



# White Ribbon Campaign In A Box

## Promoting Healthy Equal Relationships

A guide book for teachers and community leaders for Ontario youth ages 11 to 14.

Funded by the Government of Ontario, Ontario Women's Directorate



Ontario

## **Campaign In A Box Resource Kit**

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## Resources for Promoting Healthy Equal Relationships to Youth

**White Ribbon Campaign in a Box:** Fully interactive exercises designed to help teach and promote healthy, equal relationships among boys and girls. Meets Ontario curriculum expectations and is specifically formulated for use in grades 5 – 8. Order Campaign in a Box at: [www.whiteribbon.com](http://www.whiteribbon.com) or 1-800-328-2228. (English only) Guidance provided by: Faculties of Education, and the Elementary Teachers' Federation of Ontario.

**RePlay Video Games:** Youth aged 8-14 years can learn how to challenge behaviours and attitudes as part of this online game about healthy relationships based on equality and respect. Resource booklets for youth, educators and parents accompany the video games. Package also includes research on best practices and Ontario youth preferences for video game design. (English only) More details are available at [www.metrac.org](http://www.metrac.org). Developed by Metrac with guidance provided by: Ontario Teachers' Federation.

**Tools for Change Educator's Website:** A comprehensive listing of resources that promote healthy, equal relationships, reviewed and critiqued using a strengths-based model and matched to grade levels (3 -9) and the Ontario curriculum. A pedagogical review will help educators choose resources for their own teaching style. Available at [www.toolsforchange.ca](http://www.toolsforchange.ca). (English only) Developed by the Centre for Research and Education on Violence Against Women and Children with guidance provided by: Faculty of Education and local Public and Catholic school boards.

**Equal Relationships Teachers' Kit:** Teacher workshops, interactive resource materials, and opportunities for youth to produce their own resources are just some of the elements of this comprehensive kit to promote respectful, healthy equal relationships in grades 3-5. The project also has resources on girls' conferences, tip sheets in multiple languages and curriculum materials. A newsletter on prevention will highlight current initiatives and resources. Call Springtide Resources at: 416-968-3422 or visit [www.springtideresources.org](http://www.springtideresources.org). (English only) Partners include: Elementary Teachers' Federation of Ontario.

**EqualityRules.ca:** On this fully bilingual and accessible website, youth aged 8- 14 years, will learn skills needed to develop healthy equal relationships, and to recognize negative behaviours and attitudes that perpetuate violence against girls. The website also provides information on where to go for help. Go to [www.equalityrules.ca](http://www.equalityrules.ca) or call the Ontario Women's Directorate at 416 314-0300.

# Contents

## **5 About this resource**

## **6 Key Issues for teachers and community leaders of youth 11 to 14 years old**

- 6 Violence against women
- 12 The causes of men's violence against women
- 14 Issues for young men and women about building healthy equal relationships
- 15 Community action and resources for women
- 16 The White Ribbon Campaign
- 17 Teaching and facilitating on these issues
- 17 A: Your role as a discussion leader
- 18 B: Discussion tips for teachers and youth
- 19 C: Answering difficult or hostile questions
- 21 D: Homophobia, Sexism and Men's Fears
- 22 E: Dealing with Disclosures of Abuse

## **23 Child and Family Services Act**

## **25 Children's Aid Societies in Ontario**

## **28 Roadmap for using this resource**

## **29 Letter To Parents & Guardians**

### **Educational Activities**

- 30 Activity 1: Exploring Power Differences and Individual Responsibility
- 34 Activity 2: Sharing What We Really think
- 44 Activity 3: Life in a Box: Girls should.... Boys should....
- 48 Activity 4: Scenes of Dating
- 52 Activity 5: Scenes of Dating – Andrea and Azar
- 56 Activity 6: Boys don't have to be one of those boys
- 61 Activity 7: Our Future has no violence against women, The White Ribbon Campaign

## **64 Story of the White Ribbon Campaign**

## **65 Your White Ribbon Campaign**

- 65 Section 1: Summary of possible White Ribbon Campaign activities
- 68 Section 2: Getting prepared
- 70 Section 3: Attracting media coverage
- 73 Section 4: White Ribbon Activities Checklist

### **Appendix**

- 74 A. Ground Rules for Discussion
- 75 B. Frequently Asked Questions About the White Ribbon Campaign
- 77 C. Bookmark Template
- 78 D. Tip Sheets

## **About this resource.**

A remarkable thing is happening around the world. In White Ribbon Campaigns in almost 50 countries, men and boys are showing their strength by speaking out against the epidemic of violence against women. Men and boys are examining their attitudes and actions. They are asking important questions about creating healthier and happier relationships. They are proudly joining with women and girls to end the many forms of violence against women that are some of the most persistent human rights problems in the world today. They are proclaiming that our future has no violence against women.

Through funding from the Government of Ontario, Ontario Women's Directorate, the White Ribbon Campaign (WRC) is offering this kit as an accessible and straightforward resource for education and action. It combines classroom exercises (so youth can learn about a range of issues) and step-by-step suggestions for public awareness activities. We believe strongly that the most effective efforts to raise awareness are ones that are created and led by people within their own communities. This allows people, young or old, to speak to their peers using the most effective language and approaches.

In 1991, a handful of Canadian men started the White Ribbon Campaign. We knew that many men did not commit violence against women, and yet most men had been silent about this violence. Through this silence, men had allowed the violence to continue. The WRC would be a vehicle to end that silence.

In many countries, the focus of the campaign is around November 25 (proclaimed by the UN as the International Day for the Eradication of Violence against Women and, in many countries, referred to simply as "White Ribbon Day"). In some countries, White Ribbon Days continues for one or two weeks. In Canada, it runs from November 25 to December 6, the anniversary of the 1989 murder of 14 women in Montreal by a man who resented women's achievements and independence. In other countries, the focus is other times of the year. Whenever it is, these focus days are a time for public awareness efforts in schools, workplaces, places of worship, the media and communities.

## KEY ISSUES FOR TEACHERS AND COMMUNITY LEADERS

For teachers and community leaders who will be leading the exercises and activities in this kit

### Topics

1. Violence against women
2. The causes of men's violence against women
3. Issues for young men and women about building healthy equal relationships
4. Community action and resources for women
5. The White Ribbon Campaign
6. Teaching and facilitating on these issues

### Topic 1. Violence against women

Violence against women includes woman abuse, intimate partner abuse, sexual assault, sexual harassment, stalking, and murder. It also includes things that can be more subtle, such as domineering and controlling behaviour, and demeaning sexist jokes.

Violence against women is the most common crime of violence in our country even though, in most cases, it goes unreported and unpunished. It affects girls and women from all age groups, religions, socio-economic classes and cultural backgrounds. Several large Canadian studies revealed the following statistics about the problem.

- In Canada, in 1998, 82.6% of victims in reported cases of sexual assault were women; 98 per cent of the accused were men.<sup>1</sup>
- In 70 per cent of the reported cases of sexual assault, the victim knew the accused; 62 per cent of the victims were under the age of 18.<sup>2</sup>
- Women accounted for 88 per cent of all reported spousal (domestic) violence victims in 1997.<sup>3</sup>
- Some 20 per cent of women who leave an abusive partner experience continued (and often more severe) violence during or after the separation.<sup>4</sup>
- Children witnessed violence against their mothers in almost 40 per cent of violent marriages.<sup>5</sup>
- In 1997-1998, 15,257 women and 13,455 dependent children were admitted\* to shelters in Ontario.<sup>6</sup>
- Four out of every five Canadian victims of spousal homicide in 1998 were female.<sup>7</sup>

<sup>1</sup> Juristat: Canadian Crime Statistics, 1998, vol. 19, no. 9.

<sup>2</sup> Ibid.

<sup>3</sup> Family Violence in Canada: Statistical Profile, 1999, Statistics Canada.

<sup>4</sup> Canadian Social Trends, Statistics Canada, Autumn 1997.

<sup>5</sup> Violence Against Women Survey 1993, Canadian Centre for Justice Statistics.

<sup>6</sup> Juristat: Canada's Shelters for Abused Women, Vol. 19, no. 6 (\* A person might be admitted more than once during the year.)

<sup>7</sup> Juristat: Homicide in Canada, 1998, vol. 19, no. 10

- Six in 10 Canadian incidents of spousal homicide involved a history of domestic violence, of which police were aware.<sup>8</sup>
- Young women under 25 are at greatest risk of spousal homicide.<sup>9</sup>
- In 2004, there were nearly 28,000 incidents of spousal violence reported to the police: 84% of victims were female; 16% of victims were male. Women were more likely than men to report being targets of 10 or more violent spousal episodes.<sup>10</sup>
- Over a 10 year period, police reports showed males were much more likely than females to be the perpetrators of spousal violence incidents coming to the attention of police and more likely to repeatedly abuse their spouse. Of one time incidents of spousal violence incidents, 86% were committed by males versus 15% that were committed by females. Of repeated spousal violence incidents 94% were committed by males versus 6% that were committed by females. Of chronic spousal violence incidents 97% were committed by males versus 3% that were committed by females.<sup>11</sup>
- Women were twice as likely to be injured as a result of spousal violence.<sup>12</sup>
- The cost of men's violence is estimated to exceed \$4 billion annually in Canada.<sup>13</sup>
- According to Statistics Canada, only 6% of all sexual assaults are reported to police.<sup>14</sup>
- Of the 6% of sexual assaults that are reported, only 40% result in charges being laid. Of those cases where charges are laid, two-thirds result in conviction.<sup>15</sup>
- Only 1% of women who have been sexually assaulted by an acquaintance report the incident to police.<sup>16</sup>
- An Alberta study on sexual assault against people with disabilities found that while 88% of offenders are known to the victim (family members, friends, acquaintances, care givers), 80% are never charged and less than 10% are convicted.<sup>17</sup>
- It is estimated that over 80% of women who are sexually assaulted do not report it due to feelings of shame and humiliation or due to their fear of re-victimization through the criminal trial process.<sup>18</sup>

These statistics are just the tip of the iceberg. The enormity and context of the problem of men's violence against women goes beyond what these statistics attempt to convey. Consider the following;

- The impact of men's violence on some women contributes to a climate of fear generated and felt by all women;
- The potential public shame and the fulfillment of negative stereotypes brought towards her community for speaking out about the actions of another member of her community (e.g. a woman from a linguistic, visible or cultural minority speaking out against a man who used violence who is also from her same group);

<sup>8</sup> Juristat: Homicide in Canada, 1998, vol. 19, no. 10.

<sup>9</sup> Family Violence in Canada: Statistical Profile, 1999, Statistics Canada.

<sup>10</sup> Family Violence: A Statistical Profile, 2006, <http://www.statcan.ca/english/freepub/85-224-XIE/85-224-XIE2006000.pdf> pg 11

<sup>11</sup> Family Violence: A Statistical Profile, 2006, <http://www.statcan.ca/english/freepub/85-224-XIE/85-224-XIE2006000.pdf> pg 13

<sup>12</sup> Family Violence: A Statistical Profile, 2006, <http://www.statcan.ca/english/freepub/85-224-XIE/85-224-XIE2006000.pdf> pg 21

<sup>13</sup> Selected Estimates of the Costs of Violence Against Women," The Centre for Research on Violence Against Women and Children, 1995.

<sup>14</sup> Statistics Canada, "The Violence Against Women Survey," The Daily, November 18, 1993.

<sup>15</sup> Parriage, A., & Renner, K.E. "Do Current Criminal Justice Practices Lead to Unjust Outcomes For Adult Victims of Sexual Assault?", (1998).

<sup>16</sup> Diana Russell, Sexual Exploitation: Rape, Child Abuse and Workplace Harassment, California: Sage Publishing, 1984.

<sup>17</sup> Sobsey, D. "Sexual Offenses and Disabled Victims: Research and Practical Implications", 1988. *Vis-à-Vis: A National Newsletter on Family Violence*. Vol.6. No. 4. Winter.

<sup>18</sup> Fassel, M. (1994). Disclosure of Medical and Therapeutic Records in Sexual Assault Trials: The Implications for Women's Equality. Unpublished paper presented at the Canadian Institute Conference, Toronto: April 1994 at 3. Cited in: Diane Oleskiw and Nicole Tellier, Submissions to the Standing Committee on Bill C-46, 1997, Ottawa: National Association of Women and the Law, p. 9.

- The fear about loss of Canadian residency/immigration status if she comes forward with the problem;
- Fear and shame felt by women and the implications of her needing to 'cover' for him and his behaviour;
- The high incidence of violence directed towards differently abled women to confront and address abuse by caregivers or by those she relies upon;
- The impact of children witnessing the violence and the damaging learning of their worth and role as boys and girls who will someday become women and men;
- The loss of quality of life and potential poverty that is characteristic of single parent families headed by women;
- Social pressure by family, friends and social institutions to remain in a monogamous two parent family, even if power and responsibilities within that family remain unequal and destructive.

Woman abuse exists as a result of complex, multifaceted factors, which includes, but is not limited to:

- Gender role stereotypes

Traditional stereotypes (about men and women) limit the choices we make in our daily lives. Gender role stereotypes often compel men to be tough and controlling, and women to be passive and obedient. While there have been some changes over the last 30 years about the gender roles of men and women, there still exists within our society a culture of male-dominated power and control. This is a privilege that men have which is sometimes obvious and out in the open (i.e. women still shoulder the main responsibility for child care in the family), but more often takes subtler forms (i.e. men earn more than women).

- The socialization of girls and boys

The messages we receive as children stay with us as we become adults.

Some kids grow up learning that men are supposed to be tough and controlling and women are supposed to be passive and obedient. These kinds of stereotypes are harmful because they teach a child that being male is more desirable and more valued than being female. When family, friends and others in the community expose children to gender stereotypes and sexist attitudes, children learn to act in ways that support gender inequalities.

- Violence in the media

Generally speaking, the mass media plays a big role in supporting gender stereotypes. Specifically, woman abuse is often justified in the media, as the male perpetrator does not face the consequences of his abusive actions toward women. This normalizes woman abuse and serves as a model for what is considered acceptable behaviour in society.

- Societal attitudes condoning woman abuse

Our society generally values men more than women. This creates a societal attitude condoning woman abuse. This attitude makes it more acceptable to disrespect or harm women because they are viewed as less important and powerless compared to men. Each of the factors described above contribute to inequality between women and men in our society and an uneven sharing of power. Communities may not easily recognize the social context that surrounds the issue of woman abuse. Important points to emphasize are:



- Woman abuse continues to happen because women are not truly equal in our society
- While the act of abuse occurs between two people, in seeming isolation, a true understanding of woman abuse does not exist without recognizing the systemic oppression and inequality of women.
- Oppression/discrimination is sustained by the privilege of status associated with gender, race, religion, class, sexual orientation, age and physical ability.

### **Around the world**

The issue of violence against women is a global problem and it happens differently depending on the context.

Youth from war zones (for example, Bosnia, Somalia, Afghanistan, the Sudan) have not only experienced the horrors of war but may have directly or indirectly experienced sexual assault or the threat of sexual assault as a tool of warfare and official terror.

In some countries in Africa many girls and young women have been subjected to female genital mutilation in which the clitoris and sometimes the labia are cut off. Amnesty International estimates that over 130 million women worldwide have been affected by some form of female genital mutilation with over 2 million procedures being performed every year. (Some women and men in these countries are working hard to end this traditional practice, which can have dire health and emotional consequences.)

In some Asian countries, because some people have a preference for having boy children, they may choose to have an abortion of female fetuses. In some communities in parts of South Asia, there is great concern over high rates of trafficking girls into prostitution.

In Pakistan and Jordan, among other countries, some young women (and sometimes young men) have been murdered by their families in so-called "honour killings" for marrying against the wishes of their parents.

Tens of thousands of young women from Russia, Eastern Europe and North Africa are "trafficked" to serve as prostitutes in Western Europe, the Middle East, Asia and North America. In some states in the United States, there is still no penalty when a man rapes his wife.

For more information on violence against women in a global context see:

<http://www.un.org/womenwatch/>

<http://www.unfpa.org/>

<http://web.amnesty.org/actforwomen/index-eng>

None of these facts should make us feel smug here in Canada even if Canada is no different from any other country, aspects of the problem take a different turn or shape. We too have a severe problem that we must solve.

We used to think that whatever happened in our homes was a private affair. We've all heard phrases, such as "a man's home is his castle," that reinforce the idea that a man is the head of a family, the one who should be in control. Such attitudes have encouraged some men to assert themselves through violence. A combination of these attitudes, fear and lack of alternatives has encouraged some women to remain in abusive relationships. Luckily, because of hard work by women in recent years, we now realize it is everyone's business if a woman or a child - or, for that matter, a man - is being abused in the privacy of a home.

## What about violence against men?

Violence against men is also a huge problem. But most such violence is committed by other men. It occurs in the forms of violence by boys and male teens against their peers, sexual assault against boys (usually by men who see themselves as heterosexual), physical assault by parents (often fathers) against sons.

There also can be violence by women against their spouses. But surveys by Statistics Canada tell us that spousal violence by a woman against a man is less likely to cause injury than the other way around (18% versus 44%).<sup>19</sup>

Even though some men, like women, do experience violence from their spouses, they are much less likely to live in fear of violence at the hands of their spouses. They are also much less likely to experience sexual assault. And many cases of physical violence by a woman against a spouse are in self-defense or the result of many years of physical or emotional abuse.

The White Ribbon Campaign is opposed to all forms of violence in relationships, as well as other forms of violence. But the campaign focuses its efforts on ending violence against women. This is similar to a campaign that focuses on cancer: it does not mean a lack of support for causes such as diabetes or heart disease; it simply means the campaign chooses what its focus should be.

## How does violence against women affect young people?

Statistics Canada tells us that in 40% of cases involving violence against women, children are witnesses.<sup>20</sup>

Research shows that witnessing violence against someone you love has the same emotional impact as directly experiencing it against yourself. Witnessing violence against a mother is a form of violence against children.

Alarming numbers of children experience sexual assault. Among reported incidents, 61% of those who are sexual assaulted are under 18 years old.<sup>21</sup> In this age group, eight of 10 cases of assault are of females.<sup>22</sup> We know that perpetrators of child sexual assault are often well known by their victims. Of the girls and boys who experience sexual assault, 79% of girls and 83% of boys experience it at the hands of someone they know (family members, friends or acquaintances).<sup>23</sup>

Childhood sexual assault involves unwanted touching or sexual acts usually performed by a family member, relative or adult care giver, most commonly a male.

An alarming number of boys and girls experience physical assault. According to Health Canada (National Clearinghouse on Family Violence), 34% of investigated cases were substantiated.<sup>24</sup> Often the assault is by the father who is beating the child's mother, or by the mother herself.

<sup>19</sup> Statistics Canada, Family Violence in Canada (Ottawa: Minister of Industry; <http://www.phac-aspc.gc.ca/nfvc-cnivf/familyviolence/pdfs/85-224-XIE2005000>).

<sup>20</sup> Ibid. p 77.

<sup>21</sup> Ibid. p 11.

<sup>22</sup> Ibid. p 69.

<sup>23</sup> Ibid.

<sup>24</sup> Nico & Wolfe, David. Child Maltreatment in Canada - Selected Results (National Clearing House on Family Violence, Health Canada, Ottawa), 2001.

[http://www.phac-aspc.gc.ca/nfvc-cnivf/familyviolence/pdfs/cmiv\\_e.pdf](http://www.phac-aspc.gc.ca/nfvc-cnivf/familyviolence/pdfs/cmiv_e.pdf)

Meanwhile most girls have some experience of sexual harassment in school, on the streets or in after-school jobs. Sexual harassment refers to any unwanted touching, comments, put-downs or unwanted sexual advances.

## Topic 2. The causes of men's violence against women

There are those who believe that violence by people in general and men in particular is solely the result of biology. It is true humans have the biological capacity to be violent. But what turns that capacity into reality?

After all, we know that many men (including most men in Canada) will never use physical or sexual violence against a woman.

Research over the past 150 years tells us<sup>25</sup> there were once many small societies with little or no violence against women, violence among men or violence against children. In fact, half of the tribal societies investigated by anthropologists showed little or no violence. This tells us that violence among humans is not inevitable, but is a result of the way we set up our societies. These same researchers discovered that societies with violence were those in which women were second-class citizens. Where there was a high level of equality between men and women, there was little or no violence. (Societies where men played an active role as fathers also had much lower levels of violence).

Men's violence against women has its roots in the ways we have historically regarded women and men. For the past 8,000 years in an increasing number of societies, men have held positions of privilege while women have been cast in subservient roles<sup>26</sup>. In effect, women were treated as property. Until changes occurred over the past 100 years, women were denied such basic rights as the right to vote, to pursue a career, to own property or to pursue higher education. Some countries still deny women these basic rights.

Violence is a way of maintaining the power and control of one group of individuals over another. Wife abuse, for example, is in part a way that some men have controlled and terrorized their spouses.

Even though laws and social policies have changed in an effort to mitigate inequality between women and men, gender stereotyping persists generation after generation because of the messages we give children about how we value women and men.

These messages are relayed through song lyrics, advertisements, movies, television, video games, and through the influential words of other adults around them.

Young boys and men often have more opportunities, power and privilege in academics, athletics, employment, the criminal justice system, and their intimate relationships.

Some believe they are superior to women on all levels (i.e. intellectually, socially, financially, and parentally) and therefore have the right, or at least some deserved role, to use abusive, dominating behaviour to gain and maintain their positions of authority and prestige.

<sup>25</sup> Peggy Sanday, *Female Power and Male Dominance* (Cambridge:Cambridge University Press, 1981)

Peggy Sanday's study of ninety-five tribal societies, almost half, 47 percent, were free of rape. Only 18 percent showed what she called a significant amount of rape. The remaining 35 percent had a very limited amount. Another study of 186 non-industrialized cultures, by I.L. Weiss, suggests that those societies with strong beliefs in women's inferiority and high levels of male physical aggression were the ones with a higher percentage of rape.

(I.L. Weiss *Journey into sexuality: An Exploratory Voyage* (Englewood Cliffs: Prentice Hall, 1986) both referred to by Ilsa L. Lottes, "Sexual Socialization and Attitudes," p. 196. )

Also Scott Coltrane has used anthropological data to compare men's behavior in different cultures in "The Micropolitics of Gender in Nonindustrial Societies," *Gender & Society* 6 (1992), pp. 86-107.

<sup>26</sup> Richard Lee as contributor to Michael Kaufman, "The Construction of Masculinity and the Triad of Men's Violence." in Michael Kaufman, ed., *Beyond Patriarchy: Essays by Men on Pleasure, Power and Change* (New York, Oxford University, 1987)

In order to end woman abuse, women must become equal to men and be valued and respected equally in society.

Questions about inequality, oppression and privilege inform how we think about women in a broad context and impacts how communities will approach preventing woman abuse. What is most important in answering these questions is to reject the rigid gender role stereotypes. Any thought or actions which demean, disrespect, or maintain the inequality of women contributes to a societal attitude that condones woman abuse and therefore woman abuse is not a serious problem.

Violence against women is also the result of some men feeling entitled to a life of privilege delivered to them by women. Sexual assault, for example, occurs when an individual (usually a man) feels it is his right to have sex with whom he wants, when he wants, regardless of the other person's wishes.

Violence against women also results from the fact that societies have traditionally permitted the violence to occur. Until recently, we in Canada did not have strong or effective laws concerning violence against women. When we did, they were seldom applied. We have long considered violence against women a private matter.

Violence is not only about the power of men over women. It also comes from men's own life experiences and fears.

For some boys and men, the use of violence is a way of proving to themselves and those around them that they are "real men."

Raised by emotionally distant or demanding fathers and a culture that discourages emotional response, some boys grow up with a reduced ability to feel what others feel; that is, their empathy is reduced. If you do not feel what others feel, you are more likely to commit violence because you are not fully aware of the damage you are doing.

Many boys and men are taught to suppress their emotions. They have been taught that feelings make them weak and feminine. But feelings are a part of being human. When we try to suppress feelings, they often re-emerge in the form of aggression and violence.

Many boys grew up witnessing violence in the home or directly experiencing violence themselves. Although this leads some boys and men to refuse to use violence themselves, it has taught others that the use of force is acceptable in personal relations.

None of these factors is an excuse for individual acts of violence performed by some boys and men. But by understanding these factors, we get closer to changing the conditions that create violence in the first place.

Educators interested in learning more may wish to read:

- "The Seven P's of Men's Violence" by Michael Kaufman  
[http://www.whiteribbon.ca/educational\\_materials/default.asp?load=seven](http://www.whiteribbon.ca/educational_materials/default.asp?load=seven)
- "Ten Things Men Can Do To Prevent Gender Violence" by Jackson Katz  
<http://www.jacksonkatz.com/wmcd.html>
- "Manhood and Violence: The Deadliest Equation" by Michael Kimmel at:  
<http://www.whiteribbon.com/articles/manhoodandviolence.pdf>

### **Topic 3. Issues for girls and boys about having respectful interactions and eventually growing up to have healthy equal relationships.**

Although the template for our relationships is often established by our parents, we all have the chance to create our own future. When we are young we begin to develop attitudes and beliefs that will serve as the lens from which we will view our adult interactions. During our teenage years and young adulthood, we often create patterns that last a lifetime. This is one reason why it is particularly important that the White Ribbon Campaign's Campaign in a Box devotes a lot of attention to promoting healthy equal relationships for youth aged 11 to 14 years. During these years, we have the opportunity to significantly influence and prevent men's violence against women through prevention education.

Healthy equal relationships are, by definition, free of violence or the threat of violence. Violence destroys trust, it destroys love and it destroys mutually satisfying physical and emotional relationships (whatever that might involve for a particular couple).

A healthy equal relationship is, by definition, a relationship between two independent and strong individuals. Even though romantic movies show couples losing themselves in each other, even though popular music suggests we won't survive without the one we love, the truth is that true and strong love is built on a mutual respect for each other's independence. This means giving our 11 to 14 year old youth the ability to recognize and practice respectful interactions between each other in order to establish the building blocks and framework of healthy equal relationships for their lifetimes.

This means it is important that girls and boys, young women and young men, learn to avoid patterns that involve emotional manipulation, control or abuse. It means that decision-making must be shared in relationships. It means that neither should control who the other person's friends are.

Among girls, we encourage assertiveness and a demand for respect. Girls who come from a household where they have long witnessed violence against their mother, or where they have experienced violence themselves, sometimes have a hard time respecting themselves and expecting full respect. Cultural representations of femininity, in media/advertising, also promote poor self-esteem in girls. This is also true for girls from some cultures where, traditionally, women and girls have been second-class citizens. Although we in Canada, in our multicultural community, hold strong to beliefs of cultural diversity and the cultural mosaic, we also hold as sacred the beliefs inscribed in the conventions of the United Nations that all humans deserve equality and human rights, regardless of sex. It is important for all countries to strive to uphold the conventions of the United Nations. If we are to bring about true equality, it is a job for us all.

Among boys, we, of course, also encourage assertiveness (as opposed to aggressiveness or dominance) and a demand for respect. But given the inequalities in society, we also put special emphasis on encouraging boys to listen to the voices and experiences of girls. We insist they play their part to keep violence out of their relationships. We say to boys that everything, whether it is a choice of how they talk to girls and all youth their age, what to do on a date or what sort of physical relations to engage in or not, is a matter of mutual discussion, mutual respect, and consent.

#### **Topic 4. Women leading the efforts to end the violence**

Although White Ribbon is proud to see its campaign spread around the world, the real heroes and leaders of the work to end violence against women have been women and women's organizations. For over three decades, women have worked against great odds simply to raise this issue in public awareness. Their efforts have led to important legal changes. For example, until 1983, Canadian law did not recognize a husband raping his wife as a crime. One of the most impressive legal victories came in 1992 when the Canadian Parliament passed the most progressive law on sexual assault in the world. It states not only that "no means no," but that explicit consent is required. Meanwhile, women's organizations have not only pushed for clear and strong laws, but also that police and the courts must implement the laws.

While all this was going on, women were organizing a huge network of shelters for abused women, hotlines and crisis centres for women who have been sexually assaulted. These shelters and crisis centres rely on government funding, support from their communities, hard-working staff and many dedicated volunteers.

We encourage you to contact women's resources in your community to learn more about what they do, to learn from their experiences and to contribute financially and in other ways to their ongoing success.

Visit the following women's organizations to learn more about women leading the efforts to end men's violence against women.

- [www.shelternet.ca](http://www.shelternet.ca)
- [www.womanabuseprevention.com](http://www.womanabuseprevention.com)
- [www.springtideresources.org](http://www.springtideresources.org)
- [www.metrac.org](http://www.metrac.org)
- [www.ontariowomensdirectoriate.gov.on.ca](http://www.ontariowomensdirectoriate.gov.on.ca)
- [www.orcc.net](http://www.orcc.net)

## Topic 5. The White Ribbon Campaign

The premise of the campaign is straightforward: although most men will never commit acts of violence against women, men have traditionally been silent about the violence. Through that silence, men have allowed the violence to continue. When a male wears a white ribbon he is making a public pledge never to commit, condone or remain silent about violence against women. The white ribbon is a call on governments and all institutions controlled by men to address the issue seriously. White Ribbon's basic philosophy is that while not all men are responsible for committing violence against women, all men and boys must take responsibility for helping end it.

The white ribbon is both a personal and a collective statement that our future has no violence against women.

White Ribbon is not an act of collective guilt. Rather, it is an act of collective caring and love for the women in our lives. We believe that our mothers, sisters, daughters, wives and friends should never have to live in fear of violence at the hands of men.

The WRC is strictly non-partisan and includes men from across the social, political, ethnic, and religious spectrum. It does not take positions on many important social issues, choosing instead to bring together the widest array of men (and in some areas, men and women) to focus exclusively on ending woman abuse and sexual assault, as well as sexual harassment and stalking.

There is no formal chapter or membership structure. Rather, the campaign operates as a decentralized network. We do this because we do not want scarce resources going to run a big bureaucracy. But the most important reason is that we believe people in their own communities know best how to get out the message to their neighbours, fellow youth, workmates, family members, and peers.

We work with women's organizations and urge men to listen to the voices and concerns of women. We encourage local White Ribbon efforts to raise money for local women's programs as well as for the WRC.

We conduct media campaigns and involve high-profile men in speaking out against men's violence against women.

We also work to encourage more involved and more nurturing fatherhood. Research tells us that boys who come from homes where the father uses violence against the mother or the children are more likely to use violence themselves. We also know that sons of fathers who are authoritarian and emotionally distant are more likely to use violence in their own relationships. (Of course, many boys who grow up witnessing abuse or experiencing domineering fathers will never go on to use violence themselves.)

Begun in Canada in 1991, the White Ribbon Campaign has now spread to over 50 countries spanning six continents.



## Topic 6. Teaching and facilitating these issues

### A: Your role as a discussion leader

The issues of violence against women and healthy equal relationships are emotionally charged and personal in nature. Since studies show that one in 8 children witnesses violence in his or her home, this is an issue that has touched many youth. Chances are that each year, some of your youth have been or are being sexually or physically abused. What's more, some youth will have experienced violence or the threat of violence in dating relationships.

Therefore, unlike a normal lesson or gathering, the teacher, staff resource person or community leader who is leading an exercise or organizing an activity about this topic has a particularly important role in helping create a safe environment.

**Safety and ground rules:** This isn't a normal group discussion. So you might ask the youth to develop some discussion guidelines. What do they need from you and from each other in order to feel safe when they talk about these issues? Do they require that the youth agree to confidentiality? That no one has to speak who doesn't want to? That time is shared? That discussions are respectful and people listen to each other? Another way to provide safety for certain discussions is to have a question box where youth can pose questions anonymously. We have provided a sample set of ground rules near the beginning of Part II.

**Model respect:** It's important to encourage participation in the discussion and model the type of behaviour we expect from youth.

**Sharing the time:** If a few people monopolize conversation on these issues, the experiences and insights of many youth will remain hidden. Providing safety means encouraging participation, stopping anyone from monopolizing the discussion, but not putting anyone on the spot who might feel uncomfortable talking about these issues.

**Generalizations and judgments:** Be careful to avoid generalizations, stereotypes and judgments, such as "boys will be boys," "girls are powerless victims" or "all men are violent".

**Single-sex groups:** We suggest that for some discussions, a class be divided into single-sex groups to provide more safety and let certain things come out that might not in a mixed group. If you do this, make sure they don't become sessions to dump on the other sex, and also make sure that when you come back together, the groups listen to each other. We also suggest that if you're dividing the group, you would ideally want to have a male and a female group leader. We also suggest, if possible, that the class/group be lead by both a male and a female facilitator/teacher for groups of male and female youth.

**Diversity:** If applicable, try to mix together youth into groups that reflect the ethnic and cultural mix of your class. If someone wants to talk about his or her own culture's experiences in terms of violence against women or gender relations, that's great, but be careful not to put someone on the spot.

**Disclosures:** Since many youth have experienced violence, these exercises and activities sometimes provide the safety they need to come forward and disclose their experiences. Section E (later in Part 1) looks at dealing with disclosures.

## **B: Discussion tips for teachers and youth**

We suggest you brainstorm ground rules (and consequences for breaking these ground rules) with your group before starting any Campaign in a Box activities.

Consider experimenting with an anonymous 'question box' so youth can ask questions they want to have answered but may feel embarrassed to ask in front of their peers. Near the end of each learning activity, you could give everyone the same size paper to write their questions on.

Suggested ground rules for youth discussions:

**1. Listen.** Share time. Respect others' opinions. Everyone has a unique perspective and contribution to make to our learning. Respect and listen to what others have to say, how they say it and the experiences they bring to the group. Ask yourself if the way you are speaking or acting towards this person is the way you would like to be treated.

**2. Non-judgmental.** There is a great deal of diversity, knowledge and wisdom in this group. The only way we can learn about each other is through open, non-judgmental and peaceful communication. Only one person can speak at a time.

**3. No put-downs.** Discussion and debate are great. Hurtful words are not. Words or ideas that put down a person or group don't help us learn from each other. Sometimes people mix up opinions with facts. You can disagree with a person without name-calling or insults. You can start your sentence with the word "I"- for example, "I don't agree with that point..." or "I think that...".

**4. Respect confidentiality.** If you want to tell the class something that is confidential (not to be told to anyone outside the class), say so before you speak.

**5. Respect the ground rules.** You are an equal, valuable member of this group. You have a responsibility to point out to the class if these ground rules are broken. Raise your hand immediately if you think the ground rules have been broken.

**6. Outside class,** find someone to talk to. Learning about violence can remind us of violence that we or someone we know has experienced. If you or someone you know has suffered violence, please talk to a friend, teacher or adult who you trust so you can get the support you need. If you still don't get the support you need, tell another person. It isn't your fault.

- Keep in mind that the point of the exercises in this kit is to encourage dialogue and self reflection about dating behaviours and healthy equal relationships.
- Start a dialogue with open-ended questions that prompt reflection. These are usually questions starting with "how," "what" and "why." For example, "How does this affect you?" "Why is this issue?" "What can be done to change this situation?"
- Acknowledge different opinions. When a student introduces a controversial point, try to separate fact from opinion. Should a disagreement occur, encourage youth to challenge the ideas without putting down the person expressing them. Communicate to the youth that the purpose of these discussions isn't to win an argument but to share information and ideas. Understand that a boy might make outrageous statements to be provocative or because he thinks it will impress other boys.

- Encourage lively discussions, but avoid arguments. Violence and relationships are emotional topics so discussions can become heated. Consider discussing why this is happening.
- Stay focused. When discussions get off track, try to reintroduce the original issues. (For example, “Terry, I think you have a point there, but can we get back to talking about ...”)
- Listen. Ask everyone to listen to each person’s point of view before responding. It’s important to understand what a person is trying to say, but also to provide safety and trust in the group.
- Don’t feel you have to be an expert on the issues. If you can’t answer a question, say so. Ask others if they know. If it’s important, promise to look into it.
- Consider holding single-sex discussion groups. This can provide safety and, if it’s a class where boys talk more, it gives girls a chance to speak. When the two groups join, make sure the discussion doesn’t become a face-off.
- State that abusive, hurtful or insulting language or behaviour isn’t acceptable in these discussions. The environment will be poisoned for everyone by words and ideas that are sexist, racist or biased against particular groups based on their nationality, age, sexual orientation, religion or physical abilities. (In case any youth think you are being arbitrary, our provincial human rights codes protect people from discrimination or harassment based on these characteristics.)

### **C: Answering difficult or hostile questions**

Youth and teachers will get a lot of support for organizing White Ribbon activities. But there will be some people who are hostile to what you are doing.

Youth who will be organizing events or leading discussions might want to practice answering typical questions with a friend or at a meeting. Acquainting yourself with a few statistics from this kit can be a great help because they show how serious the problem really is.

#### **Answering the serious question**

- Always listen with attention and interest.
- Remember that the purpose of any encounter — whether the person is very sympathetic or a bit hostile — is not to “win” an argument. It is to listen to other people’s concerns, correct inaccurate ideas and encourage guys to get involved. Try to be friendly and positive and try not to get defensive.

#### **Answering the hostile question**

- When someone is hostile and trying to bait you, don’t sink to that level. Stay cool. Be respectful. But be firm.
- Don’t let that person dominate a discussion. Don’t get into an endless debate. After the person has expressed his or her concern, say, “Thank you,” and then something like, “Let’s see what other people have to say,” or pose a new question to the group.

- In many such encounters, the people you really want to reach are those listening to the discussion. Being firm yet calm and polite will serve you well. Challenge what the person asking the hostile question says, but never be insulting.

### **Responses to some typical hostile questions**

*“You’re exaggerating the problem.”*

Response: Canadian Studies tell us that the problem of violence against women is bigger than anyone thought. In 1993, In Canada, in 1998, 82.6% of victims in reported cases of sexual assault were women; 98 per cent of the accused were men.<sup>27</sup> In 2004, there were nearly 28,000 incidents of spousal violence reported to the police: 84% of victims were female; 16% of victims were male. Women were more likely than men to report being targets of 10 or more violent spousal episodes.<sup>28</sup>

*“I’m sick of hearing about violence against women. Don’t you care about violence against men?”*

Response: Of course, I’m concerned. By far the most violence against males is committed by other males. At the same time, there is violence by women against men, but there are a few things to know about it. A 2005 Statistics Canada survey showed that violence by women against men in relationships is much less likely to cause physical injury than violence by men against women, and also much less likely to leave the man living in fear. What’s more, in many cases the woman is responding to past or current abuse by the man. However, unless it’s self-defense, all violence in relationships is wrong.

*“You guys are just anti-male, you’re male-bashing.”*

Response: No, I like being a man [or, if you are a girl or woman, I like guys]. I just don’t like some of the things that too many guys are doing or saying. Those things are hurting the women I care about. I’m not anti-male because I believe you don’t have to be sexist or violent to be a real man.

*“Just because someone cracks a joke about women doesn’t mean he’s a rapist.”*

Response: That’s true. But sexist jokes, put-downs, porno shots and harassment in the hallway all help create an atmosphere where women are degraded, where males learn to be in control, and where violence against women has been socially acceptable.

<sup>27</sup> Juristat: Canadian Crime Statistics, 1998, vol. 19, no. 9.

<sup>28</sup> Family Violence: A Statistical Profile, 2006, <http://www.statcan.ca/english/freepub/85-224-XIE/85-224-XIE2006000.pdf> pg 11

## **D: Homophobia, Sexism and Men's Fears**

Classroom discussions on these issues can bring up sexist remarks against boys and young men. The form that this often takes is homophobic comments. (For example, "He looks like a fag!" "That's so gay," "He throws like a girl.") This doesn't necessarily have anything to do with the issue of someone's actual sexual orientation. Rather, they are comments that say someone isn't a "real man," especially if he doesn't "fit in the box."

There is an important link between homophobic teasing of boys and violence. Because boys and young men fear not being a "real man," some will use verbal and even physical violence against girls or boys to prove themselves. Not only does such taunting hurt boys and young men, it also directly feeds into sexism. Much of the problem is based on the belief that anything a male does that is remotely "feminine" is a negative thing. Because of this, homophobic harassment contributes to sexism.

You play a very important role in challenging homophobic and sexist remarks. Always remember that if we are silent, our youth will perceive this as tacit agreement. And because boys take their cues for behaviour from other boys and men, male teachers have a particularly important role to play. They can set the bar for how to live in a respectful and peaceful way with girls and women and towards their fellow men. Male teachers certainly don't need to prove to their male youth that they're "one of the guys" if it includes sexist or homophobic comments.

## E: Dealing with Disclosures of Abuse

We encourage you to consult your school board (for teachers) or community organization (for community leaders) policy specific to youth disclosures of abuse.

If you have concerns about a child, please call your local Children's Aid Society **immediately**. All CASs have emergency service 24 hours a day, so you can call anytime. For your local CAS office, consult the list at the end of this section.

Ontario's Child and Family Services Act was created to protect the best interests and well being of children. The Act recognizes that each of us has a responsibility for the welfare of children. It states clearly that members of the public, including professionals who work with children, have an obligation to report promptly to a children's aid society if they suspect that a child is or may be in need of protection. If a youth says he or she wants to tell you something but asks you to promise not to tell anyone, you cannot do this.

If a student has chosen to disclose to you what is likely the most horrible thing she or he has ever experienced, consider yourself honoured to be held in such trust and high regard. It is not only a personal issue: the impact of abuse has a huge impact on the capacity of a student to learn. If a student's basic need (and human right) for safety is not being met, it is impossible for learning to take place.

When a student discloses abuse or other painful memories to you, you are not only a key person for support. You will also play a key role in the student's recovery.

Remember 18-month-old Baby Jessica, who fell down an abandoned well in Texas in 1987? Her family received thousands of letters and teddy bears. No one doubted her story, her innocence or questioned her motives or vulnerability. The world saw the situation unfold as she was trapped for over fifty hours. This girl will not doubt her memory of what happened and, now an adult, she has apparently made a full recovery except for mild claustrophobia.

But when it comes to the common forms of abuse that far too many children suffer from, the opposite is true. They are not believed. They don't know whom to talk to. They get little attention (or find destructive ways to get attention.) They suffer over and over again.

An important determinant of how a person will recover from experiencing violence or abuse is the reaction of the person with whom they first shared the information. How you react to a student's disclosure will have a significant impact on how she (or he) will view the abuse, whether or not she will blame herself for the incident, and her overall recovery from the trauma. More important than any policy is your empathetic, non-judgmental and supportive response.

### Child and Family Services Act CFSA s.72 (1)

Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
  - i. failure to adequately care for, provide for, supervise or protect the child, or
  - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
  - i. failure to adequately care for, provide for, supervise or protect the child, or
  - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.
5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
6. The child has suffered emotional harm, demonstrated by serious,
  - i. anxiety,
  - ii. depression,
  - iii. withdrawal,
  - iv. self-destructive or aggressive behaviour, or
  - v. delayed development,and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.
8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.
10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
11. The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
12. The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
13. The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

For more information visit The Ontario Association of Children's Aid Societies at <http://www.oacas.org/index.htm>

## Here are some things to say and not to say:

- 1. Believe, listen to and validate the child.** Tell them you are proud they survived the abuse and commend them for talking to you about it. Say, "I will do whatever I can to support you on this." Acknowledge how difficult it must be to talk about this. Sometimes you may hear something that is hard to believe. Your job is not to play police officer or judge or psychologist. It is to give support and to help make sure the child is safe and gets the help he or she needs.
- 2. Reflect back what you have just heard:** "So you are saying that you feel ..."
- 3. Identify immediate medical needs,** including pregnancy and STD/HIV concerns. If it's an older student, give him or her local sexual assault/shelter crisis telephone numbers for future support and counselling.
- 4. Follow their lead in the conversation.** Don't say things like, "Did you go to a club after the party?" or, "Why didn't you tell right after it happened?". Offer your help and ask how you can be most helpful. Avoid playing investigator and pressing for specific dates, times or places.
- 5. Don't blame them.** Be careful of questions that sound like blaming, such as, "Didn't you try to stop it?" or "Did you tell him you didn't like it?" or "Why did you hang out with him in the first place?" or "What did you expect?" Even when you think they used poor judgment and was in a dangerous situation, it's important to remember that this child did not want or expect to be abused.
- 6. Avoid minimizing the effects of the abuse** with statements like, "That just doesn't sound that bad," "Is that all?" or "I just can't believe he would do something like that."
- 7. Offer some hope for the future** (without negating the impact). You could say some thing like, "This must be a very difficult time for you and I'm glad you spoke to me about it. You've been very brave. I think one day you will look back with a lot of pride in yourself for having taken the steps you have. I know I'm very proud of you right now."
- 8. Offer local counselling resources** where a youth can get support. The Kids Help Phone offers a 24 hour counselling service to youth across Canada. The phone number is 1-800-668-6868 or visit [www.kidshelpphone.ca](http://www.kidshelpphone.ca).

Youth will sometimes make disclosures "about a friend" that are actually about themselves. Laws and protocols vary, so please review your school board's or community group's policy on dealing with a disclosure of abuse. It is the responsibility of the person who received the disclosure to report it to child protection services. If you are not sure if a situation is reportable, phone your local child protection services and ask to speak to a child protection worker (there is usually at least one worker on duty 24 hours a day, seven days a week). Anonymously describe the scenario to the worker to determine if you need to report it.

While your memory is fresh, you may want to take (and keep in a safe place) some basic notes on any details the student has shared with you. If either the local child protection services or the police become involved, in order to protect the student (and yourself) you will want to refer to any date, time or name information that the student may have volunteered during the disclosure. In some jurisdictions, these notes may be subpoenaed by a court of law. It's important to remember that your role is not to investigate the disclosure information, but to be a support person who is receiving the information. Your report to police and/or local child protection services is a very important part of the system that will end the abuse.



There are 53 Children's Aid Societies in Ontario. Find your local CAS by looking through this list.

**Aboriginal Child and Family Services**

Kenora, Ontario, Phone: (807) 468-6224

**Algoma Children's Aid Society**

Sault Ste. Marie, ON, Bus: (705) 949-0162 Toll free: (888) 414-3571

**Brant Children's Aid Society**

Brantford, ON , Bus: (519) 753-8681

**Bruce Children's Aid Society**

Walkerton, ON, Bus: (519) 881-1822 or (800) 461-1993

**Chatham-Kent Children's Services**

Chatham, ON, Bus: (519) 352-0440

**Dilico Ojibway Child & Family Services**

Fort William First Nation, Thunder Bay, ON, (807) 623-8511- Tele | 1-800-465-3985

**Dufferin Children's & Family Services**

Orangeville, ON, Bus: (519) 941-1530

**Durham Children's Aid Society**

Oshawa, ON, Bus: (905) 433-1551 Toronto line: (905) 619-3930

**Elgin Family & Children's Services**

St. Thomas, ON, Bus: (519) 631-1492 Toll free: (800) 260-6960

**City of Kingston & County of Frontenac Children's Aid Society**

Kingston, ON, Bus: (613) 542-7351

**Children's Aid Society of Owen Sound and the County of Grey**

Owen Sound, ON, Bus: (519) 376-7893 (800) 263-0806

**Haldimand & Norfolk Children's Aid Society**

Townsend , ON, Bus: (519) 587-5437

**Halton Children's Aid Society**

Burlington, ON, Bus: (905) 333-4441 Toll free: (866) 607-KIDS

**Hamilton Agencies**

**Catholic Children's Aid Society of Hamilton**

Hamilton, ON, Bus: (905) 525-2012

**Children's Aid Society of Hamilton**

Hamilton, ON, Bus: (905) 522-1121

**Hastings Children's Aid Society**

Belleville, ON, Bus: (613) 962-9291 Toll free: (800) 267-0570

**Huron Perth Children's Aid Society**

Stratford, ON, Bus: (519) 271-5290 or (800) 668-5094

**Services Familiaux Jeanne Sauvé Family Services**

Kapuskasing, ON, Bus: (705) 335-2445

**Kawartha-Haliburton Children's Aid Society**

Peterborough, ON, Bus: (705) 743-9751

**Kenora-Patricia Children & Family Services**

Kenora, ON, Bus: (807) 467-5437 Toll free: (800) 465-1100

**Lanark Children's Aid Society**

Perth, ON, Bus: (613) 264-9991 Toll free for 613 area code: (866) 664-9991

**Leeds-Grenville Family & Children's Services**

Brockville, ON, Bus: (613) 498-2100 Toll free: (800) 481-7834

**Lennox-Addington Family & Children's Services**

Napanee, ON, Bus: (613) 354-9744 Toll free: (800) 718-1797

**London-Middlesex Children's Aid Society | La Société d'aide à l'enfance de London et du Middlesex**

London, ON and East London, ON, Bus: (519) 455-9000 Toll free: (888) 661-6167

**Family, Youth & Child Services of Muskoka**

Bracebridge, ON, Bus: (705) 645-4426

**Niagara Family & Children's Services**

St. Catharines, ON, Bus: (888) 937-7731 or (905) 937-7731

**Nipissing & Parry Sound Children's Aid Society\* | La Société d'aide à l'enfance pour la région du Nipissing et Parry Sound**

North Bay, ON, Bus: (705) 472-0910

**Northumberland Children's Aid Society**

Cobourg, ON, Bus: (905) 372-1821

**The Children's Aid Society of Ottawa | La société d'aide à l'enfance d'Ottawa**

Gloucester, ON, Bus: (613) 747-7800

**Oxford Children's Aid Society**

Woodstock, ON, Bus: (519) 539-6176 Toll free: (800) 250-7010

**Payukotayno James & Hudson Bay Family Services**

Moosonee, ON, Bus: (705) 336-2229 Toll free: (888) 298-2916

**Peel Children's Aid Society**

Mississauga, ON, Bus: 905-363-6131 Toll free: (888) 700-0996

**Services aux enfants et adultes de Prescott-Russell Services to Children and Adults**

Plantagenet, ON, Bus: (613) 673-5148 Toll free: (800) 675-6168

**Prince Edward Children's Aid Society**

Picton, ON, Bus: (613) 476-7957 Toll free: (877) 476-7957

**Family & Children's Services of the District of Rainy River**

Fort Frances, ON. Bus: (807) 274-7787

**Renfrew Family & Children's Services**

Pembroke, ON, Bus: (613) 735-6866

**Sarnia Lambton Children's Aid Society**

Edward, ON, Bus: (519) 336-0623

**Children's Aid Society of Simcoe County**

Barrie, ON, Bus: (705) 726-6587 or (800) 461-4236

**Stormont Dundas & Glengarry Children's Aid Society | La Société d'aide à l'enfance des comtés unis de Stormont, Dundas et Glengarry**

Cornwall, ON, Bus: (613) 932-3986 Toll free: (866) 511-3611

**Sudbury-Manitoulin Children's Aid Society | La Société d'aide à l'enfance des district de Sudbury et du Manitoulin**

Sudbury, ON, Bus: (705) 566-3113 Toll free: (877) 272-4334

**Children's Aid Society of the District of Thunder Bay**

Thunder Bay, ON, Bus: (807) 343-6100

**Tikinagan Children & Family Services**

Sioux Lookout , ON, (807) 737-3466

**Services a l'enfance et a la famille du Timiskaming Child and Family Services**

Kirkland Lake Ontario, Bus: (705) 568-5437

**Child and Family Services of Timmins and District | Services à l'enfance et à la famille de Timmins et district**

Timmins, ON, Bus: (705) 360-7100

**Toronto Agencies**

**Catholic Children's Aid Society of Toronto | La Société catholique de l'aide à l'enfance ville de Toronto**

Toronto, ON, Bus: (416) 395-1500

**Children's Aid Society of Toronto**

Toronto, Ontario, Bus: (416) 924-4646 2100

**Jewish Family & Child Service of Toronto**

North York, ON, Bus: (416) 638-7800

**Native Child and Family Services of Toronto**

Toronto, ON, Bus: (416) 969-8510

**Waterloo Family & Children's Services**

Kitchener, ON, Bus: (519) 576-0540

**Family & Children's Services of Guelph and Wellington County**

Guelph, ON, Bus: (519) 824-2410 Toll free: (800) 265-8300

**Windsor-Essex Children's Aid Society**

Windsor, ON, Bus: 519-252-1171 Toll free: (800) 265-4844

**York Region Children's Aid Society**

Newmarket, ON, Bus: (905) 895-2318 Toll free: (800) 718-3850

**Weechi-it-te-win**

Fort Frances, ON, (807) 274-3201

## Roadmap for using the White Ribbon Campaign in a Box

1. Before you start, send the Letter to Parents' or Guardians' home, informing them of your use of this program, the template for which can be found on the next page. This letter can be customized to suit your individual class/group needs or it can be photocopied directly from this resource. A tip sheet for parents is also available at the end of this resource
2. Make enough copies of the reflective youth journal for use by each of your youth.
3. Please distribute tip sheets as needed.

If you have three hours to use White Ribbon Campaign in a Box we suggest:

**Activity 2:** Sharing What We Really Think

**Activity 3:** Life in a Box: Girls should... Boys should....

**Activity 4:** Scenes of Dating: Healthy or unhealthy?

We suggest that you plan one White Ribbon Campaign activity, from the "Your White Ribbon Campaign" section of this resource, such as Handprints Against Violence or reading statistics during your school's morning announcements.

If you have six hours to use White Ribbon Campaign in a Box we suggest:

**Activity 2:** Sharing What We Really Think

**Activity 3:** Life in a Box: Girls should... Boys should....

**Activity 4:** Scenes of Dating: Healthy or unhealthy?

**Activity 6:** Boys don't have to be one of those boys

**Activity 7:** Our future has no violence against women, The White Ribbon Campaign

We suggest that you plan one White Ribbon Campaign activity, from the "Your White Ribbon Campaign" section of this resource, such as creating a banner, mural or youth created posters.

If you have ten hours to use White Ribbon Campaign in a Box we suggest:

**Activity 1:** Exploring Power Differences and Individual Responsibility

**Activity 2:** Sharing What We Really Think

**Activity 3:** Life in a Box: Girls should... Boys should....

**Activity 4:** Scenes of Dating: Healthy or unhealthy?

**Activity 5:** Scenes of Dating: Andrea and Azar

**Activity 6:** Boys don't have to be one of those boys

**Activity 7:** Our future has no violence against women, The White Ribbon Campaign

We suggest that you plan two to three White Ribbon Campaign activities, from the "Your White Ribbon Campaign" section of this resource, such as inviting a guest speaker, a community display table to raise awareness to the issue or planning an on-going White Ribbon discussion group.





WHITE RIBBON  
CAMPAIGN

Date: \_\_\_\_\_

Dear Parent/Guardian:

It's been said that an ounce of prevention is worth a pound of cure. I am writing you today with a message of hope for our children. Together we are going to end the problem of violence against women through stopping it before it has a chance to start. We are inviting your child to participate in a special educational program that will assist your son or daughter make healthy, respectful relationship decisions for themselves now and in the future.

Your child's school or community group has recently received a brand new educational program specifically designed for teachers and community leaders of Ontario youth aged 11 to 14 years. This resource was created by the White Ribbon Campaign ([www.whiteribbon.ca](http://www.whiteribbon.ca)) in partnership with experts from across Ontario and was funded by the Government of Ontario, the Ontario Women's Directorate. The resource is called **White Ribbon Campaign- in-a-Box**. It includes up to eight learning activities, linked to the Ontario Ministry of Education curriculum expectations, led by your child's teacher or group leader, as well as a number of action plans that help promote awareness in our communities about healthy equal relationships.

As part of the White Ribbon Campaign in a Box, your child will receive a reflective journal and they will be encouraged to draw and/or write about what he/she is learning. Your son or daughter will also receive a button encouraging them to add their voices and opinions to an online youth discussion forum at [www.whiteribbon.ca](http://www.whiteribbon.ca). The reflective journal is not intended to be homework, but rather, a place for youth to gather their thoughts that will spark any questions they may have about gender equality, respectful relationships, peer pressure and healthy positive relationship choices.

In addition to providing the White Ribbon Campaign-in-a-Box, we encourage you to share with your son or daughter, your thoughts and feelings about the importance of not tolerating abuse and the importance of healthy equal relationships. Tip sheets are available to help you before talking to him/her.

If you would like to see the White Ribbon Campaign in a Box, please visit [www.whiteribbon.ca](http://www.whiteribbon.ca) and click on the Educators button. Thank you for supporting this initiative and working towards a future without violence against women. Should you have any questions please don't hesitate to contact us.

Tuval Dinner  
Education Officer  
White Ribbon Campaign

Charitable Registration No. 14105 0708 RR001

203 – 365 Bloor Street East, Toronto, ON M4W 3L4  
(p) 416-920-6684 | (f) 416-920-1678  
(tf) 800-328-2228 | [www.whiteribbon.ca](http://www.whiteribbon.ca)

## Activity 1: Exploring Power Differences and Individual Responsibility

### Notes for Educators and Community Leaders

This activity aims to demonstrate how gender, status and peer pressure influence youths' actions, beliefs and perceptions. The result of this activity may be unexpected and may lead the youth into a discussion that is un-anticipated.

The level of safety that youth feel will determine their level of participation. It is imperative that ground rules be well established. Some suggested ground rules appear in the opening notes of this resource.

In an effort to be culturally sensitive and accountable to youth, we suggest as an alternative to playing cards, that you use hand-numbered cards made from bristol board.

Invite youth to visit [www.whiteribbon.ca](http://www.whiteribbon.ca), youth section, so they can post their comments and see what youth across Canada have to say about gender stereotyping and violence against women. We have provided a package of small buttons for youth. Please distribute these at the end of the exercise.

We also suggest that you distribute copies of the tip sheets for parents to your parent community and tip sheets for boys and tip sheets for girls to youth.

### Ontario Ministry of Education Curriculum Linkages

#### **Healthy Living: Grade 5**

##### **Growth and Development**

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends;
- identify factors (e.g., trust, honesty, caring) that enhance healthy equal relationships with friends, family, and peers;

##### **Personal Safety and Injury Prevention**

- explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;
- apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (e.g., swarming, threatening, harassment);

#### **Healthy Living: Grade 6**

##### **Growth and Development**

- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;

##### **Personal Safety and Injury Prevention**

- identify the responsibilities associated with caring for themselves and others (e.g., while babysitting);
- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media);

#### **Healthy Living: Grade 7**

##### **Overall Expectations**

By the end of Grade 7, youth will:

- explain how harassment relates to personal safety;

##### **Growth and Development**

- use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;

##### **Personal Safety and Injury Prevention**

- describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment);
- identify people and resources that can support someone experiencing harassment;

#### **Healthy Living: Grade 8**

##### **Personal Safety and Injury Prevention**

- analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;

**You will need:**

- An old deck of playing cards (2 through 10, jack, queen, king and ace, with 2 the lowest card and ace the highest). Black cards (spades and clubs) are boys and red cards (hearts and diamonds) are girls. (And see above for alternative to cards.)
- Stick pins, safety pins or velcro (one for each student)
- What's your card? Worksheet (one for each youth)
- Photocopies of the journal, one for each youth

**Activity (30 minutes)**

1. Recall ground rules for all classroom discussions. Remind youth that you are counting on them to enable each student to respond as an individual and also as a responsible member of a community who is owed respect, is not measured against a stereotype and who will not participate in stereotyping.

2. Instruct youth to walk around as if they are at a party, greeting people and carrying on light conversation. They are, however, supposed to treat people according to the value of the card they have on their backs. "Low" cards are not cool and the people wearing them get ignored or snubbed. People wearing "high" cards are important and are treated nicely. Black cards are boys and red cards are girls.

3. After this has gone on long enough and the youth have been able to guess where they "stand," have them sit and write down their reactions to the game, using the What's Your Card? Worksheet, and how they felt during the game (depending on their status). It's important that you are listening attentively so that you can reflect on what you heard youth say.

4. Discuss their reactions and then go on to make parallels with society.

Ask questions such as:

- Who do they know who is treated as a low-status person? Who is treated as high?
- Why is it sometimes hard to know a person's status?
- What are the characteristics of a high-card male?
- What are the characteristics of a high-card female?
- How do the characteristics of a high-card male and female perpetuate stereotypes of what we are told a girl or boy are supposed to be?
- Do you agree or disagree with how status is assigned in society? Who does it benefit and who is disadvantaged?
- Is everyone's voice heard under this kind of system of preference?
- What examples can you think of that do not use a status system?
- What choices can you make that will help those who are treated poorly?

**Wrap-Up (15 Minutes)**

This exercise should lead to a group discussion about how people are treated differently. This exercise is also about how 'value' is assigned and who gets a high or low 'value'. We suggest that you highlight examples of behaviour that support difference and highlight personal responsibility. Please leave five minutes of time to introduce the youth journal.

**Hand Outs (5 Minutes)**

If you have not done so already, please hand out a button to each youth who participated in the activity so they can visit [www.whiteribbon.ca](http://www.whiteribbon.ca). Youth can come and see what others are saying about having healthy equal relationships and the problem of men's violence against women. Please encourage your youth to share what they think. Please distribute copies of Tip Sheets for parents, boys, girls, and coaches as necessary. The tip sheets are located at the back of this resource under Appendix 2.

Hand out copies of the journal to each youth in your group or class and explain how the journals will be used.

- Your journal is a private space where you can reflect on healthy equal relationships.
- Think of a safe place to keep your journal at home.
- Your journal is a place to both write and draw your thoughts.
- No one will see what you write or draw unless you choose to share it with someone.
- At the end of every week, you will have some questions related to what we just learned together.
- At the start of every Campaign in a Box lesson/group, you will have the choice to share what you have been thinking about drawing and writing. Sharing is your choice, you don't have to share unless you want to.

### **This Week's Journal Questions**

1. Think about a time when you saw someone being treated badly because of their 'status'?
2. What could you have done to help the situation?
3. What can you do when you see it happening again?



**What's Your Card? Worksheet**

1. Where do you "stand"? (circle one)      HIGH                      MEDIUM                      LOW

2. Were you a male or a female?              FEMALE                      MALE

2. How did people treat you?

.....

.....

.....

.....

3. How did it feel to be treated that way?

.....

.....

.....

.....

4. How did you treat people with a high card? Was it different for a boy or girl?

.....

.....

.....

.....

5. How did you treat people with a low card? Was it different for a boy or girl?

.....

.....

.....

.....

## Activity 2: Sharing what we really think

### Notes for Educators and Community Leaders

Youth are influenced by what other youth do. Youth see other youth smoking, hear rumours about who is sexually active, and tell each other who drinks or was drunk. They hear inappropriate comments and jokes about girls' bodies or about people from other groups. What youth don't see and hear talked about is that most youth do not engage in these behaviours. Thus, more extreme behaviour gets attention while less visible but more healthy behaviour is overlooked.

As a result, if you ask most youth what they think most other youth are doing, you will find that they have extremely exaggerated ideas about the amount of sexual activity, bad relationships with parents or use of alcohol, cigarettes and other drugs among their peers. Along with this overestimation they will underestimate healthy behaviours such as caring about school or feeling uncomfortable about prejudicial remarks and bullying. These over- and underestimations are clearly misperceptions.

The social norms approach is a theory of behaviour that explains how we are influenced by misperceptions. Simply put, when youth think that other youth do more of something, they will be inclined to do more of it themselves, or at least measure themselves against those who do such things. And if youth think other youth don't object to problem behaviours, they will be less likely to try to change them. This leads to a question: what would happen if we helped youth tell each other the truth about themselves? Experience with this social norms approach has shown that providing accurate information about norms — through posters, group discussions and/or individual conversations — has a positive effect.

This exercise is designed to provide youth with information about the true norm (that is, what they really think) with respect to gender stereotyping, harassment and healthy equal relationships. It uses a confidential survey to give youth a chance to share what they really think about these issues, free of misperceptions and peer pressure, and then allows everyone to discuss how they really feel and what this means.

Youth take an anonymous survey (the "Snowball Survey") which asks them how they feel about certain issues and how they think other members of the class feel about these issues. They all use identical writing instruments so all the completed surveys look the same. The surveys are collected and redistributed so everyone has someone else's survey without knowing whose it was. The survey is called the Snowball Survey because youth crumple up their surveys and throw them around the room so everyone has someone else's survey. When crumpling up the surveys it's important to explain why we are doing this - it is a way of scrambling the surveys so that the class can discuss the results while ensuring that no one knows who took a particular survey. Between crumpling, throwing and retrieving the surveys, you need to tell each student to retrieve one. Sometimes one or two are missing because they end up under a table or somewhere hidden. We suggest you go on without them if they are lost. Then youth raise their hands according to what the survey says. For example, you may ask them to raise their hands if the person whose survey they took said it would be okay with them for boys or men to cry. Next, hands are raised according to what was recorded about what most other people in the class think – for instance, that boys and men should not cry. If things work out as expected, many youth will say it would be okay with them if a boy cried in public, but it would not be okay with other youth in the room. The exercise reveals that what youth think about other youth is incorrect. This can open the door to a lively discussion of what we all really feel about gender stereotyping, harassment and healthy equal relationships.

The level of safety that youth feel will determine their level of participation. It is imperative that ground rules be well established. Some suggested Ground rules appear at in the opening notes of this resource. Invite youth to visit [www.whiteribbon.ca](http://www.whiteribbon.ca), Youth section, so they can post their comments and see what youth across Canada have to say about gender stereotyping and violence against women. We have provided a small button for youth. Please distribute these at the end of the exercise. We suggest that you distribute copies of the tip sheets for parents to your parent community and tip sheets for boys and tip sheets for girls to youth.

This activity was written by social norms and gender expert Dr. Alan Berkowitz. To learn more about this approach please visit [www.alanberkoqitz.com](http://www.alanberkoqitz.com)

**Healthy Living: Grade 5**

**Overall Expectations**

- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);

**Growth and Development**

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends;
- identify factors (e.g., trust, honesty, caring) that enhance healthy equal relationships with friends, family, and peers;

**Healthy Living: Grade 6**

**Growth and Development**

- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;

**Healthy Living: Grade 7**

**Overall Expectations**

- describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex);
- explain how harassment relates to personal safety;

**Healthy Living: Grade 8**

**Overall Expectations**

- identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);
- apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.

**You will need:**

- One survey per student (be sure to select the appropriate survey — mixed-sex groups or male-only groups or female-only groups)
- One recording sheet to keep track of your responses
- Identical pencils/pens for all youth provided by you to ensure anonymity

**Activity (30 minutes)**

1. Recall ground rules for all classroom discussions. Remind youth that you are counting on them to enable each student to respond as an individual and also as a responsible member of a community who is owed respect, is not measured against a stereotype and who will not participate in stereotyping. Ask the group if anyone has anything they would like to share from their journal entry last week.

**Last week's journal questions were:**

1. Think about a time when you saw someone being treated badly because of their 'status'?
2. What could you have done to help the situation?
3. What can you do when you see it happening again?

2. Tell the class they will take a confidential survey to find out how they feel and what they think. Emphasize that the survey is completely anonymous, and no one will be able to tell what they wrote on their survey. Remind the class that you are counting on them to answer honestly. Hand out pens or pencils that are all the same.

**Instructions for the survey:**

1. Choose your version: mixed sex groups, male-only groups or female-only groups.
2. Have everyone take the survey — we suggest you give everyone 10 minutes. Discourage any comments or conversations.
3. Crumple the surveys. When everyone is done, ask them all to crumple up their surveys into “snowballs.”
4. Have a “snowball fight.” Instruct everyone to stand up and throw the snowballs. Each snowball should be thrown at least three times.
5. “Defrost” the snowballs. Ask everyone to defrost a snowball gently to prevent ripping it. Remind them not to say anything if they happen to get their own survey. (If for any reason someone calls out that they got their own survey, you should have another snowball fight. Explain that this is to ensure that all answers are anonymous.)
6. Present the survey perceptions. Look at the survey perceptions by asking youth to stand and display the perceptions and behaviours expressed by the person who took the survey they are holding. For example, the first question is, “How serious do you think most youth in this class are about their studies and schoolwork?” Ask youth to stand if the person marked “very serious” for how most other youth feel.
7. Present the true norm. Now look at the reality by asking youth to stand if the person answered “very serious” for question 2: How serious are you about your studies and homework? In most cases, only a few youth stand for the first question but about half might stand up for the second question.....
8. Discuss why misperceptions occur. A large discrepancy between the number standing for the first and second questions demonstrates that studying behaviour is misperceived. Ask the youth why they think studying behaviour is misperceived. Possible explanations include that it is often an invisible behaviour done at home, that goof-off behaviour is more visible and attracts more attention, and that it is more interesting to talk about goof-off behaviour in conversation. Mention that misperceptions can either overestimate or underestimate reality. In general, people tend to underestimate less visible, healthy behaviour and overestimate more visible, unhealthy behaviour.
9. Present and record the remaining survey results. Repeat steps 7, 8 and 9 for whatever questions you want to discuss by having everyone raise hands instead of standing. It could be tedious to go over the remaining questions but you are the best judge of that. Record your class results on the Recording sheet.

**Wrap-Up (20 Minutes)**

Some possible questions to conclude the activity:

1. What have we learned about what our group thinks?
2. What choices, opinions and thoughts get more attention? Why?
3. What choices, opinions and thoughts are hidden?
4. When we are in a group and we hear these opinions, what happens when we are silent?
5. What would happen if we spoke up and challenged this opinion?
6. What could you say to challenge an opinion?

**This Week’s Journal Questions**

1. What was interesting to you about your group's survey results?
2. What choices, opinions and thoughts get most of the attention? Why?
3. What could you do to challenge an opinion that hurts a person or group of people?

### **Follow Up Note to Facilitator**

Do you want to celebrate the positive attitudes you've just explored with your class or youth group? Visit [www.whiteribbon.ca](http://www.whiteribbon.ca) with your recording sheet. Follow the prompts for the Campaign in a Box project. Here you will be able to input your questionnaire results and print off a colour poster with your class or group's specific information. Alternatively you can use a picture of your class/group and input the results on your own poster. We suggest that you post these posters where you regularly meet with youth so that they can see the positive attitudes towards healthy equal relationships that are under-represented. Consider announcing your results with a public media release using the press release template in Section 4 of Your White Ribbon Campaign.

## Female-only Groups Snowball Survey

Do not put your name or any stray marks on this survey. This survey is optional and anonymous. If you choose to do this exercise, please use the pen or pencil you will be given to circle one response for each question. When you finish, fold the paper in half and wait for further instructions.

1. How serious do you think most youth in your grade are about their studies and homework?

a. not at all serious     b. a little serious     c. moderately serious     d. very serious

2. How serious are you about your studies and homework?

a. not at all serious     b. a little serious     c. moderately serious     d. very serious

3. Do you think most youth in your grade would say that:

"A girl should not make the first move with a guy."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

4. Do you personally agree that:

"A girl should not make the first move with a guy."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

5. Do you think most female youth in your grade would say that:

"You shouldn't show a guy that you like how smart you really are."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

6. Do you personally agree that:

"You shouldn't show a guy that you like how smart you really are."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

7. Do you think most female youth in your grade would agree that:

"It's better to watch guys playing sports than to play sports in front of a guy you like or are dating."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

8.. Do you personally agree that:

"It's better to watch guys playing sports than to play sports in front of a guy you like or are dating."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

9.. Do you think most female youth in your grade would agree that:

"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

10. Do you personally agree that:

"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

11. Do you think most female youth in your grade would agree that:

"A guy can hit a girl he is dating if he believes she is cheating on him."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

12. Do you personally agree that:

"A guy can hit a girl he is dating if he believes she is cheating on him."

a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot

## Female-only Groups Recording Sheet

1. How serious do you think most youth in your grade are about their studies and homework?  
 not at all serious     a little serious     moderately serious     very serious
2. How serious are you about your studies and homework?  
 not at all serious     a little serious     moderately serious     very serious
3. Do you think most female youth in your grade would say that:  
"A girl should not make the first move with a guy."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot
4. Do you personally agree that:  
"A girl should not make the first move with a guy."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot
5. Do you think most female youth in your grade would say that:  
"You shouldn't show a guy that you like how smart you really are."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot
6. Do you personally agree that:  
"You shouldn't show a guy that you like how smart you really are."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot
7. Do you think most female youth in your grade would agree that:  
"It's better to watch guys playing sports than to play sports in front of a guy you like or are dating."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot
8. Do you personally agree that:  
"It's better to watch guys playing sports than to play sports in front of a guy you like or are dating."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot
9. Do you think most female youth in your grade would agree that:  
"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot
10. Do you personally agree that:  
"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot
11. Do you think most female youth in your grade would agree that:  
"A guy can hit a girl he is dating if he believes she is cheating on him."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot
12. Do you personally agree that:  
"A guy can hit a girl he is dating if he believes she is cheating on him."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

## Male-only Groups Snowball Survey

Do not put your name or any stray marks on this survey. This survey is optional and anonymous. If you choose to do this exercise, please use the pen or pencil you will be given to circle one response for each question. When you finish, fold the paper in half and wait for further instructions.

1. How serious do you think most youth in your grade are about their studies and homework?  
 a. not at all serious     b. a little serious     c. moderately serious     d. very serious
2. How serious are you about your studies and homework?  
 a. not at all serious     b. a little serious     c. moderately serious     d. very serious
3. Do you think most male youth in your grade would say that:  
"It's not okay for a boy or man to cry."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot
4. Do you personally agree that:  
"It's not okay for a boy or man to cry."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot
5. Do you think most male youth in your grade would say that:  
"If a girl you are dating won't kiss you, you can dump her."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot
6. Do you personally agree that:  
"If a girl you are dating won't kiss you, you can dump her."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot
7. Do you think most male youth in your grade would say that :  
"A man should make more money than his girlfriend or wife."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot
8. Do you personally agree that:  
"A man should make more money than his girlfriend or wife."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot
9. Do you think most male youth in your grade would agree that:  
"If a girl is dating a guy, she shouldn't be spending time alone with other guys."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot
10. Do you personally agree that:  
"If a girl is dating a guy, she shouldn't be spending time alone with other guys."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot
11. Do you think most male youth in your grade would agree that:  
"A guy can hit a girl he is dating if he believes she is cheating on him."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot
12. Do you personally agree that:  
"A guy can hit a girl he is dating if he believes she is cheating on him."  
 a. agree a lot     b. agree somewhat     c. disagree somewhat     d. disagree a lot



## Male-only Groups Recording Sheet

1. How serious do you think most youth in your grade are about their studies and homework?  
 not at all serious     a little serious     moderately serious     very serious

2. How serious are you about your studies and homework?  
 not at all serious     a little serious     moderately serious     very serious

3. Do you think most male youth in your grade would say that:  
"It's not okay for a boy or man to cry."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

4. Do you personally agree that:  
"It's not okay for a boy or man to cry."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

5. Do you think most male youth in your grade would say that:  
"If a girl you are dating won't kiss you, you can dump her."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

6. Do you personally agree that:  
"If a girl you are dating won't kiss you, you can dump her."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

7. Do you think most male youth in your grade would agree that:  
"A man should make more money than his girlfriend or wife".  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

8. Do you personally agree that:  
"A man should make more money than his girlfriend or wife".  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

9. Do you think most male youth in your grade would agree that:  
"If a girl is dating a guy, she shouldn't be spending time alone with other guys."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

10. Do you personally agree that:  
"If a girl is dating a guy, she shouldn't be spending time alone with other guys."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

11. Do you think most male youth in your grade would agree that:  
"A guy can hit a girl he is dating if he believes she is cheating on him."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

12. Do you personally agree that:  
"A guy can hit a girl he is dating if he believes she is cheating on him."  
 agree a lot     agree somewhat     disagree somewhat     disagree a lot

## Mixed-sex Groups Snowball Survey

Do not put your name or any stray marks on this survey. This survey is optional and anonymous. If you choose to do this exercise, please use the pen or pencil you will be given to circle one response for each question. When you finish, fold the paper in half and wait for further instructions.

FEMALE \_\_\_ MALE \_\_\_

1. How serious do you think most youth in this school are about their studies and homework?

\_\_\_a. not at all serious    \_\_\_b. a little serious    \_\_\_c. moderately serious    \_\_\_d. very serious

2. How serious are you about your studies and homework?

\_\_\_a. not at all serious    \_\_\_b. a little serious    \_\_\_c. moderately serious    \_\_\_d. very serious

3. Do you think most youth in this school would say that:

"It's not okay for a boy or man to cry."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

4. Do you personally agree that:

"It's not okay for a boy or man to cry."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

5. Do you think most youth in your grade would say that:

"A girl should not make the first move with a guy."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

6. Do you personally agree that:

"A girl should not make the first move with a guy."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

7. Do you think most youth in your grade would agree that:

"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

8. Do you personally agree that:

"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

9. Do you think most youth in your grade would say that ;

"A man should make more money than his girlfriend or wife."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

10. Do you personally agree that:

"A man should make more money than his girlfriend or wife."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

11. Do you think most youth in your grade would say that:

"A girl shouldn't show a guy that she is smart because he might begin not to like her."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

12. Do you personally agree that:

"A girl shouldn't show a guy that she is smart because he might begin not to like her."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

13. Do you think most youth in your grade would say that:

"A guy can hit a girl he is dating if he believes she is cheating on him."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

14. Do you personally agree that:

"A guy can hit a girl he is dating if he believes she is cheating on him."

\_\_\_a. agree a lot    \_\_\_b. agree somewhat    \_\_\_c. disagree somewhat    \_\_\_d. disagree a lot

## Mixed-sex Groups Recording Sheet

TOTAL NUMBER OF FEMALE  TOTAL NUMBER OF MALE

1. How serious do you think most youth in this school are about their studies and homework?

not at all serious     a little serious     moderately serious     very serious

2. How serious are you about your studies and homework?

not at all serious     a little serious     moderately serious     very serious

3. Do you think most youth in this school would say that:

"It's not okay for a boy or man to cry."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

4. Do you personally agree that:

"It's not okay for a boy or man to cry."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

5. Do you think most youth in your grade would say that:

"A girl should not make the first move with a guy."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

6. Do you personally agree that:

"A girl should not make the first move with a guy."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

7. Do you think most youth in your grade would say that:

"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

8. Do you personally agree that:

"When a guy is jealous or possessive, he is really showing how much he likes his girlfriend."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

9. Do you think most youth in your grade would say that ;

"A man should make more money than his girlfriend or wife."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

10. Do you personally agree that:

"A man should make more money than his girlfriend or wife."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

11. Do you think most youth in your grade would say that:

"A girl shouldn't show a guy that she is smart because he might begin not to like her."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

12. Do you personally agree that:

"A girl shouldn't show a guy that she is smart because he might begin not to like her."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

13. Do you think most youth in your grade would agree that:

"A guy can hit a girl he is dating if he believes she is cheating on him."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

14. Do you personally agree that:

"A guy can hit a girl he is dating if he believes she is cheating on him."

agree a lot     agree somewhat     disagree somewhat     disagree a lot

## Activity 3 – Life in a Box: Boys should be... Girls should be...

### Notes for educators

This exercise hinges on the distinction between biological sex (the immutable and timeless differences between all males and all females) and socially created gender (our definitions of manhood and womanhood, our ideas of masculinity and femininity, typical physical attributes that we accentuate, and the relationships of power between the sexes.) Gender definitions change from era to era, culture to culture, and within different social classes and ethnic groupings. Because it proscribes certain behaviours, gender has traditionally set limits and restricts the full humanity of both women and men.

If you are interested in reading more on this topic, please read Michael Kaufman's *Cracking the Armour: Power, Pain, and the Lives of Men*, ch. 1-3, [www.michaelkaufman.com/articles/crackingarmour.html](http://www.michaelkaufman.com/articles/crackingarmour.html)

This exercise draws on "Act-Like-A-Man Box," developed by Paul Kivel and the Oakland Men's Project, and adapted by Michael Kaufman.

#### Ontario Ministry of Education Curriculum Linkages

##### **Healthy Living: Grade 5**

###### **Growth and Development**

- *identify strategies to deal positively with stress and pressures that result from relationships with family and friends;*
- *identify factors (e.g., trust, honesty, caring) that enhance healthy equal relationships with friends, family, and peers;*

##### **Healthy Living: Grade 6**

###### **Growth and Development**

- *apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;*

##### **Healthy Living: Grade 7**

###### **Growth and Development**

- *use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;*

##### **Healthy Living: Grade 8**

- *identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);*
- *apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.*

### **You will need**

- Activity sheet 3, one for every two youth;
- A flipchart or chalk board plus flipchart markers or chalk;

### **Activity (30 minutes)**

1. Recall ground rules for all classroom discussions. Remind youth that you are counting on them to enable each student to respond as an individual and also as a responsible member of a community who is owed respect, is not measured against a stereotype and who will not participate in stereotyping. Ask the group if anyone has anything they would like to share from their journal entry last week.

**Last week's journal questions were:**

1. What was interesting to you about your group's survey results?
2. What choices, opinions and thoughts get most of the attention? Why?
3. What could you do to challenge an opinion that hurts a person or group of people?

2. Let youth know that this activity allows us to examine our gender assumptions about both women and men. We suggest using any of the following as a catalyst for thinking and talking about gender stereotyping:

- a. a powerful read-aloud poem (eg. For Every Girl by Nancy Smith), song lyrics (your students current favourite or "Video" by India Arie) or a quote (eg. "Boys will be boys" or, "Men are taught to apologize for their weaknesses, women for their strengths," by Lois Wyse);
- b. images of men and women (video, still or creative media) in stereotypically different roles defined by society's expectations;
- c. ask the group who their favourite sports celebrity is and keep track of how many women are named.

3. Ask the group to come up with five types of behaviour or qualities that traditionally have been defined as appropriate or inappropriate for men and women. These points should not necessarily be their own opinions, but the traditional views of society. Once the whole group has come up with five, break the youth up into pairs.

To get them started, here are some examples of traditional views held by society.

Men:

Loud, outspoken, makes the point  
Leader  
Strong  
Provider  
Occupied with car  
Being bad is positive at times

Women:

Quiet, pretty  
Follower, takes lead from others  
Weaker, not as strong as men  
Nurturer, care-giver  
Occupied with household  
'Good girl'

4. Ask each pair to continue the list but on their own worksheets for the next 5 minutes.

5. Pairs now need to report back. Cycling through the groups (getting one point from each group), ask for the points they came up with about women. Repeat, asking about men. Write on the board or flipchart. If on a flip chart, write small enough that the full list will take up no more than one page. Ask what the class sees when they compare the lists. (They tend to define opposite qualities. Often the men's list is seen as more positive.) What are the differences? How would the class summarize each list (for example, men have traditionally been seen as the stronger sex).

6. Ask which of these definitions are biologically natural and, by definition, describe all males or females. (You'll find that few or none are biological. Here you can introduce the distinction between biological sex and socially constructed gender.) If they aren't natural, where do we get these ideas?

7. Draw a box around each list. Explain that each set of lists is like a box that men and women traditionally were supposed to live within.

8. Ask the youth how many girls and women they know who still live in their box — that is, fit each and every point. Discuss what has led to these changes. How have women benefited by escaping their box? (It is, of course, the modern women's movement that provided the impetus for many women to escape their traditional box.) What put-downs are young women called when they don't fit into the box?

Some possible put-downs include;

- Homophobic teasing and put-downs such as dyke, butch;
- tom-boy or she-boy
- An attack on her appearance that may be irrelevant with comments such as ugly and/or fat;
- 'ball-breaker' or bitch;
- Feminist, radical;
- Angry, overly-emotional.

9. Ask how many boys and men they know who live up to each and every expectation of their box. (Of course, few, if any, actually do.) What happens to the boy in school who tries to escape from the box? (He is bullied or teased.) Conversely, what happens to the boy who seems to fit in? (In other words, there is a system of rewards and punishments that keep boys and men in their box.) What put-downs are young men called when they don't fit into the box? (Typically these boys will receive homophobic teasing and be called fag, pussy, queer or gay.)

10. What are the factors that force us into these gender roles? Where do we learn these roles? Do we see these attitudes in our parents? What people teach us these stereotypes?

Some possible influences include;

- Social institutions such as school, religious community and family;
- Culturally defined and reinforced stereotypes by media such as television, movies, magazines, newspapers, video games, pop culture and music;
- Peer to peer influences.

### **Wrap-up (10 minutes)**

1. Ask the group how we all can benefit if we escape these boxes? What are the effects of being forced into these boxes? How might someone feel who doesn't conform? What choices can we make in our lives to help not only ourselves, but also others, to escape these boxes? Take this opportunity to open discussion about stereotypes and challenge any myths that might have come up.

2. Invite youth to visit [www.whiteribbon.ca](http://www.whiteribbon.ca), Youth section, so they can post their comments and see what youth across Canada have to say about gender stereotyping and violence against women.

### **Hand Outs**

If you have not done so already, please hand out a button to each youth who participated in the activity so they can visit [www.whiteribbon.ca](http://www.whiteribbon.ca) and see what other youth are saying about gender stereotyping and the problem of men's violence against women.

### **This Week's Journal Questions**

1. What actions can we take individually and as a group to get out of the 'gender box'?
2. Thinking about the survey we did last time, how does everyone make it hard to not live 'in the gender box'.

### Worksheet 3

#### Thinking About How Girls and Boys Act

What girls should do, say, act like....	What boys should do, say, act like....

## Activity 4 – Scenes of Dating – Healthy or Unhealthy?

### Notes for educators

This educational activity is an opportunity for girls and boys to learn what separates healthy and unhealthy relationships as well as what each person values in a romantic relationship. Consider inviting your local youth counselling service/school guidance department to a portion of the group to talk about counselling and other services and information that is available to youth that would be important to them in dating relationships.

Ontario Ministry of Education, Health and Physical Education Curriculum Linkages

#### **Healthy Living: Grade 5**

##### **Overall Expectations**

- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);

##### **Growth and Development**

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends;
- identify factors (e.g., trust, honesty, caring) that enhance healthy equal relationships with friends, family, and peers;

##### **Personal Safety and Injury Prevention**

- explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;

#### **Healthy Living: Grade 6**

- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;

##### **Personal Safety and Injury Prevention**

- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media);

#### **Healthy Living: Grade 7**

- describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex);
  - explain how harassment relates to personal safety;
- Growth and Development*
- use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;

##### **Personal Safety and Injury Prevention**

- identify people and resources that can support someone experiencing harassment;

#### **Healthy Living: Grade 8**

##### **Overall Expectations**

- identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);
- identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being;

##### **Personal Safety and Injury Prevention**

- analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;
- identify support services (e.g., the school guidance department, shelters, Kids' Help Phone) that assist victims of violence, and explain how to access them;

#### **You will need:**

- Flipchart or chalk board, flip chart markers or chalk
- One photocopy of Is this healthy? Dating situation sheet, cut on the dotted lines, one cut out portion for each student



- Some pencils and pens, one for every two youth
- Some black pieces of paper, one for every two youth

### Activity (45 minutes)

1. Recall ground rules for all classroom discussions. Remind youth that you are counting on them to enable each student to respond as an individual and also as a responsible member of a community who is owed respect, is not measured against a stereotype and who will not participate in stereotyping. Ask the group if anyone has anything they would like to share from their journal entry last week.

#### Last week's journal questions were:

1. What actions can we take individually and as a group to get out of the 'gender box'?
2. Thinking about the survey we did last time, how does everyone make it hard to not live 'in the gender box'.

2. Remind youth that we have been talking about healthy and unhealthy relationships. Explain that boys and girls either their age or older is when many youth start dating or romantic relationships.

3. Introduce the topic with your youth group. Explain that boys and girls their age (11 to 14) and older start dating and may soon have interest in romantic relationships. Learning how to have healthy equal relationships when you are young will help them set healthy boundaries as adults.

4. Briefly review how good communication — good listening and expressing your feelings and views — is key to good romantic relationships and good friendships. Acknowledge that a relationship is a product of the effort both partners put into it. Discuss how learning to deal productively and respect fully with conflict is important in building a satisfying relationship.

5. Hand out a *"Is this healthy? Dating Situations"* to each youth and one by one, ask them to read it out loud to the group and decide if it is healthy or not. Briefly discuss each scenario with the group. Classify each Is this healthy? Dating Situation on the flipchart using a t-chart. Possible questions to ask the youth for each scenario include:

- How did the characters communicate?
- What was the conflict?
- How did the two characters deal with it?
- Did the characters show respect for both themselves and their partner?
- Did the characters respect each other's boundaries?
- What kind of relationship is this? (healthy or unhealthy?)
- What could you say if you were the character who was being treated without respect?

6. Put the whole group into pairs. Ask each pair to make their own Is this healthy? Dating Situation over the next 5 minutes.

7. Ask each pair to present their Is this healthy? Dating Situation to the whole group.

### Wrap Up (15 Minutes)

Ask youth to identify where someone could go or phone if they were in an unhealthy relationship (for example, guidance department, friend, adult they trust, local crisis centre or women's shelter).

Ask each student to state the one quality they most want and admire in healthy equal relationships.

## **Hand Outs**

If you haven't done so already please hand out a button to each youth who participated in the activity so they can visit [www.whiteribbon.ca](http://www.whiteribbon.ca) and see what other youth are saying about the problem of men's violence against women.

### **This Week's Journal Questions**

1. Do you think you ever want to be in a relationship in your life?
2. If so, who do you imagine the other person to be? What is she/he like?
3. Who can you talk to if you think your relationship or a friend's relationship is unhealthy?
4. What could you tell a friend who is in an unhealthy relationship?
5. Where can a person call to get help or just to talk about their relationship?

## Worksheet 4 - Is This Healthy? Dating Situations

<p>He calls her stupid during an argument.</p>	<p>You and your friends go to the corner store to get some candy and pop. Two of the guys start looking at magazines of naked women and talk about their bodies. This makes the girls in the group uncomfortable but they laugh it off.</p>	<p>He gives her a black eye to remind her that he is the boss in the relationship</p>
<p>You take turns picking the band or television show you'll watch</p>	<p>When they get angry at each other, they don't speak about it right away but they always talk it out later</p>	<p>When they are together, they get along well and have fun. When they are in front of his friends, he acts like a jerk towards her.</p>
<p>Your boyfriend/girlfriend says they don't like your friends</p>	<p>Even when you have different ideas about life and school, you can respect each other's views.</p>	<p>They tell each other when they are going through a hard time at home or school.</p>
<p>A group of friends are hanging out at the mall. He arrives and asks her how long she's been there and then he gives her the silent treatment because she was out without him.</p>	<p>He tells his friends that he 'scored' with her last night when all they did was hang out.</p>	<p>He is pressuring her to do more than kissing.</p>
<p>When she doesn't return his cell phone calls right away, he keeps calling her phone. Sometimes she has 83 missed calls.</p>	<p>He feels like he always has to be strong when they are together. When she is angry at him, he listens carefully to what she's saying.</p>	<p>When he doesn't agree with her, he laughs at her and tells her she is stupid.</p>
<p>When she is angry at him, he listens carefully to what she's saying.</p>	<p>Sometimes he yells at her and she starts to cry. She says sorry for stuff that she didn't do.</p>	<p>When one of you has some good news, you celebrate together. You might even get each other a present.</p>
<p>They are getting ready for a camping trip and before they go, they make a list of what they need and do the shopping together.</p>	<p>When they go out together he's always looking at other girl's and women's bodies. Sometimes he comments on how "hot" they are.</p>	<p>He often tells her how much he cares for her.</p>
<p>They both feel like they can trust each other and it matters to him what she thinks and it matters to her what he thinks.</p>	<p>When they go out with all of their friends to the movies, they sit together but still talk and laugh the group. They don't feel threatened but think this is fun</p>	

## Activity 5 – Scenes of Dating – Andrea and Azar

### Notes for educators

This educational activity is an opportunity for girls and boys to start to learn what separates healthy and unhealthy relationships as well as what each person values in a romantic relationship. Consider inviting your local youth counselling service/school guidance department to a portion of the group to talk about counselling and other services and information that is available to youth that would be important to them in dating relationships.

Ontario Ministry of Education, Health and Physical Education Curriculum Linkages

#### **Healthy Living: Grade 5**

##### **Overall Expectations**

- *apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);*

##### **Growth and Development**

- *identify strategies to deal positively with stress and pressures that result from relationships with family and friends;*
- *identify factors (e.g., trust, honesty, caring) that enhance healthy equal relationships with friends, family, and peers;*

##### **Personal Safety and Injury Prevention**

- *explain how people’s actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;*

#### **Healthy Living: Grade 6**

- *apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;*

##### **Personal Safety and Injury Prevention**

- *describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media);*

#### **Healthy Living: Grade 7**

- *describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex);*
- *explain how harassment relates to personal safety;*

##### **Growth and Development**

- *use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;*

##### **Personal Safety and Injury Prevention**

- *identify people and resources that can support someone experiencing harassment;*

#### **Healthy Living: Grade 8**

##### **Overall Expectations**

- *identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);*
- *identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being;*

##### **Personal Safety and Injury Prevention**

- *analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;*
- *identify support services (e.g., the school guidance department, shelters, Kids’ Help Phone) that assist victims of violence, and explain how to access them;*

#### **You will need:**

- Flipchart or chalk board, flip chart markers or chalk
- One photocopy of Scenes of Dating - Andrea and Azar sheet for each three youth
- Some pencils and pens, one for every three youth

## Activity (45 minutes)

1. Recall ground rules for all classroom discussions. Remind youth that you are counting on them to enable each student to respond as an individual and also as a responsible member of a community who is owed respect, is not measured against a stereotype and who will not participate in stereotyping. Ask the group if anyone has anything they would like to share from their journal entry last week.

### **Last week's journal questions were:**

1. Do you think you ever want to be in a relationship in your life?
2. If so, who do you imagine the other person to be? What is she/he like?
3. Who can you talk to if you think your relationship or a friend's relationship is unhealthy?
4. What could you tell a friend who is in an unhealthy relationship?
5. Where can a person call to get help or just to talk about their relationship?

2. Remind youth that we have been talking about healthy and unhealthy relationships. Explain that boys and girls either their age or older is when many youth start dating or romantic relationships.

3. Recall discussion about boundaries (boundaries can be described as both 'physical boundaries' or the comfort level of touching in a relationship and 'emotional boundaries' or the level of feelings shared where both people feel comfortable and safe). Learning how to have healthy equal relationships when you are young will help them set healthy boundaries as adults.

4. Briefly review how good communication and respect (good listening and expressing your feelings and views) is key to good romantic relationships and good friendships. Acknowledge that a relationship is a product of the effort both partners put into it. Discuss how learning to deal productively and respect fully with conflict is important in building a satisfying/happy relationship.

5. Hand out a Scenes of Dating - Andrea and Azar sheet to groups of three. Briefly review the scenario and questions with the group and clarify that everyone understands what is being asked of them. Read the scenario aloud and then give the youth 5 minutes to discuss the questions in their groups.

**Andrea and Azar have been dating for a month. They really enjoy spending time together. On the weekend they go to a party at a friend's house. At the end of the night, Azar's best friend Bryan offers to drive them home. Andrea knows Bryan is a maniac behind the wheel, but tells Azar that she doesn't want to go just yet. Azar gets irritated because she had been pestering him to leave. Andrea tries to speak with him privately, but Azar puts her off. After a few minutes, Azar returns to Andrea and asks her what's going on. After taking a deep breath, Andrea explains how she feels. She tells him that Bryan is a crazy driver and she doesn't want to be in the car with him. She does, however, want to go home. Azar is annoyed because Bryan is his friend, but he also understands Andrea's concern. He suggests she call her brother to pick them up. She says she wants Azar to call him because he's more likely to say yes to him, but he says she should. In the end she agrees.**

**How would you rate their relationship for respect, communication, and emotional boundaries (e.g sharing feelings)?**

6. As a group, discuss the questions. If you get stuck you can start with some of these discussion prompts ;

- How did Andrea and Azar communicate?
- What was the conflict?

- How did Andrea and Azar deal with it?
- Did Andrea and Azar show respect for both themselves and their partner?
- Did Andrea and Azar respect each other's boundaries?
- What kind of relationship is this? (healthy or unhealthy?)

### **Wrap Up (15 Minutes)**

Ask each youth to state one thing they could do if they had a partner who hit them?

Ask each youth to state one thing they could do if they had a partner who put them down?

What could you say to someone who told you that they have a boyfriend/girlfriend who gets very jealous and angry?

Ask youth to identify where someone could go or phone if they were in an unhealthy relationship (for example, guidance department, friend, adult they trust, local crisis centre or women's shelter).

### **Hand Outs**

If you have not done so already, please hand out a button to each youth who participated in the activity so they can visit [www.whiteribbon.ca](http://www.whiteribbon.ca) and see what other youth are saying about the problem of men's violence against women.

### **This Week's Journal Questions**

1. What would you do if your boyfriend/girlfriend became very jealous and angry at you?
2. What could you say to a boyfriend or girlfriend who didn't listen to what you had to say?
3. What words could you use if you had to end an unhealthy relationship?

### Activity 5 - Scenes of Dating - Andrea and Azar

Andrea and Azar have been dating for a month. They really enjoy spending time together. On the weekend they go to a party at a friend's house. At the end of the night, Azar's best friend Bryan offers to drive them home. Andrea knows Bryan is a maniac behind the wheel, but tells Azar that she doesn't want to go just yet. Azar gets irritated because she had been pestering him to leave. Andrea tries to speak with him privately, but Azar puts her off. After a few minutes, Azar returns to Andrea and asks her what's going on. After taking a deep breath, Andrea explains how she feels. She tells him that Bryan is a crazy driver and she doesn't want to be in the car with him. She does, however, want to go home. Azar is annoyed because Bryan is his friend, but he also understands Andrea's concern. He suggests she call her brother to pick them up. She says she wants Azar to call him because he's more likely to say yes to him, but he says she should. In the end she agrees.

**How would you rate their relationship for respect, communication, and emotional boundaries (e.g sharing feelings)?**

**0 is no respect and 10 is very respectful**

**Respect (scale of 0 to 10)**

**Did Azar show Andrea respect?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Did Andrea show Azar respect?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Communication (scale of 0 to 10)**

**Did Azar talk and listen well with Andrea?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Did Andrea talk and listen well with Azar?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Did they both say what they mean?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Physical and emotional boundary setting**

**Was Azar aware of Andrea's physical boundaries?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Was Andrea aware of Azar's physical boundaries?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Did they both respect emotional boundaries?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Is this a healthy or an unhealthy relationship? How so?**

.....

.....

.....

**Can this relationship be improved? If so, how?**

.....

.....

.....

## Activity 6 - Boys don't have to be one of those boys

### Notes for educators

This educational activity is an opportunity for girls and boys to learn and challenge the dynamics of boy's socialization in relation to homophobia and homophobic teasing. Some boys in this age group will begin to routinely use sexist and homophobic remarks against both boys and girls. (For example, "He looks like a fag!" "That's so gay," "He throws like a girl.") This doesn't necessarily have anything to do with the issue of someone's actual sexual orientation. Rather, they are comments that say someone isn't a "real man," especially if he doesn't "fit in the box." For more information on the links between homophobic teasing of boys and violence please see the facilitator notes in part one.

You can play a very important role in challenging oppressive remarks that include homophobia, sexism, racism and ableism. Always remember that if, as teachers and community leaders, we are silent, youth will perceive this as tacit agreement. And because boys take their cues for behaviour from other boys and men, male teachers have a particularly important role to play. They can set the bar for how to live in a respectful and peaceful way with girls and women and towards their fellow men. Male teachers and community leaders certainly don't need to prove to their male youth that they're "one of the guys" if it includes sexist or homophobic comments.

Invite youth to visit [www.whiteribbon.ca](http://www.whiteribbon.ca) to post comments and see what other youth across Canada have to say about gender stereotyping, violence against women and healthy equal relationships.

### Ontario Ministry of Education Curriculum Linkages

#### **Healthy Living: Grade 5**

##### **Overall Expectations**

- *apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);*

##### **Growth and Development**

- *identify strategies to deal positively with stress and pressures that result from relationships with family and friends;*
- *identify factors (e.g., trust, honesty, caring) that enhance healthy equal relationships with friends, family, and peers;*

##### **Personal Safety and Injury Prevention**

- *explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;*
- *apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (e.g., swarming, threatening, harassment);*

#### **Healthy Living: Grade 6**

##### **Growth and Development**

- *apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;*

##### **Personal Safety and Injury Prevention**

- *describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media);*

#### **Healthy Living: Grade 7**

##### **Overall Expectations**

- *explain how harassment relates to personal safety;*



**Growth and Development**

- use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;

**Personal Safety and Injury Prevention**

- describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment);
- identify people and resources that can support someone experiencing harassment;

**Healthy Living: Grade 8****Overall Expectations**

- analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance;
- apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.

**Growth and Development**

- apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;

**Personal Safety and Injury Prevention**

- analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;
- identify support services (e.g., the school guidance department, shelters, Kids' Help Phone) that assist victims of violence, and explain how to access them;

**You will need:**

- One photocopy of Handout 6 - Rashid, Raymond and Francois, one for each youth

**Activity (45 minutes)**

1. Recall ground rules for all classroom discussions. Remind youth that you are counting on them to enable each student to respond as an individual and also as a responsible member of a community who is owed respect, is not measured against a stereotype and who will not participate in stereotyping. Ask the group if anyone has anything they would like to share from their journal entry last week.

**Last week's journal question's were:**

1. What would you do if your boyfriend/girlfriend became very jealous and angry at you?
2. What could you say to a boyfriend or girlfriend who didn't listen to what you had to say?
3. What words could you use if you had to end an unhealthy relationship?

2. Remind youth that we have been talking about healthy and unhealthy relationships. This week we are going to talk about more public and out in the open behaviour of boys that contributes to the problem of men's violence against women. This type of behaviour hurts both other boys and girls at the same time and it is caused by how we think we need to behave to live 'in the gender box'. For some boys this means they have to act in way that challenges other boys and puts down girls. This 'in the gender box' thinking.

3. We are also going to talk about what we can do when we see this type of 'in the gender box' behaviour and how we can get help for ourselves and our friends.

4. Distribute copies of Handout 6 – Rashid, Raymond and Francois. Below is the scenario, the discussion prompts and some possible explanations.

**Rashid is a grade eight student at a middle school. For as long as everyone can remember, most of Rashid's good friends in the class were girls. This has never been a problem for Rashid or for the girls he hangs out with. Lately, Raymond and Francois, other boys in the class, have started to say quietly (and while pretending to cough) the words "fairy," "fag" or**

“queer” each time Rashid speaks in class or when he passes by their desks. The same boys have also started to call the girls names like “fat”, “bitch”, and “dyke”, (also while pretending to cough). Some of the girls have heard these comments and have told Rashid that they think those boys are creeps. The teacher hasn’t yet noticed the comments so he hasn’t done anything to help Rashid. Rashid pretends not to hear them and ignores Raymond and Francois’s behaviour.

1. Is this okay? If so, why? If not, why not?

**A possible explanation**

*Most boys and girls think this is not okay however there might be some that say that some of this is alright (likely to get attention or to re-enforce a stereotypical norm of being male). If this happens we suggest you give equal time to feuding factions in your class or group ensuring that all voices are heard and challenged.*

2. What might be the ‘in the gender box’ thinking that Rashid or Francois are using to measure Raymond against?

**A possible explanation**

*Boys are measuring Rashid’s masculinity. They are bullying and harassing him because he is not adhering to the strict rules of masculinity and manhood that they are facing. This type of strict conformity happens, quite often, to both girls and boys at the onset of puberty. While homophobic teasing is happening to Rashid, the boys are using degrading language towards the girls, again to adhere to the strict gender code and to exert power over others they perceive as less powerful.*

3. Would you call this harassment? Why or why not?

4. What should Rashid do? Who could he talk to? Would it cause a problem for Rashid if he came forward with this issue?

5. What should the girls do? Who could they talk to? Would it cause a problem for the girls if they spoke out against this issue?

6. Do you think that Rashid is acting like this isn’t bothering him? Why do you think he might be acting like this doesn’t bother him?

7. What could the girls and other boys who are not name calling do to help Rashid?

**A possible explanation**

*They could talk to the teacher or youth group leader. They could be a friend to Rashid and they might even tell him they think what Raymond and Francois are doing is wrong.*

8. Only Raymond and Francois are making these comments to Rashid. Do you think all the other boys in the class also feel the same way? If the other boys are silent in their actions and words, what message does that send to Raymond and Francois?

**A possible explanation**

*In fact, there are more boys that wouldn’t do what Raymond and Francois are saying but they are being very quiet. They don’t want to not fit in either and they definitely don’t want what is happening to Rashid to happen to them. If they say anything, they’ll likely be given trouble by Raymond and Francois. The trouble with them being silent is that Raymond and Francois think they other guys agree and there is no problem - the other guys are acting like they should, like guys and sticking up for them.*

9. Why are Raymond and Francois doing this? What is going on in their heads to think that this is okay?

### **A possible explanation**

*Boys and girls, from a very young age are often taught what it means to be a boy or girl. Raymond and Francois are in a competition with each other to be more cool than the other in a special 'boys only' kind of way. They think that Rashid doesn't fit into the 'boy' gender box so they saying he is girly to tell him that he should change and be just like them. Unfortunately, this kind of behaviour is poison because it makes people feel bad about themselves and it can make other boys think this is okay and start doing it along with Raymond and Francois. What makes this even worse is that those words can't ever be taken back. No one can learn and be happy when there is this kind of poison around us.*

### **Wrap Up (15 Minutes)**

When thinking about living 'in the gender box', do you think it is getting better, getting worse or staying the same?

Name three places you would go to get Rashid help?

### **Hand Outs**

If you have not done so already, please hand out a button to each youth who participated in the activity so they can visit [www.whiteribbon.ca](http://www.whiteribbon.ca) and see what other youth are saying about the problem of men's violence against women.

### **This Week's Journal Questions**

1. Do you think your life is not as fun because you might be living 'in the gender box'?
2. Is there something you would like to try or do that you didn't think about before?
3. What would do if you were Rashid? Or the other silent boys in the class? Or the Girls in the class?

## Handout 6 - Rashid, Raymond and Francois

Rashid is a grade eight student at a middle school. For as long as everyone can remember, most of Rashid's good friends in the class were girls. This has never been a problem for Rashid nor for the girls he hangs out with. Lately, Raymond and Francois, other boys in the class, have started to say quietly (and while pretending to cough) the words "fairy," "fag" or "queer" each time Rashid speaks in class or when he passes by their desks. The same boys have also started to call the girls names like "fat", "bitch", and "dyke", (also while pretending to cough). Some of the girls have heard these comments and have told Rashid that they think those boys are creeps. The teacher hasn't yet noticed the comments so he hasn't done anything to help Rashid. Rashid pretends not to hear them and ignores Raymond and Francois's behaviour.

1. Is this okay? If so, why? If not, why not?
2. What might be the 'in the gender box' thinking that Raymond or Francois are using to measure Rashid against?
3. Would you call this harassment? Why or why not?
4. What should Rashid do? Who could he talk to? Would it cause a problem for Rashid if he came forward with this issue?
5. What should the girls do? Who could they talk to? Would it cause a problem for the girls if they spoke out against the issue?
6. Do you think that Rashid is acting like this isn't bothering him? Why do you think he might be acting like this doesn't bother him?
7. What could the girls and other boys who are not name calling do to help Rashid?
8. Only Raymond and Francois are making these comments to Rashid. Do you think all the other boys in the class also feel the same way? If the other boys are silent in their actions and words, what message does that send to Raymond and Francois?

## Activity 7 – Our Future has no violence against women, The White Ribbon Campaign

### Notes for educators

This educational activity is a logical end to your series of White Ribbon Campaign exercises. We hope you will find it a useful catalyst for reflection and action.

Invite youth to visit [www.whiteribbon.ca](http://www.whiteribbon.ca) to post their comments and see what other youth across Canada have to say about gender stereotyping, violence against women and healthy equal relationships

#### Ontario Ministry of Education Curriculum Linkages

##### **Healthy Living: Grade 5**

###### **Growth and Development**

- *identify strategies to deal positively with stress and pressures that result from relationships with family and friends;*
- *identify factors (e.g., trust, honesty, caring) that enhance healthy equal relationships with friends, family, and peers;*

###### **Personal Safety and Injury Prevention**

- *explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;*

##### **Healthy Living: Grade 6**

###### **Growth and Development**

- *apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;*

###### **Personal Safety and Injury Prevention**

- *identify the responsibilities associated with caring for themselves and others (e.g., while babysitting);*
- *describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media);*

##### **Healthy Living: Grade 7**

###### **Overall Expectations**

- *explain how harassment relates to personal safety;*

###### **Growth and Development**

- *use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;*

###### **Personal Safety and Injury Prevention**

- *describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment);*

##### **Healthy Living: Grade 8**

- *identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);*

###### **Growth and Development**

- *apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;*

###### **Personal Safety and Injury Prevention**

- *analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;*
- *identify support services (e.g., the school guidance department, shelters, Kids' Help Phone) that assist victims of violence, and explain how to access them;*

**What you need**

- A copy of the White Ribbon Campaign – Frequently Asked Questions Sheet (Appendix 3).
- Flipchart of chalk board, flipchart markers or chalk

**Activity (30 minutes)**

1. Recall ground rules for all classroom discussions. Remind youth that you are counting on them to enable each student to respond as an individual and also as a responsible member of a community who is owed respect, is not measured against a stereotype and who will not participate in stereotyping. Ask the group if anyone has anything they would like to share from their journal entry last week.

**Last week's journal questions were:**

1. Do you think your life is not as fun because you might be living 'in the gender box'?
2. Is there something you would like to try or do that you didn't think about before?
3. What would do if you were Rashid? Or the other silent boys in the class? Or the Girls in the class?

2. Tell youth that today we will talk about how on our own and as a group, we can live out of the gender box and help end violence against women. Tell the story of the White Ribbon Campaign (located on page 64).

3. The choices we make in our lives can affect the well-being of every member of our community. As a group, identify general areas in which we can have lives of gender equality and respect. Write these general headings on the board. (See the chart on the next page for some possible headings. Your youth may take a very different approach and not focus on the school setting.)

4. Split youth into groups with an assigned heading. Each group will identify concrete behaviours and choices they can make to help get us out of the gender box and live in a way that helps to end men's violence against women.

5. Have the groups report back. As you compare results, talk to the youth about the responsibility we all have to do something about behaviours and attitudes and begin to brainstorm a list of what can be done.

**Wrap-Up (10 Minutes)**

Congratulations to you and you're youth in saying our future has no violence against women. This is a natural lead into the action plan section of this resource. We hope you and your youth have a successful campaign. If you need any support in planning your campaign, call the White Ribbon Campaign national office at 416-920-6684 or 1-800-328-2228 or e-mail [info@whiteribbon.ca](mailto:info@whiteribbon.ca)

**Hand Outs**

If you have not done so already, please hand out a button to each youth who participated in the activity so they can visit [www.whiteribbon.ca](http://www.whiteribbon.ca) and see what other youth are saying about the problem of men's violence against women.

**This Week's Journal Questions**

1. In what ways do you already say no to violence in your life?
2. What can you do to help end violence against women?

## Activity 7 – Our Future has no violence against women, The White Ribbon Campaign

Heading	Things That Make Us Live in a “Gender Box”	Things That Help Us Out of the “Gender Box”
Dating Behaviour	Saying and believing in the stereotypes about boys and girls: "What are you, whipped?" "Men are all pigs."	Treating everyone with respect Not making sexist assumptions about girls or boys; being yourself; taking action when you see abuse.
Challenging comments that disrespect others	Telling sexist, racist or homophobic jokes. Guys making comments about girls bodies who walk past them to impress the other guys. Keeping quiet when a sexist or racist joke is told.	Not forwarding sexist / racist / homophobic emails. Challenging guys who make comments about girls bodies.
Words we use	Avoiding words that don't count women and girls: Chairman; Fireman; Policeman; Manpower; She has balls!	Using words that count everyone in: Chairperson; Firefighter; Police Officer; Labour; She has guts!
Teacher/student interaction	Teachers calling on girls less than boys. Statements like: You throw like a girl; Act like a man.	Ensuring the participation of all youth. Representing views of historically oppressed groups e.g. celebrating Black History Month, International Women's Day
Hallway behaviour	Cat-calling, rating, name-calling, judging others based on their bodies, bullying behaviour.	If it is safe, challenging hallway harassment. Reporting bad hallway behaviour.
Student/student interaction	Telling sexist, demeaning jokes. Saying that a girl can't be raped if she has had sex before. Girls judging other girls about their bodies, clothes, etc.	Being yourself with your friends. Not trying to impress others by putting someone else down. Supporting a friend in an unhealthy relationship.
Sports cubs/committees	Boy's sports get more funding and more attention. Girls encouraged to be cheerleaders.	Equal funding and celebration of girl's and boy's teams. Boys and girls encouraged to be cheerleaders.

## The Story of the White Ribbon Campaign

Long before you were born, on December 6, 1989, a terrible act of violence took place in Canada. It was an act of violence by one person. 14 women were murdered. The 14 women were all students learning to become Engineers so they could build big office buildings, mix chemicals to make new materials or know how to program computers so they can make new video games. None of them would have ever thought that today was the day they were going to die. A man with a gun went to their university. He went into several classrooms and he said, "You (gesturing to the women) have no right being here." He separated the women from the men and then he shot and killed the 14 women. After he did this, he shot and killed himself right there on the spot. This terrible act of violence was called the Montreal Massacre. The man who killed these 14 women blamed them for his problems and thought that women were men's servants. He didn't know these 14 women but he was very, very angry at them. He was prejudiced against them. This man believed that women were not worth as much as men and all women were somehow taking over things when men should be in control.

In 1991, the Canadian Parliament proclaimed this day, December 6th, the National Day of Remembrance and Action on Violence Against Women so that no one would forget what the Montreal Massacre was about. Every year, in towns and cities all over Canada, a remembrance ceremony is held to remember the 14 women engineering students. This day is much like how we remember Veterans who fought and died on Remembrance Day on November 11th.

The way that this gunman felt, that women are not worth as much as men, is the way abusive men can think about their girlfriends, wives, mothers, grandmothers, sisters, aunties, nieces and daughters. Men who think this way might not ever kill women, but they hurt them everyday with put-downs, verbal abuse and violence. After awhile, the girls and women begin to believe the put-downs and they find it hard to be free. What the gunman did is an extreme example of hating girls and women. Abusive men can be hard to see at first but if you listen closely to what they say and do, you can usually discover that they have less respect for girls and women because they treat them differently or badly.

Most men do not think the way that gunman did. A lot of men and women heard about the Montreal Massacre and they felt very sad about what had happened. All over Canada there were lots of Women Helpers who would help the girlfriends, wives, mothers, grandmothers, sisters, aunties, nieces and daughters to become free from abusive men. Three men in Canada felt so sad about the Montreal Massacre that they decided to join these Women Helpers. These three men, their names are Jack, Ron and Michael, started the White Ribbon Campaign. They decided that the white ribbon would become a special symbol that boys and men would wear. The white ribbon is a promise that boys and men will never be abusive men and that they will help Jack, Ron and Michael and all the Women Helpers to say that being an abusive man is wrong. The white ribbon is also a promise that boys and men will tell girlfriends, wives, mothers, grandmothers, sisters, aunts, nieces and daughters that they don't deserve to be treated badly.

In 1991, so many boys and men agreed with the Women Helpers, Jack, Ron and Michael that over 100,000 ribbons were worn by boys and men across Canada. Every year, more and more boys and men start to wear a white ribbon to remember the 14 women who were murdered. Today there are over 50 countries in the world that have a White Ribbon Campaign.



# Your White Ribbon Campaign

## Section 1: Summary of possible White Ribbon Campaign activities

Think how your White Ribbon Campaign can reflect the energy, interests and diversity of your youth/student group. On the following pages are ideas about a variety of activities, but don't hesitate to come up with your own ideas. If you want to talk about your campaign ideas or if you want to find out what other groups are doing, please don't hesitate in contacting the White Ribbon Campaign national office;

The White Ribbon Campaign  
365 Bloor Street East, Suite 203  
Toronto, ON, Canada M4W 3L4  
Phone: 416-920-6684 or 1-800-328-2228  
Fax: 416-920-1678  
Email: [info@whiteribbon.ca](mailto:info@whiteribbon.ca)  
[www.whiteribbon.ca](http://www.whiteribbon.ca)

The purpose of these activities is to promote healthy and equal relationships. They are a way of getting out the message that our future has no violence against women. Remember that these activities can be done during White Ribbon Days (November 25 December 6) or any time during the year, such as around Valentine's Day, Father's Day, or whenever.

Many activities have a fundraising component. We want to encourage you donate the funds to local women's programs who provide services to girls and women who have experienced men's violence against women (e.g. local or regional women's shelters, crisis centres or women's anti-violence programs).

We want to post your hard work and dedication on our website. Send your photos and ideas to [info@whiteribbon.ca](mailto:info@whiteribbon.ca)

We discourage some traditional fundraising activities that end up being popularity contests - like paying to have candies, flowers or other gifts sent to particular youth.

### Some White Ribbon Campaign action ideas

Here is a summary of some action ideas. If you need additional support in planning your event, please contact the White Ribbon Campaign national office at

#### 1. White ribbon distribution

Make (or buy) white ribbons for distribution to parents/other youth/ or through a door to door campaign. If youth go door to door, a copy of the White Ribbon Campaign FAQ could be delivered along with a ribbon for a donation. This could be a fundraising and/or an awareness-generating activity.

#### 2. White Ribbon in the name of love pledge dance

Encourage youth to gather pledges in support of the White Ribbon Campaign. Those with pledges amounting to more than a designated amount (for example, \$20) would get into the dance for free.

#### 3. Guest speakers

Invite a representative from a women's shelter, crisis centre, university gender issues department or the White Ribbon Campaign, or a teacher or school board representative experienced in gender

issues to speak to your school/community group.

#### **4. The great white ribbon sign-off**

Several junior highs and high schools have created a giant white ribbon pledge sheet. Male youth are invited to pledge their commitment to ending men's violence against women by signing the ribbon.

#### **5. Displays or tables**

Invite local women's shelters, crisis centres, youth drop-in programs and White Ribbon Campaign volunteers to set up violence awareness tables in your school lobby or local community centre or shopping centre during lunchtime. This could be a large community presentation, collages of media or music representations, or a simple display of collected materials.

#### **6. Posters**

Create posters on the significance of your White Ribbon Campaign, gender stereotypes that challenge traditional men's and women's roles, or other issues related to violence against women. This activity could be a school-wide contest, a committee effort, or an art class project. You might also consider copying and putting up a White Ribbon Campaign poster or posters produced by local community groups.

#### **7. Mural**

One high school in Chelmsford, Ontario, created a mural for its foyer. This could be created by a small group of youth or your entire student population.

#### **8. Play, skit or rap**

Ask drama or music youth or other interested youth to put together a play, skit, or rap that addresses the issue of men's violence against women.

#### **9. Film fest**

Host a lunch-hour (alternatively weekend or after-school) film fest of videos on issues relating to dating violence, charging a nominal door fee or do it for free. Presentations should be followed by a discussion hosted by a facilitator. Call the White Ribbon Campaign national office for some suggested titles.

#### **10. Announcements**

Prepare information suitable for morning announcements that relate to the issue of men's violence against women. The announcements could take the form of songs, quotes and facts.

#### **11. Banner**

Create a white ribbon banner to be hung in your school/community group's front windows.

#### **12. Discussion groups**

Host a discussion group on issues related to men's violence against women. Youth could make classroom presentations or meet in small groups at lunch or after school.

#### **13. Handouts**

Distribute handouts as an activity itself or in conjunction with another activity. You may even want to prepare your own handouts that use material from this kit.

#### **14. White shirt day**

Designate a day that youth should wear a certain colour of shirt.

#### **15. Bake sale**

Invite interested youth or a class to prepare goods to be sold at lunch.

### **16. Handprints against violence**

In the cafeteria at lunchtime, post a large sheet of paper with paint trays. Title the paper, “These hands will never be used in violence.” Encourage male staff and youth to handprint the poster. This campaign material is also available through the White Ribbon Campaign website at [www.whiteribbon.ca](http://www.whiteribbon.ca)

### **17. Co-ed recreational activities**

Host lunch-hour recreational games that encourage participation rather than competition (for example, beach ball, volleyball, badminton, basketball, etc.). Teams should be mixed male female. To participate, youth would pay a small door fee.

### **18. Item draw**

Sell tickets for a chance to win a selected prize (for example, a romantic evening for two, including a limousine ride, dinner for two, and tickets to a semi-formal school dance). Local businesses might be willing to donate items or services for the draw.

### **19. Morning hot chocolate/donut sales**

Sell hot chocolate and donuts before classes start in the morning. Local businesses might be willing to donate the supplies.

### **20. Fundraisers**

Raise money for a local women’s shelter or crisis centre by selling white ribbons or food (for example, chocolate bars, cookies, baked goods, hot dogs).

### **21. Poster Challenge**

Ask youth to create a poster or work of art that depicts any of the following;

- One societal step that will help end violence against women;
- Imagine what our world will look like when our future has no violence against women;
- Imagine a world free of violence;
- Imagine a world of healthy equal relationships.

## **Section 2: Getting prepared**

Here are key things to do as you get started:

### **1. Get approvals**

As the resource person can help you identify what types of activities will require prior approval from school administrators/community organization leadership. Your campaign will get a boost if the school/community group supports your efforts.

If you would like to issue a press release, the White Ribbon Campaign national office can help you write the advisory and send it out to media contacts. Call 416-920-6684 for help. Most Ontario school boards require that any media advisory be approved by the Board office.

### **2. Consider the timing of events**

- When planning events, it is important to ensure that your events do not conflict with other scheduled school activities, holidays, or exam periods.
- The timing of your events should be convenient for youth and should be planned to receive maximum exposure. You may want activities to take place over several days.

### **3. Publicize your committee and events**

There are many ways to generate interest in your campaign and publicize your events. Aside from putting up posters and using the P.A. system, here are some things you might consider:

- Send notices about the campaign to representatives of school clubs or teams

### **4. Think about sponsorship**

If you are organizing an activity that includes prizes or items that need to be purchased, consider approaching local merchants about sponsoring a campaign activity (for example, a grocery store might donate hot dogs and buns; a florist might donate helium-filled balloons.) Don't forget to ask your student council about arranging a small budget.

### **5. Develop ideas for White Ribbon Days and December 6**

There is no single right way to organize a White Ribbon Campaign. Part of the spirit of White Ribbon is to encourage people in their own schools and communities to find creative and effective ways to involve more people and reach more people with the message about the type of future we want to live in.

The main focus of the White Ribbon Campaign in Canada is our White Ribbon Days, November 25 - December 6.

One of the things that happens in many schools is blending White Ribbon activities with December 6 commemoration. December 6 is Canada's National Day of Remembrance and Action on Violence against Women. That day was chosen because it is the anniversary of the murder of 14 female engineering youth in Montreal in 1989 by a man who thought women didn't have a right to be educated. It is a day for men, young and old, to step back and listen to what women, young and old, have to say about men's violence against women. Men listen because women are the ones who are most affected by this violence. Men listen so they can learn. Men listen out of respect. Men listen because they care about the women in their lives. And men listen because we are dedicated to ensuring that our future has no violence against women.

Many schools hold memorial assemblies or do fundraising events on and around December 6. Often these will combine two symbols: For women in many parts of Canada, the symbol of that day is a red rose; in other parts of the country, it is a purple ribbon. (The YMCA produces a rose button.) Many schools distribute white ribbons and also use the red rose symbol on December 6.

We are often asked if women and girls should wear white ribbons. The white ribbon emerged as a symbol of men's and boys' opposition to violence against women. It is a pledge by males never to commit, condone or remain silent about violence against women. But in many countries it has developed into a symbol of the deep concern among both men and women about violence against women. In many schools in Canada, both males and females wear a white ribbon, while in some schools only males wear them.

#### **6. Share your successes with youth across Canada and around the world.**

You can share your successes with youth in thousands of schools. Visit [www.whiteribbon.ca](http://www.whiteribbon.ca). Send us photographs, a couple of paragraphs about your activities and the enclosed fundraising form, and we'll make sure to get the results onto our website. If you are a teacher, please complete our online evaluation for a free poster and also consider completing and sending us your two-page student evaluations so we can continue to develop and distribute educational activities that speak to youth.

### Section 3: Attracting media coverage

As you decide what activities you want to hold at your school during White Ribbon Days, consider whether you want to try getting some coverage from your local media. This could help you spread the message of the White Ribbon Campaign, get other schools involved, and also attract community interest and recognition. There is an old song from the '60s with the line, "Teach your parents well." The media provide one way that youth can educate adults.

If your group is interested in getting some publicity, you should develop an activity that would most likely be of interest to the media. There is no way to guarantee media coverage, and try not to be disappointed if your activity doesn't get covered (it is particularly difficult in large cities). But the media are always looking for stories that are:

- Timely - for example, an event near December 6 makes for a timely story.
- Interesting or out of the ordinary - most often, what makes an event interesting is that it is both timely and unique. While handing out white ribbons to youth would probably not attract media interest, getting your entire student body to sign a huge white ribbon declaration might. (One elementary school made the national media when the principal had to kiss a pig because the youth had met a big fundraising target.)
- Highly visual - newspaper editors and television news directors look for stories that are visual. If, for example, you managed to get your entire school to wear white shirts and form the shape of a giant white ribbon, the media might consider covering the story. The story might also involve a guest speaker, school displays or youth willing to be interviewed.
- Have good sound bites or sound images - in the case of radio coverage, reporters look for stories that have a sound element. That way, they use background sounds from an event to tell the story, or have someone interesting to interview.

Break stereotypes and expectations - if your event or action breaks the media's stereotypes, that might get attention. (For example, in one Alberta town a local hockey team holds an annual fundraising drive for the local women's shelter. This goes against a common assumption about the ideas of athletes, and has gained a lot of local media attention.) If your event is to be timely, interesting and visual, you should plan the date, time and location of your activity, seek approval from your school administrators, and then prepare a news release for distribution.

A sample news release has been included in this section. It indicates, in square brackets, the information that your publicity team would have to add.

Your news release should:

- Be error-free and typed on school/community group letterhead if possible.
- Announce the event at the beginning and detail its newsworthiness.
- Include short, direct quotations from youth, if possible, which elaborate what is being said in the news release.
- Use action verbs in its description of what will be taking place.
- Be clear, to the point and concise (not more than a page).
- Answer the questions, who, what, when, where, why?

Your news release should be hand-delivered, faxed, or emailed to your local media outlets at least a few days before the event. For newspaper coverage, the release should be addressed either to a specific newspaper columnist who covers local issues or to the city editor. It's okay to send it to more than one person. For radio and television coverage, the release should be addressed to the news director.

In addition to a local newspaper, TV and radio station (or ones that serve your community from a neighbouring city), also send your release to any ethnic newspapers, other local publications, a local talk show host, your local cable television station or even to a community group that produces a newsletter. Aside from your major local media, you might also consider emailing or faxing your release to the White Ribbon Campaign national office at 416-9206684.

It's important to follow up your fax with a phone call a day before the event . Indicate who you are, where you are calling from, that you are calling about the event that will be taking place at your school tomorrow, and ask if any further information is required.

In small communities with a weekly paper, it's important that you contact the paper a few days before the event. (For example, if the paper comes out on Thursdays, you may have to contact them on Monday or Tuesday to be assured of getting in.) The previous week is even better.

We would really appreciate receiving copies of any newspaper coverage you receive. Please include your clipping(s) with your White Ribbon Evaluation Form, indicating the name of the paper and the date the article/photo appeared.

**Sample media release [School/Community group Letterhead]**

**NEWS RELEASE**

**FOR IMMEDIATE RELEASE**

[Your school / community group name here]

**Is taking an important step to say “Our future has no violence against women.”**

[City -Month, Day, Year] - Youth at [your school name/community group name] will be [describe event] to launch the White Ribbon Campaign at their school/community.

At [give exact time] [detail what will be taking place and where]. More than [give number] youth will be participating in the event. [Your school/community group name] is located at [intersection]. [Add details that will be particularly attractive to the media.]

[Your school/community group name] is holding this event to create awareness among the student body about the commitment by youth that their future has no place for violence against women.

“[Add a short quotation from a youth on your White Ribbon activities organizing committee about what participating in White Ribbon means to him/her],” says [youth name and title if any].

[Your school/community group name] will be joining thousands of schools, community groups, unions, businesses and individuals across the country and around the world that are all participating in various White Ribbon events.

Launched in Canada in 1991, the White Ribbon Campaign has spread to almost 50 countries.  
The media are invited to attend. Please sign in at the main office.

For more information, contact:

[Your name] or [facilitator’s name]

Student, White Ribbon Committee Member [his/her title] [Telephone #]

**For more information about the White Ribbon Campaign, visit [www.whiteribbon.ca](http://www.whiteribbon.ca) or call the White Ribbon Campaign national office at 416-920-6684.**



#### Section 4: White Ribbon Days activity checklist

1. Have you approached custodial staff about any equipment (tables, chairs, etc.) you might need during your White Ribbon Campaign?
2. Have you coordinated White Ribbon plans with events to commemorate December 6th?
3. Have you made arrangements with your school's/community groups's audiovisual club about any equipment you may require (VCR, TV, overhead)?
4. Have you booked the room, foyer, gym or other space that you will need to hold your activity?
5. Have you contacted your local media (television stations, radio stations, newspapers) about your upcoming events?
6. Have you contacted the White Ribbon Campaign national office to inform us about your school's White Ribbon campaign? We may be able to publicize your activities on the website or even to the national media. Please e-mail [info@whiteribbon.ca](mailto:info@whiteribbon.ca), phone 416-920-6684 or 1800-328-2228, or fax us at 416-920-1678 with your plans.
7. Have you made copies of the materials you will be distributing? Have you made white ribbons for distribution?
8. Have you bought or made copies of the White Ribbon poster or created posters for display? Have you notified your school newspaper of your event?
9. Do you have the supplies you will need (straight pins, tape, scissors, paper, stapler)?
10. Are all committee members aware of their responsibilities, and are they aware of when and where activities are taking place?
11. After your White Ribbon Campaign, have you discussed and evaluated the outcome of your events, and gone to [www.whiteribbon.ca](http://www.whiteribbon.ca) to give us your feedback?

### Ground Rules for Discussion

1. Listen. Share time. Respect others' opinions. Everyone has a unique perspective and contribution to make to our learning. Respect and listen to what others have to say, how they say it and the experiences they bring to the group. Ask yourself if the way you are speaking or acting towards this person is the way you would like to be treated.
2. Non-judgmental. There is a great deal of diversity, knowledge and wisdom in this group. The only way we can learn about each other is through open, non-judgmental and peaceful communication. Only one person can speak at a time.
3. No put-downs. Discussion and debate are great. Hurtful words are not. Words or ideas that put down a person or group don't help us learn from each other. Sometimes people mix up opinions with facts. You can disagree with a person without name-calling or insults. You can start your sentence with the word "I"- for example, "I don't agree with that point..." or "I think that...".
4. Respect confidentiality. If you want to tell the class something that is confidential (not to be told to anyone outside the class), say so before you speak.
5. Respect the ground rules. You are an equal, valuable member of this group. You have a responsibility to point out to the class if these ground rules are broken. Raise your hand immediately if you think the ground rules have been broken.
6. Outside class, find someone to talk to. Learning about violence can remind us of violence that we or someone we know has experienced. If you or someone you know has suffered violence, please talk to a friend, teacher or adult who you trust so you can get the support you need. If you still don't get the support you need, tell another person. It isn't your fault.

# Frequently Asked Questions

## *About the White Ribbon Campaign*

### **What is the White Ribbon Campaign?**

The WRC is the largest effort in the world of men working to end violence against women. In almost fifty countries, campaigns are led by both men and women, even though the focus is on educating men and boys. In some countries, it is a general public education effort on ending violence against women.

### **How did the WRC get started?**

In 1991, a handful of men in Canada decided we had a responsibility to urge men to speak out against violence against women. Wearing a white ribbon would be a symbol of men's opposition to violence against women. After only six weeks preparation, 100,000 men across Canada wore a white ribbon. Many others were drawn into discussion and debate.

### **Goals and Focus**

#### **What does it mean to wear a white ribbon?**

Wearing a white ribbon is a personal pledge never to commit, condone or remain silent about violence against women. Wearing a white ribbon is a way of saying, "Our future has no violence against women."

#### **What is the goal of the WRC and how do you accomplish these objectives?**

We are an educational organization that encourages reflection and discussion that leads to personal and collective action among men and boys.

As a decentralized campaign, our focus varies from country-to-country. In Canada our focus is on boys and young men. We produce educational resources for schools, and TV and radio ads to promote healthy and equal relationships and to encourage boys to think about the choices they make when it comes to the use of violence.

We produce resources for use in workplaces, places of worship, and communities. We promote more active involvement by fathers. We encourage local fundraising to support local women's groups. We maintain a website with a range of resources. We network with WR campaigns around the world.

#### **When is the focus of the Campaign?**

In many countries, it is from November 25 (the International Day for the Eradication of Violence Against Women) to December 10. In Canada it is until December 6, Canada's National Day of Remembrance and Action on Violence Against Women. In other countries, White Ribbon events come at other times of the year.



### **Basic Philosophy**

#### **What forms of violence against women concern you?**

The most widespread problems are physical violence against wives and girlfriends (from hitting right up to murder) and sexual violence (usually committed by a boyfriend, husband, trusted adult, or family member.) There is also emotional abuse — sexual harassment at work or on the street, stalking, jokes that demean women, and controlling behaviour. In some countries there is genital mutilation of girls and trafficking of girls and young women into prostitution.

#### **What about other forms of violence?**

Although ending men's violence against women is our focus, we are concerned about all forms of violence. We are deeply concerned about violence against children. We are concerned about violence among men on the playground, in the sports arena, in relationships, and in war. And we are concerned by acts of violence by women against men or against men, although these are not as extensive nor as frequently lethal as men's violence against women.

Unlike violence by some women against men, that committed by some men against women has long been socially acceptable and is deeply rooted in beliefs of men's superiority and of men's right to control the lives of "their" women.

#### **Does this mean you think that men are bad? Are you anti-male?**

We do not think that men are naturally violent and we don't think that men are bad. In many countries, the majority of men are not physically violent. Researchers tell us many past cultures had little or no violence.

At the same time, we do think that some men have learned to express their anger or insecurity through violence. Far too many men have come to believe that violence against a woman, child or another man is an acceptable way to control another person, especially an intimate partner.

By remaining silent about these things, we allow other men to poison our work, schools and homes.

The good news is that more and more men and boys want to make a difference. Caring men are tired of the sexism that hurts the women around them.

We're not anti-male because we were started by men who care about the lives of men and boys.

#### **Do you have opinions on other issues of the day?**

Our goal is for all men and boys to get involved in a campaign devoted to creating a future without violence against women.

Within the WRC there is a great diversity of opinion on many important issues, including ones relating to moral, religious and political beliefs. These issues are important, but they shouldn't prevent men from working together to stop domestic violence, sexual assault, and sexual harassment. And so we agree to hold diverse opinions. We include men from across the political spectrum from left to right, of all religions, ethnic and racial groups, and backgrounds.

### **White Ribbon Campaigns**

#### **Does everyone have to wear a white ribbon?**

Some campaigns use cloth ribbons or small white ribbon pins shaped into our distinctive logo. Others have the white ribbon logo printed on T-shirts or hats. Some use cloth or plastic wristbands. And some only use the logo on posters, pamphlets, or in TV ads.

#### **Who starts local and national campaigns?**

The White Ribbon Campaign is unique in that it is a decentralized effort that believes that people know best what will most effectively reach men and boys in their community, school, workplace, and country. In that sense, anyone who believes in the goals and philosophy of the WRC can start a campaign. We encourage White Ribbon supporters in each country or community to work together. In some countries there is an official White Ribbon organization.

#### **Can women get involved? Do they wear the ribbon?**

In Canada, the WRC is primarily a campaign of men, aimed at boys and young men. But we have women on our board and on our staff. Many local campaigns are encouraged by women's groups, many are led by men and women together, and women participate in many, if not most, activities.

In some countries, campuses, and communities, White Ribbon is led exclusively by men. In others, it is a joint effort or even one where women are leading.

Although the ribbon started as a symbol of men's opposition to violence against women, in many schools and communities both males and females wear the ribbon. We hope, though, that the focus remains on reaching men and boys with our message of respect.

#### **What are your relations with women's groups?**

We acknowledge the expertise and central role of women in

challenging violence against women. With tremendous heroism, they pioneered this work; they set up support programs for women and pushed for social awareness and legal change. We encourage our local groups to have an ongoing dialogue with women's groups in their community.

#### **Who runs the White Ribbon Campaign?**

In Canada we have an elected and volunteer Board of Directors as well as a small but dedicated staff. Around the world, the WRC is led by many different organizations. The heart and soul of the organization are concerned men and women like you.

#### **So what type of organization is it?**

It's an organization like no other. Not only does it include men and women from varying social and political perspectives, but it is an organization that has avoided becoming hierarchical or bureaucratic. We want to keep our emphasis on the community, on the schools and workplaces.

### **Money Matters**

#### **How do you raise money?**

In Canada, our funding comes from individual supporters, trade unions, corporations, religious institutions, foundations, and fundraising events. Specific projects are supported by the government.

#### **Does this take money away from women's groups?**

We support women's programs by encouraging men to give generously to them and by encouraging schools and others to raise money. We believe that by contributing to the reduction of violence against women, we are contributing to the overstretched resources of women's services. And we believe that as more men see this as an important issue, funding will increase to women's efforts.

#### **Do you give grants or financial support?**

Unfortunately, the WRC is not in the position to provide funding or grants for projects, organizations, or travel, or for establishing national or local White Ribbon Campaigns.

### **How can I help?**

We encourage you to support White Ribbon activities in your community. And we encourage you to help the WRC in Canada and around the world with your generous financial support.



For more information about the White Ribbon Campaign,  
please visit our website at [www.whiteribbon.ca](http://www.whiteribbon.ca)



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### Tips for Boys: Building Healthy, Equal Relationships

Whether you're just hanging out with friends or wondering what it would be like to go out with someone, there's a lot to learn about relationships. When people are in healthy relationships, they feel valued, respected, and like equals. Below are some tips to help you have healthy, equal relationships:

**What kind of person do you want to be?** Sometimes family, friends, and the media give negative messages about boys and girls. You can choose to look for positive messages that show girls and boys as equal, and don't show stereotypes that say that boys and girls must act a particular way.

**What kind of boyfriend do you want to be?** Both girls and boys like to be treated with respect. Ask for her opinion, listen to what she has to say, and take her seriously. This will show her respect.

**Be friends.** Friendship is important. Treat people that you go out with, with respect. In a healthy, equal relationship, everyone feels comfortable just being herself or himself.

**Communicate.** In a healthy relationship, people should feel comfortable enough to share their thoughts, ideas, and feelings.

**Ups and downs.** It's normal to feel hurt or angry sometimes, but in a healthy relationship, people don't yell or call each other names. Things can be worked out through talking and listening to each other.

**Do your thing.** Being in a relationship doesn't mean you have to be together all the time. It's important that you both have your own space and interests.

**It's no joke.** Listen to how people talk about girls. Speak up when you hear someone disrespecting girls. Tell them you don't think it's fair when they talk about girls like they're toys or like they are not as good as boys.

**Be aware.** Recognize the warning signs of an unhealthy relationship. If a friend expects his girlfriend to agree with everything he says, talks bad about her, or keeps her away from friends, it's a warning sign. You can tell him that you don't think the way he treats his girlfriend is fair and that he can get help by calling the Kids Help Phone.

You can tell her that she doesn't deserve to be treated that way and that she can talk to an adult she trusts.

**Be a role model.** Younger boys, like your younger brother or kids at school, might look up to you. Show them what it means to be a boy who treats girls with respect, and as an equal.

**Be a leader.** Raise awareness in your school and in your community. Do a school project on violence. Arrange for a guest speaker to talk about healthy relationships, or put up posters in your school. Your teacher can help you find the resources you need. Start an anti-violence club in your school - it's a great way to meet people who are looking to be in healthy, equal

To find out more about healthy equal relationships and violence against women and girls, visit:  
[www.equalityrules.ca](http://www.equalityrules.ca) | [www.ontariowomensdirectoriate.gov.on.ca](http://www.ontariowomensdirectoriate.gov.on.ca)

For more help and advice call the Kids Help Phone at 1-800-668-6868 or visit: [www.kidshelpphone.ca](http://www.kidshelpphone.ca)

## Tips for Girls: Building Healthy, Equal Relationships

Whether you're hanging out with friends or wondering what it would be like to go out with someone, there's a lot to learn about relationships. Every girl has to decide what she wants to be and what relationships she wants to have. When people are in healthy relationships, they feel valued, respected, and treated like equals. Both girls and boys need to be in relationships that feel good. Below are some tips to help you have healthy relationships:

**You're Worth It!** Feel good about yourself and about being a girl. This is the first step to having healthy relationships.

**Expect Respect.** Everyone deserves to be treated as an equal and with respect.

**girlFRIEND.** The word "friend" is there for a reason. Friends listen to each other. They care about each other. Expect people you go out with to treat you like a real friend. They should like you for who you are.

**Express your thoughts and feelings.** You should be listened to and taken seriously.

**Ups and Downs.** It's normal to feel hurt or angry sometimes, but in a healthy relationship, people don't yell or call each other names. Things can be worked out through talking and listening to each other.

**Do your thing.** Going out with someone is great but that doesn't mean you have to be together all of the time. You need your own space and your own interests.

**Be aware.** Did you know that girls are more likely to be abused by someone they know - like a boyfriend - than by a stranger? If you feel uncomfortable, trust your instincts and do what you can to change the situation. Hang out with friends you trust, leave when you feel unsafe, or call your parents or someone you can rely on.

**Danger Zone!** Some girls think that if a boy ever hits them, they'd be able to leave him. But a boy doesn't usually start hitting his girlfriend out of the blue. He may start by telling you how to dress and do your hair. He may get really jealous and try to separate you from your friends. He may insult you, yell, or break things. Watch out for these warning signs of abuse. If any of these things happen, you can talk to an adult you trust or call a Kids Help Phone.

**The truth is,** even though times have changed, girls aren't always treated equally. Boys might get better sports equipment, get better paying jobs, or have more career options. Some people believe girls can't or shouldn't do certain things, just because they're girls. Speak up if you think someone is treating you unfairly because you're a girl. You have a right to be treated as an equal.

**Get the word out.** Talk to your friends about healthy equal relationships and share these tips with them. Learn more about the issue by doing a project on violence in relationships. Talk to your teacher about arranging a guest speaker to come to your school. Get involved in positive events in your community. Remind your girlfriends that they're smart and can do anything they put their minds to!

To find out more about healthy equal relationships and violence against women and girls, visit:  
[www.equalityrules.ca](http://www.equalityrules.ca) | [www.ontariowomensdirectoriate.gov.on.ca](http://www.ontariowomensdirectoriate.gov.on.ca)

For more help and advice call the Kids Help Phone at 1-800-668-6868 or visit: [www.kidshelpphone.ca](http://www.kidshelpphone.ca)

## Activities for Parents: Building Healthy, Equal Relationships

As a parent/guardian, you can be the biggest influence in your child's life. Communicate values and beliefs that will help your son or daughter build healthy relationships free from violence. You can make a difference that will last a lifetime.

**Learn about the issues.** It will help you talk with your kids. Learn about what healthy and equal relationships are and how to build respect, trust, and friendship. Show them that being in relationships where people are treated like equals feels great.

**Play RePlay with them.** You can ask them to show you how to play and watch what they do. You can ask them to help you make choices in the game. Use RePlay to start a discussion with them. Don't worry if you lose or don't do as well as you'd like - you can play again!

**It's never too early.** Talk to your children about healthy relationships before they start dating or going out. Fight stereotypes about "real men" and "real women" with positive ideas about opportunities for everyone. Show that girls are as valuable as boys by treating your kids fairly. You can give chores by age instead of gender. If your 12-year-old daughter has to do laundry, the same rule would apply to your son when he turns 12.

**Keep communicating.** The more often you bring up the issues, the more comfortable your kids will be talking with you. Find ways and times to discuss the attitudes and behaviours that lead to healthy equal relationships. Discuss what you see on TV, the internet, and in movies - ask them to think about healthy and unhealthy relationships they've come across in the media themselves.

**Create the space.** Make an open and safe place for your son or daughter to talk about relationships. Try to always listen to what they say and answer their questions. Talk with them instead of talking to them. Ask questions like, "What kind of person would make a good girlfriend or boyfriend?" and "How do you show someone you like them?" Try to listen patiently, ask questions, and let them share what their ideas.

**Get interested.** Find out about the music, videos, TV shows, magazines, websites, and video games your kids like. Find out about their favourite activities (e.g. sports, games, clubs) and try to visit their favourite places (e.g. community centres). Your kids will know that you care about their life. Tell them that they can hang out with their friends in your home. You'll learn more about what they're dealing with and what they learn about relationships.

**Set an example.** Show your kids how to have a healthy relationship and show them how conflicts with friends and family can be solved through respectful discussion. Parents can feel stressed out and at their limit. The constant needs children have can overwhelm them. Even the most loving parent can make a mistake and lash out at their child with words or actions. But parents can learn to listen to their children and think about what they say. Treat your child with respect so they'll learn to respect others. Try not to call them names, put them down, or hit or beat them. It won't help them understand and it makes things worse. Any abuse and violence hurts and can teach kids the wrong things.

**Important:** anybody in your home may not respect the best interest of your child and can abuse them emotionally, physically, or sexually. It doesn't matter how well you know them. Talk to your children about inappropriate touching, actions, and secrets. Let them know that you will always listen to their fears and hopes. If you know or even suspect that your child is being abused, please get help immediately. You can make an anonymous call to your local children's aid society and they'll give you information to help you decide how to protect yourself and your child.

**Practice makes perfect.** Your kids can learn how to deal with difficult things before they happen. What will your daughter do if she feels pressure to have sex? What will your son do if he feels pushed to control or disrespect girls? Come up with real examples with your kids and work with them to figure out how they can respond.



**Work with your sons and daughters.** Both boys and girls learn gender stereotypes that make women and men seem unequal. That can lead to abuse and violence when they grow up. Show your sons and daughters that it's great for men to be sensitive and for women to be independent. Teach your children that boys and girls are of equal value.

**Watch out!** Look for the warning signs that your teen is in an abusive relationship. Get to know who they're dating by inviting them home. Pay attention to how your teen and her/his boyfriend or girlfriend act. Watch for controlling or mean behaviour, criticism, and jealousy. Pay attention to your teen's behaviour. Some girls who are in unhealthy relationships get anxious, quiet, depressed, or feel bad about themselves. They can stop doing the things they love. Some boys who are in an unhealthy relationship get angry easily, unpredictable, or moody.

**Know what to do.** If you think your son or daughter might be in an abusive relationship, don't be afraid to talk to them about it. Tell them that you're worried and let them know that you're there to help them. Ask how they feel about their relationship and listen without judgment. Focus on your child's feelings. If they don't want to talk to you, help them to find another trusted adult. Provide them with other places they can go, like confidential counselling services and numbers for crisis lines.

To find out more about healthy equal relationships and violence against women and girls, go to:  
[www.equalityrules.ca](http://www.equalityrules.ca) | [www.ontariowomensdirectoriate.gov.on.ca](http://www.ontariowomensdirectoriate.gov.on.ca)

Check out these books:

- "The Single Mother's Book" (2nd edition), Joan Anderson, 2004, Peachtree Publishers
- "HomeWise: A Guide to Build Better Relationships between Youth and Parents", City of Toronto Public Health Drug Abuse Prevention Program

## Tips for Adult Mentors: Building Healthy, Equal Relationships

Relationships can be complicated, especially for teens and pre-teens. There are many people who influence what youth learn about relationships - parents, friends, teachers, coaches, movie stars, older siblings, and others. And there are many factors that influence them as well, such as movies, the internet, music videos, magazines, TV, school, religious institutions, and more.

As a mentor, you understand that youth need positive role models. Whether you are a coach, youth worker, scout leader, camp counsellor, or teacher, you have a role to play in helping young people build the confidence and critical thinking skills they need to have healthy, equal relationships. You can make a difference that will last a lifetime.

**Influence the youth you work with.** Lead by example. Demonstrate your ability to resolve conflict in a calm, rational way without yelling or name-calling. Show youth what it means to treat women and girls with respect. Value what women and girls have to say by listening to them and taking them seriously. Treat all boys and girls as equals who are just as promising and smart. Expect the best from all of them and help them achieve it.

**Make it safe.** Create an environment where girls and boys are treated like equals. Treat children in an equitable, respectful manner and help them to treat each other in the same way. Provide both girls and boys with equal and diverse opportunities and responsibilities, such as leaning about cars, playing sports, doing art or music, nurturing younger children, cooking, and cleaning up.

**It's never too early.** Youth are exposed to complicated social issues and problems at an early age, whether or not we want them to be. They need your guidance to develop attitudes and behaviours that will help them to have healthy, equal relationships before they start dating. You can talk to younger children about the importance of treating their friends as equals.

**Both boys and girls need guidance.** Talk to both boys and girls about healthy, equal relationships. Teach girls that they have the right to be treated fairly and as equals. Teach boys that girls are equal and deserve to be treated that way. Replace the harmful messages about what it means to be a "real man" and "real woman" with positive messages about the many opportunities available to all boys and girls.

**Keep communicating about it.** Look for opportunities to engage boys and girls in conversations about equal relationships. Turn every-day activities into learning opportunities. Talk about the lyrics of song they like and figure out together what they are saying about diverse women, men, and relationships. Help them articulate what's positive and ask them to critique what's negative. Have them draw pictures or cut them out from magazines and discuss whether or not they show women and men of all backgrounds as equals. You'll find that they have a lot to say about relationships and stereotypes.

**Active Learning.** Engage youth in exercises that will build skills they need to have healthy, equal relationships, like how to deal with angry or hurt feelings. Remember, it's not just about "anger management"; it's about challenging how society has taught them how to react to things. Encourage both girls and boys to participate in activities that provide them with outlets for their emotions such as music, art, writing, and sports. Create opportunities for them to practice resolving conflicts in a respectful, non-violent manner. Help the youth work together to create a code of conduct for your classroom or organization. Work with a group of youth to develop skits that deal with issues of abuse or comedic sketches that illustrate stereotyping ideas about men and women. These activities allow young people to explore these issues through creative learning.

**Spread the word.** Tell everyone you know that they can prevent violence against women and girls by promoting equality and mutual respect. Share these tips with your colleagues and friends. Talk about why you think it is so important to help youth break free from harmful ideas about men and women and develop the skills to have healthy relationships - it could save their lives. Organize an awareness event during Sexual Assault Prevention Month in May and Wife Assault Prevention Month in November.

**Keep your eyes and ears open.** Look for warning signs that may indicate a young person is in an abusive situation. Ask them about their relationship and listen for indicators of controlling behaviour, criticism, and jealousy. Pay attention to changes in the young person's behaviour. Girls who are in an unhealthy relationship often become anxious, depressed, and withdrawn from their friends and normal activities. Boys who are abusive tend to blame others for their problems, become angry or frustrated easily, and often seem to have two sides to their personality.

**Supportive environment.** In homes where there is domestic violence, youth often witness the violence. Even if they don't actually see it, they usually have a good idea that it's happening. Witnessing domestic violence has a devastating effect on children, particularly when they see women being abused by their partners. Boys have an increased risk of becoming abusers and girls can start to believe that they don't deserve a healthy relationship. A supportive environment that promotes equality, helps youth identify what they witness as abuse, and teaches youth the importance of healthy, equal relationships can make all the difference.

**Be ready.** If you suspect that a young person is in an unhealthy or abusive relationship, don't be afraid to talk to them about it. Ask how they feel about their relationship and listen without judgment. Focus on the young person's feelings. Offer to help them find resources such as confidential counselling services and crisis line information, and have that information ready. Be aware that you are in a position of trust and have a legal obligation to report the suspected abuse of a child under the age of sixteen, regardless of the age of the abuser. Contact your local children's aid society for more information.

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