

DISCRIMINATION AND VIOLENCE AGAINST WOMEN

This unit seeks to raise awareness about gender violence among students. It first introduces students to a common problem most societies in nowadays' world have: gender inequality. The activities laid out throughout the unit seek to help students realise of the serious consequences inequality have on people. They will learn that among them, VAW (Violence against women or gender violence) may bring funest consequences, not only on the victims on whom it is perpetrated but on society as a whole. It also encourages students to propose ideas, such as a campaign, to help bring this practice to an end.

WOMEN: A STORY OF DISCRIMINATION

In this section, students will learn gender discrimination, unfortunately, is not a new phenomenon but, rather, a very ancient one.

The teacher tells students to read the UN Declaration of Human Rights through. Ask them whether they think this Declaration is respected or if they know of any cases (in any country) where they know for sure it is not. Ask them if they know of examples of such malpractice in their own country.



Reading activity

In order for students to better understand the status quo of gender discrimination they will read about the way society promoted a very peculiar female model in Franco times. The teacher should point out that the model portrayed in the text does not differ much from the model women have in some muslim countries.

Students write the underlined words out and look them up. Next they express their opinion about the text answering the folloqing questions:

- What kind of society does the text describe? (*a patriarchal one*)
- How long ago did this take place? (*relatively recently: about 40 or 50 years ago*)
- What kind of role did women have? (*they were not active socially and therefore, considered second class citizens*)



Group activity

Students now read the text and, in groups, decide whether this female model is still valid nowadays and whether history is partly responsible of nowadays' VAW distressing figures.

READING: Gimnasia Casera

The teacher asks students to read the advertisement and answer the questions on it.

- What was the basic role of women during the dictatorship?
(*they were expected to be devoted housewives*)
- Were women allowed to work back then?
(*not without their husbands permission*)
- Would you say that women were discriminated against?
(*students' own ideas*)
- Who ran the schools in those times?
(*the Church did*)
- What was the Dictatorship's idea of the ideal woman?
(*a devoted wife, who kept the house clean and tidy and waited for her husband to entertain him*)

Students next read the text and complete the table.

	In Dictatorship's time	Now
Women's role	That of housewives	Women have a more active role. They enjoy more presence in society.
School	There were boys and girls-only schools	Most schools are mixed nowadays
Church	Church had a decisive presence regulating people's everyday life. The Church ruled the schools.	Nowadays most schools are non-confessional. Religion is an optional subject.

Students use their own ideas to complete the sentence:

I (would) prefer to live in because.....



Creative writing

(students' own work)

DOMESTIC VIOLENCE

Students read the texts with the help of a dictionary. Ask them the following questions as they read:

- Is VAW age sensitive?
- Does it take place only in some countries?
- Does it occur only in certain social strata?

Cycle of violence

Students read the diagram. The teacher should ascertain that the students understand the different stages in the diagram. Ask students to do the activity immediately below.

- Describe situations that you think may trigger conflicts and imagine what happens within the relationship then.

(students' own ideas but try to elicit such words from students as misunderstanding, jealousy, envy, harassment, attack, etc. all these words undeniably explain some cases of mistreatment. When it is a one-off event the conflict may be addressed, the situation can become unbearable if the conflict breaks out every now and again)

- WORDSEARCH PUZZLE**

Find nine domestic violence-related words:

D	D	N	P	W	Q	R	A	C	L	A	H
E	I	A	O	J	E	L	Z	L	J	A	S
S	S	K	Q	I	U	S	T	S	R	A	B
T	T	U	C	Z	T	H	U	A	I	D	X
R	R	D	K	J	R	A	S	B	Y	D	I
U	U	E	L	E	J	S	L	R	A	C	X
C	S	I	A	V	M	Q	I	O	E	F	G
T	T	T	C	E	P	S	E	R	S	I	D
I	O	N	N	L	A	I	N	E	D	I	P
O	A	T	C	R	I	T	I	C	I	S	M
N	U	Q	D	C	R	Q	F	X	K	D	T
F	A	D	T	P	A	X	A	C	N	N	G

WHY DO SOME PEOPLE ABUSE?



Reading

Students read the text. Ask them to think of plausible explanations for abusers to act as they do.

The teacher asks students (boys, specially) if they find abuse of girls or women “normal” behaviour and if they can picture themselves abusing their girlfriends or wives in the future. Tell them to eradicate such ideas from their repertoire.

- CASE STUDY: NADINE**

Here students have the chance to learn about a real abuse case (reproduction rights were

granted for this activity). Students read through the text and imagine what kind of suffering this young lady had to endure in the hands of her husband. Ask students whether there could be any justification for such mistreatment.

TASK

Students write some pages of Nadine's diary, following the different stages of *the cycle of violence*. (student's own answers)

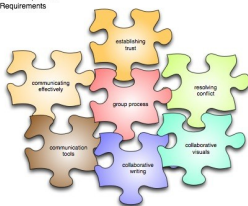
EXTRA/OPTIONAL MATERIALS (Homework) – Students do some internet research on the Female homicides in Ciudad Juarez (Mexico). The data they will likely come up with might be too gruesome for some students, therefore this assignment may be adapted at the teacher's discretion.

THE MEDIA HAVE A SAY TO IT

Students read the text and answer the questions on the picture.

- What kind of product is it advertising? (*a liquor*)
- Where is the product located? (*on the lower right-hand corner*)
- Why do you think the picture of the woman is much bigger than the advertised product? (*to attract attention*)
- Who is this advertisement aimed at? (*men, mainly*)
- Do you think it will sell better thanks to the woman's picture? (students' answers)

Online Group Work
Requirements



GROUP WORK

Students group up to work on the task. At this point the teacher could bring some more pictures to class which have women as main focus of attention. Ask students to bring some, too. The point here is for students to see the way women are exploited in publicity and how this fact affects and changes their role in society.

• What can we do?

Ask students to visit the bbc website and take the test (this activity is meant for girls but boys may want to give it a fling, too). It is good to point out that nowadays there is a vast number of resources on the internet that can offer us the possibility to interact with people experiencing similar circumstances or get in touch with somebody that can assess our situation and help us through it.

- **PREVENTION**

Students read. Ask them whether they have any ideas to help fight this practice and whether they consider the steps listed there useful.

- **What do women say?**

Let your students know that remarkable women are heading some movements to raise awareness to help fight this blemish. Tell them that communication will play a vital role in non-violent future gender relations. Possibly, the more access people have to culture and communication, the easier it will be for all of us to find a solution to this problem.



Group work

It is good for students to know that cooperation and acting together, organized, will be paramount, in the near future, to make a difference in their world. One way of doing so is grouping up to do a campaign. Campaigning is a good way of having your ideas heard, of getting the message through. Tell students that there are several steps they need to follow to do a successful campaign. The students may want to follow the steps cited in the unit or may want to devise a plan of their own. They should first start with a small meeting, anyway. In this meeting they will make such important decisions as the main objectives of the campaign they wish to achieve: in order to do that they will have to identify their targets (audience the message is addressed to). They will also need to come up with a meaningful slogan, which is vital to get as much attraction to the message as possible. School community support is also important: without it there is no way they will be taken into consideration. Getting media coverage is, needless to say, important too. However, considering how difficult this is at a school level you might want to consider recording some facts about the campaign and put them up on the school website or on you tube (for example); if the school runs a paper or magazine, it would be a good idea to approach it, too. The key here is to get the story told and the message out of the classroom and into the school and, eventually, out of school. You may consider roleplaying a press conference for more vivid action or, why not?, a school-wide protest to demonstrate powerful support for publicity purposes.



LOOK IT UP ON THE WEB! – The ICD (L'INSTITUT CATALA DE LA DONA)

Students read the introduction and are instructed to do some research on this institution. Then the teacher directs them to answer the questions.

- What kind of problems does it deal with? (*everything related to gender violence perpetrated upon women*)
- What services does it offer? (*it offers support to women in distress*)
- How can one know about its existence? (*through social welfare, dialling 012, through schools or through the internet*)
- Do many people seek advice from them? (*figures have increased drastically lately*)
- Would you turn to the ICD for help? (*students' own answers*)

KNOWLEDGE QUEST (in the *Additional Materials* section)

As in previous units, students have the opportunity to self-assess their learning progress regarding this issue.