



**MODULE 6**

# **CHAMPIONS OF CHANGE**

**LIVING FREE FROM  
GENDER-BASED VIOLENCE**

Because **I am a Girl**





**Champions of Change for Girls' Rights and Gender Equality** is Plan International's community wide strategy for promoting gender equality and social norm change through youth engagement and peer-to-peer mobilisation. The Girls Champions of Change curriculum is Plan's comprehensive global curriculum for girls' empowerment. The curriculum includes engaging, adaptable activities that encourage girls to build knowledge, attitudes and skills based on their own lived experience. The program is the sister curriculum to the Boys Champions of Change curriculum.

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# SNAPSHOT: LIVING FREE FROM GENDER-BASED VIOLENCE



In this module, girls learn about gender-based violence (GBV). Girls discuss and analyse gender-based violence in their community, including types of gender-based violence, consequences of gender-based violence, and myths that perpetuate such violence. Girls enhance their communication skills and practice speaking with others about gender-based violence. Girls develop Gender-Based Violence Risk Assessments and personal safety plans to help mitigate violence in their community and become advocates for their right to live free from violence.

## SETTING THE STAGE

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Topics include: gender-based violence, physical violence, sexual violence, psychological or emotional violence, myths about gender-based violence, unequal gendered power relations, communicating about gender-based violence and “saying NO!”, gender-based violence risk assessments, and safety plans.

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Girls learn about gender-based violence and are able to identify different types of gender-based violence, including physical, sexual, and emotional violence.

### Activity GBV2: Myths About Gender-Based Violence

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Girls examine myths about gender-based violence, including how to reject and overcome these myths, and they discuss the different types of power and what impact power has on gender-based violence.

### Activity GBB3: Hanging Out Our Laundry

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Girls discuss examples of gender-based violence that they have witnessed or heard about, and they learn about the consequences of gender-based violence, including the physical, emotional, and social consequences.

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Girls analyse the different types of gender-based violence in their community and learn that violence is a socialised process.

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Girls develop personal safety plans that assess and identify actors and services that can enhance their personal safety, and they make personal commitments to living free from violence.

# LIVING FREE FROM GENDER-BASED VIOLENCE

## SETTING THE STAGE

### WHAT IS GENDER-BASED VIOLENCE (GBV)?

Gender-based violence (GBV) can be defined as “any act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”<sup>1</sup>

Gender-based violence comes in different forms, including physical, sexual, and psychological or emotional violence. Examples of these different forms of gender-based violence include:

- **Physical violence:** hitting, punching, slapping, murder
- **Sexual violence:** rape, sexual harassment, inappropriate touching
- **Psychological or emotional violence:** stalking, threats, bullying, cyber-bullying

Gender-based violence can take place in several different spheres, including in the family, on the street, in school, and more widely within communities. Gender-based violence can also include child marriage, female genital mutilation, and other harmful practices.

Gender-based violence is perpetrated on the basis of unequal power relations that are based on gender roles and responsibilities, or what a particular society believes it means to be a proper ‘girl’, ‘boy’, ‘woman’ or ‘man’. Gender-based violence therefore includes all forms of violence against women and girls perpetrated on the basis of their identity and social position as a ‘woman’ or a ‘girl’ in a given family, group, community, or nation.

### LINK TO OTHER MODULES

For a detailed consideration of how gender roles are imposed through gender socialisation, see the **Setting the Stage** section in the *Being Gender Aware* module.



This module concerns itself with all forms of violence against women and girls as gender-based violence. The module recognises that gender-based violence also affects some men and boys who challenge traditional gender roles, but these forms of violence occur significantly less often than violence against women and girls.

The module is grounded in understanding gender-based violence as a violation of human rights, and that all people have the right to live free from violence in all aspects of their lives.

### A NOTE ON SEXUAL ABUSE:

In many cases, girls are sexually abused by people whom they know and trust: relatives (even parents or siblings), friends of the family, and authority figures (teachers, community leaders, religious leaders, etc.). Sexual abuse usually occurs in places where girls (or boys) feel comfortable or safe, including at home or in the home of a family friend. Abusers seldom need to use physical force to get a young girl to participate in sexual activities. Rather, they take advantage of the girl’s trust, their own authority, and use threats to keep the activity a secret. For example, a girl may be told that her parents “will not believe” her. Other commonly used threats are: “If you tell I will hurt you”; “I will hurt your mother”; “I will have to go to jail”; or “the family will break up.” Unfortunately, abusers can use threats successfully because girls and boys are taught to believe and obey adults.



1. Article 1 of the United Nations (UN) 1993 Declaration on the Elimination of Violence against Women

In **Activity GBV1: What is Gender-Based Violence?**, girls begin to understand the concept of gender-based violence and learn to identify different types of gender-based violence, including physical, sexual, and psychological or emotional violence. In addition, girls understand that traditional harmful practices, such as child marriage and female genital mutilation, are also forms of gender-based violence.



In **Activity GBV4: Gender-Based Violence In My Community**, girls discuss and analyse the different types of gender-based violence in their community, specifically where violence takes place, by whom and against whom, and recommendations for tackling this violence. In addition, girls learn that accepting and perpetrating gender-based violence are learned behaviours: boys often learn to use violence as part of 'being a man' and girls learn that experiencing and receiving violence is part of 'being a woman'.

## WHY FOCUS ON GENDER-BASED VIOLENCE?

Gender-based violence is pandemic and can be found in all aspects of women's and girls' lives around the world.

**GLOBALLY, BETWEEN 500 MILLION AND 1.5 BILLION CHILDREN EXPERIENCE VIOLENCE EVERY YEAR,<sup>2</sup> WITH MANY OF THESE INCIDENTS TAKING PLACE WITHIN SCHOOLS.<sup>3</sup> IT IS ESTIMATED THAT 150 MILLION GIRLS AND 73 MILLION BOYS HAVE EXPERIENCED SEXUAL VIOLENCE WORLDWIDE.<sup>4</sup> IN ADDITION, 1 IN 3 WOMEN GLOBALLY WILL EXPERIENCE PHYSICAL OR SEXUAL VIOLENCE FROM AN INTIMATE PARTNER, OR SEXUAL VIOLENCE FROM A NON-PARTNER IN THEIR LIFETIME.<sup>5</sup>**

The implications of gender-based violence for girls are vast, including school dropout, lower academic achievement, reduced economic opportunities, increased health risks, suicide, and inter-generational cycles of violence. Physical, psychological, and sexual violence are extremely harmful to the wellbeing of girls and boys, causing both short- and long-term implications.

## WHY FOCUS PRIMARILY ON GENDER-BASED VIOLENCE AGAINST WOMEN AND GIRLS? WHAT ABOUT BOYS AND MEN?

Gender-based violence disproportionately affects women and girls, and is mostly perpetrated by men and boys. Research and assessments across country contexts have shown that indeed men and boys too are survivors of some forms of gender-based violence, such as child sexual abuse, sex trafficking of boys and young men, bullying and other forms of violence perpetrated against boys who do not conform to dominant forms of masculinity, and sexual violence against men and boys in armed conflict. Despite increasing reports of attacks on men and boys, women and girls remain those most prevalently and severely affected by all types of gender-based violence around the world, reinforced by worsening economic and structural inequalities.

Specific examples of types of gender-based violence affecting girls and women across their lifecycle include (but are not limited to):

- Sex-selective abortion
- Deprivation of birth registration, nationality, and citizenship
- School related gender-based violence, i.e. violence taking place in and around schools
- Bullying and cyber-bullying
- Early and forced marriage
- Early and forced pregnancy
- Female genital mutilation/cutting

2. UNICEF (2009). Child Protection from Violence, Exploitation, and Abuse. [http://www.unicef.org/media/media\\_45451.html](http://www.unicef.org/media/media_45451.html)

3. Plan estimates that at least 246 million boys and girls suffer from school-related violence every year. Plan's estimate is based on the following calculation: the 2006 UN Study on Violence against Children reported that 20-65% of schoolchildren are affected by verbal bullying—the most prevalent form of violence in schools. Based on UNESCO's 2011 Global Education Digest report, 1.23 billion children are in primary or secondary school on any given day, and Plan estimates that 20% of the global student population is 246 million children. Therefore, Plan estimates that at least 246 million boys and girls suffer from SRGBV every year. Source: UNESCO Institute for Statistics (2011). Global Education Digest 2011: Comparing Education Statistics Across the World (Montreal: UNESCO Institute of Statistics).

4. World Health Organization (2002). World Report on Violence and Health (Geneva: WHO); United Nations Secretary General (2006). Report of the Independent Expert for the United Nations Study on Violence Against Children (New York: United Nations).

5. WHO, London School of Hygiene and Tropical Medicine, and South African Medical Research Council (2013). Global and Regional Estimates of Violence Against Women: Prevalence and Health effects of Intimate Partner Violence and Non-Partner Sexual Violence (Geneva: WHO).



- Sexual violence, including rape, sexual harassment, and trafficking
- Physical violence, including honour killing, domestic or intimate partner violence, and dating violence among adolescents
- Psychological or emotional violence
- Dowry/bride price abuse
- Economic violence, including deprivation of inheritance or property, differential access to food, nutrition and health services, education and dignified livelihoods as a way of controlling women's and girls behaviour
- Political violence, including limitations in participating in politics and governance
- Elder abuse

## GENDER-BASED VIOLENCE AS A BARRIER TO SUSTAINABLE DEVELOPMENT

The Sustainable Development Goals (SDGs) and other international frameworks place emphasis on the importance of tackling gender-based violence against women and girls and the harmful consequences that violence has, both short- and long-term. The SDGs include a dedicated goal on gender equality in order to tackle gender inequalities, empower women and girls, and leave no one behind. There are two specific targets that focus on GBV, including:

- **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.**

**In Activity GBV3: Hanging Out Our Laundry**, girls learn about the consequences of gender-based violence, including the physical, emotional, and social consequences.



## WHAT ARE THE CONSEQUENCES OF GENDER-BASED VIOLENCE?

Gender-based violence affects girls and boys in many ways, however consequences often disproportionately affect girls. Consequences of gender-based violence include physical, emotional, and social consequences. Additional consequences included financial and political effects, among others.

- **Physical consequences:** including injuries, chronic or recurring pain, digestive problems, limited mobility, early or unwanted pregnancies, sexually transmitted infections (STIs), increased tobacco, alcohol and drug consumption, poor health generally and even death. Violence from an intimate partner during pregnancy also increases the risk of losing the pregnancy, premature birth or low weight at birth, and at worst, maternal death due to complications in pregnancy caused by this aggression, or suicide. Dating violence among adolescents can perpetuate cycles of violence in adulthood and promote the acceptance of violence as 'normal'.
- **Psychological or emotional consequences:** including low self-esteem, depression, fear, post-traumatic stress, panic attacks, poor school grades, isolation from peers and services in a girl's community, learned helplessness or despair (defined as the state in which women and girls who are victims of violence "admit defeat" and end up accepting the aggression as an unavoidable punishment and destiny), identification with the aggressor, increased aggression toward others (including bullying or cyber-bullying), emotional suffering, and attempted suicide.
- **Social consequences:** including the social isolation of victims of violence, in the short as well as long term. Intergenerational transmission of the acceptance of violence, exposing a new generation of women and girls to gender-based violence. Girls being forced to drop out of school due to abuse taking place inside or around schools. GBV can also create obstacles to victims' economic security, by making them more dependent on their aggressors.

Learning about the consequences of gender-based violence can help support girls to become advocates for their right to live free from violence, and to talk with others about preventing gender-based violence and promoting non-violent relationships. Learning about the consequences of gender-based violence also allows girls to recognise different types of violence in which they may not have been aware of previously. For instance, girls might not realise that sexual harassment is a form of gender-based violence and they might consider it as 'normal' behaviour for boys. Learning about various forms of gender-based violence and consequences will equip girls to be aware of such violence and empower them to speak up about these issues and to "say NO!" to such violence.

## WHAT ARE THE DIFFERENT FORMS OF POWER?

People often associate 'power' with domination or with the ability to impose one's will. When asked to think about powerful people, often the first thing that comes to mind is a king, a president or a person who is physically strong. But this way of thinking about power is very limited because it focuses on one experience of power. A more complete definition of power is: the ability or capacity to effectively communicate an idea, influence people and take action – and can be experienced individually or collectively. This definition understands power as a whole set of resources, ideas, knowledge and tools that anyone can use to effectively influence people or situations.

Types of power can be broken down into three categories: power over, power with, and power within.



**Power over:** This is the ability to control others, or to impose views, needs or desires over them or over a situation. This kind of power can be positive or negative, depending on how it is used.



**Power with:** This is the power that is gained from working with others to claim our rights and to achieve collective goals. It refers to the power that we give each other when we cooperate, and when we use each other's different strengths, knowledge and ideas.



**Power within:** The individual skills and feelings of self-esteem, value and dignity that give someone the confidence to claim their own rights.

In relation to gender-based violence, examples of these different types of power include the following:

- An example of '**power over**' in the context of gender-based violence could be a man hitting his girlfriend or a man verbally abusing his girlfriend.
- An example of '**power with**' in the context of gender-based violence could be adolescent girls working together to claim their rights and assert that GBV is a violation of their right to live free from violence.
- An example of '**power within**' in the context of gender-based violence could be that girls feel more empowered to speak up about their right to live free from violence because they know violence is always wrong and never their fault.

## LINK TO OTHER MODULES

For a detailed consideration of how gender intersects with different types of power, see the Setting the Stage section in the *Being Gender Aware* and in the *Being Assertive* modules. You can also look at activities **BAS5: A Story About Power** and **GEN5: Being a Girl** to remind girls about these key messages.



## WHY IS IT IMPORTANT TO QUESTION MYTHS ABOUT GENDER-BASED VIOLENCE?

Myths about gender-based violence contribute to violence being less visible, or even to justifying it. Myths can and do teach people that harmful behaviour is normal and unavoidable, and that people who use violence are justified in doing so.

Examples of widely accepted myths about GBV are: *"Some women and girls like being hit"* and *"If a man controls or beats a woman or girl, it shows he loves her."* In reality, nobody likes to be threatened, beaten, insulted or injured. These myths seek to absolve perpetrators of GBV of their responsibility, and to blame the victim. The myths let abusers 'off the hook' and perpetuate a culture of silence and impunity concerning gender-based violence. Also, abuse and violence are NEVER expressions of love. Someone who loves a woman or girl will not hit or harm her.

Myths about gender-based violence are harmful and so it is essential that girls learn to identify and reject these myths. Disqualifying gender-based violence myths will allow girls to see that violence is the result of unequal power relations between men and women, boys and girls and not of fate, never the consequence of something they have done, and never something they need to learn to put up with. Gender-based violence always involves an abuser thinking that they are entitled to use force or power over someone else, or to threaten to do so, with the intent to cause harm and/or to control their behaviour.

In **Activity GBV2: Myths About Gender-Based Violence** girls examine myths about gender-based violence and how to reject and overcome these myths. Girls also learn about different types of power and how gender-based violence against women and girls takes place as a result of unequal power relations between men and women, boys and girls.





## WHY IS IT IMPORTANT FOR GIRLS TO “SAY NO!” AND COMMUNICATE ABOUT GENDER-BASED VIOLENCE?

Girls must learn that gender-based violence is wrong and a violation of their rights, and that being a victim of violence is never a girl's fault. Girls have the right to “say NO!” and should say no to anyone who wants to touch their private parts, including their vulva, breasts, buttocks, or any other part of her body she does not want touched. Girls have the right to “say NO!” even if that person is a peer or adult, including someone that they know.

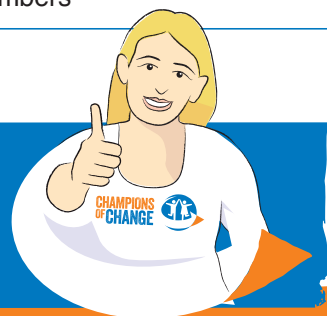
Boys must also learn that “NO means NO!”. Nobody has the right to assume that a woman or girl does not know what she wants or what suits her, or that she is refusing to have sexual contact as a way of flirting.



In Activity GBV5: Speaking With Others About Living Free From Gender-Based Violence, girls role-play using communication skills that promote trust and respect when discussing gender equality and gender-based violence.



In Activity GBV6: “Say NO!”, girls practice “saying NO!” to examples of sexual harassment, abuse, or misconduct. By actively thinking and practicing what to do if faced with a situation of sexual abuse, girls develop personal safety skills and confidence in speaking up and “saying NO!”.



Practicing “saying NO!” and enhancing girls’ communication skills will make girls feel confident in their ability to overcome harmful situations, fears and incidences of gender-based violence. It will also enhance her own understanding that her body is her own and only she should have control over it. Ultimately, practicing “saying NO!” will reinforce the assertion that gender-based violence is wrong and girls have the right to live free from different forms of violence.

## WHY IS IT IMPORTANT TO ASSESS GENDER-BASED VIOLENCE RISKS?

It is important for girls to assess and identify gender-based violence risks because this is a first step toward mitigating such risks. In this module, girls will have an opportunity to complete a Gender-Based Violence Risks Assessment that outlines various types of risks, including risks in their neighbourhood, home, digital world, and with their peers. The assessment will also provide an opportunity for girls to identifying vulnerabilities along with assets and strengths that they have to overcome these vulnerabilities and barriers. Girls will also identify what assets they require in order to tackle these risks in the near future.

Here is an example of a Gender-Based Violence Risk Assessment that outlines the type of risk, who is at risk, girls’ vulnerabilities, girls’ assets, and what assets girls might need in the future to overcome such risks.

<b>Gender-Based Violence risks</b>	Sexual harassment on my way to school
<b>Who is at risk?</b>	Myself, my female friends, my sister
<b>Vulnerabilities</b>	Crowded streets, dark streets with no lights, no police
<b>Assets</b>	My education, my friends, my schoolmates
<b>Assets needed</b>	Need to engage my parents, teachers, community members

Finally, girls will identify the level of impact the risk has on them as well as the level of urgency. Identifying and prioritising gender-based violence risks through a structured exercise can help girls empower themselves to take action to prevent and mitigate many forms of gender-based violence. It also helps girls identify duty bearers who are responsible for promoting and ensuring the safety of others. Duty bearers are mandated to ensure that laws and policies are upheld and enforced to protect girls and others from violence, and they are responsible for changing these laws if there are gaps or issues in these laws. Duty bearers are also responsible for ensuring community services are available and accessible to survivors of gender-based violence or those at risk.

Girls should not be led to believe that they are responsible for their own safety; rather it is a shared responsibility of duty bearers, community members, girls, and boys. This needs to be emphasised when working with girls to ensure that they do not think they have to bear the brunt of being solely responsible for their own safety.

**In Activity GBV7: Assessing Gender-Based Violence Risks (Offline and Online),** girls complete a Gender-Based Violence Risk Assessment to identify risks, vulnerabilities, assets that they have, assets that are required, level of impact on girls, and level of urgency for girls.



## WHY IS IT IMPORTANT FOR GIRLS TO DEVELOP SAFETY PLANS?

A girl's safety plan includes services and resources available in their neighbourhood that will protect and support them against gender-based violence. Girls begin by identifying people who can support them uphold their right to live free from violence (i.e. friends who are girls, friends who are boys, classmates, parents, teachers, community member, religious leader, police, etc.). Girls then identify support groups or networks in their community that they can turn to and seek help from gender-based violence. Girls identify national and community services, such as helplines, medical services, and legal services that can offer support. Finally, girls look at other safety mechanisms, including mobile phone applications and other technology that can enhance their safety.

Developing a personal safety plan can help girls become aware of how to mitigate gender-based violence risks, and be able to identify duty bearers and services available to support them. Enhancing girls' capacities to develop gender-based violence safety plans can help empower them to become more informed, equipped, as well as physically and psychosocially resilient in the face of risks.

Girls are encouraged to repeat the process of developing a gender-based violence safety plan when their personal situational or community changes. Safety plans can change over time based on the various situations in a girl's life. Girls are also encouraged to support other girls to develop personal safety plans on how to mitigate the risks of gender-based violence in their community.

**In Activity GBV8: Developing a Safety Plan,** girls develop personal safety plans that access and identify actors and services that can enhance their personal safety.



## HOW CAN GENDER-BASED VIOLENCE BE PREVENTED?

There are various mechanisms for preventing gender-based violence. Community mobilisation, awareness raising, engaging men, media, strengthening community-based institutions, and bridging the gap with local authorities are some of the different methods for preventing GBV. The following lessons learned for GBV prevention<sup>6</sup> can be utilised in your local context.

- **Gender-based violence is a complex problem that requires a comprehensive response.** Efforts must go beyond the individual to effect change in the wider social norms, stereotypes and structural economic and legal inequalities that underpin the use of gender-based violence against women and girls.
- **Gender-based violence is the community's problem.** It is important to shift the responsibility of addressing and preventing gender-based violence from women and girls to the whole community, including engaging men and boys, and both male and female community leaders to end all forms of violence against women and girls.
- **Gender-based violence as the context of life, not an event.** Approaching gender-based violence through a primary prevention framework recognises that violence is not limited to an event such as beating or forced sex, but includes an array of actions and behaviours that shape how girls and women experience their lives. Thus, gender-based violence forms the context of, rather than an event in, a girl's or woman's life. The response therefore also needs to address broader social, economic and political inequalities, rather than only responding to individual incidences of violence.



- **Addressing the root causes.** The work of gender-based violence prevention involves promoting social, economic and political equity in relationships between women and men, a goal recognised by all development agencies. The root causes of gender-based violence must be confronted and challenged if long-term sustainable change is to be realised. At the same time, remember that poverty or unemployment is not a cause of gender-based violence. Rather, household or wider economic crises can be a risk factor, or is used as an excuse to perpetrate violence.
- **Preventing gender-based violence has far-reaching effects.** Influencing the nature of relationships between women and men and girls and boys has far-reaching effects. It affects how the community divides resources, solves problems, the models of masculinity it presents to the community members, and the options it presents to girls and women for defining themselves and participating in the processes of their family and community.
- **From the Grassroots Up.** Many times, efforts to change behaviour are linked to policy and legislative reforms, which are expected to filter down and create behaviour change. These efforts are crucial, yet building bridges in the opposite direction are important as well. Promoting inter-personal change at the community level can provide impetus for the development of equitable laws that protect individual rights. Furthermore, grassroots prevention efforts create a climate in which equitable laws are likely to become effective.
- **Gender-based violence prevention is a long-term commitment.** Changing long-held attitudes and behaviours is a long-term process. It requires sustained commitment, resources and momentum.

6. These lessons learned for GBV prevention were developed by Raising Voices and UN-HABITAT's "Safer Cities" programme. Together, they highlighted the work of over 15 organisations working on preventing GBV through community mobilisation, awareness raising, engaging men, media, strengthening community-based institutions, and bridging the gap with local authorities. The prevention mechanisms listed in the bullet points as the key lessons learned for GBV prevention that Raising Voices and UN-HABITAT outlined based on this initiative. Source: Raising Voices and UN-Habitat (2004) Preventing Gender-based Violence: A Regional Dialogue, Raising Voices and UN-Habitat, Safer Cities Programme, pp.4-5

# CONNECTING TO THE JOURNEY

The activities in the *Living Free From Gender-Based Violence* module contribute to several steps of the girls' journey to empowerment. First, it invites the girls to affirm 'I am I' (1) and 'I am valuable' (2) as they learn about gender-based violence and realise that they have a right to live free from violence. Girls learn that gender-based violence is a rights violation and that being a victim is never their fault. Girls learn that they should speak up against gender-based violence and say no to those seeking to hurt them. Girls spend time discussing myths of gender-based violence and unequal power relations between men, women, girls and boys as a way of 'recognising gender inequality and analysing their attitudes and behaviours' (3). Girls share different examples of gender-based violence in their communities, reaffirming that 'we are one' (4) and that many girls have either experienced, witnessed or heard about gender-based violence. Girls discuss the consequences of gender-based violence and assess risks, share possible solutions to tackling these issues, and develop action plans as a way of reinforcing their claim of 'I have rights!' (5) and of beginning to 'make plans' (6) for their own safety. Girls 'identify others who can support them' (7) and 'structures that affect them' (8) in implementing their safety plans and they identify resources and services pertaining to gender-based violence that are available in their community. Girls support and encourage other girls to develop their own safety plans as a way of 'inviting others to join them in this journey' (9). Finally, girls 'celebrate' (10) the knowledge that they have gained about gender-based violence, the confidence that they now have to speak up and "say NO!", and their safety plans which are ready to be implemented.

## THE JOURNEY TO CHANGE





# GLOSSARY

<b>Gender-based violence (GBV)</b>	Gender-based violence is any act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.
<b>Gender equality</b>	Gender equality refers to when women and men, girls and boys enjoy the same status in society; enjoy all human rights fully and without discrimination; enjoy the same level of respect in the community; are equally valued by all; can take advantage of the same opportunities to make choices about their lives and expect equivalent results; and have the same amount of power to shape the outcomes of these choices.
<b>Gender norms</b>	Gender norms are social rules that tell us what it means to be a girl or a boy, a man or a woman.
<b>Gender roles</b>	Gender roles are socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and boys and for women and girls.
<b>Perpetrator</b>	Perpetrator or aggressor is anyone who commits violence against someone else. In the case of gender-based violence, the perpetrators are usually men or boys and the victims are usually women or girls.
<b>Physical violence</b>	Physical violence is any violence that causes physical pain or suffering, such as hitting, punching, slapping, murder, etc.
<b>Power</b>	Power is the ability or capacity to effectively communicate an idea, influence people and take action – and can be experienced individually or collectively. This definition understands power as a whole set of resources, ideas, knowledge and tools that anyone can use to effectively influence people or situations.
<b>Power over</b>	Power over is when one person or group has the ability to impose their views, needs or desires over another person or group.
<b>Power with</b>	Power with is the strength and capacity that is gained by working together with others.
<b>Power within</b>	Power within is individual feelings of self-esteem, value and dignity that enable one to take action.
<b>Psychological or emotional violence</b>	Psychological or emotional violence is any type of violence that causes psychological or emotional pain or suffering, such as stalking, threats, bullying, cyber-bullying, etc.
<b>Sexual violence</b>	Sexual violence is any type of violence that is sexual in nature, such as rape, sexual harassment, inappropriate touching, etc.



# GENERAL NOTES ON FACILITATION

## OVERVIEW:

The overall purpose of this module is to raise adolescent girls' awareness of the different types of gender-based violence, how to assess gender-based violence risks, and how to mitigate those risks. Many participants will be at risk or have already been exposed to gender-based violence. This module will help develop their capacities to identify, assess and prioritise risks in their relationships and community, and develop targeted safety plans for themselves, with peers, and with other girls, women, boys and men—as advocates for girls' rights to live free from violence, and as champions of change for gender equality. Learning to assess and mitigate gender-based violence risks, and advocate for the right to live free from violence, are vital parts of becoming empowered girls and gender equality advocates. The activities in this module build one upon the next as adolescent girls learn to better protect themselves in their homes, schools and communities; engage with supportive peers, partners, mentors and networks; and promote their rights to live free from gender-based violence as they grow into adult women.

## HOW TO PREVENT REVICTIMISATION:

In order to prevent revictimisation of girls when using this module, facilitators should be well-trained in working with girls on sensitive issues, and it is best practice to have female facilitators to ensure girls can openly discuss these topics. Facilitators should also have information readily available about services and organisations in the community that can offer support to girls who have been victims of gender-based violence or who are at risk. It is strongly recommended that facilitators have a list of resources and services available in the community pertaining to gender-based violence for girls to access. Make sure that you have this information at all times throughout the duration of the module in case you need to share with the girls.

- **Ethical guidelines and best practices on child protection:** As activities and discussion about gender-based violence often can bring up difficult and distressing thoughts, feelings or memories, facilitators should actively review ethics guidance and best practices in working with young people to incorporate child protection in training spaces and on sensitive topics. This includes explaining at the start that adolescent girls' participation is at all times voluntary, and they are not required to talk about personal experience if they prefer not to. Facilitators can explain that girls can even make up stories about gender-based violence issues they wish to discuss that 'happened to a girl they once heard of, who once lived in another village'. At no time should girls feel pressured, whether through facilitators or other participants, to disclose directly personal experiences or concerns. While asking questions or probing may seem like a way of showing concern, remember that this training module is not a venue for information gathering or reporting, but rather for developing girls' capacities to do so themselves. Facilitators should prioritise the right to privacy and confidentiality of participants at all times.
- **Local available resources and services:** Facilitators should prepare by gathering information on locally available hotlines, safe houses, services (medical, psychosocial, legal), or prevention or reporting mobile phone applications (SMS, gender-based violence prevention or reporting applications), or other electronic devices or services (e.g., panic buttons). Facilitators should detail this information in writing and verbally—on an information sheet and in girls' regularly spoken language. Information sheets should be made readily available to all participants, and included in their printed module kits with all other support sheets detailed in the activities section below. Facilitators should call girls' attention to this information sheet and the types of resources it discusses, in their welcoming remarks and introductory talk about the module.



- **Counsellors:** Facilitators should identify one or two local woman psychosocial counsellor(s) and apprise them of the training in advance. At least one counsellor should be on standby ready to provide short or longer talk therapy, treatment assessments, and make service referrals for any participant who requests help, or who appears withdrawn or distressed, and who may need information, support, confidential services, or a safe place to stay.

### CREATING A SAFE SPACE:

Good facilitation of this module relies upon the important role that safe, private, and well-protected reflection space must play in working through this sensitive topic with adolescent girls. In the 'training' space, girls should be supported in feeling comfortable speaking up or keeping quiet about any aspect of potential or actual gender-based violence that they or girls like them face. Speaking up or choosing not to share is each girl's right as she manages her own comfort and risks throughout the module's activities. As the module progresses, an active approach is taken in which girls learn a structured approach to assessing gender-based violence risks, and discussing what they have done in the past, and can do now and in the future, to mitigate gender-based violence risks and plan for greater safety. Improved skills for self-protection, safety planning, and advocacy for the right to be free from violence, are essential to adolescent girls' full and active participation as 'equal citizens' where they live.

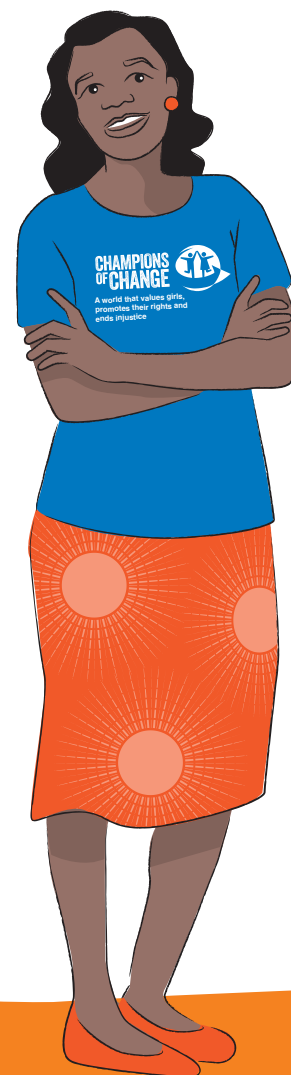
Facilitators also will need to emphasise the importance of girls in identifying a trusted adult or older peer mentor—whether for discussing gender-based violence issues, or for asking for their support against any type of risky situation, or harmful experience. Mentors could be those selected and engaged by a programme to be developed with girls' input following the training. They could also be older, more experienced peers, a family member, a teacher or other trusted people close to a girl.

### TERMINOLOGY:

When speaking with girls about gender-based violence, it is important to use the proper terminology and to clearly explain definitions. 'GBV' is been used sometimes for brevity as a short-form of 'gender-based violence'. Make sure that girls understand this acronym and/or the acronym in the local language. Also, when discussing those who have been victims of gender-based violence, it is common to refer to these people as 'survivors' rather than 'victims'. Referring to someone as a 'victim' can have negative connotations that may imply powerlessness or a lack of agency. Referring to someone as a 'survivor' of gender-based violence highlights the person's resilience and inner strength to overcome the situation and fight for gender justice.

### TAKE AWAY ASSIGNMENTS:

The girls will be given take away assignments throughout the module at the end of activities. The assignments will include either writing in a personal journal or speaking with friends and family about what they have learned. This will help girls contextualise the key messages and think about the learnings outside of the trainings.



# KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

	KNOWLEDGE	ATTITUDES	PRACTICE AND SKILLS
<b>Individual</b>	<ul style="list-style-type: none"> <li>• Can identify types of GBV, including physical, sexual, emotional/psychological. (GBV1)</li> <li>• Understands that harmful practices are also forms of GBV. (GBV1)</li> <li>• Knows that using GBV is a choice and an abuse of power on the part of all perpetrators. (GBV4)</li> </ul>	<ul style="list-style-type: none"> <li>• Refuses to view any form of GBV as tolerable or acceptable for herself or for any adolescent girl or woman. (GBV4, GBV6)</li> <li>• Feels confident in her ability to identify risks and harmful situations of GBV. (GBV6)</li> </ul>	<ul style="list-style-type: none"> <li>• Makes personal commitments to promote non-violent relationships. (GBV3)</li> <li>• Identifies what assets she has to help protect herself from GBV (physical, social, health, and financial assets). (GBV7)</li> </ul>
<b>Community/ Family</b>	<ul style="list-style-type: none"> <li>• Recognises the effects and consequences of gender-based violence on the lives of women and girls. (GBV3)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises unequal power relations that give root to, seek to justify, and perpetuate GBV in her community. (GBV2, GBV4)</li> <li>• Recognises the importance of using communication skills that promote trust and respect when discussing gender equality and GBV. (GBV5)</li> </ul>	<ul style="list-style-type: none"> <li>• Rejects harmful gender attitudes, norms, stereotypes, and myths that give root to gender-based violence in her community. (GBV2)</li> <li>• Speaks out about the importance of living free from GBV in her community. (GBV5, GBV6)</li> <li>• Conducts an assessment of GBV risks in her community. (GBV7)</li> </ul>
<b>Institutional</b>	<ul style="list-style-type: none"> <li>• Knows that GBV is a human rights violation and that she has the right to live free from violence. (GBV1)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises that there are services and resources available that will protect and support them against GBV. (GBV8)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a GBV safety plan to access and identify actors and services to enhance their personal safety. (GBV8)</li> </ul>

# OUTLINE OF ACTIVITIES

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
<b>Activity GBV1: What is Gender-Based Violence?</b>	1 hour and 5 minutes	<ul style="list-style-type: none"> <li>• Can identify types of GBV, including physical, sexual, emotional/psychological.</li> <li>• Knows that GBV is a human rights violation and that she has the right to live free from violence.</li> <li>• Understands that harmful practices are also forms of GBV.</li> </ul>	<p><b>There are different forms of gender-based violence, including physical, sexual, and emotional violence.</b> Gender-based violence is most often exercised against women and girls, and sometimes against men and boys. Gender-based violence can take place anywhere: the family, the street, school, and anywhere in our communities. Gender-based violence also includes child marriage, female genital mutilation, and other harmful practices.</p> <p><b>Gender-based violence is always a violation of girls' human rights.</b> Girls have the right to live free from violence in all aspects of their lives, including in their family, community, and school.</p>	Girls begin by understanding the concept of gender-based violence and learn to identify different types of gender-based violence, including physical, sexual, and psychological or emotional violence. Next, girls discuss and showcase examples of gender-based violence through dramatisation. Finally, girls understand that traditional harmful practices, such as child marriage and female genital mutilation, are also forms of gender-based violence.
<b>Activity GBV2: Myths About Gender-Based Violence</b>	1 hour and 20 minutes + take away assignment	<ul style="list-style-type: none"> <li>• Rejects harmful gender attitudes, norms, stereotypes, and myths that give root to gender-based violence in her community.</li> <li>• Recognises unequal power relations that give root to, seek to justify, and perpetuate gender-based violence in her community.</li> </ul>	<p><b>Myths about gender-based violence contribute to it being less visible, or even to justifying it.</b> Myths can make harmful behaviours seem normal. Therefore, it is essential for girls to identify and reject myths about gender-based violence.</p> <p><b>Women and girls are treated with violence because of unequal power relations between men and women, boys and girls.</b> Gender-based violence involves an abuser who believes that their gender entitles them to use force or power over someone else, or threaten to do so, with the intent to cause them harm or to control their behaviour.</p>	Girls begin by examining myths about gender-based violence and how to reject and overcome these myths. Next, girls learn about different types of power and how gender-based violence against women and girls takes place as a result of unequal power relations between men and women, boys and girls. As a take-away assignment, girls are asked to write about gender-based violence myths, and to speak to friends about why these myths exist and what evidence proves these myths false.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
<b>Activity GBV3: Hanging Out Our Laundry</b>	1 hour + take away assignment	<ul style="list-style-type: none"> <li>Knows about the effects and consequences of gender-based violence on the lives of women and girls.</li> <li>Makes personal commitments to promote non-violent relationships.</li> </ul>	<p><b>Gender-based violence has grave consequences on the lives of women and girls.</b> The consequences can be physical, emotional, and social.</p> <p><b>Learning about the consequences of gender-based violence against women and girls allows girls to recognise different types of gender-based violence.</b> Learning about gender-based violence consequences helps support girls to become advocates for their right to live free from violence, and to talk with others about promoting non-violent relationships.</p>	Girls begin by 'hanging out their laundry' and discussing examples of gender-based violence that they have witnessed or heard about. Next, girls learn about the consequences of gender-based violence, including the physical, emotional, and social consequences. Finally, girls make a personal commitment to promoting non-violent relationships. As a take-away assignment, girls speak to others about different types of gender-based violence they have witnessed or heard about in their community, and the consequences of gender-based violence.
<b>Activity GBV4: Gender-Based Violence in My Community</b>	1 hour and 25 minutes + take away assignment	<ul style="list-style-type: none"> <li>Knows that using GBV is a choice and an abuse of power on the part of all perpetrators.</li> <li>Refuses to view any form of GBV as tolerable or acceptable for herself or for any adolescent girl or woman.</li> <li>Recognises unequal power relations that give root to, seek to justify, and perpetuate GBV in her community.</li> </ul>	<p><b>People are socialised to use or to accept gender-based violence.</b> Boys learn to use violence as part of 'being a man' and many girls learn that experiencing and receiving violence is part of 'being a woman'.</p> <p><b>Men and boys are not violent by nature, but they do choose to use violence more than women and girls do.</b> Male violence is often justified as a common or inevitable reaction to a threat, and so people learn to think that it cannot be avoided. But it is not true that men or boys use gender-based violence because they 'cannot control themselves'.</p> <p><b>No one has the right to use violence against any person.</b> Boys and men who use violence are actively choosing to abuse power and exert control over another person in large part because they believe they have the right to do so. This is why it is so important for everyone to understand that we all have the right to live free from violence which means that no one has the right to use violence against us.</p>	Girls begin by writing down personal reflections on instances of GBV that they have witnessed or heard about in their community. Next, girls discuss and analyse the different types of gender-based violence in their surroundings. Finally, girls discuss how GBV is learned through gendered socialisation. As a take-away assignment, girls look at examples of gender-based violence against women or girls in the radio, television, social media, music, magazines, and newspapers.






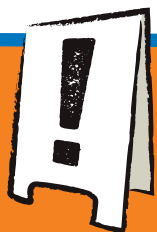
NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
<b>Activity GBV5: Speaking With Others About Living Free from Gender-Based Violence</b>	1 hour and 5 minutes + take away assignment	<ul style="list-style-type: none"> <li>• Speaks out about the importance of living free from GBV in her community.</li> <li>• Recognises the importance of using communication skills that promote trust and respect when discussing gender equality and GBV.</li> </ul>	<p><b>Girls can speak up about issues of gender-based violence and gender inequality.</b> Violence against women and girls is always wrong and never a girl's fault.</p> <p><b>Girls can promote trust and respect when discussing gender equality and gender-based violence.</b> This will help cultivate relationships of greater equality, trust, and respect. It will also help to question gender norms and stereotypes related to gender-based violence.</p>	Girls begin with an exercise to understand different scenarios of power. Next, girls role-play using communication skills that promote trust and respect when discussing gender equality and GBV. As a take-away assignment, girls practice using the communication skills they have gained to speak to others about gender-based violence.
<b>Activity GBV6: "Say NO!"</b>	50 minutes + take away assignment	<ul style="list-style-type: none"> <li>• Refuses to view any form of GBV as tolerable or acceptable for herself or for any adolescent girl or woman.</li> <li>• Feels confident in her ability to identify risks and harmful situations of GBV.</li> <li>• Speaks out about the importance of living free from GBV in her community.</li> </ul>	<p><b>Girls have the right to say "NO" to violence.</b> Girls have the right to say "NO" to anyone who wants to touch them without their consent. Girls have the right to say "NO" even if that person is a peer or adult, including someone that they know. No means no!</p> <p><b>Violence is never a girl's fault!</b> A girl's body is her own and she has the right to have full control over it.</p> <p><b>Girls will feel safer if they know what they can do when they feel threatened.</b> One way to help girls learn to protect themselves against gender-based violence is to practice responding to potentially dangerous situations. This will help girls to react assertively, calmly, and quickly.</p>	Girls begin by practicing "saying NO!" to examples of sexual harassment, abuse, or other forms of sexual violence. By actively thinking and practicing what to do if faced with a situation of sexual abuse, girls develop personal safety skills and confidence in speaking up. As a take-away assignment, girls practice "saying NO!" to sexual harassment and other form of violence with friends whom they trust.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
<b>Activity GBV7: Assessing Gender-Based Violence Risks (Offline and Online)</b>	1 hour	<ul style="list-style-type: none"> <li>Identifies what assets she has to help protect herself from GBV (physical, social, health, and financial assets).</li> <li>Conducts an assessment of GBV risks in her community.</li> </ul>	<p><b>Identifying risks is a first step toward preventing gender-based violence.</b> Identifying gender-based violence risks can help girls empower themselves to take action to prevent many forms of GBV.</p>	Girls begin by mapping out areas in their community where they feel safe and unsafe, when, and why. Next, girls complete a Gender-Based Violence Risk Assessment to identify GBV risks, vulnerabilities, assets that they have, assets that are required, level of impact on girls, and level of urgency for girls. As a take-away assignment, girls continue to complete their GBV Risk Assessments.
<b>Activity GBV8: Developing a Safety Plan</b>	1 hour and 25 minutes	<ul style="list-style-type: none"> <li>Develops a GBV safety plan to access and identify actors and services to enhance their personal safety.</li> <li>Recognises that there are services and resources available that will protect and support them against GBV.</li> </ul>	<p><b>Developing a personal safety plan can help girls become aware of how to mitigate GBV risks.</b> Enhancing girls' abilities to develop GBV safety plans can help empower them to become more informed, equipped, and physically and psychosocially resilient in the face of GBV risks.</p> <p><b>GBV safety plans can change over time.</b> Girls should develop a new GBV safety plan when their personal situation or environment changes. Girls can also support others to develop their own personal safety plans to mitigate the risks of GBV.</p>	Girls begin by reviewing gender-based violence risks and discussing how to mitigate such risks. Next, girls develop personal safety plans that assess and identify actors and services that can enhance their personal safety and make a personal commitment to further developing and implementing their safety plans. Finally, girls come together to build their social network and generate a sense of being connected to jointly tackle GBV.

# ACTIVITY GBV1: WHAT IS GENDER-BASED VIOLENCE?

Girls begin by understanding the concept of gender-based violence and learn to identify different types of gender-based violence. Next, girls discuss and showcase examples of gender-based violence through dramatisation. Finally, girls understand that harmful practices, such as child marriage and female genital mutilation, are also forms of gender-based violence.

 <p><b>ALL AGES</b></p>	 <p><b>1 HOUR &amp; 5 MINUTES</b></p>	<p><b>WHAT YOU NEED</b></p> <ul style="list-style-type: none"> <li>• Flipcharts</li> <li>• Flipchart paper</li> <li>• Markers</li> <li>• Tape</li> <li>• Male and female fancy dress kit (hats, scarves, handbags, necklaces, toys, etc.)</li> <li>• Notebook or journals (one per girl)</li> <li>• Pens and pencils</li> <li>• <b>Facilitation Sheet GBV1: Menon's Story</b></li> </ul>	<p><b>LINKS TO KAPS</b></p>  <ul style="list-style-type: none"> <li>• Can identify types of GBV, including physical, sexual, emotional/psychological.</li> <li>• Knows that GBV is a human rights violation and that she has the right to live free from violence.</li> <li>• Understands that harmful practices are also forms of GBV.</li> </ul>
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## KEY MESSAGES

- **There are different forms of gender-based violence, including physical, sexual, and emotional violence.** Gender-based violence is most often exercised against women and girls, and sometimes against men and boys. Gender-based violence can take place anywhere: the family, the street, school, and anywhere in our communities. Gender-based violence also includes child marriage, female genital mutilation, and other harmful practices.
- **Gender-based violence is always a violation of girls' human rights.** Girls have the right to live free from violence in all aspects of their lives, including in their family, community, and school.



## TIPS FOR FACILITATORS

- It is encouraged to use locally relevant examples of harmful practices that might be more prevalent in your own setting. These examples and stories can replace Menon's Story found in the **Facilitation Sheet GBV-A: Menon's Story**.
- When discussing the different types of gender-based violence it is important to highlight differences that emerge in the discussion between the ways in which girls, women, boys and men perceive, accept, suffer and or perpetrate them. As gender-based violence is often associated only with rape, it is very important to reflect with girls on a range of types of gender-based violence with different scenarios, perpetrators, and circumstances.



## BEFORE YOU BEGIN

- Prepare a flipchart with the definition of gender-based violence included in **Step #5**.
- Prepare a flipchart outlining the different types and examples of gender-based violence, as listed in **Step #6**.
- Copy the **Key Messages** of the activity onto flipcharts. Keep these flipcharts covered until you need them.

## STEPS TO FOLLOW:

### In Small Groups and Plenary: What is Gender-Based Violence? (15 minutes)

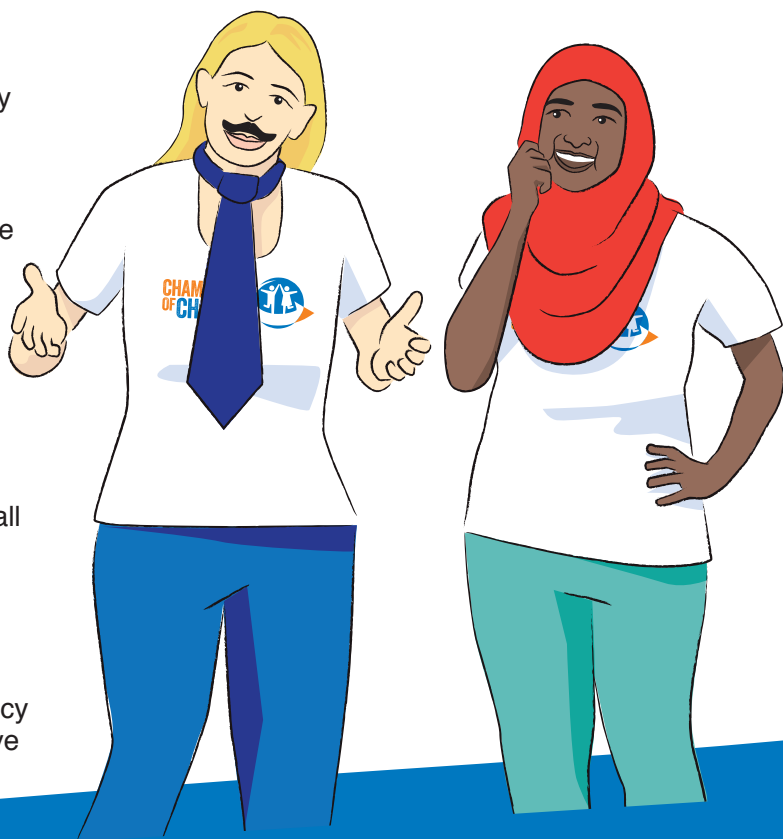
1. Begin by welcoming the girls to the **Living Free from Gender Based Violence** module and providing a brief overview about the contents. You can use language from the Snapshot section of the module.
2. Answer any questions that the girls have and ask the girls what they want to learn in relation to gender-based violence. Write their responses on a flipchart and refer to it throughout the module to ensure you have covered all of their points.
3. For this first activity, explain that the objective is to raise awareness about gender-based violence in order for girls to be able to identify different types of violence.
4. Divide the girls into four small groups. Provide each group with a sheet of flipchart paper and markers. Ask each group to write or draw a picture of an example of what they understand to be gender-based violence.
5. When all of the groups have finished, ask each group to briefly describe their example in plenary. Ask them why they think this is an example of gender-based violence. Ask the other groups if they agree. Take notes of the girls' responses and their main ideas on a flipchart.
6. Show the flipchart that you prepared ahead of time outlining the definition of gender-based violence. Read the definition out loud.

**Gender-based violence** is any act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

7. Show the flipchart outlining the different types of gender-based violence. Review each type and go into more detail by providing examples. Invite the girls to share additional examples as well.
  - **Physical violence:** Physical violence is any violence that causes physical pain or suffering, such as hitting, punching, slapping, and murder.
  - **Sexual violence:** Sexual violence is any type of violence that is sexual in nature, such as rape, sexual harassment, and inappropriate touching.
  - **Emotional violence:** Emotional violence (sometimes called psychological violence) is any type of violence that causes psychological or emotional pain or suffering, such as stalking, threats, bullying, and cyber-bullying.

### In Small Groups and Plenary: Group Skits (25 minutes)

8. Ask the girls to get back into their four small groups. Ask each group to choose a type of gender-based violence and to think of an example of it. Ask them to make up a 2-minute skit to present their story. Each group will have 5-7 minutes to prepare. Encourage them to use items from the fancy dress box. Afterwards, each group will have two minutes to present.



## STEPS TO FOLLOW:

9. Ask each of the groups to present their skit. After each group, facilitate a brief discussion with all the girls about the types of gender-based violence, who was involved, and location of violence that appears in each of the stories. Use the following guiding questions to spark conversation:
  - **What type(s) of gender-based violence did the group act out? (i.e. physical, sexual, emotional)**
  - **Who was involved in the situation (girls, boys, women, men, teachers, parents, etc.)?**
  - **Where did the violence occur (in the family, outside the household, inside school, other)?**
10. When all of the group have presented, facilitate a discussion using the following questions:
  - **Are there any types of gender-based violence that were not represented in the skits?**
  - **What consequences does gender-based violence have for the person who perpetrates it? For men? For boys? For women or girls?**
  - **What consequences does gender-based violence have for the person who experiences it? For girls? For women? For boys? For me?**
  - **Do you think that gender-based violence against a girl is ever justified? Do you think GBV against other people is ever justified? Why or why not?**
  - **Do you think that girls have a right to live free from violence?**

### In Plenary: Harmful Practices (15 minutes)

11. Read aloud Menon's Story in the **Facilitation Sheet GBV1: Menon's Story**. Ask the girls to close their eyes and envision what it would be like to be Menon.

**TIP!** If video equipment is available, including a computer, projector, and screen, you can show Menon's story to the girls using the following video: Ending Violence Against Women and Girls – Menon's Story (<https://goo.gl/VOEQvT>).



12. After you have read the story, facilitate a reflection session with girls using the following guiding questions.
  - **What main messages did the story convey to you?**
  - **What types of gender-based violence did you hear in the story?**
  - **Why are child marriage and female genital mutilation examples of gender-based violence? Are there other examples of traditional harmful practices in your community that are also examples of gender-based violence?**
  - **Do situations like these occur: in your family, school, or community?**
  - **What do you think the consequences are of gender-based violence against women and girls in this story?**
  - **What are the consequences for women and girls themselves, their families, their friends or others in their homes, schools or communities?**
13. On a flipchart, write down the girls' key responses on the consequences of gender-based violence they observed in the videos and other main points.

### In Plenary: Wrap it Up! (10 minutes)

14. Ask a few girls to share what they have learned from the activity.
15. Read the **Key Messages** from the flipchart you prepared ahead of time. Make sure to review each one with the girls.





# WORLDWIDE, MILLIONS OF WOMEN AND GIRLS FACE VIOLENCE.

## THIS IS MENON'S STORY<sup>7</sup>

Many of the girls and women in my community were abused. It was just normal, because we are not equal.

At 15, I was abducted and forced to marry a man many years older than me. He physically and sexually abused me. I fell pregnant. I had a beautiful girl, but I worried. I knew only too well the suffering that awaited her.

They performed female genital mutilation on her, cutting her the same way I have been, and my mother, and all of the girls, thinking they were making us pure so we would be accepted.

It was a lonely time. My husband was violent. I had no money and no friends. And I gave birth to three more girls.




One day, I met other women just like me from a women's rights group. They told me so much, such as the dangers of female genital mutilation and that it's even punishable by law. In September is when FGM is usually performed in our community, but now I was not scared. I knew our rights. Finally, I convinced my husband not to cut the girls. I told him it was a crime and that I could report him to the court.

I have joined the women's rights groups and now help other women. We help each other. I have also taught my daughters about their rights and have sent them to school. I dream of a different, better future for them.

7. Adapted from: Ending Violence Against Women and Girls – Menon's Story, <https://goo.gl/VOEQvT>

# ACTIVITY GBV2: MYTHS ABOUT GENDER-BASED VIOLENCE

Girls begin by examining myths about gender-based violence and how to reject and overcome these myths. Next, girls learn about different types of power and how gender-based violence against women and girls takes place as a result of unequal power relations between men and women, boys and girls. As a take-away assignment, girls are asked to write about gender-based violence myths, and to speak to friends about why these myths exist and what evidence proves these myths false.

 <p><b>ALL AGES</b></p>	 <p><b>1 HOUR &amp; 20 MINUTES</b></p>	<p><b>WHAT YOU NEED</b></p> <ul style="list-style-type: none"> <li>• Flipcharts</li> <li>• Flipchart paper</li> <li>• Markers</li> <li>• Scissors</li> <li>• Tape</li> <li>• Two bowls or containers</li> <li>• <b>Facilitation Sheet GBV2: Myths About Gender-Based Violence Against Women and Girls</b></li> </ul>	 <p><b>LINKS TO KAPS</b></p> <ul style="list-style-type: none"> <li>• Rejects harmful gender attitudes, norms, stereotypes, and myths that give root to GBV in her community.</li> <li>• Recognises unequal power relations that give root to, seek to justify, and perpetuate GBV in her community.</li> </ul>
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## KEY MESSAGES

- **Myths about gender-based violence contribute to it being less visible, or even to justifying it.** Myths can make harmful behaviours seem normal. Therefore, it is essential for girls to identify and reject myths about gender-based violence.
- **Women and girls are treated with violence because of unequal power relations between men and women, boys and girls.** Gender-based violence involves an abuser who believes that their gender entitles them to use force or power over someone else, or threaten to do so, with the intent to cause them harm or to control their behaviour.



## TIPS FOR FACILITATORS

- This activity assumes that the girls will have completed the *Being Assertive* module, especially **Activity BAS5: A Story About Power**. You will recall that in Activity BAS5, girls learn about three different forms of power (power over, power within, power with). Understanding that there are different forms of power can support them in understanding who holds 'power over' them, and how they can be supported by their 'power within' and their 'power with'. If the girls have not completed this Activity, or if they did so a long time ago, consider facilitating the activity before moving on to this one.
- Think about ways to support girls in understanding that power is dynamic (who holds it, and how they use it can and does change) and relational (a person can only exercise power in their relationships with other people). Look for examples that explain power as it relates to a person's access to and control over resources and capacity to exercise agency (formulate goals and act upon them): within oneself; with others; and over others or over issues to bring about change.
- In explaining power, look for opportunities to highlight that men and boys have the choice to use their power to bring about a positive change in gender relations, and can therefore choose and make a commitment not to perpetrate any form of violence against girls or women.
- Ensure that the girls understand that gender-based violence is always related to an abuse of power over the person who is harmed, and that it is based on unequal power relations between the perpetrator and survivors of violence.



## BEFORE YOU BEGIN

- Print one copy of the **Facilitation Sheet GBV2: Myths About Gender-Based Violence Against Women and Girls**. Cut out the individual myths, fold each one, and place in a bowl or container. Cut out the individual realities, fold each one, and place in a separate bowl or container.
- Prepare a flipchart with the questions included in **Step #4**.
- Prepare a flipchart with the definitions of power, and of its different types, as listed in **Step #10**.
- Copy the **Key Messages** of the activity onto separate flipcharts. Keep these flipcharts covered until you need them.

## STEPS TO FOLLOW:

### In Plenary: Overview (5 minutes)

1. Welcome the girls to the second activity of this module.
2. Explain that in this activity you will learn about common myths and false beliefs about gender-based violence against women and girls.

### In Plenary and Small Groups: Myths about Gender-Based Violence (45 minutes)

3. Divide the girls into eight small groups (if you have less than 16 girls, divide into four groups and have each group present two myths). Ask each group to pick one 'myth' from the bowl that you have already prepared. Do not distribute the matching 'realities' yet.

**TIP!** Make sure girls understand what a myth is before you begin. If they are unsure, share the following definition with them: Myths are widely held but false beliefs or ideas.



## STEPS TO FOLLOW:

4. Ask each group to take 10 minutes to analyse the myth they were given and prepare a short (3-5 minutes) presentation that summarises their discussion. Show the flipchart with the following questions that the groups will focus on for their discussion. Encourage the girls to write their responses on a flipchart sheet so they can use it as they present.
  - **How common is this myth in your community?**
  - **Does this myth relate to any ideas about what it means to be a man or a woman? Which ones?**
  - **What evidence could you use to show that this myth is false?**
5. Ask the groups to take turns making their presentations. After each one, take some time to see if the other groups agree or disagree with the myth and agree with what the group presented.
6. Once all of the groups have presented, distribute the bowl with the 'realities' and ask each group to pick one reality. Ask the groups to briefly discuss the reality they picked, and to identify which myth it corresponds to.
7. Ask each group to read aloud the reality they were given and say which myth it corresponds to. Then stick both the myth and matching reality together on a flipchart.
8. Uncover the flipchart with the first **Key Message** on it, and briefly discuss with the girls:
  - **Myths about gender-based violence contribute to it being less visible, or even to justifying it.** Myths can make harmful behaviours seem normal. Therefore, it is essential for girls to identify and reject myths about gender-based violence.

### In Plenary: Different Types of Power (15 minutes)

9. Ask the girls: "**What is the first thing that comes to mind when you think about power?**" Listen carefully to try to identify the three different forms of power in what the girls say. It may be useful to write key words from their answers on a flipchart.
10. Ask girls if they remember the three different forms of power we discussed in the first module of our work together, then present the flipchart already prepared with what power means as well as the three different types of power.
  - **Power is:** The ability or capacity to effectively communicate an idea, influence people and take action – and can be experienced individually or collectively. It is a whole set of resources, ideas, knowledge and tools that anyone can use to effectively influence people or situations.

#### There are three types of power:

- **Power over:** This is the ability to control others, or to impose views, needs or desires over them or over a situation. This kind of power can be positive or negative, depending on how it is used.
  - **Power with:** This is the power that is gained from working with others to claim our rights and to achieve collective goals. It refers to the power that we give each other when we cooperate, and when we use each other's different strengths, knowledge and ideas.
  - **Power within:** This is the individual skills and feelings of self-esteem, value and dignity that give someone the confidence to claim their own rights.
11. Ask the girls to provide examples of the different types of power from their community in relation to gender-based violence. You can use some of the example provided below to get the conversation started.
    - **Power over:** An example of 'power over' in the context of gender-based violence could be a man hitting his girlfriend or a man verbally abusing his girlfriend.
    - **Power with:** An example of 'power with' in the context of gender-based violence could be adolescent girls working together to claim their rights and assert that gender-based violence is a violation of their right to live free from violence.



## STEPS TO FOLLOW:

- **Power within:** An example of 'power within' in the context of gender-based violence could be that girls feel more empowered to speak up about their right to live free from violence because they know gender-based violence is always wrong and never their fault.
12. Conduct a brief discussion around the following questions:
    - **Why do you think gender-based violence takes place?**
    - **What types of power are involved in gender-based violence?**
    - **Who has which types of power in gender-based violence?**
  13. Uncover the flipchart with the second **Key Message** on it, and discuss with the girls:
    - **Women and girls are treated with violence because of unequal power relations between men and women, boys and girls.** Gender-based violence involves an abuser who believes that their gender entitles them to use force or power over someone else, or threaten to do so, with the intent to cause them harm or to control their behaviour.

### In Plenary: Wrap it Up! (10 minutes)

14. Ask a few girls to share what they learned from the activity. Ask: **Can you think of any more myths in your community that you can reject?** Take notes on a flipchart.
15. Wrap up the activity by explaining the take-away assignment, and encouraging girls to be prepared to talk about it at the beginning of the next session.



**Spread the word!** Take some time to speak about these myths to your friends, to ask them why they think these myths exist and what evidence can prove that these myths are false.



**Write it out!** Write down two myths about gender-based violence that are different from the myths we discussed during the activity. Think about *why* these myths exist in your community, and what *reality or evidence* can prove that this myth is false.



# FACILITATION SHEET GBV2: MYTHS ABOUT GENDER-BASED VIOLENCE AGAINST WOMEN AND GIRLS



## **MYTH #1: THE VIOLENCE CANNOT BE THAT BAD. IF IT WERE, SHE WOULD LEAVE THE RELATIONSHIP.**

**Reality:** There are many explanations as to why it is so difficult for a girl or woman to leave a violent relationship. For example, many women experience an endless 'cycle of violence', or are subjected to even worse violence when they try to leave. Others might have lost their ability to make their own decisions, or do not have the support network they need in order to leave.

## **MYTH #2: SOME WOMEN AND GIRLS LIKE BEING HIT.**

**Reality:** Nobody likes to be threatened, beaten, insulted or injured. This myth seeks to blame victims and makes it so that perpetrators of gender-based violence are not held responsible.

## **MYTH #3: IF A MAN CONTROLS OR BEATS A WOMAN OR GIRL, IT SHOWS HE LOVES HER.**

**Reality:** Abuse and violence are not expressions of love or affection. Someone who loves a woman or girl will not hit or harm her.

## **MYTH #4: IT IS BETTER TO HAVE A VIOLENT FATHER THAN NO FATHER AT ALL.**

**Reality:** Boys and girls learn how to relate to others based on what they see in their homes. In fact, when a father is violent to leads their sons to use violence against their female partners later in life, and their daughters to accept violence from their male partners. Having a violent father in fact sets up girls and boys for life-long cycles of violence.

## **MYTH#5: SOME WOMEN DESERVE TO BE BEATEN FOR THE THINGS THEY HAVE DONE.**

**Reality:** Nobody deserves to be treated violently, no matter what they have or have not done. Violence is never the result of anything a victim has done or did not do; it is the result of the abuser taking advantage of their power over the victim.

## **MYTH #6: YOUNG WOMEN PROVOKE SEXUAL VIOLENCE BECAUSE OF THE WAY THEY DRESS.**

**Reality:** Women and girls have the right to dress however they wish. Looking or dressing a certain way does not make anyone more or less likely to be a victim of violence.

## **MYTH #7: HE FORCED HER TO HAVE SEX WITH HIM BECAUSE HE IS A YOUNG MAN WHO COULD NOT CONTROL HIMSELF. BOYS WILL BE BOYS.**

**Reality:** Forcing anyone to have sex is rape. Men and boys are completely responsible for their own actions; the stereotype that they cannot make decisions when it comes to sex is untrue and harmful.


## **MYTH #8: WHAT HAPPENS BEHIND CLOSED DOORS IS NOBODY'S BUSINESS. ISSUES OF VIOLENCE AGAINST WOMEN OR GIRLS ARE PRIVATE MATTERS TO BE DEALT WITH WITHIN THE FAMILY.**

**Reality:** Violence against women and girls is a social problem – not a private one. Gender-based violence is a human rights violation, and must be addressed by all girls, boys, women and men in order to transform harmful gender norms that lead to gender-based violence.

# ACTIVITY GBV3: HANGING OUT OUR LAUNDRY

Girls begin by 'hanging out their laundry' and discussing examples of gender-based violence that they have witnessed or heard about. Next, girls learn about the consequences of gender-based violence, including the physical, emotional, and social consequences. Finally, girls make a personal commitment to promoting non-violent relationships. As a take-away assignment, girls speak to others about different types of gender-based violence they have witnessed or heard about in their community, and the consequences of gender-based violence.

 <p><b>ALL AGES</b></p>	 <p><b>1 HOUR</b></p>	<p><b>WHAT YOU NEED</b></p> <ul style="list-style-type: none"> <li>• Flipcharts</li> <li>• Flipchart paper (one sheet per participant)</li> <li>• Markers</li> <li>• Pens</li> <li>• Large cards in different colours</li> <li>• Scissors</li> <li>• String or washing line</li> <li>• Tape</li> <li>• Clothes pegs</li> <li>• <b>Handout GBV-A: Consequences of Gender-Based Violence Against Women and Girls</b></li> </ul>	<p><b>LINKS TO KAPS</b></p> <ul style="list-style-type: none"> <li>• Recognises the effects and consequences of gender-based violence on the lives of women and girls.</li> <li>• Makes personal commitments to promote non-violent relationships.</li> </ul>
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**KEY MESSAGES**

- **Gender-based violence has grave consequences on the lives of women and girls.** The consequences can be physical, emotional, and social.
- **Learning about the consequences of gender-based violence against women and girls allows girls to recognise different types of gender-based violence.** Learning about gender-based violence consequences helps support girls to become advocates for their right to live free from violence, and to talk with others about promoting non-violent relationships.



**TIPS!**

**TIPS FOR FACILITATORS**

- It is important to create a safe space for girls to share stories of gender-based violence. Think about ways to guarantee respect and confidentiality so that they can feel confident when it comes to writing their stories and sharing experiences of gender-based violence in their community.
- It is important to help the girls think about forms of gender-based violence they may have seen others experience, as it tends to be easier to recognise gender-based violence faced by other people than to recognise our own experiences.



**BEFORE YOU BEGIN**

- Prepare a flipchart with the questions outlined in **Step #5**.
- Prepare a flipchart with the questions outlined in **Step #13**.
- Prepare a flipchart with the title outlined in **Step #14**.
- You will need to hang a clothesline (or two) somewhere in the room. Find the best way of hanging the clothesline or string from one end of the room to the other.
- Copy the **Key Messages** of the activity onto flipcharts. Keep these flipcharts covered until you need them.

## STEPS TO FOLLOW:

### In Plenary and Individually: Overview (10 minutes)

1. Welcome the girls to the third activity of this module, and ask if any of them would like to share some of the myths about gender-based violence that they wrote in their journals as part of their take away assignment.
2. Congratulate the girls for doing their take-away assignment, and explain that in this activity you will continue to discuss examples of gender-based violence and that you will focus on the *consequences* of gender-based violence. This activity will also help girls to 'hang out their laundry' and discuss gender-based violence in their community.
3. Point to the wall where you have secured the washing line and explain that this will be used to "hang out our laundry". This is where we will wash our clothes and put them on the line in the sun and wind to be renewed again. Explain that the 'clothes' represent girls' stories, and the 'washing' and washed clothes represent our new commitments to healing and living free from gender-based violence.
4. Ask each girl to take a flipchart paper and a marker and to make a life-sized outline of an item of clothing and cut out its shape. You can use your shirt or t-shirt as a model.

### In Plenary and Individually: Hanging Out Our Laundry (30 minutes)

5. Next, ask the girls to close their eyes and think about a situation where they witnessed or heard about gender-based violence against a woman or girl. Inform the girls that this could be an example of gender-based violence that they witnessed personally, one that they heard about, or even an example that they experienced themselves. Read out the following questions, slowly, and one by one, to help girls visualise the scenario.
  - **What types of gender-based violence have you witnessed or heard of against a girl or woman?**
  - **How did you feel when you witnessed or heard of gender-based violence?**
  - **What was the scenario and circumstance in which gender-based violence was committed?**
  - **What was the survivor's relationship to the perpetrator?**
  - **What have others done when they have seen or heard about these forms of gender-based violence in their home, school or community?**
  - **What were the *consequences* of gender-based violence for the girl?**
6. Show the flipchart prepared with the above questions. Give the girls 10 minutes to write down their story and respond to the questions. It is important that the girls really focus on the consequences of gender-based violence when doing this assignment. Ask the girls to write down their story on the paper item of clothing that they prepared. Remind the girls that they do not have to put their names on their stories.

**TIP!** Remind the girls that they don't have to reveal names or personal experiences when sharing their story about gender-based violence. These stories can be anonymous and confidential. This is not about girls disclosing their own experiences of gender-based violence, rather it is about becoming aware of how deep-rooted and widespread these experiences can be and what the consequences are of gender-based violence. Remind girls that they do not have to put their names on their stories.

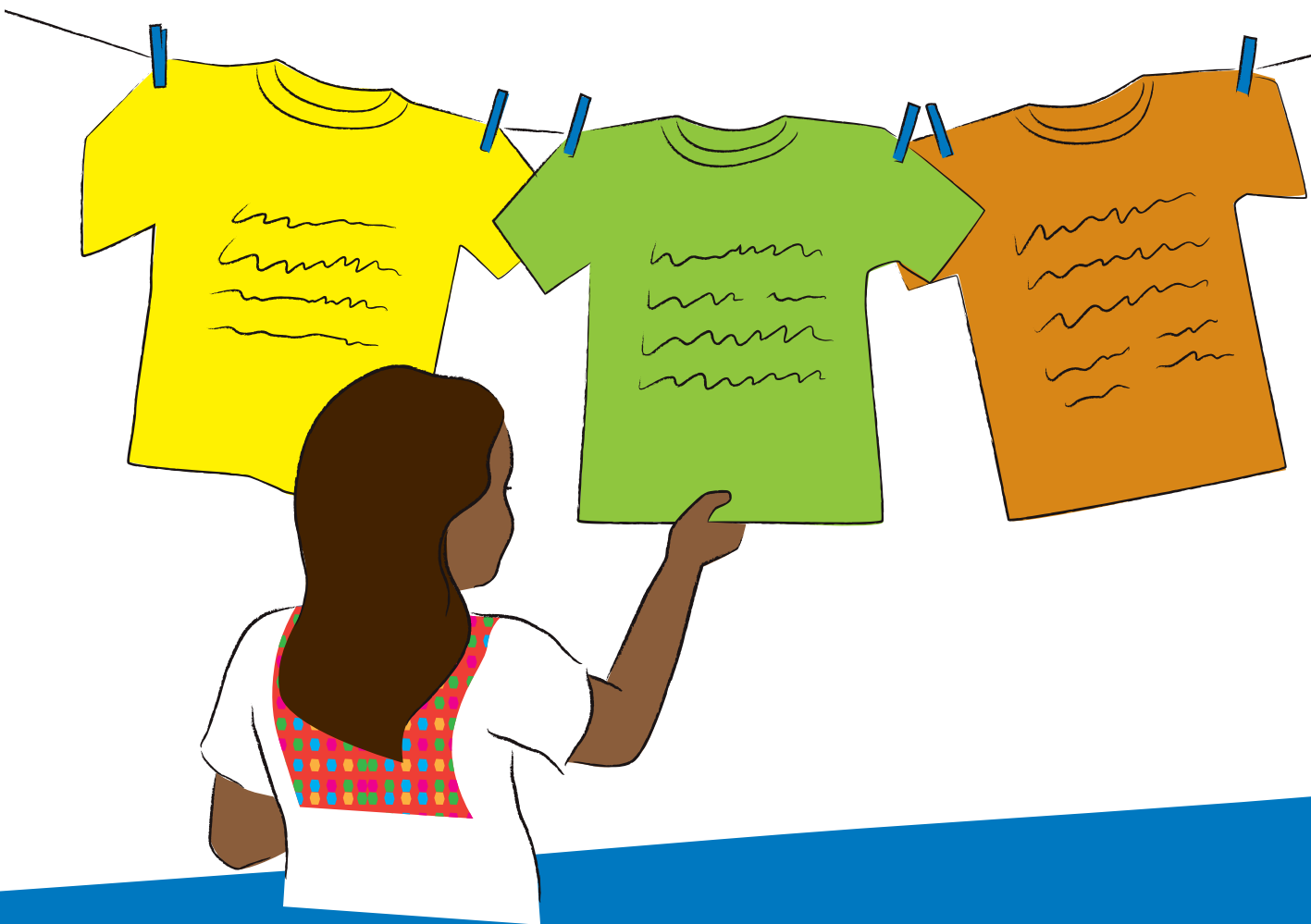


7. Collect the items of clothing and mix them up. Hand one out at random to each girl with two clothes pegs, asking them to hang them up on any available part of the clotheslines in the room.



## STEPS TO FOLLOW:

8. Once the girls have hung out the clothes, ask the girls the following questions. Ask a few volunteers to share their responses.
  - **How did you feel while you were writing your stories?**
  - **What does hanging up your stories of gender-based violence symbolise, just like hanging out clothes after washing them?**
  - **How do you feel after hanging up your story?**
9. Tell the girls that this exercise is a symbol of how clothes can be washed and put out in the sun and wind to be renewed. Suggest the following metaphors, but the group can contribute or create their own:
  - The clothes represent girls' stories. The dirty clothes represent gender-based violence, for which no girls is responsible, whether as one who witnessed or perhaps experienced gender-based violence.
  - The washing and the washed clothes represent the new commitment to healing and renewal. The sun and the wind represent the healthful benefits that advocating for girls' rights to live free from violence will have on their own lives as well as those of the women, girls, boys and men they interact with.
10. Ask the girls to walk around the washing line and read the stories about violence produced by the other girls. Suggest that they find similarities between their story and the other stories. And for each story, think about the consequences that gender-based violence may have on the lives of women and girls who have survived these forms of gender-based violence.



## STEPS TO FOLLOW:

11. Once the girls have walked around the washing line and read some of the stories, ask them to return to plenary and use the following questions for a group discussion.
  - **What do all these stories have in common?**
  - **What are some of the differences?**
  - **From the stories, what are the most common physical, emotional, social and economic consequences of gender-based violence for women and girls who are victims?**



It is important to really focus on the consequences of gender-based violence, including the physical, emotional, social, and other consequences (economic, etc.). Use the **Facilitation Sheet GBV 3**: to help with the discussion and to provide examples of the different types of consequences that gender-based violence can have.

12. Pass out the **Handout GBV-A: Consequences of Gender-Based Violence Against Women and Girls** and go over any consequences that girls didn't already mention in their discussion.
13. Next, show the flipchart with the following **Key Message** and review with the girls.

**Learning about the consequences of gender-based violence against women and girls allows girls to recognise different types of gender-based violence.** Learning about gender-based violence consequences helps support girls to become advocates for their right to live free from violence, and to talk with others about promoting non-violent relationships.

### In Plenary and Individually: What I Can Do To Promote Non-Violent Relationships? (15 minutes)

14. Organise a short group discussion and ask girls to share some reflections on the following questions.
  - **How can we break cycles of gender-based violence against women and girls?**
  - **How can we support ourselves or others who have suffered from gender-based violence?**
  - **How can we become advocates who promote freedom from gender-based violence at home, in schools, and throughout communities?**
15. Ask each girl to write a personal commitment on a card outlining what she will do to promote non-violent relationships, or how she will react to gender-based violence that she witnesses or experiences. Show the flipchart with the following questions.
  - **What will you do to promote non-violent relationships?**
  - **How will you react to gender-based violence when you witness, hear about it, or experience it?**
16. Once finished, ask each of the girls to post their personal commitment on a flipchart already prepared with the following title: "What I Can Do To Promote Non-Violent Relationships." Ask for a few volunteers to share their personal commitment, or encourage all girls to share their personal commitment in plenary if they feel comfortable.

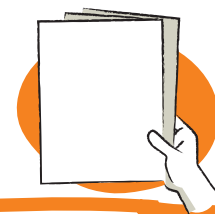
### In Plenary: Wrap Up! (5 minutes)

17. Ask a few girls to share what they learned from the activity.
18. Read the remaining **Key Messages** from the flipchart you prepared ahead of time. Make sure to review each one with the girls.
19. Wrap up the activity by explaining the **take-away assignment**, and encouraging girls to be prepared to talk about it at the beginning of the next session.



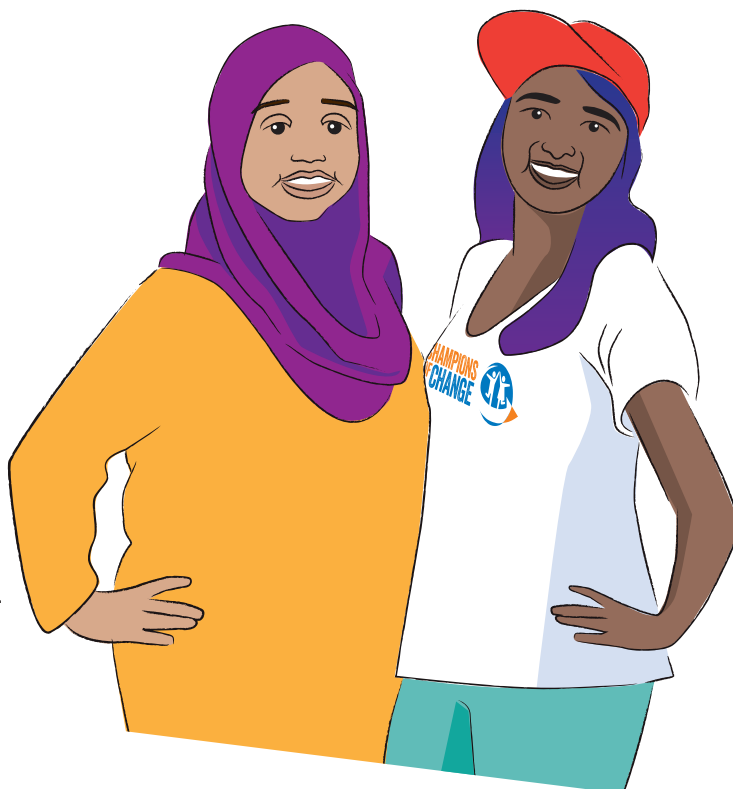
**Speak about it!** Speak to 2-3 people, either friends, classmates, or family members, about the different types of gender-based violence witnessed or heard about in your community. Ask these people what they think the consequences are of gender-based violence for women and girls. Consequences can include physical, social, emotional, or other forms of consequences.

# HANDOUT GBV-A: CONSEQUENCES OF GENDER-BASED VIOLENCE AGAINST WOMEN AND GIRLS



## REMEMBER THAT:

- Gender-based violence has an impact on girls' and women's health in body and mind, and often keeps survivors from doing and being all that they can in their own lives, families, schools, workplaces, and communities. It is a worldwide problem.
- Analysing the effects of gender-based violence will enable girls to identify cases of gender-based violence of which they may have been previously unaware.
- Recognising the effects of gender-based violence against women and girls is one of the steps for girls to strengthen their commitment to gender equality and become active advocates for the right of all girls and women to live free from all forms of violence.
- The consequences of gender-based violence against women and girls combine and get worse the longer they go on, leading to the most severe consequences, including death.



## CONSEQUENCES OF VIOLENCE AGAINST WOMEN AND GIRLS INCLUDE:

PHYSICAL CONSEQUENCES	EMOTIONAL CONSEQUENCES	SOCIAL CONSEQUENCES	ECONOMIC CONSEQUENCES
<ul style="list-style-type: none"><li>• Injuries</li><li>• Chronic or recurring pain</li><li>• Digestive problems</li><li>• Limited mobility</li><li>• Unwanted pregnancies</li><li>• Sexually transmitted infections (STIs)</li><li>• Increased tobacco, alcohol and drug use</li><li>• Poor health generally and even death.</li></ul>	<ul style="list-style-type: none"><li>• Low self-esteem</li><li>• Depression</li><li>• Fear, post-traumatic stress, and panic attacks</li><li>• Learned helplessness or despair</li><li>• Identification with the aggressor</li><li>• Increased aggression toward others</li><li>• Emotional suffering, including suicide.</li></ul>	<ul style="list-style-type: none"><li>• Short and long term social isolation</li><li>• Intergenerational transmission of the psychological consequences</li><li>• Dependence on aggressors as obstacles to economic security</li></ul>	<ul style="list-style-type: none"><li>• Loss of income</li><li>• Loss of jobs</li><li>• Loss of skills building opportunities</li><li>• Slowed or halted economic advancement</li><li>• Impaired judgement over managing money</li><li>• Inability to provide for dependents.</li></ul>

# ACTIVITY GBV4: GENDER-BASED VIOLENCE IN MY COMMUNITY

Girls begin by writing down personal reflections on instances of GBV that they have witnessed or heard about in their community. Next, girls discuss and analyse the different types of gender-based violence in their surroundings. Finally, girls discuss how GBV is learned through gendered socialisation. As a take-away assignment, girls look at examples of gender-based violence against women or girls in the radio, television, social media, music, magazines, and newspapers.



ALL AGES



1 HOUR  
& 25 MINUTES

## WHAT YOU NEED

- Flipcharts
- Flipchart paper
- Markers
- Pencils or pens
- Tape
- Music and speakers



## LINKS TO KAPS

- Knows that using GBV is a choice and an abuse of power on the part of all perpetrators.
- Refuses to view any form of GBV as tolerable or acceptable for herself or for any adolescent girl or woman.
- Recognises unequal power relations that give root to, seek to justify, and perpetuate GBV in her community.



## KEY MESSAGES

- **People are socialised to use or to accept gender-based violence.** Boys learn to use violence as part of 'being a man' and many girls learn that experiencing and receiving violence is part of 'being a woman'.
- **Men and boys are not violent by nature, but they do choose to use violence more than women and girls do.** Male violence is often justified as a common or inevitable reaction to a threat, and so people learn to think that it cannot be avoided. But it is not true that men or boys use gender-based violence because they 'cannot control themselves'.
- **No one has the right to use violence against any person.** Boys and men who use violence are actively choosing to abuse power and exert control over another person in large part because they believe they have the right to do so. This is why it is so important for everyone to understand that we all have the right to live free from violence which means that no one has the right to use violence against us.

TIPS!

## TIPS FOR FACILITATORS

- The goal of this exercise is to support each girl in recognising the types of gender-based violence that are present in her surroundings, so that she can realize that she may have accepted GBV as normal. Think about how you would feel if you were in their shoes, and be sensitive to how this realization may be very painful for some of the girls, and very liberating or empowering for others.
- It will be helpful to have some local examples of what it means to be a 'man or boy' and what it means to be a 'woman or girl' as a way of explaining how men and women are socialised to behave differently and to fulfil different roles.
- Supporting the girls so that they recognise how gender-based violence has become socialised and normalised is important in order for the girls to take action to resist gender-based violence against women and girls, to understand that abusers make a decision to use or not to use violence, and that there is never any justification for perpetrating gender-based violence. This includes asking questions about the girls' own socialisation, and about what they have witnessed from their male peers.





## BEFORE YOU BEGIN

- Prepare a flipchart with the details listed in **Step #3** that the girls will need to complete their work.
- Prepare a flipchart with the questions from **Step #9**.
- Copy the **Key Messages** of the activity onto flipcharts. Keep these flipcharts covered until you need them.
- Go through local newspapers and cut out articles about cases of GBV.
- Prepare a flipchart with press clippings of cases of gender-based violence that happened in the local context to be used when explaining the take-away assignment.

## STEPS TO FOLLOW:

### In Plenary: Review (10 minutes)

1. Welcome the girls to the fourth activity of this module, and ask if any of them would like to share how their take-away assignment went. Lead a discussion based on the following questions:
  - **Did any of you have the chance to speak to some friends about the consequences of gender-based violence?**
  - **Did your friends share examples of gender-based violence in their community?**
  - **What were some of the consequences that they provided of gender-based violence against women and girls?**
2. Congratulate the girls for doing their take-away assignment, and explain that in this activity you will discuss how people learn to use and/or accept GBV through socialization.

### Individually: Personal Reflection (20 minutes)

3. Explain to the girls that for this part of the activity they will draw or write down in their journals the different GBV situations against women and girls that they see, witness, experience or hear about in the following contexts. Show the flipchart prepared with the following details:
  - In your home (relationships between family members, between intimate partners)
  - In your community (neighbourhood, streets, markets, squares, church, shops, transportation services, and other public spaces)
  - In your school (school, high school, university, technical institute)
  - In your workplace (or activities related to income generation), if applicable



## STEPS TO FOLLOW:

4. Ask the girls to write down three examples of gender-based violence against women and girls in any of the areas outlined above based on what they have seen, witnessed, experienced, or heard about. Allow girls 15 minutes for this individual work.

**TIP!** Ask the girls to write down any form of aggression or violence, however subtle or routine it may seem. Explain that the level of detail in the notebook is entirely up to them, and that they can write sentences, full stories, feelings or just some thoughts that they had about the gender-based violence they have observed, or expand on their thoughts by writing whatever they wish. They can also draw images if some girls are more creative or they struggle with literacy. They can also record other general violent situations to put issues of gender-based violence into context, add drawings, cuttings or other materials related to their observations.



### NOTE

Ensure that girls focus on gender-based violence against women and girls, rather than focusing on GBV that men and boys experience or fall victim to.

5. When the 15 minutes are up, emphasise to the girls that they possess power to be creative and resilient in keeping themselves and each other free from violence and able to fully participate in all spheres of their lives.
6. Advise the girls that they can continue writing in their journals after the training to record instances of gender-based violence that they witness, which they can further reflect upon individually or with their friends or girls' club.

### In Small Groups and Plenary: Common Types of Gender-Based Violence in Our Community (45 minutes)

7. Next, divide the participants into three small groups. Ask each group to appoint a spokesperson, who will present in plenary her group's conclusions on types of gender-based violence in their environment.
8. Give the groups 15 minutes to discuss the examples of GBV that the girls wrote about in their journals. Ask the girls to find similarities and differences between their examples and others.
9. Show the flipchart that you have already prepared with the following questions that you would like each group to reflect on and discuss. Assign one 'location' to each of the groups so that the girls can focus more specifically on this one location when answering the question: community, home, or school. Inform the groups that they will have 5 minutes each to present and share feedback on these questions. Encourage the girls to write out their responses on flipchart paper.
  - **How and why do you think many men and boys have learned to be violent?**
  - **How and why do you think many women and girls have learned that gender-based violence is 'normal'?**
  - **Do you think that women or girls have to accept gender-based violence? Why or why not?**
10. When they have finished, ask the girls to come together in a circle, and ask each group spokesperson to present their feedback on the questions based on their 'location'. After each presentation, conduct a brief discussion about group's feedback in relation to that location and see if the other groups have anything else to add or ask.

## STEPS TO FOLLOW:

11. After all groups have presented, lead a discussion around the comparison between the different locations, and if how men and boys learn to be violent is different or the same in various locations.

### In Plenary: Releasing Tension (5 minutes)

12. Next, ask the girls to stand in a circle. Inform the girls that this is a fun exercise where they will dance to the music, and when the music stops they need to freeze and stand still until the music comes on again.
13. Begin the music and ask the girls to begin dancing. Ask the girls to walk clockwise while dancing. Stop the music. Start the music again and have the girls walk counter clockwise and dance. Repeat a few times to allow the girls to reset their attention (depending on time).

**TIP!** This step helps girls release tension and memories that this sensitive activity might have brought up. You can also replace this option with another exercise that involves movement, dancing, or music. The important thing is for girls to have fun and release tension.



### In Plenary: Wrap It Up! (5 minutes)

14. Use the following questions to guide the girls into focusing on their feelings and how they felt when doing the activity:
  - **How did you feel while you were writing in your journal about gender-based violence situations in your community?**
  - **Did your feelings change over the course of this exercise?**

**TIP!** Try to get the girls to focus on their feelings rather than their findings.



15. Read the **Key Messages** from the flipchart you prepared ahead of time. Make sure to review each one with the girls.
16. Take some time to explain the **take-away assignment** by presenting the flipchart that you prepared with media clippings about gender-based violence and describing the different examples of GBV that can be found in the media. Invite the girls to expand their understanding of violence in their own surroundings by looking at media accounts of violence in other communities. Turn to the flipchart with the instructions for the take-away assignment and read through it with the girls. Make sure to answer any question that they may have.
17. Wrap up the activity by encouraging girls to be prepared to talk about it at the beginning of the next session.



**Write it Out!** Look for at least of three examples of articles or stories about gender-based violence against a woman or a girl in the radio, television, social media, music, magazines, newspaper or any other form of media you use. Write about these examples in your journal, making sure to describe what type of violence it was, and what you think about how people have learned to use and/or to accept violence.

# ACTIVITY GBV5: SPEAKING WITH OTHERS ABOUT LIVING FREE FROM GENDER-BASED VIOLENCE

Girls begin with an exercise to understand different scenarios of power. Next, girls role-play discussing gender equality and GBV using communication skills that promote trust and respect. As a take-away assignment, girls practice using the communication skills they have gained to speak to others about gender-based violence.



ALL AGES



1 HOUR  
& 5 MINUTES

## WHAT YOU NEED

- Flipcharts
- Flipchart paper
- Blank paper
- Markers
- Tape
- Pens and pencils
- Fancy dress box with male and female clothing (optional)



## LINKS TO KAPS

- Speaks out about the importance of living free from GBV in her community.
- Recognises the importance of using communication skills that promote trust and respect when discussing gender equality and GBV.



## KEY MESSAGE

- **Girls can speak up about issues of gender-based violence and gender inequality.** Violence against women and girls is always wrong and never a girl's fault.
- **Girls can promote trust and respect when discussing gender equality and gender-based violence.** This will help cultivate relationships of greater equality, trust, and respect. It will also help to question gender norms and stereotypes related to gender-based violence.



## TIPS FOR FACILITATORS

- Take some time to review the section and activities on assertive communication included in the *Being Assertive* module. Be prepared to review the characteristics of assertive communication, and to adapt them to highlight qualities of trust and respect that the girls will need to use when speaking up about gender-based violence. Make sure to have a copy of **Handout BAS-B** with you when you facilitate this activity.



## BEFORE YOU BEGIN

- Copy the **Key Messages** of the activity onto flipcharts.
- Copy the instructions for the **take-away assignment** onto a flipchart.
- Keep these flipcharts covered until you need them.



## STEPS TO FOLLOW:

### In Plenary: Overview (5 minutes)

1. Welcome the girls to the fifth activity of the module, and ask if any of them would like to share examples of GBV in the media that they wrote about as part of their take-away assignment.
2. Congratulate the girls for doing their take-away assignment, and explain that in this activity you will focus on practicing communication skills that promote trust and respect.

### In Plenary: People and Things (15 minutes)

3. Divide the girls into two groups. Draw an imaginary line in the room and ask one group to stand on one side and the other group on the other side. Ensure that you have the same number of girls on each side.
4. Announce that we will be doing an exercise called 'People and Things'. Assign the role of 'people' to one group, and 'things' to the other group. Read the following rules for each group:
  - **THINGS:** Things cannot think, they do not feel, they cannot make decisions, they do not have relationships or sexuality, and they have to do everything that people tell them to do. If a thing wants to move or to do something, it has to ask permission from a person.
  - **PEOPLE:** People think, can make decisions, they have relationships and sexuality, they have feelings, and they can use the 'things' as they wish.



## STEPS TO FOLLOW:

5. Ask the 'people' group to take 2-3 minutes to order the 'things' group to do whatever the 'people' want. They can order them to do any activity inside the room, as long as it is nothing aggressive, degrading or violent. For example, the 'people' group can tell the 'things' group to jump around but they cannot ask them to hit each other. Ensure that each girl in the 'people' group has a chance to order the 'things' group around.
6. Afterwards, switch the groups so that the 'things' group becomes the 'people' group. Allow the 'people' group 2-3 minutes to order around the 'things' group. Ensure that each girl in the 'people' group has a chance to order the 'things' group around.

**TIP!** While the girls are ordering each other around, make sure to observe the exercise closely as feelings of contempt, rebellion, aggression, dependence, anger and resentment tend to arise and it will be important to be able to comment about the way the girls reacted.



7. After both groups have had a change at each role, ask the groups to form a circle in the middle of the room and lead a discussion based on the following questions:
  - **How did you feel about this experience?**
  - **What was it like to be in the "people" group?**
  - **What was it like to be in the "things" group?**
  - **How did power between 'the people' and 'the things' play out? Was there violence in anything that happened?**
  - **In our daily lives, do we treat other people like 'things'? Do others treat you like 'things'? How? Who? Why?**
  - **How can we modify this way of treating people to ensure that everyone lives free from gender-based violence?**
8. Recap some of the contributions from participants, taking the opportunity to introduce the flipchart with the activity's first Key Message:
  - **Girls can speak up about issues of gender-based violence and gender inequality.**  
Violence against women and girls is always wrong and never a girl's fault.

### In Small Groups and Plenary: Practicing communication (40 minutes)

9. Ask: **What do you remember from the first module about what it means to communicate assertively?** Take a few answers from girls, and compliment with any characteristics from **Handout BAS-B** that the girls do not mention.
10. Ask: **What kind of communication would be helpful when speaking up about violence against girls and women? Why?** Support the girls in understanding that it is always best to speak about violence in a way that respects everyone's rights and inspires everyone to trust one another.
11. Use a fun way to divide the girls into three small groups.
12. Ask the groups to prepare a short skit to show girls using communication skills that promote trust and respect when discussing violence against women and girls. Tell them that they have 10 minutes to prepare their skit, and that they will have five minutes to present it. Assign one of the following themes to each of the groups. Encourage the groups to use costumes from the fancy dress box.
  - Discussing GBV with their family members (mother, sister, cousin, aunt, or other family members whom you trust)
  - Discussing GBV with their female peers (friends, neighbours, classmates)
  - Discussing GBV with their community members (school teacher, shop keeper, bus driver, community leader)

**TIP!** Walk around the groups and offer help or feedback. Remind the girls that the qualities that should show in the conversation should include: trust, respect, cooperation, shared power and decision-making.



## STEPS TO FOLLOW:

13. Ask each group to present their skit. Ask the other groups to listen actively and show respect while hearing out their companions.
14. After each skit, take some time to analyse how well the girls approached the topic by building trust and respect. You can use these questions to guide the analysis:
  - **Was trust and respect established in this conversation? How so?**
  - **What other ways are there people to demonstrate dialogue, trust, respect and mutual support?**

### TIP!

As we saw in the Being Assertive module, remember that some girls may think that the passive communication option is the most effective way – particularly if this is the way they have always been taught to behave. If this comes up, take the time to explain that this may be the only way that girls are able to act in the families and communities, but that it is not particularly effective.

Other girls may believe that the aggressive option is the most empowered, particularly if they have grown frustrated by gender norms and see that men and boys use violence to show power. Take the time to explain that violence is never acceptable, and that even if a girl does become violent, this does not justify others in using violence towards her.



15. When all skits have been presented and discussed, lead a brief conversation using the following questions:
  - **Can girls achieve trust and respect in all of their relationships? How?**
  - **Do you think you could have a relationship based on dialogue, trust and respect with these different people? Why? How?**
  - **When should you not expose yourself to trying to build trust and respect with someone? What should you do instead in these cases?**

### TIP!

For the last question, ensure that girls understand that their own safety should always come first. If they are in a situation when someone is already abusing their 'power over' them, and it does not feel like a safe situation to use this communication, they should tell a trusted adult or authority figure.



16. Present the flipchart with the activity's second **Key Message**, and discuss with the girls:
  - **Girls can promote trust and respect when discussing gender equality and gender-based violence.** This will help cultivate relationships of greater equality, trust, and respect. It will also help to question gender norms and stereotypes related to gender-based violence.
17. Support the girls in thinking about the limits of their own influence over relationships where people may feel entitled to use violence against them. Encourage them to view all relationships through the lens of trust and respect, and to know when to walk away from a friendship or romantic relationship that does not allow them to build trust and respect.

### In Plenary: Wrap it Up! (5 minutes)




18. Ask a few girls to share what they learned from the activity.
19. Wrap up the activity by explaining the **take-away assignment**, and encouraging girls to be prepared to talk about it at the beginning of the next session.



**Spread the word!** Practice the communication skills we discussed today by speaking to someone you trust (a friend, classmate, or family member) about gender-based violence. Make sure you use communication skills that promote trust and respect when speaking with this person. Pay attention to how the person reacts, and think about whether using communication skills that promote trust and respect helped you to communicate well about violence against women and girls.

# ACTIVITY GBV6: “SAY NO!”

Girls begin by practicing “saying NO!” to examples of sexual harassment, abuse, or other forms of sexual violence. By actively thinking and practicing what to do if faced with a situation of sexual abuse, girls develop personal safety skills and confidence in speaking up. As a take-away assignment, girls practice “saying NO!” to sexual harassment and other form of violence with friends whom they trust.

 <p><b>ALL AGES</b></p>	 <p><b>50 MINUTES</b></p>	<p><b>WHAT YOU NEED</b></p> <ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> <li>• Tape</li> <li>• Bowl or container</li> <li>• <b>Facilitation Sheet GBV6: “What If” Statements.</b></li> </ul>	 <p><b>LINKS TO KAPS</b></p> <ul style="list-style-type: none"> <li>• Refuses to view any form of GBV as tolerable or acceptable for herself or for any adolescent girl or woman.</li> <li>• Feels confident in her ability to identify risks and harmful situations of GBV.</li> <li>• Speaks out about the importance of living free from GBV.</li> </ul>
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## KEY MESSAGES

- **Girls have the right to say “NO” to violence.** Girls have the right to say “NO” to anyone who wants to touch them without their consent. Girls have the right to say “NO” even if that person is a peer or adult, including someone that they know. No means no!
- **Violence is never a girl’s fault!** A girl’s body is her own and she has the right to have full control over it.
- **Girls will feel safer if they know what they can do when they feel threatened.** One way to help girls learn to protect themselves against gender-based violence is to practice responding to potentially dangerous situations. This will help girls to react assertively, calmly, and quickly.



## TIPS FOR FACILITATORS

- Talking with girls about personal safety and sexual abuse should be an on-going process. Be warm and informal, and ensure a private, confidential space where girls can feel safe and relaxed.
- Be prepared to use the correct names for body parts throughout the exercise. Using the correct names can help girls develop a healthy respect for their bodies. Make sure to review the Setting the Stage section as well as the **Key Messages** of the *Being Informed about Sexual and Reproductive Health* module for guidance on correct names, and to be prepared to remind girls of what they learned in that module.



## BEFORE YOU BEGIN

- Take some time to review the “What If” statements included in **Facilitation Sheet GBV6**. You can also make up different “What if” statements that are more relevant to the girls’ own everyday experiences, using familiar names and places.
- Print one copy of the **Facilitation Sheet GBV6: “What If” Statements**. Cut out each of the “what if” statements from the first column. Make sure you do not include the answers (from the second column). Fold up the individual “what if” statements and place in a bowl or container. You will need this in Step #6.
- Copy the instructions for the **take-away assignment** onto a flipchart.
- Copy the **Key Messages** of the activity onto flipcharts.
- Keep these flipcharts covered until you need them.

## STEPS TO FOLLOW:

### In Plenary: Review (5 minutes)

1. Welcome the girls to the sixth activity of the module, and ask if any of them would like to share examples of speaking with people about GBV as part of their take away assignment. Ask:
  - **What were people's reactions when girls used communication skills that promoted trust and respect?**
  - **Did this help to have a better dialogue about issues of GBV?**
2. Congratulate the girls for doing their take away assignment, and explain that in this activity you will practice "saying NO!" to sexual harassment and abuse.

### In Plenary: Saying NO (10 minutes)

3. Begin by asking girls: **What is sexual harassment?** Take a few answers, and make sure that girls understand the following definition:

**Sexual harassment** is an unwanted and unwelcome sexual behaviour that interferes with your life. Sexual harassment is not behaviour that you like or want and can include for example unwanted kissing, touching, flirting and stalking. It can take the form of unwelcome sexual advances, requests for sexual favours, or other verbal or physical harassment of a sexual nature. Sexual harassment can be verbal (remarks about figure/look, sexual jokes or advances), non-verbal (staring and whistling), physical (from unsolicited physical contact to assault/rape) and digital (sexting, on-line sexual advances and comments).<sup>8</sup>
4. Lead a short discussion with the girls to start them thinking about experiences of sexual harassment and abuse in their own lives.
  - **Do you have any examples of sexual harassment or abuse that you've seen or experienced? List all you can think of.**
  - **What is the difference between wanted and unwanted words, touches, and motions? How can you tell which is which?**
  - **When can a girl say 'NO' to someone's advances? Who can she say 'NO' to?**
  - **Are there any instances when it is a girls' own fault that she has been violated?**
5. Read out the activity's first two **Key Messages** from the flipchart you prepared ahead of time, and discuss with the girls:
  - **Girls have the right to say "NO" to violence.** Girls have the right to say "NO" to anyone who wants to touch them without their consent. Girls have the right to say "NO" even if that person is a peer or adult, including someone that they know. No means no!
  - **Violence is never a girl's fault!** A girl's body is her own and she has the right to have full control over it.

### In Small Groups: "What If" (30 minutes)

6. Read the following statement out loud using a clear and calm voice:

*"Your body is an integral part of your own self, and you have the right to decide if, how and when anyone can touch you. If somebody tries to touch you in a way that doesn't feel good, or doesn't seem right, say 'NO!' It is OK to shout and yell 'NO!' Then run away and tell somebody. If the first person doesn't believe you, keep telling people until someone does. Always remember, it's not your fault! Remember that you always have the right to say 'NO!'"*
7. Then, divide the girls into five small groups.
8. Ask each group to select two statements from the bowl that you have prepared with the different "what if" statements. Tell the groups that they will have 10 minutes to prepare skits for each statement and they will have a total of 3 minutes to present both skits. The skits should focus on girls "saying NO!" and girls responding to the different situations assertively and quickly, including telling others or seeking help from people. Encourage the girls to be creative.
9. Ask each group to perform their skits.

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8. World Association of Girl Guides and Girls Scouts & UNWOMEN. 2013. Voices Against Violence.



## STEPS TO FOLLOW:



10. After each group has performed, ask them to read aloud the statement on the paper that they performed. Ask the audience:

- **Do you think this skit showed girls using assertive communication to say 'NO'?**
- **Can you think of any other ways girls could have acted?**

**TIP!** Use Facilitation Sheet GBV6 to ensure girls covered the 'possible actions' for their scenario. If anything was left out, add it in before moving on to the next skit.



11. After all of the groups have presented their skits, lead a brief discussion using the following questions :

- **How did you feel acting out the scenarios and "saying NO"?**
- **Who were the different actors in the role-plays that the girls asked for help? Are there other actors who could help in these situations?**
- **Do you feel more confident speaking out about these issues and "saying NO"? Why or why not?**
- **What else could you do to protect yourself from GBV?**

12. Read out the activity's last **Key Message** from the flipchart you prepared, and discuss with the girls:

- **Girls will feel safer if they know what they can do when they feel threatened.** One way to help girls learn to protect themselves against gender-based violence is to practice responding to potentially dangerous situations. This will help girls to react assertively, calmly, and quickly.

### In Plenary: Wrap It Up! (5 minutes)

13. Ask a few girls to share what they learned from the activity.

14. Wrap up the activity by explaining the take-away assignment, and encouraging girls to be prepared to talk about it at the beginning of the next session.



**Spread the word!** Practice "saying NO!" to sexual harassment and other forms of violence with a friend who you trust. You can act out situations of sexual harassment that you have witnessed or heard about, or make up situations. Take turns practicing "saying NO!" and also take the time to discuss other communication skills that can protect you from GBV.

# FACILITATION SHEET GBV6: "WHAT IF" STATEMENTS<sup>9</sup>




Make a copy of this sheet, and cut out the statements in the first column.  
Fold the pieces of paper and put them in a container.



WHAT IF...	POSSIBLE ACTION INCLUDE:
What If... something was bothering you and you did not know what to do about it? Who might be able to help you?	Ask for help from people you trust, such as a parent, another relative, neighbour, teacher, nurse, police officer, religious leader.
What If... someone touched you in a way you did not like and offered you food, or a gift, or something else you really wanted in order to keep it a secret?	Say "NO!" and tell someone.
What If... a stranger offered you a ride while driving a shiny new motorcycle or car?	Never accept rides from a stranger.
What If... you did not want to be hugged by a particular adult?	Say "NO!" to that adult. You may like the person, but you may not want to be hugged at that time, and that's okay.
What If... you got a "bad feeling" when a grown-up gave you a hug or a big squeeze?	Tell the person you do not like it. Tell a person you trust about what happened. You have the right to decide when you want to be hugged or touched. Trust your feelings about the way people touch you.
What If... someone you do not know comes to take you home from school or from a friend's house?	Never go with a stranger unless your parents or other relatives you trust told you in advance that this person was coming to bring you back to the house.
What If... someone is tickling you and it starts to hurt?	Tell them to stop. If they will not stop, call for help. If you are not at home at the time, tell your parents about it later.
What If... your parent, guardian or a doctor touched the private parts of your body?	Adults do not usually need to touch children in private areas unless it is for health reasons. There are times when others may need to touch your private parts. For example, a parent or guardian may touch your private parts when they are bathing you; or a doctor may need to touch you during an examination. But, if the touching hurts or bothers you, tell them.
What If... someone who is taking care of you tries to touch you under your night clothes?	No one has the right to put their hand under your clothes; force you to touch them; touch your body; or touch your private body parts.
What If... your father, uncle or grandfather wanted you to sit on his lap and you did not want to?	You can say "NO!" to your father, uncle, grandfather if, for some reason, you do not want to do it or if it makes you feel comfortable sitting on their lap.

# ACTIVITY GBV7: ASSESSING GENDER-BASED VIOLENCE RISKS

Girls begin by mapping out areas in their community where they feel safe and unsafe, when, and why. Next, girls complete a Gender-Based Violence Risk Assessment to identify GBV risks, vulnerabilities, assets that they have, assets that are required, level of impact on girls, and level of urgency for girls.

 <p><b>ALL AGES</b></p>	 <p><b>1 HOUR</b></p>	<p><b>WHAT YOU NEED</b></p> <ul style="list-style-type: none"> <li>• Flipcharts</li> <li>• Flipchart paper</li> <li>• Pens and pencils</li> <li>• Markers</li> <li>• Tape</li> <li>• <b>Handout GBV-B: Girls' GBV Risk Assessment</b> (one copy per girl)</li> <li>• <b>Facilitation Sheet GBV7: GBV Risk Assessments – Offline and Online Risks</b></li> </ul>	<p><b>LINKS TO KAPS</b></p> <ul style="list-style-type: none"> <li>• Identifies what assets she has to help protect herself from GBV (physical, social, health, and financial assets).</li> <li>• Conducts an assessment of GBV risks in her community.</li> </ul>
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## KEY MESSAGE

- **Identifying risks is a first step toward preventing gender-based violence.** Identifying gender-based violence risks can help girls empower themselves to take action to prevent many forms of GBV.



## TIPS FOR FACILITATORS

- **Facilitation Sheet GBV7: GBV Risk Assessments – Offline and Online Risks** provides more details about offline and online risks pertaining to GBV. It is helpful to review this sheet beforehand.

## BEFORE YOU BEGIN

- Prepare flipcharts with the questions relating to assets, vulnerabilities, GBV risks, and GBV risk impacts from **Step #4**.
- Prepare flipcharts with the GBV Risk Assessment examples from **Step #7**.
- Print one copy for each girl of the **Handout GBV-B: Girls' GBV Risk Assessment**.
- Copy the **Key Message** of the activity onto a flipchart. Keep all flipcharts covered until you need them.

## STEPS TO FOLLOW:

### In Plenary: Review (5 minutes)

1. Welcome the girls to the seventh activity of this module, and ask if any of them would like to share experiences of practicing “saying NO!” from their take away assignments. Ask the girls:
  - **Do you feel more empowered and confident to speak out about these issues and to “say NO!” after this practice?**
  - **Did you have difficulties with this take away assignment?**
  - **If so, what were the difficulties and what are some recommendations we can think of for tackling these difficulties?**
2. Congratulate the girls for doing their take-away assignment, and explain that in this activity you will begin to identify GBV risks and how to mitigate these risks.

### In Plenary and Pairs: GBV Risk Assessment (50 minutes)

3. In plenary, show the flipchart that you prepared with the following titles and questions. Take your time to review each one and ask the girls to come up with at least one example of an asset, a vulnerability, a GBV risk, and the impact of GBV.

#### Assets:

- What assets do you have that can help protect you from GBV? Remember, assets can be social, health, physical or economic (e.g., my body, my health, my education, my belongings, my housing, my social status, my partner, my family, my friends).

#### Vulnerabilities:

- When and where do you feel unsafe? Why?
- What threatens you? In what areas of your life or in your community (e.g., psychosocial, health, physical, digital)?

#### GBV Risks:

- When and where is GBV likely to take place?
- Who is most likely to feel vulnerable? Why?

#### GBV Risk impacts:

- What are the impacts of GBV risk? (i.e. feeling unsafe, vulnerable, etc.)
- What risks can you address first? How?
- What assets do you need to deal with GBV impact?

**TIP!** Make sure the girls fully understand these categories before going into the group work. Refer to the **Facilitation Sheet GBV7: GBV Risk Assessments – Offline and Online Risks** for additional guiding questions to ask girls in order to assess GBV risks.



4. Next, divide the girls into pairs. Inform the pairs that they will take turns asking each other the following questions to assess and prioritise GBV risks. Ensure that they switch roles so that each of the girls has an opportunity to respond to the questions.
5. Distribute one copy of the **Handout GBV-B: Girls' GBV Risk Assessment** to each of the girls. Review the example on the handout together so that girls understand how to complete the chart, beginning with the 'GBV risk' and filling out the rest of the boxes accordingly.

## STEPS TO FOLLOW:

**TIP!** You can come up with another example that is more locally relevant for girls to understand, and go through this with the girls on a flipchart.



6. In pairs, ask the girls to complete the handout with 2-3 examples. Encourage the girls to include GBV risks from different locations, including their home, school, community, online, and other spaces.
7. When they have finished, come back together in plenary and ask some of the pairs to share their responses in the handout, asking the girls to share different examples from what has already been shared. Write down on a flipchart some of the commonalities and conduct a short recap after a few pairs have presented.

**TIP!** Remind the girls that GBV risk assessments are personal and there is no single risk assessment that will match all girls' situations of potential or actual GBV at home, in school, or in the community. Although many girls' GBV risk profiles may share things in common, each girl's GBV risk profile is unique.



8. Wrap up this portion of the activity by conducting a short discussion using the following questions:
  - **How did you feel assessing and prioritising GBV risks in your own life?**
  - **What did you learn from doing this GBV risk assessment?**
  - **What surprised you, or did not surprise you in this activity?**

**TIP!** Remind the girls that GBV risk assessments can be repeated as girls' situations at home or in their environment changes.



### In Plenary: Wrap It Up! (5 minutes)

9. Ask a few girls to share what they learned from the activity.
10. Read the **Key Message** from the flipchart you prepared ahead of time, and review it with the girls.
  - Identifying risks is a first step toward preventing gender-based violence. Identifying gender-based violence risks can help girls empower themselves to take action to prevent many forms of GBV.
11. As a **take-away assignment**, ask girls to finish filling out their **Handout GBV-B** with more examples, and to put this into their journals to bring to the next session.
12. Thank the girls for taking this important step towards preventing gender-based violence in their own lives and the lives of those around them!



## A simple illustration of a right hand holding a stack of papers. The top sheet is white and blank, while the edges of several other sheets are visible underneath. The background consists of a solid blue circle above a thick orange horizontal brushstroke at the bottom.

[illegible]

# FACILITATION SHEET GBV 7: GBV RISK ASSESSMENTS – OFFLINE AND ONLINE RISKS



Outlined below are some guiding questions to help girls assess GBV risks in their neighbourhoods, homes, digital spaces, and human networks.

## NEIGHBOURHOOD:

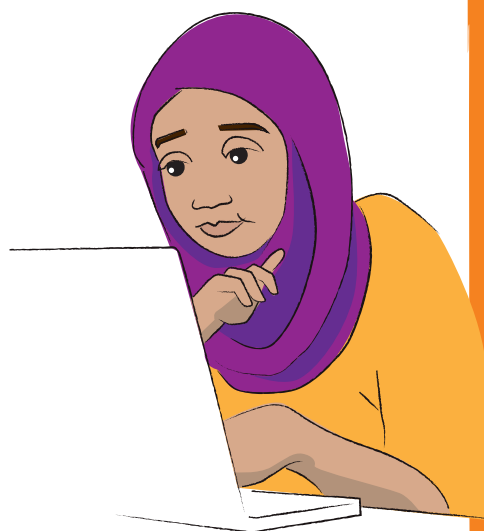
- Do your neighbours, teachers, community leaders share your concerns about adolescent girls' safety?
- Can you think of ways you can work together with other girls, and with women, boys and men to make your homes, schools, and community more secure for young women and girls?

## YOUR HOME:

- Can anyone walk into your home?
- Can people reach your personal space through a door or a window?
- Is your personal space visible to people immediately outside?
- From the front door of your home or school, can you see potential GBV vulnerabilities?
- Are there people in your home that you can trust with your concerns or experience of GBV?
- Would it be possible for you to speak up about family members who perpetrate GBV?

## YOUR DIGITAL 'SPACE':

- Is your personal information available on the internet  
(i.e. your name, contact information, address, school, whereabouts, activities, etc.)?
- Are your devices (mobile phone, computer, tablet) protected with strong passwords that include numbers and special characters?
- Do you have any guidance that you follow when sharing materials or communicating with specific people using a mobile phone, tablet or internet-connected computer?
- How secure is the data stored on your device (texts, photos, videos, emails, etc.) or online?



## YOUR HUMAN 'NETWORK':

- Whom do you trust in your 'offline' and 'online' relationships?
- Who should have access to information about your offline or online activities or whereabouts—and who should not have access to access this information?

# ACTIVITY GBV8: DEVELOPING A SAFETY PLAN

Girls begin by reviewing gender-based violence risks and discussing how to mitigate such risks. Next, girls develop personal safety plans that assess and identify actors and services that can enhance their personal safety and make a personal commitment to further developing and implementing their safety plans. Finally, girls come together to build their social network and generate a sense of being connected to jointly tackle GBV.



ALL AGES



1 HOUR  
& 25 MINUTES

## WHAT YOU NEED

- Flipcharts
- Flipchart paper
- Markers
- Tape
- Pencils or pen
- Coloured cards / paper
- Ball of string
- **Handout GBV-C: GBV Safety Plan** (one copy per girl)
- **Handout GBV-D: Key Messages about Living Free from Gender-Based Violence** (one copy per girl)
- **Facilitation Sheet GBV8: Gender-Based Violence Safety Plan Examples**



## LINKS TO KAPS

- Develops a GBV safety plan to access and identify actors and services to enhance their personal safety.
- Recognises that there are services and resources available that will protect and support them against GBV.



## KEY MESSAGES

- **Developing a personal safety plan can help girls become aware of how to mitigate GBV risks.** Enhancing girls' ability to develop GBV safety plans can help empower them to become more informed, equipped, and physically and psychosocially resilient in the face of GBV risks.
- **GBV safety plans can change over time.** Girls should develop a new GBV safety plan when their personal situation or environment changes. Girls can also support others to develop their own personal safety plans to mitigate the risks of GBV.



## TIPS FOR FACILITATORS

- As this is the final activity in the module, it would be helpful to review the **Key Messages** from the previous activities as a way of wrapping up the module. It is also important to celebrate the girls' achievements in completing the module, so organise a fun activity at the end to celebrate and have fun!



## BEFORE YOU BEGIN

- Prepare a flipchart with the questions from **Step #7**.
- Prepare a flipchart with the title from **Step #8**.
- Copy the **Key Messages** of the activity onto flipcharts. Keep these flipcharts covered until you need them.
- Print one copy of **Handout GBV 8-C: GBV Safety Planning** for each of the girls. Make sure the handout is blank for the girls to be able to complete.
- Complete beforehand your own copy of **Handout GBV 8-C: GBV Safety Planning**, especially the section outlining services and resources available for girls in their community. Have this handout available for the group discussion to help girls fill in any missing information.

## STEPS TO FOLLOW:

### In Small Groups and Plenary: Reviewing GBV Risks (15 minutes)

1. Welcome the girls to the final activity of this module, and ask if any of them would like to share some of the examples of GBV risks that they added to their **Handout GBV-C: Girls' GBV Risk Assessment** as their take away assignment. Ensure that girls provide examples of GBV risks in the different spheres of their life, including in their neighbourhood, their home, their digital space, and their human network.
2. Congratulate the girls for doing their take-away assignment, and explain that in this final activity you will develop GBV safety plans.
3. Ask girls to look at their completed **Handout GBV-C**, while you conduct a brief discussion using the following questions:
  - **Throughout the activities, did you identify any risks to your personal safety that can be fully addressed or eliminated?**
  - **Of the risks that cannot be fully addressed or eliminated, which risks can be reduced?**
  - **Which GBV risks did you identify as urgent? Which do you feel you could address now or very soon?**
  - **How can you work to reduce urgent GBV risks? What assets and abilities (know-how) do you already have to help overcome them? What assets or abilities (know-how) do you need? Who can help?**

### In Plenary and Small Groups: Gender-Based Violence Safety Plan (30 minutes)

4. Distribute one copy of the **Handout GBV-C: Gender-Based Violence Safety Plan** to each girl.
5. In plenary, review each section of the handout and ask girls to provide examples of how the chart can be completed. Use **Facilitation Sheet GBV8: Gender-Based Violence Safety Plan** Examples as support if girls are unsure how to fill out the handout.
6. Divide the girls into four small groups. Ask the girls to each fill out their own handout as they complete it together with their group. Ask each group to complete at least one example for each of the four categories: people, support groups, services, and mobile app.
7. When they've finished, bring the groups together and review the handout, asking groups to share examples of the information that they included. As groups present, encourage the rest of the girls to insert new services or missing information into their own handout.
8. After all groups have presented, use the handout that you already completed to help girls fill in the information and add more details, especially around national and community services available.
9. Before moving on, organise a discussion with the groups asking if they agree with each other, if there are any missing details, and if anyone has anything else to add to the safety plans.
10. Introduce the flipchart with the activity's first **Key Message** written on it, and discuss it with the girls:
  - **Developing a personal safety plan can help girls become aware of how to mitigate GBV risks.** Enhancing girls' ability to develop GBV safety plans can help empower them to become more informed, equipped, and physically and psychosocially resilient in the face of GBV risks.



## STEPS TO FOLLOW:

### In Plenary and individually: Personal Commitments (15 minutes)

11. Ask each girl to write a personal commitment on a card outlining what she will do to further develop and implement her safety plan. Show the flipchart with the following questions:
  - **What will you do to further develop your safety plan?**
  - **What will you do to implement your safety plan? When?**
12. Once finished, ask each of the girls to post their personal commitment on a flipchart already prepared with the following title: “My personal commitment to developing and implementing my safety plan”. Ask for a few volunteers to share their personal commitment with the group, or encourage all girls to turn to their neighbour and share their personal commitment with each other.

### TIP!

Encourage participants to form an action committee for the prevention of GBV in their homes, schools and community, and to connect with existing girls or women’s groups working to prevent GBV issues. Suggest they formulate a plan to hold a meeting with local government officials, female and male community leaders, teachers, parents, or other duty bearers, to discuss and come up with a GBV prevention action plan to support young women and girls in living free from violence.



13. Introduce the flipchart with the activity’s second **Key Message** written on it, and discuss girls’ understanding of it:
  - **GBV safety plans can change over time.** Girls should develop a new GBV safety plan when their personal situation or environment changes. Girls can also support others to develop their own personal safety plans to mitigate the risks of GBV.
14. Begin to close the module by distributing **Handout GBVDE** and going through the module’s **Key Messages** with the girls. Encourage them to paste the handout in their journals so they can return to it whenever they need to.

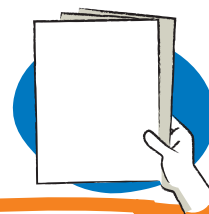
### In Plenary: Celebrate! (20 minutes)

15. Close this activity with a fun celebration of the work the girls have done throughout the module!





# HANDOUT GBV-C: GENDER-BASED VIOLENCE SAFETY PLAN



## 1. PEOPLE:

Who can support my right to live free from violence (i.e. other girls, boys, women or men, parents, teachers, community leaders, etc.)? Do I have a trusted adult or mentor who supports me in living free from violence, and if not, how can I find one?

WHO IS IT?	WHERE ARE THEY?	WHAT CAN I DO TO APPROACH THEM?	HOW CAN THEY HELP?

## 2. SUPPORT GROUPS OR NETWORKS:

Do I know of any women's or girls' support group or networks in which I can get involved to help address gender-based violence in my school or community?

WHAT IS IT?	WHAT DOES IT DO?	WHERE IS IT?	HOW CAN I ACCESS IT, OR FIND OUT ABOUT IT?

## HANDOUT GBV-C: GENDER-BASED VIOLENCE SAFETY PLAN



### 3. SERVICES:

Do I know of a helpline to call, safe house to go to, or services to access (medical, psychosocial, legal)? If not, how can I find out about them?

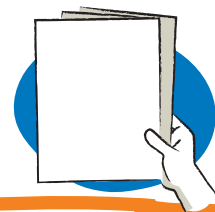
WHAT IS IT?	WHAT DOES IT PROVIDE?	WHERE IS IT?	HOW CAN I ACCESS IT, OR FIND OUT ABOUT IT?

### 4. MOBILE PHONE APPLICATIONS:

If I have access to a mobile phone, do I know of any mobile phone applications to help me send out an alert to trusted people if I feel unsafe and at risk of gender-based violence (e.g., SMS texting, “Circle of 6” mobile application (<http://www.circleof6app.com/about/india/>))?

WHAT IS IT?	WHAT DOES IT DO?	HOW CAN I GET IT?	HOW AND WHEN SHOULD I USE IT?

# HANDOUT GBV-D: KEY MESSAGES ABOUT LIVING FREE FROM GENDER-BASED VIOLENCE



**There are different forms of gender-based violence, including physical, sexual, and emotional violence.** Gender-based violence is most often exercised against women and girls, and sometimes against men and boys. Gender-based violence can take place anywhere: the family, the street, school, and anywhere in our communities. Gender-based violence also includes child marriage, female genital mutilation, and other harmful practices.

**Gender-based violence is always a violation of girls' human rights.** Girls have the right to live free from violence in all aspects of their lives, including in their family, community, and school.

**Myths about gender-based violence contribute to it being less visible, or even to justifying it.** Myths can make harmful behaviours seem normal. Therefore, it is essential for girls to identify and reject myths about gender-based violence.

**Women and girls are treated with violence because of unequal power relations between men and women, boys and girls.** Gender-based violence involves an abuser who believes that their gender entitles them to use force or power over someone else, or threaten to do so, with the intent to cause them harm or to control their behaviour.

**Gender-based violence has grave consequences on the lives of women and girls.** The consequences can be physical, emotional, and social.

**Learning about the consequences of gender-based violence against women and girls allows girls to recognise different types of gender-based violence.** Learning about gender-based violence consequences helps support girls to become advocates for their right to live free from violence, and to talk with others about promoting non-violent relationships.

**People are socialised to use or to accept gender-based violence.** Boys learn to use violence as part of 'being a man' and many girls learn that experiencing and receiving violence is part of 'being a woman'.

**Men and boys are not violent by nature, but they do choose to use violence more than women and girls do.** Male violence is often justified as a common or inevitable reaction to a threat, and so people learn to think that it cannot be avoided. But it is not true that men or boys use gender-based violence because they 'cannot control themselves'.

**No one has the right to use violence against any person.** Boys and men who use violence are actively choosing to abuse power and exert control over another person in large part because they believe they have the right to do so. This is why it is so important for everyone to understand that we all have the right to live free from violence which means that no one has the right to use violence against us.

**Girls can speak up about issues of gender-based violence and gender inequality.** Violence against women and girls is always wrong and never a girl's fault.

**Girls can promote trust and respect when discussing gender equality and gender-based violence.** This will help cultivate relationships of greater equality, trust, and respect. It will also help to question gender norms and stereotypes related to gender-based violence.

**Girls have the right to say "NO" to violence.** Girls have the right to say "NO" to anyone who wants to touch them without their consent. Girls have the right to say "NO" even if that person is a peer or adult, including someone that they know. No means no!

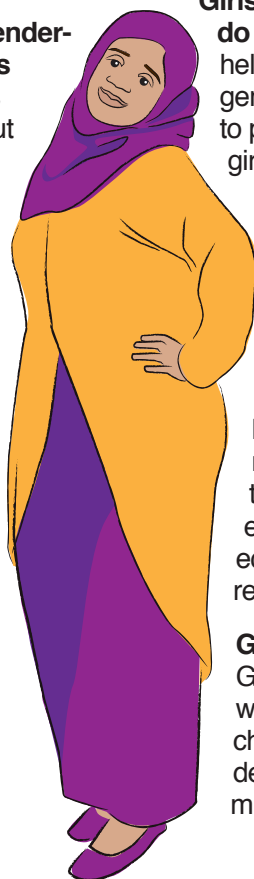
**Violence is never a girl's fault!** A girl's body is her own and she has the right to have full control over it.

**Girls will feel safer if they know what they can do when they feel threatened.** One way to help girls learn to protect themselves against gender-based violence is to practice responding to potentially dangerous situations. This will help girls to react assertively, calmly, and quickly.

**Identifying risks is a first step toward preventing gender-based violence.** Identifying gender-based violence risks can help girls empower themselves to take action to prevent many forms of GBV.

**Developing a personal safety plan can help girls become aware of how to mitigate GBV risks.** Enhancing girls' abilities to develop GBV safety plans can help empower them to become more informed, equipped, and physically and psychosocially resilient in the face of GBV risks.

**GBV safety plans can change over time.** Girls should develop a new GBV safety plan when their personal situation or environment changes. Girls can also support others to develop their own personal safety plans to mitigate the risks of GBV.



# FACILITATION SHEET GBV8: GENDER-BASED VIOLENCE SAFETY PLAN EXAMPLES



## PEOPLE

WHO IS IT?	WHERE ARE THEY?	WHAT CAN I DO TO APPROACH THEM?	HOW CAN THEY HELP?
My teacher	At school	Speak to them before class	They can teach students about non-violent relationships and the importance of living free from violence. They can start safety networks in school. They can speak to the principal.

## SUPPORT GROUPS OR NETWORKS

WHAT IS IT?	WHAT DOES IT DO?	WHERE IS IT?	HOW CAN I ACCESS IT, OR FIND OUT ABOUT IT?
Youth support group	Helps youth with GBV, health information, including sexual and reproductive health	Downtown (123 John Street)	Bus #50. It's open everyday from 9-6pm.

## SERVICES

WHAT IS IT?	WHAT DOES IT DO?	WHERE IS IT?	HOW CAN I ACCESS IT, OR FIND OUT ABOUT IT?
Children's Helpline	GBV, health, education, and other services	Telephone: 999-999-9999	Call anytime of the day.

## MOBILE PHONE APPLICATIONS

WHAT IS IT?	WHAT DOES IT DO?	WHERE IS IT?	HOW CAN I ACCESS IT, OR FIND OUT ABOUT IT?
Safetipin	Girls can map out safe and unsafe areas in their community, map out the safest route to school, etc.	Download it there: Safetipin.com	Anytime

[illegible]





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