WORKSHEET

LIST OF STATEMENTS FOR AGREE-DISAGREE

Activity 3

1. Expecting a person to conform to gender norms (act like a 'girl/woman' or act 'like a boy/man') is a form of gender-based violence.

2. We always need to abide by the rules of our cultural practices that define gender roles and sustain our value system.

3. People who experience gender-based violence are usually weak characters

4. People who exercise violence often do it because they can't control their anger or strong emotions- it is a momentary loss of self-control

5. Online gender-based violence has more negative effects to the person experiencing it than violence that takes place face to face.

6. Gender-based violence happens because the person experiencing the abuse must have done something to provoke the violent behaviour.

7. Homophobia, biphobia, interphobia and transphobia affect only the LGBTIQ+ population

8. Gender-based violence is a private matter. It is better to leave the people involved to .sort out their differences in their own way

9. Jealousy is a way to show your partner that you really care about them.

10. It is easy for a person to walk out from an abusive relationship

11. Most people experiencing sexual abuse are young, attractive women.

12. Most women experience sexual abuse because of what they were wearing or because they lead on the person who abused them

13. If two people go out on a date, whatever happens on that date cannot be called rape

14. Most cases of sexual harassment are blown out of proportion- they are minor incidences or jokes that have gone bad
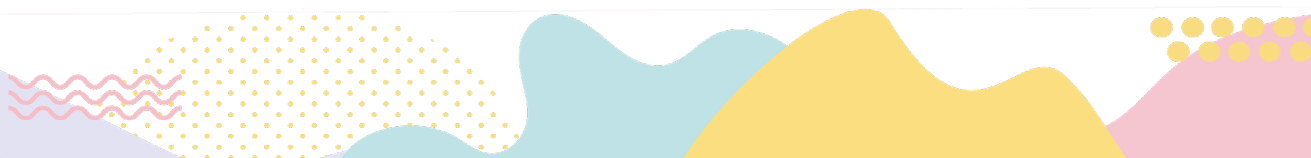
Answers to the above

1. Expecting a person to conform to gender norms is indeed a form of gender-based violence. Most forms of gender-based violence are based on gendered norms and the power and social inequalities these create- intimate partner violence, domestic abuse, sexual abuse, homophobia, biphobia, transphobia, interphobia are a direct result of this.

2. Taking into consideration the way culture shapes our identity it is very natural to want to abide by cultural values, as a means to preserve both our culture and identities. Culture often defines the moral and the right way to express our sexuality and by enlarge how men and women are expected to behave and what their position is in society. This becomes our 'norm' and we are conditioned to accept it. At the same time, culture and identities are evolving and dynamic concepts and evolve according to the specific historical times and contexts. Gender roles and sexuality need to also be linked to the fulfilment of human rights, namely the right to freedom from discrimination, domination, inequality or abuse. Freely expressing one's gender and sexuality is ultimately a quest for happiness and one's need to reach the maximum level of well-being. In this framework we are asked to question certain cultural practices with regards to the degree they uphold human rights. In this respect, we need to make the link between how instilling, reproducing, enhancing and reinforcing rigid gender norms often leads to severe violations of human rights. Some very vivid examples include FGM, honour-based violence, forced early marriage and femicide, to name a few. While these examples represent the most harmful aspects of SGBV (which are often 'justified' in the context of cultural norms), cultural expectations that lead to the oppression and subordination of women and certain vulnerable groups are also a form of SGBV because they constitute violations of human rights.

3. There is no particular 'profile' of person who is more likely to be abused – it can happen to anyone. Very strong individuals might get abused because of their beliefs or opinions, or because they are otherwise different. Ultimately, nothing in a person's character or behaviour can 'cause' violence to happen. Violence is not provoked and it is always the choice and responsibility of the person who exercises it.

4. As a means to justify why violence happens, we often attribute it to emotional overload because we don't want to attribute the responsibility of the violence where it belongs: with the person exercising the violence. Violent or abusive people may seem to be 'out of control', 'blinded by anger', 'emotionally overwhelmed' and may feel that they cannot control their emotions. At the time of abuse they are actually making a choice to be violent or abusive towards a partner or person that they feel they have power over because they belong to a dominant group (dominant culture against ethnic minorities, persons with ability vs. people with disability, heterosexual vs. LGBTIQ+ people, cisgender over nonbinary/trans, men over women, most groups against sex workers, etc.). An alternative choice would have been to deal with the overload of emotions first and anger management techniques (by taking deep breaths, removing themselves from the situation, taking a walk etc). Violence is always a choice, regardless of whether it is conscious or unconscious. Trying to justify violence without taking responsibility for it or trying to rectify negative behaviours only helps perpetuate the problem.

5. All forms of violence are equally traumatic and hurtful to a person's wellbeing. With the increasing dominance of the digital world in young people's lives, online abuse may at times be more hurtful as it can be visible more widely (by many more people) and it can also linger on, prolonging the impact it has on the survivor of the violence.

For instance, non-consensual pornography that is posted online can reach a high number of people and it may take a long time to be removed.

6. Victim-blaming attitudes only perpetuate violence. The person experiencing the violence is never to blame for the violence, regardless of their gender identity, gender expression, sexual orientation, diversity in sex characteristics, type of clothing, behaviour, or lifestyle. No one wants to be abused and no one can provoke violence.

7. Violence against someone is a crime and a serious human rights violation; it is everybody's problem, it is not just a difference between two people. Being silent or impartial or considering that it is not our problem, we only condone violence and help sustain environments where discriminatory, abusive and oppressive behaviours are tolerated, accepted, produced and reproduced. For violence to stop it is important that we all take our part in challenging normative and abusive behaviours. This is the only way to bring about social change and make our societies more equal, safe and just environments for all.

8. Homophobia, biphobia, interphobia and transphobia affect both the LGBTIQ+ population and heterosexual/cisgender people. Homophobia, biphobia, interphobia and transphobia may affect a person who is not LGBTIQ+ but is who perceived to be LGBTIQ+ or is a member of a rainbow family. When homophobia, biphobia, interphobia and transphobia go unnoticed and are not addressed as human rights violations, they affect heterosexual/cisgender people by creating the impression that such types of violence can be tolerated, thus cultivating an environment which perpetuates inequality, discrimination, prejudice, abuse and oppression.

9. Love and control should never be confused as being two sides of the same coin. Any form of jealousy or control is a form of psychological abuse and it has nothing to do with caring or love. On the contrary, such behaviours are signs of lack of trust, insecurity and suggest that one of the partners is trying to exercise power over the other. A person who cares for their partner does not create harm. Healthy relationships are based on equality, respect, trust, understanding and each person having the freedom to be themselves.

10. It is really not that easy or as simple as it sounds. Fear of being alone or unlikeable, love/care towards the person who exercises the violence, interdependency (financial, psychological), constant intimidation, fear that the violence will continue to exist even after the separation, social pressure (what will other people think), the belief that the person will change and lack of a support network often make it very difficult for a person to leave an abusive relationship. On some occasions, some people who experience intimate partner violence tend to 'romanticize' unhealthy behaviours and justify it as a sign of love, which only creates tolerance towards the abusive behaviours. This is not a personal failing however but a result of a culture and society at large that instils the notion that certain unhealthy behaviours (possessiveness etc.) are healthy.

11. Essentially any person can experience sexual abuse regardless of their looks, age, type of clothing, or type of behaviour. Statistics suggest that 1 in 3 women and 1 in 4 men[89] have experienced unwanted sexual contact in their lives since the age of 15. Sexual abuse against LGBTIQ+ persons, in an effort to 'punish' them for their diversity or 'convert' them (back to the normative models of gender and sexuality) is a form of hate crime. Sexual violence is an act of power and control and has nothing to do with sexual attraction. Sexual offenders choose

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[89] CDC statistics https://www.cdc.gov/violenceprevention/sexualviolence/fastfact.html

the people they will abuse because they have less power compared to them or are in more vulnerable position.

12. Similarly to the point above, sexual violence is an act of power and control. This statement reflects gender norms are forcing women to dress, act and behave in a certain way so as to avoid being abused. Blaming the person who experienced the violence only perpetuates violence. No one wants to be raped. Responsibility and guilt lie with the person who exercised the abuse.

13. This is form of sexual violence called 'date rape' which is often overlooked. Regardless, it is still a form of rape, in the same way that rape can exist within marriage. Sexual violence does not become permissible because the abuser has been, or is, in an intimate relationship with the person who experienced the abuse. Clear, meaningful, conscious sexual consent is the only prerequisite that defines whether a sexual act is desirable or abusive.

14. Sexual harassment has nothing to do with jokes or with flirtation but is largely about control, domination, and/or punishment. Downplaying it or ignoring it only perpetuates the devastating effect it has.

Adapting the Activity for Online Implementation

Using Quizizz, Mentimeter, Slido or any other online quiz platform you're comfortable with, you can create a digital quiz of the myths and realities. You may need to change the questions slightly so you can create more 'debatable' answers in order to highlight the complexity of the issues and generate a more in-depth discussion around the key messages (as these are outlined in the 'Answers to the above' section of the activity). Be selective of the statements you will use as too many statements will get tiring.

If you're using Quizizz, you have the option to include an explanation after each answer in order to provide a few key pointers that can also be used to wrap up the discussion on each point.

If you would prefer not to use an online quiz, you could show the statements one by one on PowerPoint and ask the participants to vote on the spot either by using the thumps up icon or the poll function in some platforms, by either raising a finger/thump, or by raising a using a coloured piece of paper (blue for myth, green for reality for instance) or by using coloured effects in their background.

Alternatively, you can turn the statements of myths and realities into a worksheet which can be sent via the chat so as the participants can work on it individually during the workshop (see worksheet below). After the participants complete the worksheet, you can discuss each statement in plenary. You can use some of the pointers noted under the section 'Answers to the above' to guide your discussion (see printouts below).

When closing the activity, make sure you have a list of available resources, both online and offline that young people can use.

If you're also working asynchronously with your participants, you could also send them the worksheet prior to the workshop so that they can work on it on their own time. In this case, you would also need to follow up with some explanations on the answers using some of the pointers noted under the section 'Answers to the above' to guide your discussion.