

Fight Back: Addressing Everyday Sexism in Australian Schools - Unit 3

Written by Briony O'Keeffe, 2014 Informed by the Fitzroy High School Feminist Collective www.fhsfemco.com

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FHS FEMINIST COLLECTIVE

INTRODUCTION & OVERVIEW

What is the 'Fightback: Addressing Everyday Sexism in Australian Schools' resource?

Fightback: Addressing Everyday Sexism in Australian Schools is a teaching resource consisting of three units of work aimed at educating secondary school students about gender inequality, the objectification of young women's bodies and the use of sexist language. The resource also addresses the link between gender inequality and violence against women. The idea for the resource and its contents was generated by the Fitzroy High School Feminist Collective class which formed in 2013 with the intention of identifying and addressing key incidences of 'everyday sexism,' primarily those experiences that young women experience on a daily basis both within a school environment and externally to it.

Why has this resource been created?

Fightback: Addressing Everyday Sexism in Australian Schools aims to provide educators with accessible resources with which to address the issue of gender inequality. The resource is designed to be used as a tool to address negative attitudes towards gender equality – held by both young men and young women – that contribute to high rates of sexism and discrimination, and ultimately to high rates of violence against women in our community. As the National Community Attitudes towards Violence Against Women Survey (NCAS) notes, 'as long as we all continue to see women as less than equal to men disrespect and violence against women will continue to happen'.¹

One of the most disturbing aspects of everyday sexism is the well-established connection between negative attitudes towards women and violence against women. Violence against women in Australia is increasingly acknowledged as a serious problem, with recent reports finding that more than one in three women in Australia aged over 18 have experienced violence at the hands of a man since the age of 15^2 and that one woman is killed by her current or former partner in Australia every week³.

Of particular concern is the NCAS's⁴ identification of two groups - younger people of both sexes aged between 16-25 and young men – that are more likely to endorse violence-supportive attitudes. For example, one in five respondents believe a drug

or alcohol affected woman is partly to blame if she's sexually assaulted, one in five believe that men should take control in relationships. In a broader context, more than a quarter of respondents believed that men make better political leaders than women, and 49% of women reported experiencing workplace discrimination. In addition, in research undertaken in 2015 by 'Our Watch', an organisation that was established to 'drive nation-wide change in the culture, behaviours and attitudes that underpin and create violence against women and children' one in four young people surveyed did not think it was serious if a man who was normally gentle slapped his girlfriend when he was drunk, one in six respondents believed women should know their place, and one in four thought it was normal for men to pressure women into sex⁵.

Critically, the NCAS report also suggests that 'people with weak support for gender equality tend to be more likely to hold violence-supportive attitudes' and that 'focusing on shifting the attitudes that support violence is key to turning the tide on violence against women in Australia'6.

How should I use the resource?

'Fightback' consists of three Units of work, each containing 5-10 lessons, depending on the timing of individual teachers. Though the resource has been designed to develop students' understanding of gender inequality by moving through a sequence of concepts, the units can also be taught independently of each other or out of sequence, except where otherwise recommended. The individual lessons within each unit can also be taught consecutively or (in most cases) independently of each other. Each lesson can be run as a 90-minute class, two 45-minute classes, or can be broken down into smaller units of time, depending on the context of the teaching environment. The resource may be integrated into existing education programs, particularly those addressing health and sexuality, personal development or life skills, but works equally well as part of an English or Studies of Society and Environment curriculum. 'Fightback' would also work well when used in conjunction with other resources addressing similar issues, such as 'Building Respectful Relationships' or 'Be The Hero."

A Note on 'Class Pages'

In some lessons reference is made to uploading materials to a 'class page'. There are many tools available to teachers who wish to create a secure online space for their classes, such as Edmodo⁹ or Googledocs. However, the use of these tools is not essential and should be guided by individual preference.

Expectations for a safe & effective learning environment

Setting up a 'safe' space is essential for the delivery of this curriculum. The space should be safe in the sense that students and teachers can share their ideas and opinions and ask questions without fear of judgment or silencing; students can express their views on the issues being discussed without being stigmatised or shut down.

¹ VicHealth 2014, Australians' attitudes to violence against women. Findings from the 2013 National Community Attitudes towards Violence Against Women Survey (NCAS), Victorian Health Promotion Foundation, Melbourne, Australia.

² ABS (Australian Bureau of Statistics) 2013, Personal Safety Survey, Australia, 2012, cat. no. 4906.0, viewed 4th December 2014, http://www.abs.gov.au/ausstats/abs@.nsf/mf/4906.0

³ http://www.vicpolicenews.com.au/blogs/93-oursay/1302-ccp-ken-lay-on-family-violence.html

⁴ See Note 1 above

⁵ http://www.ourwatch.org.au/Understanding-Violence/Facts-and-figures

⁶ See Note 1 above

It's likely that many of the students undertaking these units will regularly work together and have experience in developing classroom rules or agreements to ensure their learning environment is safe and that respectful behaviours such as listening and allowing no put-downs are adhered to. However, some classes may be coming together for the first time. For these classes, it is essential to establish ground rules, as they provide a structure that can improve classroom management, keep students and staff feeling safe and supported, and ensure the class works effectively. Students will be dealing with potentially sensitive issues focusing on inequality, discrimination, gendered violence, sexuality and body image, and so a structure that allows discussion of differing opinions is essential to the success of the curriculum¹⁰.

Specific issues with boys and gender inequality¹¹

Addressing issues of gender inequality can at times be met with a sense of resistance from students and staff who are concerned that a focus on men's and boys' privilege 'blames the boys'. Data collected from students following the trial of similar materials to those in this resource gave no indication that this was of concern to the boys themselves. It is important that boys have the opportunity to explore the construction of masculinities with regard to sexist behavior and to understand the historical and institutional nature of gender inequality. This understanding can assist in alleviating feelings of individual responsibility. The handouts on 'Reverse Sexism' and 'Violence Against Men' may also be of assistance when addressing this issue.

Disclosure of abuse or sexual preference¹²

This resource includes content that may trigger a traumatic or emotional response in students, or encourage or enable students to disclose personal experiences with sexual harassment and/or sexual assault, family violence, sexuality or issues with disordered eating.

To minimise harmful disclosures, teachers need to make very clear to students prior to undertaking activities that although the activities explore personal values and attitudes around issues of gender, misogyny and violence, they do not require students to disclose their own experiences. Students may choose not to take part in activities and should be supported to manage that choice in an inconspicuous manner.

If teachers feel students may say something inappropriate, they may choose to use the strategy of protective interruption, which means interrupting students before they disclose personal information, while at the same time informing them they can talk privately with their teacher after class.

Contact details for a range of national support services have been included in the appendix of the resource: they may be photocopied and distributed to students. Educators from countries other than Australia should ensure that contact details for similar support services are provided to their students.

⁷ Victorian Department of Education and Early Childhood (2014), Building Respectful Relationships- Stepping Out Against genderbased violence. Victorian Department of Education and Early Childhood, Melbourne. Available at https://fuse.education.vic.gov.au/content/29a93fbb-0553-4f9c-a382-c30f29afb120/BRR%20full%20document%20110614.pdf

⁸ http://www.bethehero.com.au/index.php?id=11

⁹ https://www.edmodo.com/

¹⁰ Adapted from Building Respectful Relationships, p11. See Note 7 above

¹¹ Adapted from Building Respectful Relationships, p11. See Note 7 above

¹² Adapted from Building Respectful Relationships, p12. See Note 7 above

Sexual preference¹³

As this resource covers issues around gender identity and sexuality, there is also a chance that students may disclose information or concerns they have about their own or a member of their family's sexual orientation. Specifically, teachers may find that students disclose that they or a family member are gay, lesbian, bisexual or transgender.

Teachers need to know how to assist these students. They should identify appropriate procedures, including the use of community resources, to help students in this situation. Where appropriate, teachers are also encouraged to arrange support for the student and for themselves from student welfare staff, such as the student welfare coordinator or the school's student support services officer. Most importantly, teachers and student welfare staff need to be aware that disclosures of sexual orientation should remain confidential unless a student is at risk of harm.

Abuse

In Victoria, teachers are mandated to make a report to Child Protection if they form a reasonable belief that a student is in need of protection because they are at risk of harm or neglect, or if that teacher holds a reasonable belief that a student is being subjected to physical or sexual abuse. Teachers should refer to the 'Child Protection – Mandatory reporting' section of the Victorian Government Schools Policy and Advisory Guide.¹⁴

¹³ Adapted from Building Respectful Relationships, p12. See Note 7 above

¹⁴ Adapted from Building Respectful Relationships, p12. See Note 7 above

Links with The Australian Curriculum: AusVels

Issues related to gender and gender inequality generally fall within the Health and Physical Education domain. However, a number of other areas of the AusVels are also addressed in this resource, particularly Health and Physical Education, Interpersonal Development, Personal Learning, Civics and Citizenship and Thinking Processes. The lessons in this resource are pitched primarily at students within **Levels 9 and 10.** Please refer to the AusVels links below for more detailed information.

AUSVELS LINKS

Level	Domain / Dimension	Relevant aspects of the standard	Applicable Unit/Lesson
9	Domain Health and Physical Education Dimension Health knowledge and promotion	Knowledge of a specific social and/or cultural influence on the development of personal identity and values Knowledge of the rights and responsibilities associated with the increasing independence of young people	Unit 1 2. Hairy Armpits: Debunking some myths about feminism 3. What about the boys? 4. "But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 2 1. Understanding Objectification 4. Written on the body Unit 3 3. Challenging the Gender Norm 4. Sexism Stings
9	Domain Interpersonal Development Dimensions Building social relationships Working in Teams	 Understanding of the relationship between values, beliefs and accepted social practices Empathy in monitoring and responding to the behaviour of others in diverse social contexts Use of strategies for motivating group members and working towards task completion Use of strategies when creating ideas and solving problems Engagement of all team members in group processes 	 Unit 1 What is Gender Inequality? Hairy Armpits: Debunking some myths about feminism What about the boys? But I didn't ask for it": A lesson on privilege Intersectionality Unit 2 Understanding Objectification Subjects and Objects Objectification in Practice Who does it hurt? The connection between objectification and violence Unit 3 Sticks and Stones Unpacking Sexist Language Challenging the Gender Norm Sexism Stings Fighting Back

Level	Domain / Dimension	Relevant aspects of the standard	Applicable Unit/Lesson	
9	Domain Personal Learning	Flexible use of multiple learning strategies to complete a set task	 Unit 1 What is Gender Inequality? Hairy Armpits: Debunking some myths 	
	Dimensions The individual learner	Understanding that enquiry and research may challenge their own and others' values and beliefs	about feminism 3. What about the boys? 4. But I didn't ask for it": A lesson on privilege 5. Intersectionality	
	Managing personal learning	Recognition of, and respect for, a range of protocols that support learning; for example, rules of discussion in a class forum	Unit 2 2. Subjects and Objects	
		Persistence when challenged by conflicting information, values and views	 Unit 3 Sticks and Stones Unpacking Sexist Language Challenging the Gender Norm 	
		Self-directed time management with a focus on task requirements		
9	Domain Thinking Processes Dimensions Reasoning, processing and inquiry	Use of information-processing skills in problem solving activities that involve many variables; for example, interpreting data to draw valid conclusions Synthesis of information when considering various perspectives	 Unit 1 What is Gender Inequality? Hair Armpits: Debunking some myths about feminism What about the boys? But I didn't ask for it": A lesson on privilege Intersectionality 	
	Creativity Reflection, evaluation and	Use of a range of self-selected creative thinking strategies when engaging with complex and novel ideas	Unit 2 2. Subjects and Objects 3. Objectification in Practice	
	metacognition	Justification of their thinking processes and tools, and analysis of changes in their thinking when reviewing information and their own ideas and beliefs	 Unit 3 Sticks and Stones Unpacking Sexist Language Challenging the Gender Norm 	
		Understanding of their own and others' viewpoints following analysis of those perspectives		

Level	Domain / Dimension	Relevant aspects of the standard	Applicable Unit/Lesson
10	Domain Health and Physical Education	Describe a range of social and cultural factors that influence the development of personal identity and values.	Unit 1 4. But I didn't ask for it": A lesson on privilege 5. Intersectionality
	Dimension Health knowledge and promotion	Analyse the positive and negative health outcomes of a range of personal behaviours and community actions	Unit 2 1. Understanding Objectification 4. Written on the body Unit 3 1. Sticks and Stones 2. Unpacking Sexist Language 3. Challenging the Gender Norm 4. Sexism Stings 5. Fighting Back
10 and beyond	Domain Interpersonal Development Dimensions Building social relationships Working in Teams	 Describe how local and global values and beliefs determine their own and others' social relationships. Evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it. Understanding of the many social influences, such as values, culture, gender and power, that may affect relationships Behaviour that encourages diverse groups in the community to contribute to an inclusive and harmonious environment Strategic leadership that promotes a socially supportive school environment; for example, peer leadership and restorative strategies such as sharing feelings about an issue or incident Working with the strengths of a team they achieve agreed goals within set timeframes. 	Unit 1 1. What is Gender Inequality? 2. Hairy Armpits: Debunking some myths about feminism 3. What about the boys? 4. "But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 2 1. Understanding Objectification 2. Subjects and Objects 3. Objectification in Practice 4. Written on the body Unit 3 1. Sticks and Stones 2. Unpacking Sexist Language 3. Challenging the Gender Norm 4. Sexism Stings 5. Fighting Back

Level	Domain / Dimension	Relevant aspects of the standard	Applicable Unit/Lesson
10 and beyond	Domain Civics and Citizenship Dimension Community engagement	Draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. They contest, where appropriate, the opinions of others.	Unit 1 1. What is Gender Inequality? 2. Hairy Armpits: Debunking some myths about feminism 3. What about the boys? 4. "But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 3 2. Unpacking Sexist Language
10	Domain Personal Learning Dimensions The individual learner	Students identify the ethical frameworks that underpin their own and others' beliefs and values	Unit 1 4. "But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 2 1. Understanding Objectification 2. Subjects and Objects 3. Objectification in Practice Unit 3 1. Sticks and Stones
10	Domain Thinking Processes Dimensions Creativity Reflection, evaluation and metacognition	 Apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas. When reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions. 	 Unit 1 What is Gender Inequality? Hairy Armpits: Debunking some myths about feminism What about the boys? But I didn't ask for it": A lesson on privilege Intersectionality Unit 2 Understanding Objectification Subjects and Objects Unit 3 Sticks and Stones Unpacking Sexist Language Challenging the Gender Norm Sexism Stings

UNIT 3 THE USE OF SEXIST LANGUAGE

LESSON 1

Sticks & Stones

LESSON 2

Unpacking Sexist Language

LESSON 3

Challenging Gender Norms

LESSON 4

Sexism Stings 'Slut' as a Gendered Insult

LESSON 5

Fighting Back



STICKS & STONES

GROUP TIME Whole group and small group 90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will explore the idea that language creates and supports gender inequality

Students will explore the way in which language may be used to discredit or stereotype a person

Students will reflect upon their own use of language in relation to reinforcing gender inequality

BACKGROUND

This lesson is designed to encourage students to begin thinking about the use of gendered or sexist language, and the way in which sexist language might be 'taken for granted' in everyday life. It may work as a one-off activity, or can be used to lay the groundwork for a more in depth look at the connection between gendered language and gender inequality.

ACTIVITIES

- 1. Same Same, but Different: Setting the Scene
- 2. Brain Dump: Sexist Stereotypes

PREPARATION & MATERIALS

- 7 x sheets of A3 Paper
- 1 copy of 'Sexism: A Basic Definition' per group

When undertaking this activity it is important to acknowledge openly with students that not everyone perceives themselves as belonging to the sex they were assigned at birth, nor do they feel comfortable identifying as a 'girl' or a 'boy'. You may wish to alert students to the appropriate support services, found in the index of the resource.

PART 1: INTRODUCTORY ACTIVITY

- 1. Ask students to arrange themselves into a circle.
- 2. Begin by asking students to identify one respect in which everyone in the circle is like everyone else (e.g. everyone is human, or everyone has arms etc.). Write responses on the board.
- 3. Secondly, ask students to identify one respect in which both the girls and boys in the circle may be considered to be alike. You may need to provide students with some examples (E.g. Both Student A and Student B live in the same area or like a particular author or play the same sport) or provide a minute or two for students to think about the question. Add responses to the board.
- 4. Finally, ask students to identify some of the ways in which the girls and boys in the circle perceive themselves as not being alike. Encourage students to think broadly in this last step by prompting them to consider their experience in the world, as opposed to their simple physical differences. For example, you may wish to ask students to think about whether they see themselves represented equally in their country's government or whether they have the same experience of undertaking chores at home as a sibling of the opposite sex. Write responses on the board and discuss any key issues raised before moving on to Part II of the lesson.

PART 2: EXPOSING GENDERED STEREOTYPES

- 1. Explain to students that they are now going to move on to exploring the notion of sexist stereotypes. Divide the class in to seven small groups and allocate each group one of the following categories:
- Physical Appearance
- Sexuality
- Domestic Duties
- Sporting ability
- Strength/Weakness
- Parenthood
- Expression of emotion
- 2. Ensure that each group has a copy of the handout 'Sexism: A basic definition' and read through the definition with the class before proceeding. Check understanding before continuing.

- 3. Ask students to discuss and then write down all of the stereotypes they can think of that relate to how gender is perceived with regard to the category their group has been assigned. They may wish to include platitudes that reinforce negative gender stereotypes, for example the phrase 'to kick like a girl'. Emphasise that writing down a sexist platitude or a sexist stereotype does not imply that the student themself agrees with that belief.
- 4. Ask each group to share their responses to the category they were assigned. Facilitate a discussion in which students consider the questions below:

You may wish to give students some time to discuss the questions in their groups before beginning a whole-class discussion, or to allocate 1-2 of the questions to each group to discuss before proceeding.

- What sorts of themes can you identify with relation to the notion of femininity or masculinity?
- What have you noticed about the language that is used to describe women, as opposed to the language that is used to describe men?
- Are there any terms that are used to describe young women that have a different meaning when applied to young men?
- Are there any categories where the class feels that young women are subject to more sexist stereotypes than young men?
- Are there any areas where the class feels that one gender has more power than the other as a result of sexist stereotypes?
- What might be the impact of stereotypes relating to how women and men are defined?
- How might this impact on young people who don't identify with the sex they were assigned at birth?
- How do the themes identified by the class relate to the experiences of individual students?
- 5. Conclude the class with a reflection. Ask students to write down two things they have learned in the lesson about sexist stereotypes and then select a range of students to share their thoughts with the rest of the class.

SEXISM A BASIC DEFINITION

Sexism is prejudice, stereotyping, or discrimination, *typically* against women, on the basis of sex or gender. Sexism also consists of the **attitudes**, **stereotypes**, and **systemic elements** that promote discrimination on the basis of sex or gender.

For example:

- A sexist **attitude** might be that one sex should be responsible for all of the cooking and cleaning in the domestic sphere
- A sexist **stereotype** might be that one sex is not as good at sport as the other
- A sexist **system** might be one where one sex is not paid as much as the other for doing the same work, with the same qualifications

The term 'Sexism' was coined in the 1960's during the Women's Liberation Movement.

Sexism often involves the creation and reinforcement of gender stereotypes, which are widely held beliefs about the assumed characteristics and behavior of women and men.

WHAT ARE SOME EXAMPLES OF SEXISM?

- Not paying a person an equal wage, or offering them the same benefits as other employees, because of their sex or gender.
- Treating a person, often a woman, as a sexual object (objectification)
- Using offensive language or making offensive jokes based on someone's sex or gender
- Only allowing one sex to participate in certain activities
- Denying a person access to education because of their sex or gender
- Creating an environment where one gender feels unsafe or uncomfortable
- Not supporting girls' sports teams the same way support is given to boys sports teams.

UNPACKING SEXIST LANGUAGE

GROUP TIME Individual and whole group 90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will explore the notion of gendered stereotypes, particularly in relation to 'double standards' around the concept of sexual activity

Students will contemplate the impact of sexist language and sexist stereotypes, particularly in relation to young women

Students will gain an understanding of the way in which sexist language falls within a continuum of violence

Students will explore their own beliefs and attitudes towards sexist language

BACKGROUND

This lesson is intended to encourage students to think about the 'everyday' use of sexist language and the everyday experience of sexist stereotyping, particularly with regard to sexuality. The lesson focuses on the way in which sexist language reinforces false 'truths' about gendered behaviour and the impact those 'truths' have on young people, particularly on young women. The lesson is intended as a continuation of Lesson One, Unit Three, but will also work as a stand-alone class.

ACTIVITIES

- 1. Stereotype the story
- 2. Numbered Heads Together
- 3. #Hashtag Reflection

PREPARATION & MATERIALS

- 1 x copy per student of the 'Stereotype the Story' handout
- 1 x copy per student of 'Exiting the Building: Exploring the Sexist Skyscraper'
- Envelope containing the letters of the alphabet (see below)
- 1 x teacher copy of 'Sexism: A Basic Definition'

PART 1: STEREOTYPE THE STORY

- Give each student a copy of the 'Stereotype the Story' handout and ask them to fill in the gaps of the story with the first responses that come to mind. The story is structured to highlight stereotypes about young women's clothing choices and perceived sexual behavior.
- 2. Select a number of students to read out their responses to the rest of the class and ask the group to consider the following questions:
 - Who chose to use the pronoun 'she' when filling in the blanks in the story? Why did they choose to use it?
 - Who chose to use the pronoun 'he' when filling in the blanks in the story? Why did they choose to use it?
 - What sorts of stereotypes does this story highlight?
 - Do you think that girls are more likely than boys to be subject to the kinds of attitudes expressed in the story? Why?

If the intended stereotypes/themes of the story do not emerge in the discussion, ask students to think about:

- Which groups of people are usually singled out for wearing 'really short' or revealing items of clothing?
- Which groups of people might regularly have their sexual activity questioned?
- Which group of people does the term 'asking for it' often apply to?
 In what context does it apply? Why?

You may wish to refer to the 'Sexism: A Basic Definition' handout if the class requires clarification of the term. It may also assists with making links between the story, student responses to the story and the practice of sexism.

PART 2: NUMBERED HEADS TOGETHER

- 1. Ensure that each student has a copy of *Exiting the Building: Exploring the Sexist Skyscraper*. Allow students time to read the article independently.
- 2. Organise students into teams of three to five, assigning each member in the group a number from one to five. Then assign each member of the group a letter

of the alphabet. Ensure that you have prepared an envelope with the letters of the alphabet in it for yourself. You will use this when eliciting student responses.

- 3. Inform students that they are going to be using a technique called 'Numbered Heads Together' to answer some questions about the article they have just read. This process of responding to the article requires everyone in the group to be able to answer the question, so working together to make sure everyone understands the group's answer is important.
- 4. Work your way through the questions below one by one, using the following process:
 - a. Provide the class with a question from the list.
 - b. Instruct each group to put their 'numbered heads together' to answer the question cooperatively. Give students time to think and to talk to each other about their answers.
 - c. After giving students some 'think time', call out a number from one to five. All students with that number stand up. Then select a letter from the envelope: the student who has both the number and the letter called then provides their group's response to the question. E.g. a student with a number one and the letter 'a' may be chosen to respond.
 - d. If the answer requires elaboration or corrections, another person standing can be called upon to give their group's answer.
 - e. If the question asked is open-ended, you might like to ask all students with the same number to contribute to the answer.

Questions

- What might the term 'gendered violence' mean?
- What might the term marginalisation mean? (Ask students to have a
 go at this question but clarify the term using the 'Useful Vocabulary'
 box below if required)
- What does the skyscraper symbolise in the article?
- What are some of the different levels or floors in the skyscraper? What happens as you get higher up in the 'building'?
- What is meant by the sentence: 'if you're visiting any of the levels of varying sexism, you're actually supporting a system that harms and abuses other people'? How might this harm occur?

Continued overleaf...

PROCEDUREcont

- What is meant by the sentence 'you might think [that words] are harmless, but they actually lay the groundwork for a lot of the more serious violence used against women'?
- In what ways can we 'walk out of' this symbolic building and 'refuse to ever go back in'? What might that look like or sound like?

PART 2: NUMBERED HEADS TOGETHER

- 1. Ask students to compose a 140 character response to the article they have read and discussed, summarising either one thing they have learned from 'Exiting the Building: Exploring the Sexist Skyscraper', a main theme of the article or any questions the article may have raised.
- 2. Prompt students to share their response with the class.

STEREOTYPE

THE STORY

My friends and	I were at a p	arty on the wee	ekend and th	nis	was wearing a	
really short	ar	nd a	top	often	comes to parties	
dressed like tha	at and I don't	have much	fo	r	_ as a result. Both	
the	_ and the	think		a bit of a	One of	
the	_ at the party	wolf whistled as	S	_ came in and	d got	
really mad and	said that	didn't	have the	to	do that. I thought	
W	as being lame	e and couldn't t	ake a joke sc	yelled out "	I'd have a piece of	
"a	ndallofthe_	laug	hed. Becaus	ecomeon.Ir	nean	
obviously looki	obviously looking for attention if was dressed like that! must					
want	to look at		k	kind of	for it really.	
I've also heard that around a bit and that everyone thinks a						
bit 'easy'. Don't get me wrong: I think that should be able to have a sex life						
too but they do	on't have the s	same needs as ₋		anyway and	I'd never consider	
someone like ₋	6	as	material o	r as someon	e I'd introduce to	
! If	·	want to have		respect ther	n I think that they	
should act in a	more	way.				

STEREOTYPE THE STORY

EXAMPLE RESPONSE

My friends and I were at a party on the weekend and this **GIRL** was wearing a really short **DRESS** and a **REVEALING** top. **SHE** often comes to parties dressed like that and I don't have much **RESPECT** for **HER** as a result. Both the **GUYS** and the **GIRLS** think **SHE'S** a bit of a **SLUT**. One of the **GUYS** at the party wolf whistled as **SHE** came in and **SHE** got really mad and said that **HE** didn't have the **RIGHT** to do that. I thought **SHE** was being lame and couldn't take a joke, so I yelled out, "I'd have a piece of **THAT**" and all of the **PEOPLE** at the party laughed. Because, come on. I mean, **SHE'S** obviously looking for attention if **SHE'S** dressed like that! **SHE** must want **GUYS** to look at her. **SHE'S** kind of **ASKING** for it really. I've also heard that **SHE SLEEPS** around a bit and that everyone thinks **SHE'S** a bit 'easy'. Don't get me wrong: I think that **GIRLS** should be able to have a sex life too, but they don't have the same needs as **GUYS** anyway, and I'd never consider someone like **HER** as **GIRLFRIEND** material or as someone I'd introduce to **MY PARENTS**! If **GIRLS** want to be treated with more **RESPECT** then I think that they should act in a more **LADYLIKE** way.

EXITING THE BUILDING EXPLORING THE SEXIST SKYSCRAPER

People tend to think of gendered violence as a series of unrelated and individual incidents, things that happen outside of the bounds of society rather than right within it. But violence happens on a continuum, which means that it's all connected across a long line. Instead of thinking of sexist violence as random, it's actually more accurate to think of it like it's a skyscraper. The most inoffensive of sexism happens on the ground floor and the most heinous of violence and misogyny happens on the roof.

Now, in real life you can't just jump straight to the roof of a skyscraper, right? You have to pass through multiple floors in order to get there. It's the same with the idea of a skyscraper here. The layers or levels of sexism - which includes the use of gendered insults and abuse - actually creates the structure that supports the level holding the worst of the violence. You might not be heading to the top of the building, but if you're visiting any of the levels of varying sexism, you're actually supporting a system that harms and abuses other people.

So what do some of these levels look like? Well, at the very bottom we have things like the marginalisation of women in pop culture, politics and the media - basically, what's called the 'symbolic annihilation' of a group of people who make up 51% of the population but who are represented in percentages much lower than this. In the building above this, we have things like sexist stereotypes and casually sexist language. Next, we encounter abusive behaviour including physical and emotional incidents of violence. Even further up we find sexual violence and rape culture. And then right at the top we have what people like to think of as the really scary stuff-the kind of vicious misogyny which results in one woman being murdered by a partner or ex-partner every week in Australia.

Here's the interesting thing - without all those other levels creating the structure of the building, it would be really difficult to get to that top floor. This is what the continuum of violence looks like. In this lesson, we're looking at how sexist language fits into that.

By this stage, you're probably familiar with some of the different sexist stereotypes that reinforce gender inequality. Some of these stereotypes are obvious, like the ones which celebrate boys for their sexual exploits while shaming girls for the same thing. Others can be a bit more subtle, like the idea that hair on a girl's body is disgusting while hair on a boy's body is natural.

EXITING THE BUILDING

But once you start identifying sexist stereotypes, it becomes a lot more difficult to ignore them. As critical thinkers, it's important that you be invested in understanding how and why the world works as it does - and it's important that you question whether or not these things are 'natural' or 'unchangeable', or if they're designed in a way that discriminates against people and our ability to express ourselves freely.

Language is the subtle-but-equally-as-important flipside of this. We can often be thoughtless about the language we use, but our words have the power to hurt other people. Worse, using sexist language creates and reinforces gender inequality. You might think that something's 'just a joke' or 'meaningless', but it's more than likely neither of those things to the person whose feelings are hurt because of what you're saying. Words have just as much power to be violent and oppressive as actions do, and when we think of them as fitting into that structure of violence, it becomes even clearer how damaging that sexist language is.

Boys can be affected by sexist language too, but it's more often than not girls who either bear the brunt of this kind of violence or whose very personhood is used as the butt of a joke.

Consider how some of the following words might be used to target girls in particular:

- Bitch
- Whore
- Slut
- Skank
- Ho
- Frigid

These are all words that are used to discredit girls. They work by using society's own sexist stereotypes about what girls should be - nice, polite, compliant, sexually conservative - and they punish girls by accusing them of not being those things. They are more often than not paired with other words and ideas about things girls are meant to aspire to - to have the 'perfect body', to be perfectly attractive, easy going, unchallenging and, ultimately, to conform to all of these ideas.

Girls, you'll encounter enough people who want to abuse you like this so think about how that makes you feel before you do it to other girls. And boys, before you use language like this, think about how you'd feel if someone targeted you with words specifically designed to make you feel like you're less than human. If you still need convincing, think about how you'd feel if you heard someone call your mother a slut or a bitch or a whore.

EXITING THE BUILDING

Not very nice, is it?

How do we know these words are used to target girls? A good test is to check whether certain words would typically be used against boys. Can you imagine a boy being called a bitch or a slut? The answer is probably no. Most of the words used to abuse women relate to their bodies, their appearance or their sexuality. You might think they're harmless, but they actually lay the groundwork for a lot of the more serious violence used against women.

Remember that skyscraper? Well, sexist language takes up a whole floor in that building. So when you use it, you're actually helping to support a structure which allows for a whole mess of much more serious violence to be perpetrated against women. You are complicit in a system which helps to maintain the gender inequality that harms both women and men. And the only way to really get out of that is to just walk right on out of the building and refuse to ever go back in.

C B Δ H G F K O N S R Q X VW Z

CHALLENGING GENDER NORMS

GROUP TIME Whole group, pairs, small group/s 60-90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will think about how they became aware of the expectations attached to the gender they personally identify with

Students will think critically about the stereotypes associated with the notions of femininity and masculinity

Students will explore the link between sexist stereotypes and sexist language

BACKGROUND

This class is intended to enable students to think critically about the way in which entrenched beliefs about gender roles appear to be 'natural', and to challenge the connection between taken-for-granted understandings of 'femininity' and 'masculinity' and the normalisation of sexist language (that is, the way in which practices like catcalling may be portrayed as simply 'boys being boys' or that women experiencing catcalling should accept the practice as a 'compliment').

ACTIVITIES

- 1. A-gender check
- 2. Give One To Get One
- 3. Five Whys

PREPARATION & MATERIALS

- 1 x Give One to Get One handout per student
- Sexism: A Basic Definition
- Sex/Gender definitions
- 1 x 'Agenda-check' handout per student (or a teacher copy, from which the questions can be read)

PART 1: A-GENDER CHECK

Initiate a class discussion using the questions from the 'A-gender check'
handout. Encourage students to think about whether their perception of
their gender (and the ways in which the gender they identify with should
'behave') is informed by what they think is "natural". Ideas may be recorded
on the board if you wish.

PART 2: GIVE TO GET ONE

- 1. Ensure that all students have a copy of the 'Give One To Get One' handout.
- 2. Explain that the 'Give One To Get One' strategy consists of three parts:
 - a. Each student recording three of their own ideas on the handout provided
 - b. Exchanging ideas with other students
 - c. Working in pairs or small groups to review ideas gained from interacting with peers
- 3. Allow students some time to think about the prompts on the handout and to write three responses in the boxes provided. Try to ensure that not all students fill in the same three boxes. You could manage this by allocating the first three rows on the handout to one part of the room, the second three rows to another part of the room, and so on.
- 4. Once individual responses have been recorded, ask students to move around the room talking to their peers, with the purpose of giving and receiving ideas. Students should give an idea from their worksheet, the person they are talking to should record it, and then they should reverse roles. Students get only one idea from each partner and each recorded idea must be different. Encourage students to exchange ideas broadly and with students who are not sitting at their table or whom they would not normally work with.
- 5. After students have exchanged ideas, allow each table some time to discuss their ideas in small groups. They can share ideas found to be most helpful, unique, frustrating, thought provoking or interesting. If students did not fill in each box on their grid, they can be given time to complete their sheet during this step.
- 6. Conclude with a whole group discussion of the ideas generated by the class, focusing on the way in which sexist stereotypes about the bodies or behavior of each gender may have come into play.

The 'Cat Calling' statement works well in this activity because it assists students to think about the way in which sexist language and sexist practices are presented as 'complimentary' or as 'normal' 'masculine' responses to women's physical appearances, and to examine the different responses women may have to catcalling - and the reasons behind those responses.

PART 3: CHALLENGING THE STATUS QUO

 Facilitate a discussion about what is 'normal' with regard to gender roles using the 'Five Whys' process outline below and the statement: 'Cat calling or wolf whistling is a natural thing for a guy to do'.

The purpose of the discussion is to encourage students to think critically about the gender stereotypes they may take for granted, and to think deeply about learned behaviours that are considered to be 'feminine' or 'masculine': they should also begin to think about what an alternative expression of gender roles might look or sound like.

- 2. Conclude the discussion by asking a small selection of students to volunteer a response to the following question:
 - What is the link between stereotypical ideas about what it means to be masculine or feminine, and language or behaviour that could be considered to be sexist? How does one inform the other?

E.G. The stereotype that having a high sex drive is masculine - not feminine - may lead to the labeling of boys who have a high sex drive a 'studs' and girls who have a high sex drive a 'sluts'.

THE FIVE WHYS

The 5 Whys is a thinking tool that is very easy to use. Begin with a statement and then keep asking the question "why?" until your students begin to think about the underlying issues related to the statement. Discourage simplistic answers, instead asking students to think more deeply and laterally as they go along. It may take a few practices.

Example Statement: Girls should shave their underarms

Why?	Because it looks gross when girls have hairy armpits
Why?	Because having hairy armpits is not very feminine
Why?	Because being feminine means being hairless and smooth
Why?	Because we have learned that this is the case, maybe from our
	parents, or from our peers or from the media
Why?	Because there are different (or double) standards applied to the way
	that the bodies of girls' and the bodies of boys' should look.

Consider: If both sexes are born with underam hair, why are only girls required to remove it?

THE A-GENDER CHECKLIST

- 1. What's the very first thing you remember? How old were you and what were you doing?
- 2. Did it matter that you were perceived as a little girl or a little boy, or do you think that, at that point, you were actually aware of yourself as having a gender?
- 3. Can you remember the first time you thought of yourself as having a gender?
- 4. Can you remember the first time someone treated you in a way that was obviously related to how they perceived your gender?
- 5. Can you remember little girls or little boys who didn't seem to hang out with others of the same gender or didn't always act in ways thought to be "appropriate" to their gender? How did other kids and adults treat those children?
- 6. What lessons did adults seem to teach you about gender?
- 7. What are other ways in which you learned about gender as a child?
- 8. Has the shape and form that gender takes in your life changed over the course of your life? It might be helpful to think about your childhood experience of gender as opposed to your teenage years.

GIVE ONE TO GET ONE ACTIVITY

I think that women's underam hair is	When I see a man with his shirt off I think	I think that 'cat-calling' or wolf whistling is
One thing I wonder about the use of the word 'slut' is	If someone told me that girls naturally make good nurses, I would say	When it comes to the idea of 'sleeping around' one interesting question I have is
If someone told me that boys know more about cars I'd say	When I imagine what a mathematician looks like I picture	When I see a woman with her shirt off I think

SEXISM STINGS 'SLUT' AS A GENDERED INSULT

GROUP

Whole group

TIME 90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will undertake a critical analysis of a visual image

Students will formulate and reflect upon critical questions using the 'F.I.R.E' strategy

Students will reflect upon the use of the word 'slut' and the impact it has on those the word is used to 'brand'

BACKGROUND

Though it may also be used as a stand-alone class, this lesson is intended to build on the understandings of 'sexist stereotypes' explored in Lesson Three, Unit Three. The purpose of the lesson is to encourage students to examine the gendered use of the word 'slut' – that is, the disproportionate use of the term to describe young women. Students are encouraged to think about the impact the use of the word has on young women and the different implications it may have for young men. The Fitzroy High School Feminist Collective's 'Sexism Stings' poster and Femco video about the word slut will both be used as stimulus in the class.

ACTIVITIES

- 1. Visual Analysis of 'Sexism Stings'
- 2. Video analysis and F.I.R.E activity

PREPARATION & MATERIALS

- Either 1 x colour copy per table or a digitally projected image of the poster *Sexism Stings*, or an upload of the image to your class page.
- Internet access for screening Femco video about the word slut (AV required)
- F.I.R.E strategy handout

PART 1

- 1. Ensure that all students in the class are able to clearly view see the 'Sexism Stings' poster. You may want to consider giving each table a colour copy of the poster, using a screen that the whole class can see, projecting the image onto the board or wall, or posting it on your class page.
- 2. Give students some time to look at the poster carefully, and then consider the following questions as a whole group. You may wish to give students a chance to write down some responses before beginning the discussion:
 - What is the first thing that you notice about the poster?
 - Why might the young woman in the poster have the word 'slut' stenciled across her face? What might the writing on her face symbolise?
 - What sort of expression does the young women have on her face, and why?
 - What might the heading or 'tagline' refer to? Why was this heading/ tagline chosen?
 - What is the connection between the tagline of the poster and its image?
 - Who is the poster targeting?
 - What overarching message/s is the poster trying to communicate?

PART 2

1. Inform students that they are going to be using the 'F.I.R.E strategy' to assist them with reflecting on a clip they are about to watch. Explain what each letter in the F.I.R.E acronym stands for.

- **F Formulate** a question that requires critical thinking (provided)
- Internalise the question by taking some quiet time to think about what the question is asking. Use a 'facial expression' emotion to record initial response to the question. (E.g. 'Confused' face).
- **R** Record your thinking by clearly writing down your response/s
- **Exchange** ideas with a partner or with your class group. Write notes in the 'Exchange' column recording other ideas that you find interesting or challenging.
- 2. Show students the Fitzroy High School Feminist Collective video which can be accessed via the resources tab at www.fhsfemco.com
- 3. Ask students to write the question below (or a similar question of your choice) into the 'formulate' column of the F.I.R.E table. The purpose of the question is to prompt students to reflect deeply on the ideas presented in the video, with a deliberate focus on the gendered use of the word 'slut'.

How does the use of the word 'slut' disproportionately affect the lives of young women?

- 4. Work through each step of the F.I.R.E strategy with the class, allowing time between each step for the appropriate column to be completed.
- 5. When you get to the 'Exchange' column, discuss and conclude the class by reflecting on the ideas recorded by the class as a whole group.

Further prompts are suggested below if the discussion needs some help to get going.

- Who gets called a 'slut' most frequently?
- Why is the word 'slut' used to describe them?
- What are the affects of using the word slut to describe young women?
- **How often** do young women get called sluts? How does that make them feel?
- Do you feel that young women are limited in any way because they fear being called a slut? Is this a problem for young women? Why?
- Why do you think the students in the video want other teenagers to think twice about their use of the word slut?
- What is the **most important thing** the students in the video want you to know about the use of the word slut?
- What can **you** do about the use of the word?

SEXISM STINGS

FIGHT BACK.

#FHSFightBack



F.I.R.E

F	I	R	E
FORMULATE	INTERNALISE	RECORD	EXCHANGE

FIGHTING BACK

GROUP TIME Whole and Pairs

60-90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will explore the idea that sexism is an 'everyday' occurrence and work collaboratively to devise practical strategies to address it

Students will be able to devise a response to a visual stimulus using a 'paired exchange' strategy

BACKGROUND

This lesson is intended to create a space for students to explore the question of how to respond to the use of sexist language and to create some strategies for dealing with both in-person and on-line experiences of sexism. It will work most effectively when it is used as a follow-up to Lessons 1-4 in Unit Three, as those classes introduce students to the concept of sexist language.

ACTIVITIES

- 1. Screening: Laura Bates 'Everyday Sexism' TEDx Talk¹
- 2. Paired Exchange
- 3. Old School Brainstorm

PREPARATION & MATERIALS

- AVI equipment for screening digital content (or student access to the web, plus a class set of headphones if you wish students to view the clip individually)
- 1 x copy Sexism: A Basic definition
- Teacher access to a timing device
- A3 paper for group brainstorm activity

PART 1: RECAP & SCREENING

 Begin by reminding students of the definition of sexism (see handout) and if appropriate, by quickly recapping the themes of class discussions from Unit 3, Lessons 3-4 about the normalisation of sexist language and the use of the word 'slut'. Write the following question up on the board so that students may keep it in mind whilst watching the stimulus material for this class:

"How can we **fight back** against the use of sexist language?"

2. Inform students that they are going to watch an example of how a British woman, Laura Bates, decided to fight back against 'Everyday Sexism'. Screen the Tedx Talk 'Everyday Sexism: Laura Bates' (16:05)². Ask students to take notes about the key ideas presented in the talk.

PART 2: PAIRED EXCHANGE

- 1. Ask students to select a partner and to assign each partner either number 1 or number 2. Whilst students are organising their partner, write the following questions on the board (or if you have a class page, post them up on there):
 - What is 'Everyday Sexism,' according to Laura Bates?
 - What do you think about the experiences Bates describes herself and other women having?
 - How did Laura Bates address the issue of 'Everyday Sexism' and what were some of the outcomes?
- 2. Inform students that they will each have two quick, uninterrupted, 90-second 'rounds' to respond to the questions on the board, whilst their partner listens to their response. Partners must listen carefully so as not to repeat ideas. Have a timer ready, and ask each pair to nominate who will speak first. Then allow 90 seconds for the first 'round' and 90 seconds for the second 'round', alternating between speakers.

Make sure that you keep time so that students can focus on their conversation, and ensure that you indicate when 90 seconds has elapsed so that each pair may swap speakers. Each speaker should have two chances to speak.

EXTENSION ACTIVITES

- 1. Give students the opportunity to make posters that outline their strategies for dealin with sexist language, which can be displayed in the school or classroom environment. Use the posters created by the Fitzroy High School Feminist Collective (included in this resource) as examples.
- 2. Provide students with time to make a zine about the use of sexist language, including the strategies for how to deal with specific scenarios.
- 3. Encourage students to write an article for the school newsletter outlining strategies for dealing with sexist language.

PART 3: FIGHTING BACK

- 1. Organise students into groups of 4 or 5. Write the following list of sexist behaviours on the board (or have it posted to your class page). It's important to allow students to add their own examples of sexist behavior to the list.
- Catcalling
- Being called a 'slut'
- Having one's body or appearance commented upon
- Being told that you do something 'like a girl'
- Being overlooked for a heavy job because you're 'not strong enough'
- Being referred to as 'that' or 'it' instead of 'she' or 'her'
- Experiencing language that stereotypes the characteristics of the gender you identify with
- Any other examples provided by the class
- 2. Ask each group to choose one scenario from the list (or come up with an approved scenario of their own) and to brainstorm some practical responses that could be made 'on the spot' in that particular situation, or to address the issue in a broader context. Ideas must be written down.

Emphasise that many of these behaviours will occur not just during face-to-face interactions, but also in the digital realm.

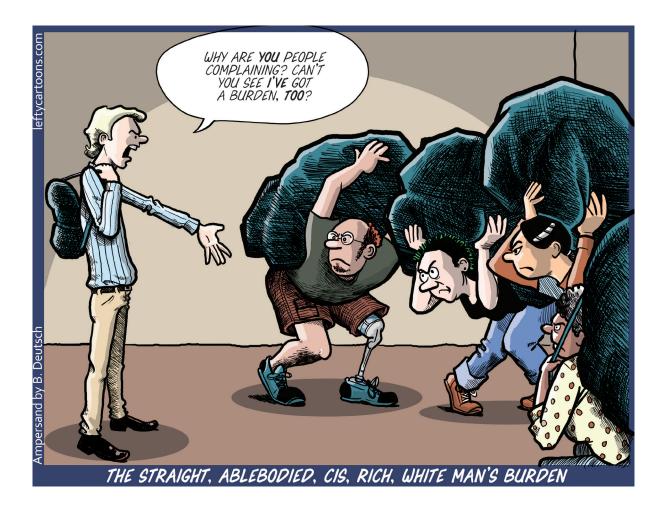
Some suggestions that might arise are:

- Rather than getting involved in an online 'argument' post a link to an informative article about the issue in question in the digital realm
- Make a point of not laughing at sexist jokes
- Make a point of not using sexist language
- Pointing out to others that their language is sexist
- Start a school feminist collective so that people have a space to talk about and take action against sexism (refer to the *How To Start A Feminist Collective* video on the resources tab at http://fhsfemco.com/)
- Ask teachers to address the issue at school
- 3. Allow time for the groups to share their suggestions with each other and to discuss and provide feedback on each other's ideas. You may wish to put the A3 pieces of paper from each group up in your classroom.

¹ Everyday Sexism: Laura Bates at TEDxCoventGardenWomen, Copyright: TED: Jan 17, 2014. https://www.youtube.com/watch?v=LhjsRjC6B8U

² https://www.youtube.com/watch?v=LhjsRjC6B8U

REVERSE SEXISM



Imagine the following situation.

It is winter, and there are two people standing on a beach. One person is wearing a thick wet suit and the other person is wearing light summer clothes. If someone were to throw a bucket of icy cold water at the person wearing the wet suit, they would be protected from the effect of that water (both its wetness and its coldness) by the insulation the wet suit offers them. If someone were to throw the same bucket of icy cold water at the person wearing light summer clothes, they would feel the effect of the water much more profoundly: they would get much wetter and feel much colder. They would experience an effect that it is impossible for the person in the wet suit to feel.

Now think of the icy cold water as representing sexism.

UNIT 3 / LESSON 5

REVERSE SEXISM

The **systems** that exist in our culture act like a **wetsuit** for men: they protect them from the water. This means that there are systems that enable men to be paid more than women, to be represented in much higher numbers in parliament and as CEO's of companies than women, to suffer less violence and sexual assault than women, and to be recognised far more regularly for their sporting and professional endeavours than women.

Women do not have the same protective wet suits. For women those same **systems** are like a set of **light summer clothes**: they expose them to the water. Systemic sexism prevents women from being paid equally or entering politics in the same numbers (via policies, attitudes and prejudices), causes women to be vulnerable to increased violence and sexual assault (via a legal system that many argue does not adequately punish those offences, and a culture that encourages the objectification of women) and makes it difficult for women to be adequately recognised for their sporting and professional endeavours (via things like the historical privileging of broadcasting men's sport over women's or a lack of promotion of women into professional roles that enable recognition in equal numbers).

It's not that the person in the wet suit can't feel the water – it might splash onto a foot or a hand in the form of gender stereotypes for example – but that they are unable to feel it in the same way as the person who is not protected by the wetsuit. No matter how much cold water is thrown at the wet-suited person (say in the form of a sexist joke or stereotype) they are not able to experience the same effect as the person in light summer clothes.

The concept of 'reverse sexism' is misleading for that reason: much like the cartoon above, where the heavy bags represent systemic discrimination, the person wearing the wetsuit does not carry the same 'burden' as the person who is wearing the light summer clothes, and therefore cannot experience the same level of inequality.

VIOLENCE AGAINST MEN

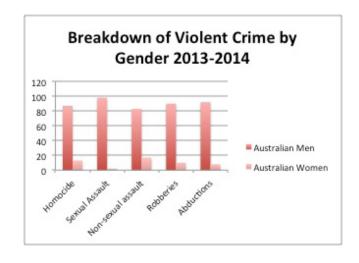
Consider this analogy.

A three-leaf clover has been given its name because it almost always has three leaves. Very occasionally, you might see a four-leaf clover (it has been estimated that there are approximately 10,000 three-leaf clovers for every four-leaf clover that exists). The existence of four-leaf clovers does not lead us to think that we should call the plant a 'clover' to include both of its variations, or to focus our attention on the very rare instances when we find a four-leaf clover, because it is obvious that on the whole the plant does in fact have three leaves. If I say, 'wow, look at this field of amazing 3-leaf clovers' it's unlikely that anyone is going to loudly protest, 'but what about the four leaf clovers?' because they are in fact a rarity. Right?

Now, think about violence against men in the same way. Although on rare occasions there will be instances where violence is committed against a man by a woman – and this should be taken as seriously as any other act of violence – it is a rare occurrence, and it shouldn't change the focus on the core of the problem, the 'three leaves' if you like: men's violence against women and against other men. The statistics simply don't support the claim that the issue of violence against men by women is a common problem.

In fact the crime statistics released by Victoria Police for 2013/14 tell us the following:

- 87% of homicides were committed by men.
- 98% of sexual assaults were committed by men.
- 83% of non-sexual assaults were committed by men.
- 90% of robberies were committed by men.
- 92% of abductions were committed by men.
- 94% of rape victims are women
- 84% of the victims of other sexual crime victims are women



UNIT 3 / LESSON 5

VIOLENCE AGAINST MEN

This information should not lead us to take violence against men less seriously. However, it should lead us to think about where the focus of discussions about combatting violence should lie, given that men are the perpetrators of the majority of violence against both women and other men. Whilst it is true that 'not all men' commit violence against women, it is equally true that a majority of women will be affected by the sexism that underpins these high levels of violent offending.¹

 $^{1 \}quad \underline{\text{http://en.wikipedia.org/wiki/YesAllWomen; http://en.wikipedia.org/wiki/NotAllMen} \\$

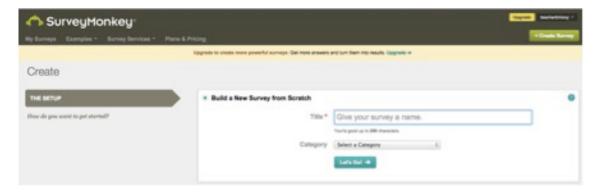
APPENDIX

Survey Monkey®

Unit 2: Lesson Three - Objectification in Practice

An example of how 'Survey Monkey®' might be used to set up an interactive, online survey for recording and displaying student responses.

 Name and categorise your survey.
 E.g. Title: 'Checking in on Objectification' Category: Education.

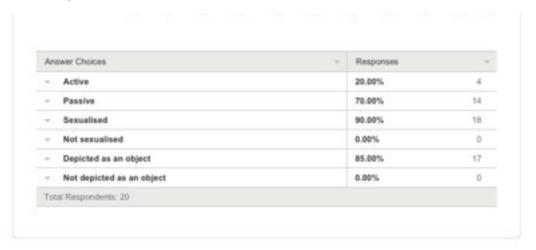


2. Create the questions. E.g.

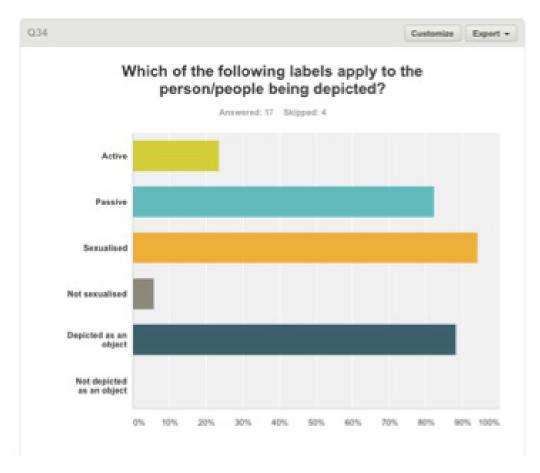


APPENDIX

3. Viewing a breakdown of student responses



4. Visual representation of student responses



NATIONAL SUPPORT SERVICES

Violence and Sexual Assault

Sexual Assault & Domestic Violence National Help Line

24 hour phone: 1800 RESPECT www.1800respect.org.au 1800 Respect (1800 737 732)

The Women's Services Network (WESNET)

wesnet.org.au

Men's Referral Service

1300 766 491

Sexuality

Rainbow Network

http://www.rainbownetwork.com.au/

Eating Disorders

Butterfly National Support Line and Web Counselling Service

www.thebutterflyfoundation.org.au/web-counselling 1800 ED HOPE / 1800 33 4673

General Support Services

Headspace

http://www.headspace.org.au/

Eheadspace

https://www.eheadspace.org.au/

Lifeline Australia

13 11 14

Kids Helpline

1800 55 1800

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