Preventing Violence Against Women:

Training Resources to Empower the Broadmeadows Community

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Abstract

Violence against women is a pressing issue in the Broadmeadows community. The main social determinants of violence against women are rigid gender roles and stereotypes, unequal gender relations, and violence-supportive attitudes. These determinants predict higher rates of violence against women. To address this issue, an educational program for year one students on gender equality and respectful relations, and a training program on violence against women and bystander action for secondary students were developed. Scholarly research, observations of students, and interviews with students, teachers and community centre staff were used during the design phase of each program. Insight gained from observing students was utilised to develop training materials, while input from teachers was used to guide the delivery methods of both programs. The results of these contributions created two comprehensive packages of educational material, including a facilitator's guide and handouts for each program, with an additional pilot video used to pitch the year one program to local primary schools. Evaluation metrics were established to continuously improve the programs' success. Banksia Gardens Community Services in Broadmeadows sponsored the design, creation, and primary evaluation of the two educational programs. We encourage future implementation of these programs into primary and secondary schools in Broadmeadows.

Executive Summary

Background

Violence against women is a global problem. According to the United Nations *Declaration on the Elimination of Violence against Women*, it encompasses physical, sexual and psychological violence to women in the family and general community. It is a gradual, yet harmful violation of human rights. Violence against women affects one in every three women worldwide. Despite its enormous social and economic impact on communities and nations, violence against women is not a topic of common discussion.

There are three main social determinants of violence against women. These social determinants are gendered drivers and predict higher rates of violence against women. They include rigid gender roles and stereotypes, unequal gender relations, and violence-supportive attitudes. Social change is often slow and typically cannot be driven by government policy. Attitudes for how men and women are supposed to act form in childhood. Social transformation can only happen when there is a broad-based movement for change including individual women and men, community efforts, and diverse organisations and institutions.

Gender relations are social and economic relationships existing in society between males and females. Violence can be used to isolate women in their private lives, sending a message that women have less value and deserve less respect. This makes these women dependent on the controlling men. Male peer relations are important for sources of support among men, but when men are in cultures of stereotypical and aggressive masculinity, these relations become negative and associated with a higher likelihood of violence against women.

Broadmeadows is a major town centre in Hume City in Melbourne, Victoria. The Broadmeadows community has a variety of cultures, incomes, religions, ethnicities and races. This diversity can create tension due to different expectations regarding family dynamics, acceptable behaviours, and gender roles. The entire Broadmeadows community must address violence against women under equivalent terms in order to make a difference.

Banksia Gardens Community Services (BGCS), is a non-for-profit community services organisation in Broadmeadows managed by a Board of Governance. One of the projects BGCS supports is the Good People Act Now (GPAN) project. GPAN action group members focus on educating youth about gender stereotypes and equality, healthy relationships, and alternatives to violence. GPAN works hard to deliver resources to help those in unsafe situations or households to seek help without fear of exposure or retaliation.

Since individual understanding of gender roles and personal identity are typically established at a young age, it is an appropriate strategy to address the issue of violence against women to children, while reinforcing the severity of the issue as youth grow and mature. The programs that have already been integrated into Victorian school systems for prevention of violence against women served as models for the implementation of GPAN and other Banksia violence against women school action efforts. Looking at these similar programs is helpful to assess what works well and what does not.

Goals, Objectives and Methods

The goal of this project was to create and develop training resources to educate and empower the community to prevent violence against women. These resources included the development of GPAN training and the creation of a program to enhance primary school education on respectful and equal relationships. The programs were evaluated by local teachers and staff at BGCS to determine whether these materials were an effective method of informing local students and community members about violence against women.

To accomplish the goals of the project, five main objectives were completed:

1. Gained an understanding of community views about violence against women.
2. Gained an understanding of how to most effectively educate primary and secondary students in Broadmeadows.
3. Developed training resources for youth leaders to raise awareness about violence against women, become equality leaders, and catalyse change in their community.
4. Designed and gathered feedback from teachers on a primary school educational program to develop a foundation for students to strengthen equal and respectful relationships, challenge gender stereotypes and roles, and promote alternatives to violence.
5. Inspired community members to practice preventing violence against women through personal interactions and group performances.

Objective 1: Understanding Community Beliefs

Interviewed BGCS staff and teachers to gain an understanding of the community views about violence against women. The team analysed observations taken during tutoring sessions and afterschool groups to determine how much the youth of the community knew about violence against women.

Objective 2: Understanding Student Behaviour

Interviewed experienced teachers at the centre and asked them about the most effective methods and approaches to educate primary students. Responses indicated that the most effective means of delivering an effective message to the primary students of Hume was to have the activities be as interactive as possible while still addressing the content.

Objective 3: Training Resource Development

Developed the second round of GPAN training based on the training delivered last year. The team dissected the old slides, filtering the content into categories that aligned with any of the social determinants of violence against women, or bystander action training. After each draft of the new slides was reviewed, the content was updated and a facilitator's guide was created to enable the content to be delivered with a systematic approach.

Objective 4: Primary School Program Development

Developed the GCAN program based on the input from teachers and the current Victorian curriculum. Using *Change the Story* and the *Respectful Relationships* report, the team created a seven-week long program aimed at year one students called GCAN. The resource included a facilitator's guide, worksheets and activities.

Objective 5: Personal Interactions and Performances

To engage the community, GPAN participated in an interactive performance staged during the Broadmeadows Street Festival, at a Hume Youth Leadership meeting, and at one of the Islamic secondary colleges. The team used these performances as an opportunity to assess community attitudes on violence against women.

Community Insight

A common theme seen in interactions with the community of Broadmeadows was that the issue of violence against women was not viewed as a major issue that needed to be addressed. Behaviours among primary students developed insights on how the surrounding environment was affecting students' views of gender norms. Due to the age of primary students and the level of complexity that accompanies the discussion on violence against women, it was not surprising to observe that most primary students were naive to the issue itself. However, it was surprising to note the level of awareness that many of the students in

Broadmeadows community had on violence against women, due to the exposure to violence directly at home or indirectly through friends. Collectively these insights on primary student perspectives and behaviour played a significant role in developing the GCAN program.

Secondary students who participated in activities at Banksia showed that their views on the underlying topics of violence against women are more difficult to change than the views of younger students because of their longer exposure to these social norms. With regards to their behaviour, secondary students showed that as older children, they were heavily influenced by the actions and behaviours of their peers. These insights benefitted the development of GPAN material that empowers trainees to recognise and challenge those perspectives and behaviours.

Training Resources Development and Evaluation

The Broadmeadows community lacked resources for teaching primary and secondary students about the prevention of violence against women. The teachers and staff unanimously agreed that the community would benefit from additional training and ongoing discussions regarding gender equality and prevention of violence against women. The team used community insights and scholarly research to fuel the development of the second round of GPAN training, and the new Good Children Act Now (GCAN) program for year one students.

As part of extending GPAN into the Broadmeadows community, the second round of GPAN training was developed. Resources used for this development were community insights, scholarly research and modifications of the first round of GPAN training. New PowerPoint slides support the training presentations and provide visuals to keep the participants engaged. The new facilitator's guide contains step-by-step instructions on how to facilitate each training session. New handouts were developed to improve retention of information, while keeping participants engaged in thinking about GPAN outside of session hours.

GCAN is an extension of the GPAN project, but is targeted towards a younger audience. The initial seven-week long program for year one students that was designed includes content that aligns with the Victorian curriculum. The guide was structured as a series of lesson plans for the teachers to use. As a theme, different insects were chosen for each session to aid the lesson and keep students engaged. The teacher's guide includes an introduction on violence against women, followed by a general overview of the seven week

program. Each of the sessions address a different fundamental topic such as strengthening equal and respectful relationships, challenging gender stereotypes and roles, and promoting alternatives to violence. Worksheets for all of the main activities were essential in delivering the content to the students.

Conclusion

In this project, an understanding of both the Broadmeadows community's views on violence against women and the most effective education tactics for primary and secondary students was formed. These insights were used to develop GPAN training resources and design the GCAN program. The updated GPAN training material and new facilitator's guide were already implemented as part of the second offering of training. With these new resources, Broadmeadows residents are better prepared to stand up to violence against women. Along the way, individual interactions and group performances increased overall community awareness about violence against women.

Recommendations

We recommend that GPAN members promote the expansion of GPAN programs to local secondary schools and ensure that these groups are sustainable. GPAN members should organise GPAN groups composed of students within schools, similar to the group at BGCS, to reach different levels of the community. These GPAN groups could interconnect and support each other in their endeavours to help prevent violence against women.

We recommend that the next WPI IQP team implements the program in a Broadmeadows year one classroom. The next team may adjust the program based on feedback, and develop the program further. Once the GCAN program is evaluated and improved, it should be implemented in all Broadmeadows school systems.

We recommend that Banksia expands the GCAN program into all of the academic years following year one. Ideally, the program would mature with student age. This expansion is critical in that it consistently educates students on gender equality and respectful relationships, while maintaining relevance to students.

We recommend that future WPI Banksia teams create a web-based platform to help educate youth on the issue of violence against women. It had been noted that local youth consistently use internet-accessible technology. The suggestion is to develop an appropriate app which offers educational information on preventing violence against women.

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1 Introduction

One of the major issues the world faces is violence against women (VAW). Large intergovernmental organisations, such as the United Nations, formally define what violence against women entails, but different countries and regions view that definition through their own cultural lens. Three major social determinants lead to cases of violence against women. These social determinants are rigid gender roles and stereotypes, unequal gender relations, and violence-supportive attitudes (Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS), & VicHealth, 2015). Other factors, such as substance abuse, increase the frequency or severity of violence.

Individual experiences in social interactions, as well as cultural, family, and social media influences, contribute to the formation of personal identity. Rigid gender roles are shaped when both men and women are restricted to obeying distinct social norms. These roles, when defined unequally towards women, help form a power dynamic where men are considered superior to women (Our Watch et al., 2015). This kind of environment breeds the opportunity for violence against women.

Violence is often condoned or supported to reinforce gender divisions by attributing it to external factors. In many cases, violence against women is incorrectly associated with the man's mental status or substance abuse rather than problems with the larger pattern in society (Planned Parenthood, 2016). When societies or individuals disregard violence against women, levels of violence are higher. Those who excuse these acts are less likely to support victims and hold aggressors accountable. The most effective means of changing this kind of culture for the better is to support social environments that promote gender equality and respectful relationships, and promote alternatives to violence (Our Watch et al., 2015).

Laws, such as the *2014 Victorian Police Code of Practice*, and government plans, such as the *National Council's Plan for Australia to Reduce Violence against Women and their Children*, are necessary to enforce consequences on perpetrators of violence against women (Parliament of Australia, 2016). Unfortunately, it takes time for a new plan to be implemented at a local level. Therefore, local agencies and organisations are vital to provide support to victims.

Within Victoria, the Broadmeadows community has a higher than average prevalence of domestic and family violence cases. Banksia Gardens Community Services (BGCS) is an organisation that seeks to increase the quality of life for this community, by providing

resources and opportunities for growth. BGCS supports the Good People Act Now (GPAN) project, consisting of community members seeking to prevent violence against women by promoting positive bystander action.

This project further prepares individuals in the Broadmeadows community to become equality leaders and catalyse change. The goal of the project was to create and develop training resources to educate and empower the community to prevent violence against women. The project raised awareness about the issue and provided a foundation for young children to strengthen equal and respectful relationships, challenge gender stereotypes and roles, and promote alternatives to violence.

2 Background

Violence against women is a global problem. According to the United Nations *Declaration on the Elimination of Violence against Women*, it encompasses physical, sexual and psychological violence to women in the family and general community. Examples include demanding financial control over a partner, hitting and kicking, derogatory language to offend another person, and stalking. It is a gradual, yet harmful violation of human rights (United Nations, 1993). Violence against women affects one in every three women worldwide (Our Watch et al., 2015). Despite its enormous social and economic impact on communities and nations, violence against women is not a matter of common discussion.

This chapter explores topics in violence against women, including social determinants, factors that increase its severity, and effects. This chapter also delves into reporting violence in Australia and looks at local agencies that support victims, specifically in Broadmeadows. Finally, effective education techniques for primary and secondary students and strategies for inspiring change in a community to prevent future acts of violence against women are investigated.

2.1 The social determinants of violence against women

There are three main social determinants of violence against women classified in this study. These determinants are gendered drivers and predict higher rates of violence against women. They are rigid gender roles and stereotypes, unequal gender relations, and violence-supportive attitudes (Our Watch et al., 2015). Attitudes for how men and women are supposed to act form in childhood (Rose & Rudolph, 2006). When attitudes are already developed, social change is often slow and typically cannot be driven by government policy. Social transformation can only happen when there is a broad-based movement for change, including individual women and men, community efforts, and diverse organisations and institutions (Our Watch et al., 2015).

2.1.1 Rigid Gender Roles and Stereotypes

Social norms play a key role in developing behaviours. People tend to identify with their respective norms in order to better fit in with their peers. Special attention should be made toward the distinct social norms of men and women in today's society. Within these particular norms, rigid gender roles between men and women are distinguished. These

distinctions may include assumptions like a woman being the primary caregiver for children, and a man having a greater income than his wife. Men who use violence have reported a larger sense of entitlement to their female partner and have stiffer ideas on the role of the female in a relationship (EPM Communications Inc, 2013). The stereotypes associated with masculinity also create an environment in which men display themselves as dominant towards women, which drive violence against women (Boeringer, 1999).

For the individual, experiences in social interactions, along with cultural, family, and social media influences, all contribute in the formation of personal identity. The learning of personal identity is not gender specific: a boy and a girl can learn the norms of being male equally, despite their individual genders, and the same goes for the norms of a female. However, key formations of masculine and feminine identities for men and women of young ages typically derive from interactions with, and perceptions of other men and women. This means that the interactions boys and girls have throughout their childhood, and beyond, have influence on how they behave based on their genders (Boeringer, 1999).

The stereotypical culture of masculinity today has come to be commonly associated with being aggressive, competitive, non-emotional, and independent, among other characteristics (Parenthood, 2016). The use of homophobic humour during social interactions had been found to play a prominent role in the formation of male identity within Australia (McCann, Plummer, & Minichiello, 2010). While this particular kind of social interaction alone does not define male identity, its significance lies in the impact it has on male views of what it means to be masculine. These norms are by no means an accurate description of all men. However, today's social pressures which influence men into these norms can create a number of problems ranging from insecurities of men, to harmful and derogatory views towards women. For many men, the advantages of power that come with maintaining these rigid stereotypes, may also keep them from wanting to address gender inequality.

The concept of femininity is developed in a nearly identical fashion for women. Again, social perceptions of women, along with social interactions and cultural influences define the culture of femininity. However, the qualities towards femininity are much more often found to be inferior to the qualities associated with masculinity. For example, where men are often defined as strong, stoic, competitive, and successful, women are often generalised as weak, emotional, passive, and subservient (Planned Parenthood, 2016). When femininity is addressed as a negative characteristic, being a woman is viewed as being inferior. When individual women do not express feminine characteristics, they may be

scrutinised for not following the predefined gender roles imposed on them (Babcock & Laschever, 2003).

The cultural masculinity and femininity influences that contribute to violence against women can be resolved. Much of the reason why men in today's society have such a hard time getting past the unrealistic perception of being a man is because they lack the opportunities to discuss it. Healthy discussions on the topic of masculinity and femininity and their relation to violence against women over time make a significant impact on the gender views of current and future adults and how they reflect the norms of society towards women, and genders as a whole (Our Watch, 2016).

2.1.2 Unequal Gender Relations

Gender relations are social and economic relationships existing in society between males and females (Mattar, 2012). Rigid gender roles promote violence against women, due to a male sense of entitlement partnered with the masculine aggression. Violence can isolate women in their private lives, making them dependent on men (Our Watch et al., 2015). Violence is seen more in families where men dominate decisions and impede the independence of their wives. Unfortunately, male control is commonly represented as normal in relationships and in popular culture (EPM Communications Inc, 2013). Isolation of women from support networks is a common controlling behaviour and a form of psychological abuse (French, Teays, & Purdy, 1998).

Male dominance contributes to male violence by sending a message that women have less value and deserve less respect, and by making women economically dependent on men. By undermining women's equality in the public sphere with decision-making, women in positions of power have less impact than their male counterparts and typically are the ones fighting for their own freedom from violence (Babcock & Laschever, 2003).

Male peer relations are important sources of support among men. When men are in cultures of stereotypical and aggressive masculinity, their peer relations become negative and associated with a higher likelihood of violence against women (Our Watch et al., 2015). This happens because there is a focus on aggression in society. As a result, men encourage each other to be disrespectful towards women. Some men may be hesitant to take a stand against their peers' disrespect for women because of fear of rejection (Babcock & Laschever, 2003).

2.1.3 Violence-Supportive Attitudes

Violence is seen all over society in different forms of media. News and information media are key elements to shaping the public's understanding of violence against women (Our Watch, 2016). Other forms of media, for example popular music on the radio, promote violence. Often the public is too distracted by the beat of a song to realise what the song is actually saying. Common examples of violence against women in movies include sexist jokes that are condoned, and instances of men getting so angry that they lose control. Other movies display myths such as if a woman is using drugs or alcohol, she is partly to blame for being raped (Our Watch, 2016). Research shows that casual exposure to violence against women, including the common portrayal of rape, can increase the acceptance of violence (Wegner, Abbey, Pierce, Pegram, & Woerner, 2015).

When societies or individuals condone violence against women, overall levels of violence are higher. Those who excuse these acts are less likely to support victims and hold aggressors accountable (Wright & Tokunaga, 2016). Violence is disregarded through community attitudes and practices that justify and excuse violence by attributing it to external factors. Forty-three percent of Australians thought that "rape results from men not being able to control their need for sex." In a majority of cases, violence against women is associated with the man's mental status rather than problems with the larger pattern in society (Our Watch et al., 2015).

Many people believe that domestic violence is a private matter and should be sorted out by the victim themselves. Violence is not taken seriously and over half of Australians believe that women in child custody cases exaggerate their claim of domestic violence. Perpetrators also tend to shift the blame for violence to the victim (Wright & Tokunaga, 2016). One in five Australians think that a woman is partly responsible if a woman is raped while affected by drugs or alcohol (Our Watch et al., 2015). Condoning this violence is the most obvious driver of violence against women and is a direct consequence of the previously discussed gender inequality drivers. These drivers are supported by factors that increase the frequency and severity of violence against women (Our Watch et al., 2015).

2.2 Factors that increase severity of violence

As previously discussed, the social determinants drive violence against women, but there are other factors that increase the severity and the frequency of violence. These include factors such as substance abuse and exposure to childhood abuse.

Alcohol and drug abuse impede the brain's executive system. The executive system takes care of decision-making, problem solving and reasoning. When drugs and alcohol are introduced, it is harder for the brain to reflect on behaviour and regulate itself. Rather than thinking about consequences, some people give into impulses, which can be violent. Those who have a dependency on alcohol may have poor executive brain function, even when the person is not drinking, for up to a year after they stop drinking (Harris, Honey, Webster, Diemer, & Politoff, 2015). Between 2000 and 2006, 44% of intimate-partner homicides in Australia involved alcohol (Parliament of Australia, 2016). Alcohol itself does not drive violence against women; not all people who drink are violent, and many people who do not drink are violent. However, the contribution of alcohol to increased perpetration is significant in the context of social norms and practices that condone or support violence against women, in particular those relating to masculinity and masculine peer group behaviour (Our Watch et al., 2015).

Aside from substance abuse, studies show that individuals who experience abuse during their childhood are twice as likely to experience partner violence later in life as those who have not experienced abuse during their youth (Parliament of Australia, 2016). Children's direct experience of physical or sexual violence, and/or exposure to violence against their mothers or other female caregivers, can have profound and negative impacts on their development and later lives, particularly in the absence of positive alternatives and support to recover from its impacts. Early exposure to violence can potentially lead to developmental issues that predispose a child to later behavioural problems, such as poor school performance, bullying or anti-social behaviour in adolescence. Long-term exposure to, or experience of, any type of violence can establish and reinforce a belief that violence is an appropriate form of discipline, punishment or way of solving disputes (Our Watch et al., 2015).

Other factors that increase the severity of violence against women include disabilities, language barriers, financial stress, fear of the partner, and lack of support. High unemployment could provide the "trigger point" for violent situations in the home. Unemployment decreases the potential financial benefits of forming a partnership and adds additional stresses. Men may feel that their traditional role as the family breadwinner and its associated social status is under threat. These feelings may cause men to try to assert their authority through controlling behaviours and violence (Poljski, 2011). These increased risk factors result in worse effects for women and children involved in violence against women.

2.3 Effects

Violence against women occurs among all cultural, religious and socio-economic groups. Members of disadvantaged communities may learn a greater tolerance of violence through exposure to violence by their parents, delinquent peers, and others (Flood, 2007). Though many cases go unreported, statistics show that the majority of cases of domestic, family, and sexual violence are experienced by women with a male partner in their homes, rather than by a stranger. Over one-third of murders of women are executed by an intimate partner worldwide (Parliament of Australia, 2016).

Violence against women is the leading risk factor for death, disability, and illness in Victorian women of ages 15 to 44. Repercussions of violence against women aside from death include negative impacts on their physical, mental, sexual, and reproductive health. Two in five women have some form of injury from an interpersonal violence incident (Harris et al., 2015). Children living in homes experiencing family violence may develop issues such as depression, anxiety, trauma, aggression, low social competence, low self-esteem, impaired cognitive function, and increased likelihood of substance abuse (World Health Organization, 2016).

Violence against women is also the largest cause of homelessness, because people have to leave their significant other and living situation to get out of the dangerous environment (Parliament of Australia, 2016). Women may have a harder time finding alternative places to go for shelter or a safe space, especially if their child is already integrated in a school system (Parliament of Australia, 2016). Unfortunately, women marginalised by age, culture, ethnicity, sexual identity and visa status are more vulnerable to violence and are less likely to have the resources to act to report it (Poljski, 2011).

2.4 Bystander Action Training

A bystander is someone who is in a position to know what is happening and take action (Staub, 2007). When a bystander remains passive, their inaction might be seen as acceptance or approval of what the perpetrator is doing, regardless of what the bystander feels, accepts or approves. This leads the perpetrators to believe that their actions are being approved, which will bring further harmful actions in the future. Passivity can create a negative change in what the larger community sees and accepts as normal behaviour (Staub, 2007).

A bystander needs a sense of responsibility to give them motivation to step in and take action. Bystanders are much more likely to help friends than strangers, and are more likely to help strangers if they see them as part of a group with which they identify (NotAlone, n.d.). Perceptions of peer norms about helping and perceptions of authorities' attitudes are related to bystander attitudes. It is often thought that people are less supportive of doing something to address sexual violence than they actually are. This is not necessarily the case. Bystanders weigh the costs and benefits of getting involved in a risky situation. These include threats to their own safety, negative consequences for their relationships with others, and the potential to change the outcome of a risky situation or to help a victim. Those who feel more confident in their ability to help are more likely to take action.

Bystanders need personal safety nets, resources they can call upon, and community policies that support intervention, in order to feel more comfortable with taking an active bystander approach (NotAlone, n.d.). Being an active bystander can be difficult and takes courage. An active bystander tells the perpetrator that their actions are not acceptable. Being an active bystander affects the social norms of a community positively by showing that violence is not acceptable or approved (Staub, 2007).

2.5 Australian Laws and Reporting

In Australia, 17% of women and 4% of men experienced sexual assault after the age of 15, and 67% of men and women were not in contact with the police after their most recent incident of physical assault (Parliament of Australia, 2016). Legislation in all Australian states is similar when addressing matters such as the types of behaviour classified as domestic violence, the grounds on which protection orders may be issued, the prohibitions that an order imposes and the temporary police orders in emergency situations. Though this state legislation is in place, specific legal responses are organised at the state level for acts of violence against women.

The 2014 Victoria Police Code of Practice outlines updated police responses and investigation policies for family violence in Victoria. It reflects changes in the *Family Violence Protection Act* and underlines the right of people to feel safe in their personal environments. The code outlines the functions of the police to maximise safety, identify incidents of family violence, and assist in prevention by responding appropriately (Victoria Police, 2014). It considers operational safety, the level of immediate threat, medical needs, resources available, and crime-scene management. Compulsory police action includes

immediate police action to protect, support, and be sensitive to affected family members and their children. A family violence risk assessment will then be conducted by the police for background and identification. The primary aggressor is identified and the likelihood of future risk is assessed to determine the best risk management strategy. Perpetrators are made accountable by a criminal or civil action regardless of an arrest or reluctance of the affected family member. All parties are then referred to appropriate services (Victoria Police, 2014).

Though these legal responses are necessary for successful state-wide enforcement, attacking the issue is a multi-stage process. Even when a new law goes into effect, it takes time for it to be practiced and enforced throughout a community. Therefore, regionally coordinated but locally implemented safety responses may be more effective (Banksia Gardens Community Services, 2015). Local agencies are vital to aiding the community in adjusting to any new state legislation. They may assist in providing crisis support, legal backing and information, and referrals to other appropriate services.

2.6 Local Agencies

Currently, there are a number of organisations within the region of Victoria, Australia that seek to aid women and children exposed to violence. Among these are Women's Health in the North, Dianella Community Health, Domestic Violence Resource Centre Victoria, and Berry Street. Each organisation works in different aspects of community outreach and involvement, but all share the same goal of preventing violence against women and children.

Women's Health in the North (WHIN) is an organisation that aims to strengthen women's health, safety and wellbeing. WHIN focuses on preventing violence against women, promoting sexual and reproductive rights, and increasing economic participation and environmental justice (Uteda, 2016). WHIN offers a range of programs that seek to help educate the communities where they work. With particular respect to preventing violence against women, WHIN has a number of resources spanning from strategy guides and infographic clips on building respectful communities, to a committee on preventing violence against women. WHIN has also produced factsheets which have been specifically created for various local government areas. In 2013, the organisation developed an evaluation report to study the northern region's collaborative approach to preventing violence against women (Uteda, 2016).

Dianella Community Health is a community health provider within the city of Hume. The organisation delivers primary health services to a wide variety of children and adults

from different ethnic groups and socio-economic circumstances across multiple sites in Craigieburn, Meadow Heights, and Broadmeadows. They also recognise that Hume represents a rich diversity in culture and background, while also being among the most disadvantaged communities in Victoria (NAPCAN, 2016), therefore they work very closely with victims of violence against women in Hume.

The Domestic Violence Resource Centre Victoria (DVRCV) is a state-wide service located in Melbourne, Victoria. DVRCV provides training, publications, research, and other resources to those who have experienced family violence, along with practitioners and other service organisations who work with family violence survivors. Currently DVRCV is implementing a 3-year strategic plan which aims to prevent family violence and promote respectful relationships. Their approach on addressing family violence focuses on driving activity to prevent violence before it occurs and developing effective responses to support women and children who are experiencing violence. The plan aims to reduce the long-term impact of violence on women, children and those who support them (Domestic Violence Resource Centre Victoria, 2015).

Berry Street is an organisation in Victoria dedicated to helping children who are suffering through family violence within their homes. The organisation focuses on the need for youth to have a good childhood. Berry Street also supports children, young people, and families with complex issues arising from personal experiences of abuse, neglect or violence. This method of prevention helps get children and young people to a more promising future, away from a cyclic path to violence within families (Wolska, 2016)

With their approaches towards violence against women intervention, which range from prevention, to early intervention, legal responses, and work with perpetrators, these organisations are essential to the improvement of the community of Victoria on this issue. Alongside these organisations, Banksia Gardens Community Services has also initiated many efforts to promote awareness on violence against women.

2.7 Banksia and Broadmeadows

This project was completed in partnership with Banksia Gardens Community Services (BGCS), a non-for-profit community services organisation in Broadmeadows managed by a Board of Governance. BGCS helps over 80,000 people each year through playgroups, study groups, classes, training courses, workshops, celebrations, and meetings (Banksia Gardens Community Services, 2013). These people have a mixed range of ages, experiences, cultures,

and abilities. Children attend study groups to get the most out of their education, especially when they are struggling and cannot get proper help at home. BGCS provides services, but it is also part of a community where relationships are reciprocal and everyone who comes to the centre shares experiences, ideas, and opinions (Banksia Gardens Community Services, 2013).

Broadmeadows is a major town centre in the South-East of Hume City in Melbourne, Victoria. It is composed of a mix of residential areas, retail shops, and public service facilities. The Broadmeadows community has a variety of cultures, incomes, religions, ethnicities and races. It is significantly disadvantaged compared to the rest of Victoria, and even Australia, as a whole. Fewer than 50% of the residents reported having worked full-time in 2011. The majority of the reported occupations were labourers, technicians, trades workers, machinery operators, and drivers. The unemployment rate is 13.5%, which is 8% more than Victoria as a whole.

In Broadmeadows, a quarter of the population is part of a single parent family, with 85% of those single-parent families being mothers (Australian Bureau of Statistics, 2013). Only a quarter of the population is of Australian or English ancestry, compared to nearly half in Victoria. Broadmeadows has a population of Middle Eastern and European people, primarily of Lebanese and Turkish decent, representing 6.7%, and 10.9%, respectively. In comparison, Victoria is comprised of only 0.5% Turkish, and 0.6% Lebanese descendants (Australian Bureau of Statistics, 2013). Because of the large representation of Middle Eastern and European people, BGCS celebrates this heritage through some of their activities.

The religions and traditions that are practised by Broadmeadows community members are just as important as their cultural heritage. The most common religion, practised by about 30% of the population of both Broadmeadows and Victoria, is Catholic. Islam is nearly as common in Broadmeadows, with 25.7% of the population indicating they follow Islam, whereas only 2.9% of the Victoria population follows Islam (Australian Bureau of Statistics, 2013). This diversity can create tension due to different expectations regarding family dynamics, acceptable behaviours, and gender roles. With this in mind, it is important to address the topic of violence against women in a uniform manner, while acknowledging these religious and cultural differences that families may practise.

2.8 GPAN and its prevention strategies

One of the projects BGCS supports is the Good People Act Now (GPAN) project. GPAN action group members focus on educating the youth about gender equality, healthy

relationships, and alternatives to violence (Good People Act Now, 2016a). GPAN members travel to local schools and host fortnightly meetings to educate and empower the community (Banksia Gardens Community Services, 2013). GPAN consists of members ranging from high school students to parents and concerned citizens. The GPAN website was developed as part of an earlier collaboration with WPI students (Beach, Medino, Rapoza, & Tower, 2015). Additionally, the prior team produced a number of interactive videos which are featured on GPAN's website to practice identifying sexism and to provide examples for how to challenge sexist behaviours.

Unfortunately, this action group is deeply needed in Broadmeadows, and regionally in Victoria. In 2014 alone, over 70,000 cases of family violence were reported in Victoria, but it is estimated that an even larger number of cases went unreported (Good People Act Now, 2016b). This follows the negative global trend of violence against women being the most common type of violence. GPAN works hard to deliver resources to help those in unsafe situations or households seek help without their aggressor finding out and retaliating (Banksia Gardens Community Services, 2015).

2.8.1 Community Awareness

Besides helping individuals, it is important that all levels of the community understand the need to address the issue of violence against women. The entire Broadmeadows community must address violence against women under equivalent terms in order to make a difference. Group talks and presentations with small groups can open discussion on the topic. A group discussion gives everyone involved a voice and allows a variety of ideas to be expressed and discussed. It also encourages those who might normally be reluctant to speak their minds, and allows open communication channels among people who might not communicate in any other way (Brown University, n.d.). Performances in front of a large group also allow the audience to listen in an engaging way. Other means of community awareness about the issue of violence against women include training for adults, and education for youth.

2.9 Education: Addressing Youth about Violence Against Women

There are two components to consider when educating youth about preventing violence against women. The first component is how to address this sensitive topic, and the second one is the most effective way to help students learn.

When addressing the topic of violence against women, it is vital to keep in mind that individual understandings of gender roles and personal identity are typically established at a young age. These understandings are reinforced as people grow and mature. For this reason, it is an effective strategy to address the issue of violence against women to people at a young age, while reinforcing the severity of the issue at an older age. However, speaking with youth about the topic can be very difficult for a number of reasons. These include, but are not limited to, the difficulty of talking about violence against women among peers, conflicting cultural and religious views on the topic, and the overall difficulty with having a personal association to the topic (Owen & Carrington, 2014). For this reason, to address sensitive topics with young students, it is important to disassociate it from humans, and rather make it about animals or other creatures (Mattar, 2012).

There are a number of effective methods for educating students. When students need to learn a new word, it is important to write that word on the board and repeat its meaning several times with examples (Mugurussa, 2012). Emphasising sounds of words and relating them to other similar-sounding words also helps students remember the new term (Mattar, 2012). Putting students in groups allows them to talk out their reasoning with one another. If one student is acting up and does not want to do the right thing, other students in his/her group will influence him/her to do the right thing (Briggs, 2013). At the primary school level, especially for year one students, engaging activities hold attentions best. Allowing students to practise lessons by having them act out examples themselves and feel the effects of what is being said is better than just hearing what is being taught (Education World, n.d.).

2.10 Model School Programs in Victoria

A few programs have already been integrated into Victorian school systems for prevention of violence against women. Many of the engagement approaches which these programs take towards prevention are supported by theories on transforming the relations, social norms, and systems that sustain gender inequality and violence (Jewkes, Flood, & Lang, 2015). These programs will serve as models to consider for the implementation of GPAN and other Banksia efforts to prevent violence against women.

The Love Bites program is run by the National Association for the Prevention of Child Abuse and Neglect (NAPCAN) in Australia. It is a school-based domestic, family violence and sexual assault prevention program aimed at 12-16 year olds (Domestic Violence Resource Centre Victoria, 2016). The curriculum consists of two interactive education

workshops and creative workshops to enforce information. The overall goal of the program is to challenge violence against women in their own community (Domestic Violence Resource Centre Victoria, 2016). So far, over 100,000 high school students have participated and over 4,000 workers and teachers have been trained to deliver the program. The curriculum is facilitated by sexual assault workers, domestic violence workers, youth workers and police (Domestic Violence Resource Centre Victoria, 2016). The program is also able to be locally owned so that it can start in any school once the manual is bought and facilitators attend two-day training.

Respectful Relationships Education is the holistic approach to school-based, primary prevention of gender-based violence. It uses the education system as a catalyst for generational and cultural change to comprehensively address the drivers of gender-based violence and create a future free from such violence. The Respectful Relationships Education in Schools (RREiS) project is funded by the Victorian Department of Health and Human Services under *Victoria's Action Plan to Address Violence against Women and Children 2012–2015* (Gleeson, Kearney, Leung, & Brislane, 2015). The Department of Education manages the RREiS project, which supports up to thirty schools to implement the new curriculum.

An extensive evaluation of the Love Bites program was carried out in Sydney, Australia in 2010. It centred on year 10 students with the partnering Respectful Relationships Education program for year 7 students. Results suggest that students who participated displayed improvements in some attitudes towards violence against women, but unfortunately showed limited improvement on attitudes towards aggression and alternatives to aggression. There were also no signs of change in year 10 female student attitudes towards dating violence, and there was a negative impact on year 7 female student attitudes on bullying. This model was helpful to assess which aspects of the program can serve as a model, and which need to be revised. One key part of the curriculum that is valued is their attitude towards having a student-driven curriculum to engage students in designing community campaigns.

Through the RREiS project, schools have a chance to build cultures where stereotypes are challenged, gender-based discrimination is not tolerated and gender equality is promoted. When properly embedded in education systems, and with the appropriate support for teachers, schools and their community partners, the benefits of Respectful Relationship Education has the potential to reach 3.7 million students across Australian primary and secondary schools, as well as a workforce of over 250,000 teacher. These programs served as

models for the training resource kits later developed in this project to prevent violence against women.

3 Methodology

The goal of this project was to create and develop training resources to educate and empower the community to prevent violence against women. This project focused primarily on developing GPAN training and creating the first iteration of the GCAN program directed towards enhancing primary school education of respectful and equal relationships. The programs were evaluated by local teachers and staff at BGCS to determine whether these materials were an effective method of informing local students and community members about violence against women.

3.1 Objectives

To accomplish the goals of the project, five main objectives were completed:

1. Gained an understanding of community views about violence against women.
2. Gained an understanding of how to most effectively educate primary and secondary students in Broadmeadows.
3. Developed training resources for youth leaders to raise awareness about violence against women, become equality leaders, and catalyse change in their community.
4. Designed and gathered feedback from teachers on a primary school educational program to develop a foundation for students to strengthen equal and respectful relationships, challenge gender stereotypes and roles, and promote alternatives to violence.
5. Inspired community members to practice preventing violence against women through personal interactions and group performances.

These selected objectives worked in a top down process as shown in Figure 1. This ensured that the two deliverables, the GPAN and GCAN programs, were supported by research, fitted to community views, and appropriately suited for the target audiences. Once all of the observations and research were collected, the information was analysed to determine the core content that should be addressed and best practices for education that should be utilised in the training resources. Those key insights drove the development cycles for the GPAN training and GCAN program. After each development cycle, the deliverables were evaluated by a subject-matter expert (SME) in either childcare or education. Finally, the deliverables were updated to reflect the SME's feedback. The team completed two evaluation

cycles on both deliverables, but was unable to perform pilot tests for either program due to time restrictions.
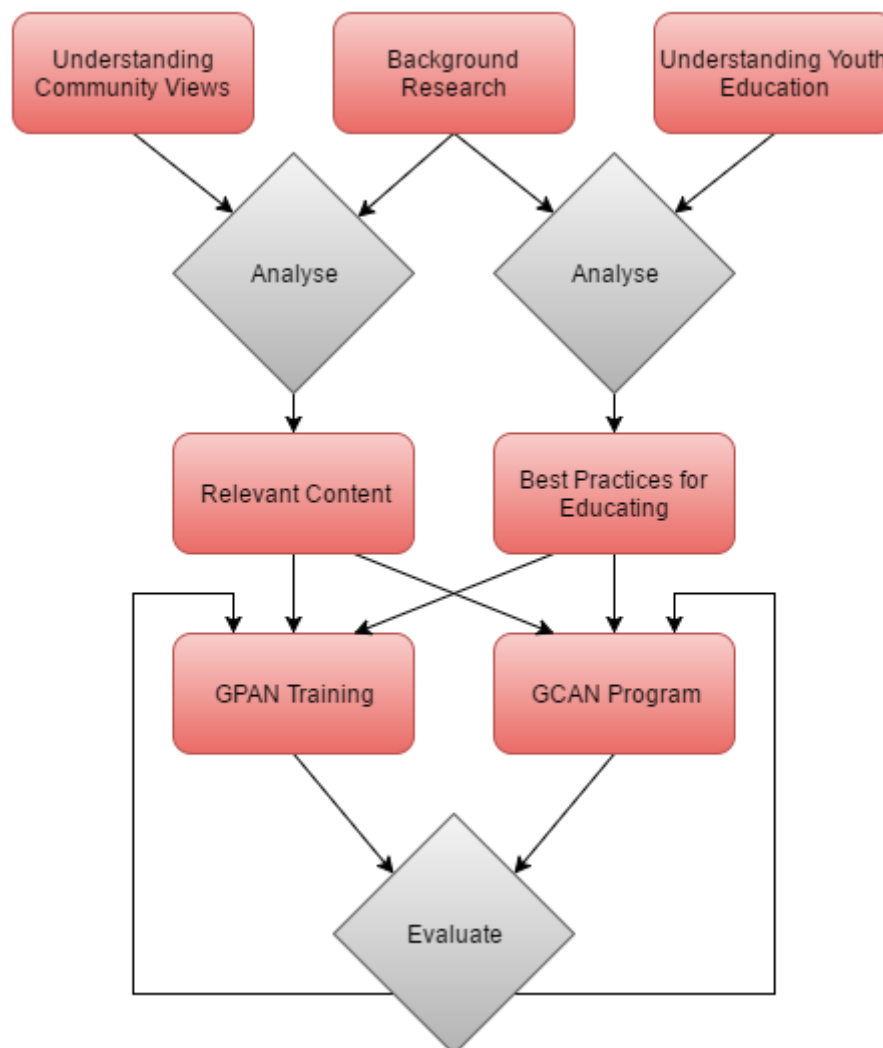

Figure 1: Process Cycle for Objectives

3.2 Understanding Community Beliefs

The first step toward understanding community beliefs in Broadmeadows was to gather all research that was conducted by the previous WPI team and BGCS staff (Beach et al., 2015). This prior research included interviews with GPAN members. Questions asked by the previous team ascertained what GPAN members knew about domestic violence and how prevalent the issue was in Broadmeadows. The prior team also sought to understand whether GPAN members used external resources to help themselves address the issue of violence against women or to help someone in need to do so, and whether this program increased their confidence to speak up when issues made them uncomfortable.

The prior team concluded that the majority of the interviewees changed their definitions of domestic violence, and became aware of strategies and resources available to help people. These changes were a result of the primary success with the first round of GPAN training. They concluded that domestic violence was a problem in Broadmeadows, similarly to other areas around the world, but the difference is that, "in Broadmeadows, everyone is very openly aware of the problem, whereas in other areas it's more of an undercurrent that goes unaddressed" (Beach et al., 2015).

The previous team identified the need for more work to be done with the community, such as: "push awareness on the idea that violence isn't just physical but emotional and social to change the societal idea of violence" (Beach, Medino, Rapoza, & Tower, Collection of Interviews, 2015). More training needed to be done and the community needed to engage and commit to ending violence against women by involving young people in the GPAN program. This project sought to revise the GPAN training, and to develop a facilitator's guide to standardise the content delivery. After gathering all previous research from the community, further interviews were conducted to ensure that the training and education programs contained relevant and accurate content.

The team interviewed staff at Banksia Gardens Community Services about their experiences in the centre, and their interactions with the community. This provided a foundation to build the team's understanding of the community. The staff verified that violence against women is a common issue in the community, and that the largest impediment to decreasing violence against women was deeply rooted culture. The staff indicated that many of the sub-communities in Broadmeadows accepted violence against women because it is what they are accustomed to.

3.2.1 Community Involvement through GPAN

As part of the GPAN meetings, the team participated in a performance held during the annual Broadmeadows Street Festival. The performance showcased three different scenes, adapted from interactive videos from the GPAN website. Each scene had an underlying theme including "Unwanted Advances," "Objectifying Women" and "Jealous Boyfriend." This performance was an opportunity to assess community attitudes on issues such as jealousy and sexual harassment. In between or during certain scenes, the audience had a chance to comment on what they saw during the performance. For example, at one point, random audience members were asked how they would respond to a friend harassing a

female. The performance and audience reactions were video recorded to review, so that analysis could be done on non-verbal audience reactions.

A short survey on an iPad was created for community members to gather direct feedback after the performance. The survey had questions designed to extract beliefs out of the community members, such as what they thought contributed to violence against women. Due to sampling bias, the data collected from the festival was unusable. The informal conversations and observations with community members during the festival pertaining to violence against women were documented.

Prior to the performance, the team made observations during rehearsals. The role-playing required to develop the script acted as a learning opportunity for both the actors and viewers to better understand the underlying issues of gender inequality and poor relationships. Acting the part required deep consideration about the situation and what individual character thoughts would be in the situation. As a result, the team used role-play for GPAN training.

GPAN performed the play two more times after the festival. One of these performances took place at a Hume youth leadership forum. Only the "Jealous Boyfriend" scene was performed at the conference, due to the short amount of time that was given. After the performance, youth leaders in the audience expressed their thoughts on the performance, and because the group was small, the environment allowed for constructive criticism on what could be improved. Comments made during the discussion were documented. A survey was circulated on tablets after the discussion to gain more feedback on the performance as well as gain insight into youth leader's views on violence against women (See Appendix I).

The final performance was at Ilim secondary college, a local Islamic school. During this performance, only the "Unwanted Advances" and "Objectifying Women" scenes were performed, and some of the dialogue was altered to reflect the school's culture. After speaking to the principal of Ilim secondary college, GPAN was told not to perform "Jealous Boyfriend" because it was too intense and considered irrelevant. The audience members consisted of both male and female year twelve students, and select teachers who were supervising. After the performance, GPAN members led an interactive presentation to encourage discussions on gender roles and expectations. Observations on comments made during the performance, including reactions, and on the discussion were documented. As the students were exiting, anonymous surveys were distributed on tablets to collect additional data on their views on gender roles (See Appendix I).

3.3 Understanding Student Behaviour

The team first had to understand the mind-set and behaviour of primary school students before the GCAN program could be developed. One method utilised for achieving an understanding of students was interviewing primary school teachers, since teachers spent most of the day with the students and they knew them and their families well. The teachers were interviewed, which determined the students' base knowledge of violence against women, and the prevalence of violence against women in the community. The interviews served to educate the team on effective ways to develop lesson plans, and what materials and activities are commonly used in primary school lesson plans. Questions such as "How do you keep students engaged?" helped the team identify some of the most effective methods that captivate students' attention and keep them focused (See Appendix A).

The team volunteered three times per week to tutor and work with students in an informal setting at the Banksia Gardens Community Centre. Not only did tutoring help students in the community who might be struggling academically, but it also allowed the team to form a trusting and friendly relationship with the students. The observed behaviours from the tutoring sessions made it clear that using interactive materials would increase the likelihood of effectively engaging the students. During volunteering, the team members observed the attitudes of the students during the tutoring sessions, the Boys' Group, Girls' Circle and Girls' Group. The team identified how students interacted with each other, as well as with members of the team and the Banksia Staff. The team noted how comfortable students were in this environment, and if they were willing to talk about personal issues. Furthermore, the team looked to see if certain friend groups had different dynamics and if students were willing to play or aid each other with school work.

An interview was conducted with members of both of the girls' groups to reflect on their experience participating in activities each week (See Appendix D). A series of questions were asked to each girl verbally about how the group had improved their friendships and or ability to work in a team, as well as to what extent the group applies to their outside lives. Girls were also asked about how they thought girls and boys were treated differently. These questions served to see how the participation within the group improves students' attitudes and to see if the group has given them another support resource. The responses helped the team understand the attitudes of young girls in Broadmeadows.

3.4 Developing GPAN Training

The first round of GPAN training was delivered in 2015. It consisted of one weekly session for seven weeks. Newly trained GPAN members served as positive role models for their communities and spread progressive ideas like allowing women to be independent rather than dependent on a man. The content developed for training was presented using PowerPoint slides, yet very little documentation was provided for the facilitator. The first round of training materials, as well as the informal interviews with GPAN members helped the team shape the second round of training.

The team evaluated the previous PowerPoint slides to understand what content should be covered, and what content was ineffective. First, categories for content had to be determined, and had to align with the current literature on violence against women. Both the Banksia staff and prior team's interviewees identified a need for a facilitator's guide. The team created a first draft of the facilitator's guide based on the updated content. The slides and draft underwent a number of reviews by the facilitators and GPAN members, to ensure the content was suitable, and after each review the materials were updated.

As part of the second round of GPAN training, the team developed a series of evaluations to track the progress of the participants, and to improve the training for the next time it is delivered. All participants are asked to fill out a pre-training evaluation when registering for the training. This provided the baseline. After each session there is an evaluation for the content performed by the participants, which provides feedback to improve individual sessions. Finally, participants take an exit exam which serves as a post-training evaluation. The evaluation determines what content was effectively delivered, and is compared to the pre-training evaluation to measure how much each participant had learned and retained.

3.5 Developing the GCAN Program

The Victorian government already set forth legislation mandating curriculum centred on respectful relationships for years eight, nine, and ten. This project aimed to fill the gap between the government's mandate and the school's existing curriculum, by providing a model program aligned with the Victorian legislation. By focusing on primary schools, GCAN is unique and sets the stage for this government policy.

The first step in developing the GCAN program was to research school programs implemented in Victoria on healthy relationships. An online database called Kids Matter

contains all of the registered primary school programs implemented in Victoria pertaining to mental and emotional health (Kids Matter, 2016). Exploring this database uncovered programs relating to respectful and equal relationships, as well as violence prevention. The LoveBites Program, as well as an evaluation of it, indicated which activities around violence against women education were effective in Victorian schools, and which were not.

The *Respectful Relationships Education in Schools: Evidence Paper* describes best practices for violence prevention education and respectful relationships education. A few key sections influenced the approach taken to develop the resource kit, including 'Five good practice criteria', 'Violence prevention in schools', and 'the state of violence prevention'. The information in the report indicated the ideal program durations and frequency to make the program most effective. It emphasised that duration is only sufficient if the program is a whole-school approach where the sessions are started early with appropriately scoped material, and reinforced every year (Gleeson et al., 2015).

The document titled *Change the Story* is a framework for preventing violence against women in Victoria (Our Watch et al., 2015). The social determinants in this document were used as the building blocks for the topics chosen in each session. The document helped break the complex topic of violence against women down to its fundamentals, which can be taught to younger ages.

The Victorian Primary School Curriculum was analysed to extrapolate parts of the curriculum that would align to the GCAN program. This was done to ensure that the program aligned with the learning goals of the state, and to provide incentive for teachers to use this program to cover the objectives of the curriculum they need to address in the classroom.

Information gathered and analysed from interviews with primary school teachers was used to create engaging activities that were appropriate. Information from interviews was also used to understand how much the teacher already knows on violence against women, so that the informational background section of the guide for teachers could be created. Worksheets were also made for each activity. After the program was created, year one teachers from the United States and from Broadmeadows critiqued it.

4 Community Insight

In order to resonate with the community, the training resource materials must take into account the community's point of view, and address issues relevant to the community's daily lives. A common theme seen in interactions with the Broadmeadows community was that violence against women is not viewed as a major issue that needs to be addressed. Findings came from observations in after school tutoring, girls' groups, interviews, and GPAN performances and meetings. These observations were classified by whether the findings were relevant to understanding primary students, or secondary students, in order to better develop training resources for those target audiences.

4.1 Primary Student Perspectives and Behaviour

Observations of primary students' perspectives on the differences between boys and girls created a better understanding of where the conversation on violence against women needed to begin. Behaviours among primary students developed insights on how the surrounding environment affected students' views of gender norms. Collectively these insights on primary student perspectives and behaviour played a significant role in directing the training resources towards changing students' views on gender equality and respectful relationships, as well as changing their inclination towards violent behaviours.

Often the children's views of what constitutes as "for males" or "for females" were determined through the subtleties of the primary students' actions towards simple things like colour preferences. Girls were teased for liking "boy" colours like blue, and boys would not draw in pink because "only girls do that". Comments like these were heard during tutoring sessions constantly. These perspectives, as well as studies from the American Psychological Association, reveal that students start to acknowledge gender differences around the age of 5 (Rose & Rudolph, 2006). These perspectives were further solidified when students mentioned the differences between boys and girls with regards to activities they participate in. Girls are almost immediately stereotyped as unfit for sports, while boys are discouraged from activities like dancing, cooking, and cleaning (Gorely, Holroyd, & Kirk, 2003). These comments were voiced in casual interactions during tutoring and from interviews conducted during the making of the GCAN pilot video, when both male and female primary students were asked how the activities they participate in would change if they were the opposite gender.

All of these ideologies discussed directly above are pushed onto students by peers (DeKeseredy, Schwartz, & Ebrary Academic Complete, 2013). Once these students begin to believe in the norms themselves, their behaviours align with the norms (Kahlenberg & Hein, 2010). During interviews with primary students from the Girls' Group, the girls confirmed the external pressures from the stereotypes that limited what they could do. Interviews with BGCS staff also confirmed that these students have been subjected to these perspectives early in life, and that although centres like Banksia are making a lot of effort to change these perspectives, the conversation has to start sooner and be continuous. In a report on peer victimisation in pre-schools, studies had shown how peer maltreatment heavily contributes to children's social-psychological adjustment problems. The study explains how boys typically harmed others physically, while girls harmed others relationally (Crick, Casas, & Ku, 1999). Because these perspectives are imprinted so early in the children's lives, the key insight gained from learning student perspectives was to initiate a program that targets young students within the primary school age bracket.

Instances that occurred during some of the activities at Banksia led the team to develop insights about primary students' behaviour. One instance during tutoring involved two girls getting into a disagreement on an assignment which they had wanted to work on together. Almost immediately following, verbal disagreement turned into violence as a means of resolving the dispute. Interactions within the Boys' Group also showed resorting to violent behaviour first as a common norm between the students (Eliot, Cornell, Gregory, & Fan, 2010). During one particular excursion at a local pool, the boys were playing rather violently; they constantly attempted to drown each other, even when one boy was yelling to stop.

Though each of these instances turned immediately to violence, other actions followed. Within the instance between the two girls at tutoring discussed above, after the girls had found an alternative means to solving their dispute, they happily continued along with their friendship. With regards to the Boys' Group, during other activities, the boys showed moments of compassion and connection with one another, especially between the siblings within the group. While many of these students learn their violent behaviours from their experiences at home, they still learn to look after one another (Morrongiello, Schell, & Stewart, 2015). This insight shows the capabilities to still make changes within these students, through proper resources for learning to solve disputes and generate mutual respect.

Later on, Boys' Group sessions revealed an enlightening view of how the boys address the normalcy of violence and aggression. While these boys were at times violent and out of control, for the most part, they themselves encouraged other boys to maintain

respectful behaviour so the entire group could enjoy the benefits of working together towards one objective. Rather than having the facilitators acting as the rule-setters, these boys had learned to set the rules for the group as a unit. This example of self-governance within a group that is prone to violent behaviour is integral, and when copied correctly, would be a powerful tool for developing the training resources (FICCI Business Digest, 2014).

4.2 Primary Student Knowledge and Awareness

Due to the age of primary students and the level of complexity that accompanies the discussion on violence against women, it is not surprising that most primary students are naive to the issue itself. However, it is surprising to note the level of awareness that many of the students in the Broadmeadows community have on violence against women, due to the exposure to violence directly at home or indirectly through friends. Insights on primary student knowledge of the fundamental principles of violence against women aided in developing necessary resources. Meanwhile, insights on primary student awareness of the issue justified the need to develop such resources.

Interviews from BGCS staff and teachers unanimously stated that youth at the primary level have generally no knowledge on the topic of violence against women. This lack of knowledge can impede the ability of primary students to recognise and understand violence against women happening within their homes and community. Coupling this lack of knowledge with a desensitised view towards violence is what continues the cycle of violence throughout each generation (Our Watch et al., 2015). While it can be argued that bringing up such a heavy topic with youth can be dangerous, BGCS staff and teachers stated that the topic of violence against women can be addressed with youth if the subject matter is simplified to match the target age group. This insight lead to developing training materials which were presented at a level that was understandable for primary students.

Due to the disadvantaged circumstances in which many of the primary students of Broadmeadows live, the exposure of these students to violence, drugs, alcohol, and even sex can be high, despite their young age. Many students have revealed their awareness of these topics through some of their word choices. Excessively coarse language and references to lyrics about drug and alcohol abuse were noted during multiple Boys' and Girls' Group sessions. At one point during the filming of the GCAN pilot video, when the camera had been turned off, the students played a game which referenced sexual innuendos. To nearly all of these primary youth, the words and statements they made did not necessarily mean anything

to them personally. This was pointed out by BGCS staff during their interviews. However, the staff did note that, at times, students would talk about some of the instances of violence which they encountered at home. While students may be aware of violence against women in some respects, they lack even the basic knowledge to do something about it. Because of this, the training resources had to start at the fundamental level. In the event that a teacher acknowledges a student dealing with a more severe situation than a regular student is normally exposed to, the teacher must follow school policy for how to help that student.

4.3 Primary Student Learning and Growth

In order for the training resources to be effective, there must be a strong understanding of how to keep primary students engaged in the learning material which is presented before them (Gordon, n.d.). Insights into how primary students learn pointed out successes of using plenty of activities with post-discussion and reflection periods (Daniels & Clarkson, 2010). In addition, an understanding of how students grow and mature during their youth stages is vital to maintaining the learning material introduced early on, so that resources given to the students are long-lasting.

In nearly all interactions within tutoring, Boys' and Girls' Group sessions, and even during interviews, it was noted that primary students become easily distracted when not focused on singular, engaging activities. Interviews with teachers, and evidence from books written on teaching first-grade students, such as *A Developmental Approach to Educating Young Children*, supported this observation (Daniels & Clarkson, 2010). Lessons are generally implemented in some form of engaging or hands-on activities (Avery, 2002). This observation led to an understanding for the need of a program that actively engages primary students.

While primary students can be initially taught the fundamental topics of violence against women, it is important to understand how they are influenced outside of the classroom as they continue to grow up (Daniels & Clarkson, 2010). Observations in Boys' Group consistently showed that younger siblings will follow their older siblings' actions and behaviours (Morrongiello et al., 2015). The same trend was also noted among the general younger population, who look up to older children in secondary school. Continuous education starting from the primary level is essential to getting the message on violence against women through to young children. However, secondary education also needs to address the issue of violence against women, ideally at a level which complements secondary age groups. This

ensures that not only primary students are fostering their growth with education on the issue of violence against women, but also their admired older peers.

4.4 Secondary Student Perspectives and Behaviour

Observations from secondary students who participated in activities at Banksia, as well as studies of secondary students conducted at other universities like Cornell showed that their views on underlying topics of violence against women are more difficult to change than younger students because of longer exposure to these social norms (French et al., 1998). With regards to their behaviour, secondary students showed that as older children, they are more heavily influenced by the actions and behaviours of their peers. A study on peer relationship processes in boys and girls explains the differences in the way both sexes learn behaviours, attitudes, beliefs, and cope with stress (Rose & Rudolph, 2006). These insights were beneficial in developing GPAN material that empowers participants to recognise and challenge those perspectives and behaviours.

While the perceptions of how boys and girls are supposed to act can be challenged more easily with younger students, secondary students have reached a point where they are more solidified in their views on men and women in society. Discussions during the Ilim college GPAN presentation revealed how firm some men are in their views on how women are to be treated. This kind of rigid perception has also been seen in other informal observations with secondary students during tutoring, where norms presently set in primary students were just as set in secondary students. An analysis of this fixed perception suggests that effective training material should point out these norms in more detail, while also giving students the understanding of the negative effects of following these norms.

Social pressures have a large impact on secondary student behaviour (Rose & Rudolph, 2006). Male secondary students now express more stereotypical masculine behaviours, such as competitiveness, social dominance, and in some cases aggression (Rose & Rudolph, 2006). In casual passing throughout Broadmeadows, many male students were objectifying women who walked past them by catcalling. Other observations showed that male secondary students reacted particularly aggressive when challenged by other peers. Male secondary students within tutoring, as well as some of the older boys in Boys' Group who just entered secondary school both occasionally made comments that were derogatory towards women. In the eyes of the students, this was claimed to be funny or "just a joke". In

reality, this objectification of women in conjunction with masculine dominance in men needs to be confronted (Our Watch et al., 2015).

Female students on the other hand often felt they owe a level of respect towards those who are telling them what to do. Interviews from the Girls' Circle justified this observation when students talked about respecting their fathers, who provided for their family by working all day. One girl explicitly mentioned that she follows every order her father gives her, merely out of respect for him being the sole income earner for her family. The concept that women need to be submissive in order to show respect must also be addressed (Babcock & Laschever, 2003). Having training materials which address both of these male and female behaviours were vital.

4.5 Secondary Student Knowledge and Awareness

Unlike primary school students, secondary school students within the Broadmeadows community are both more knowledgeable and more aware about violence against women. This is mainly because secondary students are older and more mindful of what happens around them (Choudhury, Blakemore, & Charman, 2006). Observations on secondary student knowledge and awareness showed that despite what secondary students know about the issue, and how capable they are of pointing it out, secondary students often lack the ability to prevent violence against women when it happens in front of them.

Discussions during the Hume Youth Leadership Conference and the Ilim College performances pointed out that secondary students have basic knowledge on the issue of violence against women. For example, during the Ilim College discussion, two young male and two young female students argued over a statement which said "men and women are treated equally". Both sides argued basic facts about gender inequality, which was a great start. However, the lack of more in-depth knowledge on the subject matter greatly limited the ability of the conversation to continue being a fruitful discussion. As a result, the argument became more opinionative, and the discussion was lost in the heat of the disagreement. Following the discussion, conversations with both the male and female students suggested that they were in need of more factual information to help promote more in-depth discussions on the issue.

Many secondary students are more cognitively aware of their surroundings, when compared to primary students. Studies of thirteen to fifteen year old students showed that young adolescents become much more self-aware from a private self-conscious standpoint,

rather than from a public self-conscious standpoint (Rankin, Lane, Gibbons, & Gerrard, 2004). Individual secondary students who either directly or indirectly witnessed violence against women in the community were aware of the issue. However, secondary students expressed through both informal conversations after GPAN performances and interviews in Girls' Circle that they lacked the experience and understanding of how to stand up to violence against women. As a result, a focus on bystander action training was included for future GPAN training.

4.6 Secondary Student Learning and Growth

Secondary students actively engage in learning far differently than primary students. Secondary student growth also differs from primary students in that their development is influenced by a more complex environment of social pressures. Insights developed on secondary student learning helped create training resources which better attract the attention of secondary students by finding material that relates to their lives. Smaller key understandings of secondary student growth aided in finding the resources which explain the more complex social issues surrounding violence against women.

During interactions with secondary students in tutoring, Boys' Group and Girls' Circle, observations showed secondary students wrapped into their social culture and its associative pressures. Whether these students used some kind of mobile device or had conversations about fellow peers, it was apparent that these students were predominantly attentive to their social life and presence. As one BGCS staff interviewee explained, at some point these students become self-conscious and aware of how they present themselves in public. Secondary students appear to be engaged in learning material that can be related to their daily lives (Rankin et al., 2004). These observations were taken into account when developing GPAN training so that students get the most out of the materials they learn.

From a growth standpoint, secondary students are heavily influenced by both peers and the media (Villani, 2001). The media presents itself as a social outlet with a large variety of ways in which to communicate ideas. Studies have shown the media's heavy influence on increased violent and aggressive behaviours, high-risk behaviours, tobacco and alcohol use, and accelerated onset of sexual activities in adolescents (Villani, 2001). Music, videos, movies, and social networking sites all play an individual part on social media. These outlets were seen both within tutoring and in interactions within Boys' Group and Girls' Circle. An in-depth discussion of media during GPAN training would be highly relevant to secondary

students, thus being an engaging discussion piece. The overall collection of insights gather during observations, interviews, and performances was embedded into the training resources which will be discussed in the next chapter.

5 Training Resource Development and Evaluation

The Broadmeadows community lacked resources for teaching various levels of the community about prevention of violence against women. The teachers and staff in the community unanimously agreed that the community would benefit from additional training and ongoing discussions regarding gender equality and prevention of violence against women. The team used community insights and scholarly research to fuel the development of the second round of Good People Act Now (GPAN) training for youth leaders, and the Good Children Act Now (GCAN) program for year one students.

5.1 Second Round of GPAN Training

To extend GPAN further into the Broadmeadows community, the second round of training was developed through a review of feedback from the first round of training, along with community insights and scholarly research. The second round of training was restructured to fit the dates and times which Banksia had allotted for the training. This resulted in a program that was divided into four two-hour sessions and a final six-hour session. Because of Banksia's desire for an all-inclusive, sustainable program, a facilitator's guide was created to correspond with a new set of updated PowerPoint slides. Handouts were also included to reinforce messages in a visual manner.

5.1.1 Evaluating the First Round of Training

The first step in creating the second round of GPAN training materials was evaluating the first round of training materials. A prior WPI team surveyed GPAN members about the effectiveness of the training. The training was designed to equip community members, who were interested in becoming advocates, with the resources and knowledge to safely improve their community. Many of the previous GPAN participants pointed out topics they felt lacked depth. Some of these topics included sexual consent, cultural influences (particularly religion influence), and dating violence. Information needed to fill in these gaps was taken from Respectful Relationships Education, *Change the Story,* and programs such as ETHOS, which was developed at WPI (Flood, Fergus, & Heenan, 2009; Our Watch et al., 2015; Worcester Polytechnic Institute, 2014). One of the biggest challenges pointed out by previous GPAN participants was changing the behaviours of a passive bystander so that they would take action and speak up when they see sexist, abusive, or controlling behaviours around them.

Role-playing scenarios were developed as part of GPAN training to practice being an active bystander. Role-playing provides a safe environment to encounter different scenarios for the first time, which builds confidence in team members that can help them in their day-to-day roles (Buelow, 2014). This particular training was adapted from experiences in acting practices with GPAN, as well as from an adaptation of WPI Community Advisor training, in which two team members had participated (Matrin, 2010).

5.1.2 PowerPoint Presentations

PowerPoint slides support the training presentations each week and reiterate key information, while providing visuals to keep participants engaged. The first set of training occurred over seven weeks, with a new PowerPoint presentation each week. Due to a change in the number of weeks for the second round of training, the program was condensed to five weeks, and a new set of slides was created (See Appendix J).

In order to create these new presentations, the slides from the first round of training were dissected and revised to fit with the new schedule. The goal was to centre the training on the social determinants of violence against women and bystander action training. With this goal in mind, the first session was used as an introduction. The following three sessions focused on one determinant of violence against women each. The final session acted as both a review of the prior sessions and as a day to practice bystander action skills. The content of the original slides was analysed and sorted into one of the following categories: 'Introduction', 'Rigid Gender Roles and Stereotypes', 'Unequal Gender Relations', 'Violence Supportive Attitudes', 'Bystander Action', or 'Doesn't Fit Anywhere'. Slides containing photos and remarks from the activities performed in the previous week were removed, because they would only be relevant to prior participants who were in the pictures. Once all the old training material was sorted, the team developed the five new presentations, and updated the activities. The statistics were out of date, since the sources were from late 2014, so up-to-date statistics from *Change the Story,* were used (Our Watch et al., 2015).

The updated slides were reviewed by the current head of GPAN and the Banksia site manager. The initial feedback indicated that the material was covered effectively, but the classes lacked audience interaction to be engaging and enjoyable. The initial slides failed to take into account that the future participants are not accustomed to long lectures and taking notes. This is because some of the individuals who were invited to training have not been in a school setting for a long time. A second draft of the presentations and facilitator's guide were created to reflect this input. Each session still had a backup plan and reflective prompts in

case the audience did not respond to the activities. The focus was placed on interactive activities with post-discussion that encourages participants to relate the material to their life. The facilitator's guide consistently reflects this idea back to the facilitator throughout the program.

5.1.3 Facilitator's Guide

A guide was developed for facilitators of future GPAN training sessions (See Appendix I). The guide contained step-by-step instructions on how to facilitate each training session of GPAN. The facilitator's guide allows any person unfamiliar with GPAN training to become well-versed in the facts, resources, and instructions needed to deliver the GPAN training program. On the first page of the guide, the facilitator was given an introduction to GPAN, as well as brief descriptions on what happens at GPAN meetings, who participates in GPAN and why members join. It also discusses an overview of what members accomplish by participating. Before moving into the breakdown portion of the guide, the first piece of information that the facilitator will read is a foreword on how to approach GPAN training.

A foreword was placed at the start of GPAN training guide, which addressed how the facilitator should approach GPAN training. The foreword expressed the fundamental goals behind training. The main purpose of this foreword was to explain the importance of delivering the content within the guide and the corresponding PowerPoint slides. This allows the facilitator to focus on the content that the participants are interested in discussing. By going in depth on the content that attracts the majority of participants, they will be more willing to interact, thus improving the conversation. This suggestion was made by the previous facilitators of the first GPAN training. These facilitators noted that during the first round of training, some topics received much more attention by participants, and as a result had a deeper conversation on those topics. Although this focus on certain topics during the sessions took away from some of the content, the participants were far more willing to be engaged in GPAN, even once training had ended.

The guide provided a detailed set of notes for each slide of each session, along with a time frame for how long the facilitator should allow for each slide or activity. As an example, the first session will be discussed below in brief. During the introduction portion of the first session, expectations of the overall program need to be established, and ground rules must be set in place to keep the discussion on topic. However, the slides corresponding to the expectations and ground rules did not have detailed information to further explain any

questions that a participant might have. To address this, additional details were included in the slide notes within the facilitator's guide.

The first session also contains activities that require instructions and sometimes materials that need to be prepared in advance. To make this information readily available and easy to explain, the guide explicitly stated what is needed for each activity. It also explained the rules for each activity, and how much time should be taken for each activity and discussion.

Along with this guide, some extra topics and perspectives were written within the notes section for specific slides which the facilitator can use to promote more discussion on a slide. For instance, slide twelve in the first session addressed increased risk factors that contribute to violence against women. During that discussion, the guide recommends that the facilitator can point out that news coverage of violence against women often attributes the violence or abuse to factors such as alcohol or drugs. Insights like this are useful in creating more in-depth conversation throughout the training.

5.1.4 Handouts

While the information offered during the GPAN sessions is plentiful, it is also easy to forget. Handouts were developed to improve retention of information while also helping to deliver the main points of each training session (See Appendix J). Handouts are an integral part of the teaching and learning system. Depending on how they are used, handouts can change the process by which people learn in a session (Atherton, 2013). Handouts are useful for providing definitions and outlining a session, or for providing information that may not be readily available ("How to Use Handouts Effectively," 2016). The handouts were used to support general themes discussed throughout training. Some handouts provide statistics, while others provide detailed information on a particular topic. For example, handouts for session one provide some statistics on violence against women, while handouts for session four hold information on healthy vs. unhealthy relationship boundaries. The handouts are not meant to distract the GPAN participants from the discussion during sessions, nor do they hold any information necessary for discussion during a particular session. Due to the extensive length of the sessions (especially the six hour final session), it can be easy for participants to forget some of the information that they acquired over the course of training. These handouts act as reinforcement materials that participants can take home after a session has ended.

5.1.5 Justification of GPAN training

The amount of content given within the PowerPoint slides and the facilitator's guide was extensive. However, all of the content was selected to be within the training due to the requests made from previous GPAN participants, informational gaps noted through observations in the Community Insight chapter, and from scholarly research on violence against women. The five training sessions made for this round of GPAN training were designed to be able to cover as much content as possible in an orderly fashion which makes the most out of the time available.

Spending the entire two hours of the first session on just an introduction would not only be difficult, but also a waste of valuable time. As a result, the first session slides were a mix of the introduction to GPAN, and an introduction into the three social determinants of VAW, starting with the topic of rigid gender roles. A quick global view of VAW was placed into the first session as a means of introducing awareness of the problem as a large issue. Interviews with BGCS staff and teachers both pointed out that this kind of global awareness was lacking in secondary students, and would be beneficial to help kick-start the conversation. With consideration to the amount of time that would be remaining, session one dives into the first social determinant of VAW, rigid gender roles.

The discussion of rigid gender roles encompasses three main conversation points: the limitations of rigid gender roles on men and women, the origins of rigid gender roles, and the consequences that can come from acting against the roles. These points were developed through scholarly research on rigid gender roles, as well as from observations of secondary students, which pointed out the students' difficulties to act against rigid gender roles, let alone recognise the limitations imposed by rigid gender roles.

With regards to the origins of rigid gender roles, common origins that were highlighted in the training are religion, culture, and society. However, details of how each culture and religion view the treatment of women were intentionally omitted. In informal conversations with both students and GPAN members of distinct cultural and/or religious backgrounds, many individuals discussed how growing up with their respective cultural/religious norms can be dramatically different to another person of the same culture or faith. In some families, the cultural/religious norms are followed rigidly, which can affect how members of those families view women's roles in society negatively (Rimonte, 1991). Meanwhile, other families can be far less rigid in their followings, which as a result, could mean these families see women's roles more flexibly. In the book *Rising Tide: Gender Equality Cultural Change Around the World*, differing religions are shown to display higher

degrees of gender equality as societal changes such as societal modernisation affect secularisation (Inglehart & Norris, 2003). The findings within the book demonstrated that as rigid religious/cultural norms became less significant within societies, the scales toward gender equality increased (Inglehart & Norris, 2003). In the end, individuals discussed their personal customs and observations with their culture or religion. The focus avoided blaming the culture/religion, and moved toward seeing how factors such as religious and cultural customs have different levels of influence on how violence against women is viewed.

Session two expanded the discussion of gender norms and stereotypes. Previous GPAN trainees requested more in-depth content on media and similar social influences in society. Updated sections on music, pornography and gaming were made through this request. A discussion of gender norms and stereotypes points out the heavy influences of the norms that poorly express how men and women should be valued. Discussions of the media point out exaggerations as well as normalisations of these stereotypes. Media, music, pornography and gaming are also identified for their role in normalising violence as a whole (Villani, 2001). The end of this session encourages participants to challenge the norms in a safe way. The encouragement to challenge norms progressively is a central theme throughout the remaining sessions. Insights made from secondary students' inability to recognise and challenge the behaviours around them were a key motivator in this session.

Session three transitions the conversation of unfair stereotypes into unequal gender relations. In this session, the topic of gender inequality is introduced. The conversation also ties in discussion points that relate back to unequal gender roles, which revisits the topic of rigid gender roles from session one. Much of the information found in this session came from the scholarly research on unequal gender relations, as well as recycled information from the original PowerPoint slides. The only new content that was introduced in the unequal gender relations topic was a more expansive view of women's history of fighting for gender inequality, as well as some information on famous women who may not be well known. The argument which had come up during the Ilim college discussion showed the students had a considerable demand for having this kind of information. During that argument, the women who had been pointing out the history of Australian women's fight for equality lacked key information which would have helped move the discussion forward. On the other side of the argument for the men, it would have been valuable for them to know about women in today's society who are breaking the cultural norms and making real impacts on society. Filling these knowledge gaps enhances the conversation by allowing those who are discussing gender inequality to have the same knowledge base.

The discussion in both this session and in parts of the previous session offer many opportunities for personal reflection. Activities such as 'Agree/Disagree', where participants read statements and decide whether or not they are true, allow participants to reflect on what they encounter in their daily lives in order to analyse the validity of the statements. Opportunities for reflection were integrated because of the community insights on engaging secondary students more effectively by relating the content back into their day-to-day interactions (OECD, 2014). The third session's last content-heavy slide provides information about violence that is driven by unequal gender relations, which acts as a convenient transition to the focus of session four.

Session four brings up the third and final social determinant of VAW, violence-supportive attitudes. This is the first session to introduce a guest speaker into part of the program. The session covers attitudes that support violence in today's society. The session also discusses healthy and unhealthy relationship boundaries; this portion was reused from the original slides. As noted by observations from the debate at Ilim College, it was important to include more factual information which helped to create the knowledge base for discussing the issue of VAW. For this reason, key statistics about the victims of violence against women were included in session four.

The final session of this round of GPAN training is a collective summary of the previous sessions, with the inclusion of bystander action training. The bystander action training was given a larger block of time due to the insights on secondary students being unable to stand up to the violence against women happening in front of them. With the extra time, participants can practice more scenarios, which would make being an active bystander more familiar and less difficult. The final session ends with an evaluation metric (a short exam) that allows the facilitators to ascertain whether or not the participants received the main messages that were delivered to them in the training sessions.

Research used to support information, statistics, and general discussions on the three social determinants of violence against women were drawn from various reports on violence against women both from Australia and other countries, as well as from evaluations done on prevention programs from various countries, including Australia. Facts and statistics taken from *Change the Story* are included in the PowerPoint slides (Our Watch et al., 2015). Evaluation reports on the LoveBites program along with evaluations on programs conducted in England and Australia further validated the new GPAN training's approach to educating prevention through the social determinants (Flood & Kendrick, 2012; Sundaram, Maxwell, & Ollis, 2016). The new training material incorporates effective prevention policy and reflects

programming, which is founded on core principles. These principles range from analysis and actions to prevent violence across the social ecology, to promoting personal thought and empowering activism on women's rights to violence-free lives (Michau, Horn, Bank, Dutt, & Zimmerman, n.d.).

The handouts, used in conjunction with facilitator's guide and the PowerPoint slides, made a comprehensive training program for GPAN. Everything was displayed in a simple fashion for facilitators to pick up and execute. Overall this resource kit represented a culmination of research and discussion conducted on the prevention of violence against women.

5.2 Good Children Act Now

Good Children Act Now (GCAN) is an extension of the GPAN project, but is targeted towards a younger audience. An initial seven-week long program for year one students was designed (See Appendix K). This program distils the content taught in GPAN about helping to prevent violence against women. GCAN activities raise awareness about the issue and focus on strengthening equal and respectful relationships, challenging gender stereotypes and roles, and promoting alternatives to violence. The program includes content that aligns with the Victorian curriculum; specifically the categories of Ethical Capability, Health and Physical Education, Personal and Social Capability, and Intercultural Capability (Victorian Curriculum and Assessment Authority, 2016). Each week has a different topic and theme to make it more appealing and easier for students to remember what they learned (Daniels & Clarkson, 2010). GCAN aims to work with primary school students to become equality leaders and catalysts for change in their community, while helping students develop vital skills before they become completely accustomed to social norms, which is vital at that age (Rose & Rudolph, 2006).

5.2.1 Facilitator's Guide

The GCAN facilitator's guide is intended for year one teachers to aid in the delivery of the program. The guide begins with an introduction on GCAN for the teachers, including a general overview of what GCAN is, its aims and rationale, followed by a general overview of the seven week program. A table at the beginning of the guide matches the Victorian curriculum to the associated session and activity for the teacher, as suggested by teachers in Broadmeadows (See Appendix E). The background section of the guide is for the teacher to learn more about violence against women, since interviews with teachers revealed that many

of their colleagues were not adequately educated on the topic (See Appendix E). This background section will help teachers feel more comfortable with the material before they deliver it. The rest of the guide is structured as a series of lesson plans for the teachers to use.

To determine the layout for the guide, several mental and behavioural programs in Victoria were reviewed. As stated in section 2.10, the Love Bites program has reached over 100,000 schools. Due to this wide adaptation and the evaluation conducted in Sydney in 2010, it was concluded that the overall structure of the program was laid out well, and the Love Bites facilitator's guide could serve as a sufficient model for other violence against women programs (Flood & Kendrick, 2012). Because of this, the layout for the Love Bites facilitator's guide was combined with the layout for the GPAN facilitator's guide, to create consistency between GCAN and GPAN. The breakdown of each session uses the same 3-column table as GPAN training, with a time slot, activity title, and facilitator notes (See Appendix K).

5.2.2 Program Description and Rationale

The first session of the GCAN program educates year one students about respecting each other and using respectful words. Though the student may learn about these skills in the classroom or at home, there is no formalised program already implemented in local Broadmeadows primary schools to teach this material. The reason for beginning with this topic is because these skills are the most basic fundamental concepts students must learn as foundations for healthy relationships to prevent violence against women according to the research conducted by Victorian government on Respectful Relations (Flood et al., 2009). If a child cannot respect someone else, especially with words, then that child cannot practise other aspects of violence against women prevention such as resolving conflict, practicing alternatives to violence, standing up for themselves, and challenging gender stereotypes. According to the book *A Developmental Approach to Educating Young Children,* positive relationships must be established before developing appropriate practices with children (Daniels & Clarkson, 2010). Objectives in this session align with segments of the year one Victorian curriculum such as exploring the meaning of "good" versus "bad", and exploring the effects that personal feelings have on how people behave in situations where ethical situations are involved (Victorian Curriculum and Assessment Authority, 2016).

The purpose of the theme of bees for session one was to relate it to "beeing" respectful and using respectful words. Writing the word "respect" on the board introduces this new word to students and allows them to visualise it during the whole lesson

(Mugurussa, 2012). Using bees to act out two scenarios for students is an effective way to disassociate humans from these situations. The idea of disassociating examples of violence against women and disrespect came from interviews with year one teachers (See Appendix E). The first scenario in session one makes students think about why it is bad to take someone else's belongings. Some young students in the Boys' and girls' groups knew how to share plentiful things like pencils and erasers, but they did not like sharing something they only have one of. The unwillingness to share caused many students to fight and get physical, as stated in section 4.2. Students in the Boys' and girls' groups also showed that they did not think about the other person's feelings if they took something from a friend. This scenario makes students think about how the bee would feel if someone took all of his honey, which they will recognise as being his only source of food.

One of the aims of session one was to teach students how to use respectful words. Research shows that modelling respectful statements is one of the best ways to have an impact on influencing respectful words among students (Education World, n.d.). The Beeing Respectful with Words Activity practices this aim. In the activity, students work together in groups to practice identifying statements that are either respectful and can be said out loud or statements that are disrespectful and should not be said out loud. Statements such as "You are ugly" and "You are nice" are passed out to students. If the students decide that a statement is respectful, then it will be put in a pocket located on the mouth of a bee on their worksheet, because it can be said out loud. If the students decide that a statement is disrespectful, then it will be put in a pocket located on the head of a bee on their worksheet, because it should be kept in their head and not said out loud. This type of reinforcement of what is being taught was a common practice used in BGCS tutoring sessions with year one students. Placing students in small groups allows them to work together and start to make decisions together. If one student is acting up and does not want to do the right thing, other people in his/her group will influence him/her to do the right thing (Briggs, 2013).

Session two focused on conflict resolution and compromise with the theme of bugs. To start the conversation, students are asked what "bugs," or bothers, them. Opening the discussion and allowing first graders to say their thoughts on the matter is one of the best ways to keep them engaged (Education World, n.d.). As seen in observations from Girls' Group, first graders love to speak up about what bothers them, especially if it happened that day and it is fresh in their memory. According to the Respectful Relationship Framework, one of the best ways to help prevent conflict is by providing ways to compromise (Flood et al., 2009). To address this, after students identify what "bugs" them, the class has an

opportunity to brainstorm what to do when someone bothers them, including how to listen to each other and talk about it or, if necessary, get help from an adult. These will be written by the teacher on a class bug. This class bug will be hung up in the classroom so students are reminded what to do when someone bothers them.

Session three was designed to help students think about how another person feels when they get hurt, and helps the student identify other techniques to use rather than violence. Aggression is a frequent hostile event in young school children (Crick et al., 1999). One of the best ways to help prevent violence, is by providing alternatives to it (Our Watch et al., 2015). A conflict wheel is an activity set up to help students think about alternatives to violence, such as telling the conflicting party to stop or talking to them nicely, and practice using these alternatives. Often, kids ages five through seven use violence such as hitting or kicking to get their way (Lehman, 2016). For this reason, certain alternatives to violence, such as sharing, are options on the conflict wheel. According to validation from first grade teachers interviewed, this conflict wheel will help students think more about their options, especially because the activity is hands-on, and allows them to make the decision to choose something besides violence themselves.

Session four addresses standing up for oneself and being supportive of others. According to Our Watch, a vital part of addressing the prevention of rigid gender roles is standing up for oneself. A study by the American Psychological Association showed that young male students are more likely to experience peer pressure and direct physical or verbal aggression by peers (Rose & Rudolph, 2006). According to Our Watch, not giving in to peer pressure and aggression, which could come from learning how to stand up for oneself, is a critical part of addressing the prevention of rigid gender roles (Our Watch et al., 2015). The Values Activity and Supporting Each Other Activity in this session were inspired by an activity that the organisation Project Rockit performs at schools around Victoria to prevent bullying (Project Rockit, 2016). According to Oxford University Press, it is vital to help students at a young age understand what is important to them, and how to stand up for those values, especially in schools (Oxford University Press ELT, 2011). This is because if students identify and understand their values, they will be more inclined to stand up for those things that they care deeply about rather than rigid roles that they may be forced into (Thomas & Thomas, 2016).

Session five addresses gender stereotypes. According to "A Review of Sex Differences in Peer Relationship Process: Potential Trade-offs for the Emotional and Behavioural Development of Girls and Boys" by the American Psychological Association,

the presence of sex differences varies as a function of the way the developmental stage, around the age of five, is constructed (Rose & Rudolph, 2006). This means that students will be more likely to disregard gender stereotypes if they practice it in first grade. The objective of this session was to help students realise that they do not have to like something or not like something just because they are a boy or a girl. There were many instances observed in the Boys' and Girls' groups where students identified the colour pink as being associated with girls, and blue as being associated with boys, as well as the ridicule they would receive if they did not follow this gender stereotype. Because of the observation regarding favourite colours, this session is formed around helping students realise that they can like other colours besides the stereotypical colours if they want to. The activity for this session was pilot tested with students during the creation of the GCAN pilot video discussed below.

According to the Society for Research in Child Development, gender differences in the expression of career aspirations are apparent as early as first grade (Garrett, Ein, & Tremaine, 1977). These aspirations reflect stereotypes including boys selecting jobs such as policemen, scientist, or sports, and girls selecting jobs such as teacher or nurse (Garrett et al., 1977). The Hats Activity in session five directly addresses these stereotypes and allows students to think of someone they may know who is not in a stereotypical role based on their gender to acknowledge that not everyone follows those standards.

Session six focuses on gender roles and family life. Through interactions in tutoring and boys and girls groups, as well as in teacher interviews, it was noted that there is a large mix of types of families and cultures in Broadmeadows. To discourage stereotypical gender roles in family life, it is vital to show alternatives to the stereotypes of mums and dads (Solomon, 2004). By discouraging gender roles in family life, students will be more inclined to reject violence in the future (Our Watch et al., 2015). Another observation from Boys' Group was that boys commented that they do not know how to cook, and that only women in their family will cook. To challenge this gender role of only women cooking in the family, the Cooking Activity allows students to make a sandwich, while the teacher praises them for cooking themselves. According to Education World, Parenting Journals and Schoolzone, praise from the teacher is one of the best ways to encourage students to practice lessons taught (Education World, n.d.).

Session seven serves as an overview of all of the topics learned in the program. This session allows students to practice being an effective bystander, which is one of the major values taught in GPAN. Role-play used in GPAN was proven to help participants to develop feelings and emotions towards the role they are acting and think through the best approach to

preventing violence against women in that scenario. Students in year one are starting to be able to practice more complex play situations and are interested in acting out situations (Daniels & Clarkson, 2010). Because year one students may be too young to think of their own solution to situations, such as if a student cuts in front of another student in the lunch line, it was suggested in an interview with a year one teacher (See Appendix E) that the teacher will give them two solutions, one which is a better way to handle the situation than the other. Insight from the previous six GCAN sessions is pulled into this session so that students who completed those sessions are well prepared for this role-play activity.

5.2.3 Video

To introduce the new GCAN program to schools, and demonstrate the value added to the curriculum, the team worked with a group of children from the Broadmeadows Estate to trial a gender equality activity. The children were given a worksheet with a space to draw themselves, and a few questions about what they liked to do and how they would describe themselves. The team took video footage of the students working through the activity, then individually asked the children to explain their choices. The video was shown as part of the funding request for GCAN, and will be used when presenting the GCAN program to local primary schools.

The idea behind the activity was to talk about how both men and women should be able to do the same things, and to break down gender stereotypes. The breaking down of stereotypes was accomplished after everyone was finished with their drawing. The facilitator asked each student to name a favourite activity they had listed, and then asked the rest of the students to raise their hands if they had listed the same activity. Both male and female students raised their hands for activities like sports, dancing, and cooking. The facilitator talked briefly about how everyone can participate in all the activities, reinforcing the idea that both genders are equal. Once the activity was over, the drawings could be cut out and glued together in a circle, creating a banner for the classroom to display, and remind the students of the activity.

5.2.4 Worksheets

The worksheets created for the GCAN program were used to help teachers conduct the major activities in every session of the program (See Appendix K). Within primary education, worksheets can become a hindrance to student learning when they fail to educate students and instead teach them to simply perform a task. Play-based curricula and other

types of activities which focus more on engaging young students to think more actively are what will be most effective in teaching young students, rather than concrete material (Grossman, 2008). The guide explains how each of the worksheets are used within the respective activities. The worksheets that were developed are interactive in the sense that students are engaged in actions that make them use the worksheet. The "Beeing Respectful with Words Activity" is one example, where the bee cut-out from the worksheet is used to classify what should and should not be said aloud. Other times the worksheets are used to find information needed to answer questions or solve problems, which are prompted by the teachers. Overall the worksheets are made to be appealing, according to feedback with year one teachers who work with BGCS.

6 Conclusions

In this project, an understanding for both the Broadmeadows community's views on violence against women and the most effective education tactics for primary and secondary students were formed. This understanding was used to develop GPAN (Good People Act Now) training resources for secondary school students and design the GCAN (Good Children Act Now) program for year one students. The updated GPAN training material and new facilitator's guide were already implemented as part of the second offering of training. Looking forward, the new GCAN program is expected to be implemented as part of a follow-on WPI IQP project. With these new resources, Broadmeadows residents are better prepared to stand against violence against women. Along the way, individual interactions and group performances increased overall community awareness about violence against women.

Findings came from observations in after school tutoring, Boys' and girls groups, interviews, and GPAN performances and meetings. These observations were classified by whether the findings were relevant to understanding primary students, or secondary students, in order to better develop training resources. The findings were then used to justify how each deliverable was designed and developed. Research showed that there is a lack of programs targeted towards primary school students on the topic of violence against women. By starting at an early age with GCAN, the students will be more likely to disregard pre-existing social norms, and develop respectful relationships and attitudes towards women. Then, as students reach secondary school, it will be their decision to join GPAN and stand up against violence against women by participating in the training and other events. Ideally, these deliverables will, in the near future, continue to empower individuals to prevent violence against women and become embedded into different levels of the community.

7 Recommendations

After completing the development of the GPAN and GCAN materials, the team identified additional areas of improvement for both programs. These efforts fell outside the scope of this project, but could prove to be beneficial in ensuring the sustainability and outreach of the programs.

7.1 Expansion of GPAN

We recommend that GPAN members promote the expansion of GPAN programs to local secondary schools and ensure that these groups are sustainable. Current efforts to grow GPAN involve conducting outreach efforts to recruit new members, while preventing violence against women. Currently, training is conducted only during select times of the year, and the number of participants they accept is typically small. This level of recruitment is somewhat sustainable, however, it would likely benefit GPAN if the program could sprout in new areas, where sub branches of GPAN could be self-sustained. The GPAN extension idea has been directed towards secondary schools, where the main concept is to introduce GPAN to secondary school students. Small GPAN groups would be developed within schools to operate similar to the group at BGCS. These GPAN groups could interconnect and support each other in their endeavours towards preventing violence against women. Proper use of the newest GPAN training package could make this idea feasible. From there, developing a simple network for said groups to communicate information and ideas would be essential.

7.2 The Future of GCAN

We recommend that the next WPI IQP team implements the program in a Broadmeadows year one classroom and encourage students to complete anonymous surveys for evaluation. Due to time constraints, this project was unable to implement and complete an evaluation of the GCAN program. From there, the next team may adjust the program based on feedback, and develop the program further. Once the GCAN program is evaluated and developed, it should be implemented by Banksia as a sustainable program in all Broadmeadows school systems. It is also suggested that the GCAN curriculum eventually expands into all of the academic years following year one. This growth is critical in order for the program to effectively prevent violence against women. It would continuously educate students on gender equality, respectful relationships, and suggest alternatives to violence.

Ideally, the program would mature with the students' ages. This would help maintain the topic's relevance to students, while delving into the more complex aspects of the issue of violence against women.

   We recommend that Banksia expands the GCAN program into all of the academic years following year one. The concept of theming each year of the GCAN curriculum with living things, becoming more complex as the years progress, finishing with the theme of human beings, would be a clever thematic progression. This concept is particularly effective because it follows the advice of addressing the content in an indirect manner toward children, and then relating it more to humans as children grow and mature. Developing the educational materials necessary for each of the following years of GCAN is an extremely work-intensive process. Multiple years of programming can by no means be accomplished in a single IQP term. With this in mind, there is the potential for future teams to develop additional years of curricula.

7.3 Using Technology for GCAN

   We recommend that future WPI Banksia teams create a web-based platform to help educate youth on the issue of violence against women. It had been noted on several occasions that local youth are almost constantly using their mobile device or some other kind of internet-accessible technology, such as personal laptops or iPads. The laptops and iPads are typically distributed to the students by the school, with settings created specifically to keep students from downloading non-educational (or violent) apps or games on their devices. This kind of platform may extend into an app for android or iOS. The main suggestion is to develop some kind of app which offers educational information on prevention of violence against women, while remaining appealing to youth.

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Appendix

A: Interview Questions for BGCS Teachers and Tutors

Introduction:

We are a team from Worcester Polytechnic Institute in Massachusetts, USA here to study topics of violence against women in order to develop a violence against women prevention program for possible use in Broadmeadows primary schools. We define violence against women as an act of gender-based violence that results in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. We would like to ask you some questions to get your input on the matter. If you are uncomfortable answering any of the questions we ask, feel free to abstain from answering those questions.

Questions:

- When you are developing a lesson plan, what kinds of activities do you use to keep students engaged? What kinds of activities do you stay away from?

- Have you used posters/ handouts/ PowerPoints? What resources have been successful? How and when have you used these various modes of communication?

- Where do you think students learn about interpersonal relationships and appropriate behaviour?

- Are there issues that are too sensitive for students to handle in the classroom? If so, what are they and what are the reasons that you perceive for their sensitivity?

- What is your estimate of the extent of violence against women in the community?

- What are the community attitudes towards violence against women? Is there a unitary attitude or is the attitude segmented? How so?

- Do you feel comfortable discussing this topic with students? What sorts of resources would you need to address this topic?

B: Interview Questions for BGCS Staff

Introduction:
We are a team from Worcester Polytechnic Institute in Massachusetts, USA here to study topics of violence against women in order to develop a violence against women prevention program for potential use in Broadmeadows primary schools. We define violence against women as an act of gender-based violence that results in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. We would like to ask you some questions to get your input on the matter. If you are uncomfortable answering any of the questions we ask, feel free to abstain from answering those questions.

Questions:
- What are some of the challenges that the women of this community face?

- What are the community's attitudes towards violence against women? Here, as above, do not PRESUPPOSE a single unitary attitude. In a complex community attitudes will likely be segmented. Ask your question in such a way that allows for exploration of this segmentation.

- Do you feel there are differences in attitudes regarding violence against women between the adults and youth in the community?

- What are the defined and/or accepted roles of men and women in various segments of the Broadmeadows community?

C: Interview questions for BGCS Staff

Introduction:
We are a team from Worcester Polytechnic Institute in Massachusetts, USA here to study topics of violence against women in order to develop a violence against women prevention program for possible use in Broadmeadows primary schools. We define violence against women as an act of gender-based violence that results in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. We would like to ask you some questions to get your input on the matter. If you are uncomfortable answering any of the questions we ask, feel free to abstain from answering those questions.

Questions:
- Is the youth aware of violence against women?

- What are the youngster's attitudes towards violence against women?

- Do you feel there are differences in attitudes regarding violence against women between the adults and youth in the community?

- Do the children that come in to Banksia talk to you about this issue?

D: Evaluation Questions for Girls' Group and Girls' Circle

Introduction:
Your answers to these questions will be used to evaluate the effectiveness of Girls Group/ Girls Circle. You will be filmed or recorded and only Kelly and Jaime will have permission to watch the videos. If a student is uncomfortable with being filmed/recorded, how will you ascertain that? What will you do about it?

Questions:
1. Did you do anything that you hadn't done before in Girls Group/ Girls Circle?
2. When did you work with someone else for an activity in Girls Group/ Girls Circle? How did you like it?
3. Did you make any new friends in Girls Group/ Girls Circle? Did you become better friends with anyone in the group/circle?
4. Has being a part of Girls Group/ Girls Circle helped you at school or at home?
5. What did you find most challenging? (Sharing, getting along with other girls, etc.)
6. Do girls get treated differently than boys? How is being a girl different than being a boy?
7. Is there anything else you would like to tell us?

E: Interview Notes with BGCS Teachers (Mandy Ellis, Brent Barbera and Naomi):

Q1: When you are developing a lesson plan, what kinds of activities do you use to keep students engaged? What kinds of activities do you stay away from?
A1.1: I like to approach things from an outside the box approach to encompass everyone's interests. I can only really talk about secondary perspective. Some might be visual, or tactile, or audial. I would show a video clip, have visuals displayed on the board, and have a discussion. Stay away from any activity which puts someone on the spot. Anything that promotes anxiety or being singled out is not good.

Q2: Have you used posters/ handouts/ PowerPoints? What resources have been successful? How and when have you used these various modes of communication?
A2.1: I would try to use all. If you were doing a group of lesson plans I would use all of them. I personally avoid PowerPoints because I am a bit of a technophobe. As a teacher now it's expected you are able to make those types of presentations.

Q3: Where do you think students learn about interpersonal relationships and appropriate behaviour?
A3.1: I think they learn it primarily from the people closest to them. So I think primarily through their parents, brothers, sisters, peers. With primary students, it's going to be the first five years with the family and strong modelling from the family. Without those I think it's hard to make up for lost ground.

Q4: Are there issues that are too sensitive for students to handle in the classroom? If so, what are they and what are the reasons that you perceive for their sensitivity?
A4.1: I don't think there are any issues that are too sensitive to present. I think it's more about how the material is presented and that is where the risk is. With primary students you would use broader brush strokes to go over the issues and as they get older work more details into the curriculum. I don't think there are any issues. You shouldn't be frightening anyone with unnecessary issues that aren't already identified by them.

Q5: What is your estimate of the extent of violence against women in the community?
A5.1: I haven't been here long so I might not have the most accurate representation. But from being near the social worker, Shane, I can indicate that it is happening but I can't speak to the extent of the issue. In my project with kids I can't identify any instances from the kids talking about it to me.

Q6: What are the community attitudes towards violence against women? Is there a unitary attitude or is the attitude segmented? How so?
A6.1: I would really know only about the attitudes of those who work around me, and they are all horrified regarding this matter. But to be quite honest they are the only ones I know in this area. If I were to survey the kids I work with I suppose they would be different. I don't know, I am making a huge assumption but I would imagine that it would be different between generations and also within the cultural differences in the community.

Q7: Do you feel comfortable discussing this topic with students? What sorts of resources would you need to address this topic?
A7.1: I'm not sure I would feel comfortable, because by nature it is an uncomfortable topic. But any discomfort I would feel would be offset by the importance of talking about this issue. I would like to have some posters, and some sort of tool to explain what I should cover

because otherwise I would feel like I don't have enough background or experience to cover the material appropriately. Working with young children and this material is tricky and it can go very wrong, so a guide of some sort would be essential.

F: Interview Notes with BCGS Staff (Shane Cooke; Paul Laidlaw; Igor Pejic):

Q1: Is the youth aware of violence against women?
A1.1: I think they are, however they wouldn't be well educated on the matter. Especially kids around this area, they could come from rough homes, so I am guessing they are well aware but not educated on the matter.
A1.2: Depends because some are, but most aren't, but they seem to find it. They are indifferent to it. Some of them come from where it is normal. They get hit or yelled at. Some treat mum and dad the same way, others know the difference like dad should never raise a hand to mom, or you shouldn't. I think there needs to be more education.
A1.3: That is a very broad question. The young people who come here are definitely aware. The kids I work with, have witnessed or been victims of family violence. I have a young kid over there (points to the Estate) who just a week ago watched his mom get beaten by his dad. This will scar him for life. Drug use is huge, and there is a link between drug use and the Estate. If there is one thing to implement to change attitudes of violence against women, is that the kids interact with Grand Theft Auto. They access or play it unsupervised. To me, the game sets up women as objects. Violence comes in because of broken families, and unstable families. Unfortunately, a lot of these kids have seen more violence than we will see in a life time.

Q2: What are the youngster's attitudes towards violence against women?
A2.1: I guess, for those that see it, they might think it is part of life perhaps. For some it's cultural, that the men control the women. You see that here in the centre, where the students here can speak down towards women or other female students in the programs. I think it's a part of life that is just the norm for them.
A2.2: The funny thing is it doesn't get brought up. There isn't much talk about these things with kids, or situations at home. So truthfully I couldn't even answer it.
A2.3: The macro answer is that these kids are desensitised to it. Parents encourage it. Violence is the norm, it's the go-to reaction to something. Their escalation scale is much quicker than yours or mine. When it comes to violence against women, they are desensitised, but it still hurts them when they see their mom gets hurt. They grow up so much faster and have to deal with a lot more, a lot earlier. The kids know more about the wrong stuff, and not enough of the good stuff. Again on the macro issue, there is a lack of respect towards women, or any positive male role models. Many of the kids have absent dads or (scum) for fathers.

Q3: Do you feel there are differences in attitudes regarding violence against women between the adults and youth in the community?
A3.1: Yeah, I guess so. More adults see it as a thing that shouldn't be happening then the kids do it. The adults understand the society rules that say it is a bad thing to do, whereas the kids do not.
A3.2: Within Broadmeadows in general, I like to believe that most adults know right from wrong, whether or not they apply that at home, or when they get mad, I don't know. The kids don't know enough. The problem that I am seeing is that there is not enough education, even though they are exposed to them at such an early age.

Q4: Do the children that come in to Banksia talk to you about this issue?
A4.1: No, I don't recall any kids talking about this issue.
A4.2: Some do. Some feel comfortable, because they feel sad if dad is in jail. I don't know if there has been domestic violence. I haven't heard anything like that. They might feel down and be a bit sad, and they won't really want to say much at first but they might open up. They keep to themselves most of the time.

Q5: Who do you think they would go to if they had questions?
A5.1: I can't think of any times kids have come to me, but perhaps workers who they see more frequently here, like Mandy or Jaime. Perhaps Gina as well, because the kids are pretty smart and they know they ladder of authority around here.

Q6: Do you think there should be more talk about it?
A6.2: Absolutely because it is relevant, and it would help break the cycle when they go through those life events. There should be a certain age when you discuss it with them, but if it's happening and it's their reality then it should be discussed with them earlier. As far as interpersonal and social awareness, they could be at a maturity level higher than a university student. They have exposure to all of these topics. Very aware on some things.

Q7: What learning environment would be best?
A7.2: It should be across the board, so that it normalised and they have an open environment for discussion. Rather than having one place for discussion, and school for example would not be allowed to talk about it. The same kids that are in schools and come here (in Banksia) should have some channels to communicate amongst the support groups for the kids.

G: Interview Notes with other BGCS Staff:

Q1A: What are some of the challenges that the women of this community face?
A1B.1: The dominance of the man. The men in Broadmeadows, from Middle East or Turkish background. We have the culture of the man controlling everything. We need his permission to go to work, or go shopping. This is my seventh year at Banksia and I am exposed to this issue all the time. I provide training for women in the community. We deliver training here for men and women, and additionally in nine other areas in schools. We have the same problems everywhere. I think it is related to the low income demographic. We educate them about their rights and responsibilities, and refer them to organisations that can help.

Q1B: Are people open to that?
A1B.1: Not everyone, but as they get comfortable, they open up and begin to listen.

Q2: We understand that there are very different cultural groups throughout the community. Keeping this in mind, what are the community attitudes towards violence against women?
A2.1: I'm more exposed to the people from Turkey and Middle Eastern Background, but in the other cultures they are not as open to me because we aren't the same. Physical, emotional, financial, abuse: all okay. In our culture it is very bad to complain about our husbands. We prefer it be silent and tolerate it for our kids rather than burn bridges.

Q3: Do you feel there are differences in attitudes regarding violence against women between the adults and youth in the community?
A3.1: I'm not aware of any, because I don't deal that much with the youth.

Q4: What are the defined and/or accepted roles of men and women in various segments of the Broadmeadows community?
A4.1: I can't tell. Since we were raised, a boy is stronger and has more rights than you. Sometimes you feel they are right, especially with the religious element that gives them more rights.

Q5: Where does the culture change?
A5.1: It starts from home. I have 3 girls at home, and one boy. When the boy tries to help, my husband tries to stop him and says that the cleaning is the girl's job. Everything starts from home. I think education and awareness campaigns, and workshops targeted towards the youth is a good start to changing their attitudes. We should start from there.

H: Girls Group Interview Notes

PERSON 1
Did you do anything that you hadn't done before in Girls Group/ Girls Circle?
• Dancing

When did you work with someone else for an activity in Girls Group/ Girls Circle? How did you like it?
• Dancing, liked it a little, everyone was being silly

Did you make any new friends in Girls Group/ Girls Circle? Did you become better friends with anyone in the group/circle?
• No new friends. Yes better friends with people.

Has being a part of Girls Group/ Girls Circle helped you at school or at home?
• Yes

What did you find most challenging? (Sharing, getting along with other girls, etc.)
• Getting along with other girls.

Do girls get treated differently than boys? How is being a girl different than being a boy?
• Yes. Boys normally play sport and girls do other things like dancing. She likes to sing.

Is there anything else you would like to tell us?
• No

PERSON 2
Did you do anything that you hadn't done before in Girls Group/ Girls Circle?
• Yes. Doing henna, baking cakes.

When did you work with someone else for an activity in Girls Group/ Girls Circle? How did you like it?
• Don't remember. Good. Liked helping.

Did you make any new friends in Girls Group/ Girls Circle? Did you become better friends with anyone in the group/circle?
• Yes. Yes.

Has being a part of Girls Group/ Girls Circle helped you at school or at home?
• In school and home, don't know why.

What did you find most challenging? (Sharing, getting along with other girls, etc.)
• Getting along with other girls.

Do girls get treated differently than boys? How is being a girl different than being a boy?
• Yes. Some boys treat girls bad.

Is there anything else you would like to tell us?
- No.

PERSON 3
Did you do anything that you hadn't done before in Girls Group/ Girls Circle?
- Yes. Decorating a Halloween cake. Did it by themselves and take it home to eat it. Shoved it in mum's face.

When did you work with someone else for an activity in Girls Group/ Girls Circle? How did you like it?
- Yes. When we were making some pizza. It was fun to work with someone else. Got to put a lot of things on it.

Did you make any new friends in Girls Group/ Girls Circle? Did you become better friends with anyone in the group/circle?
- Yes. Yes.

Has being a part of Girls Group/ Girls Circle helped you at school or at home?
- Yes at home and school. Helped doing writing and drawing and decorating.

What did you find most challenging? (Sharing, getting along with other girls, etc.)
- Making pants at home.

Do girls get treated differently than boys? How is being a girl different than being a boy?
- Yes. Boys have short hair and some have long hair, but girls have really long hair, but some have short hair. Girls brush their long hair and boys don't brush their hair, but some do.

Is there anything else you would like to tell us?
- Made fun things with her friend like hats and that's her favourite thing to do.

PERSON 4
Did you do anything that you hadn't done before in Girls Group/ Girls Circle?
- Yes. Cake decorating and making pom-pom earrings.

When did you work with someone else for an activity in Girls Group/ Girls Circle? How did you like it?
- Worked with Rachael last year. It was fun.

Did you make any new friends in Girls Group/ Girls Circle? Did you become better friends with anyone in the group/circle?
- No new friends, but better friends with people.

Has being a part of Girls Group/ Girls Circle helped you at school or at home?
- Helps be nice and kind to the community.

What did you find most challenging? (Sharing, getting along with other girls, etc.)

- Meeting new people because it's nervous when you meet new people.

Do girls get treated differently than boys? How is being a girl different than being a boy?
- Yes. Boys are naughtier and girls are more focused so they don't get yelled at as much. Girls get treated nicer because they are more sensitive. Boys like sport like soccer and football and girls like to draw and make headbands. Like to do colouring and drawing and cooking.

Is there anything else you would like to tell us?
- No.

PERSON 5
Did you do anything that you hadn't done before in Girls Group/ Girls Circle?
- No. Did a different type of dance though. Liked it a bit.

When did you work with someone else for an activity in Girls Group/ Girls Circle? How did you like it?
- Know everyone in the Girls Group. Fighting with 2 right now but they're still friends. Like it when work with everyone because they're all friends.

Did you make any new friends in Girls Group/ Girls Circle? Did you become better friends with anyone in the group/circle?
- No new friends but better friends with time.

Has being a part of Girls Group/ Girls Circle helped you at school or at home?
- At home because it is less trouble since you learn not to fight with one another.

What did you find most challenging? (Sharing, getting along with other girls, etc.)
- Trying to get used to the new teacher.

Do girls get treated differently than boys? How is being a girl different than being a boy?
- Yes because everyone says that boys are stronger but girls can be just as good as boys. Boys will usually like riding bikes and girls like hanging out. But, you could be a tomboy, so nothing really.

Is there anything else you would like to tell us?
- Should go on excursions.

PERSON 6
Did you do anything that you hadn't done before in Girls Group/ Girls Circle?
- Yes. Decorating cakes and making soap.

When did you work with someone else for an activity in Girls Group/ Girls Circle? How did you like it?
- Working with one girl and it was nice to meet her and get to know her.

Did you make any new friends in Girls Group/ Girls Circle? Did you become better friends with anyone in the group/circle?
- Yes and yes.

Has being a part of Girls Group/ Girls Circle helped you at school or at home?
- Not really.

What did you find most challenging? (Sharing, getting along with other girls, etc.)
- All the screaming and shouting and getting along with everybody.

Do girls get treated differently than boys? How is being a girl different than being a boy?
- Yes. People think girls aren't as strong as boys. Girls don't get as much respect because they are usually quieter. People look at girls differently. Some boys are weaker in a fight than girls.

Is there anything else you would like to tell us?
- No.

PERSON 7
Did you do anything that you hadn't done before in Girls Group/ Girls Circle?
- Yes. Dancing.

When did you work with someone else for an activity in Girls Group/ Girls Circle? How did you like it?
- A friend's birthday with dancing.

Did you make any new friends in Girls Group/ Girls Circle? Did you become better friends with anyone in the group/circle?
- No new friends, but better friends with people.

Has being a part of Girls Group/ Girls Circle helped you at school or at home?
- At school it helped with behaviour and be nicer to people.

What did you find most challenging? (Sharing, getting along with other girls, etc.)
- Doing some of the work and dancing.

Do girls get treated differently than boys? How is being a girl different than being a boy?
- Yes. Girls are more special than boys because they mostly look after boys. Girls get to do more stuff like wearing whatever you want.

Is there anything else you would like to tell us?
- No.

I: Survey for Youth Leadership Forum and Ilim College

GPAN Survey

1. **What did you learn from the performance?**

   _____

   _____

   _____

   _____

   _____

2. **What constitutes violence against women? (Check all that apply.)**
   *Check all that
      apply.*

   ☐ Demanding Absolute Control of Finances

   ☐ Hitting, Kicking or other Physical

   ☐ Violence Cat Calling or Wolf-whistling

   ☐ Stalking

   ☐ Sexist or derogatory language

   ☐ Other: _____

3. **Are women treated differently than men? If yes, how?**

   _____

   _____

   _____

   _____

   _____

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GPAN (Good People Act Now) at Banksia Gardens Community Services

What is GPAN?
GPAN (Good People Act Now) is a prevention of violence against women project, supported by Gandel Philanthropy and the Department of Justice. GPAN was developed within Banksia Gardens Community Services.

How does GPAN work?
GPAN hosts fortnightly meetings to provide a space to discuss difficult and sensitive topics in the hopes of using the community to set the expectation that violence against women is not the answer. GPAN has discussions on topics such as gender roles and stereotypes, respectful relationships and bystander action.

Who participates in GPAN?

GPAN consists of members ranging from high school students to parents and concerned citizens in their late sixties.

Why participate in GPAN?
Participants will have the opportunity to raise awareness on gender-based violence, promote support service information for survivors and witnesses, deliver Respectful Relationships activities at Banksia Gardens' youth programs and in the community, and develop Bystander Action tools and resources. All these initiatives will help push Broadmeadows towards being free of violence against women.

What will GPAN accomplish?
Through their participation in GPAN, we hope that Broadmeadows community members will:

- *Develop a personal definition of gender equality and respectful relationships.*
- *Explore the pressures associated with gender norms.*
- *Increase comfort in discussing violence against women.*
- *Identify resources related to violence against women prevention and response.*
- *Think critically about why violence against women occurs, why members of our community choose not to intervene, and how to promote a culture of respect and intervention.*
- *Increase confidence and skills to intervene when violence against women is promoted.*
- *Increase confidence and skills in supporting survivors of violence against women.*
- *Commit to reducing the occurrence of violence against women in the Broadmeadows community.*

Foreword note to the facilitator of GPAN Training:

Dear Facilitator,

It should be very exciting to know that, as a facilitator, you are effectively taking part in an initiative in developing a passion and a keen awareness on preventing violence against women for those people who are going to be participating in this round of GPAN training. This guide will aid you in doing just that by providing useful instructions and helpful insights that will better direct the conversation on violence against women and how it can be prevented.

However, with the way in which the discussion of this topic can sometimes go very in-depth into even the smallest points, it is important to note that your role as a facilitator is not to cover every single piece of information which the training has to offer. At the end of the day, this training is intended to create a group of GPAN members who want to be a part of GPAN even after their training has ended. This training is designed to encourage those participating in it to discuss whatever they want to discuss!

As a result, it becomes your job to be smart about how you go about using the materials displayed before you. The participants who take part in your sessions can come from all sorts of backgrounds, and they will likely have all kinds of views on the different topics and subtopics within each of the sessions. Based on the participants' interests, and the discussions they put forth, you may feel it would be better to simply go over half the slides that are present in a given session, just as an example.

It will likely greatly benefit you to keep track of what the participants are already informed of, and also what they are saying about certain topics. You should take this information and feed it back into the following discussions/sessions! Show that you are actively paying attention to the content that participants are bringing to the table, as well as what they are looking for. If at any point there are questions regarding information that cannot be found in this guide, feel free to take it upon yourself to find appropriate information elsewhere.

In summary, make training adjustable. Allow it to evolve with the discussions brought up by those participating in the sessions. Do not just present slide after slide during each of the sessions. Become familiar with this guide, and the PowerPoint! See to it that people feel comfortable being a part of the program. Most importantly, have fun and encourage learning!

Best of luck on the training!

Session 1: Introduction & Rigid Gender Roles

Session Objectives:

- Introduce participants to GPAN and define goals/expectations of the GPAN program.
- Understand the 3 major social determinants of violence against women.
- Become familiar with the topic of rigid gender roles.
- Get comfortable sharing and being involved in discussions and activities within GPAN training.

Agenda

Time	Activity	Notes for Facilitators
0 min	**Slide 1** **Title Slide**	Title Slide
2 min	**Slide 2** **Hello!** **Introductions**	Thank participants for being a part of this program Acknowledge that it is a unique and exciting opportunity to have a group of men and women gathered to discuss topics of violence against women. - Give a quick introduction to GPAN and what it is all about.
5 min	**Slide 3** **Icebreaker:** **Train Wreck!**	Go to an open space where everyone can stand in a circle shape pattern. If the ground isn't too dirty, ask everyone to take off their shoes and leave them just in front of where they are standing. As a facilitator, stand in the centre of the circle, state your name, and make a statement about you personally, such as "My name is ____, and I like dogs". When the statement is made, everyone else who can also make that statement (anyone else who likes dogs) has to leave their current spot and find another set of shoes to stand behind. The person who made the statement also has to find a pair of shoes to stand behind. The last person remaining then stands in the centre, states their name, and makes a new statement. See if you can get everyone to stand at the centre of the circle at least once. Be mindful of the time you have, and sit back down to start the program.
2 min	**Slide 4** **What is GPAN Training?**	Move to slide 3 to begin explaining what the overall goals and structure of the program are. Share the overall goals of the program (as listed on the slide): - Provide opportunity to discuss social experiences which relate to the issue of violence against women.

		• Build confidence in ability to intervene in uncomfortable and unsafe situations. • Explore the role of community members in reducing violence against women. Explain the structure of program: • Four 2-hour sessions, and 1 final 6-hour workshop & review • Each session will start with a reflection on previous week's thinking prompt • Sessions will involve mix of discussion, activities, media • After completing program, participants are encouraged to attend ongoing weekly GPAN meetings to discuss ongoing issues of violence against women and take part in opportunities to further reach out to the community about the issue of violence against women.
2 min	**Slide 5** **What Training is and is not**	Slide 4 clarifies what this program is and is not. Feel free to simply read down the list, and clarify any of the items on the list which participants may not understand.
2 min	**Slide 6** **Self-Care**	Again, to reassure to participants: This is not Therapy. Personal disclosures will be interrupted. If anyone is seeking support, they can go up to the facilitator (you) privately. Brochures/support packs should be available just in case.
2 min	**Slide 7** **Weekly Training Topics**	Slide 6 presents an overview of the entire program: take the time to read it to the participants before moving on.
2 min	**Slide 8** **Group Rules**	Read through the group rules, and ensure that everyone is aware and in agreement with the rules before moving on. Ask if anyone wants to add to these rules. Does anyone have questions about the rules?
3 min	**Slide 9** **Statistics**	Once everyone is sitting back down and ready to listen, move to the next slide, Slide 9. Read aloud the statistics on violence against women in Australia. Ask participants what they think about these facts.
5 min	**Slide 10** **What is Violence Against Women (VAW)?**	Move to slide 10 and read the definition of violence against women, which is stated on the slide. Ask participants what they think are the things that contribute to violence against

		women?
		Some possible answers may be gender inequality, or the normalcy of violence. These are good answers to look for. Other possible answers might be substance abuse, mental disabilities, location, or early exposure to abuse in life. While these factors contribute to the frequency of VAW by making life more difficult within relationships, it is important that you state these factors as indirect, and not necessarily the root causes, which you will now go over in the next slide.
10-15 min	**Slide 11** **The 3 Social Determinants of VAW**	Once you receive a couple of responses from participants for the last slide, move to slide 11. Explain that the 3 major social determinants of violence against women are: (Read the slide). Ask participants what they think these 3 social determinants mean individually. Feel free to briefly describe each determinant, and then explain that you will be going more in depth into each one as you progress through each session.
10 min	**Slide 12** **Increased Risk Factors**	As mentioned before, the factors highlighted here indirectly increase the risk of violence against women occurring. However, they are not the root causes. Feel free to mention how, when looking at news coverage of domestic abuse or violence against women (which often never gets on the news), often the media coverage points at factors such as drugs or alcohol as the primary cause of the abuse or violence. Let the participants know that, as we begin to talk about the social determinants mentioned in the previous slide, we will begin to see how they are the main root causes of VAW.
5 min	**Slide 13** **Universal Issue**	Talk about how violence against women happens everywhere in the world in different degrees of severity. Ask if people have cultural insights about violence against women in other countries?
7 min	**Slide 14** **Our Watch Video**	Explain that Our Watch (the organization that produced the video which is linked on the slide) created a national framework for preventing violence against women in Australia. Documents produced by Our Watch is where much of GPAN information originates. Watch the "It's Time to act on Our Watch" video and ask for reflections on it. Ask participants what they think about the children in the video, and how they feel

		when the kids begin to make frightening comments. Ask participants how they feel about how to make changes to youth views on violence. How do we get our kids to make comments like the children did at the end of the video?
3 min	**Slide 15** **Rigid Gender Roles Activity 1**	Break the group down into smaller groups of 4. Ask each group to come up with words which describe men, and words which describe women. If they can come up with words that describe both men and women, great! Let the participants in each group discuss amongst themselves before reconvening as a larger group again. Categorize the words from each group into a singular Venn Diagram. Discuss the similarities and differences which everyone came up with. Expectations of Activity: You can expect many of the common stereotypes and norms of men and women to appear. Depending on the group's overall knowledge of gender inequality, the results may reflect more of an equality standpoint, where men and women share a lot of the same words. The purpose behind the discussion is to point out that people see, and expect, differences in men and women. Based on the words that are seen on the Venn diagram, what is the overall view of men as compared to women? What does this say about our individual views towards men and women? Are these views good or bad?
10 min	**Slide 16** **Rigid Gender Roles**	Introduce the topic of Gender Roles by asking participants about what they define to be rigid gender roles. Ask participants where they think rigid gender roles come from. Ask for examples within some of the categories which are offered: • Religion • Culture • Society Allow the discussion to go more in depth into any of the three categories. This particular discussion is very broad and can go almost anywhere. See where it leads and take note of it! Provide input as you see fit! Make sure to cover the heavy limitations on both women AND men which come with rigid gender roles. Ask participants about what these limitations are, and how they affect the lives of men and women. Finally, with time permitting, ask participants about the consequences of trying to act against rigid gender roles.

5 min	**Final Slide**	Congratulate participants for getting through their first session of GPAN training!
		Give the participants some time to read about the topics for next week's session.
		As a thinking prompt for them to consider over the next week, ask participants to keep in mind any rigid gender roles which they encounter over the following week. Let them know to remind themselves of those instances so they can talk about them at the beginning of next week.

Session 2: Stereotypes and Social Norms

Session Objectives:

- Define what are stereotypes and social norms
- Become aware of both male and female stereotypes and social norms
- Understand the effects of stereotypes and social norms on society and individuals
- Better acknowledge media, music, and gaming influence on stereotypes and social norms

Agenda

Time	Activity	Notes for Facilitators
0 min	**Slide 1** **Title Slide**	Title Slide
2 min	**Slide 2: Review thoughts about last week**	Ask participants if they can recall any moments in which they recognized any rigid gender roles present in their lives over the past week. • When did you notice behaviours associated with rigid gender roles? • Did you notice any behaviours that fell outside of those roles? Were there any consequences?
2 min	**Slide 3: Brief overview of Today's Lesson Plan**	Begin by explaining the topics for today. Read off each bullet point, and feel free to explain a little bit about the details regarding each talking point.
5 min	**Slide 4: Stereotypes and Social Norms**	Stereotypes: Read the definition of what a stereotype is: A stereotype is a thought that can be adopted about specific types of individuals or certain ways of doing things. These thoughts or beliefs may or may not accurately reflect reality. • Explain some of the categories of stereotypes bulleted below the definition • Provide some examples (provided in notes section of PPT) Read the definition of what a stereotype is on the PPT slide. Explain some of the categories of stereotypes bulleted below the definition by providing some examples (provided in notes section of PPT) • Prompt the participants to provide some examples themselves. *Note that they do not have to be gender specific, but they can be, if it helps them get the point across that they are describing a stereotype they are aware of.
		Social Norms:

		Read the definition of what a social norm is on the PPT slide.
		• Ask participants about some words they feel represent norms for men and women.
		*This may be a bit difficult; in the case that no one is sure of how to answer, simply move to the next slide, which will provide examples of norms associated with men (followed by the next slide with women).
10 min	**Slide 5 & 6** **Masculine and Feminine Stereotypes and Social Norms**	Feel free to jump between slide 5 and 6, which list widely prevalent stereotypes and social norms for men and women respectively. In each slide, allow participants to read some of the stereotypes aloud. Ask participants if they agree or disagree with any of these stereotypes. Where do you hear these stereotypes? Do any of the participants relate to the stereotypes specific to their gender? How about the social norms? • Begin a discussion on what happens when individuals break from these norms/stereotypes? What kind of consequences can occur?
20 min	**Slide 7, 8, 9** **The Media**	Click on the genderads.com link. Explain that this is a project that serves to show all advertisements that objectify women and men. Scroll through some of the ads. Ask the participants about social media and how often it affects their lives: • How often do you see social media in a given day? What kind of effects does that have? • Based on what you see, how are men portrayed? How about women?
		Open Discussion: Advertising Go to Slide 8 Start the discussion on advertising in the media: feel free to use the questions on the slide, which are also listed below: • What are the impacts of consuming these messages' portrayals of women? • How do they impact on the power or powerlessness of women? • What can we do to challenge the status quo? • What action can we take in our private lives and in public campaigning?

		Show the video (link on bottom of the slide) by Buzz Feed which shows advertising commercials being flipped to make Men the object of the ad, rather than the woman. • Ask for thoughts on how effective this is, and invite other possible ideas about how this kind of gender flipping advertisement can be done.
		Movies: Proceed to slide 9 for the discussion on movies. Play the 40 Year Old Virgin clip and discuss the effects of male social pressures on how men view topics such as sex, relationships with women, and views about women. Given time, also take a look at the *Dreamworlds 3* and *Tough Guise 2* trailers (links are on the slide). Talk about the concept of virginity and relationships in pressures of society today. Talk about this relating to being "masculine."
10 min	**Slide 10, 11, 12** **Music's role in VAW**	Feel free to jump between slide 10 & 11, which both display lyrics to songs which objectify women. • Ask participants about what they think the messages of these songs are? Are they inherently bad? • Can they think of songs which are similar in terms of what their lyrics speak? How does this affect whether or not they or the rest of society listen to these songs? On slide 12, use the questions listed to direct the discussion towards music's views of men and women: • In songs about women, how are they often described? • In songs about men, how are they often described? • What qualities do people sing about the person they fall in love with?
8 min	**Slide 13** **Pornography and VAW**	Play the Ted Talk of Cindy Gallop, link provided in the PPT. • Ask participants about their thoughts on how pornography portrays women. • Discuss the double standard here: why is porn so focused on the woman?

10 min	**Slide 14 & 15** **Gaming**	Introduce the world of gaming as it is today: Some statistics you can mention: 1. Number of people playing games worldwide - 1.2 billion (of those, 700 million play online games) 2. The number of those people who are men and women - 46% Female, 54% male 3. The number of men and women in the gaming industry - 22% female as of 2014. In 2009 it was only 11% - Huge amount of discrimination against females working in the video game industry - There are support groups made for women in gaming industry http://kotaku.com/what-its-like-to-be-a-woman-making-games-1292389459 Comment on online gaming? Aggressive behaviour between players >> make extra note of comments toward female players when they play games online. Talk about games that get a lot of media attention! Show Tropes video (its 30 minutes long, so you may want to just show a piece of it, depending on how much time you have left.)
15 min	**Slide 16** **Open Discussion: Individual to Society portrayal of Women**	Begin the discussion of how society plays a role in the portrayal of women. How does the individual play a role in the portrayal of women? The questions on the slide should also be asked. They are also placed here for your convenience: • What do you think about portrayal of men and women in the media/films/pop culture? • How does it impact the way you feel about yourself? The link on the bottom of the slide directs to an article entitled 'Girls curb their ambitions in a sexist climate'. Open the link to the article and read through some of the article. Point out the infographic on sexism's toll on 1000 women surveyed in Australia. • Ask participants for thoughts on the infographic. • Talk about the message of the article, and the issues that it addresses.
10 min	**Slide 17 & 18**	At this point in the session, participants may be tired. Revitalize their energy

	Getting Informed & Challenging the norms	during these next two slides! • Feel Powerful! We are getting informed! Ask participants to think creatively about how we can influence our peers and family to use a critical lens when we consume these messages! • Encourage some ideas from the participants • Suggest one-to-one conversation on the topic with close friends and family. Move to slide 18 to discuss Challenging Gender Stereotypes: Feel free to read the piece below: -We see gender stereotypes all around us. We also may see sexism. There are ways to challenge these stereotypes to help everyone feel equal, no matter their gender or gender identity. Point it out — From magazines and television to film and the Internet, the media is filled with negative gender stereotypes. Sometimes these stereotypes are hard to see. Talk with friends and family members about the stereotypes you see and help others recognize how sexism and gender stereotypes can hurt all of us. Walk the talk — Be a role model for your friends and family. Respect people regardless of their gender. Speak up — If someone is making sexist jokes, challenge them. Give it a try — If you want to do something that is not normally associated with your gender, think about whether you'll be safe doing it. If you think you will, give it a try. People will learn from your example.
5 min	**Slide 19 Review of Today**	Go over today's topics and ask participants if they understand everything that came out of today's session. If not, go over the information that was misunderstood/not covered sufficiently.

		Make sure to address the following in the review:
		• Understanding and being aware of social norms and stereotypes as they are defined in society today.
		• Linking advertising, celebrity, media and pop culture to the key determinants of men's violence against women.
		• Developing a lens to view what we consume – and support our peers to use this lens.
		• Consider what we would want to change in our community with regards to violence against women.
End	**Slide 20** **Next Week &** **Thinking Prompt**	Quickly run through next week's agenda. Thank everyone for their cooperation throughout the entire session. Before everyone leaves: • Ask people to pay attention to some of the media that they see throughout this coming week. If they happen to see something that catches their eye (with regards to the topics today), invite them to bring it up next week.

Session 3: Unequal Gender Relations

Session Objectives:

- Discuss Gender Inequality
- Discuss Unequal Gender Roles and give examples
- Discuss how violence against women is driven by Gender Inequality

Agenda

Time	Activity	Notes for Facilitators
0 min	**Slide 1** **Title Slide**	Title Slide
5 min	**Slide 2** **Review thinking prompt**	Ask participants if they thought about how media presents/encourages stereotypes. What did they notice this past week?
5 min	**Slide 2** **Reviewing knowledge**	Ask participants how their understanding of stereotypes and social norms changed. Ask participants what they've learned about masculinity and femininity : • Review definitions for masculinity and femininity stereotypes and social norms from last week.
15 min	**Slide 3** **Activity/Energizer** *Fact or Fiction?*	Ask everyone to write on a piece of paper 3 things about themselves which may not be known to the others in the group. Two are true and one is not. Taking turns they read out the three 'facts' about themselves and the rest of the group votes which are true and false. There are always surprises. This simple activity is always fun, and helps the group and leaders get to know more about each other.
5 min	**Slide 4** **Introduction to today's topics**	Introduce each topic with one sentence. • Women's Role throughout History • Gender Inequality • Unequal Gender Roles • Violence driven by Gender Inequality Relations
15 min	**Slide 5** **Women's Role throughout History**	Give a brief overview on the challenges that women have faced throughout history to get where they are now. • Fight to vote • Fight for equal pay jobs • Fight for job positions *Women have faced a lot of challenges throughout history in order to get equal rights with men. In South Australia they didn't have the right to vote until 1895. Although women had received the right to vote by 1908, they were unable to*

		run for Parliament or other significant positions. *Women workers have campaigned for decades for equal pay rates with men doing comparable work. Nowadays they get paid the same as men but there are still positions and companies that offer women and men different rates of pay or benefits for the same job.* *Women have gone through sex discrimination in the workplace.* *Sex discrimination could include:* ∼ *Not hiring a woman because the boss thinks she won't fit into a traditionally male workplace* ∼ *Not promoting a woman to a more senior position because it's assumed the other staff won't respect her authority,* ∼ *Dividing up work tasks based on whether staff are male or female* ∼ *Not considering women for a particular role.*
10 min	**Slide 6** **Gender Inequality**	Read the definition of Gender Inequality from PPT • Unequal distribution of power and opportunity between men and women. Discuss how gender inequality contributes to the frequency of violence against women.
15 min	**Slide 7** **Activity/Small Discussion**	Agree/Disagree Activity *Acknowledge that this activity involves some amount of personal disclosure, and encourage participants to step out of the activity if they need to.* *Set up the room with a large space in the middle, and hang the "Agree" sign on one side and the "Disagree" sign on the other. Explain to the participants that you are going to read a series of statements, and you would like participants to stand along an imaginary continuum between the two signs based on how much they agree with the statement. There is no right or wrong answer in this activity, and encourage participants to stand in a place that accurately describes their opinion. Remind participants about the importance of respect in this activity.* *After each statement, ask participants if anyone wants to share why they stood where they did. Is the room in agreement or is there a diversity of opinions?* *Choose a few statements to read:* • I get treated the same as the other gender • I have been rejected when applied for a job because of my gender • I got paid less because of my gender • I couldn't participate in an activity/sport because of my gender

		• People didn't rely on me because of my gender
		• I worry about being judged based on the number of partners I have had.
		• I worry that I won't be taken seriously because of my gender.
		• I feel confident in myself.
20 min	**Slide 8** **Unequal Gender Roles**	Discuss gender roles • Gender relations are associated to social and economic relationships existing in society between males and females. Make it an effort to note some of the unequal gender roles which are listed below; feel free to voice these statements and ask for discussion on them: • Some men tend to dominate decisions and impede the independence of their wife. • Both genders underestimate each other for their capacity to do the other gender's stereotypical jobs. • Men think women are inferior, weak, and unintelligent. Encourage participants to come up with other types of unequal gender roles and talk about them.
15 min	**Slide 9** **Discuss Inequality in different environments**	Give examples for: • Inequality at Home • Inequality in the Workplace • Inequality at School *Ask the participants to give suggestions on how to stop these situations from happening.*
10 min	**Slide 10** **Violence driven by Gender Inequality Relations**	• Violence is seen more in families where men dominate decisions and impede the independence of their wives. • Isolation of women from support networks is a common controlling behaviour and a form of psychological abuse. • Male dominance contributes to male violence by implying that women have less value and deserve less respect, and by making women economically dependent on men.
10 min	**Slide 11** **Discussion**	Discussion Topic: *Ask participants: How can rigid gender roles and Gender Inequality influence violence against women?*

15 min	**Slide 12** **Dating Violence**	Dating violence, or relationship violence, can be often be difficult for both the victim and the abuser to notice. Ask participants what they know about dating violence. Feel free to show this video created by the OneLove Foundation. The video tries to show the disparity between love and abuse. Here is the link: https://www.youtube.com/watch?v=4JYyHa03x-U Ask participants what they think about the video. Explain that dating violence can come from issues of inequality within a relationship. Rigid gender roles support this inequality, and eventually can lead to very controlling and abusive behaviour from one partner to another. Use the slides to ask questions about what the participants think of: • Controlling behaviour • Verbal and emotional abuse • Physical abuse • Sexual abuse
10 min	**Slide 12** **Videos**	Videos for Gender Inequality Gender Equality: Now https://www.youtube.com/watch?v=4viXOGvvu0Y Influential People speaking about Gender inequality. Emma Watson's Video https://www.youtube.com/watch?v=dSHJYyRViIU
3 min	**Slide 13** **End**	Introduce the next topic for the following week together with date and time. Thank everyone for participating.

Session 4: Violence Supportive Attitudes

Session Objectives:

- Talk about what boundaries are
- Discuss conflict
- Identify all the different forms of violence

Time	Activity	Notes for Facilitators
0 min	**Slide 1** **Title Slide**	Title Slide
2 min	**Slides 2 & 3**	Review last week topics : Ask participants if they saw any instances of unequal gender relations. If so how did they apply the knowledge from the last training session to the situation? Overview of this week's topics: - Boundaries - Conflict - Violence-supportive Attitudes
30 min	**Slide 4** **Monique Toohey**	Guest speaker Monique Toohey is a psychologist, trainer, coach, author, and mum. Presentation on boundary conflicts & the escalation of abuse.
5 min	**Slide 5** **Relationships are about getting…**	Ask what kinds of conflict could come up between you and a partner in everyday life? Talk about how problems arise and why we blame other people for our problems. (Shape discussion and examples to be directly relevant to the community)
15 min	**Slide 6** **How do you work through a disagreement?**	Choose 2 of the examples given by people in the previous slide and talk through how to work the situations out without violence. Make sure the viewpoint of each partner is considered. Give a couple of options for conflict resolution: 1. Change the subject 2. Give up and just agree 3. Stick to your point and don't give in 4. Compromise Allow participants to talk about what method they think is best and then discuss why it is important to see from both your view and your partner's view.
10 min	**Slide 7**	Ask what personal boundaries are? Then read off the slide what boundaries are. Talk about how you can work with your partner to establish healthy boundaries

	Where are the boundaries?	and some examples of what those would be.
5 min	**Slide 8** **Is this yours, mine, or ours?**	Talk about how each person needs to contribute in a relationship, and that you are allowed to have your own opinions, but you need to respect one another.
5 min	**Slide 9** **Two main types of boundary issues**	Talk about what Absent and Transgressor boundaries are. Read bullet points off slide. Have participants think of examples of each type.
5 min	**Slide 10** **Adults with good boundaries**	Talk about how mature adults handle boundaries and what they would include. Ask each participant to read a bullet aloud and then explain why that was a positive quality for an adult to have.
5 min	**Slide 11** **Recommendations for better boundaries**	Before showing slide, brainstorm what recommendations for better boundaries are. After a list is compiled, read bullets off slide for suggested recommendations.
5 min	**Slide 12** **Reflect**	Reflect on strengths and weaknesses from today's topics as well as any concerns.
5 min	**Slide 13** **What is violence?**	Ask participants to raise their hand if they think each of the following is a type of violence against women: 1. Financial control from your family 2. Hitting or kicking your partner 3. Cat calling 4. Stalking 5. Offensive language Ask if anyone can come up with other examples and then explain that each of the options listed above are considered violence against women.
5 min	**Slide 14** **Shocking Facts**	Read aloud some shocking facts about violence against women in Australia. The facts can be found on Slide 14.
End	**Slide 15** **Next Week**	Congratulate everyone on making it through the 4th session of GPAN training. Quickly read the topics for next week before going to the thinking prompt for

		the week.

Session 5: Bystander Action & Review

Session Objectives:

- Increase empathy for survivors
- Increase confidence in supportive skills
- Identify support resources
- Build a toolkit for bystander responses

Time	Activity	Notes for Facilitators
0 min	**Slide 1** **Title Slide**	Title Slide
2 min	**Slide 2** **Review of Last Week**	Briefly talk about last week's topics. Ask: Did anyone notice times that they did/ did not intervene this past week?
5 min	**Slide 3** **Go Over Relevant Vocabulary for the Week**	Ask students for their definitions for 'bystander', 'passive', 'intervention', and 'active'. After collecting some responses, display the formal definitions on Slide 3, and discuss briefly, tying in the students' answers where relevant.
5 min	**Slide 4** **Empathy exercise** *Materials: pens, paper*	Think about 10 important women/girls in your life…think about 10 important men/boys in your life… Statistically, what percentage of the people you identified will experience/have experienced sexual violence (that you are aware of)? For women, estimates of the rate ranges from 1 in 4 to 1 in 6 women. For men, rates range from 1 in 6 to 1 in 33 (even more underreported for men than women, so harder to determine exact rate). If one of these people were to come to you tomorrow disclosing an experience with sexual violence, how comfortable would you be responding? What contributes to our discomfort? What information would be helpful to know in increasing your confidence?
15 min	**Slide 5** **Jealous Boyfriend** *Materials: Easel/ board*	Have current GPAN members perform the Jealous boyfriend play or play the online video. Have the members being trained try to answer the prompts the best they can.
15 min	**Slide 6** **Dos and Don'ts**	Based on the last activity, ask participants what they think bystanders would need? Brainstorm Dos and Don'ts with concrete examples *(How would you show that? What would you say?)*

		Do: **Be a good listener.** Talk less and listen more is the key. **Encourage them to feel safe** **Provide reassurance.** Find as many ways as you can to tell them it's not their fault! **Believe them.** Let them know that you believe this happened, even if the details are unclear. **Protect their privacy.** One of the few things a survivor has control over is who knows and what they know. Respect this. Do not gossip regardless of how well-meaning it is. **Encourage them to get help.** Offer your support in contacting professional help. **Keep your promises** not to talk with friends, etc. **Don't:** **Blame the victim** even unintentionally (No "why" or "could you have…" questions, "It would never happen to me…") **Be the "detective".** Don't look for and point out discrepancies **Play "hero" or "vigilante"**. Threatening to attack the attacker only increases feelings of fear, powerlessness and anxiety. **Make it about you and your feelings** ("I'm so mad!" "I can't handle this…") **Be overly protective**. Encourage them to make their own decisions, don't do everything for them.
2 hours	**Slide 7** **Bystander Action Skits**	Break into groups of 4-5 new members. Having been educated on positive and effective ways to be an active bystander, the groups will each be given an impromptu situation. The groups will take turns acting their situation out, and trying to be good bystanders, while the other groups watch. Allow the groups about 2 minutes or so to think about how they will act out their situation. Once done, those watching will discuss what went well, and opportunities to improve. Approximately 15 minutes for each group. Scenario 1: You and a friend are in the shopping centre. You see two people, who look as though they are in a relationship, starting to argue about their plans

for the night. The conversation escalates and they start to make a scene. People around are getting uncomfortable, but no one is stepping in.

Scenario 2: You are on a tram going home. There are 2 people seated across from you who keep looking you up and down. They start to whisper to each other and a third next to you clues into what's happening.

Scenario 3: You and some mates are hanging out having dinner. One of the women in the room is clearing off the table. You start to help her out, but one of your guy friends makes a comment that only women should be cleaning.

Scenario 4: You are home alone reading. All of the sudden, you hear screaming from the couple who lives next door who are new to the neighbourhood. You hear glass smashing and it sounds like things are getting physically aggressive.

Scenario 5: You and a group of friends are hanging out in the park. All of your friends start to make sexist jokes like "How many men does it take to open a bottle of beer? None. It should be already open by the time she brings it". They go so far that you start to feel uncomfortable.

Scenario 6: You're standing on a train because it is full. A pregnant woman comes on the train and asks a teenage boy to give up his seat so she can sit. He responds by saying "Did he f* you so hard that you can't stand anymore?" You are the only one who heard the comment.

Scenario 7: You are in a pickup game of soccer with both guys and girls. Two of your male mates are the captains and have to choose teams. You notice that they pick all the males in the group first and ask if they have to pick some of the females.

Scenario 8: You are with your mate in the shopping centre and see a man in a pink polo shirt walk by. Your friend says "wow, he must be gay" and laughs.

Scenario 9: You are sitting in a class with one of your student friends. You are paying attention to your teacher when your friend leans over and says "Man, why do they let females teach us? I'm not learning anything."

Scenario 10: One of your fellow employees is complaining about his female manager. He is making comments about how all females in charge of him aren't leaders, they are just bossy. He said he wishes he had a male manager instead.

Scenario 11: You and a friend are out enjoying a casual beer at a bar. You notice

		a girl at the other end of the bar. She seems to be talking to a guy. He is being very flirtatious and the woman does not seem interested. He starts to invade the woman's personal space. Emphasise that you need to address the situation in a compassionate response that will make the perpetrator really think about what they did.
30 minutes	**Slide 8** **Bystander Action Presentation**	Rodney Vlais will present on No To Violence, a Men's Referral Service
5 min	**Go over content on slides 10 and 11**	Review the content on the slides to make sure that everyone knows they are supported, and to encourage them to stand up and be an active bystander.
15 min	**Slide 12** **Fear in the Hat**	Have everyone write down a fear they have in regards to being a bystander or being willing to speak up when they see abuse, control, or sexist behaviours. Go through the hat and have a discussion about how to mitigate those fears.
20 min	**Slide 13** **Resource Development**	Have the newly trained members try to design a few community activities to raise awareness about GPAN.
5 min	**Slide 14** **Show what you Know** *Materials: Paper, Coloured pencils or other art supplies*	As a bit of a reflection period, ask participants to think about all that they're learned over the past few weeks. Using what they know, ask participants to create an art piece which reflects something about training that really stuck out with them. If they can't seem to grab any ideas, encourage them to just think about what they've learned as a whole, and try to make something artistic out of that! Some ideas that you can give which may help: Collages of words that we've learned Images or scenarios which involve preventing violence against women in some shape or form Decorative personal pledges to preventing violence against women.
30 min	**Slide 15** **Exit Exam**	Quiz/Exam to solidify that the students retained the skills and concepts outlined in the training. Passing will certify them as a GPAN member.
30 min	**Slide 16**	Handout an evaluation for the program to determine effectiveness and

	Evaluation of Program	enjoyment of the material

GPAN Pre-evaluation questions

Favourite Number: Favourite Colour: Favourite Animal:

1. Why are you joining the youth action group?

2. What things are important in a good relationship?

3. Looking at some couples that you know, how do you think their relationships could be improved? (without naming anyone)

4. If you had a son, what would you want them to become when they grow up?

5. If you had a daughter, what would you want them to become when they grow up?

6. What do you think about this advertisement? (below)
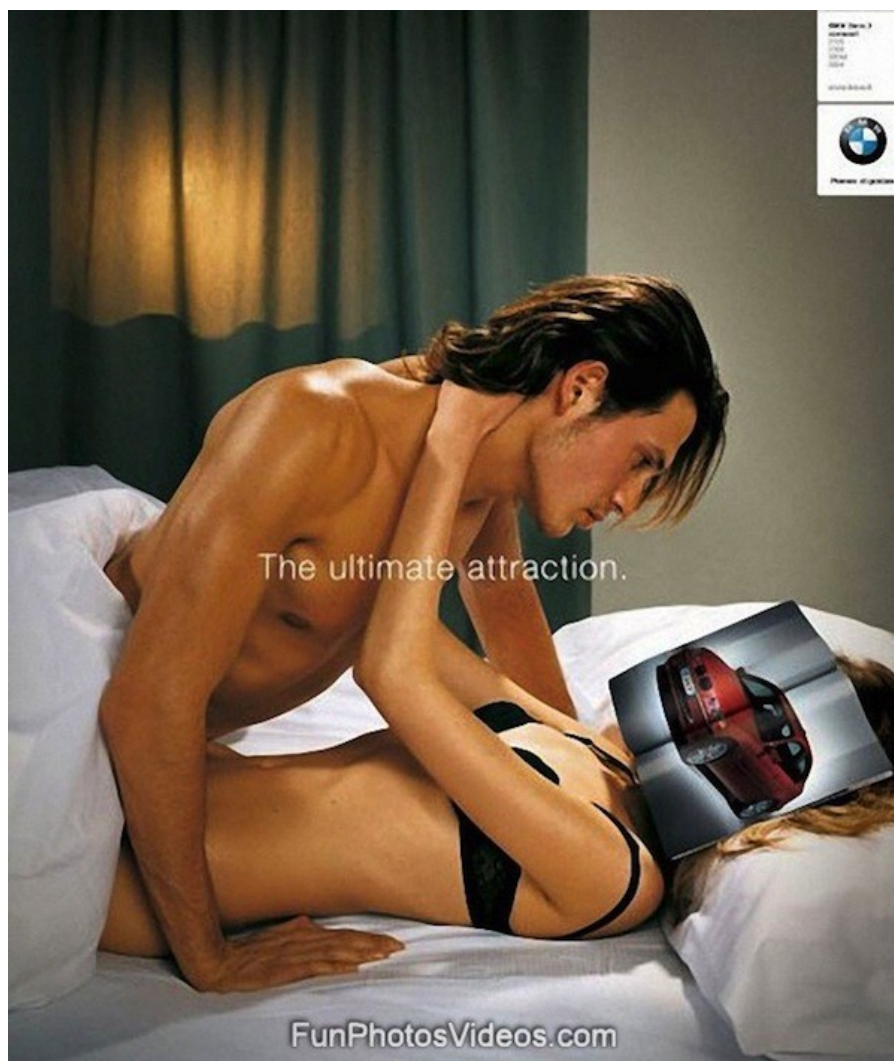
7. Who does most of the housework in your house?

8. Do you think this is fair (question 7)?

9. What does 'domestic violence' mean? (what kinds of behaviours are involved, what happens to victims?)

10. How does controlling and abusive behaviour look to you? (Constant put downs, not letting partners see people they choose, blaming you for his/her temper….. what else?)

11. When should a man be forgiven more easily? - If he assaults a school girl on a bus OR a young woman at a night club who has been drinking and is wearing a little dress?

12. What do you think when: Your friend's boyfriend/girlfriend doesn't answer the phone when your friend tries calling them, and your friend becomes pissed off, calling them a bitch/prick?

13. If your partner says they will have sex with you once, do you need to ask the next time?

14. What are your thoughts on pornography?

15. How would you try to help a friend who you knew was in an abusive relationship?

16. In what ways can you try to prevent violence against women amongst your peers?

17. In what ways can you try to prevent violence against women in public?

18. Last year, 29 women were killed by their partner or ex-partner in Victoria, and studies show that Violence Against Women is a leading cause of death, disability and illness for women under 45 – why do you think it is such a big problem? (what supports it happening so much?)

Weekly Evaluation Questions

Evaluation Metrics for GPAN Training

Session 1: Introduction and Rigid Gender Roles

Q1. How was your experience today with the first session?

Q2. What did you learn from today's session that you found really interesting?

Q3. What did you not like about today's session?

Q4. Can you write down what the 3 determinants of violence against women are?

Q5. Tell me something you learned about gender roles.

Session 2:

Q1. How was your experience today with the second session?

Q2. What did you learn from today's session that you found really interesting?

Q3. What did you not like about today's session?

Q4. Can you write down some of the stereotypes/social norms of men and women that exist today?

Q5. Tell me something you learned about the media's influence on social norms.

Session 3:

Q1. How was your experience today with the third session?

Q2. What did you learn from today's session that you found really interesting?

Q3. What did you not like about today's session?

Q4. Can you write down some examples of gender inequality?

Q5. Tell me something you learned about the history of women's fight for gender equality.

Session 4:

Q1. How was your experience today with the fourth session?

Q2. What did you learn from today's session that you found really interesting?

Q3. What did you not like about today's session?

Q4. Can you write down some examples of violence supportive attitudes?

Q5. Tell me something you learned about healthy and unhealthy boundaries.

Session 5 (final Evaluation):

Q1. How was your experience today with the fifth session?

Q2. What did you learn from today's session that you found really interesting?

Q3. What did you not like about today's session?

Q4. Can you write down some examples of being an effective and safe bystander?

Q5. Tell me the most important thing you learned throughout all of training!

Q6. Is there anything you think could be done to improve this program?

Post-evaluation

Post-Training Evaluation Questions

Favourite Number: Favourite Colour: Favourite Animal:

1. What are your thoughts now on joining GPAN's youth action group?

2. What things are important in a good relationship?

3. Looking at some couples that you know, how do you think their relationships could be improved? (without naming anyone)

4. If you had a son, what would you want them to become when they grow up?

5. If you had a daughter, what would you want them to become when they grow up?

6. What do you think about the advertisement below?

7. Who does most of the housework in your home?

8. Do you think this is fair (question 7)?

9. What does 'domestic violence' mean? (What kinds of behaviours are involved, what happens to victims?)

10. How does controlling and abusive behaviour look to you? (Constant put downs, not letting partners see people they choose, blaming you for his/her temper….. what else?)

11. When should a man be forgiven more easily? - If he assaults a school girl on a bus OR a young woman at a night club who has been drinking and is wearing a little dress?

12. What do you think when: Your friend's boyfriend/girlfriend doesn't answer the phone when your friend tries calling them, and your friend becomes pissed off, calling them a bitch/prick?

13. If your partner says they will have sex with you once, do you need to ask the next time?

14. What are your thoughts on pornography?

15. How would you try to help a friend who you knew was in an abusive relationship?

16. In what ways can you try to prevent violence against women amongst your peers?

17. In what ways can you try to prevent violence against women in public?

18. Last year, 29 women were killed by their partner or ex-partner in Victoria, and studies show that Violence against Women is a leading cause of death, disability and illness for women under 45 – why do you think it is such a big problem? (What supports it happening so much?)

Handouts

THE CONVERSATION HAS TO START SOMEWHERE

LET'S DO IT HERE!

Social Determinants of Violence Against Women:

1. Rigid Gender Roles and Stereotypes

2. Unequal Gender Relations

3. Violence supportive attitudes

Where are the BOUNDARIES?

Good boundaries are like
a supportive fence around a couple.
They are wide enough to allow room for growth,
but keep the relationship healthy
and each partner safe.

Recommendations for better boundaries

Be honest with yourself (strengths and vulnerabilities)
Identify trustworthy people that can give you objective
feedback on your and your partner's behavior
Identify your limits and practice saying No.
Set limits on what you give (energy, forgiveness, time)
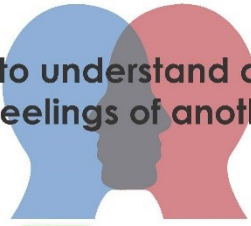
THE WOMEN'S FIGHT FOR EQUALITY IN AUSTRALIA

1894-The first women in Australia who gained the right to vote were those in South Australia.

1972- Equal Pay Case establishes the principle of equal pay for work of equal value.Women workers have campaigned for decades for equal pay rates with men doing comparable work.

1974- International Women's Day is officially recognised by the Australian Government.

The average full-time weekly wage for a woman is **still 18.2% less** than a man's.

FAMOUS WOMEN

Cathy Freeman
One of the best Australian sprinters of all times.

Katherine Johnson
Designed the flight path to get the first man on the moon.

Julia Child
One of the best chefs of all time.

Tigerlily DJ
Famous Australian DJ

R E C A P

Social Determinants of Violence Against Women:

1. Rigid Gender Roles and Stereotypes

2. Unequal Gender Relations

3. Violence supportive attitudes

BOUNDARIES

Good boundaries are like a supportive fence around a couple. They are wide enough to allow room for growth, but keep the relationship healthy and each partner safe.

Absent vs. Transgressor

Absent	Transgressor
Inability to say NO or set limits	Manipulative, controlling, abusive
Inability to delay gratification and accomplish goals	Inability to hear NO from others
	Blames others for negative emotions
Taking too much responsibility	Not responsible for their own mistakes
Too dependent on others	Lies to protect self

BYSTANDER

Effective bystanders show disapproval when they see violence, discrimination, or any other unacceptable or offensive behaviour

BYSTANDER INTERVENTION STARTS WITH YOU!

SUPPORTING SURVIVORS

Listen
Believe
Ask how you can help
Respect boundaries
Provide resources
Accompany the survivor to get help

GOOD PEOPLE ACT NOW
GPAN
TOWARDS GENDER EQUALITY

Banksia Gardens
Community Services

ecoliving
Centre

Learn Local

INSPIRE

IMPACT

How we can influence our peers and family?

We see gender stereotypes all around us.
We also may see sexism.
There are ways to challenge these stereotypes to help everyone, no matter their gender or gender identity, feel equal.

Talk with friends and family members about the stereotypes you see and help others recognize how sexism and gender stereotypes can hurt all of us.
Respect people regardless of their gender.

WALK THE TALK — Be a role model for your friends and family.

SPEAK UP — If someone is making sexist jokes, challenge them.

GIVE IT A TRY — If you want to do something that is not normally associated with your gender, **GIVE IT A TRY!**
People will learn from your example.

INTERPERSONAL VIOLENCE

Includes all forms of power control of one person over another through physical, sexual, or emotional threats.
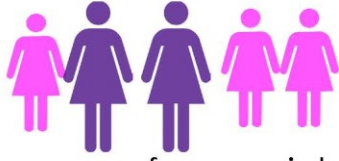
Dating violence

Domestic violence

Emotional abuse

Human trafficking

Stalking

STATISTICS

1 in 3 women have experienced **INTERPERSONAL VIOLENCE**

2 in 3 people **DO NOT REPORT** to the police after the most recent incident of abuse.

Almost **HALF** of all intimate partner homicides include alcohol.

2 in 5 women have some form of **INJURY** from an interpersonal violence incident.

MASCULINITY

Possession of the qualities traditionally associated with men.

TERMS THAT ARE COMMONLY ASSOCIATED WITH MASCULINITY:

- non-emotional
- aggressive
- tough-skinned
- competitive
- experienced
- strong
- active
- rebellious

TERMS THAT COULD BE ASSOCIATED WITH MASCULINITY:

- Self-control
- Personal security
- Comfortable in their own skin
- Caring
- Understands themselves emotionally
- Expressive

FEMININITY

Possession of the qualities traditionally associated with women.

TERMS THAT ARE COMMONLY ASSOCIATED WITH FEMININITY:

- dependent
- emotional
- passive
- sensitive
- quiet
- innocent
- weak
- **flirtatious**
- nurturing
- self-critical
- submissive

TERMS THAT COULD BE ASSOCIATED WITH FEMININITY:

- Self-control
- Personal security
- Comfortable in their own skin
- Caring
- Understands themselves emotionally
- Expressive

WHO TO CONTACT FOR HELP

In Emergency Situations:

- Call the police (000)

For Support and Next Steps:

- Family Violence Response Hotline, 24 hrs, 7 days/week (toll free 1800 015 188)

- Multicultural Centre Against Family Violence (9413 6500 or toll free 1800 755 988)

- Crisis Housing (1800 825 955)

- Lifeline (13 11 14)

- Parent Line (13 22 89)

- Kids Help Line (1800 55 1800)

- Suicide Helpline Vic (1300 651 250)

- Men's Line Australia (1300 78 99 78)

- Women's Domestic Violence Services (1800 015 188)

BOUNDARIES

ABSENT – OPEN BOUNDARIES

Inability to say NO or set limits on hurtful behaviours

Inability to say NO to your own impulses

Inability to delay gratification and accomplish goals

Taking too much responsibility for other people's feelings and behaviours

Too dependent on others

TRANSGRESSOR BOUNDARIES

Manipulative, controlling, abusive, selfish

Inability to hear NO from others and respect their limits

Blames others for all negative emotions

Doesn't take responsibility for their own mistakes

Lies to protect self

Takes advantage of other people's kindness

BYSTANDER: A person who is present at an event or incident but does not take part

Effective bystanders show disapproval when they see violence, discrimination, or any other unacceptable or offensive behaviour

Identify

Speak out

Seek to engage others in the responding

Respond to specific incidents

Bystander Intervention starts with YOU

PowerPoint Slides

Presentation 1

Slide 1		
Slide 2		
Slide 3		
Slide 4		

Slide 5	**GPAN Training: What it is and is not** **GPAN TRAINING IS:** ○ Peer leadership ○ Bystander action ○ Self-awareness ○ Critical thinking ○ Challenging gender stereotypes ○ Recognizing unhealthy relationships ○ Community Campaigning **IT IS NOT:** ○ Group therapy ○ A course	
Slide 6	**Self-care** ○ This is NOT THERAPY ○ Personal disclosures – we will interrupt you ○ Please talk to us privately if you want to seek support ○ Brochures/Support packs	
Slide 7	**Weekly Training Topics** Wednesday 27th April 6 -8 PM: Intro/Rigid gender roles Wednesday 4th May 6-8PM: Stereotypes& social norms Wednesday 11th May 6-8PM: Unequal gender relations Wednesday 18th May 6-8PM: Violence supportive attitudes Saturday 21st May 10 - 4PM: Bystander action/review	
Slide 8	**Group Rules** ○ Participate ○ Respect each other ○ Listen to each other ○ Be honest about your opinions and beliefs ○ Be sensitive to religious and cultural differences ○ Be sensitive to others and care for yourself ○ No personal disclosure	
Slide 9	**Statistics** ○ **Every week** one woman is murdered by her current partner ○ **1** in **3** Australian women experiences physical violence ○ **1** in **5** Australian women experiences sexual violence ○ **95%** of all victims of violence (whether men or women) experience violence from a male perpetrator	

Slide 10	**What is Violence against Women** An act of gender-based violence Results in: physical, sexual or psychological harm to women Includes: threats of coercion or deprivation of liberty, whether in public or in private life.	
Slide 11	**Social Determinants of Violence against Women** Rigid gender roles and stereotypes Unequal gender relations Violence-supportive attitudes	
Slide 12	**Increased Risk Factors** ○ Disabilities ○ Substance abuse ○ Exposure to abuse earlier in life	
Slide 13	**Universal Issue** Physical Security of Women Women are physically secure Women have fairly high levels of physical security Women have moderate levels of physical security Women have low levels of physical security Women lack physical security No Data	
Slide 14	**Our Watch Video** https://www.youtube.com/watch?v=tB7Pkcue9Rk	

Slide 15	Rigid Gender Roles Activity Men Both Women	
Slide 16	**Rigid Gender Roles** ○ Roles of men and women that are strictly enforced ○ Come from variety of influences (religion, culture, society) ○ Very limiting ○ Consequences for not following	
Slide 17	**Congratulations! Session 1 Complete** **NEXT WEEK:** ○ Stereotypes and Social Norms ○ Masculinity & Femininity ○ Media ○ Music, Gaming, and Movies **Thinking Prompt:** Pay attention any rigid gender roles	

Presentation 2
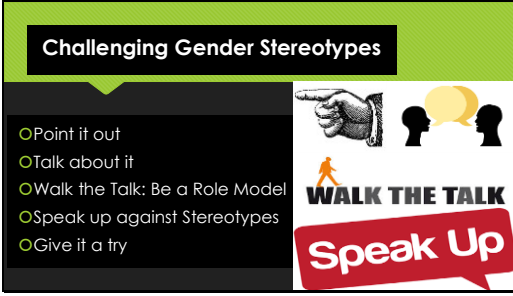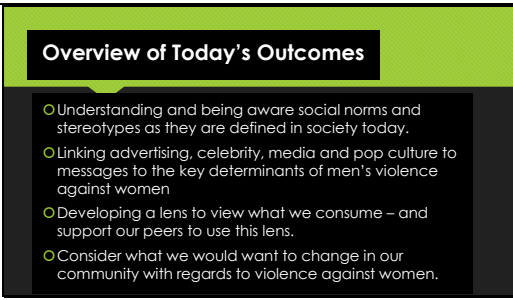
Slide 1		
	Stereotypes and Social Norms **Week 2** GOOD PEOPLE ACT NOW GPAN TOWARDS GENDER EQUALITY	
Slide 2	**Review of Last Week** O How do you feel after last week? O Any thoughts to share about what you have noticed in society? O Anything you noticed in your family or friends this week?	
Slide 3	**Today's Topics** O What are Stereotypes and Social Norms? O Masculinity: Norms and Stereotypes O Femininity: Norms and Stereotypes O How the Media presents stereotypes O Music, Gaming, and other Videos on the topic	

Slide 4	**What are Stereotypes and Social Norms** ○ **A stereotype** is a thought that can be adopted about specific types of individuals or certain ways of doing things. ○ Ex: Personality traits, Domestic behaviours, Occupations, Physical appearance ○ **Social norms** are the rules of behavior that are considered acceptable in a group or society.	Personality traits — For example, women are often expected to be passive and submissive, while men are usually expected to be self-confident and aggressive. Domestic behaviors — For example, caring for children is often considered best done by women, while household repairs are often considered best done by men. Occupations — For example, until very recently most nurses and secretaries were usually women, and most doctors and construction workers were usually men. Physical appearance — For example, women are expected to be small and graceful, while men are expected to be tall and broad-shouldered. - See more at: https://www.plannedparenthood.org/learn/sexual-orientation-gender/gender-gender-identity#sthash.F3XaGV85.dpuf
Slide 5	**Masculinity** **STEREOTYPES:** ○ All men enjoy working on cars ○ Men are not nurses, they are doctors ○ Men do "dirty jobs" such as construction and mechanics; they are not secretaries, teachers, or cosmetologists ○ Men do not do housework and they are not responsible for taking care of children ○ Men play video games ○ Men play sports ○ Men enjoy outdoor activities such as camping, fishing, and hiking ○ Men are in charge; they are always at the top ○ As husbands, men tell their wives what to do ○ Men are lazy and/or messy ○ Men are good at math ○ It is always men who work in science, engineering, and other technical fields ○ Men do not cook, sew, or do crafts **NORMS** **Strength Honor Action**	**1. Strength**: emotional toughness, courage, self-reliance, rationality **2. Honor**: duty, loyalty, responsibility, integrity, selflessness, compassion, generativity **3. Action**: competitiveness, ambition, risk-taking, agency, volition

Slide 6		• Nurturing: Caring, Selfless, Amity, Supportive • Sensitive: Thoughtful, • Emotional:
Slide 7		Killing Us Softly 4 https://www.youtube.com/watch?v=jWKXit_3rpQ&feature=iv&src_vid=PTlmho_RovY&annotation_id=annotation_493134379
Slide 8		
Slide 9		
Slide 10		This is not to say that if you enjoy listening to this music/admire these rappers that you are going to be a violent person. Discuss the problems associated with this music when its listened to blindly. Think about times when you were listening to music and just started

		singing with it, not realizing the words that you were singing...
Slide 11	**Song Lyrics Cont. - One Direction** You're insecure, Don't know what for, You're turning heads when you walk through the do-o-or, Don't need make-up, To cover up, Being the way that you are is eno-o-ough, Everyone else in the room can see it, Everyone else but you Baby you light up my world like nobody else, The way that you flip your hair gets me overwhelmed, But when you smile at the ground it ain't hard to tell, You don't know oh-oh! You don't know you're beautiful! If you only saw what I can see You'll understand why I want you so desperately Right now I'm looking at you and I can't believe You don't know oh-oh! You don't know you're beautiful But that's what makes you beautiful!	Note the description of the women in this song lyric: discuss how the women is described based on
Slide 12	**Music shaping attitudes** ○ In songs about women, how are they often described? ○ In songs about men, how are they often described? ○ What qualities do people sing about the person they fall in love with?	
Slide 13	**Pornography's role** **88%** of the most popular porn films contain **physical violence** toward women. - Bridges, A.J. et al. (2010) **Cindy Gallop (warning)** http://www.upworthy.com/when-this-woman-dates-younger-men-she-has-sex-with-younger-men-and-heres-what-shes-learned?c=reccon1 Those who consistently look at even non-violent porn are more likely to **support** statements that **promote abuse and sexual aggression** of both women and girls. - Hald, G. M., Malamuth, N. M., and Yuen, C. (2010) An analysis of 33 studies found that **exposure** to both non-violent and violent porn **increases aggressive behavior**, including committing violent assaults. - Allen, M., Emmers, T., Gebhardt, L., and Giery, M. A. (1995)	

Slide 14	**Gaming**
	
	GRAND THEFT AUTO
	
	○ What games did you play growing up?
	
	○ What variety of games exist today? Which ones do people play most?
	
	○ Many games today have become:
	  ○ Very Violent
	  ○ Oversexualized
		Also mention the common theme of violence in games! Also just as prevalent as in social media.

Slide 15	**Flipping the Gaming Discussion:** Women in the Gaming Industry ○ Few and far between ○ Mistreated in both industry and as players ○ Slowly growing!	**'Overwatch' Stumbles Into Controversy By Cutting 'Sexualized' Tracer Victory Pose** http://www.forbes.com/sites/insertcoin/2016/03/29/overwatch-stumbles-into-controversy-by-cutting-sexualized-tracer-victory-pose/#43876fae1c5c **Tropes vs. Women in Video Games (30 min video):** http://www.theverge.com/2014/6/17/5817986/tropes-vs-women-reveals-staggering-number-of-video-games-that-treat
Slide 16	**Open discussion: Individual to Society portrayal of women** ○ What do you think about portrayal of men and women in the media/films/pop culture? ○ How does it impact the way you feel about yourself?	http://www.smh.com.au/national/girls-curb-their-ambitions-in-a-sexist-climate-20140930-10nnqe.html
Slide 17	**All this information! What do we do with it?** ○ How can we influence our peers and family to use a critical lens when we consume these messages? Powerful You	

| Slide 18 | **Challenging Gender Stereotypes**

○ Point it out
○ Talk about it
○ Walk the Talk: Be a Role Model
○ Speak up against Stereotypes
○ Give it a try

WALK THE TALK
Speak Up | We see gender stereotypes all around us. We also may see sexism. There are ways to challenge these stereotypes to help everyone, no matter their gender or gender identity, feel equal.

Point it out — From magazines and television to film and the Internet, the media is filled with negative gender stereotypes. Sometimes these stereotypes are hard to see.

Talk with friends and family members about the stereotypes you see and help others recognize how sexism and gender stereotypes can hurt all of us. Walk the talk — Be a role model for your friends and family. Respect people regardless of their gender. Speak up — If someone is making sexist jokes, challenge them.

Give it a try — If you want to do something that is not normally associated with your gender, think about whether you'll be safe doing it. If you think you will, give it a try. People will learn from your example.

https://www.plannedparenthood.org/learn/sexual-orientation-gender/gender-gender-identity#sthash.F3XaGV85.dpuf |
| Slide 19 | **Overview of Today's Outcomes**
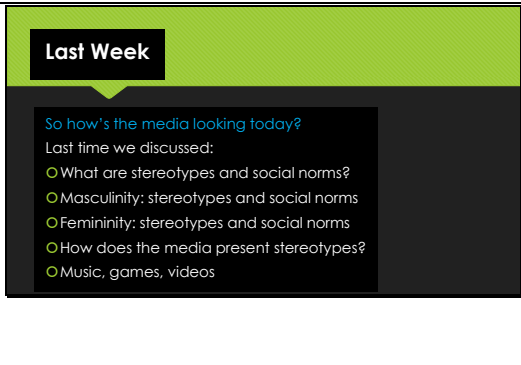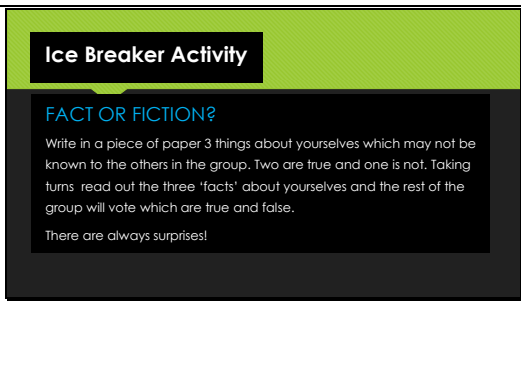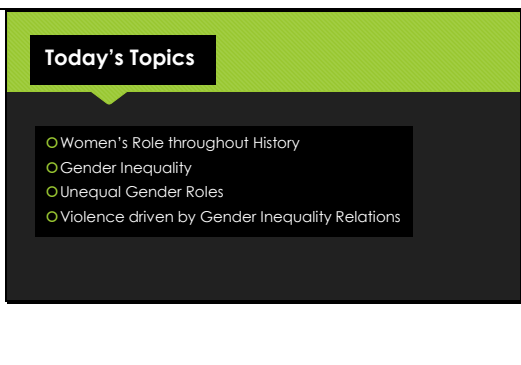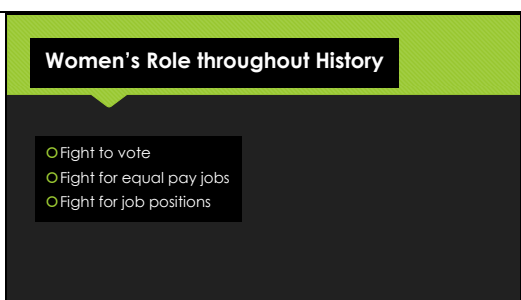
○ Understanding and being aware social norms and stereotypes as they are defined in society today.
○ Linking advertising, celebrity, media and pop culture to messages to the key determinants of men's violence against women
○ Developing a lens to view what we consume – and support our peers to use this lens.
○ Consider what we would want to change in our community with regards to violence against women. | |

| Slide 20 | | |
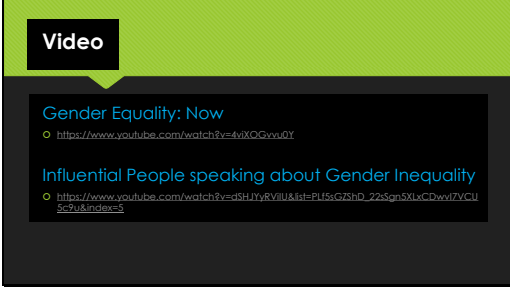
Presentation 3

Slide 1	**Unequal Gender Relations** **Week 3**　　GOOD PEOPLE ACT NOW **GPAN** TOWARDS GENDER EQUALITY	
Slide 2	**Last Week** So how's the media looking today? Last time we discussed: ○ What are stereotypes and social norms? ○ Masculinity: stereotypes and social norms ○ Femininity: stereotypes and social norms ○ How does the media present stereotypes? ○ Music, games, videos	
Slide 3	**Ice Breaker Activity** FACT OR FICTION? Write in a piece of paper 3 things about yourselves which may not be known to the others in the group. Two are true and one is not. Taking turns read out the three 'facts' about yourselves and the rest of the group will vote which are true and false. There are always surprises!	
Slide 4	**Today's Topics** ○ Women's Role throughout History ○ Gender Inequality ○ Unequal Gender Roles ○ Violence driven by Gender Inequality Relations	
Slide 5	**Women's Role throughout History** ○ Fight to vote ○ Fight for equal pay jobs ○ Fight for job positions	
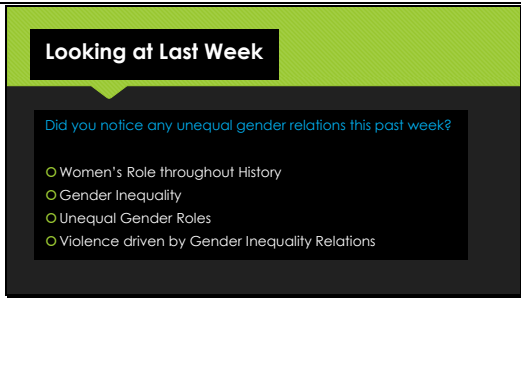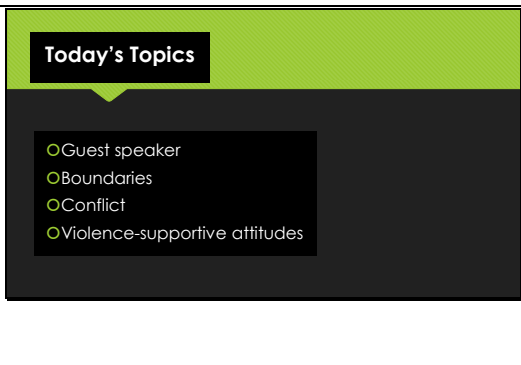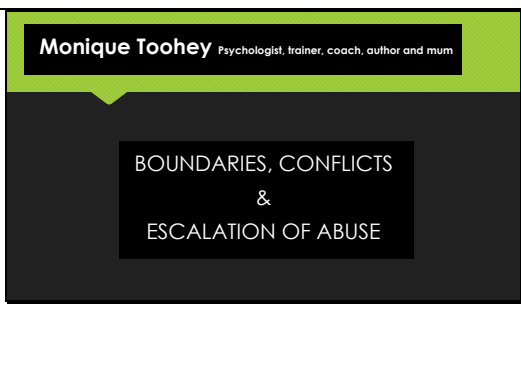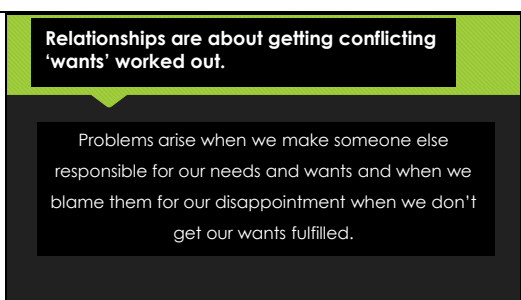
Slide 6	**Gender Inequality** ○ Unequal distribution of power and opportunity between men and women. ○ Contributes to the frequency of violence against women, but **does not** drive the violence directly.	
Slide 7	**Activity** **AGREE/DISAGREE** We are going to say some words/phrases and you move right if you agree or left if you disagree.	
Slide 8	**Unequal Gender Roles** ○ Gender relations are associated to social and economic relationships existing in society between males and females	Some men tend to dominate decisions and impede the independence of their wife.
Slide 9	**Inequality** ○ Inequality at Home ○ Inequality in the Workplace ○ Inequality at School	

Slide 10	**Violence driven by Gender Inequality Relations** ○ Violence seen more in families where men dominate decisions and impede independence of their wives. ○ Isolation of women from support networks is a common **controlling behavior** and a form of **psychological abuse**. ○ Male dominance contributes to male violence by indicating that women have less value and deserve less respect, and by making women economically dependent on men.	
Slide 11	**Discussion** How can Rigid gender roles and Gender Inequality influence violence against women?	
Slide 12	**Dating Violence** Dating violence is controlling, abusive, and aggressive behavior in a romantic relationship. ○ Controlling behavior ○ Verbal and emotional abuse ○ Physical abuse ○ Sexual abuse	Dating violence is controlling, abusive, and aggressive behavior in a romantic relationship. It can happen in straight or gay relationships. It can include verbal, emotional, physical, or sexual abuse, or a combination. **Controlling behavior may include:** Not letting you hang out with your friends Calling or paging you frequently to find out where you are, whom you're with, and what you're doing Telling you what to wear Having to be with you all the time **Verbal and emotional abuse may include:** Calling you names Jealousy Belittling you (cutting you down) Threatening to hurt you, someone in your family, or himself or herself if you don't do what he or she wants. **Physical abuse may include:** Shoving

		Punching
		Slapping
		Pinching
		Hitting
		Kicking
		Hair pulling
		Strangling
		Sexual abuse may include:
		Unwanted touching and kissingForcing you to have sexNot letting you use birth controlForcing you to do other sexual things
		Anyone can be a victim of dating violence. Both boys and girls are victims, but boys and girls abuse their partners in different ways. Girls are more likely to yell, threaten to hurt themselves, pinch, slap, scratch, or kick. Boys injure girls more and are more likely to punch their partner and force them to participate in unwanted sexual activity. Some teen victims experience physical violence only occasionally; others, more often.
Slide 13	**Video** Gender Equality: Now https://www.youtube.com/watch?v=4viXOGvvu0Y Influential People speaking about Gender Inequality https://www.youtube.com/watch?v=dSHJYyRVilU&list=PLf5sGZShD_22sSgn5XLxCDwvl7VCU5c9u&index=5	
Slide 14	**Next Week** Wednesday 18th May 6-8PM ○Boundaries ○Conflict ○Violence-supportive attitudes	

Presentation 4

Slide 1	**Violence-Supportive Attitudes** **Week 4** GOOD PEOPLE ACT NOW **GPAN** TOWARDS GENDER EQUALITY	
Slide 2	**Looking at Last Week** Did you notice any unequal gender relations this past week? ○ Women's Role throughout History ○ Gender Inequality ○ Unequal Gender Roles ○ Violence driven by Gender Inequality Relations	
Slide 3	**Today's Topics** ○ Guest speaker ○ Boundaries ○ Conflict ○ Violence-supportive attitudes	
Slide 4	**Monique Toohey** Psychologist, trainer, coach, author and mum BOUNDARIES, CONFLICTS & ESCALATION OF ABUSE	
Slide 5	**Relationships are about getting conflicting 'wants' worked out.** Problems arise when we make someone else responsible for our needs and wants and when we blame them for our disappointment when we don't get our wants fulfilled.	

Slide 6	**Discussion** How do you work through a disagreement? ○ Use examples and work them out	
Slide 7	**Where are the boundaries?** Boundaries if applied correctly are like a supportive fence around a couple. They are wide enough to allow room for growth, but keep the relationship healthy and each partner safe.	
Slide 8	**Is this yours, mine, or ours?** ○ In relationships, each person participates in the relationship and at the same time each person continues to have his or her own life. ○ Problems arise when one person crosses the boundary line and tries to control the feelings, attitudes, behaviours, choices and values of the other person in the relationship. ○ Two do not become one.	

Slide 9	**Two main types of boundary issues:**
	
	Absent – open boundaries
	○ Inability to:
	  ○ say no to hurtful people or set limits on hurtful behaviour from others
	  ○ say no to your own impulses
	  ○ delay gratification and accomplish goals
	○ Taking too much responsibility for other people's feelings and behaviours
	○ Too dependent on others
	
	Transgressor of boundaries
	○ Manipulative, controlling, abusive, selfish
	○ Inability to hear no from others and respect their limits
	○ Blames others for all negative emotions
	○ Doesn't take responsibility for their own mistakes
	○ Lies to protect self
	○ Takes advantage of other people's kindness	

Slide 10	**Adults with good boundaries:** ○ Can say no to hurtful people and set limits on their behaviour ○ Can resist their impulses. (shopping, negative emotions like anger, illegal behaviour, poor sportsmanship) ○ Realise they do not control other people's behaviour reducing blame, guilt, thought distortions, depression and anxiety ○ Improved mental & physical health outcomes ○ Keep focused on tasks, work hard and are persistent thereby making it more likely they will achieve their goals and be successful in life ○ Take responsibility for their own lot in life ○ Empower others to help themselves, rather than rescuing others and keeping people dependent ○ Honest, reliable, secure & confident, loving	

Slide 11	**Recommendations for better boundaries** ○ Be honest with yourself (strengths and vulnerabilities) ○ Identify trustworthy people in your environment that can give you feedback about your behavior and the behaviour of your partner objectively ○ Identify your limits and practice saying No. ○ Set limits on what you give (your energy, forgiveness, money, time, your health)	
Slide 12	**Reflect:** ○ What are some of your strengths and vulnerabilities? ○ In what ways are your behaviours sit with being 'absent' or a 'transgressor'?	
Slide 13	**What is violence?** ○ Financial control from your family ○ Hitting or kicking your partner ○ Cat calling ○ Stalking ○ Offensive language ○ Other?	
Slide 14	**Shocking facts** ○ **43%** of Australians thought that "rape results from men not being able to control their need for sex". ○ **Many people** think domestic violence is a private mater and should be sorted out by the victim themselves. ○ **1** in **5** Australians think that a woman is partly responsible if a woman is raped while affected by drugs or alcohol.	

Slide 15

Next Week:

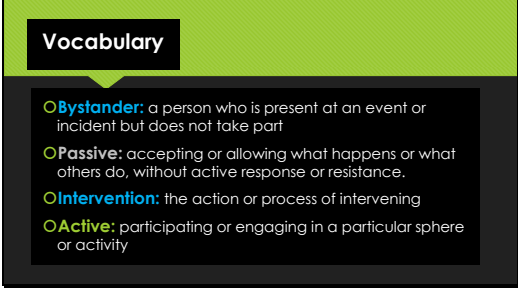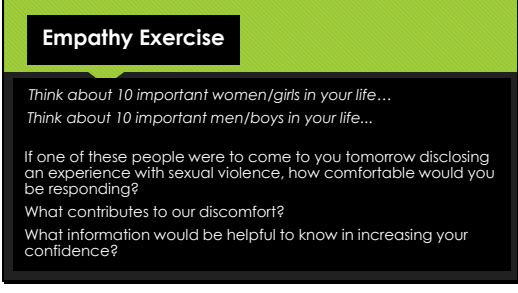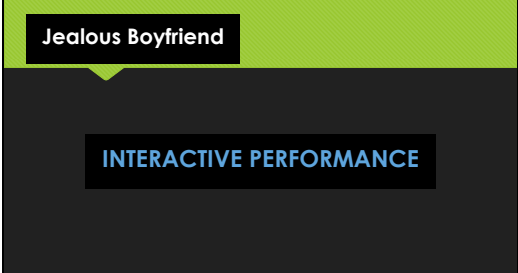- Bystander Action
- Supporting Survivors
- The Big Review!

Thinking prompt: Think about the violence supportive attitudes that you may come across this coming week. If anything in particular sticks out, bring it up at the start of the next session!

Presentation 5

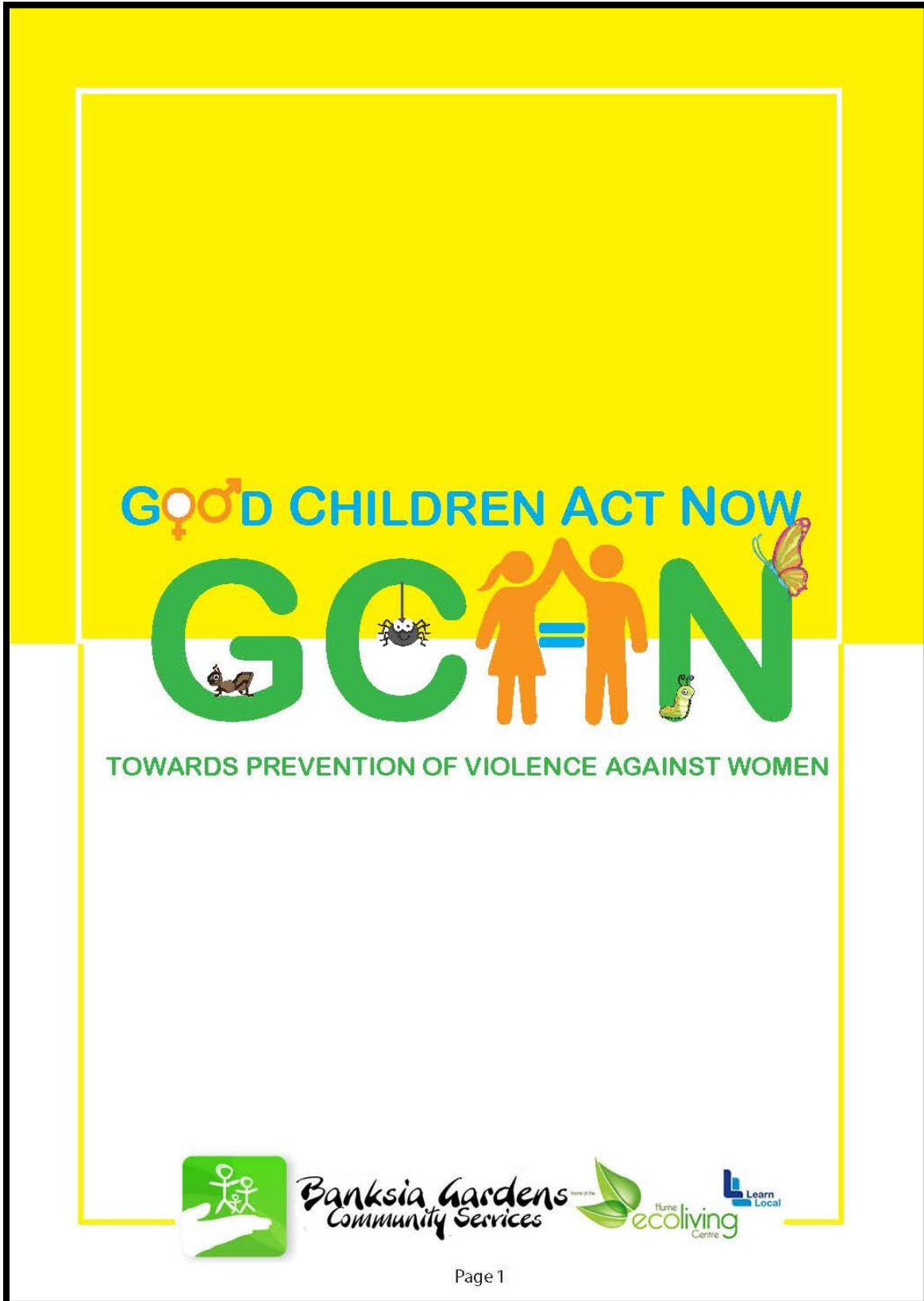|		
Slide 1	**Bystander Action** Week 5 Good People Act Now **GPAN** TOWARDS GENDER EQUALITY	
Slide 2	**Review of Last Week** ○ Boundaries ○ Conflict ○ Violence-supportive attitudes	
Slide 3	**Vocabulary** ○ **Bystander:** a person who is present at an event or incident but does not take part ○ **Passive:** accepting or allowing what happens or what others do, without active response or resistance. ○ **Intervention:** the action or process of intervening ○ **Active:** participating or engaging in a particular sphere or activity	
Slide 4	**Empathy Exercise** *Think about 10 important women/girls in your life…* *Think about 10 important men/boys in your life…* If one of these people were to come to you tomorrow disclosing an experience with sexual violence, how comfortable would you be responding? What contributes to our discomfort? What information would be helpful to know in increasing your confidence?	
Slide 5	**Jealous Boyfriend** **INTERACTIVE PERFORMANCE**	

Slide 6	**Do's and Don'ts Activity** ○ Based on the last activity, what do you think bystanders would need? ○ Brainstorm Dos and Don'ts with concrete examples ○ (How would you show that? What would you say?)	
Slide 7	**Now it's your turn** ○ Break into groups of 4-5 ○ You will receive a skit to act out, and then the other teams will discuss how to be a positive bystander in that situation	
Slide 8	**Bystander Action Presentation** ○ Rodney Vlais ○ No To Violence ○ Men's Referral Service	
Slide 9	**Bystander Action Activity** **ACTING**	

Slide 10	**We are Powerful** Bystanders show disapproval when they see violence, discrimination, or any other unacceptable or offensive behavior ○ Identify ○ Speak out ○ Seek to engage others in the responding ○ Respond to specific incidents	
Slide 11	**We are not alone** Surveys have identified that people recognise and feel uncomfortable in certain situations, but do not take Bystander Action – helping to overcome the barriers to action needs to be worked on!	
Slide 12	**'Fear in the Hat' Activity** Write down a fear that could be preventing you from stepping in when you see violent or inappropriate behavior.	
Slide 13	**Brainstorm Future Activities**	
Slide 14	**Show what you Know**	

Slide 15	**Assessment Activity/Exam**	
Slide 16	**Evaluation of Program** Please be honest and thorough in your answers!	

K: GCAN Program Materials

Booklet

Table Of Contents

What is GCAN?

GCAN

Good Children Act Now (GCAN) is a project developed by Banksia Gardens Community Services. It is an extension of Good People Act Now (GPAN), a prevention of violence against women project with local young people. GCAN activities raise awareness about the issue and provide a foundation with young children for strengthening equal and respectful relationships, challenging gender stereotypes and roles, and promoting alternatives to violence.

AIMS

The aim of GCAN is to work with primary school students to become equality leaders and catalysts for change in their community. GCAN is different than other violence against women programs because it focuses on a younger audience and helps students develop vital skills before they may become completely accustomed to social norms.

RATIONALE

The GCAN program complies with the Victoria Curriculum under Ethical Capability, Health and Physical Education, Intercultural Capability, and Personal and Social Capability. This program is seven weeks long and explores a different fundamental topic each week. Hopes for the GCAN program are that it is implemented in every primary school grade level, and then students can choose to join the GPAN group in secondary school.

Curriculum Lineup

DOMAIN	CURRICULUM COMPONENT	SESSION	ACTIVITY
Ethical Capability	Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001)	1	Beeing Respectful Activity
	Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECD002)	1	Beeing Respectful Activity
	Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003)	1	Beeing Respectful with Words Activity
Health and Physical Education	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071)	5	Draw Yourself Activity
	Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)	2	Class Bug Activity
	Describe ways to include others to make them feel that they belong (VCHPEP075)	4	Supporting Each Other Activity
	Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)	7	Role-play Activity

Intercultural Capability	Identify what is familiar and what is different in the ways culturally diverse individuals and families live (VCICCB001)	6	Learning About Families Activity
	Imagine and explain what their responses might be if they were placed in a different cultural situation or setting (VCICCD004)	6	Cooking Activity
Personal and Social Capability	Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)	1	Beeing Respectful with Words Activity
	Identify personal strengths and describe how these strengths are useful in school or family life (VCPSCSE009)	4	Values Activity
	Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (VCPSCSE010)	7	Role-play Activity Learning About Families Activity
	Identify how families can have a range of relationships (VCPSCSO011)	6	Getting Hurt Discussion
	Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)	3	
	Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (VCPSCSO013)	1	Beeing Respectful Activity
	Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSO015)	3	Conflict Wheel

Background

Violence against women is a global problem. According to the United Nations Declaration on the Elimination of Violence against Women, it encompasses physical, sexual and psychological violence to women in the family and general community. It is a gradual, yet harmful violation of human rights. Violence against women affects one in every three women worldwide. Despite its enormous social and economic impact on communities and nations, violence against women is not a topic of common discussion.

There are three main social determinants of violence against women. These social determinants are gendered drivers and predict higher rates of violence against women. They include rigid gender roles and stereotypes, unequal gender relations, and violence-supportive attitudes. Social change is often slow and typically cannot be driven by government policy. Attitudes for how men and women are supposed to act form in childhood. Social transformation can only happen when there is a broad-based movement for change including individual women and men, community efforts, and diverse organisations and institutions.

Social norms play a key role in the behaviours of people within a community. People tend to identify with their respective norms in order to better fit in with their fellow peers. Special attention should be made toward the distinct social norms of men and women in today's society. Within these particular norms, underlying stereotypes which describe how men and women should behave cause negative effects towards those who fall outside of the stereotypes. Should individuals not be perceived as meeting such standards, hostility and denigration may follow, thus contributing further towards violence against women. The stereotypes set for masculinity and femininity also create an environment in which men display themselves as dominant towards women, which in turn results in violence against women.

For the individual, experiences in social interactions, along with cultural, family, and social media influences, all contribute to the formation of personal identity. This kind of learning of personal identity is not gender specific: a boy and a girl can learn the norms of being male equally, despite their individual genders. The same goes for the norms of being a female. However, key formations of masculine and feminine identity for men and women of young ages typically derive from interactions with, and perceptions of other men and women. This means that the interactions boys and girls have throughout their childhood, and then beyond, influence how they behave based on their genders.

The cultural masculinity and femininity influences that contribute to violence against women can be resolved. Much of the reason why men in today's society have such a hard time getting past the unrealistic perception of being a man is because they lack the opportunities to discuss peer pressures they are feeling. Healthy discussions on the topic of masculinity and femininity and their relation to violence against women over time would make a significant impact on the gender views of current and future adults and how they reflect the norms of society towards women, and genders as a whole.Gender relations are social and economic relationships existing in society between males and females. Rigid gender roles, as discussed above promote violence against women, due to a male sense of entitlement partnered with the masculine aggression. Violence can be used to force women to reinforce divisions of their gender.

Violence can also isolate women in their private lives, making them dependent on men. Violence is seen more in families where men dominate decisions and impede the independence of their wives. Unfortunately, male control is commonly represented as normal, both in relationships and in popular culture. Male dominance contributes to male violence by sending a message that women have less value and deserve less respect, and by making women economically dependent on men. By undermining women's equality in the public sphere with decision-making, women in positions of power have less impact than their male counterparts and typically are the ones fighting for their own freedom from violence.

Male peer relations are important for sources of support among men, but when they are in cultures of stereotypic and aggressive masculinity, they become negative and associated with a higher likelihood of violence against women. This is because there is a focus on aggression in socialization and a support for violent tendencies whereby men encourage each other to be disrespectful towards women. Some men may be hesitant to take a stand against their peers' disrespect for women because of fear of rejection.

When societies or individuals condone violence against women, levels of violence are higher. Those who excuse these acts are less likely to support victims and hold aggressors accountable. Violence is disregarded through community attitudes and practices that justify and excuse violence by attributing it to external factors. In many cases, violence against women is associated with the man's mental status or substance abuse rather than problems with the larger pattern in society.

Violence is seen all over society in different forms of media. News and information media are key elements to shaping the public's understanding of violence against women. Other forms of media, for example popular songs on the radio, contain violent lyrics. Often the public is too distracted by the beat of a song to realize what the song is actually saying. Documentaries may show realistic examples of violence against women across the world about which people can be educated, but other films may create myths. Research shows that casual exposure to violence against women, including the common portrayal of rape, can increase the acceptance of violence, especially if there is a positive outcome as a social norm. Common examples of violence against women in movies include sexist jokes that are condoned and instances of men getting so angry that they lose control. Other movies display the myth that, if a woman tries to leave her relationship, or if a woman is using drugs or alcohol, she is partly to blame for being raped. Furthermore, many films portray women as more likely to be sexually assaulted by a stranger than by someone they know, which is a myth.

Many people believe that domestic violence is a private matter and should be sorted out by the victims themselves. Violence is downplayed in seriousness and over half of Australians believe that women in child custody cases exaggerate their claim of domestic violence. Perpetrators also tend to shift the blame for violence to the victim. One in five Australians think that a woman is partly responsible if a she is raped while affected by drugs or alcohol. Condoning this violence is the most obvious driver of violence against women and is a direct consequence of the previous gender inequality drivers discussed. These drivers are supported by factors that increase the frequency and severity of violence against women.

As members of the Broadmeadows community, it is a part of our duty to make efforts toward the prevention of violence against women. Banksia Garden Community Services is actively engaged in trying to help improve the social issues within the local community.

SESSION 1

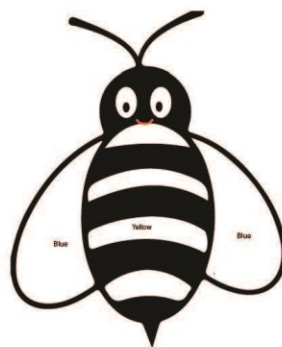# Respecting Each Other and Using Respectful Words (1 hour)

Objectives:
• *Understand the term "respect" and practice identifying respect in different scenarios.*
• *Explore how certain words make you feel and practice using respectful words.*
• *Recognise that you need to show respect to other people and that other people need to show respect to you.*

TIME	ACTIVITY	NOTES FOR FACILITATOR
10 minutes	Introduction: Respecting Each Other and Using Respectful Words	Introduce Good Children Act Now (GCAN). Tell students that this program is to help you be kinder and help other people be kinder around you. Tell students they will learn new things and do fun activities! Explain to the class that we are all bees today! Say that we are going to talk about "beeing" respectful to each other. Write the word "respect" on the board for everyone to see. Ask if anyone knows what "respect" means? Listen to responses and tell students that "respect" is good. "Respecting" someone means you care about them and you treat them right. It means that you listen to them and you treat them the way you want to be treated. Ask for some examples of respect. How can we show respect to each other? Give example that you show respect when you listen and pay attention to your teacher in class. How do you respect your friends? How do you respect your family? Repeat that respect is good!
15 minutes	Beeing Respectful	Using popsicle stick bees, act out 2 different scenarios: Scenario 1: One bee goes to another bee's hive and steals all of his honey for the day. Ask students if this is good or bad? Is this respectful? How does the first bee feel when the other one takes all of his honey for the day? Scenario 2: One bee is talking, but another bee is not listening and buzzing so loud that no one can hear what he is saying. Ask students if this is good or bad? Is this respectful? How does the first bee feel when the other one stings her?

5 minutes		Tell students that you need to respect other people, and they need to respect you. Ask students for an example of when someone respected them? Ask students for an example of when someone did not respect you? Did you do or say something about it?
25 minutes	Beeing Respectful with Words Activity	Next, tell students that we are also going to learn how to "bee" good and respectful with words. Get students in small groups sitting at desks. Pass out craft with pocket on bee head and mouth to each group. Explain that sometimes you can say words out loud (point to your mouth) if they are respectful, but if they are not respectful you need to keep them in your head (point to your head) and not say them. Pass out simple phrases and ask students to work together to put each phase either in the head or mouth. If it is respectful, it can be said and you can put it in the mouth pocket. If you think it and it is not respectful, you should not say it and it should go in the head pocket. Give an example for each. Tell them that you can tell someone that they look nice today. But, if you think that they look ugly today, then you should keep that in your head and not say that. Phrases: (Mouth) I think you are cool. I care about you. You are nice. (Head) I do not like you. You are ugly. You are a loser. Go over the correct answers to make sure everyone has them in the right place!
10 minutes	Compliment Shower Activity	Ask for a volunteer to come up to the front of the room. Ask for a couple of volunteers to say something kind about that person to practice saying kind things!

SESSION 2

Conflict Resolution and Compromising (1 hour)

Objectives:

• *Recognise own emotions and demonstrate positive reactions to situations at home or school.*
• *Recognise conflict and distinguish appropriate and inappropriate ways to deal with it.*

TIME	ACTIVITY	NOTES FOR FACILITATOR
	Introduction of the topic: Conflict Resolution and Compromising	Remind students that last week we were bees and we learned about "beeing" respectful and "beeing" kind with words. Tell students that instead of bees, today everyone is bugs!
25 minutes	Individual Bug Activity	Pass out a bug to students and ask them to think about what "bugs" them? Use "when someone cuts in front of me in the lunch line" as an example. Go around the room and help students write one thing that "bugs" them on their bug. Ask for a few volunteers to share what they wrote on their bug. Ask how that makes them feel when someone "bugs" them? Reinforce that many things may bug you, but you will feel better if you do the right thing after something bugs you.
30 minutes	Class Bug Activity	Ask students: "What can you say when someone is bugging you?" Write responses on the class bug. Hang up in the room. Guide the students towards: 1. Find out what the problem is. 2. Listen to each other. 3. Care about each other's feelings. 4. Compromise. 5. Get an adult. Help students understand what a "compromise" is. Write the word on the board. Tell them that a compromise is working together to make each other happy. Tell them that this is a great way to stop someone from bugging you. Tell them that compromising means listening with your ears, looking at the other person with your eyes, and agreeing with each other by using your words. Repeat this so that students hear the new word a few times. Explain that if you cannot compromise, you should get an adult for help.

| 30 minutes	Class Bug Activity	Give examples of compromising: 1. One bug is kicking the back of another bug's chair in school because his legs are too long. What should the bug do? The bug should talk to the other bug who is bugging him. The other bug can either agree to stop, or the first bug who was being bugged could push her chair in and give him more room for his long legs. Tell students that, when you agree, it is a compromise. 2. One bug is blocking another bug from seeing in class because she is too tall. What should the bug behind her who cannot see the teacher do? The other bug can talk to the bug in front of him and ask her kindly to switch seats with her. The bug blocking him can listen and agree that he should be able to see too. When you both agree, that is a compromise. Tell students that you can either be a good bug and compromise or be a bad bug and not compromise.

CONFLICT RESOLUTION AND COMPROMISING- Activity 1
What bugs you?
Write in the bug's belly one words that describes how you feel when someone bugs you.

When someone is bugging me
I can say...
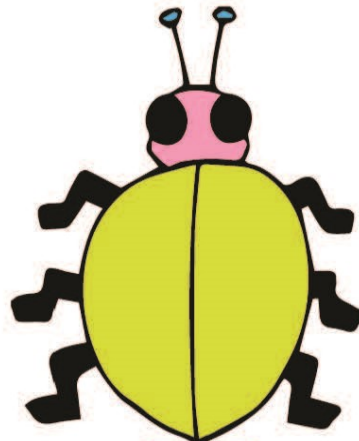
POSTER

SESSION 3

What to do if Someone Hurts You (1 hour)

Objectives:

• *Practice strategies you can use when you need help with a problem at home or school, especially in a serious situation.*
• *Identify how people react in different situations and recognise how to react in a tough situation.*

TIME	ACTIVITY	NOTES FOR FACILITATOR
5 minutes	Introduction: What to do if Someone Hurts You	Remind students that last week we were bugs and talked about what "bugged" us. We also decided to be good bugs and compromise, listen and agree with each other.
10 minutes	Getting Hurt Discussion	Tell students that we not only have to be nice with our words, but we need to be nice to each other when we are using our actions in the classroom, on the playground, at lunch, and at home. Ask students: "What hurts you?" Listen to responses. Give an example that it hurts when you fall down and scrape your knee. There are many ways people get hurt, and sometimes people hurt other people. *If a student talks about a more serious situation, follow school policy about addressing the situation with that student individually. Ask students how it feels when you get hurt? How does it feel when someone hits or kicks you? How does it feel when someone always makes fun of you? Tell students that today we are all spiders!
25 minutes	Conflict Wheel	Emphasise that if someone hurts you, you should not hurt them back. Ask what you can do if someone hurts you? Pass out conflict wheel with different spiders on it. Read and give examples for each of the options for how to handle a conflict on the wheel. **Say sorry:** If a spider stepped on another spider's shoe and hurt them. **Talk to them nicely:** If a spider took another spider's pencil and they want it back. Tell them to stop: If a spider kicks another spider on the playground. **Walk away:** If a spider is talking too loud and it hurts the other spider's ears.

Make a deal: If a spider wants to go on the swings on the playground and another spider who is playing with her wants to go on the slide.

Share: If a spider does not have a lunch and another spider has extra food.

Tell the teacher: If a spider is hitting another spider a lot.

Give more examples of conflicts and ask students to choose on the wheel what the spider should do?

1. One spider takes another spider's pencil at school.
a. Talk to them nicely and tell them that you do not want them to take your pencil. You could also share if one spider has more than one pencil. Make sure the other spider says sorry for taking it without asking.

2. One spider trips another spider on purpose.
a. Tell the spider who tripped him to stop. If it continues, tell the teacher.

Explain that if someone hurts them, they can use the wheel to figure out what to do.

Reinforce that no one should be hurting you over and over. If someone is hurting you badly, you should talk to the teacher.

Tell students that there are two different types of spiders. There are spider peacebreakers and spider peacemakers. Tell them that spider peacebreakers hit and kick and say mean things to other people to make them feel bad. Spider peacemakers share, help other people, and compromise.

Write other words that kids come up with for each type of spider.

Ask which bug they would rather be? (The spider peacemaker will be smiling and look a lot better than the spider peacebreaker who is falling apart and looks scary.)

Reinforce children when they choose peacemaker spiders. When the class has agreed to all be peacemakers, rip the peacebreaker poster in half and hang the peacemaker poster up on the wall so they can look at it whenever they want.

Pass out happy peacemaker spiders to everyone in the class because they chose to be one.

If someone acts up, remind them that they chose to be a spider peacemaker, so they have to act like a spider peacemaker!

Peacemaker

SESSION 4

Standing Up for Yourself and Being Supportive (1 hour)

Objectives:

- *Identify individual values and strengths.*
- *Practice standing up for what is important to you.*
- *Practice including others, listening to them and encouraging them.*

TIME	ACTIVITY	NOTES FOR FACILITATOR
5 minutes	Introduction: Standing Up for Yourself and Being Supportive	Remind students that last week we talked about what to do if someone hurts you. We all decided to become spider peacemakers! Tell students that this week we are all ants!
25 minutes	Values Activity	Give students the worksheet with different pictures of ants doing things that could be important to them on it: FAMILY FRIENDS LEARNING SPORT ART RELIGION Read all of the options and make sure everyone knows what each one is. Ask them to circle the most important thing to them on it. Pass out an ant to each person and ask them to copy the word of the one they circled onto their ant.
30 minutes	Supporting Each-Other Activity	Ask for everyone who wrote "family" on their ant to stand up. Tell students that everyone who is standing is allowed to dance around the classroom for 30 seconds. Let the students who are standing dance around the room for 30 seconds. When other students who are seated ask why they cannot dance around, tell them that it is because they did not chose "family." Tell them that what they chose is not important.

30 minutes	Supporting Each-Other Activity	If someone points out that this is not fair, agree with them that they are right, that is not fair. If no students point it out right away, ask if this is fair and continue the conversation the same way.
		Ask how the students who were sitting felt when they were told that what they chose was wrong?
		Now reinforce that students that no one was right or wrong with what they chose to put on their caterpillar.
		Tell students the thing you circle is very important to you, and that anything you chose is right. Tell them that these make us all special in our own ways.
		Tell students that we are going to try something different this time. Ask everyone who chose "friends" to stand up. Tell the rest of the class that we are going to cheer for them and support them! Start cheering and clapping with the class to support the students standing. Ask for each of the other groups to stand, and make sure each group gets cheered for.
		Tell students that they did a good job cheering each other on!

FAMILY   FRIENDS

LEARNING   SPORT

RELIGION   ART

SESSION 5

Gender Stereotypes (1 hour)

Objectives:

• *Identify and recognise common gender stereotypes.*
• *Practice disregarding gender stereotypes, and being comfortable with who you are.*
• *Recognise gender roles in jobs and consider non-traditional jobs.*

TIME	ACTIVITY	NOTES FOR FACILITATOR
5 minutes	Introduction of the topic: Gender Stereotypes	Remind students that last week we were ants who stood up for what we liked and cheered for what other people liked. Tell students that today everyone is Ladybugs! Explain that even though the word "lady" is in "ladybug," there are both boy and girl ladybugs.
15 minutes	Draw Yourself Activity	Hand out the ladybug worksheet. Ask students to color their ladybug like themselves. Make sure blue and pink colors are not options to color with. (Remove these before the lesson.) Tell students to draw something they like to do next to their ladybug. Once everyone is done, ask for volunteers to come up and describe what they colored their ladybug like. (Make sure 2 boys and 2 girls present.) As each student presents their ladybug, ask who else chose similar colors or drew a similar activity? Then, ask the students to raise their hand if their friend has a different color on their ladybug than them? Ask students to raise their hand if their friend has a different activity drawn on their paper than them? Then ask students if it is okay that their friend drew something different on their paper? Reinforce that you can still be friends with someone who likes different colors than you, and you can still be friends with someone who likes different activities than you. Point out that there were no pink or blue colors to choose from to color their ladybugs. Reinforce especially that boys do not have to like blue and girls do not have to like pink; they can like any color they want.

| 15 minutes | Hats Activity | Ask students to come up and choose one hat that they would like to color. Explain that there is a hat for a firefighter, a police officer, a nurse, a soldier, a chef, an astronaut, and a construction worker. Allow students to color the hat they choose.

When they are done, ask students to hold up their drawing when you call out that job.

Ask students why a lot of boys chose the firefighter (or one that most boys chose) hat? Ask if they know any girls who do that job?

Give examples of women who were in successful in their careers:
• One of the world's best chefs of all time is a girl (Julia Child).
• A girl won the most major tennis titles (Serena Williams).
•A girl made it possible for the first person to go to the moon (Katherine Johnson).

Ask students if they can think of any other women who do important jobs?

Ask students why a lot of girls chose the nurse (or one that most girls chose) hat? Ask if they know any boys who do that job?

Ask students some of the careers they want to be when they grow up? |
| 20 minutes | Boy and Girl Toys Activity | Have students sit in small groups. Pass out toy catalog (collect them prior to this session). Pass out pieces of blank paper, scissors, and glue. Ask students to put toys for girls on one side of the paper, and toys for boys on the other side. Once they are done, ask why students put certain toys for boys and certain toys for girls? If they said certain toys were for both, ask why?

Ask girl students if any of them like or have ever played with some of the toys that are on the "boys" side?
Ask boy students if any of them like or have ever played with some of the toys that are on the "girls" side?

Then ask if these toys should change to be for both boys and girls? Suggest that we start over and make a page of toys for both boys and girls! |

Draw Yourself and draw an activity or hobby you like.

Page 19
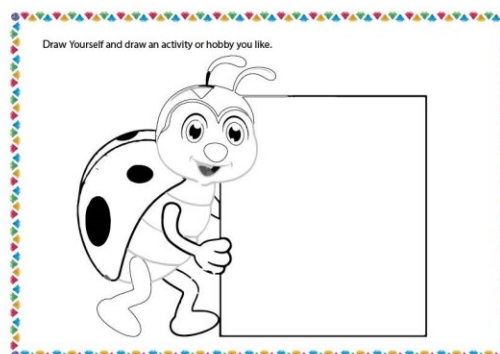
SESSION 6

Gender Roles and Family Life
(1 hour)

Objectives:

• *Discuss other cultures and how to embrace them.*
• *Identify how families can have different types of relationships.*
• *Explore what is commonly thought of as a task for a man and woman in the house and become comfortable disregarding those roles.*

| TIME	ACTIVITY	NOTES FOR FACILITATOR
5 minutes	Introduction: Gender Roles and Family Life	Remind students that last week we were ladybugs and that we should not tease someone else if they like a different color or activity than we do. Tell students that this week we are all caterpillars!
15 minutes	Learning About Families Activity	Ask students what a family is? Every student will probably say something different dependent on what their family situation is. Talk about different types of families with caterpillars. Talk about how there are mum and dad caterpillars, aunt and uncle caterpillars, and sister and brother caterpillars.
15 minutes	Roles of Mum and Dad Caterpillars Activity	Ask what do dads do? Ask what do mums do? Write what each does in its own list on the board. Circle tasks that students list both mums and dads are doing. Ask if anyone disagrees or if their dad does a task someone else said only a mum does. Explain that there are not specific roles that mums have to do and there are not specific roles that dads have to do. Mums and dads can do the same things and share tasks! Talk about mums and dads who stay at home. Ask who makes your bed? Who washes your clothes? Who cooks your dinner? Give praise to mums and dads, and say that they both have very important jobs!
25 minutes	Cooking Activity	(Prepare to bring in bread, either peanut butter, fluff, jam, or another sandwich filler, and spreading utensils for the class. Cut slices of bread in half.) Tell students that we are all going to cook today! Ask if any girl has cooked dinner for her family before? Has any boy cooked dinner for his family before?

| 25 minutes | Cooking Activity | Ask for volunteers to help pass out 2 halves to each person. Pass around the sandwich filler and allow students to put it on their sandwich. Tell students that they can eat the sandwich after they finish cooking it.

Praise students for cooking on their own! Say that everyone can cook now!

After everyone finishes eating, pass out a tissue or wipe for everyone to clean their own spot, and encourage them to throw away their rubbish.

Praise students for cleaning their spot!

Reinforce that boys and girls can cook and clean. |
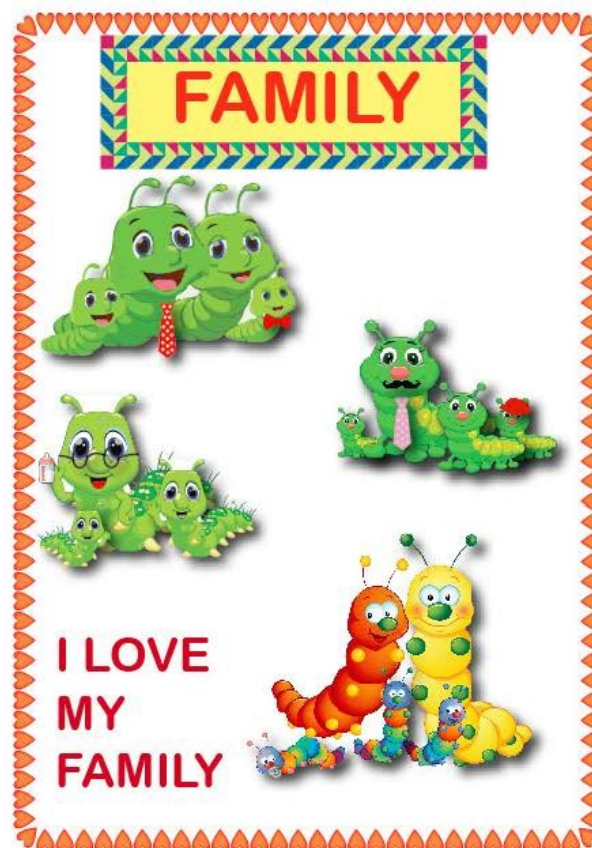
SESSION 7

Bystander Action- Practice Everything We Have Learned!
(1 hour)

Objectives:

• *Become prepared to try new things and identify what is an effective strategy in a difficult situation.*
• *Practice being an active bystander. Apply everything learned in the GCAN program.*

TIME	ACTIVITY	NOTES FOR FACILITATORS
5 minutes	Introduction: Bystander Action	Remind students that last week we were caterpillars and we learned that mums and dads can do the same things! Explain that today everyone is a caterpillar until they finish the lesson of the day. When they finish, they will turn into a butterfly because they learned and showed how to be kind people and how to make people around them kinder in the GCAN program.
45 minutes	Role-play Activity	Tell students that we are going to be practicing everything we learned in GCAN today! Explain that everyone will be acting! Get everyone to sit in a circle and tell them that it is very important that they listen, stay quiet, and respect each other today. Tell them that everyone is going to act! Tell them that while that group is acting, we are all paying attention so we can talk about what they did when they are done acting. Ask a small group of students to act each of the following scenarios: Scenario 1: (4 total students) You (choose one student) are in line for lunch in the cafeteria with your friends (choose 2 other students). Get students to stand in a line like they would in the cafeteria and give them plates to hold as props. Someone (choose another student) cuts in front of you. What should everyone do? Give students two options to choose from. Tell students they will only act out the right thing to do. 1. The student who got cut in line tells the person who cut them they hate them. 2. The student who got cut in line kindly asks the person who went in front of him/her to go to the back of the line because they started waiting before that person. The student who cut the line agrees and moves. Scenario 2: (4 total students) You (choose one student) are also in the lunchroom down the line with your friends (choose 2 other students). A student (choose another student) comes up and hits your plate out of your hand. What do you do?

|		
45 minutes	Role-play Activity	Give students two options to choose from. Tell students they will only act out the right thing to do. 1. The student who lost their plate pushes the person who hit their plate. 2. The student who lost their plate tells them to stop and that this was not a nice thing to do. The other student apologises and cleans it up. Scenario 3: (4 total students) You (choose one female student) are on the playground playing with your friends (choose 2 other students). A boy (choose a boy student) goes up to you and pulls on your hair. What do you do? Give students two options to choose from. Tell students they will only act out the right thing to do. 1. The student who got her hair pulled kicks the boy student to get him off. 2. The student who got her hair pulled tells him to stop and say that is not nice. If he doesn't stop, she tells the teacher. Scenario 4: (4 total students) You (chose a female student) are helping your teacher wash the table. She asks her fellow student (ask a boy student) to help her because the table is big. He says no because only she can clean. Give students two options to choose from. Tell students they will only act out the right thing to do. 1. The girl gets upset and keeps cleaning the table. 2. The girl says that he can clean too. Other students (choose 2 other boy students) help her clean and the first boy joins in.
5minutes	Good Children Act Now Activity	Pass out a blank piece of paper and ask students to draw something they learned in GCAN! Give suggestions like respecting each other, what to do when someone bugs you, what to do when you get hurt, stand up for what you like, encouraging other people, and cooking!
5 minutes	Closing Activity	Pass out certificates with blank butterflies on it for everyone to color. Congratulate students for doing a good job!

Page 23

Worksheets

Respecting Each-Other and Using Respectful Words
Activity 1
Use this outline to trace and cut two bees on colour paper. The colours should be as indicated in the picture.

Yellow

Blue

Blue
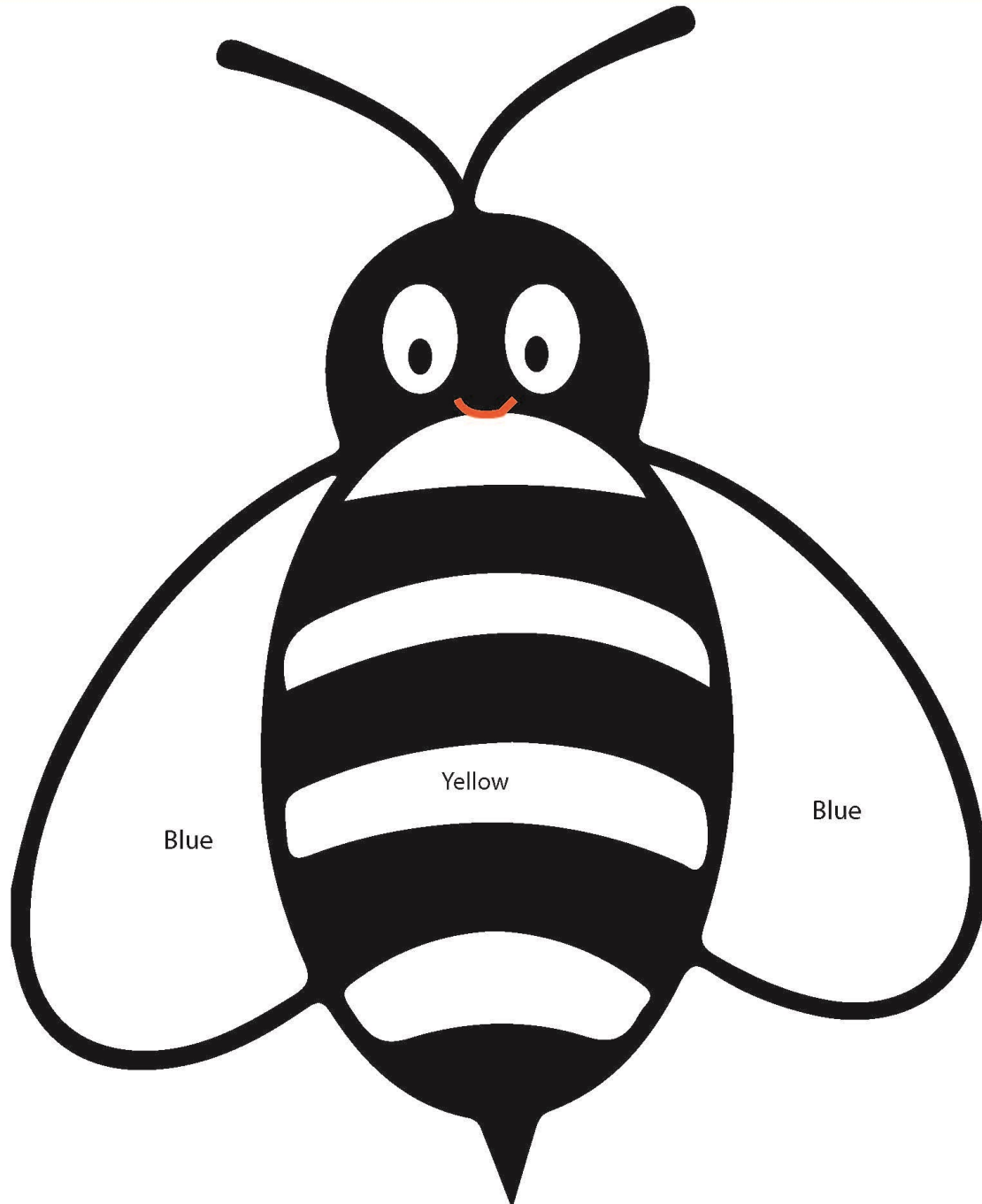
After you have cut the bee, glue it to the stick.

Respecting Each-Other and Using Respectful Words
Activity 2

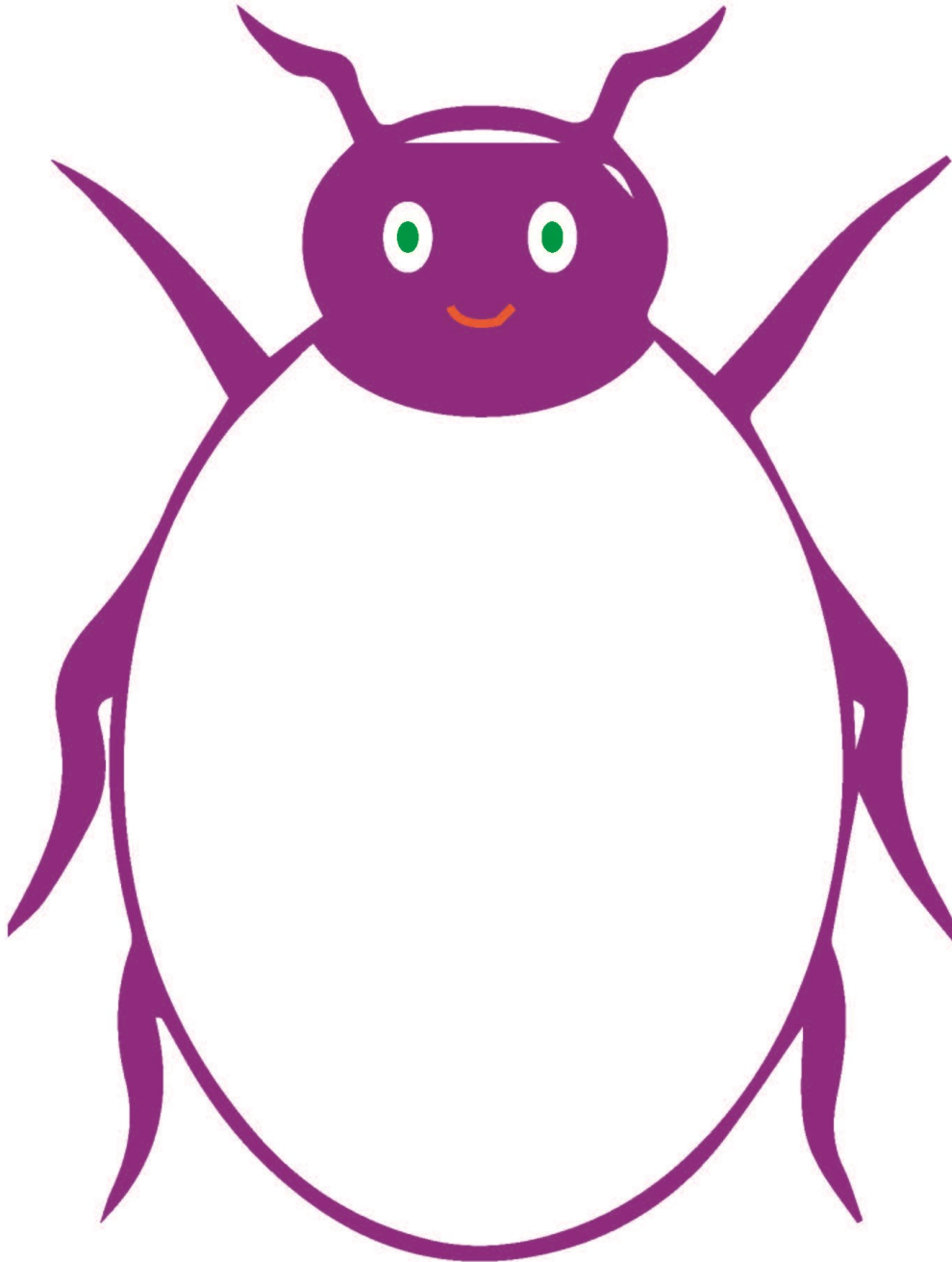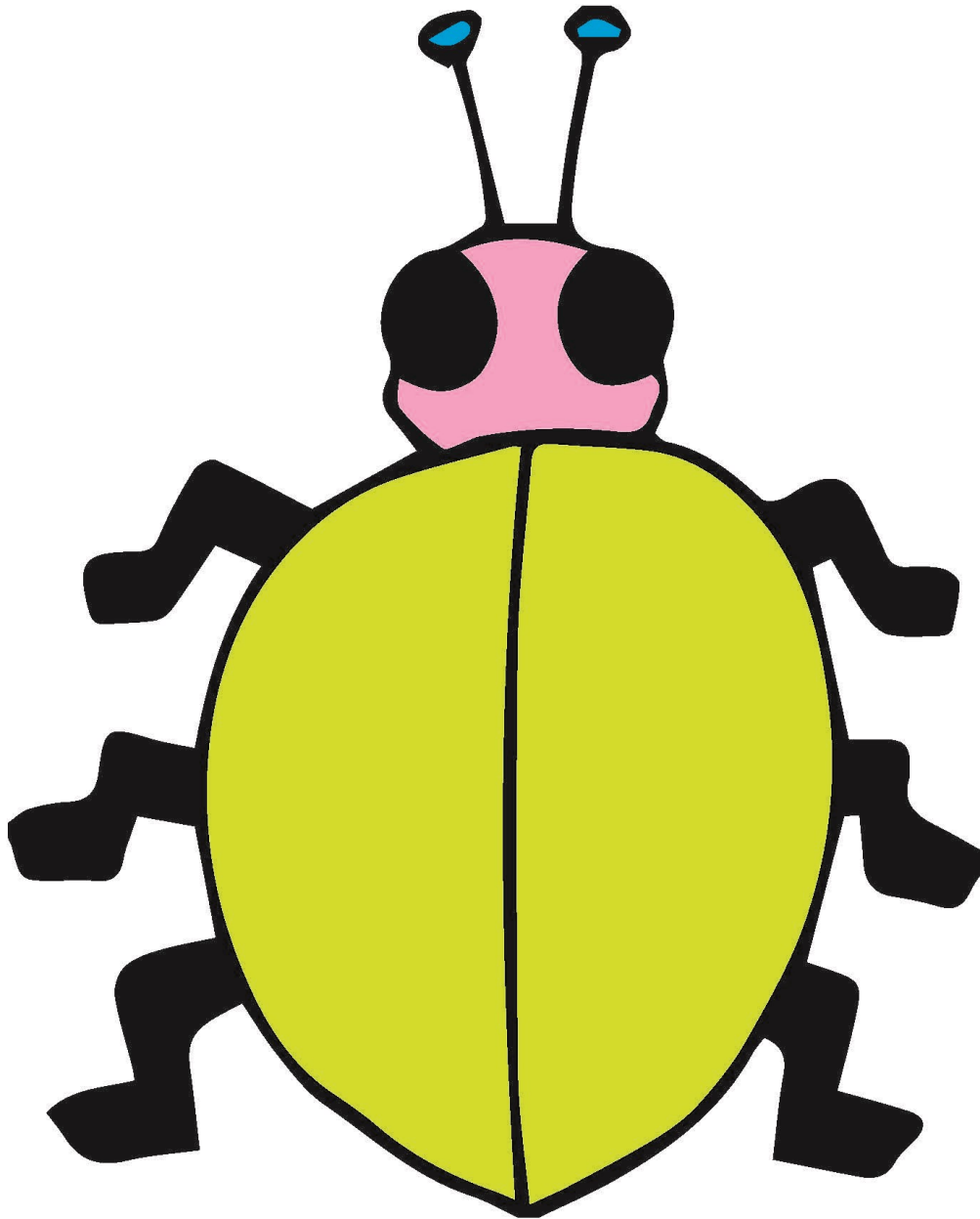Use this outline to trace and cut the bee on colour paper. Cut pockets on the indicated dashed lines.

CONFLICT RESOLUTION AND COMPROMISING- Activity 1

What bugs you?
Write in the bug's belly one words that describes how you feel when someone bugs you.

When someone is bugging me I can say...

POSTER

Peacemaker

Peacebreaker
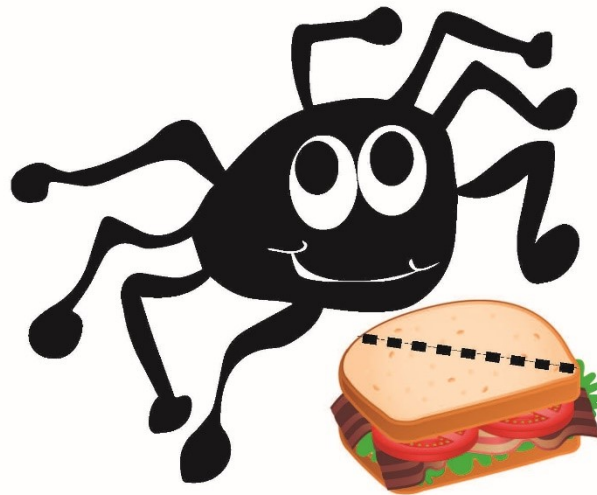
FAMILY

FRIENDS

LEARNING

SPORT

RELIGION
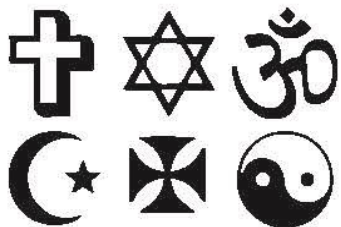
ART

FAMILY

I LOVE
MY
FAMILY

WALKAWAY
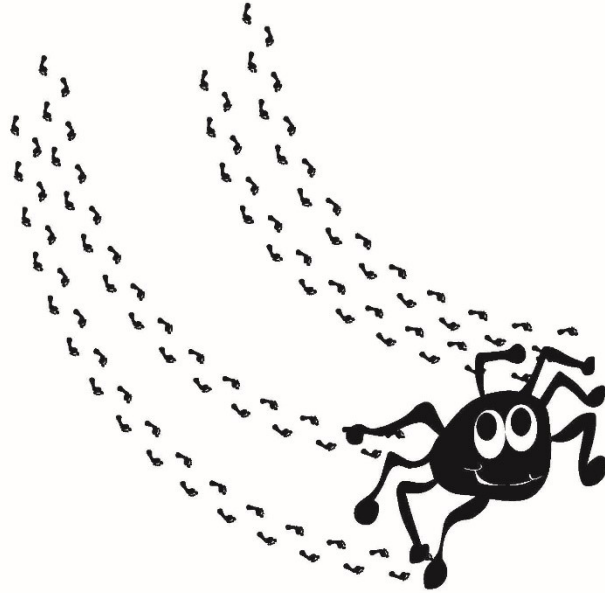
SHARE

TELL THE
TEACHER

TALK TO THEM
NICELY

Please?

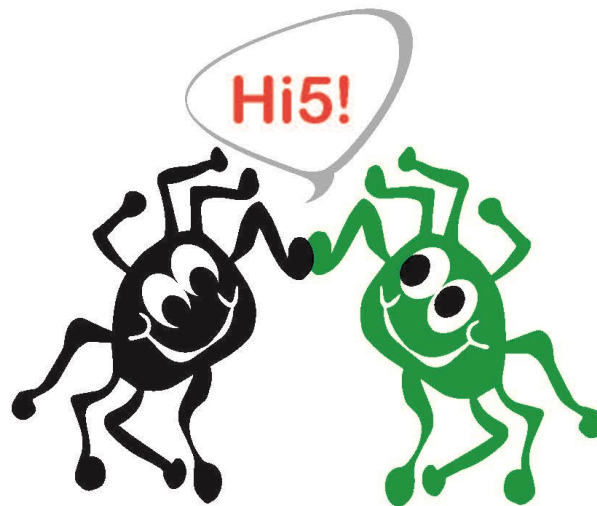# Conflict Resolution and Compromising
Activity 1

CONFLICT WHEEL

In a piece of cardboard, cut a circle with 15-20 cm radius and divide it into 7 equal parts.
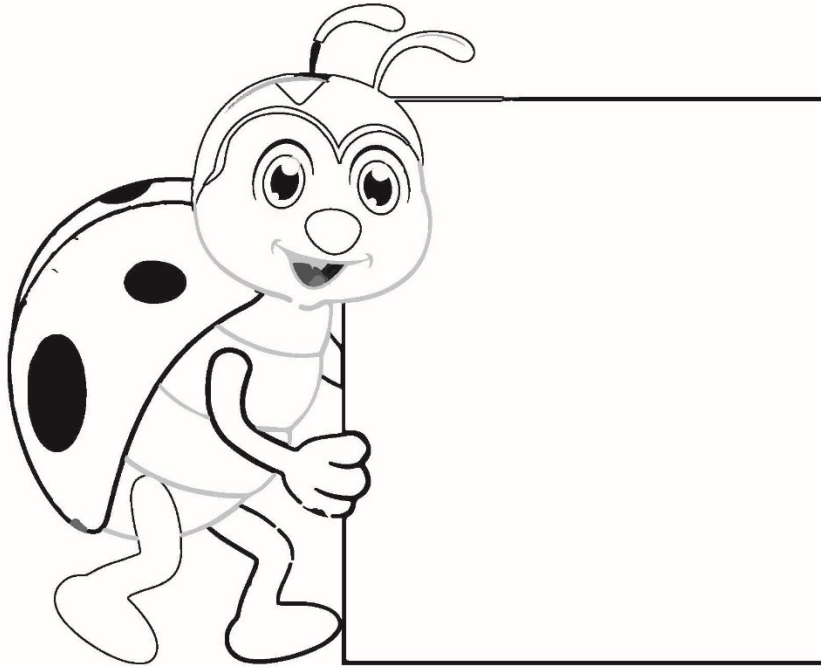In each part glue one of the squares below after you cut them off the paper.

TELL THEM
TO STOP

STOP

MAKE A DEAL

Hi5!
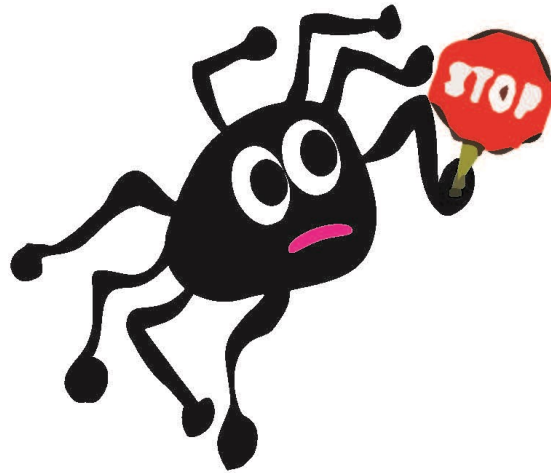
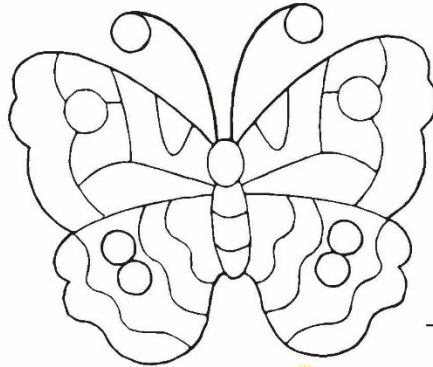Draw yourself and draw an activity or hobby you like.

Colour the caterpillar.

CERTIFICATE

Awarded to _____

For completing GCAN (Good Children Act Now) program for year one.

GOOD CHILDREN ACT NOW
GCAN
TOWARDS PREVENTION OF VIOLENCE AGAINST WOMEN

Teacher

_____

Colour the hats.