

# GENDER BASED VIOLENCE

GBV IS BASED ON  
PATRIARCHAL  
POWER RELATIONS  
AND GENDER  
DISCRIMINATION.

# STAND UP SPEAK OUT

A YOUTH WORK PROGRAMME TO  
UNDERSTAND POWER & PREVENTION  
IN GENDER BASED VIOLENCE.



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An Roinn Leanaí, Comhionannais,  
Míchumais, Lánpháirtíochta agus Oige  
Department of Children, Equality,  
Disability, Integration and Youth

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## INTRODUCTION

As our society evolves in its expression of humanity, it begins to challenge out-dated ways of behaving and reduces tolerance to unacceptable behaviour that negatively affects others.

This resource has become a necessary step in our evolution as an Irish society. Sadly, this need has arisen after the brutal murder of Aishling Murphy. Aishling, a 23-year-old primary school teacher, died on 12th January 2022 when attacked by 31-year-old Jozef Puška a Slovak man. She was going for a run in broad day light at 4pm.

Her murder sparked an outcry against violence against women and highlighted once more the vulnerable position that women find themselves in. This resource aims to support a constructive dialogue between professionals and young people in ways to raise awareness of the power differentials between genders, to increase understanding of the impact of power and control in society, to challenge tolerant attitudes towards gender-based violence and raise the awareness of how we can work together for a more equitable and inclusive society one free of violence.

# GENDER BASED VIOLENCE

Gender-based violence (GBV) is 'an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private (UNHCR Policy on the Prevention of, Risk Mitigation, and Response to Gender-Based Violence, 2020).

GBV is based on patriarchal power relations and gender discrimination. The term 'Gender-Based Violence' is most commonly used to underscore how systemic inequality between males and females, which exists in every society in the world, acts as a unifying and foundational characteristic of most forms of violence perpetrated against women and girls.

Women and girls experience multiple forms of oppression and power that intersect and influence their experiences and exposure to GBV and safe access to services, including gender inequality, racism, ableism and class inequality and other contextually-relevant systems of power.

GBV also describes 'the violence perpetrated against women, girls, men and boys with diverse sexual orientations and gender identities

as well as non-binary individuals because it is driven by a desire to punish those seen as defying gender norms. Men and boys are targeted for the 'explicit purpose of reinforcing inequitable gender norms of masculinity and femininity. They are targeted because of reduced power and status in view of diversity characteristics or other intersecting inequalities.

Discrimination that lead to increased risk such as 'socioeconomic status, birth country and legal status, including asylum status.' Risks may be heightened for men and boys in detention, unaccompanied children or for children with disabilities. GBV may be physical, psychological, sexual or socio-economic in nature. It can manifest as rape, sexual assault, physical assault, forced marriage, denial of resources, opportunities, or services as well as psychological or emotional abuse.

<b>Inputs</b>	<p>Staff expertise Time Resources Support &amp; Supervision Engagement of organisations</p>
<b>Activities</b>	<p><b>Session 1:</b> Understand the difference between sex and gender.</p> <p><b>Session 2:</b> Power and control in relationships</p> <p><b>Session 3:</b> Violence Prevention</p>
<b>Outputs</b>	<p>#'s young people engaged in training</p>
<b>Short-term Outcomes</b>	<p><b>Young people will be able to:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between sex and gender.</li> <li>• Explore concepts of gender-based violence and sexual violence in a safe environment.</li> <li>• Assess the culture of tolerance to violence that exists in Ireland.</li> <li>• Determine the impact of power and control in unhealthy relationships.</li> <li>• Develop healthy ways of expressing anger and frustration.</li> <li>• Develop practical ways to challenge their peers knowledge, attitudes and behaviours around tolerance to gender-based violence and sexual violence.</li> <li>• Appreciate the impact and opportunity a bystander can have.</li> <li>• Know how to access relevant services if needed.</li> </ul>
<b>Longer-term Outcomes</b>	<p><b>Young people will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify situations where power and control are being manipulated.</li> <li>• Challenge individuals and society around gender normative behaviours and behaviours tolerant to violence.</li> <li>• Support the development of gender equality.</li> <li>• Develop empathy and culture change.</li> <li>• Encourage organisational culture change and national culture change.</li> </ul>

## LEARNING OUTCOMES

Young Participants will be able to:

- Differentiate between sex and gender.
- Explore concepts of gender-based violence and sexual violence in a safe environment.
- Assess the culture of tolerance to violence that exists in Ireland.
- Determine the impact of power and control in unhealthy relationships.
- Develop healthy ways of expressing anger and frustration.
- Develop practical ways to challenge their peers knowledge, attitudes and behaviours around tolerance to gender-based violence and sexual violence.
- Appreciate the impact and opportunity a bystander can have.
- Know how to access relevant services if needed.

### VIDEOS

There are four videos contained within a PowerPoint presentation called Gender-Based Violence Prevention. Facilitators may use 1-2 videos in the different sessions to prompt discussion.

# SESSION 1 DIFFERENTIATING GENDER AND SEX

## Purpose:

Examine individual attitudes about gender differences, roles, double standards and inequalities.

## Activities:

1. **Understanding Definitions** 20 mins
2. **What Does it Mean to BE...** 30 mins
3. **Gender Attitudes Debate** 40 mins



Total Time 1 hour 30 minutes

## ACTIVITY 1 DIFFERENTIATING DEFINITIONS

Time: 20 minutes

Materials: Flip Chart & Marker, handout jigsaw.



### Sensitivity Warning:

The following content covers sensitive topics relating to healthy relationships, boundaries and sexual health that may not be suitable for all audiences.

If you feel comfortable continuing, please do so.

If you begin to feel that the content is impacting you in any way, and you need to take time out please let the facilitator know and they will help you to seek local support.

- \*Revisit and reaffirm group contract, confidentiality and expectations with the group.
- Place a question box at the top of the room before the session and revisit it at the end of the session or at the beginning of the following session.

This exercise can be done in two ways

### APPROACH 1

- Ask the participants, "What is biological sex?"
- Write up on the flip-chart their answers and then expand their answers with the definition below.

**BIOLOGICAL SEX** refers to the physical characteristics you are born with. It is assigned based upon a person's anatomy and physical attributes (such as external sex organs, sex chromosomes, and internal reproductive structures). When these classifications don't line up with what is typically considered a male or female body, the individual is usually referred to as "intersex."

- Ask the participants, "What is gender?"
- Write up on the flip-chart their answers and then expand their answers with the definition below.

**GENDER** refers to the attitudes, roles, behaviours, activities, and attributes that a community or society determines is characteristic or uses to describes men, women, boys, and girls.

- This is typically associated with or matches one's biological sex; individuals who feel that their gender and sex "match," or are associated, are referred to as "cisgender."
- Some individuals' gender identity does not conform to those behaviours that are typically associated with their sex; these individuals can refer to themselves as transgender or non-binary, for example.
- Definitions of "masculine" and "feminine" are not fixed. They change over time and are different from society to society. We learn to be our "gender" by interacting with the world around us.
- Sometimes these ideas of how to be a man are thought to be based on our biology rather than something that we learn (such as the common myth that violence is a part of men's biology)
- Ask the participants, "What is sexual orientation?"
- Write up on the flip-chart their answers and then expand their answers with the definition below.

**SEXUAL ORIENTATION** is whom you are romantically, emotionally, and/or sexually attracted to.

- People who are attracted to those of the opposite sex are heterosexual – man attracted to women, woman attracted to men.
- People who are attracted to those of the same sex are homosexual – man attracted to men, woman attracted to women.
- People who are attracted to everyone are known as pansexual – man attracted to women and men, woman attracted to men and women.
- People who are not sexually attracted to others (but may be attracted emotionally or romantically) are known as asexual.
- Ask the participants, “What is gender-based violence?”
- Write up on the flip-chart their answers and then expand their answers with the definition below.

**GENDER-BASED VIOLENCE** refers to harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power and harmful norms. Gender-based violence (GBV) is a serious violation of human rights and a life-threatening health and protection issue. It is estimated that one in three women will experience sexual or physical violence in their lifetime.

**SEXUAL VIOLENCE** is any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part or object.

Explain that:

- Gender refers to the norms, expectations, and beliefs about the roles, relationships, and values attributed to girls, boys, women, and men.
- Gender is not biological or “natural,” but is learned from families and friends, in schools and communities, from the media, and many other places.
- Explain that people often get “gender” and “sexual orientation” confused. Gender has to do with how you express yourself as a man or a woman, while sexual orientation has to do with whom you are attracted to.

**OTHER USEFUL TERMS AROUND DISCRIMINATION INCLUDE:**

**PATRIARCHY**

Discrimination based on gender.

**ECONOMIC EXPLOITATION**

Discrimination based on class or socio-economic status.

**RACISM**

Discrimination based on race.

**XENOPHOBIA**

Hatred of foreigners.

**ABLEISM**

Discrimination based on mental or physical disability.

**NEURO-DISCRIMINATION**

Discrimination based on neurodiversity, neurodiverse people - those with diverse thinking styles, who have conditions including autism, dyspraxia, dyslexia and ADHD.

**APPROACH 2**

Print out the cards below and cut them out. Break the group into smaller groups of 3-4 people and give each group a set of cards. Ask them to match up the term with the definition.

**Discussion Questions**

- Did anything surprise you about the definitions?
- Is it important to be able to distinguish between biological sex, gender and sexual orientation? Why do you think so?

<b>Sexual orientation</b>	Whom you are romantically, emotionally, and/or sexually attracted to.
<b>Heterosexual</b>	People who are attracted to those of the opposite sex – man attracted to women, woman attracted to men.
<b>Homosexual</b>	People who are attracted to those of the same sex – man attracted to men, woman attracted to women.
<b>Pansexual</b>	People who are attracted to everyone - man attracted to women and men, woman attracted to men and women.
<b>Asexual</b>	People who are not sexually attracted to others (but may be attracted emotionally or romantically).
<b>Patriarchy</b>	Discrimination based on gender.
<b>Economic exploitation</b>	Discrimination based on class or socio-economic status.
<b>Racism</b>	Discrimination based on race.
<b>Xenophobia</b>	Hatred of foreigners.
<b>Ableism</b>	Discrimination based on mental or physical disability.
<b>Neuro-discrimination</b>	Discrimination based on neurodiversity, neurodiverse people - those with diverse thinking styles, who have conditions including autism, dyspraxia, dyslexia and ADHD.
<b>Gender</b>	Attitudes, roles, behaviours, activities, and attributes that a community or society determines is characteristic or uses to describes men, women, boys, and girls.
<b>Cisgender</b>	Typically when a person feels associated with or matches one’s biological sex; individuals who feel that their gender and sex “match”.
<b>Transgender / non-binary</b>	Some individuals’ gender identity does not conform to those behaviours that are typically associated with their sex.
<b>Biological sex</b>	The physical characteristics you are born with. It is assigned based upon a person’s anatomy and physical attributes (such as external sex organs, sex chromosomes, and internal reproductive structures).
<b>Intersex</b>	When gender classifications don’t line up with what is typically considered a male or female body.
<b>Gender-Based violence</b>	Harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power and harmful norms. A serious violation of human rights and a life-threatening health and protection issue. It is estimated that one in three women will experience sexual or physical violence in their lifetime.
<b>Sexual violence</b>	Any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part or object.

# ACTIVITY 2 TUNNEL OF GENDER CONSCIOUSNESS

Time: 30 minutes

Materials: Flip chart & Marker

## PART ONE

With a large sheet of flip chart paper draw two columns. In the first column write “Man,” and in the second write “Woman”. Ask the group to suggest ‘What it means to be... A MAN?’ document these on the flip chart and then ask them to offer their suggestions as to ‘What it means to be a... A WOMAN?’

## PART TWO

Invite one person to volunteer and take on the role of ‘man’. Invite the rest of the participants to create a tunnel. This tunnel will represent an ‘a tunnel of consciousness’. Invite ‘the man’ to walk through a tunnel as the people who create the tunnel call out the list of what was suggested for ‘a man’. Then invite another person to come and represent ‘a woman’ and for the people in the line-up to call out the list of what was suggested for ‘a woman’. Invite other participants to go through the tunnel as time allows giving each person the option to opt in or out.

### EXPERIMENTS:

- Experiment with the impact of having eyes open or closed as they go through the tunnel.
- Experiment with one person speaking clearly and then explore the impact of lots of people talking at the same time.

## PART THREE

Hand out a role card to each participant and ask them to consider how the particular role might reinforce the messages that individuals and society receive around gender norms and stereotypes from individuals and how policies are shaped.

Politician	Civil Servant	Priest
Aunt / Uncle	Parent	Friend
Girl/boyfriend	Health Care Worker	Teacher
Doctor	Grandparent	Policy Maker
Gardaí	Solicitor	Judge
Fire Person	Paramedic	

### DISCUSSION QUESTIONS:

- What does it feel like to walk through the tunnel and hear these messages?
- Where these messages typically come from? What is the impact of these messages? How are they reinforced in society?
- Do you think that men and women are raised the same way? Why or why not?
- What would it be like for a woman to assume the characteristics traditionally associated with men? Would it be hard or easy? How would it be for a man to assume the characteristics traditionally assigned to women?
- How do these different expectations of how men and women should look and act affect your daily lives?
- Does this ever put people in a box? Is there a male box and a female box? What is the impact of being exposed to these ideas in our lives and culture?
- What advantages there are for men to follow these rules and fit inside these expectations?
- What happens to a man or boy who does not fit in this box and chooses to step out of the box? Are there rules to staying in the box?
- Are there any disadvantages to staying in the box?

# ACTIVITY 3 GENDER ATTITUDES DEBATE

Time: 40 minutes

Materials: : Agree and Disagree Signs

A Youth Work Programme to Understand Power and Prevention in Gender-Based Violence

ONE

## METHOD

Explain that your values and attitudes influence your and others' health and well-being. It is important to respect other people's views about sexuality and gender, but also to challenge attitudes and values that are harmful to themselves and to others.

### ROAMING DEBATE

- Place "Agree" and "Disagree" signs on opposite ends of the room, and ensure they are adequately spaced for participants to move between the two signs.
- Ask participants to stand near the sign that matches what they think about the statement. After the participants have moved to their respective signs, ask for one or two participants standing beside each sign to explain why they are standing there and why they feel this way about the statement.
- Encourage participants to pose questions to those who have opposing views.

- How can messages in the media influence young men's attitudes and behaviours about sex and desire e.g. pornography suggests certain behaviours are typical of relationships which are not the case in reality. What might these be?
- What about our virtual environments? How do these recreate and perpetuate gender norms?

### CLOSING

- Explain that your values and attitudes can affect your health and well-being, and how you treat one another.
- It is good to discuss and debate men and women's roles in society. This helps us gain new perspectives and share opinions in a respectful way without offending others.
- Both men and women have sexual desires and can feel sexual excitement. This excitement depends on biological as well as social and psychological factors.
- Images in media, such as in movies, social media, YouTube, and porn websites, often show sexual desire and our bodies in an exaggerated or unrealistic way. They can distort the perceptions we have of our own bodies, what to expect in our partners, and the ways in which we think about sex and sexual desire.

### GROUP DISCUSSION

- What stereotypes about men exist in the media?
- What stereotypes about women exist in the media?
- Do you see these stereotypes in your social media feed?
- How do you think people's attitudes about how men and women should act affect the way men and women interact with each other?
- How does using terms like toxic masculinity alienate men? Are men aware of the privilege they have? Does every man have power and privilege? What impact do you think emasculating (making a man feel less male by taking away his power and confidence) has?

## STATEMENTS FOR DEBATE

- It is easier to be a man than a woman.
- Women are better parents than men.
- The best thing for a child is to have a mother and a father.
- It is OK for a man to be emotional in public.
- It is OK for a woman to carry condoms.
- Men have more desire for sex more than women do.
- Women and men basically want the same things in a relationship.
- Women are typically passive and submissive during sex.
- If someone questions my manhood, I should defend my reputation with force if I have to.
- It is difficult for men to express their anger without using violence.
- Whistling at women is a way of letting them know that you fancy them.
- Sending sexy images or jokes around is just a bit of fun, it harms no one.
- It's ok to subtly pressure your partner for sex, it lets them know you are attracted to them.
- 'She wore a short skirt and was drunk, no wonder she was sexually assaulted, she kind of asked for it'
- 'He saw on video games and in pornography, sure that's what he thought was normal, it's not really his fault'
- 'Not all men' are engaged in gender-based violence.
- Toxic masculinity doesn't apply to 'all men'.
- 'Not all men' are complicit in gender-based violence.
- Toxic femininity exists too.
- Most men have privilege and power women can only dream of.

## NOTES

**TOXIC MASCULINITY:** This refers to the notion that some people's idea of "manliness" perpetuates domination, homophobia, and aggression (Thomson & Pleck, 1986). It involves the extreme pressure some men may feel to act in a way that is actually harmful. Toxic masculinity glorifies unhealthy habits. Toxic masculinity has three core components:

**TOUGHNESS:** This is the notion that men should be physically strong, emotionally callous, and behaviourally aggressive.

**ANTI-FEMININITY:** This involves the idea that men should reject anything that is considered to be feminine, such as showing emotion or accepting help.

**POWER:** This is the assumption that men must work toward obtaining power and status (social and financial) so they can gain the respect of others

**TOXIC FEMININITY:** This is a broad term that refers to a rigid and repressive definition of womanhood, including pressures women face to restrict themselves to stereotypically feminine traits and characteristics. Toxic femininity supports silent acceptance of violence and domination in order to survive. Toxic

femininity pressures women to be quiet, nurturing, submissive and attractive (Seven, 2022). Some characteristics include:

**DOCILE:** Women must be ready to accept control or instruction.

**HYPER-FEMININITY:** Strict adherence to stereotypical feminine behaviour. This behaviour is reinforced through punishment, such as being at fault for experiencing gender-based violence, being called a "slut," or being seen as "compromised". Additionally, confident women are often told that their attitude is unattractive or an unwomanly trait.

**POLICING OF FEMININITY IN OTHERS:** Pressuring others to mimic behaviours that are seen as feminine e.g. commenting negatively over others choices.

**SABOTAGING OTHERS:** Women must compete for male attention and recognition. Individuals may resent or act harmfully to other women as a means to prove themselves. This could be done to receive the attention of a man or other women in an 'in group'. Behaviours may include gossip, spreading rumours to discredit someone and the threat of social exclusion.

# SESSION 2 POWER & CONTROL IN RELATIONSHIPS

## Purpose:

To increase participants awareness about the existence of power in relationships, and reflect on how we communicate and demonstrate power in relationships. To help participants to understand how gender, race, ethnicity, and other factors influence how much power people have over others in society and how power can be used to restrict some people's progress in life.

## Activities:

1. **People & Objects** 40 mins
2. **Walking in Privilege and Power** 40 mins



Total Time 1 hour 20 minutes

## ACTIVITY 1 PEOPLE & OBJECTS

Time: 40 minutes

Materials: None

### METHOD

Explain that it is important to keep in mind the ways we can exert power over others. Power in and of itself is not bad; it is how we use our power or strength that can make the difference. Power is not fixed. It is not something we have all the time; we are constantly in motion, entering and leaving situations in which we have more or less power.

- Divide the participants into two groups, and have the groups form two lines facing each other with an imaginary boundary. Each side should have the same number of participants, and each participant should have a partner.
- Tell the participants that the name of this activity is "People and Objects." Randomly choose one group to be "objects" and one group to be "people."
- Read the following directions to the group:
  - OBJECTS: You cannot think, feel, or make decisions. You have to do what the "people" tell you to do. If you want to move or do something, you have to ask the "people" for permission.
  - PEOPLE: You can think, feel, and make decisions. Furthermore, you can tell the "objects" what to do.
- Ask the "people" to begin the activity, instructing them that they can order the "objects" to do any kind of activity. (Alternatively, the "people" can direct the "objects" with hand gestures, using their hands to show they must move ahead or back, move up and down or jump, or move to one side or twirl around.)
- Give the groups two minutes for the "objects" to carry out the designated roles.
- Finally, ask the participants to go back to their places in the room, and use the following questions to facilitate a discussion.

### GROUP DISCUSSION

- For the "objects," how did your "people" treat you? What did you feel? Why? Would you have liked to have been treated differently?
- For the "people," how did you treat your "objects"? How did it feel to treat someone as an object or a thing?
- Why did the "object" obey the instructions given by the "people"?
- Can you think of relationships in our daily lives where someone treats another person like a "object"?
- In your daily life, do you treat others like "objects"? Who? Why?
- What is the impact of alcohol or drugs on issues of power and control? (Alcohol can sometimes make people feel they lose their power and for others they may feel that they gain additional power as it reduces their inhibitions, it can also be used as an excuse for poor behaviour.)
- Why do people treat each other like this?
- What are the consequences of a relationship in which one person might treat another like a "object"? (Dehumanising which makes a person out to be less than a human makes it easier to treat them badly or abuse them e.g. calling a person a dog, or a bitch is dehumanising, it is easier to discard an object or a thing than a human).
- What are some positive ways we can use power?
- Are there particular groups in society who tend to have more power than others?
- What are the situations where people are seen as a commodity by others? (Sex work, domestic servitude). Is there an acceptable form of sex work? How do feminist values tie into a person's choice around what they do with their body? Why do you think people (male and female) choose to commoditise their bodies?

Explain that it is important to remember the connection between how you might feel oppressed – or treated like "objects" – in some of your relationships and how you, in turn, might treat others (including women) like "objects."



## PART TWO - POWER SHARING

Ask the participants to go back into their pairs. This time to treat each other as “people” and explore what it is like to share the power equality for a couple of minutes.

- What did you need to do to share the power?
- How did you behave differently?
- How did this behaviour change the experience and how it felt for each person?
- What can we apply from this to our own awareness of relationships and power sharing?

## ACTIVITY 2 WALKING IN PRIVILEGE AND POWER

**Time:** 40 minutes

**Materials:** Role Characters for each participant

### METHOD

Explain that power has many different faces and meanings. We have many identities (such as male, young, and traveller); some of these identities can give us more power or privilege than others depending on the situation.

- The characters have been chosen to show participants the effects of a range of situations in which people have power over others, including patriarchy (based on gender), economic exploitation (linked to class), racism, xenophobia (hatred of foreigners), and discrimination based on mental or physical disability. Adapt this set of characters to reflect the realities of oppressive “power over” systems in your context.
- Print the characters and cut them out so that each person can choose a character from a bag or box.
- Remind participants that they can choose to step out of the activity at any point. When you ask participants to hand in their character cards at the end, encourage them to remind themselves that they are now back in the group and are no longer “in character.”
- Explain that the activity will look at how gender, race, ethnicity, and other factors influence how much power people have in society and how power can be used to restrict some people’s progress in life.
- Ask the participants to stand in a row. Have each pick one of the character cards that you prepared earlier from a box, bag, or hat.
- Ask each participant to read aloud the role given to him. Explain that you want them to take on the characters that have been written on the cards.
- Ask the participants to close their eyes and think about what it would be like to be the character they have been given. What would that character’s day look like? After a minute, ask them to open their eyes.
- Tell them that you will read a series of statements. For each statement, you would like them to consider whether that statement applies to their character. If it does, they should move forward one step. If it doesn’t, they should stay where they are.
- Remind participants to speak up and ask for help from the rest of the group if they are unsure how a particular statement applies to their character.
- Read the following statements one at a time, and ask participants to silently move forward one step if the statement applies to them. You do not have to go through all of the statements, just as many as you can. (You can choose from the general power questions and the violence/safety questions).

### GENERAL PRIVILEGE AND POWER QUESTIONS:

- Do people listen to you?
- Are you respected in your local community?
- Are you always able to pay your bills on time?
- Do you like yourself?
- Are you welcome in the community you live in?
- Do you feel that you are able to make choices about how you live?
- Are you able to go out with your friends whenever you like?
- Did you enjoy your education?
- Would you find it easy to get a job?
- Are you able to live where you like?
- Can you earn enough money to make a good life for yourself and your children?

### VIOLENCE & SAFETY QUESTIONS:

- Do you feel safe where you live?
- Can you go to the Gardaí and not be worried about being threatened with arrest or violence?
- Can you travel around your area easily?
- Can you leave your partner if he or she threatens your safety?
- Can you walk down a street at night and not worry about being raped?
- If you want to use a condom, will your partner listen to you?
- If you say no to sex, will you be listened to?
- Can you determine when and how many children to have?
- If you have a health problem, can you get the help you need right away?
- If you have a crime committed against you, will the Gardaí listen to you without judgement?
- When you finish with all of the statements, ask the participants to read their roles out loud again.
- Invite the participants to debrief by stating their name and something they ate today.

## GROUP DISCUSSION

Ask the participants to no longer play their character but remain where they are standing, and discuss the activity using the following questions:

- If you did not move or moved very little, how does it feel to see where the others are standing? Does it feel right to be so far behind the others? Who or what is to blame for your position?
- If you moved a lot, how does it feel to be ahead of many of the others? Does it feel right to feel so far ahead? Why are you so far ahead?
- How does one’s race or ethnicity impact how much power he or she may have? How does your gender impact how much power you have?
- What would need to happen in our society so that everyone in this group is standing together in the same line (that is, power is more equally distributed)?
- How can this activity help you think about and perhaps make changes in your own lives? In your relationships? In society?
- We all fail, we all lose power at times. Do you think it is important to have safe spaces to explore our sense of failure or powerlessness? Why is that? What happens if we can’t share our vulnerabilities?

If time remains bring the participants through the ideas in the facilitators note below.

# FACILITATORS NOTES: UNDERSTANDING POWER & CONTROL

Some types of power exist in relation to other people or resources: We have (or do not have) power in relation to another person or group that has more, less, or the same power we do. It is a relationship. For example, this includes a teacher and student or a parent and child.

## CLOSING

Explain that differences based on gender, age, sexuality, or other reasons often relate to power and privilege. Some people who feel powerless can also have power over others depending on the situation.

- Many people can be impacted in multiple ways by “power over” systems. For example, a young, unemployed black woman is impacted by the effects of racism, sexism, and poverty. Most people have some experiences of privilege in their lives and some experiences of oppression.
- Men are privileged by patriarchy – a system in which men on the whole have power over women. But there are limits to these privileges. For example, the privilege of the white male politician is far greater than that of the physically disabled male.
- It is important to find ways to break out of these “power over” systems and support others who are trying to do the same.

## CUT OUT: CHARACTER CARDS

A male ex-prisoner who was in prison for sexual assaulting his girlfriend	You are 17 years old, get drunk regularly and have unprotected sex with lots of different people of the opposite sex
White male politician	Wife of male politician
A male homeless traveller with a wife and three children	A female settled traveller who is a single mother of 2 children
Female business executive from China	White male employee working for a female business executive
African female documented immigrant working in a factory	Undocumented male worker, working in a hotel kitchen.
Unemployed black gay man	Unemployed woman receiving public welfare
12-year-old girl living in emergency accommodation	Female student with many student loans
Married mother of three in an abusive relationship	Female nurse from Philippines
Male doctor from India	10-year-old male foster child
Physically disabled male	Single mother working three jobs
A 16 year old traveller girl.	lawyer

**POWER** is not something people are biologically born with (that is, it is not inherent but is constructed based on circumstance, community, and context) or something that people always have all the time. People are constantly moving in and out of situations and relationships in which they have more or less power – for example, a woman who is a supervisor at work has power over her employees, but she may not have the same level of power at home with her husband. Power can lead to positive and negative feelings. People often feel positive and in control when they are feeling powerful, and they have negative feelings when they are feeling less powerful. This affects an individual’s ability to influence and take action in a situation. There are different types of power, which can be used in different ways.

**COERCIVE CONTROL** is refers to a systematic pattern of behaviour that establishes dominance over another person through intimidation, isolation, and terror-inducing violence or threats of violence. According to Tittle’s theory of control balance states that a person lives his or her life in one of three states: control surplus, control equilibrium, or control deficit (Lilly et al. 2002: 98). A person is moved toward deviance, as a result of an imbalance in the control ratio, when three situations exist simultaneously: predisposition, motivation, and opportunity.

**POWER OVER:** To have control over someone or a situation in a negative way, usually associated with repression, force, corruption, discrimination, and abuse. This involves “taking power” from someone else and then using it to dominate and prevent others from taking it – a win-lose situation.

**POWER WITH:** To have power on the basis of collective strength and/or numbers – to have power with people or groups, to find common ground among different interests, and to build a common goal to benefit all those in the collective. This power multiplies individual talents and knowledge and is based on support, solidarity, and collaboration.

**POWER TO:** The ability to shape and influence one’s life. It refers to having the ideas, knowledge, skills, money, and ability to convince yourself and others to do something. When many people have this kind of power, it can also create “power with.”

**POWER WITHIN:** A person’s feelings of self-worth and self-knowledge. This is related to people’s ability to imagine a better life for themselves and to have hope and the sense that they can change the world – the feeling that they have rights as human beings. It involves having a sense of self-confidence and a feeling that they have value because they exist.

# SESSION 3 VIOLENCE PREVENTION

## Purpose:

This session is broken into three parts necessary to prevent violence. The first aspect of preventing violence is to manage the expression of anger. This session will help the participants identify when they are angry and how to express their anger in a constructive and non-destructive way. Part two explores how to develop and use safe and effective ways to prevent and interrupt sexist behaviours, violence, and conflict in school and community settings. Part three explores raising awareness of intergenerational violence and how to break these cycles.

## Activities:

- |  |         |
|--|---------|
| 1. <b>Expressing Anger &amp; Hurt</b>              | 40 mins |
| 2. <b>Preventing &amp; Intervening in Violence</b> | 40 mins |
| 3. <b>Intergenerational Walls of Hurt</b>          | 30 mins |



**Total Time 1 hour 50 minutes**

## ACTIVITY 1 EXPRESSING ANGER & HURT

**Time:** 30 minutes

**Materials:** One bottle of water; Two bottles of fizzy drink; Two glasses; Different coloured markers and flip chart. Handouts for each participant.

### PART ONE - BOTTLED UP OR EXPLODED

Explain that people shouldn't feel ashamed of the emotions that they feel, even if they have difficulty expressing them. It is natural to feel difficult emotions like pain and anger, but individuals are responsible for how they handle those emotions. Everyone feels every emotion, they are important signals to us from our body to pay attention.

Explain that anger is a normal emotion that every human being feels. Anger is called a secondary emotion, it typically emerges after someone feels hurt or an important need is blocked. Some people may confuse anger and violence, thinking that they are the same thing and that violence is an acceptable way of expressing anger. Learning to express anger in a safe, positive, and constructive manner is better than bottling it up inside.

Ask for a volunteer to take notes on the flip chart and brainstorm with the group all the feelings that they can think of. Ask the class to highlight the ones they find pleasant (with one colour) and unpleasant (with another colour).

Take the bottles and ask for three volunteers, give each volunteer one bottle. Explain that we all have feelings and they can range from pleasant to unpleasant to neutral (impartial or disinterested).

- Explain when there are neutral feelings things are still like the bottle of water, we aren't bothered by what we experience. Ask volunteer 1 to pour the water into a glass to demonstrate.
- When we have pleasant feelings they can bubble up like joy and happiness and they can affect others just. Ask volunteer 2 to take the top off the bottle and pour it in the glass. Explain that you can see the bubbles popping up.
- When we have unpleasant feelings we can bottle them up and this means that we don't let them out. Why do you think people don't let out their feelings? (document on the flip chart). There are strong emotions inside and when we don't let them out and hold them inside we get agitated whatever emotion it is.

Ask volunteer 3 to shake the bottle to demonstrate agitation. Depending on how our volunteer opens the bottle, will impact how the feelings come out. Sometimes people open up very quickly but close up just as quickly keeping the feelings inside. The challenge is expressing them in the appropriate place and to the appropriate people and in appropriate ways.

### DISCUSSION QUESTIONS

- Generally, is it difficult for men to express their anger without using violence? Why/why not?
- Why do people bottle up their feelings?
- What are the consequences of bottling up feelings?

## PART TWO - CONSEQUENCES OF BOTTLING UP

Give each participant a copy of the **Handout 1: Story Board, Take 1** ask them to take some time illustrate a time when anger was triggered within them, how did they deal with it and what was the consequence of how they dealt with it. Remind them that they do not have to share what they write if they don't want to. When they are finished, ask for some participants to share their reflections if they wish to.

If there is sufficient time, invite the participants to do **Handout 2: Story Board Take 2** In this story board invite participants to illustrate how they might deal with the same situation differently and how that might lead to a different outcome.

## DISCUSSION QUESTIONS

- Generally, is it difficult for men to express their anger without using violence? Why/why not?
- Why do people bottle up their feelings?
- What are the consequences of bottling up feelings?

## NOTES ON FALSE ALLEGATIONS

False allegations are often a concern for males. One common myth regarding domestic and sexual violence is that women routinely make false allegations of violence, to serve their interests or gain some type of advantage. The claim that false allegations are common comes particularly from anti-feminist “men’s rights” advocates. Most allegations of domestic and sexual violence are made in good faith (Flood, 2022). False allegations are rare. A false allegation is different from an unsubstantiated or unfounded allegation, in which an investigation fails to prove that a domestic or sexual assault occurred (there is a ‘not guilty’ verdict). Genuinely false cases are a subset of these, and involve a deliberately false allegation or report. There is evidence that law enforcement agencies routinely have misclassified cases and have often mistakenly lumped together unfounded and false cases in the same category.

British Home Office Study (2005) involved analysis of 2,643 cases over a 15-year period. The study found that only 2.5% of cases met the criteria for false allegations. It also found that police over-estimated the frequency of false allegations, by ignoring the police agencies’ own classification rules (L Kelly et al., 2005). Australian Study (2006) a large-scale study of 850 rapes reported to Victoria Police over a three-year period. Only 2.1% of reports were identified by police as false. When false allegations do occur, many are not motivated by malice, but by motivations such as fear or a need for assistance (Tidmarsh & Hamilton, 2020, p. 4)

## HANDOUT 1: STORY BOARD TAKE 1

Illustrate a time when anger was triggered within you, how did you deal with it and what was the consequence of how they dealt with it.

<p><b>What was happening Before I was triggered...</b>                  What was I doing...                  Who was I with?                  What was I thinking...                  What was I feeling...                  What physical sensations were in my body...                  What were others doing...?</p>	<p>Draw the before here:</p>
<p><b>What happened During the triggering event....</b>                  What happened...                  What was I thinking...                  What was I feeling...                  What physical sensations were in my body...                  What was I doing...                  What were others doing...?</p>	<p>Draw the during here:</p>
<p><b>What happened After the triggering event passed...</b>                  What happened...                  What was I thinking...                  What was I feeling...                  What physical sensations were in my body...                  What was I doing...                  What were others doing...?</p>	<p>Draw the after here:</p>

## HANDOUT 2: STORY BOARD TAKE 2

In this story board illustrate how you might deal with the same situation differently and how that might lead to a different outcome.

<p><b>What was happening Before I was triggered...</b>                  What was I doing...                  Who was I with?                  What was I thinking...                  What was I feeling...                  What physical sensations were in my body...                  What were others doing...?</p>	<p>Draw the before here:</p>
<p><b>What could happen During the triggering event instead?</b>                  What happened...                  What might I think instead...?                  How might I feel about this differently...?                  What might I do when I feel these physical sensations...?                  What might I do differently..?                  How might I respond to others differently...?</p>	<p>Draw the potential during here:</p>
<p><b>What might be the ideal outcome here?</b>                  What might happen...                  What might I think about it now...?                  How might I feel about it now...?                  How might I respond to the physical sensations in my body...?                  What might I do now?                  How might others feel or behave now instead?</p>	<p>Draw the ideal outcome here:</p>

## PART TWO - CONSEQUENCES OF BOTTLING UP

Ask the participants to think of times when they have felt emotions like anger and managed or expressed them appropriately. Ask them to share with the group what they did that helped express it successfully. Give each participant the handout managing and expressing anger.

### DISCUSSION QUESTIONS

- How do people learn and engage in appropriate ways of expressing their difficult emotions?
- What are some appropriate/inappropriate ways of expressing anger, frustration and hurt? For example, joking may be one of the ways that men may “defend” themselves or express anxiety, particularly when faced with new information – is this appropriate? It depends on the situation and the joke made. Sometimes humour can diffuse difficult emotions and sometimes it can be in appropriate and cause greater hurt.

Inappropriate ways to express anger include anything that hurts yourself, other people, or destroys things.

## PART I: MANAGING ANGER

### STEP 1: STOP

Take a breath or 10, ground your feet to the floor or leave the room to calm down.

### STEP 2: IDENTIFY THE EMOTION

Connect with the body. What emotion are you feeling? What effect is it having in your body? Butterflies, voice rises or trembles, face gets red, temples throb, hands shake, jaw tightens, you breathe faster, feel hot, wish everyone would just leave you alone, and you find it difficult to concentrate etc..)

### STEP 3: THINK OF CONSEQUENCES

What will happen if you lose control?

### STEP 4: UNDERSTAND WHY

(What TRIGGERED it and What is BENEATH it?)  
 Think about why you are really feeling angry? What TRIGGERED the

feeling? What is BENEATH this feeling?

Are you hurt? Say to yourself ‘ I am angry because... I feel rejected/ left out/hurt... Identify who you are angry with.

### STEP 5: COOL DOWN

Connect with all the ways that you can cool down. Walk away, breathe, count to 10, connect with your senses, imagine blowing out a big fire, think of your happy place, go for a walk or run, talk to someone, listen to soothing music etc.,

### STEP 6: CELEBRATE

Yes reward yourself, you are changing patterns of behaviour and reactions. This is tough stuff and the more you do it the easier it will become! “Alright, dude, you stayed cool, you didn’t blow it. Awesome!”

## PART II: EXPRESSING ANGER

When the time and place are right, telling the person you are angry with them helps them understand your feelings. This can be a helpful step towards solving a problem, being open and building trust and communication in your relationship.

### STEP 1: TELL THE PERSON HOW YOU FEEL

I feel.... (Use I not you)

### STEP 2: TELL THEM WHAT YOU FEEL ANGRY ABOUT

About...

### STEP 3: TELL THEM WHY YOU FEEL ANGRY.

Because....

## ACTIVITY 2 PREVENTING & INTERVENING IN VIOLENCE

**Time:** 30 minutes

**Materials:** None

### METHOD

Explain that it is important to keep in mind the ways we can exert power over others. Power in and of itself is not bad; it is how we use our power or strength that can make the difference. Power is not fixed. It is not something we have all the time; we are constantly in motion, entering and leaving situations in which we have more or less power.

### PART ONE - GIVING & RECEIVING CONSTRUCTIVE CRITICISM

Ask the participants the following question and write the answers on a flip chart

- “When you have done something wrong or made a mistake, such as something that hurts another person or leads to conflict in your family, how would you prefer that people let you know?”

#### ANSWERS MAY INCLUDE:

- “I prefer that someone takes me aside after it happens and speaks to me privately instead of embarrassing me in front of the whole community.”
- “I think it is more effective when the criticism is focused on the behaviour and is not a personal attack on my character.”
- “I like it when someone explains why the behaviour is wrong so I understand it rather than just saying it is wrong.”

### PART TWO - INTERVENING TO CHALLENGE SEXISM & PREVENT VIOLENCE

- Divided the group into small groups to brainstorm and demonstrate ways to effectively intervene to challenge sexism and prevent violence.
- Give each group of participants one of the scenarios from below.
- Instruct participants to read the scenario out loud in their group and then come up with a way that they would intervene in the situation to stop the negative action.
- Encourage them to think about how the intervention can be effective and safe, as well as prevent future violence. They should also keep in mind their brainstorming in the first part

- of this exercise about how they like to be confronted when they have made a mistake or done something wrong.
- Invite each group to share their scenario and how they might intervene safely to prevent violence. Write their approaches on the flip chart to discuss after the groups have presented.
- Explore with the group if the interventions suggested would either escalate or deescalate the situation.
- Invite the other participants to make additional suggestions if they can think of any. Give the participants the Handout on Sexism & Violence Prevention Strategies.

### DISCUSSION QUESTIONS

- Why might someone be afraid to intervene in a situation of violence or conflict?
- Why might someone feel able to intervene in a situation?
- What are some ways that we can support ourselves and others to intervene in situations of violence or harassment?
- Who is more likely to intervene in situations? An older man? A younger man? A woman? Why might that be?
- What are the benefits of intervening in a situation and challenging sexism or violence?
- Would you feel comfortable to carry out the bystander behaviour suggested?
- If not, what would be comfortable doing? (If it isn't direct engagement, perhaps it is telling a parent, teacher, or friend etc.)
- How does society enable GBV and what does it need to do to address it?

### NOTE

Under Irish law, when a person is under the influence of alcohol or drugs, they cannot give consent. It is important to highlight with young people, if they think that they would not be happy doing something sexual with another person while sober, then ideally they should not use alcohol to create a state of mind that would facilitate them doing something that could lead to shame, embarrassment, regret etc., Often people (young and older) use alcohol and drugs to reduce their inhibitions and engage in sexual behaviours. However, consensual sex between two people should ideally be a loving, pleasurable activity that induces a ‘heck yeah’ response from both people as they explore each other in a fun way leading to mutual arousal.

# HANDOUT: GBV PREVENTION STRATEGIES

In this story board illustrate how you might deal with the same situation differently and how that might lead to a different outcome.

## CURIOSLY CONFRONT

- Calmly and curiously ask the person to explain their actions and why they are engaging in the negative behaviour. Ask questions in a curious non-confrontational way about what they are doing and why that helps to change the dynamic and raise their awareness that what they are doing is a problem.
- Gently explain to the person the impact and possible consequences of their actions, as well as the harm they could inflict on the victim(s) and even on themselves.
- Offer some suggestions that are alternatives to accomplish the same goal but that will provide a better outcomes.
- As a friend, speak from a perspective of friendship, and begin with your concern for the person. Start with something your concern for them e.g. "I'm worried you might get in trouble with teachers or Gardaí.... I know you are better than this.."
- Share your feelings about their actions. Speak from your own perspective. Instead of saying, "You shouldn't do that, use 'I' statements" and share how you feel about the person's actions, how they may bother you, or why you feel they are harmful.
- Find the good. Compliment or highlight something the person has done well or that you admire before bringing up what they have done wrong.

## RECRUIT OTHERS

- If you do not know the person well, if you think they may respond with violence or hostility, or if you think they will not be convinced by just one person, recruit other people to speak with them. Perhaps include someone whose opinion they value, such as a friend or relative.

## Interrupt the Pattern

- Some situations are not the time or place for education, but you can interrupt to ask for the time or directions. This interrupts the pattern and breaks the dynamic of someone using violence or sexism and possibly giving the person being targeted a chance to leave.
- Humour is another way to interrupt the pattern but must be used skilfully otherwise someone may take hurt from it which may inflame the situation.

## Try not to:

- React to violence with too much force, shouting or anger. This is likely to escalate the situation, making it more dangerous for everyone.
- If you think that the person will use physical violence against you as well, then do not intervene alone. Instead, immediately call the Gardaí or ask others to help, there is safety in numbers.
- Your first concern is the health and safety of the person who has been attacked. If it is necessary to keep the victim safe, then let the other person leave the scene while you help the victim.

(Adapted from University of Pittsburgh, 2002)

## BYSTANDER SCENARIOS

<p>You are a member of a WhatsApp group for your GAA team. Every so often one of the guys in the group puts up sexist jokes and degrading pictures of women.</p>	<p>Your friend Quincey was involved with Boz in the past. They recently stopped hanging out as much, and Boz has been calling and texting Quincey to try and get back together, blaming Quincey for the break-up. Quincey has asked Boz to stop calling and texting. Boz has gotten in touch with you and asked you for help to try and get Quincey back.</p>
<p>You have been at a party for a few hours when you see your friend Tre trying to take Sam back to Tre's house. Sam is really drunk and has trouble responding to you when you ask them what's going on.</p>	<p>You and some friends are out for food. Your friend Roe is there with his girlfriend, Harriet. He accuses her of looking at other guys. He gets angry and grabs her arm to make a point. She insists that it's not true and she's not interested in any other guys.</p>
<p>You and some friends are hanging out on the corner. Two of your friends are cat calling at girls that walk by. To any that respond negatively or get angry, your friends reply with, "You're ugly," or call them "bitches" or similar names.</p>	

## ACTIVITY 3 INTERGENERATIONAL WALLS OF HURT & SHAME

**Time:** 30 minutes

**Materials:** Sticky notes for each participant.

### METHOD

Explain that this activity will help to identify the forms of violence that we perpetrate or that are committed against us or surround us, including emotional, physical, and sexual violence. It will help to identify ways that the cycle of violence is perpetuated and can be broken. As well as recognise that many of us have been exposed to and have perpetrated different forms of violence and abuse, and that we have the ability to make a change through choosing to be nonviolent.

Explain that there are many ways that people can be hurtful towards others. This can include physical as well as verbal and emotional ways of hurting each other. Hurting others in these ways is a form of violence.

- Violence is often passed from person to person. Someone who has been hurt is more likely to hurt others later because of the pain they feel. This does not mean that violence will definitely take place, but just that it might. Recognising the hurt and finding support for pain are some of the ways to stop this from happening. This is a cycle of hurt or **intergenerational cycle**.

Shame is an emotion that can often trigger violence and aggression. Shame is a self-conscious emotion, shame informs us of an internal state of inadequacy, unworthiness, dishonour, regret, or disconnection. Shame can be felt when we anticipate being viewed as lacking or inadequate in our intellect, appearance, or abilities. Attacking others often serves to disown what the shameful person feels. In order to escape shame's self diminishing effects, expressing contempt toward another person, or shaming them, re-locates one's own shame in the other. In a

relationship this might mean manipulating the self-esteem of the partner. Any situation that devalues the self and triggers shame can also trigger anger or even rage. Self-awareness that is prompted by shame, and felt as regret, provides an opportunity to learn, change, improve, or do something differently the next time around (Lamia, 2011).

- When we experience trauma we can put up walls between ourselves and others.
- We have the opportunity here to break the cycle of violence that we experience and to prevent that cycle from passing on to others by enhancing our awareness and choice when in stressful or difficult situations.
- This activity will help participants think about the acts of violence that they perpetrate, because very often we think others are violent but never ourselves.

**Remind participants about the limits of confidentiality and to review the ground rules. This discussion is anonymous; they should not put their name on the sheets. Remind participants that they do not need to disclose anything.**

- Explain that the group will set up four walls and that all of the participants should write a few words on the sticky notes
- Give each participant four sheets of paper.
- Place the following titles on each wall:
  - a. How someone might hurt another person.
  - b. How someone might feel when they hurt someone else.
  - c. How I might feel if I hurt someone
  - d. How I might feel if I am hurt

- Ask each participant to think for a while about things they may have seen or heard and to write a short response to each title. Each person should write at least one reply for each wall.
- Allow about 10 minutes for this task. Explain that they should not write much, just a few words or a phrase. Remind them not to put their names on the cards.
- Once the responses are on the wall allow the group to walk around and read all of the responses.

### DISCUSSION QUESTIONS

- What are the ways that we feel when we hurt others? Is this similar or different to how we think other people feel when they hurt others? Is there a difference in perception of power or satisfaction/validation?
- What does it feel like when we've been hurt by someone with whom we are in a sexual or romantic relationship? How is this different than if this was someone with whom we were just friends or an acquaintance with?
- Ultimately, those who do the hurting are hurting themselves. Most violence that is perpetrated is because there is a cycle of hurt that is getting passed on. How do you think we can interrupt the cycle of abuse and violence in our lives and wider society?
- What role do you think you have to play in preventing cycles of violence?
- What are ways to heal this pain? What can you do to help someone who has been hurt? How does it feel to help others?
- What was it like to talk about violence and abuse you may have seen, heard, or experienced?

### CLOSING

- Explain that we are all part of the solution. That for real change to occur it means that we need to have conversations at all levels from politician's, teachers, health providers, families. When enough people no longer accept tolerance to gender-based violence and sexism then change in policies and laws will follow. Simply recall how Ireland moved from a country intolerant of the LGBTQ+ community to one where same-sex marriage is legal and celebrated. For our culture to evolve enough people were needed to create a critical mass of people who no longer accepted the old rules about love and relationships.
- There are safe and constructive ways to prevent gender-based violence. These ways differ based on the situation, personal preference and safety. For our culture to evolve towards one of greater gender equality we need to challenge stereotypical

roles and expectations of what it means to be 'a man' or 'a woman'. This will help us move towards a society that is inclusive of all and accept each individual for who they truly are beneath the cultural rules society expects. In this space there is true freedom of expression, space to follow an individual's own heart no matter what their gender and a safeness to explore what it means to be a loving healthy individual.

- Ensure the participants know where to get help if this session brought anything up for them then consider referring them to appropriate services.
- Ask them to think about how they felt today.
- Starting with yourself, ask each individual to say one word about how they felt about today's session.
- When each person has finished, thank them all for attending and for their full engagement and participation.



# APPENDIX 1 SERVICES

# APPENDIX 2 SEXUAL CONSENT REVIEW



10 minutes

[www.womensaid.ie](http://www.womensaid.ie) – 1800 341 900

[www.drcc.ie](http://www.drcc.ie) – Dublin Rape Crisis Centre

[www.rcni.ie](http://www.rcni.ie) – Rape Crisis Network Ireland

[www2.hse.ie/sexual-assault-treatment-units/](http://www2.hse.ie/sexual-assault-treatment-units/) - Sexual Assault Treatment Unit

<https://www.moveireland.ie/> - Men Overcoming Violence

[www.spunout.ie](http://www.spunout.ie)

[www.teenbetween.ie](http://www.teenbetween.ie)

[www.samaritans.ie](http://www.samaritans.ie) – helpline 1850 60 90 90

[www.aware.ie](http://www.aware.ie) – helpline 1890 30 33 02

[www.childline.ie](http://www.childline.ie) – helpline 1800 66 66 66

[www.reachout.com](http://www.reachout.com)

[www.letsomeoneknow.ie](http://www.letsomeoneknow.ie)

[www.pieta.ie](http://www.pieta.ie)

[www.nosp.ie](http://www.nosp.ie)

## REVISIT SEXUAL CONSENT BRIEFLY BY HIGHLIGHTING THE FOLLOWING:

Positive sexual relationships have “responsibility” and “respect” at their core. Sexual consent, simply means agreeing to participate in a particular sexual behaviour. It looks like this:

- Consent means checking in and making sure your partner is comfortable.
- Everyone has a choice in what they do and do not do.
- Open communication is important in establishing consent.
- Look at body language – if you aren’t sure, just

check in and ask – “Do you like this? Do want me to continue? What would bring the most pleasure?”.

- Look to establish an enthusiastic yes – sex is more enjoyable when both partners are excited about what they are doing and who they are doing it with.
- Consent cannot be granted if your partner is unconscious or extremely drunk.

# APPENDIX 3

## INFORMATION FOR ATTENDANCE AT SEXUAL ASSAULT TREATMENT UNIT

Invite the group to explore how they might deal with the following signals. Write 'Signals to check in' on one side of a flip-chart and 'checking in' on the other side. Give them the 'Signal to check in' and ask them how they might go about 'checking in', use the examples below if they are helpful.

Signals to Check In	Checking In
Unresponsive body language	"Are you okay with this?" "I want you to enjoy this, too."
Being withdrawn	"Is this still turning you on?"
Nervousness	"You seem nervous. Are you comfortable with this?"
Tears	"How is this making you feel?"

### DISCUSSION QUESTIONS

- Why is it important to ask for or confirm consent? How can confirming or affirming consent from our partner make sex more fun or enjoyable?
- Why is it important for people to accept "no" for an answer? Does this always happen? Why not? What can we do if their response is unclear and negative to this?

Explain that harmful messages about masculinity (what it means to be a man) may contribute to pressuring a partner for sexual activity and not accepting a person's decision not to have sex. We should respect every person's right to say no to things that they are uncomfortable doing.

While we have all heard that "no" means "no," be open to listening to the silent or unspoken ways that your partner may be communicating that they do not want or feel comfortable engaging in some act. Asking questions and making sure that they are OK can build better intimacy between partners.



1. Go as soon as possible.



4. Don't pass urine if you must collect in a jar for the medical examination.



2. Avoid washing or showering.



5. Keep the clothes on you or put them in a paper bag and take to the forensic medical team. Don't put in a plastic bag and same goes for sheets.



3. Don't brush teeth or rinse mouth.



6. If you wiped yourself with paper or something else after the sexual assault, or you were wearing a tampon or had a sanitary napkin in your underwear, bring it in a paper bag.

It is the victim's decision to report or attend a SATU. A delay in reporting may mean that evidence is lost, e.g. CCTV footage; witnesses may be hard to find and forensic evidence may be lost from the scene. If a person was assaulted more than seven days prior the SATU can still be of assistance in terms of documenting and treating any injuries, helping the person deal with any worries they may have and can provide them with

a sexual health treatment, a general health check and follow-up care if needed (HSE, 2021).

If the person is under 14 years of age and have been sexually abused, they will attend the Child and Adolescent Forensic Medical Assessment Services. They also help if there is a concern about child sexual abuse and to be seen, you need a referral from the Gardaí, Tusla or another healthcare department.

# REFERENCES

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