FAIR PLAY
COACHES’ TOOLKIT FOR ENDING VIOLENCE AGAINST WOMEN AND GIRLS
Background

Violence against women and girls is a violation of human rights. It is an obstacle for gender equality and for the development of peaceful and prosperous societies. Evidence suggests that such violence is widespread, globally affecting one in three women in their lifetime.

Attitudes towards violence against women and girls remain tolerant, with such violence often downplayed, tolerated, dismissed or excused as a private matter, rather than recognized as a crime and a violation of human rights. These attitudes are firmly grounded in gender inequality and discriminatory norms and biases that harm and limit the potential of both women and men.

Violence against women and girls is not just a women’s issue but also a men’s issue. Evidence shows that men make up the majority of perpetrators of violence, many of whom begin to exhibit violent behaviours as teenagers. This means that men and boys must be a core part of the solution in ending violence.

Ending violence against women and girls is everybody’s business. As a community, we need to let others know that violence is never ok, and that behaviours and attitudes that support violence will are not acceptable.

People engaged in sports can and must play a role in putting an end to this unacceptable violation of human rights. This is especially true for sports that have traditionally been male-oriented, and which can help mobilize men and boys to reject violence against women and girls and promote healthy and non-violent relationships.

This toolkit has been developed by UN Women Regional Office for Asia and the Pacific as an educational resource for coaches in community sports clubs to use in their training of athletes to prevent violence against women and girls and to promote respectful and non-violent attitudes and behaviours. It forms part of the commitment of sports associations around Asia and the Pacific to help prevent violence against women by supporting the creation of communities where violence – and attitudes that support the use of violence – are not tolerated.

The primary target audience for Fair Play is young men aged 15-24 in Asia and the Pacific who are engaged in sports at the local level. However, the materials and activities that make up this package may be adapted for anyone with an interest in building skills for preventing VAWG and promoting respectful relationships amongst young people.

The athlete’s toolkit includes activities, notes, handouts and tips on how to prepare and facilitate the sessions. While each club and each trainer will run their sessions differently, this toolkit provides recommendations on the timings, group size and set-up to make the sessions work most effectively.

Violence against women and girls is a sensitive topic which may trigger athletes’ own experiences of violence, whether as victims, witnesses or perpetrators. Prior to running the programme, it is important for trainers to set some time aside to prepare the following:

1. Set aside ten minutes after each session to allow time for possible one-on-one conversations.

2. Have on hand local contact details of any relevant available referral and support services, including counselling.

**GENERAL TIPS FOR FACILITATING AN OPEN AND INCLUSIVE DISCUSSION**

1. Open, non-judgmental discussion allows the trainers to model and demonstrate tolerance and respectful communication.

2. Open discussion does not have to lead to consensus or group agreement on every issue. The role of the trainer is to ensure that each person can make their voice heard without judgement or interruption, and allowing for diversity of opinion to emerge.

3. As a trainer you are not required to be able to answer all the questions that are thrown at you. In fact, even if you do know the answer, it is often more powerful to ask the rest of the group what they think first.

4. Don’t give your own opinion away too easily – invite athletes to share their opinions first, for example ‘what do others think about that?’

5. Move discussion around the room to encourage all athletes to share their opinions. If you do not know everyone’s name, bring nametags, as this will help you to create space for an open discussion. Encouraging open discussion can assist athletes to develop skills in respectful communication, which they will hopefully use in their own relationships in and outside of the club.

**CREATING A SAFE SPACE AND ESTABLISHING GROUP RULES**

At the start of each session, it is important for the trainer to remind the athletes about the ground rules for creating a safe space. The general rules, which should take no more than two minutes to explain, can be adapted to each group/session and may include the following:

- Confidentiality (e.g. “what is said in the room stays in the room” or “issues can be discussed outside, but personal stories cannot be shared”)
- Listening and not interrupting (e.g. “one person speaks at a time”)
- Showing respect for other people’s comments and opinions (e.g. “show respect” “accept all opinions”, “don’t tease or laugh at other people”)
- Using third person (e.g. “don’t use ‘I’ or personalise stories”)
- Choosing how much to participate (e.g. “You can pass some questions” or “it’s okay to opt out”).

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2. Adapted from the Australian Football League, Taking the Tackle: Respect is for Everyone, Respect and Responsibility Program (Facilitator’s Manual)
RESPONDING TO SPECIFIC CHALLENGES

1. Responding to difficult questions
Sometimes during a group discussion someone will say something that stops you in your tracks! The key to responding to difficult statements is to address them with respect, and, if possible, guide the group to explore alternative ways of looking at the issue. Try to avoid becoming defensive and/or involved in an argument or debate. It is reasonable to suggest to the person that in the interest of time, the participants can also discuss the issues with the trainer after the session.

2. Responding to a question you do not know the answer to
This is a common fear for most trainers, and demonstrates your commitment to the programme. Firstly, it is perfectly reasonable to acknowledge to the group that you are also learning about these issues, and may at different points need to refer to the material provided or to get back to the group with a response to a particular question. A number of helpful resources for trainers have been compiled for use during training sessions.

3. Responding to disruptive behaviour
This is where the group rules and responsibilities can be useful. You can refer to these, and encourage “fair play” and creating a safe and respectful environment where everyone is free to express their views, and that just as “in the field”.

RESPONDING TO DISCLOSURES FROM VICTIMS AND SURVIVORS OF VIOLENCE
If someone discloses being a victim or survivor of violence, it can be distressing and hard to know what to say and do. You may be worried about saying the wrong thing, or making it worse for the person disclosing. It is important to remember that they have come to you because they trust you and your response can have an impact on whether this person seeks further support. This is a brief step by step guide that aims to make you feel more confident responding to a disclosure of violence should it arise:

Listen - though it can be overwhelming when someone talks to you about violence, it is important to keep in mind that they have chosen you for a reason and showing you are able to listen will assist the victim/survivor to continue trusting you.

Believe – many people don’t talk about their experience of violence because they are afraid of not being believed. Showing or saying explicitly that you believe what they are saying – even if you have questions in your own mind – will allow them to feel supported from the outset.

Support – when someone experiences violence, they have had control of their choices and of their body taken away. Explain to them that what has happened to them is not their fault and that they are not to blame.

Refer – you are not expected to be the expert. It is OK to be unsure of what to do; that is why support services exist. You may consult with the person who has disclosed to you as to what they would like to do next. You can provide phone numbers or websites for the person to follow up. With their consent, you may also wish to contact the service and find out what can be done.

4. Responding to disclosures from perpetrators of violence
If someone discloses being a perpetrator of violence, take it seriously. Acknowledge that what they have told you is serious and that this is an important first step in addressing their use of violence. Refer to a specialist service that can provide the necessary information and referral options for the individual to access further support. Also, consult with violence support services in your country regarding your own responsibilities to ensure the safety of the victims and potential victims.
Chapter One:
Sex and Gender
Introduction

Everyone in the world has the same human rights, allowing them to be safe and free. Fundamental freedoms and rights are enshrined in international law, and apply to all humans. Yet in practice, unequal power between women and men and gender discrimination means that women and girls are at increased risk of having their human rights violated. There can be no human rights without gender equality; yet around the world, women and girls continue to face discrimination in all aspects of their lives which can prevent them from realizing their human rights. In this chapter, we will focus on this important message as we learn how gender inequalities affect the rights of women and girls everywhere.

KEY LEARNING POINTS:

Sex vs. Gender. When we use the word ‘sex’, we are talking about biology and whether someone’s body has male or female organs, while ‘gender’ is used to talk about social or cultural ideas of what it means to act, dress, speak or express ourselves as men or women. While in most dominant cultures, there are only two categories which are male and female, in reality both sex and gender are diverse. Many people do not feel like they fit into either male or female, masculine nor feminine, showing that the gender binary is limiting and flawed.

It is important to understand that gender is a socially constructed idea: As we grow up, we learn from people around us, including our families, the media, our peers and our teachers, what it means to ‘be a man’ or ‘be a woman’. These behaviours and characteristics are sometimes referred to as masculinity and femininity, and this is also how gender norms are defined and enforced. Gender norms are shared beliefs around expected behaviours for women and men, boys and girls, which influence all of us. They are not static but change from one place to the next, as well as over time. In other words, they are fluid and can be redefined – they are neither automatic nor inevitable.
Sex or Gender

OBJECTIVES
To understand the difference between ‘sex’ (biology) and ‘gender’ (gender roles) and to examine how gender roles are being constructed socially (and not by biology).

MATERIALS
Flashcards (1-10)

TIME
30 minutes

Part 1 (10 minutes)

• Explain to athletes that as individuals we are guided by the norms and practices that exist within our family, school, community and society. These norms and practices help shape and define the expected gender roles and responsibilities that each of us has within each of these groups.

• Emphasize that we cannot change what is pre-determined by our ‘sex’ (biology: e.g. that women give birth, that man cannot breastfeed babies), but we can change the perceptions and behaviour determined by traditional gender roles (e.g. the way we see and perceive things, the way we act and behave).

• Explain that family, school, community and society at large establish norms, which tell us how to behave. Sometimes such ways of behaving put girls or boys at a disadvantage and may be psychically, emotionally or psychologically harmful, and can lead to violence and discrimination.

• Conclude explanations by stressing that we all have the power to question and challenge these harmful gender norms and replace them with new norms based on equality and respect. We will learn more about how this can be done throughout this course.

• While gender norms around expected behaviours exist, and influence all of us, they are shared beliefs which can change from one place to the next, as well as over time. In other words, they are fluid and can be redefined – they are neither automatic nor inevitable.

• Show flashcard 1: What is the difference between the term ‘Sex’ and ‘Gender’?

• Instruct the athletes to turn to the person next to them and answer this question.

• After five minutes, bring the group discussion back and ask for feedback from the group.

Are there any particular benefits of being a boy/man? Are they due to sex or gender?

Part 3 (7 minutes)
Ask the group the following questions and discuss the answers together:

Are there any particular benefits of being a boy/man? Are they due to sex or gender?
Are there any particular benefits of being a girl/woman? Are they due to sex or gender?

Is there anything you would like to be able to do but cannot because you are a boy or a girl? What would that be and why?

Part 4 (3 minutes)
Trainer conducts a summary, and briefly mentions the topic discussed in the class by using for example, the suggested text:

In this activity, we learned that sex and gender are not the same. Sex, which is the biological difference between women and men, plays a role in informing our gender, which is based on socially constructed ideas around the expected behaviours and roles that are attributed to women and men. For example, society often teaches boys and men to be tough and teaches girls and women to be sensitive. Society also tells us what roles, activities and responsibilities are right for males and females of different ages and how they should behave towards each other. It defines the status of men and women, which oftentimes prevents equality between women and men in terms of some roles (e.g. earning money and bringing food home vs. housework activities and caring for children). But it is important to understand that these ‘gender roles’ are often unfair and limiting to both women and men. Then, we can all work together to change negative gender roles and the negative expectations that family, school, community of society at large may put on women and men, boys and girls.
What is the difference between the term ‘Sex’ and ‘Gender’?
**Sex**
Biological differences between men and women (i.e. the physical and genetic elements which we are born with).

**Gender**
Socially constructed ideas about how men and women should be and act, different from our biological sex.
Men tend to be taller than women. 

**Sex or gender?**
A boy’s voice changes with puberty. A girl’s voice does not. **Sex or gender?**
Women can breastfeed babies.
Men can bottle-feed babies.

Sex or gender?
Boys don’t cry. Girls cry. 

Sex or gender?
Girls are sensitive. Boys are tough. Sex or gender?
Boys like to play football.
Girls like to play with dolls.

Sex or gender?
Can you think of any other examples of gender differences between men and women?
### TRAINER'S ANSWER SHEET

<table>
<thead>
<tr>
<th>FLASHCARD</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men tend to be taller than women.</td>
<td>Sex</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

### SEX AND GENDER DEFINITIONS

**SEX** refers to the biological differences between males and females (e.g. reproductive capacities or physical biological characteristics).

**GENDER** is a social construct that refers to relations between and among the sexes, based on their relative roles. It includes the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being male or female. As a social construct, gender varies across cultures, is dynamic and open to change over time. Due to the variation in gender norms across cultures and over time, gender roles are neither inevitable nor natural, or but can be explored and questioned.
Chapter 1: Sex and Gender

Gender and Violence

Objectives
Discuss gender roles and how they’re maintained and enforced. Discuss how these roles and identities are connected to violence against women and girls.

Materials
Flashcards (10-11)

Time
30 minutes

Steps

Part 1 (15 minutes)
- Recap the previous session and introduce the current session by explaining that in the last session, we learnt about the difference between sex and gender. Some of things that we may think have to do with biology, such as the ability to play a particular sport, can in fact be due to social reasons. Today, we are going to look deeper into how gender roles and expectations shape women’s and men’s lives.
- Explain to athletes that this exercise will explore the roles that men and women perform and how these roles are created and reinforced by our society. It will also look at how these socially constructed ideas of “male” and “female” are connected to violence against women and girls.
- Divide athletes into two groups. Explain that Group 1 will discuss ‘acting like a man’ and Group 2 will discuss ‘acting like a woman’.
- Show the flashcard: Acting like a man
  Ask Group 1 to discuss and answer the following three questions:
  A. “What are examples of messages that men/boys are given when they are told to ‘act like a man/boy’”?
  B. “Where (e.g., home, schools, etc.) and from whom do these messages come from?”
  C. “How are these messages told, sent or conveyed (e.g., through TV, songs, books, stories, laws, workplace culture, etc.)?"
- Show the flashcard: Acting like a woman
  Ask Group 2 to discuss and answer the following three questions:
  A. “What are examples of messages that women/girls are given when they are told to ‘act like a woman/girl’”?
  B. “Where (e.g., home, schools, etc.) and from whom do these messages come from?”
  C. “How are these messages told, sent or conveyed (e.g., through TV, songs, books, stories, laws, workplace culture, etc.)?”
• After 10 minutes or once the athletes seem to have finished discussing their questions, call “Stop” and bring the whole group back together.
• Ask the athletes from each group to summarize the answers to their questions.

**Part 2 (12 minutes)**
Continue the discussion by asking the following questions:

A. “What tools, strategies and techniques are used to ensure that these messages are received and followed? What methods are used to keep men/boys and women/girls inside the box?”

B. “What are some ways that we conform to the messages in the boxes in our own lives? What are some ways that we disobey some of the messages?”

C. “What happens to men/boys and women/girls who do not conform to the messages inside their boxes? For example, what happen to boys who play female-dominated sports and girls who play male-dominated sports?”

**Part 3 (3 minutes)**
Summarize: “Nobody is born in the ‘acting like a man’ or ‘acting like a woman’ box -- it is the rigid gender rules that keep men and women in their boxes so that people can be controlled and follow ‘social norms’. Living in these boxes can seem easy to some people; it can be familiar and comfortable, but the boxes can also limit us, restrict our human potential and hold back our freedom, rights and dignity. People who do not conform to their own boxes often face punishments from society; violence can be one of them. This could be particularly extreme for people whose gender identity is different from their sex at birth, or people whose sexual orientation does not conform to what the dominant culture expect. All of us have a responsibility for creating more accepting and tolerant society that is free of discrimination.

Acting like a man

- Examples
- Who gives these messages?
- How are these messages told?
Acting like a man

- Examples
- Who gives these messages?
- How are these messages told?
Acting like a woman

- Examples
- Who gives these messages?
- How are these messages told?
Chapter Two: Violence against women and girls
Introduction

Violence against women is a serious problem around the world, affecting around one in three women and girls in their lifetimes. Attitudes towards violence against women and girls remain tolerant, with such violence often downplayed, dismissed or excused. The good news is that attitudes can and do change over time. We all have the power to be a part of that change by challenging behaviours and beliefs that support violence and replacing them with social norms based on tolerance and respect.

The United Nations defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.” (UN, 1993) In other words, violence can mean many things. It can be physical, psychological, sexual or economic. Violence occurs whenever one person causes another person suffering, hurt or pain. Violence against women is recognized by international law as a violation of women’s basic human rights and as a clear form of gender discrimination.

KEY LEARNING POINTS

Violence against women is never ok. Violence is not a women’s issue but an issue that affects everyone in society. For this reason, we all have a responsibility to act to ensure safe and non-violent environments for everyone. Even if most of us (e.g. men) do not use violence against women and girls in our own lives, we are a part of a broader society in which this violence is often condoned or excused. For this reason, we have a particular responsibility to speak out against it every time we see it, and to support those affected by it.

People engaged in sports can and must play a role in putting an end to this unacceptable violation of human rights. This is especially true for sports that have traditionally been male-oriented, and which can help mobilize men and boys to reject violence and promote healthy and non-violent relationships. Our sport club takes the prevention of violence against women and girls seriously and is playing a positive role in helping to promote non-violence culture. We all have the right to be safe and treated with respect.
# What is Violence against women and girls?\(^4\)

**OBJECTIVES**
The goal is to introduce the concept of what is violence against women.

**MATERIALS**
Flashcards (12-21)

**TIME**
30 minutes

## STEPS

**Part 1** (17 minutes)
- Ask athletes what is the first thing that comes to their mind when they hear the word “violence against women”.
- Show the flashcard: ‘Violence against women’ and ask athletes to share their thoughts, opinions, and knowledge.
- Show flashcards 12-16
- With each flashcard, ask the athletes to give examples of violent acts (e.g. hitting, punching, bullying, and sexual harassment). Then provide them with the definition for each type of violence.
- Ask athletes if they have any questions.

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Part 2 (20 minutes)

- Explain to athletes that we will now look at some scenarios and decide which type of violence is involved in each story.

- Make it clear to the athletes that violence is never being the victim’s fault regardless of what she was wearing, where she was, if she has been drinking. Everybody has a rights to live free from violence.

- Show the flashcards 17-21, ask different player to read out each case. With each one, get the athletes to call out:

  A. What types of violence are seen in this situation?

  B. Who is responsible?

Part 3 (3 minutes)

When the discussions are finished, summarize the activity, “With this activity, we looked at case studies of how and when violence against women can occur. It’s important to remember that these are just some examples. There are many different types of violence and different contexts where it happens - much more than the cases we have looked at today. It is important to look at real cases so we can begin to think of real solutions”.

NOTE: This is an activity that may contain ‘triggers’ that upset some athletes. It deals with sensitive subjects that may bring up unpleasant memories. This means that it is important to remind athletes before the activity begins that this is a safe space where everyone can feel comfortable.
DEFINITIONS OF VIOLENCE AGAINST WOMEN

PHYSICAL VIOLENCE
Hitting, beating, punching, kicking, pushing, using weapons. Throwing or breaking possessions.

EMOTIONAL VIOLENCE
Making threats to hurt someone. Verbally abusing someone. Displaying controlling behaviours, such as banning someone from seeing their family or friends.

ECONOMICAL VIOLENCE
Stopping someone from working. Taking someone's money from him or her. Making someone who is dependent on you beg for money.

SEXUAL VIOLENCE
Making other people do sexual things they don't agree to. Rape, including within marriage or other intimate relationships.

Making unwelcome sexual advances or using sexual language or images to harass someone. Sexual harassment is a form of sexual violence.

CYBER-BULLYING
Violence through e-mail, cell phones, text messages, social media such as Facebook, Twitter, chat-limes etc. or websites.

FLASHCARD 17
Lek loves his wife a lot. He takes good care of her, takes her out for shopping and to parks and for meals. One day, by mistake, his wife spoils the dinner by over-salting it. Overcome by anger, Lek verbally harasses his wife and slaps her.

A. What types of violence are seen in this situation?
Answer: physical (slap), emotional (verbal abuse).

B. Who is responsible?
Answer: Lek, the husband.

FLASHCARD 18
Jin is a high school student. She went to a party and had alcohol for the first time. She ended up very drunk and lost memories of the night. Ever since then, other students have been posting insults and calling her horrible names on social media sites. Strangers have been sending her compromising photos from that night and are threatening to post them online.

A. What types of violence are seen in this situation?
Answer: sexual harassment, sexual violence (non-consensual sexual acts including taking photos of her), cyberbullying (online harassment).

B. Who is responsible?
Answer: The people at the party who took the photos, the people who viewed and distributed Jin’s images, the people who threatened and harassed her, and anyone who saw what happened at the party and did nothing to stop it.

FLASHCARD 19
Del is a 17 years old, studying at a very good high school, hoping to go to university soon. One day, her science teacher asked her to stay after school to talk about her grades. When they were alone, he started to touch her. It made her very uncomfortable.

A. What types of violence are seen in this situation?
Answer: Sexual violence (non-consensual sexual touching).

B. Who is responsible?
Answer: The teacher.

FLASHCARD 20
Wendy is dating a handsome football player, who takes her out to fancy restaurants and buys her beautiful gifts. Recently, he has become very controlling and tells her how to spend money, what she should wear and how often she should see her family.

A. What types of violence are seen in this situation?
Answer: Emotional violence (controlling behaviours, isolating her from her support network).

B. Who is responsible?
Answer: The boyfriend.

FLASHCARD 21
Nam and Ali are waiting for the bus, they see a woman in a short skirt pass by and start to walk behind her and yell obscenity at her. She quickens her steps and gets into a taxi. The men laugh.

A. What types of violence are seen in this situation?
Answer: Sexual harassment.

B. Who is responsible?
Answer: Nam and Ali.
IS YELLING AT YOUR PARTNER
CONSIDERED VIOLENCE?
Whilst all couples have arguments, yelling at your partner might be violence depending on what you are yelling and how your partner feels about you yelling. If you are yelling and saying that you want to hit her or if she feels frightened by your yelling, then we know that’s violence because the definition of violence against women says that violence includes threats of harm.

IS VERBAL ABUSE (NAME CALLING, PUT-DOWNS, ETC.)
REALLY THAT HARMFUL?
Yes, verbal abuse can be extremely damaging to a person’s mental health, self-esteem and confidence. This in turn can have a negative impact on all other aspects of their life, such as their capacity to work, study and parent. Verbal abuse makes up a large component of bullying behaviour and we are well aware of how much this can affect a person’s quality of life and sense of self-worth.

CAN’T YOU TELL IF A WOMAN WANTS SEX
BY THE WAY SHE IS DRESSED?
No. You can never know if a woman wants sexual contact based on the way she is dressed. It’s important to know if the other person also wants to have sex – sex without consent is sexual assault. It’s important to establish that the person you are with is ‘freely agreeing’ to sexual contact with you.

7. Australian Football League, Taking the Tackle: Respect is for Everyone, Respect and Responsibility Program (Facilitator’s Manual),
Physical Violence
Emotional violence
Sexual Harassment

Sexual Violence
Economic Violence
Cyberbullying
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A. What types of violence are seen in this situation?
B. Who is responsible?
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B. Who is responsible?
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Nam and Ali are waiting for the bus, they see a woman in a short skirt pass by and start to walk behind her and yell obscenity at her. She quickens her steps and gets into a taxi. The men laugh.

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B. Who is responsible?
CHAPTER 2 VIOLENCE AGAINST WOMEN AND GIRLS

Myth-Busters

OBJECTIVES
Challenge incorrect beliefs about violence against women by providing true facts. Understand how violence against women occurs and the effects it has across the region.

MATERIALS
Flashcards (22-25)

TIME
30 minutes

Part 1 (25 minutes)
- Explain to athletes that in this activity, we will be brainstorming common myths and beliefs about violence against women. Together, we will work to create ‘myth-busters’ to determine the truth and understand the reality behind this problem.
- Show the flashcards:
  Myth #1: Young women provoke sexual violence because of the way they dress or act.
  Myth #2: Some young men must be aggressive and sometimes use their ‘fists’ to solve problems with others.

Myth #3: It is better to have friends who may be violent and aggressive than no friends at all.
Myth #4: Sometimes it is acceptable for a man to hit his wife/partner.
- With each ‘myth’, ask the athletes what the truth might be.
- Refer to the answer sheet and add other points not already mentioned by the player.

Part 2 (5 minutes)
When the discussion is finished, summarize the activity, “In this activity, we worked together to eliminate some of the myths that surround violence against women. In your ‘myth-busters’, you showed that the truth is very different from many of the beliefs we started with. The absolute truth is that violence can affect anyone and is never justified. As athletes, we all have a responsibility to challenge myths and beliefs that justify violence against women within our peer groups, clubs and communities”.

TIME
30 minutes
MYTH VS. REALITY ABOUT VIOLENCE

MYTH #1: YOUNG WOMEN PROVOKE SEXUAL VIOLENCE BECAUSE OF THE WAY THEY DRESS OR ACT.

**Reality:** Women have the right to dress according to their taste. Physical appearance or certain types of clothes are not an invitation to be sexually violated, harassed or raped. This is a myth that defines women as sex objects based on their appearance, clothes, make-up or even hairstyle. Reality has shown that violence can occur against any woman, regardless of her age, appearance, position or status in society. Whenever such crimes occur, blame should rest with the perpetrator and never with the victim.

MYTH #2: FOR SOME YOUNG MEN, BEING AGGRESSIVE AND USING THEIR 'FISTS' TO SOLVE PROBLEMS IS ACCEPTABLE AND NORMAL.

**Reality:** This myth seeks to justify and promote a very rigid gender norm that men and boys must be aggressive and dominant in order to show that they are 'men-enough', 'masculine enough', brave and courageous. This is a myth that is both harmful and limiting to men; the reality is that masculinity is not defined by violence and that violence is never a tool to solve problems. Expressing emotion and resolving disagreements through respectful communication is not a sign of weakness but of strength.

MYTH #3: IT IS BETTER TO HAVE FRIENDS WHO MAY BE VIOLENT AND AGGRESSIVE THAN NO FRIENDS AT ALL.

**Reality:** Boys and girls learn how to relate to one another, as friends, peers, couples, and later, as parents. This learning is based on what they see and experience in their homes and families, schools and communities, and in other social settings. In fact, having seen or experienced violence in childhood is one of the risk factors that increase the likelihood that a man will use violence against his partners later in life. The reality a person is not a good friend if he is using violence over others.

MYTH #4: SOMETIMES IT IS ACCEPTABLE FOR A MAN TO HIT HIS WIFE/PARTNER?

**Reality:** Under no circumstances it is justifiable and acceptable for a man to hit his wife. Nobody deserves violent treatment, no matter what he or she has done No actions must be settled or solved with violent acts. While some men believe that they have the right to control their partner through the use of violence... doing so violates fundamental human rights...
Myth #1

Young women provoke sexual violence because of the way they dress or act.
Myth #2

For some young men, being aggressive and using their ‘fists’ to solve problems is acceptable and normal.
Myth #3

It is better to have friends who may be violent and aggressive than no friends at all.
Myth #4
Sometimes it is acceptable for a man to hit his wife/partner.
COACH'S INFORMATION

FACTS ON VIOLENCE

• A study in Cambodia revealed that most men and women did not view domestic violence as a crime.  

• In Viet Nam, women experiencing violence earn 35% less than those not abused. 

• In China, women experiencing violence were unlikely to seek help due to the idea of violence being a private issue, lack of awareness of available services and the limited nature of support available. 

• Although some men use violence, studies show that the majority of men have never participated in violence against women in any form. 

• In Australia, violence against women and children costs an estimated US$11.38 billion per year. 

• Out of all the women murdered each year around the world, 40% have been killed by an intimate partner. 

• Children who witness violence within their home often experience significant damage to their social, physical and emotional development. 

• Across the Asia-Pacific region, violence occurs in all income levels and ethnic communities. 

• Within the Asia-Pacific region, men who had experienced abuse as a child were more likely to use violence within their relationships as adults. 

• More than 40% of women in South-East Asia reported experiencing sexual violence at some point in their lives. 

• In Bangladesh, 98% of urban men and 88% of rural men who committed rape reported no legal consequences. Just over one third reported feeling guilty. 

• In Lao PDR, 92% of men and 94% of women agreed that it is important for a man to exert power over his wife and to demonstrate that he is head of the family.

Chapter Three: Respectful relationships
An important part of understanding violence against women and gender equality is about learning how we can engage with other people in healthy, respectful ways, free of violence and injustice. This includes learning how to deal with the conflict and disagreement that can happen in any relationship, whether it is with our parents, our siblings, our partners, our friends or our neighbours. Focusing on our romantic relationships, we will also address the issue of consent, learning about the tools we can use to ensure both partners’ safety and security.

**WHAT ARE RELATIONSHIPS?**
Respectful relationships are relationships where both parties can have their voices heard and are treated with respect and dignity. When one person has more power than the other or is not valued or respected because of his or her gender, this can lead to tension, oppression and sometimes violence.

**HOW DO WE SAFELY AND RESPECTFULLY DEAL WITH CONFLICT?**
Every relationship experiences conflict. Whether it is with your parents, your siblings or your partner, there will be times when you disagree with each other or when one of you is unhappy. In healthy relationships, this conflict is resolved through communication and using the support of networks around us. It is never solved through any form of violence, whether physical, emotional, sexual or economic.

**WHAT DO WE MEAN BY CONSENT AND NEGOTIATION?**
Within romantic relationships, there are important issues that need to be discussed in a safe and secure environment. It is the responsibility of both partners to make sure that any activity that happens is agreed to and accepted, which is what we mean by consent. When both parties consent, it creates a secure environment that can be mutually enjoyed. When there are disagreements about parts of the sexual activity, such as whether or not to use contraceptives, both partners must have their voices heard and their opinions respected as the couple negotiates how to proceed. In a respectful relationship, neither participant will ever feel forced to take part in an activity, including sexual activities that he or she is not comfortable with. There are various ways in which people might indicate that they don’t want to have sex.

If you are instigating sexual contact with someone it’s important that you check if the other person really wants to do it. When people feel pressured, threatened or forced into sexual contact, they may not feel that they have the power to say ‘No’, so it is important to make sure that both people feel comfortable.

**RELATIONSHIPS IN OUR LIVES**
Parents and children, partners (husbands, wives, girlfriends, boyfriends), brothers and sisters, classmates, friends, teammates, trainers, extended family, neighbours.

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Who’s got the power?

OBJECTIVES
To discuss the sharing of roles and responsibilities that exist within respectful, equal relationships.

To understand how each partner’s expectations within a relationship can lead to conflict and to learn negotiation skills to help manage this conflict.

MATERIALS
Flash cards (26-31)

TIME
30 minutes

Part 1 (7 minutes)

• Start by explaining to the athletes that in today’s activity, we will explore the characteristics of respectful relationships.

• Show the flashcard: Respect.

• Ask the athletes to define what ‘respect’ means.

• Use the definition from the trainer’s answer sheet to help guide the responses.

• Summarise by saying that they are different relationships in our lives, such as parents, teammates, friendship and romantic relationships. We need to treat all relationships in our lives with respect. While we tend to remember that parents, coaches and teachers require our respect, sometimes, we forget to respect people who are equal to us such as our romantic partner.

• Explain that we are now going to explore what respectful romantic relationships look like in more details.

Part 2 (20 minutes)

• Explain to athletes that too often, romantic relationships experience inequality because of the idea that men can control women and their bodies. This is one of the root causes of violence against women. To ensure equal treatment, respect and dignity for both parties, couples must use communication skills to negotiate the duties and expectations within relationships.
Part 3 (3 minutes)

Summarize: “In this activity, we looked at how people in relationships work together to address common situations. As we saw by using healthy examples of conflict resolution, there are many different ways that problems and differences can be discussed or handled by couples. Whether it is a discussion about what to wear or household chores, every relationship will experience conflict at some point. Respectful relationships are based on mutual respect, trust and healthy communication. If one person has more power in a relationship, it can create conditions where the other person cannot freely negotiate. The key to having respectful relationships is making sure that respectful communication and equal consideration of each person is always used even when couples disagree.”

• Divide athletes into 5 pairs or groups. Explain to the athletes that each pair/group will be given an issue commonly found in romantic relationship. Each pair/group is to discuss ways in which these issues can be negotiated in respectful ways.

• Read out flashcards 27-31 and assign the scenarios to each pair/group. Tell athletes that they have 5 minutes for this activity.

• When time is up or when the discussion has finished, debrief by asking the following questions to each pair/group:

  How would a couple solve the problems on in healthy and respectful ways?

  What are some examples of effective communication or negotiation that can be used?
Respect
Privacy to Use Personal Mobile Phones or Social Media.
What to wear.
Housework.
Freedom To Go Out to See Friends.
FLASHCARD 31

Taking it Public
(how to ‘act like a couple’/social pressures)
Chapter Four: Be the change you want to see
Introduction

Preventing violence against women is the responsibility of everyone in the community. While not committing violence and interacting with others with respect are important behaviours to abide by, seeing violence committed by others without speaking out against it also means that you are allowing violence to continue.

A bystander is someone who is in a situation where violence is happening or being discussed. Every bystander has the power to influence the social attitudes around violence and potentially help someone stay safe. Many bystanders do nothing, not because they support violence, but because they are unsure about what they can do to help. This chapter explores various strategies in which a bystander can positively engage to promote non-violence.

KEY LEARNING POINTS
Preventing violence is not just about stopping violence when it occurs but to also there are many ways that we can influence change and do our part to create a non-violent culture where women and men are equally respected. For example, refrain from laughing at sexist jokes, refuse to forward that video or photo that was taken of a girl without her knowing it, and speak out if someone is disrespectful to a woman or girl in your presence.
What can you do when you see violence?

OBJECTIVES
To recognize everyday sexism, sexual harassment and violence against women and to have the confidence and skills to act.

MATERIALS
Flash cards (36 - 41)

TIME
30 minutes

Part 1 (3 minutes)

• Explain to the athletes that in the past few activities, we have been exploring the concepts of gender, violence and respectful relationships. Today we will be focusing on what we can say or do when we see things that are not right. Some people might think that not engaging in violence or sexist behaviour is enough. However, not acting when you see that something is not right means that you are allowing the negative behaviour to continue.

• Some people may think that stopping violence means we have to get involved in a fight. What NOT to do is to physically get involved and risk your own and other’s safety -- responding to violence with more violence is never the answer. Your safety is always the most important. If it’s not safe to intervene when you see someone being hurt or otherwise being treated badly, there are other things you can do to help the victim in that situation. You can call the police, ask for someone else to come and help you to intervene, what other options are available to you so that your safety is not compromised.

• The fact is that violence can happen anywhere and to anyone, but there are situations where the risk of violence may be heightened – e.g. when someone has been drinking, in poorly lit areas, etc. Given that the home is often the most dangerous place for a woman to be, we also
have to avoid the stereotype of men keeping women safe by keeping them out of “dangerous areas” or limiting their movement in any way. So how can we, as friends, boyfriends, brothers, athletes, not only ensure that we live non-violent and respectful lives but also have a positive influence on those around us? How do we find the courage to speak out, and not be amongst those who remain silent when they see violence happening – reminding them that those who stay silent are in a way also a part of the problem?

**Part 2 (25 minutes)**

- Explain to the athletes what would you do in the following situation.
- Show and read out the flashcards 32-36

Below are strategies that may come up during the group discussions. If the athletes do not come up with these, then the trainer can suggest them.

**Part 3 (Summary)**

**Summarize:** “While it is very important for each of us to understand the ideas of gender equality, healthy relationships and ending violence against women, it is also important for us to become comfortable with discussing these topics with our family and friends and to take actions when you know something isn’t right. Even if you do not commit acts of violence or act in a sexist way yourself, doing nothing when you see that something is not right means that you are allowing violence to continue. Sometimes simple conversations and actions can make a significant difference.”

what would you do in the following situation?
SCENARIO 1
You are on the bus with your teammates. A couple of them notice a girl. She’s wearing revealing clothing, and your friends start calling out to her, laughing and making lewd comments and sexual gestures.

• You can approach the situation in a respectful way by saying phrases such as:
  1. Am I the only who feels uncomfortable about this situation?
  2. What do other people think about this?
  3. What if that were your sister or mother?
  4. I wonder what other people might think if they heard us right now?
  5. I think if I were that girl, I would feel uncomfortable too.

• Explain to your friends that taunting people is degrading and that no one should be harassed because of how they look or what they choose to wear.

• Explain that most people do not welcome that type of attention and that no one is impressed by that behavior and may even feel scared or threatened by it.

• Emphasize that as members of a team, they already know how important it is to respect each other. Tell them that the same holds true in other areas of life, and they must always think about how their actions affect another person.

• Finally, let them know that the men you look up to don’t need to insult women to get their attention. Who is you here?

SCENARIO 2
You are at a party one night with friends. It’s getting late and one of your friends receives a phone call from his girlfriend to go home. After he hangs off the phone, he jokes to you and other friends that when he gets home, he will teach her a lesson.

• Check what your friend meant by that comment. Let him know you are concerned for him and his partner.

• Offer for him to stay over at your place or wait until he sobers up and calms down before heading home.

• If you also know the girlfriend, you can also call her and discuss whether your friend should be staying at your house tonight instead.

• The next time you see him when he is no longer drunk, ask how things have been at home and if there is anything you can do to help.

SCENARIO 3
A prominent international athlete has been charged with raping a woman. You friend says that the woman probably deserves it.

• Explain to your friend that no means no and never force yourself on a woman or girl when she says she doesn’t want to be sexually involved with you or is too frightened to say she does not want to have sex. Ask her directly and respect her answer.

• No matter what a woman is wearing, she does not deserve sexual violence.

• Athletic talent is NO excuse to assault and disrespect anyone.

• Say that violence against girls and women is wrong.

• Point out to your friend that athletes are role models in the community and what he has done is disappointing for the image of the sport.

SCENARIO 4
You are at a party with your friends. You see a teammate trying to pull a drunk woman into a room.

• Try to get your friend to leave her alone. Tell him he has to be really careful dealing sexually with a drunk girl as she is not able to provide consent. Therefore, you don’t know whether she really wants to have sex or not.

• Find some of her friends and try to convince them to get her home safely.

• Approach the young woman and ask her how she feels, and if she wants help getting home.

• Seek out a responsible person that you trust, and ask them to assist you in defusing this situation.

• Get a group of your friends together, male and female, and confront your friend, firmly telling him to stop pursuing this drunk girl. If he’s been drinking, make sure he doesn’t drive.

SCENARIO 5
Your teammate sent you a nude photo of one of another teammate’s ex-girlfriend.

• Tell your friend to stop. Try to convince him that it’s wrong and disrespectful – and might even be against the law -- for him to be showing private pictures of his ex-girlfriend like this.

• Identify another friend of yours who might agree with you and together figure out what to do.

• Ask your parent, a teacher or trainer you trust, or another adult whose opinion you value to get advice on what to do.
Scenario 1. You are on the bus with your teammates. A couple of them notice a girl. She’s wearing revealing clothing, and your friends start calling out to her, laughing and making sexual comments and gestures. **What do you do?**
Scenario 2. You are at a party one night with friends. It’s getting late and one of your friends receives a phone call from his girlfriend to go home. After he hangs off the phone, he jokes to you and other friends that when he gets home, he will teach her a lesson. **What do you do?**
Scenario 3. You are at a party with your friends. You see a teammate trying to pull a drunk woman into a room. What do you do?
Scenario 4. A prominent international athlete has been charged with raping a woman. You friend says that the woman probably deserves it. **What do you do?**
Scenario 5. Your teammate sent you a nude photo of one of another teammate’s ex-girlfriend.

What do you do?
References


Training Boys into Men http://www.trainerscorner.org/
FIND CONTACT INFORMATION FOR THE FOLLOWING SERVICES

**VIOLENCE AGAINST WOMEN SUPPORT SERVICES**

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**SUPPORT SERVICES FOR YOUNG PEOPLE (MENTAL HEALTH/VIOLENCE/WELFARE)**

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**SUPPORT SERVICES FOR MEN (MENTAL HEALTH/VIOLENCE/WELFARE)**

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Glossary

BYSTANDER
A family member, friend, classmate, teammate, coworker—anyone who is imbedded in a family, school, social, or professional relationship with someone who might in some way be abusive, or experiencing abuse.

CONSENT
Being able to freely say “yes” or “no” to something. Consent requires that the person knows what they are saying “yes” to and that they do not feel pressured to say “yes.” Silence or the inability to say “no” does not imply consent.

CYBER-BULLYING
Violence through e-mail, cell phones, text messages, social media such as Facebook, Twitter, chat-limes etc. or websites.

ECONOMIC VIOLENCE
Denying a partner control over basic resources. This includes such acts as the denial of funds, refusal to contribute financially, denial of food and basic needs or controlling access to healthcare, employment, etc.

EMOTIONAL VIOLENCE
Any act or omission that damages the self-esteem, identity or development of an individual. This includes humiliation, threats, forced isolation or repeated yelling/degradation.

GENDER
Our socially constructed ideas about how men and women should be and act, different from our biological sex.

PHYSICAL VIOLENCE
The intentional use of physical force with the potential for causing death, injury, or harm.

RESPECT RELATIONSHIPS
Allows both partners to feel supported and connected but still feel independent. Neither partner uses violence, intimidation or power to try to control the other person. Each partner is treated equally with respect for their dignity and human rights.

SEX
The biological differences between men and women (i.e. the physical and genetic elements which we are born with).

SEXUAL HARASSMENT
Making unwelcome sexual advances to someone. Asking for a sexual favour or display sexual behaviours. Sexual harassment is a form of sexual violence.

SEXUAL VIOLENCE
Any act in which one person in a relationship uses force, coercion or psychological intimidation to force another person to carry out any sexual act against his or her will. This can range from forced exposure to pornographic material to physical contact such as inappropriate touching or sexual assault.

VIOLENCE AGAINST WOMEN AND GIRLS
Any act of gender-based violence that targets and results in harm or suffering to women, whether in public or private life. It includes the following types of violence
