tessinois</li> <li>• <b>Blatter</b> Joseph S., Président de la Fédération Internationale Le Tour du Canton de Genève</li> <li>• <b>Bourgoz</b> David, Délégué aux violences domestiques, République et Canton de Genève</li> <li>• <b>Buhler</b> André, Ancien président de l'Association Le Tour du Canton de Genève</li> <li>• <b>Chowdhury</b> Anwarul K., Ambassadeur et ancien Secrétaire général adjoint et Haut Représentant de l'ONU</li> <li>• <b>Comte</b> Raphaël, Conseiller aux Etats, Canton de Neuchâtel</li> <li>• <b>Dal Busco</b> Serge, Conseiller d'Etat, République et Canton de Genève, ancien Maire de Bernex</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Espinosa</b> Ricardo, Head of Development and Global Initiatives – GCHRAGD, ancien Chef de l'unité de liaison de l'ONU avec les ONG à Genève</li> <li>• <b>Forte</b> Fabiano, Ancien Vice-président du Grand Conseil de Genève, ancien député</li> <li>• <b>Germanier</b> Jean-René, Conseiller national, Canton du Valais, ancien Président du Conseil national</li> <li>• <b>Guéniat</b> Olivier, Commandant de la police cantonale jurassienne</li> <li>• <b>Guterres</b> António, Haut Commissaire des Nations Unies pour les réfugiés</li> <li>• <b>Humbert</b> Nago, Président fondateur de Médecins du Monde Suisse, Professeur agrégé au département de pédiatrie de la faculté de médecine de Montréal</li> <li>• <b>Jaffé</b> Philip, Spécialiste en psychotérapie et en psychologie légale</li> <li>• <b>Jobin</b> Thierry, Directeur artistique du Festival International de Films de Fribourg</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Kanaan</b> Sami, Maire de Genève et Conseiller administratif, Ville de Genève</li> <li>• <b>Kenel</b> Philippe, Avocat spécialisé en droit européen, Président de la LICRA</li> <li>• <b>Kolly</b> Pierre, Directeur général de l'enseignement obligatoire (DGEO), République et Canton de Genève</li> <li>• <b>Longchamp</b> François, Président du Conseil d'Etat de la République et Canton de Genève</li> <li>• <b>Longet</b> René, Président de la Fédération genevoise de Coopération, ancien Maire de la Ville d'Onex</li> <li>• <b>Maillard</b> Pierre-Yves, Président du Conseil d'Etat vaudois et Chef du Département de la santé et de l'action sociale</li> <li>• <b>Maudet</b> Pierre, Conseiller d'Etat, République et Canton de Genève, ancien Maire de Genève</li> <li>• <b>Membrez</b> Claude, Directeur général de Palexpo SA, Genève</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Ould</b> Ahmed Abdessalam, Ancien Directeur du Bureau de la FAO aux Nations Unies à Genève</li> <li>• <b>Pagani</b> Rémy, Conseiller administratif, Ville de Genève et ancien Maire de Genève</li> <li>• <b>Pradervand</b> Pierre, Auteur et Formateur</li> <li>• <b>Raemy</b> Pierre-Alain, Commandant de la Police Municipale de Lausanne</li> <li>• <b>Rapp</b> Jean-Philippe, Journaliste et producteur, Directeur du Festival International du film des Diablerets</li> <li>• <b>Rielle</b> Jean-Charles, Médecin, Député au Grand Conseil Genevois, ancien Président du Conseil Municipal, Ville de Genève, et ancien Conseiller national</li> <li>• <b>Rizzi</b> Carlson Oliver, Représentant à l'ONU – United Network of Young Peacebuilders (UNOY)</li> <li>• <b>Rossellat</b> Daniel, Président du Paléo Festival de Nyon</li> <li>• <b>Solari</b> Marco, Président du Festival du Film de Locarno</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Steiert</b> Jean-François, Conseiller national, Canton de Fribourg, Président de la Société suisse pour la politique de la santé</li> <li>• <b>Subilia</b> Vincent, Conseiller municipal, Ville de Genève, Président fondateur de Action pour la Genève Internationale et son Rayonnement (AGIR)</li> <li>• <b>Thentz</b> Michel, Chef du Département de la santé, des affaires sociales, du personnel et des communes, Canton du Jura</li> <li>• <b>Vibourel</b> Guy, Président du Conseil d'administration de la Coopérative Migros Genève et Président de la Fondation Au Coeur des Grottes, Genève</li> <li>• <b>Ziegler</b> Jean, Auteur, Membre du Comité consultatif du Conseil des Droits de l'Homme de l'ONU</li> </ul> |
|---|---|--|---|--|

2030 is tomorrow! The Swiss White Ribbon Campaign invites you to participate in the creation of a Switzerland without violence against women and girls.

www.white-ribbon.ch - contact@white-ribbon.ch

With thanks to:



Swiss White Ribbon Campaign  
c/o WWFSF, 11 av. de la Paix  
1202 Genève, Suisse

# I pledge...

... not to commit,  
condone,  
or remain silent  
about violence  
towards women  
and youth



Join the campaign!  
Switzerland needs your promise!  
[white-ribbon.ch](http://white-ribbon.ch)