

# Exercises on (Sexual and) Gender-Based Violence

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## ***Introduction***

**Gender-Based Violence (GBV)** is a very well “integrated”, deeply rooted and cohesive sort of violence. It severely affects the whole society – every community and every social group - pervasive in both developed and developing countries. GBV both reflects and reinforces inequities between men and women and compromises the health, dignity, security and autonomy of its victims.

One of the most burdensome problems is sexualised violence. Although “extremely” high prevalent throughout society rape and sexual assaults are most extreme and humiliating offences. Sexuality is hereby used as a tool to exercise power and humiliate. Therefore it is crucial to **raise awareness and make clear that offences like rape, sexual assault and sexual abuse are not the bottom of the scale of Gender-Based Violence – here GBV does not begin, but the very top of it.**

Once this perspective has been taken there should be no question for every trainee that GBV has to be tackled already before it takes its extreme forms: at the stage of sexual harassment and gender discrimination;

Here it can be already identified within **every day common border violations, devaluations and power misuse. Any devaluation of another person is lowering the inhibition threshold of misusing ones power and force at the expense of others.**

Hence assuring that GBV has to be identified already at this level in turn lets them be more aware and emphatic about seriousness of rape and sexual assault crimes.

**Exercises within chapter “Identifying and naming Gender-Based Violence”<sup>1</sup>** are broaching exactly these issues of border violations, sexism and everyday discrimination of women. In daily life of a lot of men misuse of power towards women is a common thing: devaluation by words and doings, border violation, sexual and other abuses; Therefore exercises within this chapter are designed for **any audience, but in particular want to reach and let grow law enforcement, judicial and governmental officials.**

Clarifying where GBV begins and how it can be labelled is as well a base of sensitization of one's own attitudes and behaviour. This associates with the belief that

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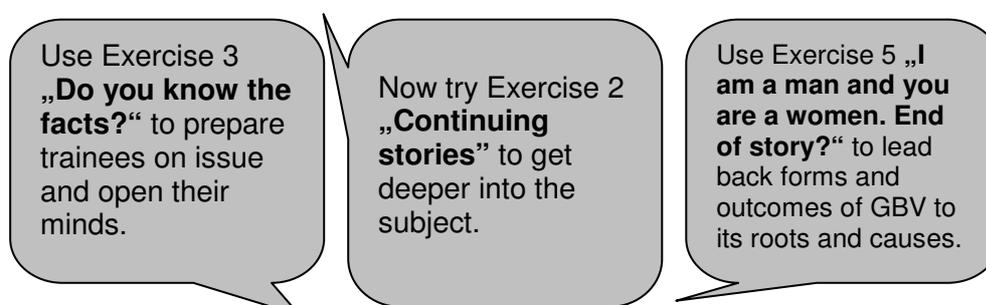
<sup>1</sup> Exercises 1 and 2 within this chapter are adapted from “Stark! Aber wie?” (Bissuti et al. 2002).

gender discrimination and GBV is socially unwanted in all its forms and that change is needed – including modifying principles, laws, structures and practices. However, **attribution and classification by one's gender identity are still dominant in our present day societies leading to two main challenges: standing one's ground in front of the own and the "other" group.** This means that men have to live, show and prove their maleness towards other men but as well towards women – and vice versa. Here one should consider furthermore that in particular for a lot of men the **fear of being labelled and exposed as unmanly** can persist for a lifetime. This fear **and prevalent perceptions of an "aggressive" masculinity in turn are patronising the use of violence and force of men to prove their maleness and let this strategy not only look but also be an efficient one.** This makes it clear that rape, sexual assault, sexual abuse and other **forms of GBV always have to be led back to its roots and causes: gender discrimination, unequal gender power relationships and prevalent perceptions of masculinity and femininity.** Here every trainee's attitudes, beliefs and behaviour have to be challenged. This is most important within **chapter "Prevailing gender images and roles"**. Even with trainees being more experienced with gender discrimination and GBV issues it is recommended to combine more specific exercises with "introductory" ones.

Finally recognising that **GBV** is perpetuated by unequal power relationships between women and men, it is clear, that GBV is a major concern for the whole society **not just a "women's" issue** and therefore men - whether they be governmental or criminal justice officials, spouses, fathers or young boys - as well have to be engaged in discourse about the roots, causes, forms, settings, dynamics and consequences of GBV.

Following different coloured text and speech boxes will help you to quickly recognise type, sort and content of each exercise as well recommended combinations:

Prevailing gender images and roles <i>Introduction</i>	Identifying and naming GBV <i>Introduction</i>	Identifying and naming GBV <i>Rape</i> <i>Sexual assault</i> <i>Law reform</i>
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## ***Identifying and naming Gender-Based Violence***

### **EXERCISE 1: What is sexual harassment and where does it begin?**

#### Audience

Any

#### Intended group size

Ten to twenty trainees (at most twenty four)

#### Time required

Approx 60 to 90 minutes

#### Supplies

Worksheets to sexual harassment, flipcharts;

#### Guidance to trainers

This exercise is meant to sensitise trainees on sexual harassment and other forms of every day border violation. Furthermore it will open trainees' minds to discuss different forms sexual harassment takes and help the trainer to understand his/her audience's needs and gauge the mood in the room.

#### Learning objectives

After completing this exercise, trainees will be able to:

- ❖ Clarify their own beliefs regarding sexual harassment;
- ❖ Understand forms sexual harassment takes;
- ❖ Understand that sexual harassment is often depending on context and underlying power relationships;
- ❖ Understand that the concerned person is the one to define the situation and active persons' definition is only playing a subordinate role;
- ❖ Realise different ways of understanding gender and its implications;

Identifying and  
naming GBV  
*Introduction*

### Exercise instructions

Explain participants that following exercise is dealing with sexual harassment and that people usually have different views on what harassment is and where it begins. Divide participants in groups of three or two (depending on group size and/or if you have an even or uneven number of trainees) and hand out one worksheet (see below) to each group. Worksheets are describing different every day situations, which each group should assess as either “definitely a harassment”, “depending on context” or “never a harassment”. Every group has ten minutes time. Tell groups to write down in keywords why they agreed on respective position/opinion.

In the meantime prepare the room for the coming discussion rounds by dividing it into three sectors – one for each possible assessment.

After participants have finished with their group work allocate existing groups equally into sectors (“definitely a harassment”, “depending on context”, “never a harassment”). Now tell participants that they will have to argue for respective position independent of their own belief but that they will as well rotate position after every discussion round (clockwise).

Now start with first situation on the list (see below). If it seems like nobody wants to open the discussion, let those participants begin which are representing the position “never a harassment”. Write down on a flipchart all key words and phrases during discussions and if you want or if needed give short statements and/or inputs – but pay attention to stay brief. After approx five minutes interrupt the discussion and move to the next situation on the list.

Finally summarise outputs on a flipchart in the form of a group debrief. As you have asked beforehand working groups to write down explanations as well, you can now add to the respective flipchart those arguments missing in the discussion.

Probably there will be a lot of outputs arguing that if a situation has to be identified as harassment or not depends on the respective context. This would underline that very often circumstances are not clear. Now it is on you to point out and make clear that to identify if a situation is a harassment or not is actually always depending on the concerned person, depending on if the respective behaviour is welcomed or not-welcomed by concerned person – that is the crucial point. How the active person (the offender) is defining the situation is only playing a subordinate role.

Furthermore you should point out once again that sexual harassment takes different forms and occurs in different settings but definitely includes everything that is:

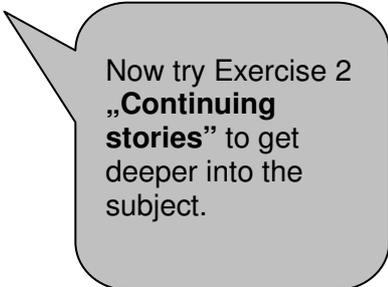
- ❖ lowering prospects of a person because of his/her gender or sexual orientation – within the working place, at school, within the public space, ...;
- ❖ a form of gender and sexual discrimination, in particular gender and sexual based violence, sexism and devaluation of sexual orientations;
- ❖ a form of misuse of gender-related power and authority or any attempts to do so, e.g. using one's position as a supervisor to obtain an employee's acceptance of sexually inappropriate behavior or an employee's romantic affections;
- ❖ reducing human beings, in particular women, on their bodies;

Possible variation (time required: approx 30 minutes)

You might want to speed up this exercise and/or use it as an icebreaker -allowing trainees to move around the room and expand the number of persons they interact with.

Simply let trainees sit face to face in two lines and ask them to move one chair to the right after every discussion round. Then read trainees one of the statements regarding sexual harassment and ask them to discuss it. After two minutes interrupt the discussions, let trainees move to next chair and read next statement. You can repeat this several times – depending on group size and time you want to spend. But it is recommended to not use more than seven statements.

As the goal of this session would be to ease trainees into a gender-sensitive and sexual harassment sensitised frame of mind, not to gather reactions to the statements provided, a group debrief is not necessary.



Now try Exercise 2 „**Continuing stories**” to get deeper into the subject.

**Worksheet to “What is sexual harassment and when does it begin?”**

Please assess situations listed below if “definitely a harassment”, “depending on context” or “never harassment” as well as think about the reasons for your answer:

<b>Situation</b>	<b>Definitely a harassment</b>	<b>Depending on context</b>	<b>Never a harassment</b>
Staring at another person's body			
Jokes or remarks with sexual content			
Whistling at someone			
Derogative comments or scribbles on gay and lesbian persons			
Occasional physical contact, e.g. hugging, caressing one's shoulders or back			
Propositioning for dates at working place			
Comments on one's appearance or clothing			
Requiring employees to wear suggestive clothing			
Pornographic pictures, materials or images at working place			

## EXERCISE 2: Continuing stories

### Audience

Any

### Intended group size

Ten to twenty trainees

### Time required

Approx 90 to 120 minutes

### Supplies

Worksheets, flipcharts

### Guidance to trainers

This exercise is meant to sensitise trainees on different forms of border violation and at the same time help them to be more able to take a more empathic viewpoint regarding common every day sexism, sexual harassment and sexual assault. It is thus a base skill for trainees to have. This exercise works best with issues/situations that are occurring all the time within every day life, over which people are often given to trivialise.

### Learning objectives

After completing this exercise, trainees will be able to:

- ❖ Identify and distinguish different forms of border violation – physical, verbal, mental;
- ❖ Recognise common every day sexism, sexual harassment and sexual assault;
- ❖ Take a more empathic viewpoint regarding common every day sexism, sexual harassment and sexual assault;

### Exercise instructions

Split group into four smaller groups (minimum into two groups) and distribute worksheets among groups (see below worksheets 1 to 5) – one per group. Tell every group that they have fifteen minutes to read the situation written on their worksheet,

Use Exercise 1 „What is sexual harassment and where does it begin?“ to prepare trainees on issue and open their minds.

Identifying and naming GBV  
Border violations  
sexual harassment,  
sexual assault

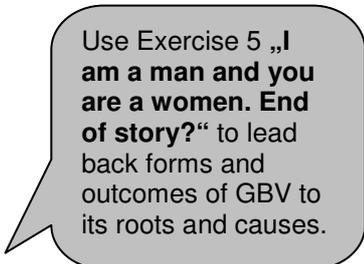
to agree on a possible continuation, to write it down in catchwords and to prepare a short presentation of their continuation – choosing as well who will present.

Now every group should present their continuation in plenary. After the presentations, at least two of the scenes should be (role) played as well. Tell trainees that scenes will be very short, approx five minutes long. Choose one story and its continuation and let trainees choose the other - or if wanted and you have enough time play all scenes. Ideally the respective working group should play their continuation.

Give respective groups another five minutes preparation time and tell them that they will have to agree on two actors.

When preparation time has passed ask the first group to start with their scene. Latest after approx five minutes - when you feel it is the right moment – interrupt their scene and start a group debriefing. You can write down outputs on a flipchart. Now let the same group play the scene again with outputs of group debriefing being included. Some outputs will already “demand” a different continuation of the story. If not, ask all trainees how the story could continue differently and choose two volunteers to play the scene with respective new continuation.

Again latest after approx five minutes interrupt their scene and thank them. Now ask next group to perform. Proceed as before.



Use Exercise 5 „**I am a man and you are a women. End of story?**“ to lead back forms and outcomes of GBV to its roots and causes.

**Worksheet to “Continuing stories” - Story 1**

Susane, a woman in the mid-twenties, has found a new job in a consulting company. Dan, her supervisor, is 15 years older than her and helps her a lot to familiarise into her new working place. Whenever he finds the time he works next to her and explains her personally how to handle the work flow right and most effective. After a month as there is much work to do he asks her to help him out and to stay some hours longer in office the whole week. She agrees. Everything runs well at the beginning and she learns even more within this work overtime. However, on the third day – as Dan was alone with Susane – he tells her: “Amazing how pretty and attractive you are. I know that all men in this company, especially the supervisors, are really envying me.”

How could the story continue? Is there a “typical” continuation?

Try to find a continuation which is uncomfortable for Susane.

Try to find a continuation which is uncomfortable for Dan.

Is there a “good solution”?

**Worksheet to “Continuing stories” - Story 2**

Mr. Smith is a popular maths teacher. He is very friendly and often caressing his pupils' – both male and female - backs and shoulders. One afternoon he asks Claire to stay for a minute as he wants to talk with her about her last exam results. As they are alone he tells her that he is worried about her last maths performances and that he would like to help her. While talking he moves closer to Claire. Closing his speech he caresses her back and tells her that she has grown up to a beautiful girl.

How could the story continue? Is there a “typical” continuation?

Try to find a continuation which is uncomfortable for Claire.

Try to find a continuation which is uncomfortable for Mr. Smith.

Is there a “good solution”?

### **Worksheet to “Continuing stories” - Story 3**

Mr. Jones is police officer. He is sarcastic and is given to treat women pejorative. Whenever he can he argues that women cannot drive and are a high risk on the streets. One day he and his colleague stopped a woman driving a little bit too fast. After she has explained that she was late for work Mr. Jones starts arguing again that woman cannot drive and that he does not understand why woman think they have to work at all, as they should be at home and take care of children and household. Suddenly the woman interrupts him and says: “...”

How could the story continue? Is there a “typical” continuation?

Try to find a continuation which is uncomfortable for the woman.

Try to find a continuation which is uncomfortable for Mr. Jones.

Is there a “good solution”?

**Worksheet to “Continuing stories” - Story 4**

Maggie is 13 years old. She has a quite good relation with her Uncle Sam. This summer she does not want to join her parents on their annual holiday trip to the Mediterranean Sea. Her parents have agreed and asked Sam to move to their house for this week and take care of Maggie. Everything runs well in the beginning. One evening Maggie returned home one hour later than it has been arranged with her parents and Sam. Sam told her that her parents have called but that he told them that Maggie is taking a shower and therefore cannot answer the phone. Happy about that Maggie told Sam that he is the best and gave him a kiss on his cheek. Later in the evening as Maggie is taking a shower Sam enters the bathroom and asks her if she needs a towel.

How could the story continue? Is there a “typical” continuation?

Try to find a continuation which is uncomfortable for Maggie.

Try to find a continuation which is uncomfortable for Sam.

Is there a “good solution”?

**Worksheet to “Continuing stories” - Story 5**

Charles and Victoria – both 21 years old - are coming from the same small town. They know each other since elementary school. Every summer they return from their places of study to spend their holidays in their home town. One evening Charles and Victoria are sitting alone in Charles' living room. They have been drinking a little bit of alcohol and talking about the old times as Charles admits Victoria that he adores her ever since and starts kissing her. She tries to push him away, but not too strong as she doesn't want to hurt her friend and as she doesn't take the situation too serious, and tells him to stop, that they are only friends and she does not want that. Charles responds: “If a woman says no, she means yes!”, and opens her blouse.

How could the story continue? Is there a “typical” continuation?

Try to find a continuation which is uncomfortable for Victoria.

Try to find a continuation which is uncomfortable for Charles.

Is there a “good solution”?

### **EXERCISE 3: Do you know the facts?**

#### Audience

Any

#### Intended group size

Any

#### Time required

Approx thirty minutes

#### Supplies

Paper blocks (ten paper strips thick, same colour and size), biros, a bag, flipcharts, ten dolls, worksheets (questions, answers)

Identifying and  
naming GBV  
Introduction

#### Guidance to trainers

This exercise is meant to sensitise trainees on different forms and settings as well as prevalence of sexual abuse, sexual assault, rape and other forms of (Sexual and) Gender-Based Violence and will help open their minds to discuss on these topics. In addition, trainer can impart stats and facts in an interactive and more plastic way. Furthermore this exercise will help the trainer to understand his/her audience's knowledge and needs regarding (S)GBV-issues in an anonymous way – without the risk to expose on of the trainees.

#### Learning objectives

After completing this exercise, trainees will be able to:

- ❖ Clarify their own knowledge regarding prevalence and significance of sexual abuse, sexual assault, rape and other forms of (S)GBV;
- ❖ Understand forms (S)GBV takes and settings in which it occurs;

#### Exercise instructions

Tell trainees that this exercise is more or less a quiz on forms, settings and prevalence of sexual abuse, sexual assault, rape and other forms of (S)GBV.

Next distribute to ever trainee one paper block - which are ten paper strips thick, you have numbered beforehand from one to ten and which all look the same. Now tell

them that you will read one question after another – at the total of ten, always asking to guess the right percentage number. Tell trainees that you want them to write the percentage number (from one to one hundred percent) they believe to be correct on the respective paper strip and that you will read actual percentage numbers after last question.

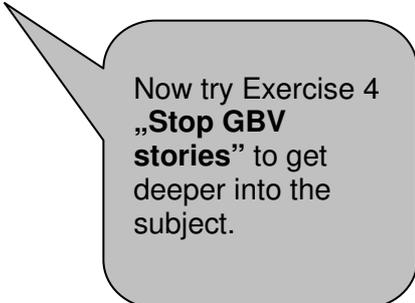
Don't forget to inform trainees about the sources of your stats and facts. On the worksheets you will find stats from the UN Secretary-General's in-depth Study on All Forms of Violence Against Women, the World Population Foundation (WPF), the World Health Organisation (WHO) and the Rape, Abuse and Incest National Network (RAINN, operating with stats from the US Department of Justice). But you can as well use other stats, e.g. from the respective country or region.

However, informing trainees about the sources of the facts is as well a good opportunity to point out that:

- ❖ Many countries lack reliable data and much of the existing information cannot be meaningfully compared;
- ❖ Statistics on rape extracted from police records, for example, are notoriously unreliable because of significant underreporting;
- ❖ Estimates of the prevalence of sexual violence by non-partners are difficult to establish, because in many societies, sexual violence remains an issue of deep shame for women and often for their families;

After you have read the last question collect all paper blocks into a bag and start with the anonymous analysis. Write one question after another on a flipchart and below trainees' appraisals. If possible sum up and cluster trainees' appraisals.

Finally you can use the dolls to illustrate the actual percentage number – with ten dolls standing for one hundred per cent. Alternatively you can use as well ten chairs or something similar. However, try to find something that helps you to visualise adequately the significance, seriousness and gravity of the percentages.



Now try Exercise 4  
**„Stop GBV stories”** to get deeper into the subject.

## **Worksheet to “Do you know the facts?” – Questions**

According to the UN Secretary-General's in-depth Study on All Forms of Violence Against Women (from October 2006):

1. What is approx the percentage of women around the world who have been beaten, coerced into sex or otherwise abused at least once in their lifetime?
2. What is the approx percentage of female victims of homicide killed by their partner in Australia, Canada, Israel, South Africa and the United States?

According to the 2005 multi-country study on domestic violence undertaken by the World Health Organisation (WHO):

3. What is approx the percentage of women in Peru, Samoa and Tanzania who have suffered sexual violence by non-partners after the age of 15?

According to the Rape, Abuse and Incest National Network (RAINN, operating with stats from the US Department of justice):

4. What is approx the percentage of juvenile sexual assault victims in the United States who don't know their attacker?

According to the UN Secretary-General's in-depth study:

5. Approx how many states had some form of legislative prohibition on domestic violence, and how many specific domestic violence laws?

According to the 2005 study on domestic violence undertaken by the WHO:

6. What is approx the percentage of women who had been physically abused by their partners but never had contacted NGOs, shelters or police for help?

According to the Rape, Abuse and Incest National Network (RAINN, operating with stats from the US Department of justice):

7. Factoring in the chance of an arrest, the chance of a prosecution, the chance of a conviction and unreported rapes: what is the percentage of rapists in the United States serving a day in jail?

According to the World Population Foundation:

8. Of all sexual assaults worldwide, what is approx the percentage of those perpetrated against girls 15 years or younger?

According to RAINN/US Department of Justice:

9. What is approx the percentage of male rape victims within the United States in 2003?

According to the UN Secretary-General's in-depth study:

10. What is approx the percentage of women in the European Union who had reported some form of sexual harassment in the workplace?

**Worksheet to “Do you know the facts?” – Answers**

According to the UN Secretary-General's in-depth Study on All Forms of Violence Against Women (from October 2006):

1. At least one out of every three women around the world has been beaten, coerced into sex, or otherwise abused in her lifetime;

*Out of ten countries surveyed in a 2005 study by the World Health Organization (WHO), more than 50 percent of women in Bangladesh, Ethiopia, Peru and Tanzania reported having been subjected to physical or sexual violence by intimate partners.*

2. In Australia, Canada, Israel, South Africa and the United States 40-70 % of the female victims of homicide, has been killed by their partner;
3. According to the 2005 multi-country study on domestic violence undertaken by the WHO, between 10 and 12 percent of women in Peru, Samoa and Tanzania have suffered sexual violence by non-partners after the age of 15.

*According to RAINN/US Department of Justice 2/3 of rapes and 73 percent of sexual assaults in the United States were committed by someone known to the victim. 38 percent of rapists are a friend or an acquaintance, 28 percent an intimate and 7 percent a relative.*

According to the Rape, Abuse and Incest National Network (RAINN, operating with stats from the US Department of justice):

4. 93 percent of juvenile sexual assault victims know their attacker (34, 2 % of attackers were family members, 58, 7 % were acquaintances). Therefore only sever percent of the perpetrators of strangers to the victim.

**Women and children are more at risk of experiencing violence in intimate relationships and domestic settings than anywhere else, but:**

5. According to the Secretary-General's In-Depth Study on All Forms of Violence against Women, by 2006 89 States had some form of legislative prohibition on domestic violence, including 60 States with specific domestic violence laws;
6. **Limited availability of services, stigma and fear prevent women from seeking assistance and redress.** This has been confirmed by a study published by the WHO in 2005: on the basis of data collected from 24,000 women in 10 countries, between 55 percent and 95 percent of women who had been physically abused by their partners had never contacted NGOs, shelters or the police for help;

*According to RAINN/US Department of Justice 60 percent of sexual assaults within the United States are not reported. Some experts estimate that only 1 in 10 rapes are ever reported. Interesting: the incidence of false reporting of rape is about 2 percent;*

7. According to RAINN/US Department of justice, factoring in the chance of an arrest, the chance of a prosecution, the chance of a conviction and unreported rapes, only about six percent of rapists in the United States ever serve a day in jail – meaning that 15 out of 16 walk free.
8. According to the World Population Foundation nearly 50 per cent of all sexual assaults worldwide are against girls 15 years or younger.
9. According to RAINN/US Department of Justice 90 percent of rape victims were female in 2003; Therefore in 2003 ten percent of rape victims within the United States were male.
10. According to the UN Secretary-General's in-depth Study on All Forms of Violence Against Women between 40 and 50 per cent of women in the European Union reported some form of sexual harassment in the workplace;

**EXERCISE 4: Stop GBV stories!**Audience

Law enforcement officials, judicial officials, governmental officials,  
ideal with inter-agency groups

Intended group size

Twelve to sixteen trainees

Time required

Approx 60 minutes

Supplies

Worksheets, knowledge about current national legislation on sexual assault

Guidance to trainers

This exercise is meant raise awareness among trainees that sexual abuse and rape does not have to be accompanied with physical violence, in particular within intimate partnerships. It will help open their minds to discuss if existing laws are sufficient enough to effectively combat rape and sexual assault, in particular “marital rape”, and to take a more empathic viewpoint and understand better victims’/survivors’ strategies. It is thus a base skill for trainees to have. Furthermore it will sensitize trainees on still existing myths around rape: the myth that the absence of physical injuries or resistance on the part of the victim indicates consent, the myth that consent of the wife to the sexual contact with her husband can be presumed;

This exercise might be going “too far” for some trainees – maybe having themselves traumatic experiences regarding (S)GBV. Tell trainees that they can call “Stop” at any stage and that the exercise will be interrupted immediately.

Learning objectives

After completing this exercise, trainees will be sensitized that:

- ❖ The belief that absence of physical injuries or resistance on the part of the victim indicates consent is a myth, that this is not true and that is particularly damaging in the context of intimate partner assault;

Use Exercise 3 „Do you know the facts?“ to prepare trainees on issue and open their minds.

Identifying and  
naming GBV  
*Rape*  
*Sexual assault*  
*Law reform*

- ❖ The belief that rape cannot occur within an intimate partnership is a myth, that this is not true and that the consent of the wife to sexual contact with her husband cannot be presumed;
- ❖ Survival strategies such as giving in are often used by the victims/survivors of intimate partner sexual violence to avoid an even more harmful threat, inter alia being hurt even worse or a prolonged assault;
- ❖ As a matter of law, in many countries rape “cannot” occur within a marital relationship; and
- ❖ That existing laws are often not sufficient enough to combat rape, in particular “marital rape” and sexual assaults by an intimate partner;

Furthermore trainees will be able to:

- ❖ Make a convincing case why “marital rape” and sexual assaults by an intimate partner have to be included into national legislation;
- ❖ Make a convincing case why rape has to be defined in the national legislation by lack of consent and not use of force;

### Exercise instructions

Form two smaller groups and tell trainees to position in formed groups at opposite corners of the room. Now tell them that you will read a story and that each group is standing for one of the characters – here you can already allocate the story character to groups. Their task is to put themselves into the position of their character. Tell trainees that you will stop the story several times and that after every stop you will ask following questions:

- ❖ How does the character feel in the moment?
- ❖ How could the story continue?
- ❖ What do you would like to do next?

Now start with the story. After asking both groups questions above continue with the story as written on the worksheet until the next stop. Now repeat the question round. After the story has come to its end you can start a group debriefing asking:

- ❖ What exactly happened in the story?
- ❖ Has there been violence, what kind of and where in the story?

- ❖ What are the “pros and cons” of the victims/survivors behaviour/strategy?
- ❖ What could have happen if she would have behaved differently?
- ❖ Under the current national legislation regarding sexual assaults, could the husband get accused and sentenced for rape? Give reasons.  
(It is recommended to inform oneself beforehand about current national legislation on sexual assault in respective country.)

When you have finished reflection of the story ask two voluntary trainees to help you out with a short role play (see worksheet role play). Tell them that one will have to play a high-level governmental official within the Ministry of Justice and the other a supervisee being an expert in Gender-Based Violence issues. Hand out to volunteers respective worksheets and allow them ten minutes preparation time. Ask other trainees to use preparation time of volunteers to individually reflect story once again.

When preparation time has passed ask volunteers to do their role play for approx ten minutes. Tell the one playing an expert on GBV-issues to start. After approx ten minutes – when you feel it is a good moment – interrupt their scene. Finally wrap up the exercise in a last group debriefing, asking first volunteers to reflect the scene and then the audience orientating on following questions:

- ❖ What does the expert on GBV-issues propose to reform within national legislation on rape and sexual assault?
- ❖ Why does she/he think such reforms are necessary?
- ❖ What was his/her supervisors' reaction?
- ❖ Could the GBV-expert convince the high-level governmental official about the need of proposed reforms? Give reasons.

#### Possible variation:

Provide the group with the role play worksheets. Allow ten minutes exercise preparation time, each trainee working individually. Split the group into pairs. Role-play high-governmental official – GBV-expert for ten minutes. Then rotate, so that each high-governmental official plays the GBV-expert or with a different partner, again allowing ten minutes. Wrap up the exercise with five minutes of plenary discussion, with comments from all about lessons learned.

Use Exercise 5 „I am a man and you are a women. End of story?“ to lead back forms and outcomes of GBV to its roots and causes.

**Worksheet to “Stop GBV stories!” - Story**

Ana and Mark are married since seven years now. Ana was 17 years old back then and Mark 25. Very often when Mark is angry he smashes random objects in the household. Several times he has beaten Ana as well. This evening Ana is watching a movie as Mark enters the living room and switches over to a sport channel. **STOP**

Ana tells him that she does not feel well and that she really would like to watch the movie. Mark responds her that she should be quiet. **STOP**

Ana obeys. After two minutes Mark tells her that she was right, that sport is boring and that they could have much more fun doing something else. While talking he starts touching her breasts. **STOP**

Ana says: “I told you... I don't feel well today... I don't want to... Please let me be!” **STOP**

Mark starts taking her and his trousers off, than his boxer shorts and her slip and responds: “Well, you will feel better afterwards!” Ana remains quiet. **STOP**

**Worksheet to “Stop GBV stories!” – role play – expert on GBV**

You are an expert on Gender-Based Violence (GBV) consulting the government on GBV-issues. You have ten minutes to develop arguments to convince your supervisor who is a high-level governmental official within the Ministry of Justice that it is necessary to make a reform on the national legislation dealing with rape and sexual assault.

You want to convince her/him that rape has to be defined by lack of consent and not anymore solely by the use of force. Furthermore you want him/her to understand that rape and sexual assault can as well occur within a marriage or another form of intimate partnership and that this happens daily – at least more than 50 percent of rape and sexual assaults are committed by someone known to the victim.

What points will you make in your meeting with her/him in order to convince her/him on the need of such reforms? Give at least one clear and convincing example that illustrates how the failure to incorporate these reforms into current national legislation will leave many victims without support and will eliminate effective prevention.

**Worksheet to “Stop stories!” – role play – high-governmental official**

You are a high-governmental official within the Ministry of Justice. You are happily married since 25 years now. You believe that within a marriage the consent of the wife to sexual contact with her husband can be presumed – such as vice versa the consent of the husband. Furthermore you believe that a person who is not consent with a sexual contact would defend herself as strong as possible to avoid it.

One of your supervisees asked you for a meeting today regarding the national legislation on rape and sexual assault. You don't know really what this meeting should be good for as you believe the legislation to be substantive enough. After all it covers rape, other forms of sexual assault, sexual abuse and even sexual harassment.

## ***Prevailing gender images and roles***

### **EXERCISE 5: I am a man and you are a woman! End of story?**

#### Audience

Any

#### Intended group size

Any

#### Time required

Approx 45 minutes

#### Supplies

Ads from journals and magazines, movie posters, paper, scissors, glue, sheet protectors

#### Guidance to trainers

This exercise can be used at any time when energy starts to lag. The main point is to bring home a message (in this case on gender stereotyping) in a humorous way. Hence, it is mainly through laughter that your group re-gains energy.

#### Learning objectives

After completing this exercise, trainees will be able to:

- ❖ Identify interrelations between ad, product and prevalent concepts of masculinity and femininity;
- ❖ Identify prejudices, stereotypes and myths used in ads and movies;
- ❖ Identifying sexism in ads (sexist ads) and movies;

#### Preparation by trainer beforehand

First cut out ads from journals and magazines for products for men and women. Now cover them with sheets of paper – which are trimmed beforehand - so that one cannot recognize anymore the product but one can still see the image as much as

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possible. Don't glue the frame as the whole image should be shown after guessing the product. It is recommended to keep the covered ads in sheet protectors. Do the same with movie posters if you want to use them as well. It is recommended to use posters for less known movies.

### Exercise instructions

The sheet protectors with the prepared ads and movie posters are lying on the floor. Ask every trainee to take one and then in pairs exchange views and opinions regarding following questions:

- ❖ Why did I choose this image/poster?
- ❖ What do I connect with this image/poster?
- ❖ What kind of aspirations and emotions but as well hopes, wishes and fears are getting touched by it?
- ❖ What kind of product this ad is soliciting? What kind of movie this poster is soliciting?

After approx 10 minutes interrupt the discussions and tell trainees to rejoin in the big group again. Now the individual assumptions can be checked in the plenary. To do so ask trainees to present in a little "role play" the main character of the image/poster and his/her interrelation with assumed product/movie. Ask trainees also to present views and opinions exchanged beforehand in the pairs in the plenary as well. Here every trainee can show as much as she/he wants to. Each presentation should not be longer than three minutes.

After every presentation show the covered part of respective ad/movie poster. Now ask the plenary following additional questions:

- ❖ Is it possible to identify parallels to other life situations, where one is faced by those stereotypes, myths and images of men and women?
- ❖ Where else do we meet this kind of stereotypes, myths and images of men and women?
- ❖ What are the pros and cons for men and women resulting from this kind of images?

## **Sources**

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