



Respect and  
Responsibility

# Taking the Tackle:

## Respect is for Everyone

Prevention of violence against women  
Instructional Manual



Funded by the Australian Government  
Department of Families, Housing,  
Community Services and Indigenous Affairs.



**CASA** house  
Centre Against Sexual Assault





# Contents

## Section 1: Background to Taking the Tackle: Respect is for Everyone 05

How did this DVD come about?	06
Purpose of the Taking the Tackle DVD	07
Purpose of the Taking the Tackle Facilitators' Manual	07
Acknowledgements	08

## Section 2: Essential information for facilitators 09

Talking about Violence Against Women	10
Tips for facilitating open discussion	10
Additional challenges for the facilitator	11
Responding to disclosures from victims of violence	11
Responding to disclosures from perpetrators of violence	12
Where to go for help	12

## Section 3: Setting up a session 13

Preparation for facilitators	14
Setting up a safe space	14
What does a good session look like?	15

## Section 4: Resources for facilitators 17

Activities, notes and materials	18
---------------------------------	----

### Activity 1: Setting up a safe space 19

### Activity 2: Women in Sport 21

Activity 3: Taking the Tackle: Respect is for Everyone DVD	25
Chapter outlines, key messages and handy information	28

### Activity 4: What's your response? 39

### Activity 5: What is violence against women? 41

### Activity 6: Impacts of violence against women 49

### Activity 7: Taking a stand on violence against women 53

### Activity 8: Violence against women as a human rights issue 55

Other resources	58
Evaluation	61
How to answer the FAQs (Frequently Asked Questions)	62

## Section 5: Support Services 65

Family Violence	66
Sexual Assault	66
Women's Services	66
Men's Services	67
Children and Young People's Services	68
Gay and Lesbian Services	68
Aboriginal Services	68
Legal Services	69



# Section 1

## Background to Taking the Tackle: Respect is for Everyone DVD



# Section 1

## Background to Taking the Tackle: Respect is for Everyone DVD

### How did this DVD come about?

It is clear that women and girls form a vital component of the Australian Football League (AFL) and the broader football community through their support, participation and volunteerism, as well as their deep and abiding affection for the game.

Despite the importance of women and girls to the game, research conducted at the community club level has indicated that, at times, women and girls have not felt safe in some football environments.

As a large, diverse and vibrant community, the AFL believes that it has a significant role to play in sending a clear message that all forms of violence are unacceptable and to encourage respectful, non-violent ways of relating to one another.

This DVD is an educational resource for community clubs who play Australian Rules Football to use in their training and education of players and club members in the issues of violence against women (VAW) and promoting respectful relationships.

It is a new resource that builds upon two exiting initiatives: (1) the AFL's Respect and Responsibility Program, which is delivered to all elite AFL Football Clubs, elite developmental teams and State League Clubs; and (2) AFL Victoria's community initiative Fair Game Respect Matters Program, which has been trialled in the Northern Football League and recently implemented into the Essendon District Football League.

The AFL's Respect and Responsibility Program is a primary prevention program that is focused on creating safe, welcoming and inclusive football environments for women and girls across the elite and State League levels of football.

The AFL Victoria Fair Game Respect Matters Program is also focused on creating safe, welcoming and inclusive community football environments for women and girls through the creation of quality football club environments. This localised program encourages safety for women and girls with an emphasis on changing club environment, culture and behaviours.

These programs form part of the AFL's commitment to playing a positive role in helping to prevent violence against women by creating a community where violence – and attitudes that support the use of violence – are not tolerated.

The need for this DVD and facilitators' manual emerged from these programs because local clubs throughout Australia requested additional support and resources to develop their understanding of violence against women and to enhance their promotion of respectful relationships.

The development of Taking the Tackle: Respect is for Everyone was supported by the Victorian Government.

## Purpose of the Taking the Tackle DVD

The purpose of this DVD is to raise awareness around the prevalence, causes and impacts of violence against women.

It also aims to provide information about what individuals can do in their everyday lives to help prevent violence and to promote respect, as well as providing information about how to get involved in White Ribbon Day and other community campaigns.

The target audience for Taking the Tackle: Respect is for Everyone is young men aged 15-24 who are playing Australian Rules Football at the local level.

The DVD provides an overview of violence against women and, used in conjunction with the Facilitators' Manual, covers the following topics:

- Definitions: What is violence against women?
- Prevalence: Statistics on violence and cost to the community
- Causes: The causes of violence against women
- Fact and fiction: Community misconceptions and judgments about violence against women
- Responsibility: Making informed choices about behaviour
- Laws: In relation to sexual consent, sexual assault and family violence
- The role for men: What men can do to prevent violence against women?

## Purpose of the Taking the Tackle Facilitators' Manual

The purpose of this Facilitators' Manual is to help facilitators of the program understand the issues, present useful information and ensure the DVD session is delivered in an open and respectful way.

The Facilitators' Manual includes activities, notes, handouts and contact numbers that can be used alongside the DVD. While each club and each facilitator will run their session differently, this Manual provides recommended timings, group size and set-up to make the sessions work most effectively.

The themes of building respect and fostering respectful relationships feature throughout each chapter of the DVD and are presented as the most effective alternatives to violence, pressure and coercion. While the DVD content provides these messages, the activities in this Manual allow clubs and young men to experience more in-depth learning and discussion about the topics.

## Acknowledgements

The AFL would like to acknowledge those who developed this resource as well as those who generously gave up their time to participate in the creation of the DVD.

The Victorian Government Department of Justice provided funding to assist with the development of this resource and also technical and subject matter advice through both the Media and Communications team and the Victims Support Agency.

### Project Team

**Jennifer Adams and Clint Bizzell - Eve Media,**  
DVD Producers

**Russell Robertson** – DVD Narrator and former  
footballer for Melbourne Football Club

**CASA House (The Royal Women's Hospital)**  
Education Team for the development of the  
manual

AFL staff from the **Cultural Strategy and  
Education Unit, Football Operations.**

### DVD Participants and Contributors (in alphabetical order)

**Luke Ablett**  
(Lead Education Facilitator, AFL)

**Jane Ashton**  
(Women's Domestic Violence Crisis Service)

**Lauren Caulfield**  
(Crisis Support Advocate, Women's Domestic  
Violence Crisis Service)

**Kate Ceberano**  
(Singer)

**Sue Clark**  
(Cultural Strategy and Education Manager, AFL)

**Nerida Conway**

**Emily** (Women's Domestic Violence Crisis Service)

**Detective Senior Sergeant Cam Davis**  
(Victoria Police)

**Andrew Demetriou** (CEO, AFL)

**Dr Melanie Heenan**

**Brad Johnson**  
(Former Player Western Bulldogs Football Club)

**Chris Johnson**  
(AFL Indigenous Programs Coordinator)

**Jules Lund**  
(Television and Radio Presenter)

**Sam Mitchell**  
(Footballer, Hawthorn Football Club)

**Harry O'Brien**  
(Footballer, Collingwood Football Club)

**Andrew O'Keefe**  
(TV Host and Chairman of White Ribbon Foundation)

**Daniel Pratt**  
(Footballer, North Melbourne Football Club)

**Brad Scott**  
(Coach, North Melbourne Football Club)

**Tom Scully**  
(Footballer, Greater Western Sydney Football Club)

**Michelle Sessler**  
(Former AFL employee)



## Essential information for facilitators



# Section 2

## Essential information for facilitators

### Talking about Violence Against Women (VAW)

Talking about violence against women (or VAW) is often quite challenging. It is a sensitive issue and people can have strong personal responses to it. It is therefore important that facilitators of this program have the necessary knowledge and support to open up discussion around VAW.

Prior to running the program – the DVD and accompanying activities, it's important for facilitators to set some time aside to consider the following:

- What support do you need from your club in order to feel able to answer questions around VAW and to facilitate discussion with young men around this issue?
- Are the people who hold leadership roles in the club aware and supportive of the program?
- Do you have time for debriefing after you have run the program? This provides an important opportunity to reflect on the challenges of the program as well as what went well so you can use this information for next time.
- What other support options are available to you?

For additional support you can contact [education@afl.com.au](mailto:education@afl.com.au)

#### Tips for facilitating an open and inclusive discussion

1. Open, non-judgmental discussion allows the facilitators to model or demonstrate respectful communication.
2. Open discussion does not have to lead to consensus or group agreement.
3. As a facilitator it is not your job to be able to answer all the questions that are thrown at you. In fact, even if you do know the answer it is often more powerful to ask the rest of the group what they think first.
4. Don't give your own opinion away too easily – invite participants to share their opinions first, for example 'what do others think about that?'
5. Move discussion around the room to encourage all participants to share their opinions. If you do not know everyone's name bring nametags, as this will help you to move the discussion around.

Encouraging open discussion can assist participants to develop skills in respectful communication, which they will hopefully use in their own relationships in and outside of the club.

## Additional challenges for the facilitator

### 1. Responding to difficult statements

Sometimes during a group discussion someone will say something that stops you in your tracks! The key to responding to difficult statements is to address their statement or point of view with respect, and, if possible, guide them to an alternative way of looking at the issue. Try to avoid becoming defensive and/or involved in an argument or debate. It is reasonable to suggest to the person that they discuss their point of view with the facilitator after the session.

### 2. What if I don't know the answer to a question?

This is a common fear for most facilitators, and demonstrates your commitment to the program. Firstly, it is perfectly reasonable to acknowledge to the group that you are also learning about these issues, and may at different points need to refer to the material provided or to get back to the group with a response to a question. A number of helpful resources for facilitators have been compiled for use during training sessions. (See Section 4)

### 3. Responding to disruptive behaviour

This is where the group rules and responsibilities can be useful. You can refer to these when a participant's behaviour is making the training session become disrespectful of other participants and/or the facilitators. (See Section 3: Setting up a safe space)

## Responding to disclosures from victims of violence

If someone discloses being a victim of sexual assault it can be distressing and hard to know what to say and do. You may be worried about saying the wrong thing, or making it worse for the person disclosing.

It is important to remember that they have come to you because they trust you and your response can have an impact on whether this person seeks further support.

This is a brief step by step guide that hopefully will allow you to feel more confident responding to a disclosure of sexual assault should it arise:

**Listen** – it can be overwhelming when someone talks to you about violence, but it's important to keep in mind that they have chosen you for a reason and showing you are able to listen will assist the victim/survivor to continue trusting you.

**Believe** – many people don't talk about their experience of violence because they are afraid of not being believed. Showing or saying explicitly that you believe what they are saying – even if you have questions in your own mind – will allow them to feel supported from the outset.

**Consult** – you are not expected to be the expert. You can consult with local services over the phone and confidentially. It's okay to be unsure what to do, that is why specialist services exist. You may also consult with the person who has disclosed to you as to what they would like to do next.

**Explain** – when someone experiences violence, they have had control of their choices and of their body taken away. So as much as possible your response should try to give them back a sense of control. At all times you should try to explain what you can do in your role and what you can't, and let them choose what to do next.

**Refer** – you can provide phone numbers and website for the person to follow up. With their consent, you may also wish to contact the service and find out what can be done. See Section 5 for a list of referrals/support services.

## Responding to disclosures from perpetrators of violence

If someone discloses being a perpetrator of sexual assault it can be distressing and hard to know what to say and do. You may be worried about saying the wrong thing, or making it worse for the person who is experiencing the violence.

Take it seriously. Acknowledge that what they have told you is serious. Acknowledge that this is an important first step in addressing their use of violence.

Refer to a specialist service that can provide the necessary information and referral options for the individual to access further support. Men's services are listed in Section 5.

## Where to go for help

Section 5 provides a list of services that specifically respond to violence against women.

## Setting up a session



# Section 3

## Setting up a session

### Preparation for facilitators

As mentioned previously in this manual, talking about VAW and facilitating discussion around this issue can be a challenging and daunting task. The following are some helpful tips that will make your job easier:

- Before the session, take the time to consider your own responses and views on this issue and how they may impact on you during the session.
- Be prepared and try to have an opportunity to practice.
- Think about the possible reactions from participants and how you might handle this.
- Share the responsibility with your co-facilitator.

### Setting up a safe space... prior to starting the session.

Talking about VAW can be difficult as it raises sensitive issues and can elicit strong emotional responses. For this reason, it is particularly important to pay attention to setting up a 'safe' space where participants can talk openly about the issues and their reactions to them.

**A 'safe' space refers to a discussion in which all participants can share their opinions and views without fear of physical, social or emotional harm from others.**

This is essential for the delivery of the DVD and the suggested activities that accompany it. The session should be safe in the sense that participants and facilitators can share opinions without judgement or feeling silenced. It should also be safe in the sense that the focus be maintained on learning and raising awareness around the issue of VAW, compared to managing personal disclosures around being a victim and/or perpetrator of violence.

This can be a difficult issue to talk about so to assist in having constructive, open discussion we are going to develop group rules. In this activity participants are asked to think about what they believe is needed to have good, open discussion in their group. Participants will come up with things like: listening to each other, no personal stories, etc. Four or five group rules are usually enough. Facilitators then ask the group if they all agree with these rules as they will be referred back to during future discussion. (See Section 4: Activity Notes - Setting up a safe space)

Encourage participants to **refrain from making personal disclosures** or talking about their personal experiences during group discussion, as this may hinder open discussion and/or be harmful to the person making the disclosure.

Provide information to participants about the supports available – for example, from facilitators after the session or from external support agencies. It is also worthwhile to have some brochures available for participants to take with them. (See Section 5: Support Services).

## What does a good session look like?

Every club is different and every group is different. However, there are a few essential requirements to make the session work well:

It is recommended that sessions be run with the following:

**Age range:** The target group is young men aged 15 to 24 years old.

**Group size:** The activities are best run with a total of 15-25 participants.

**Facilitators:** The activities are best run with two facilitators. It is recommended to have one female and one male facilitator, and ensure that the role is shared between the two facilitators. This also provides an opportunity for good role modelling of women and men working together respectfully.

**Duration of session:** The DVD and activities can be run in a 60 minute, 90 minute or 2-hour session.

**A 60-minute session allows an introduction to the issues. This can include:**

- Activity 1: Setting up a safe space
- Activity 3: Taking the Tackle: Respect is for Everyone DVD
- Activity 5: What is Violence against women?
- OR
- Activity 7: Taking a stand on violence against women

**A 90-minute session allows more in-depth discussion. This can include:**

- Activity 1: Setting up a safe space
- Activity 3: Taking the Tackle: Respect is for Everyone DVD
- Activity 5: What is Violence against women?
- OR
- Activity 7: Taking a stand on violence against women

**A 2-hour session allows all aspects of the DVD to be explored and discussed. This can include:**

- Activity 1: Setting up a safe space
- Activity 2: Women in Sport
- Activity 3: Taking the Tackle: Respect is for Everyone DVD
- Activity 4: What's your response?
- Activity 5: What is violence against women?
- Activity 6: Impacts of violence against women
- One of:
- Activity 7: Taking a stand on violence against women
- OR
- Activity 8: Violence against women as a human rights issue.



## Resources for facilitators



# Activities, notes and materials

The following pages outline the activities, notes and materials you will need to run the session.

This includes some introductory activities, however if you cannot run these introductory activities it is important to build some basic familiarity within the group.

## **‘Getting to know you’ activity**

If you are running this session with a number of clubs, or with a group who have not worked together before, it is important to do an introductory activity. A sample ‘getting to know you’ activity is below, however you can adapt the discussion based on the group of participants you are working with should you choose.

- Explain that we’re going to do a very short ‘getting to know you’ activity.
- Ask participants to stand up get themselves into a line according to how long they have played footy.
- Explain that they will need to speak to the person on their right and their left to make sure they are standing in the right spot.
- When they have formed a line, ask each participant to introduce themselves and say who they play for and how long they’ve played. (Alternatively, you may like to ask participants to give their names and their club name and say one thing they love about footy.)
- Once each participant has introduced himself, ask everyone to return to their seats.

For example: “My name’s Robert, and I play for the Fitzroy Reds. I’ve been playing centre half forward for the past couple of years, and before I moved to Victoria I played for about four years with the Hope Valley Demons in South Australia, usually played as a small forward.”

## **Providing a warning about sensitive content**

Outline what you are going to do today (that is, run a few activities and watch a DVD) and explain why your club is running this session.

It is very important to explain at the start of this session that the issues you will be talking about today – violence against women and respectful relationships – are sensitive and can be confronting for people. You need to tell participants that at any stage, they are welcome to step outside the room for a glass of water or some fresh air, and they do not have to participate in an activity if they are not comfortable.

It is also important to ensure that, wherever possible, there is someone around to support the participants during and after the training session. If possible, these people should not be involved with the club – you may wish to contact a local support organisation (for example, a men’s referral service or a domestic violence/sexual assault support service) and see if there is someone available to come to the session. If not, it is important to have contact phone numbers and websites for support services available as participants walk into the training room.

## Activity 1

# Setting up a safe space



# Activity 1:

## Setting up a safe space

(10 minutes)

The aim of this activity is to create a safe training environment where participants feel comfortable to participate in the activities and speak openly and honestly about VAW.

You will need whiteboard/butchers paper and whiteboard/permanent markers

1. Explain to the group that in order to have good discussion, the group will need to develop some group rules and responsibilities that they can all agree on. Ask participants to come up with some group rules and responsibilities that will make the session (or sessions) comfortable for everyone to share their opinion. Write these on the whiteboard (or somewhere in view of everyone) and in the participants' own words (or as close as possible).
2. Four or five group rules are usually enough and should cover the following aspects:
  - Confidentiality (e.g. "what is said in the room stays in the room" or "issues can be discussed outside but not personal stories")
  - Listening and not interrupting (e.g. "one person speaks at a time")
  - Showing respect for other people's comments and opinions (e.g. "show respect" "accept all opinions", "don't tease or laugh at other people")
  - Using third person (e.g. "don't use 'I' or personalise stories")
  - Choose how much to participate (e.g. "can pass some questions" or "okay to opt out").
3. Trainers can facilitate the discussion about group rules and responsibilities by keeping in mind a few key points:
  - It's important that **everyone feels comfortable** to share their views and opinions
  - Sex, relationships and sexual assault are **sensitive topics** and can make people feel awkward or uncomfortable if too confronting
  - Encourage participants to **refrain from personal disclosures** as this may hinder open discussion and/or be harmful to the person making the disclosure. (Refer to page 11 and 12 on responding to disclosures below)

## Activity 2

# Women in sport



# Activity 2:

## Women in sport

(20 minutes)

The aim of this activity is to get participants to think about the different types of roles that men and women play in local and professional footy and the gaps in or inequities between these roles.

You will need two different coloured packs of post it notes, whiteboard/butchers paper and whiteboard/permanent markers

1. **Give** each participant 6 sticky notes (two different colours). Explain that we're going to do a group activity to think about the role of women in footy clubs around Australia at all different levels.
2. Ask participants "what role do the women you know play in your club?" and get them to write down two examples on sticky notes from their experience playing footy (at current or old club) of the roles that women played, noting that participants should think about roles of lots of different women (not just women in their personal lives) and roles both on and off the field. These roles might include things like:
  - Always coming to games and barracking
  - Umpiring
  - Running the canteen/refreshment stand
  - Driving me to practice/matches
  - Involved in the club leadership
  - Caring for uniforms (paying for them, washing and repair)
  - Involved in raising money
  - Timekeeper/scoring
  - Runner

- 3.** Get them to come and stick their two sticky notes up on the wall.
- 4.** Ask participants “What role do you see women playing in footy at an AFL/State/Community club level?” and get them to write down two examples of the roles that women play (on another colour of sticky notes) based on what they know of the AFL/State/Community club level. These roles might include things like:
  - Players
  - Footy fans (members/cheer squad members)
  - Support staff in teams ( ie. physios etc)
  - Banner holders
  - Club CEOs or Directors
  - Umpiring
  - Commentators (both live games and footy shows)
  - Columnists/writers (for both clubs and in the mainstream media, but not generally books on footy, more in the commentator style of writing)
- 5.** Get them to come and stick their next two sticky notes up on the wall.
- 6.** As a group, brainstorm about the different roles that men play, both at local club level and at an AFL/State/Community Club level. These roles might include things like:
  - Player
  - Expert (either as past player or experienced coach)
  - Head of AFL (or senior AFL employee)
  - Coach/assistant coach
  - Trainer
  - Director/CEO
  - Footy fans
  - Support staff in teams ( ie. Physios, sports psychologist etc)
  - Banner holders
  - Club CEOs or Directors
  - Umpire
  - Commentators (both live games and footy shows)
  - Columnists/writers

- 7.** Write these up on the board, and move the post it notes of women's roles next to the matching men's roles that you've written up. You are likely to see a clear visual representation of the limited roles that women play in a range of levels of football.
- 8.** As a group, discuss the differences between men's and women's roles at both levels of footy (professional and amateur). Get participants to identify what and where the gaps are, what roles women *never* play and why participants think this might be.
- 9.** Finish by asking participants what they think are the benefits of women and men being more equal in the football community and in society (e.g. more people have respectful relationships, women feel more included and valued, men and women able to interact and learn from each other).



## Activity 3

# Taking the Tackle – Respect is for Everyone



# Activity 3:

## Taking the Tackle – Respect is for Everyone

(DVD - 30 minutes)

### Before watching the DVD

If space allows, it is preferable to set the chairs up in a semi circle around the television as this is a good set up for running the activities that follow the DVD.

1. Explain that you are about to show a DVD called Taking the Tackle: Respect is for Everyone. The DVD runs for approximately 30 minutes and looks at:
  - the AFL's involvement in the prevention of VAW
  - the prevalence and causes of VAW
  - behaviours that count as VAW including Sexual Assault and Family Violence
  - intervening as a bystander
  - and what we can do to prevent VAW.

2. Explain that after watching the DVD you will run a few activities to further explore the issues raised in the DVD.
3. After showing the DVD, always pause and allow a few moments for the group to digest what they have seen. For some, the content might be interesting and thought-provoking and for others it may be distressing or unclear. It's important to allow a little bit of time to take a breath before moving on to the activities.

For example, you might offer a quick toilet break to allow them to get some fresh air, or you might give them one minute to turn to the person next to them and talk about their thoughts on the DVD.

The chapter titles are shown on the right.



# Chapter Titles

## **1: Introduction to the issue – Violence Against Women**

Minding our own business - women, football and respectful relationships

## **2: What is Violence Against Women**

What do you call it? Violence against women

## **3: Stats, Facts, Misconceptions and Community Attitudes to Violence**

It's out there....isn't it? Facts and fiction on violence against women

## **4: Sexual consent and sexual assault**

Exploring sexual consent, sexual assault and the law

## **5: Family Violence and the law**

Exploring relationships, family violence and the law

## **6: Bystander issues and mateship**

Are you on stand by? Mates, dates and keeping it safe

## **7: What can we do to prevent Violence Against Women?**

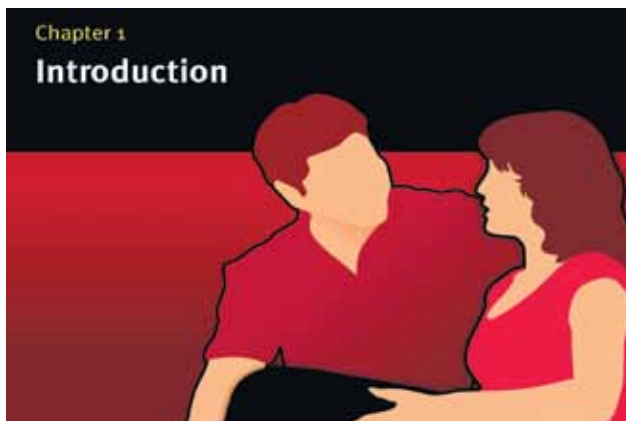
Taking the Tackle: Respect is for Everyone

The following pages include information about each chapter of the DVD, to help you answer questions and provide relevant information.

## Chapter outlines

### CHAPTER 1: Introduction to the Issue – Violence Against Women

Minding our own business - women, football and respectful relationships



#### Key messages

- VAW is highly prevalent in our society
- The AFL takes the prevention of VAW seriously and is playing a positive role in helping to prevent VAW
- We all have the right to be safe and treated with respect.

#### Handy information for this chapter

##### *Women in football*

- Women make up almost half of the football TV audience (43%)
- Women make up 40% of AFL and club members
- Women make up 35% of local club volunteers
- 78,000 women play in football leagues nation wide
- 41% of game day attendees are female
- There are over 700 female umpires across Australia
- There are 1497 accredited female coaches

*Statistics from the 2009 Women in Football Report ([www.makingamark.com.au](http://www.makingamark.com.au))*

## CHAPTER 2: What is Violence Against Women?

What do you call it? Violence against women



### Key messages

- VAW includes a range of behaviours
- VAW occurs across all cultures, races, religions, ages
- There is a huge cost from VAW to women, the community and the economy
- VAW is a sensitive issue and can be difficult to talk about

### Handy information for this chapter

#### *Violence against women includes:*

- Sexual assault (including rape)
- Sexual harassment
- Family/domestic/intimate partner violence
- Stalking
- Indecent assault
- Discrimination
- 'Sexting' and online harassment
- Emotional and psychological abuse



### *Types of violence against women include:*

- Physical (e.g. hitting, punching, spitting, throwing or breaking objects to frighten, locking someone in the house)
- Emotional (e.g. Constant put downs, undermining, name calling)
- Psychological (e.g. Controlling behaviour)
- Sexual (e.g. not allowed to wear certain types of clothes, sexual assault, extreme jealousy, frequent accusations of infidelity)
- Cultural (e.g. aspects of culture that are used to justify or legitimise violence, such as a particular cultural practice like Female Genital Mutilation or western cultural practices like vaginoplasty/labiaplasty or cosmetic surgery for non-reconstructive purposes)
- Social (e.g. withdrawal from friends, refusal to let women see family)
- Economic (e.g. withholding money, expecting woman to pay all the time, controlling family finances)
- Spiritual (e.g. Not allowing someone to practice spirituality)

### *Cost of violence against women*

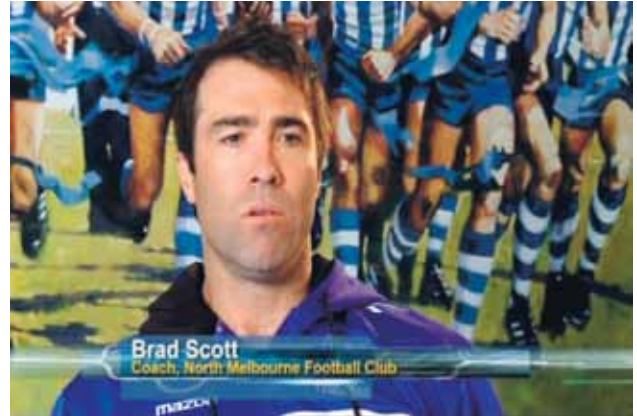
- Intimate partner violence is the leading contributor to ill-health, death and disease for Victorian women aged 15 - 44 (VicHealth 2004)
- Gender-based violence was estimated to cost the Australian economy a total of \$13.6 billion in 2009 (National Council to Reduce Violence against Women and their Children 2009)





## CHAPTER 3: Stats, Facts, Misconceptions and Community Attitudes to Violence

It's out there....isn't it? Facts and fiction on violence against women



### Key messages

- VAW is highly prevalent in Australia
- VAW is a problem for the entire community
- Community misconceptions and judgements shape people's responses to VAW and may need to be challenged
- The causes of violence against women are power inequalities between women and men; gender stereotypes and social norms; and community attitudes that excuse or tolerate violence.

### Handy information for this chapter

#### *General statistics*

- The biggest risk factor for becoming a victim of sexual assault and/or domestic violence is being a woman (National Survey on Community Attitudes to Violence Against Women 2009)
- Women are mostly assaulted by men they know, often in their own home, and in circumstances where they may well be subject to repeated assaults over time. (National Council to Reduce Violence against Women and their Children 2009)
- Approximately 78.1% of Victoria Police family violence incident reports involved men who had used violence. Men's use of family violence is overwhelmingly directed towards women. (Victorian Law Reform Commission 2004)

### *Prevalence of violence against women*

- The number of women who have experienced violence each year would fill the MCG (AFL/ ARCSHS Fair Game)
- 1 in 3 women have experienced physical violence since the age of 15 (National Council to Reduce Violence against Women and their Children 2009)
- Almost 1 in 5 women have experienced sexual assault since the age of 15 (National Council to Reduce Violence against Women and their Children 2009)
- 1 in 4 children and young people in Australia witness or live with family violence in their home (Australian Institute of Criminology 2001)
- Girls and young women aged 15 - 24 are the most likely of all age groups to experience sexual assault (Australian Bureau of Statistics 2006)

### *Community attitudes to violence against women*

*(From the National Survey on Community Attitudes to Violence Against Women 2009)*

- 1 in 5 respondents to the National Survey on Community Attitudes to Violence Against Women did not believe that controlling a partner by denying them money was a form of domestic violence
- 1 in 5 respondents categorised yelling abuse at a partner as either 'not that serious' or 'not serious at all'
- 22% of believed that domestic violence was perpetrated equally by both men and women
- Half of all respondents believed that women going through custody battles often make up or exaggerate claims of domestic violence in order to improve their case
- 18 % of respondents believed that domestic and sexual violence can be excused when a partner admits to having sex with another man, and 22% believed that domestic violence can be excused if the perpetrator truly regrets what he has done





## CHAPTER 4: Sexual consent and sexual assault

Exploring sexual consent, sexual assault and the law



### Key messages

- Sexual assault includes a wide range of behaviours that make a victim/survivor feel uncomfortable, frightened or threatened
- Sexual assault is highly prevalent in our society and includes subtle behaviours such as coercion and pressure for sex
- It is perpetrated mainly by men who are known and trusted to the victim/survivor
- In relation to sex and sexual assault, the law says that Consent = ‘free agreement’ and that there are circumstances where ‘free agreement’ cannot be formed
- Sexual assault has short term and long term impacts on victim/survivors
- With support, women and girls who are victim/survivors can overcome the impacts of sexual assault; however, the impacts on their life can be significant and long-term.
- Boys and men are also victim/survivors of sexual assault – on the whole, this violence is perpetrated by other men. With support, male victim/survivors can overcome the impacts of sexual assault; however, the impacts on their life can be significant and long-term

### Handy information for this chapter

- Almost 1 in 5 women have experienced sexual assault since the age of 15 (National Council to Reduce Violence against Women and their Children 2009)
- Girls and young women aged 15 - 24 are the most likely of all age groups to experience sexual assault (Australian Bureau of Statistics 2006)
- Of those women who experienced sexual assault in the 12 months prior to the 2005 survey, 81.1% of the most recent incidents of sexual assaults were not reported to the police (ABS Personal Safety Survey 2005)

## Consent

- Sex without consent is sexual assault. Consent means ‘free agreement’.
- Consent or free agreement occur when both people can freely agree to have sex, but are equally free to say no.
- There are age restrictions on consent to sex. For example in Victoria, the age of consent is 16, which means someone under 16 cannot legally consent to sexual activity especially with someone who is older than them.
- There are some other situations in which people cannot give free agreement, such as:
  - If they’re forced or are afraid of the use of force against them or someone else
  - If they’re scared of being harmed or of someone being harmed
  - They are held captive
  - They are asleep, unconscious or so drunk or under the influence of another drug as to be incapable of freely agreeing
  - They don’t understand the sexual nature of the act or are mistaken about the nature of the act or about the person who is performing it
  - They mistakenly think that the act is being performed for medical or hygienic reasons

## Sexual harassment

Sexual harassment is a form of sexual assault. Sexual harassment includes:

- Unwelcome touching
- Staring or leering
- Suggestive comments or jokes
- Sexually explicit pictures or jokes
- Persistent and unwelcome invitations to go out on a date
- Asking for sexual acts or making sexual suggestions
- Sexually explicit emails, text messages and phone calls
- Unwanted distribution of sexually explicit photos or videos (such as on Facebook)



## CHAPTER 5: Family Violence and the law

Exploring relationships, family violence and the law



### Key messages

- Family Violence is any behaviour to a family member that is experienced as violent, threatening or otherwise abusive and includes children witnessing such behaviour
- It includes a range of behaviours such as physical and sexual assault, put downs, name calling, controlling or dominating behaviour
- Family violence impacts on women, children and society
- There are a range of services that offer support to victims of family violence
- If you have perpetrated violence or have questions about your behaviour towards your partner or other family member there are services you can talk to

### Handy information for this chapter

- 1 in 3 women have experienced physical violence since the age of 15 (National Council to Reduce Violence against Women and their Children 2009)
- In Victoria (2009/2010), police attended 35,720 family incidents.
- In Victoria (2009/2010) of all recorded instances of assault 25.1% were family violence related. (Victoria Police Crime Statistics 2009/2010)
- In Victoria (2009/2010) reporting of family incident reports INCREASED by 5.4% (Victoria Police Crime Statistics 2009/2010)
- Among women physically assaulted in the last year, male partners or ex-partners are the most frequent category of perpetrators. Male family members or friends are the second most frequent category. (Australian Bureau of Statistics 2006)
- Family violence includes a range of behaviours (refer to notes on Chapter 3: What is violence against women?)

- Family violence is any behaviour to a family member that is:
  - Physically or sexually abusive
  - Emotionally or psychologically abusive
  - Economically abusive
  - Threatening or coercive
  - In any other way controls or dominates, causes fear for the safety or wellbeing of themselves or another person
  - Causes a child to hear, witness or otherwise be exposed to violence
- Family violence can impact on a woman's
  - Emotional & psychological health and wellbeing
  - Social inclusion and participation
  - Educational opportunities
  - Intimate & family relationships
  - Health (physical and mental)
  - Access to housing
  - Economic situation and employment opportunities
  - Children, friends and family



## CHAPTER 6: Bystander issues and mateship

Are you on stand by? Mates, dates and keeping it safe



### Key messages

- Each of us have a responsibility to prevent VAW
- Bystanders have a role to play in preventing VAW – there are things we can do when we see something wrong happening but we can also act later
- Looking out for your mates includes speaking up if they are doing the wrong thing
- There can be barriers to intervening such as peer pressure, concerns for personal safety
- There are ways to intervene without using violence that keep everyone safe, including the bystander





## CHAPTER 7: What can we do to prevent Violence Against Women?

Taking the Tackle: Respect is for Everyone



### Key messages

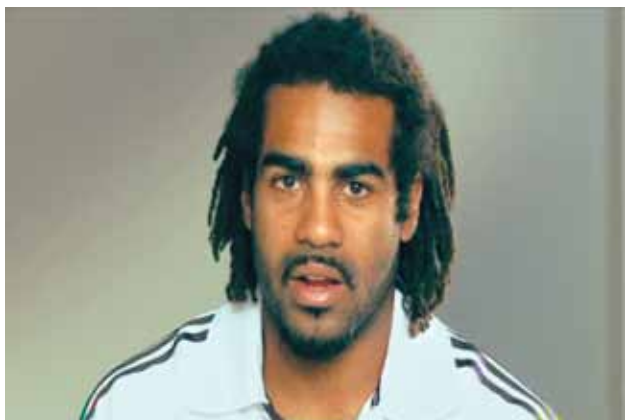
- There are a number of things being done in Victoria and around Australia to prevent VAW and promote respectful relationships
- The AFL is involved in the prevention of VAW through their Respect and Responsibility Program at the elite and State League level
- We all have a role to play in helping promote respectful relationships – in our personal relationships and more broadly
- There are many opportunities to get involved and take action to prevent VAW as an individual and an organisation

### Handy information for this chapter

(See next section titled 'Other Resources')

Handout 1 – What can Men do (to help end violence against women)

Handout 2 – 13 Steps Men can take to Prevent Sexual Violence



## Activity 4

**What's your response?**



# Activity 4:

## What's your response?

(10 minutes)

The aim of this activity is to allow participants to think about and discuss their response to the issues raised in the DVD. It is important for participants to have the opportunity to analyse their own response as this will allow them to participate in the following activities with a higher level of understanding and comfort.

You may need coloured sticky notes and poster paper for this activity.

1. After watching the DVD, ask participants to set up their chairs in a circle or horse-shoe shape.
2. Ask the group to think about their response to the question you will ask them in a minute (step 3). Explain that participants should try and think of a sentence or a few words to describe their responses to the issues raised in the DVD.

**NOTE:** Participants should be encouraged to explore their immediate responses and feelings, for example they may feel angry, upset or sceptical about the issue and how prevalent it is or they may feel unsure about where they as men fit into this issue and what they can do. They might use words like 'upset', 'angry', 'frustrated' or 'overwhelmed'; they may also respond defensively or challenge some of the facts or ideas in the DVD.

3. Ask participants to think about their answer to the following statement: "After watching the DVD I think/feel/want to..." Give participants a minute to think about what they would like to say, then one by one ask

each participant to voice their opinion. Ensure that you hear from every participant.

Alternatively, you can ask each participant to write down their response on a sticky note, place all the sticky notes on a poster sheet and then discuss them as a group.

**NOTE:** It is likely that there will be some in the group who challenge the notion of violence against women or who become resistant. At this stage the facilitator only needs to acknowledge these responses – not confront them – as these attitudes are explored in later activities.

4. Ensure that as each individual describes their response, the others in the group respond respectfully and appropriately (eg. No laughing, no put-downs, no rolling eyes or negative body language). Remind the group of the 'group agreements' if needed.
5. When each person has had an opportunity to speak or you have discussed all the written responses, explain that all of these responses are very normal. The subjects that you are talking about today (violence against women and respectful relationships) can be confronting and difficult for many people, and each person has their own response to learning about these issues.
6. Ask participants if there are comments or ideas they would like to add. Remind them that these issues are tricky to talk about and that support services are available if they know someone who has experienced violence. Then move on to the next activity.



## Activity 5

**What is violence  
against women?**



# Activity 5:

## What is violence against women?

(25-35 minutes)

The aim of this activity is to enable participants to identify the range of different forms of violence against women, and the broad range of scenarios in which such violence can occur.

You will need A3 sheets with the headings violence, maybe violence and not violence), blu-tack, facilitator notes, space large enough for participants to move around.

1. This activity can either be run with the group sitting down and calling out responses to statements, or as a movement-based activity. If the first option is chosen, then the facilitator will simply need to read out the scenarios/statements listed in step four and ask participants to call out “violence” “maybe violence” or “not violence”. However, if a movement based activity is preferred, then follow the below steps.
2. Explain that the purpose of this activity is to get participants thinking about what violence actually looks like in a range of different settings, and the variety of forms of violent behaviours that we mean when we talk about ‘violence against women’. This activity is designed to build on the key messages from the DVD.
3. Stick A3 sheets saying “violence”, “maybe/sometimes violence” and “not violence” on the wall. Give each participant some blu-tack and three to five scenario cards (depending on how many participants you have). Ask each of them to stick their cards underneath the heading where they think the action or behaviour described fits. Allow participants at least 10 minutes to think about and place their cards.
4. Get everyone to stand around the A3 posters and briefly discuss. Ask if anyone disagrees with what has been put up on the wall. (Participants don’t need to ‘own up’ to placing their cards anywhere, the purpose is just to ensure the cards are in the right place). Allow at least 15 – 20 minutes for discussion in this and the next step.
5. If there are any cards in the wrong place, ask participants why that card might be there, if they think it should be moved and if so, why. If they don’t come up with anything, explain why the card should be moved.

## Facilitators' notes for Activity 5: What is violence against women?

### Key points:

- Focus is on how the victim feels or receives the behaviour, not on the intent behind the behaviour.
- Violence in relationships usually occurs over a period of time, and is characterised by repeated instances of one or more forms of violence and is designed to make the victim feel a sense of fear and powerlessness.

### Definition of family violence

Behaviour that is physically or sexually abusive, emotionally or psychologically abusive, threatening or coercive, or in any other way controls or dominates the family member and causes that family member to fear for his or her safety or wellbeing or for the safety or wellbeing of another person. (Victorian Family Violence Protection Act 2008)

### Definition of violence against women

Violence against women is violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. (UN World Health Organisation)

## Definition of sexual assault

Any sexual behaviour that makes a person feel uncomfortable frightened or threatened. It is sexual activity that a person has not given consent to and can involve the use of emotional or physical force. (CASA Forum)

It is important to discuss any incorrect placements of scenario cards, as this will give participants an opportunity to understand the range of violent behaviour and when and why they occur. Discussion may arise around the 'maybe violence' category – for example, you may be asked to give examples of when 'yelling at your partner' is a violent behaviour and when it is not. The important thing to ensure participants take from this discussion is that regardless of the fact that one woman may not define being yelled at or hearing a sexist joke as a form of violence or harassment, another woman might. Explain that the thing to focus on is not the intent behind the behaviour; it is the way in which the behaviour is taken, particularly in cases of harassment. Because we never know how an individual will respond to something like a sexist joke, and we never know what past experiences of violence they may or may not have had, we can never know whether one of the 'maybe violent' behaviours will be offensive or seen as violence by the victim. It is also important to explain that violent relationships are usually characterised by a number of instances of violence over a period of time. Whilst yelling at your partner once in an argument may not be very respectful behaviour,

we would usually move that to the 'violent behaviour' column if it happened in conjunction with another form of violence, or if it happened on a regular basis in the relationship.

## 'Maybe violence' facilitator notes

Participants may have a tendency to put most scenarios in the 'maybe violence' category because they are not willing to name something that's very common as 'violence', or not willing to do so in front of the group. It is important to discuss any incorrect placements in the 'maybe violence' category by asking participants to explain why they're not sure it is violence.

*Below are some suggested discussion points for certain scenarios:*

### **‘Yelling at your partner’ scenario card**

Whilst all couples have arguments, yelling at your partner might be violence depending on what you are yelling and how your partner feels about you yelling. If you are yelling and saying that you want to hit her or if she feels frightened by your yelling, then we know that’s violence because the definition of violence against women says violence includes threats of harm.

### **‘Texting a sexist joke to a male friend’ scenario card**

You might think it’s really funny, and you might even think that boys are ‘less sensitive’ than girls about sexist or sexually explicit jokes, but because you can never have any idea of how comfortable or uncomfortable a person is (because we don’t always say or show that we’re feeling uncomfortable, particularly with our mates), then if we think about the definition of sexual violence, then this situation could be called violence.

### **‘Grabbing a girl around the waist outside a club at the end of the night’ scenario card**

Because we know that violence against women, particularly sexual violence, is any behaviour that makes a woman feel uncomfortable, frightened, threatened, we can see how this scenario might be violence against women. Whilst the male might not mean to make the girl he’s grabbing uncomfortable, even if he knows the girl it is important to think about how she is going to feel – and if you think she might feel uncomfortable, then this situation could be a form of violence.

### **‘Three mates hooking up with one girl’ scenario card**

Whilst having sex with more than one person isn’t illegal, it’s important to think about the power issue involved in group sex. The one female versus three males situation can be very dangerous, because those three males have much more power than the one woman. She might not want to sleep with three people, but feels too frightened to say no.

Participant handouts (scenario cards) for Activity 5: What is violence against women?

Punching your partner in the face	Texting a sexist joke to a mate
Yelling at your partner	Asking a girl on a date
Grabbing a girl around the waist outside a club at the end of the night	Not letting your partner see her friends
Forcing a one-night stand to have sex with you	Talking to your mates about your sex life
Threatening to hit your partner	Spitting at your partner
Making your partner pay for everything	Giving someone drugs or alcohol so they will sleep with you
Emailing pornographic pictures to a female friend	Putting a nude photo of your partner on Facebook
Having sex with a girl when she is drunk and unconscious	Telling your partner she is intelligent
Telling your partner she is fat and ugly	Taking a photo of a half naked drunk girl passed out at a party

Slapping your partner	Calling a girl a slut
Not wanting your partner to come out with you and the boys	Asking your partner to shout because you've forgotten your wallet
Slapping a girl you know on the bum	Asking your girlfriend if she wants to have sex
Telling your partner she is stupid	Asking your partner for oral sex
Flashing a girl	Not letting your partner practice her religion
Hooking up with a drunk girl after a party	Forcing your partner to have sex with you
Controlling how much money your partner spends	Repeatedly criticising your partner
Repeatedly asking your partner for oral sex	Having a consensual one night stand
Throwing a plate at a wall behind your partner	



## Facilitator 'cheat sheet' for Activity 5: What is violence against women?

VIOLENCE	MAYBE VIOLENCE	NOT VIOLENCE
Punching your partner in the face	Yelling at your partner	Telling your partner she is intelligent
Telling your partner she is fat and ugly	Texting a sexist joke to a male friend	Asking a girl on a date
Emailing pornographic pictures to a female friend	Grabbing a girl around the waist outside a club at the end of the night	Asking your partner to shout because you've forgotten your wallet
Telling your partner she is stupid	3 mates hooking up with one girl	Not wanting your partner to come out with you and the boys
Slapping a girl you know on the bum	Hooking up with a drunk girl after a party	Having a consensual one night stand
Making your partner pay for everything		Asking your partner for oral sex
Calling a girl a slut		Talking to your mates about your sex life
Having sex with your partner when she is drunk and unconscious		Asking your girlfriend if she wants to have sex
Not letting your partner see her friends		
Forcing a one-night stand to have sex with you		
Spitting at your partner		
Flashing at a girl		
Giving someone drugs or alcohol so they will sleep with you		
Threatening to hit your partner		
Repeatedly criticising your partner		
Repeatedly asking your partner for oral sex		
Throwing a plate at a wall behind your partner		
Putting a nude photo of your partner on Facebook		
Slapping your partner		
Forcing your partner to have sex with you		
Controlling how much money your partner spends		
Not letting your partner practice her religion		
Taking a photo of a half naked drunk girl passed out at a party		

## Activity 6

# Impacts of violence against women



# Activity 6:

## Impacts of violence against women

(25-35 minutes)

The aim of this activity is to allow participants to examine the possible short, medium and long-term individual impacts of violence against women as well as the broader social impacts of violence against women.

You will need butchers paper, lots of coloured textas, blu-tack, facilitator notes, space large enough for participants to work in small groups.

1. Ask participants to get into groups of three or four (depending on your numbers). Give each group a large piece of butcher's paper and some coloured textas and ask them to move to a space in the room where they can spread out and work.
2. Ask participants to draw an outline of a person on their butcher's paper, and write the heading 'impacts of violence against women'. Explain that they will have 10 minutes to write down as many impacts as they can come up with. The impacts on an individual should be written inside the body, and the broader social impacts of violence against women should be written outside the body. (If these impacts cross over, participants can write where they think is most appropriate).
3. Encourage participants to think about all forms of violence (family violence, experiences of violence in childhood, sexual assault, harassment, social, emotional, physical, psychological, spiritual, cultural, financial etc). It is also important to encourage participants to think about the impacts of recovering from and surviving an experience of violence. You may like to have this list (refer to Activity 5 notes) written up on the board or on a separate piece of butchers paper so participants have something to refer to.

4. After 10 minutes, ask everyone to stick their butcher's paper up on the wall, and group by group, ask each to present some of their impacts to the broader group. Ask for people's opinions on the impacts – did everyone come up with the same ones? Were there some impacts that you were surprised about? Are there any gaps in the impacts that are noted? Are there any common themes that you can see?
5. Finish the activity by explaining that as participants have identified, there are a wide range of impacts (both individual and societal) that the perpetration of violence against women can have, over a short period of time and over the span of an individual's life. Whilst it is important to acknowledge that these impacts are very severe, it is also important for participants to understand that women are strong and resourceful and they can and do recover from experiences of violence.

NOTE: If you are running a 2-hour session, you will need to select only one of

Activity 7: Taking a stand on violence against women

or

Activity 8: Violence against women as a human rights issue.

If you are running a longer session, you can run either one or both of the following two activities.

## Facilitators' notes for Activity 6: The impact of violence against women

Encourage participants to think about the range of health impacts of violence against women, including:

### Emotional & psychological

- Flashbacks
- Anxiety
- Emotional numbness
- Fear (of men, of future relationships, of similar circumstances)
- Guilt, confusion, sadness, grief, anger, rage
- Sense of helplessness, powerlessness and vulnerability
- Nightmares or difficulty sleeping
- Low self esteem, depression, anxiety and panic attacks
- Eating disorders
- Substance dependency (tobacco & alcohol use, illicit & prescribed drug use)
- Suicide or self harm
- Self esteem
- Lack of trust

### Social

- Social isolation or withdrawal
- Limited or no access to cultural/spiritual supports
- Limited participation in society
- Fear of being out in public
- Decrease in number of social activities
- Increased need for support from any others also involved in or soon after the incident

### Intimate & family relationships

- Fear of future relationships
- Isolation from family/friends
- Increase in arguments with family and friends
- Feelings of estrangement from family and friends
- Loss of sexual interest and pleasure
- Lack of trust in intimate partners, family and friends

### Health

- Serious injuries, bruises, fractures, cuts
- Chronic disabilities
- Injuries to unborn child (if violence occurs during pregnancy)
- Injuries to children (including emotional, psychological, social and developmental impacts of witnessing and/or hearing violence perpetrated against a loved one as well as the possibility of being injured whilst trying to defend their mothers)
- Sexual health (sexually transmitted infections, reproductive issues)

### Housing

- Homelessness or unstable housing
- Living in a refuge
- Need to stay (extended period of time) with family/friends

### Financial, education & employment

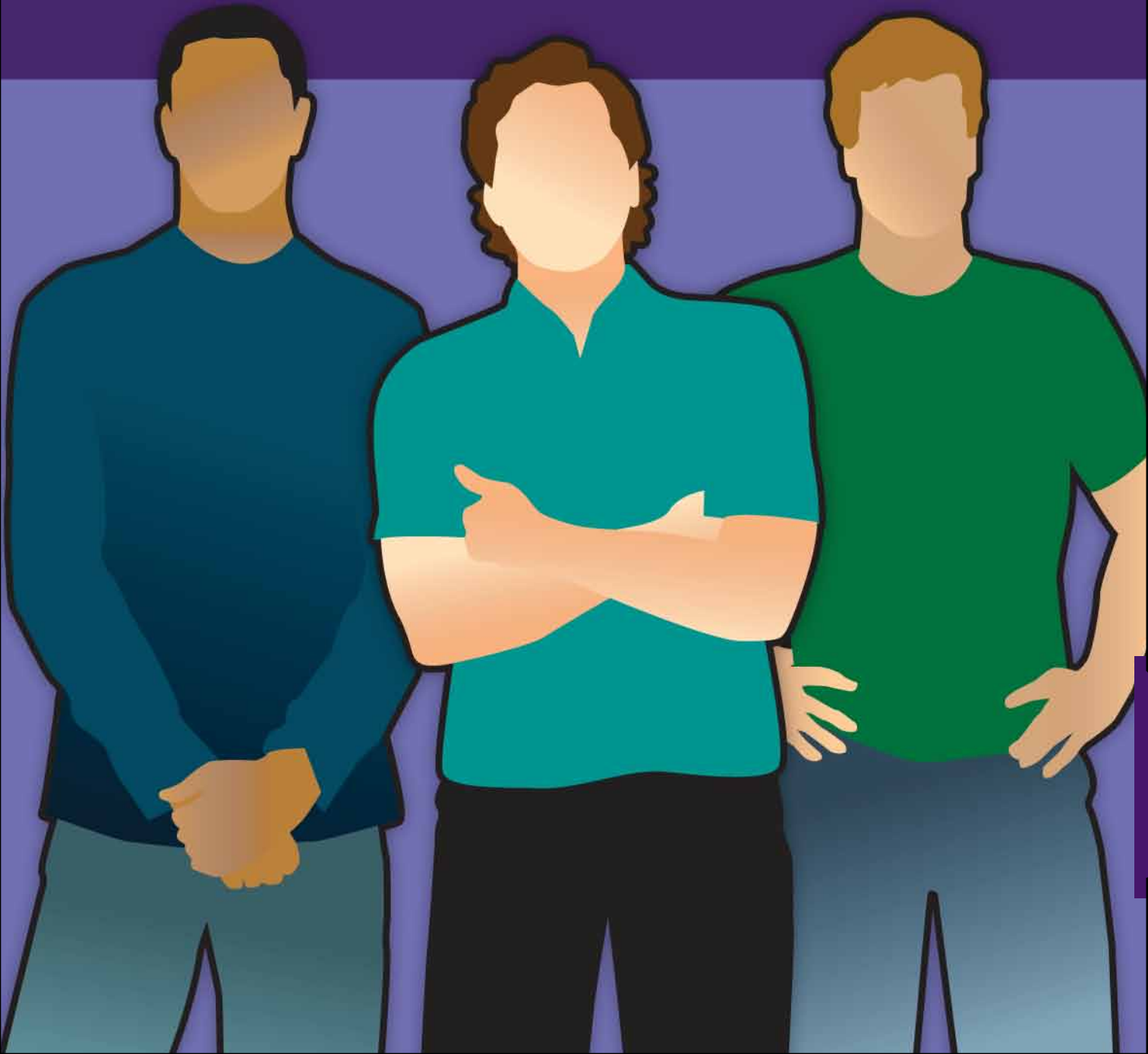
- Lack of access to financial resources
- Unemployment or difficulties in the workplace
- Financial debt
- School withdrawal
- Lack of concentration at school means poor results

### Community

- Cost to the economy and health system – medical and mental health
- Prevents women from participating equally in public life – eg. work, education, politics, sports
- Lack of safety
- Creates culture of violence

## Activity 7

# Taking a stand on violence against women



# Activity 7:

## Taking a stand on violence against women<sup>2</sup> (25-35 minutes)

The aim of this activity is to consolidate the learnings and key messages from the DVD. The activity also aims to encourage participants to think about the issues raised in the DVD and take responsibility for their opinions by 'taking a stand' in response to statements about women and violence.

You will need a set of 4 floor cards (strongly agree, agree, strongly disagree and disagree), statements to read out and a space large enough for participants to move around.

1. This activity is designed to reinforce the main points and key messages from the DVD.
2. Put the "strongly agree" "agree" "strongly disagree" and "disagree" floor cards on the ground in a line (from strongly agree to strongly disagree). Make sure there is enough room for participants to move around between each card.
3. One by one, read out the following statements, asking participants to move to the section on the agree-disagree continuum that best represents their view. (Note: it is ok for participants to stand between one of the floor cards, but they will need to explain why they have chosen to stand there so the rest of the group understands).
4. Statements to read out:
  - Violence against women is a serious issue in society including in football clubs.
  - Showing respect for women will help to prevent violence against women
  - One of the key causes of violence against women is unequal power relations between men and women
  - Sexual harassment is a form of violence
  - Violence against women occurs across all parts of society
  - It's important to talk about violence against women
  - Most victims of sexual assault know the perpetrator
  - Sexual assault is about power and control, not sex.
  - Women can and do overcome the impacts of sexual assault
  - There are some circumstances where free agreement (to have sex) can't be formed
  - Yelling at your partner isn't a serious form of violence
  - Family violence can happen in a young person's relationship
  - You should always stick up for your mates, unless they are being violent
  - Saying something to challenge our mates who have non-respectful attitudes and behaviour will help prevent violence against women
  - Women have a huge role to play in all areas of football culture
  - Promoting equal and respectful relationships will help prevent violence against women
5. After each statement is read out, ask if anyone wants to explain why they've stood where they have (and if nobody puts their hand up, pick someone out.) Try and get at least one person from each side to explain to the rest of the group why they are standing where they are. Try not to allow too much discussion between participants – the focus is not on their differing views, it's about getting them to consolidate their learning from the DVD.

<sup>2</sup> Adapted from Victorian Human Rights and Equal Opportunity training materials



## Activity 8

# Violence against women as a human rights issue



# Activity 8:

## Violence against women as a human rights issue<sup>3</sup> (35 minutes)

This activity is designed to allow participants to make the link between the notion of human rights and VAW. It will encourage participants to think about what is needed to ensure women's human rights are protected, and how women's human rights are violated as a result of experiencing violence.

You will need a whiteboard/butchers paper and whiteboard markers/textas.

1. Write the words "human rights" at the top of some butchers paper or on the whiteboard. Below the word "human" draw a circle or the outline of a human being. Ask participants to brainstorm what qualities and characteristics define us as human beings and write the words or symbols inside the outline. These could include:
  - Empathy
  - Can use logic
  - Ability to problem-solve (rational thought)
  - Like to give support to others
  - Like to feel needed/valued
  - Need for social connectedness
  - Intelligence
  - Sympathy
  - Social and emotional connections with other humans
  - Ambition
  - Compassion
  - Think about others (selfless/altruistic)
  - Creative.
2. Next ask participants what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. List their answers outside the circle, and ask participants to explain them. These could include:
  - Education (primary, secondary and tertiary)
  - Friendship
  - Family
  - Love
  - Support (formal and informal)
  - Nurturing
  - Employment
  - Money
  - Respectful intimate relationship
  - Access to social services/structures
  - Safety.
3. Explain that everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities. Read excerpt from the United Nations Universal Declaration of Human Rights, which states that a "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice, and peace in the world".

<sup>3</sup> Adapted from <http://www.amnesty.org.au/svaw/comments/20401/> and <http://www.un.org/en/documents/udhr/>

4. Explain that this declaration states that everyone should enjoy human rights without discrimination on grounds of gender. The United Nations also declared that violence against women is a human rights violation that requires urgent action, and proclaimed that women's rights are human rights.
5. Ask participants to look at this list (written around the body outline) and think about how violence against women relates to what's on the list. Can they see things on the list that violence against women might impact on? Encourage participants to think about both the individual and social/structural impacts. Ask participants to explain how violence against women would impact these things, and write these up on the board. For example, VAW may mean a woman can't see her friends, isn't safe, doesn't have access to finances or can't have a respectful intimate relationship.
6. Ask participants to think about how the things they've come up with on the lists (steps 2 and 5) might mean that a woman's human rights are violated. Encourage participants to identify how a woman's human rights might be violated and which human right might be violated. Prompt with the below list of human rights (from the UN Universal Declaration on Human Rights) if they are having problems.
7. Ask participants to reflect on the ways in which women's human rights are violated as a result of an experience of violence. Have a group brainstorm (write on the board) about what their club, the AFL or the participants as individuals can do to prevent these human rights abuses from occurring and to promote women's human rights.

### From the Universal Declaration on Human Rights...

#### Women have the right to:

- Live free from violence, harassment, discrimination and torture
- Live free from the fear of violence and harassment
- Education
- Autonomy over their own bodies, sexuality and reproductive choices
- Freedom and movement within her own state
- Work and be equally paid for that work
- Freedom of opinion and expression
- A standard of living adequate for her health and wellbeing (includes clothes, housing, medical care, social services etc)

# Other Resources

## Handout

### What can men do?

(From [www.whiteribbonday.org.au](http://www.whiteribbonday.org.au))

## Ten Practical Things

The following is a list of practical things men can do to help end violence against women.<sup>1</sup>

### 1. Listen to women... learn from women

The path starts with listening. Who knows better about violence against women than women who experience it? Learn about violence by asking a woman who trusts you how violence has affected her life. Then, if she feels comfortable to talk, sit back and listen.

### 2. Learn about the problem

The basic rights that most men enjoy — safety in their homes, ability to go out at night, a job free of harassment — are a source of fear for women in much of the world. The fear is greatest in women's own homes. A common myth is that most violence is committed by strangers. In fact, women are most at risk from men they know — husbands, boyfriends, fathers, relatives, employers, and caregivers.

### 3. Learn why some men are violent

Men are not naturally violent. There have been societies with little or no violence. Studies over the past century have found that half of the tribal societies studied had little or no violence against women, against children, or among men. Furthermore, even today, in many countries the majority of men are not physically violent. Violence is something that some men learn. Men's violence is a result of the way many men learn to express their masculinity in relationships with women, children, and other men.

### 4. Wear a white ribbon

Change will occur if we each accept personal responsibility to make sure it happens. As men who care about the women in our lives, we can take responsibility to help ensure that women live free from fear and violence. Each year, men around the world are wearing a white ribbon up to and on November 25, the International Day for the Elimination of Violence Against Women. Wearing a white ribbon is your personal pledge never to commit violence against women.

<sup>1</sup> From The White Ribbon Campaign (Canada): Breaking Men's Silence To End Men's Violence, Statement of Principles.

## 5. Challenge sexist language and jokes that degrade women

Sexist jokes and language help create a climate where forms of violence and abuse have too long been accepted. Words that degrade women reflect a society that has historically placed women in a second class position. One of the most difficult things for men is to learn to challenge other men.

## 6. Learn to identify and oppose sexual harassment and violence in your workplace, school, and family

Sexual harassment refers to unwanted sexual advances or sexually-oriented remarks or behaviors that are unwelcome by another person. Flirting and joking are fine if they are both consensual and wanted.

## 7. Support local women's programs

Around the world, dedicated women have created support services for women who are survivors of men's violence: safe houses for battered women, rape crisis centres, counselling services, and legal aid clinics. Women escaping violent situations depend on these services. These and other women's organisations deserve men's support and our financial backing. That's why we encourage local White Ribbon Campaigns to raise money for local women's programs.

## 8. Examine how your own behaviour might contribute to the problem

If you've ever been physically violent against a woman, if you've committed sexual assault, if you've hit, pushed, threatened, kicked your spouse or girlfriend, then you have been part of the problem. If this happened long ago, admit what you did was wrong and make amends if possible. But if such behaviour has any chance of continuing, then you urgently need to get help getting to the root of your problem. Don't wait until it happens again. Please act today.

## 9. Work towards long-term solutions

Ending violence against women won't happen overnight. Real solutions are truly long-term solutions. Changes in attitude, behaviour, and institutions take time. We must look at how we raise future generations. We must teach our children, by example, that all forms of violence are unacceptable; that for boys to become men, they do not need to control or dominate women, men, or children.

## 10. Get involved with the White Ribbon Campaigns and educational efforts.

The White Ribbon Campaign is the largest effort in the world of men working to end men's violence against women. It is a grass-roots effort, relying mainly on volunteers. It needs your support.

## Handout

### Thirteen Steps Men Can Take to Prevent Sexual Violence

The following focuses on the steps men can take to ensure non-violence and sexual consent in their own lives.

- 1.** Think about the sex you have with your partner, or in one-night stands. Make sure you always have consenting sex. Don't pressure a woman into having sex. Realise that your strength, size, social role, and age are all factors that can contribute to a woman's feeling of powerlessness against your pressure for sex. Don't guilt-trip your partner, expect sex in return for buying dinner, or blackmail your partner with threats about leaving the relationship.
- 2.** Take no for an answer. The assumption that women say "no" when they really mean "maybe" or "yes" is just that, an assumption. Do not ignore a woman if she says "no" or seems resistant in any way. If she really means "yes" then it's up to her to communicate her consent. Your partner should always have the right to say no, regardless of your previous sexual relations. And silence doesn't mean consent.
- 3.** Talk about sex. If you are unsure what a partner wants, ask. Say what you want to do and make sure your partner wants to do it too. Discussing mutual expectations and clarifying mixed messages eliminates confusion and greatly reduces the risk of sexual assault. If you are unsure about how your partner is feeling, you could ask, "Is this comfortable?" or "Are you feeling OK about this?"
- 4.** It's never OK to use force or coercion. Don't assume that because a woman wears a sexy dress or flirts, she wants to engage in sexual activity. Realise that women don't provoke rape by their appearance or by agreeing to go to a man's room or house. The person responsible for the rape is the person who uses force or pressure.
- 5.** Take responsibility for your sexuality. Don't assume that if you are being sexual with a person on one level, you can automatically start being sexual on other levels. Kissing doesn't mean that intercourse comes next.
- 6.** Avoid excessive use of alcohol or other drugs. These substances may make you aggressive and impair your ability to think clearly or communicate effectively. Being under the influence of alcohol or drugs is not a defence against criminal behavior, and rape is a criminal act.
- 7.** Understand how sexual stereotypes influence attitudes and behaviors. Social roles and expectations may affect a man's decisions about sex. Some men feel pressured by their peers to have sexual intercourse. Sometimes men are taught that wanting to have sex and expressing feelings are somehow mutually exclusive, when in fact they are significantly connected. Learning how to express your feelings directly and in non-violent ways can help you create deeper and more meaningful relationships. You don't have to prove yourself.
- 8.** Don't engage in any form of sexual harassment, such as wolf-whistling or unwanted touching. Women aren't public property, available for our intrusions. Neither are men.
- 9.** Develop an awareness of the cultural supports for violence against women. Inform yourself and develop the ability to recognise the myths. When you see sex without consent on TV or in a film, remind yourself that it is rape.

- 10.** Talk to other men about sexual assault. Start by mentioning something you read, a conversation you had or something you've been thinking about.
- 11.** Believe people when they tell you they've been raped or harassed or that they know someone who's been raped or harassed. Support what they say about it. Don't ask, "What were you wearing?"
- 12.** Don't assume that women want or need your protection. But support them if they ask, with actions such as walking a woman to her car. If a woman is walking in front of you along a dark street, give her a lot of room or cross to the other side of the road.
- 13.** Take action if you see violence happening. Intervene or call the police—do something to stop the incident. Get involved in local efforts to end sexual assault. Wherever you work and live, on the street and in your community, do what you can to end sexual assault and harassment.

## Evaluation

One of the ways to determine whether the DVD and accompanying resource manual are achieving their aims is through engaging in ongoing evaluation. The AFL is committed to ensuring that the DVD and the resource manual are properly evaluated for its effectiveness as an educational tool as well as to assess the impact it has had on the prevention of violence against women in football clubs. The AFL intends to examine whether the DVD was effective in communicating its key messages to club players and members. In addition, the evaluation will involve gaining input and feedback from the club drivers' and other volunteers who facilitate the program as to the effectiveness of the DVD and resource manual. The information and insight gathered will assist the AFL to identify whether the program requires any changes and improvements, thereby ensuring future violence prevention programs are more effective and relevant within the AFL community.



## How to answer the FAQs (Frequently Asked Questions)

In response to learning about violence against women, participants will have a number of questions and comments. Many of their questions can relate to common misconceptions around violence against women, and reflect the fact that it is a well-hidden issue that is sensitive to talk about.

This section points to some of the most common questions about violence against women and suggests ways for facilitators to respond. But remember: as a facilitator, you don't have to know the answers to all questions. And you don't have to respond to all of them. If a question is coming up again and again or is disrupting the activity, it is okay to wait until after the session to answer it. You can also refer people with questions to websites and other places to find information.

### 1. Aren't men also victims of violence?

Men are most at risk of violence from other men – the most frequent category of perpetrator is 'male strangers', then 'other known male persons' and then 'male family members or friends'. Female current or previous partners account for 4 per cent of perpetrators. (Vic Health, Community Attitudes Survey, p. 33)

### 2. Can boys and men be sexually assaulted?

Yes.

1 in 6 men are abused before the age of 18 (Fergusson & Mullen. 1999)

1 in 20 men have experienced sexual violence since the age of 15 years (Australian Bureau of Statistics, Personal Safety Survey, 2005)

93% of offenders are male (National Crime and Safety Survey, 2002)

### 3. Can't women just leave if their partner is violent?

It can be extremely difficult for victims to escape a perpetrator's control. It may also feel safer to stay—many victims are threatened with violence or death if they leave. Most victims take several attempts to leave a violent relationship before they are successful. Victims may also stay because of a combination of other factors: they can't afford to leave, there is nowhere for them to go, they don't know what their legal options are, there is nobody to care for children if they get a job, and they may be worried about whether police and courts will be helpful. (VLRC)

### 4. Why do women talk about being a victim/survivor of sexual assault sometimes years after it happened?

Victim survivors of sexual assault talk about there often being a lot of barriers to speaking about being sexually assaulted. Fear of not being believed is often a significant barrier. Also, feeling unsure about the response they will receive can make it difficult.

## **5. It happened so long ago (being sexually assaulted) so shouldn't I be over it?**

Sexual assault is a traumatic experience and as such can have long lasting impacts on a person's emotional, psychological and physical health. It can also have a negative and destabilising effect on other aspects of a person's life, such as their education, employment, finances and relationships.

## **6. Shouldn't women say 'No' if they don't want sex?**

There are various ways in which people might indicate that they don't want to have sex.

If you are instigating sexual contact with someone it's important that you check if the other person really wants to do it. When people feel pressured, threatened or forced into sexual contact, they do not have the power to say 'No' and may rightly believe that if the person they are with is pressuring them, then they may not listen to 'No' anyway. It is important to make sure that both people feel comfortable.

## **7. Don't some women lie about being sexually assaulted?**

Police statistics reveal that 'false' reporting of sexual assault is minimal, representing 2% of all reported assaults. These statistics also include statements withdrawn by victim/survivors due to fear of revenge or fear of going through the legal system.

## **8. Don't men who were sexually assaulted as children go on to perpetrate sexual assault as adults?**

There is no evidence to support this prevalent social belief. Some perpetrators of violence may have experienced violence in their lifetime, but most perpetrators of violence have not. Some victims of violence go on to use violence

against others, but most victims do not. This misconception has caused many male victim/survivors to feel worried and ashamed about their abuse and has prevented them from telling anyone about their terrible experience.

## **9. I don't want to interfere with people's relationships, don't people need to sort that stuff out privately?**

This is a common fear amongst the community. However, your response to a person experiencing sexual assault or family violence is really important. If a woman feels supported and encouraged, she may feel stronger and more able to make decisions. If a woman's situation is ignored it can mean she feels alone and unsupported and therefore unable to leave an abusive situation.

## **10. What can individuals possibly do about this huge social problem?**

We are all different and therefore the way we feel able to contribute to changing this problem will differ from person to person. By accepting personal responsibility for being respectful in our relationships with others and in our attitude to those around us, this in itself can go a long way in helping to make a safer community for everyone.

## **11. Should I intervene even if I'm worried about being hurt myself?**

Your safety is always important. If it's not safe to intervene when you see someone being hurt or otherwise being treated badly there are other things you can do to help the victim in this situation. You can call the police on **000**, ask for someone else to come and help you to intervene, explore what other options are available to you so that your safety is not compromised.

## 12. Why don't women fight back?

Women respond to sexual assault and family violence in different ways. Women do what is necessary to survive the assault. A common response to any form of violent assault or personal threat is to freeze due to shock and fear. This is in fact a survival mechanism that is hard-wired in us all. It is when the autonomic nervous system freezes and immobilises the person. This survival mechanism is an automatic response over which a person has no control.

## 13. Do women who have experienced sexually assault or family violence ever recover?

While it can often be a long, hard road to recovery, women, due to their resilience and courage, are able to re-build their lives and overcome the impacts of sexual assault and family violence.

## 14. Is verbal abuse (name calling, put downs etc) really that harmful?

Yes, verbal abuse can be extremely damaging to a person's mental health, their self-esteem and confidence. This in turn can have a negative impact on all other aspects of their life such as their capacity to work, study and parent. Verbal abuse makes up a large component of bullying behaviour and we are well aware of how much this can affect a person's life and sense of self worth.

## 15. Can't you tell if a woman wants sex by the way she is dressed?

No. You can never know if a woman wants sexual contact based on the way she is dressed. It's important to know if the other person also wants to have sex – sex without consent is sexual assault. It's important to establish that the person you are with is 'freely agreeing' to sexual contact with you.

## 16. What if both people are drunk or intoxicated? Who is responsible then?

If both people are intoxicated to the point that neither is able to give consent then sex should not occur. If a person wakes up the following day, after having a lot to drink and feeling that she did not agree to the sex that occurred, then this is considered sexual assault and is a crime.

If both people are intoxicated they are both at risk of having sex without the other person consenting, and therefore at risk of committing a crime.

## 17. What effects does violence have on children?

Children are extremely vulnerable to exposure to violence. There is increasing evidence that even as babies and toddlers, children can experience long-term developmental, emotional and psychological problems as a consequence of their exposure to violence. These problems can in turn impact on a child's future relationships, education, and employment.

## 18. Why don't we provide more services to men?

There are many services for men where they can get help and support. Some of these are included in the resource chapter.

It can be more difficult for men to seek help because they fear that they might be judged and seen as being weak, crazy or just not coping. There is a prevalent social expectation that men should be able to cope and deal with their problems on their own. This is a barrier that prevents many men from contacting services that are available to them either as victims of sexual assault themselves or as perpetrators of violent behaviour

## Support Services



# Section 5

## Support Services

### Nationwide R&R Referral Services

This section provides contact information for support services across Australia. This includes:

- Support for Women, Men and Families
- Mental Health
- Children and Young Adults
- Aboriginal and Torres Straight Island services
- Legal Services
- Women's Legal Services
- Gay and Lesbian Services

**Please note**

**In an emergency contact  
Police on 000.**

### Support for Women, Men and Families

#### 1800RESPECT

1800RESPECT is a free, confidential service, available 24 hours a day, seven days a week which provides support to people who are experiencing, or are at risk of sexual assault, family and/or domestic violence or who have experienced this in the past.

**Crisis Line:** 1800RESPECT (1800 737 732)

**Website:** [www.180orespect.org.au](http://www.180orespect.org.au)

#### Relationships Australia

Relationships Australia is a leading provider of relationship support services for individuals, families and communities. It provides support groups and counselling on relationships, and for abusive and abused partners. These services are offered in many locations across Australia.

**Phone:** 1300 364 277

**Website:** [www.relationships.org.au](http://www.relationships.org.au)

### **Mensline:**

Mensline aims to empower Australian men to actively participate in building and sustaining healthy personal relationships that support healthy families, workplaces and communities. It does this by providing a 24 hour telephone counselling service for men and families with relationship concerns.

**Phone:** 1300 78 99 78

**Website:** [www.mensline.org.au](http://www.mensline.org.au)

### **The Line:**

The Line is a national social marketing campaign aimed at promoting positive behaviours and actions that contribute to respectful relationships. It aims to assist young people in defining their own expectations and standards about their relationships.

**Phone:** 1800 695 463

**Website:** [www.theline.gov.au](http://www.theline.gov.au)

### **Men's Referral Service**

The Men's referral service is an anonymous and confidential telephone service provided to men by men. It provides a central point of contact for men who are wanting to stop their violent or abusive behaviours towards their family members, but are not sure how or where to go for advice.

**Phone:** 1800 065 973

(Monday to Friday, 9am – 9pm).

**Website:** [www.mrs.org.au](http://www.mrs.org.au)

## **Mental Health**

### **Beyond Blue:**

BeyondBlue aims to provide a national focus and community leadership to increase the capacity of the broader Australian community to prevent depression and respond effectively. It provides support services and information for people with mental health issues and their families.

**Phone:** 1300 22 4636

**Website:** [www.beyondblue.org.au](http://www.beyondblue.org.au)

### **Lifeline**

Lifeline provides access to 24 hour crisis support, suicide prevention and mental health support services.

**Phone:** 13 11 14

**Website:** [www.lifeline.org.au](http://www.lifeline.org.au)

## Children and Young Adults

### Kids Help Line:

Telephone counselling for children and young people aged 5 – 25.

**Phone:** 1800 55 1800

**Website:** [www.kidshelp.com.au](http://www.kidshelp.com.au)

### Australian Childhood Foundation:

Provides a range of specialist counselling services for children and young people to aid recovery from the impact of abuse, neglect and family violence.

**Phone:** 1800 176 453

**Website:** [www.childhood.org.au](http://www.childhood.org.au)

## Aboriginal and Torres Straight Island services

### National Aboriginal Community Controlled Health Organisation (NACCHO)

The National Aboriginal Community Controlled Health Organisation (NACCHO) is the national peak Aboriginal health body representing Aboriginal Community Controlled Health Services throughout Australia.

**Phone:** (02) 6246 9300

**Website:** <http://www.naccho.org.au/>

## Legal Services

### Australian Legal Assistance Forum (ALAF)

The Australian Legal Assistance Forum (ALAF) is a body comprised of the major legal aid client service deliverers in Australia.

#### NT:

**Phone:** 1800 019 343

(Toll free Monday to Friday 9am – 4pm).

**Website:** [www.ntlac.nt.gov.au](http://www.ntlac.nt.gov.au)

#### SA:

**Phone:** 1300 366 424

(Monday to Friday 9am – 4:30pm).

**Website:** [www.lsc.sa.gov.au](http://www.lsc.sa.gov.au)

#### QLD:

**Phone:** 1300 65 11 88

(Monday to Friday 9am – 5pm).

**Website:** [www.legalaid.qld.gov.au](http://www.legalaid.qld.gov.au)



**NSW:****Phone:** 1300 888 529

(Monday to Friday 9am – 5pm).

**Website:** [www.legalaid.nsw.gov.au](http://www.legalaid.nsw.gov.au)**TAS:****Phone:** 1300 366 611

(Monday to Friday 9am – 5pm).

**Website:** [www.legalaid.tas.gov.au](http://www.legalaid.tas.gov.au)**WA:****Phone:** 1300 650 579

(Monday to Friday 8:30am – 4:30pm).

**Website:** [www.legalaid.wa.gov.au](http://www.legalaid.wa.gov.au)**VIC:****Phone:** 03 9269 0120

or 1800 677 402 (Country callers)

(Monday to Friday 8:45am – 5:15pm).

**Website:** [www.legalaidact.org.au](http://www.legalaidact.org.au)**ACT:****Phone:** 1300 654 314

(Monday to Friday 9am – 4pm).

**Website:** [www.legalaidact.org.au](http://www.legalaidact.org.au)**National Association of Community Legal Centre's Inc**

Community legal centres are independently operating, not-for-profit, community-based organisations that provide legal services to the public, focusing on the disadvantaged and people with special needs.

**Phone:** 02 9264 9595**Website:** [www.naclc.org.au/](http://www.naclc.org.au/)**Women's Legal Services****Australian Capital Territory**

Women's Legal Service:

**Phone:** 02 6257 4499 toll free: 1800 634 669**Website:** <http://www.womenslegalact.org/>**New South Wales**

Women's Legal Resource Centre:

**Phone:** 02 9749 5533 Rural Free Call: 1800 801 501

Indigenous women: 1800 639 784

**Website:** <http://www.womenslegalnsw.asn.au/>**Northern Territory**

Top End Women's Legal Service:

**Toll free:** 1800 234 441**Website:** <http://www.tewls.org.au/>

Dawn House

**Phone:** 08 8945 1388**Website:** <http://www.dawnhouse.org.au>**Queensland**

Women's Legal Service (QLD)

**Toll free:** 1800 677 278 (note: toll free available to callers from Queensland outside the Brisbane metro area) or 07 3392 0670**Website:** <http://www.wlsq.org.au>

## **North Queensland Women's Legal**

Service (Townsville):

**Toll free:** 1800 244 504 (Tuesday, Wednesday & Thursday between 9.00am – 1.00pm)

**Phone:** 07 4772 5400

**Website:** <http://www.nqwls.com.au/>

## **South Australia**

Women's Legal Service South Australia Inc

**Phone:** 08 8221 5553

Country Callers: 1800 816 349

**Website:** <http://www.wlssa.org.au/>

Rural Women's Outreach Program:

**Phone:** 1800 655 927

**Phone:** 02 6884 9422

**Website:** <http://www.saccls.org.au/>

## **Victoria**

Women's Legal Service Victoria

**Phone:** 03 9642 0877

or 1800 133 302 (Free call number for country callers)

**Website:** [www.womenslegal.org.au](http://www.womenslegal.org.au)

## **Tasmania**

Women's Legal Service Tasmania

**Phone:** 1800 682 468

**Website:** [www.womenslegaltas.org.au](http://www.womenslegaltas.org.au)

## **Gay and Lesbian Services**

### **Parents, Families and Friends of Lesbians and Gays (PFLAG)**

PFLAG is here to give help, support and information to families, friends of all gay people.

**Website:** <http://www.pflagaustralia.org.au/>

### **Gay and Lesbian Counselling and Community Services of Australia**

This site provides information and links to the Primary Gay and Lesbian Telephone Counselling Service Organisations across Australia.

**Phone:** 1800 184 527

**Website:** [www.glccs.org.au](http://www.glccs.org.au)





Respect and  
Responsibility

Funded by the Australian Government  
Department of Families, Housing,  
Community Services and Indigenous Affairs.



**CASA** house  
Centre Against Sexual Assault

