

# Lesson 5.0

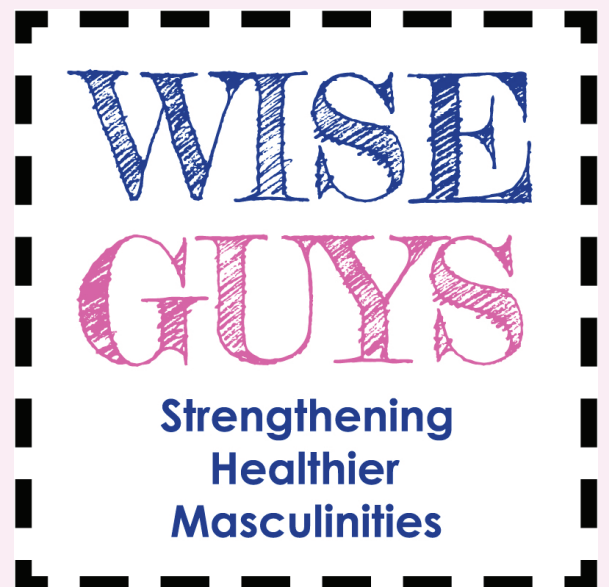
# Men's Violence Against Women

## Outcome

Students are able to identify physical, psychological, verbal, emotional and cyber violence and recognise all forms of violence are equally harmful.

## Call to Action:

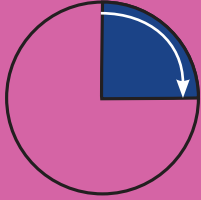
**Report violence when you see it.**



# Activity 5.1

# Exploring the Statistics

## Time



15  
mins

## Objective/Purpose

- Student build awareness of the prevalence of men's violence against women.

## Materials

Lesson 5 Slideshow  
Slides 1 – 4

## Curriculum links:

VCHPEP129 (Level 7/8)  
VCHPEP147 (Level 9/10)

## Key Messages

- A disproportionate number of victims of intimate partner violence are women.

## Preparation

- ☐ **Ensure you read the Facilitator Information for this session.** There is a lot of nuance to understanding the complexity of family violence statistics. Be sure you are not incorrectly representing them.

## Procedure

1. Tell students that today we will be discussing family violence. Warn students that today's content may be confronting for some people in class. If any difficult emotions arise during the lesson, or students want to get support with challenges they are dealing with, tell the students to come and see you after class to ensure they are supported. Alternatively, students can call 1800 RESPECT, which is a phone line where they can discuss issues around domestic violence.
2. Explain to students the concept of intimate partner violence (see below).
3. Let students know that men and women can experience intimate partner violence.
4. Show the students Lesson 5: Slideshow– Slides 1– 3.
5. Click to slide 4. Ask students the Group Discussion Questions.

## Group Discussion Questions

Slide 4

1. Ask the students if they were surprised by any of the statistics on the slide.
2. Why do women experience intimate partner violence more than men do?
3. If you were a woman, would you report violence that happened to you? Why/Why Not?
4. If you were a man would you report violence that happened to you? Why/Why Not?
5. What are the key learnings you took away from this session?

## Closing Statement

Men experience more violence than women, however, most of this violence is perpetrated in public by other men who are strangers, and often involves a single incident.

Women experience more intimate partner violence than men. This type of violence happens in private with someone they know, it can happen repeatedly over a long period of time and half the time children are present.

All violence is harmful. It is important to stop all violence. But different types of violence involve different mechanisms.

Someone might be violent towards a certain group (e.g. Nazi Germany), others might be violent in certain places (e.g. sports).

When men choose to perpetrate intimate partner violence, there are different mechanisms that need to be addressed and that is why we need to talk about this issue specifically.

## Facilitator Information








### Key Tip

Often when using statistics that show large prevalence, a counter effect can occur. People believe that because the issue is so prevalent, it is normal. This can generate apathy, as the problem is so firmly entrenched, they feel powerless to change it or engenders diffusion of responsibility (someone else should do it), or conformity (since other people are not doing anything then neither should I).

As a facilitator, it is important to stress that violence is not normal, that the majority of people aren't violent and together we can do something about it.

The nuance in Violence Statistics:

- When referring to MVAW, most research is undertaken on cis-hetero men's violence against cis-hetero women.
- Of women who experience family violence, more than half have a child in their care.
- Intimate partner violence is the greatest health risk factor (greater than smoking, alcohol and obesity) for women in their reproductive years.
- On average, one woman a week is murdered by her current or former partner.
- Family violence is the leading driver of homelessness for women.

Accurate Heading	Statistical Basis	Inaccurate Statement	Why This Is Inaccurate
<p>Approximately one quarter of women in Australia have experienced at least one incident of violence by an intimate partner.</p> 	<p>Since the age of 15, 23 percent of women have experienced at least one incident of violence by an intimate partner or expartner they may or may not have been living with (ABS, 2017).</p>	<p>One in three women experience domestic violence.</p> 	<p>'One in three' is an accurate description of the proportion of women in Australia who have experienced at least one incident of violence by a perpetrator of <b>any type</b> (i.e. not necessarily a partner) (ABS, 2017).</p>
<p>Most victims/survivors of intimate partner violence are women.</p> 	<p>Women are almost three times more likely to have experienced violence by a partner since the age of 15.</p> <p>574 600 men reported experiencing intimate partner violence since the age of 15, compared to 1.6 million women (ABS, 2017).</p>	<p>Women experience more violence than men.</p> 	<p>If you examine all types of violence, men experience more incidents than women by <b>any type</b> of perpetrator, but women experience more violence from a partner.</p> <p>Most of the violence against men is perpetrated by other men (ABS, 2017).</p>
<p>Men and women tend to experience violence in different contexts.</p> 	<p>The majority of men reported that their most recent incident of physical assault by another man was perpetrated by a stranger.</p> <p>The location was most often a place of entertainment (28%) or an outside location (28%).</p> <p>In contrast, women stated that their most recent experience of physical assault by a man was someone that they knew (92%). In 65 percent of cases, this occurred while in their own home (ABS, 2017).</p>		
<p>On average, one woman a week is killed by her intimate partner.</p> 	<p>In the 10 years from mid 2002 to mid-2012, 488 women in Australia were killed by their intimate partner (Cussen &amp; Bryant, 2015). A further study for the period mid-2012 to mid-2014 confirmed this (Bryant &amp; Bricknell, 2017).</p>	<p>Two women a week are murdered by a partner.</p> 	<p>Higher rates have been reported using collections that include all violent deaths, not limited to homicide, and not limited to violence by an intimate partner (Bryant &amp; Bricknell, 2017).</p>

## If you were a woman would you report sexual assault?

Lievore (2003) cited a number of personal barriers to disclosure including:

- shame, embarrassment;
- regarding it as a private matter;
- not thinking what has happened is a crime or not thinking it is serious enough to report to police;
- not wanting anyone else to know;
- self-blame or fearing blame by others for the attack;
- dealing with it themselves; and
- wanting to protect the perpetrator, the relationship or children.

## Barriers at the level of the justice system include:

- believing that the police would not or could not do anything or would not think it was serious enough;
- fear of not being believed or being treated with hostility;
- fear of the police and/or the legal process;
- lack of proof that the incident occurred;
- not knowing how to report; and
- doubt that the justice system will provide redress.

## If you were a man would you report it?

As a man, your masculinity comes into question. It is considered weak, or something that doesn't happen to men. Men don't access supports or try to get help if needed.

## Violence Definitions

**Family Violence:** A broader term than domestic violence, encompassing violence between family members extending beyond intimate partner relationships. This includes elder abuse, adolescent domestic violence and childhood domestic violence.

**Domestic Violence:** refers to acts of violence that occur in domestic settings between two people who are, or were, in an intimate relationship. It includes physical, sexual, emotional, psychological, financial, spiritual, verbal and cultural abuse.

**Intimate Partner Violence:** refers to any behaviour within an intimate relationship (including current or past marriages, domestic partnerships, familial relations, or people who share accommodation) that causes physical, sexual or psychological harm to those in the relationship.

**Dating Violence:** defined as the perpetration or threat of an act of violence by at least one member of an unmarried couple on the other member within the context of dating or courtship.

**Adolescent Family Violence:** describes the use of physical, emotional, psychological, verbal, financial and/or sexual abuse by a child or adolescent against their parent, carer, sibling or other family member in the home.

**Gendered Violence:** the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society." (Bloom 2008, p14).

**Racial Violence:** a specific act of violence, intimidation or harassment carried out against an individual, group or organisation on the basis of race, colour, descent or national or ethnic origin.

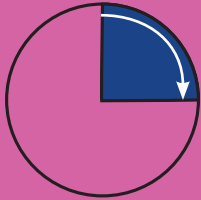
**Disability-based Violence:** a specific act of violence, carried out against a person with a disability.

**Heterosexist Violence:** Heterosexism is defined as violence or harassment directed against Gay, Lesbian, Bisexual and Transgendered people. Heterosexism is a system of attitudes, bias, and discrimination in favor of opposite-sex sexuality and relationships. It can include the presumption that other people are heterosexual or that opposite-sex attractions and relationships are the only norm and therefore superior.

# Activity 5.2

# Invisibility Cloaks

## Time



15  
mins

## Objective/Purpose

- Students recognise the implicit attitudes towards women that lead to violence.

## Materials: OPTIONAL

Lesson 5 Slideshow  
Slides 5 – 7

## Curriculum links:

VCHPEP143 (Level 7/8)  
VCICCB018 (Level 9/10)

## Key Messages

- **Society sets a double standard for men and women. An individual that does the same act will be treated very differently depending on their gender.**

## Preparation

- ☐ Review the activity procedure and be comfortable telling the story to the class.

## Procedure

1. Tell students you are going to run a short activity. They need to listen to the story, and when you ask them to, they can call out answers to your question.
2. Tell students the following story:
3. “Imagine that you all have invisibility cloaks from Harry Potter and we are going on an excursion to a school nearby. Your task is to write a short essay on the best gossip happening at the school. (Check if the students understand).
4. When we arrive, you all split up and go and listen for gossip. Then we all meet up again and (choose a student) thinks he has won. He has got the best gossip. He is going to ace the essay. He heard two year 12 students had sex last night and the whole school is talking about it. That’s perfect for the essay so you get your notebooks out.
5. There is group of students here on my left talking about the BOY, let’s go and hear what they are saying. Tell me what they are saying. (Let students call out answers.)
6. Now there is a group of students on my right talking about the GIRL. What are they saying? (Let the students call out answers.)
7. Ask the Group Discussion Questions.

## Group Discussion Questions

### Slide 7

1. Why was there a different response to the boy and the girl?
2. IF we came back in 6 months and the boy and girl both had sex with 3 more people each.

What do we think of the boy now? What about the girl?

3. (You can use your hands indicate if the boy or girl is moving up or down in status.)
4. Why is it that two people have done the same thing but they get treated differently?

## Closing Statement

Even though we have achieved a lot for equality in Australia, there is still a long way to go. We still have attitudes and beliefs which change the way we behave even if we believe people are equal.

Remember, when people aren't viewed equally, it can lead to violence because one person believes they are more important than the other person.

These beliefs and attitudes tell us it is ok to treat those people differently, and it is ok to be violent towards them because they are not like us.

## Facilitator Information

### Sexual Comments towards women

**Man Box** You made sexual comments to a woman or girl you didn't know, in a public place, like the street, your workplace, your school/university, or on the internet or social media.

Australia	In	46%*
	Out	7%*
US	In	54%*
	Out	9%*
UK	In	60%*
	Out	9%*
Mexico	In	32%*
	Out	10%*

\* represents statistically significant relationships at  $p < 0.5$

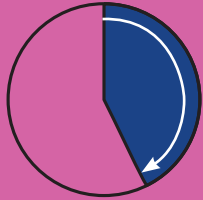
Percentage of respondents who report in the last month

# Activity

## 5.3

# Domestic Violence Myth-Busters

### Time



25  
mins

### Objective/Purpose

- Students are able to challenge common misconceptions around the issue of men's violence against women.

### Materials:

Domestic Violence Myth-Busters Cards

Domestic Violence Myth-Busters Answers

### Curriculum links:

VCPCS0040 (Level 7/8)

VCHPEP129 (Level 9/10)

### Key Messages

- There are many misconceptions about men's violence against women.

## Preparation

- ☐ Print and cut out the MythBusters cards and answers.

## Procedure

1. Split your students into groups of 3 – 5.
2. Give each group a Domestic Violence MythBusters Card.
3. Ask them if they think the statement is true or false and why. Give them some time to discuss it.
4. Once the groups have discussed their card, ask them to share and explain their conclusion to the rest of the class.
5. After the students give their explanation, give them the answer card to their Myth, and allow them to discuss the answer and their response with the class.
6. Ask the Group Discussion Question.

## Group Discussion Question

1. What new information did you learn during this activity?

## Closing Statement

Because of the lack of awareness around violence many myths persist. It is important that you are able to combat these effectively when you hear them to stop the spread of misinformation.



## Facilitator Information

### Myths

#### **Family violence is rare and doesn't affect many people.**

A Victorian study in 2004 by VIC Health found that violence against women is the leading contributor to death, disability and illness in Victorian women aged 15-44, being responsible for more disease burden than many well-known preventable risk factors such as high blood pressure, smoking and obesity.

#### **Domestic and family violence only happens in certain cultures or communities.**

Violence against women occurs in ALL communities regardless of cultural, education or socio-economic background. Certain cultural groups may get more media exposure on the issue of Domestic Violence, and some communities have higher rates of Domestic and Family Violence specifically areas of economic or social disadvantage (Flood 2007). However it's important to know that domestic violence impacts on all communities and cultures.

#### **Family violence happens because women provoke men.**

Most abused women try to do everything they can to please their partner and avoid further violent episodes. Victims of domestic violence are vulnerable to further episodes of abuse regardless of their behaviour.

#### **It's easy to leave a violent and controlling relationship.**

It's extremely difficult to leave a violent and controlling relationship. Women can often leave many times before they permanently leave a violent and controlling relationship.

#### **There are many reasons for this including:**

- the shame / embarrassment / humiliation associated with admitting you're in a violent relationship
- still caring for their partners
- believing that the violence is their own fault
- limited or no access to financial assistance due to financial dependence
- lack of awareness of support services
- threat of suicide
- fear of isolation from community and support networks
- fear that the perpetrator will kill her or their children
- fear of rejection by friends and family
- a belief that families should stick together
- a belief that the situation will get better
- a belief that no-one else will love her
- a religious commitment to a partner
- fear of losing children in a custody battle, especially if the domestic violence hasn't been documented
- fear of the legal system and the police
- low self-esteem and self-confidence.
- Society can also hold women accountable for looking after relationships and blame women for a relationship failing, implying that she deserved or incited the violence somehow.

#### **Leaving a violent partner means the abuse will stop.**

Women often believe it's impossible to escape the violence and abuse. They are often threatened with death if they leave. In some cases, violence, harassment and intimidation can escalate during separation and can result in serious injury and sometimes death.

Women also often believe they and their children will be destined to a life of poverty if they leave. Obtaining suitable accommodation for themselves and their children is often difficult, particularly in regional and remote areas.

### **Violent men come from violent homes.**

The relationship between exposure to violence in childhood and becoming an adult perpetrator is a complex one. There are many factors that contribute to someone becoming a person who uses violence in their relationship.

Whilst it is true that some men who are violent to women do come from violent backgrounds, many men who abuse women do not. Other men who do come from abusive backgrounds do not abuse women. They choose to deal with their problems in a non-violent and constructive way.

### **Lots of women make false claims about family violence or exaggerate how bad the abuse is.**

Women experiencing domestic violence are more likely to deal with the issues themselves or talk to family and friends rather than seek outside support, due to barriers such as fear, isolation, lack of support and shame. This is supported by findings in the report *Against the Odds: How Women Survive Domestic Violence* (Keys Young 1998) which found that:

- Less than 20% of women interviewed had contact with domestic violence crisis services while they were in the abusive relationship.
- About 25% of women had contact with the police while they were in the abusive relationship.
- Women are also more likely to downplay their experience of domestic violence, as opposed to a community perception that they exaggerate it.

### **Violent men are violent in their relationships because they are stressed.**

Like alcohol, stress is often used as an excuse for domestic and family violence. This means something else is always to blame for the violence –work, lack of work, the neighbours, the children, financial difficulties etc., and stops the perpetrator being responsible for his/her violence. There are no excuses that can be used to justify violence against women and children. The majority of individuals who are stressed are not violent. If someone is stressed they should seek support and assistance from their GP and appropriate services.

### **All men are violent.**

**The majority of men and young men in our community are not violent.** The use of violence is a choice. Men who use violence in their relationships choose where and when they are violent. The large majority of offenders who assault their partners control their violence with others, such as friends or work colleagues, where there is no perceived right to dominate and control.

Stating that ‘All men are violent’ places the blame for the violence elsewhere and stops the perpetrator being responsible for his violence. There are no excuses for violence against women.

### **There are as many male victims of domestic and family violence as there are women.**

- Although some men are the victims of domestic violence, this is much less common and all the indications are that 9 out of every 10 domestic violence victims is a female (University of Western Australia CRC 2004)
- 87% of sufferers are women (Healy 2005) *Domestic Violence Volume 228, Issues in Society*
- Female victims are more likely to be abused by a current or former intimate partner and male victims are more likely to be abused by other family persons and other persons. Almost half of all victims under 15 are abused by a parent or guardian (Weatherburn 2005).

### **Domestic violence is caused by the abuse of alcohol.**

Even though alcohol is involved in about 50% of cases, these same offenders also beat their spouses when sober. (QLD Domestic Violence Task Force 1988). Alcohol has been shown to be a risk factor that does not actually cause domestic violence, but can contribute to greater frequency and severity of abuse.

(Source: Brisbane Domestic Violence Service)

<b>Total</b>	<b>Physical</b>	<b>Sexual</b>	<b>Emotional</b>
<b>Women (17%)</b>	<b>1 in 4</b>	<b>1 in 4</b>	<b>1 in 4</b>
<b>Men (6%)</b>	<b>1 in 20</b>	<b>1 in 16</b>	<b>1 in 7</b>

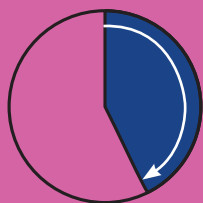
**Rates of Intimate Partner Violence (Our Watch, 2015; ANROWS, 2018)**

## Activity

# 5.4

# Juggling: Grit (Passion)

## Time



25  
mins

## Objective/Purpose

- Students understand the need for persistence in learning new skills.

## Materials

3 x Juggling Balls  
per student.

## Curriculum links:

VCPCSE036 (Level 7/8)  
VCCCTM052 (Level 9/10)

## Key Messages

- Grit refers to the **motivational drive** to keep at a difficult task over a sustained period of time.
- At the heart of resilience is the **optimism** to get back up and continue after a failure or set back.

## Preparation

- ☐ Read and become familiar with the group discussion questions.

## Procedure

1. Allow your students to practice juggling.
2. Note the students who continue to juggle and the ones who give up.
3. After they have had time to practice, bring them together and ask the Group Discussion Questions. (When asking these questions be non-judgemental, for some students they are not motivated to be a juggler and therefore, they stop learning the skill. The aim is not to blame students for not doing the task, but to understand why people persevere.)

## Group Discussion Questions

1. For those of you who stopped juggling, why did you stop?
2. For those of you who continue to practice juggling, why did you continue?
3. We know that if we want to learn a new skill, we have to persevere. What are the conditions that make us want to stick to something?

## Closing Statement

Unless we have a strong motivation, we will give up when a task becomes challenging.

If we want to learn a new skill we need to be motivated enough to persevere.

## Facilitator Information

### Grit

Recent work in the field of psychology has focused on the benefits of building grit. Grit has been shown to improve academic achievement, success in work and stability of relationships. But some academics argue Grit may be a repackaging of conscientiousness, the Big Five personality trait of being careful and vigilant.

Regardless of the underlying construct, the literature suggests that building perseverance in students can be highly beneficial.

To summarise this research, effort counts twice. Talent is valuable but without effort, you can't develop a skill. Similarly, learning a skill does not mean you automatically master it, no matter how much talent you have. This only happens through more effort. Putting in the effort to develop skills requires people to persist in the face of failures and challenges.

It is at these times that the underlying mechanisms that motivate people to continue become important. Self-determination theory suggests motivations that come from within a person, that speak to the person's identity, beliefs and values are more effective than external motivations such as rewards or punishments.

### Passion

As a facilitator try to provide students with a "What's in it for me?".

For example:

- Do you want to have a happy life? The best predictor of happiness is the quality of your relationships.
- Do you want to be a good dad? You can't live a life of harmful habits and wake up one day and teach your child positive things.
- Do you want a world where everyone is treated equally? You need to become aware of your attitudes and biases.
- Do you want to live in a world that is free of violence? You need to be the change you want to see.

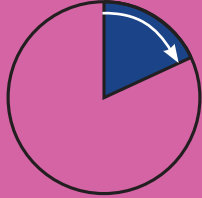
Tapping into students' intrinsic motivations, their values and visions for their future can be a powerful motivator in persevering to create change.

## Activity

# 5.5

# Wise Moves: Getting Wise on Women

## Time



**10**  
mins

## Objective/Purpose

- Students take accountability for their own actions.

## Curriculum links:

VCHPEP130 (Level 7/8)  
VCHPEP149 (Level 9/10)

## Key Messages

- The best thing you can do to help prevent violence, is to stop yourself.

## Preparation

- ☐ Read and become familiar with the group discussion questions.

## Procedure

1. Ask the Group Discussion Questions.

## Group Discussion Questions

1. What do you think about the way you treat the girls in your life?
2. What motivates you to not be violent?
3. What can you do to reduce violence against women?

## Closing Statement

The best thing you can do to help prevent violence, is to start with yourself.