

**SPEAKING
OUT:**
RECALLING
WOMEN'S AID
IN SCOTLAND



**Learning Resource
Teacher/Facilitator
Notes and Lesson Plans**

Contents

| | |
|--|----|
| About the Speaking Out project | 3 |
| About Scottish Women's Aid and the Women's Aid network | 4 |
| About the resource | 5 |
| Connection to the Curriculum for Excellence | 7 |
| Supporting information on violence against women and girls | 9 |
| Safety in the classroom/group session | 13 |
| How to use the materials | 18 |
| Group composition and settings | 19 |
| Lesson 1 – Gender Inequality | 21 |
| Lesson 2 – Domestic Abuse | 28 |
| Lesson 3 – Women's Aid in Scotland | 35 |
| Modern Studies National 5 exam practice questions | 46 |
| Cross-curricular activity ideas | 47 |
| Acknowledgements | 48 |
| About the Speaking Out Project Partners | 49 |
| Evaluation | 50 |

About the Speaking Out Project

Speaking Out: Recalling Women's Aid in Scotland was a Heritage Lottery Fund supported project conducted during 2016–2017 which recorded and celebrated the history of the Women's Aid movement in Scotland. A partnership between Scottish Women's Aid, Glasgow Women's Library, Women's History Scotland and the University of Glasgow Centre for Gender History, the project gathered oral history audio and video interviews with people associated with Women's Aid over its 40 plus years of history in Scotland.

Interviews were conducted with Women's Aid workers, both past and present, service users (victims-survivors of domestic abuse who have accessed Women's Aid services), violence against women researchers and politicians who have been key in progressing the domestic abuse agenda in government. These interviews are available in their entirety as part of the Scottish Women's Aid archive held at Glasgow Women's Library. They form an incredibly rich resource documenting the Women's Aid movement in Scotland and the establishment and growth of this important social movement in modern Scottish history.



Members of Edinburgh and Lothian Women's Aid after a protest outside Edinburgh Department of Housing, c. 1980. Courtesy of Scottish Women's Aid.

Scottish Women's Aid and the Women's Aid Network in Scotland

The first Women's Aid groups in Scotland were set up in Edinburgh and Glasgow in 1973 and grew out of a desire amongst women associated with the Women's Liberation Movement (WLM) for practical engagement to challenge women's inequality. Women in the WLM came together to explore feminist ideas and campaign for reforms on issues affecting women such as equal pay and reproductive rights. There was a developing realisation at this time that domestic abuse (or the issue of 'battered wives' as it was then known) was a deeply embedded social problem. During this period, domestic abuse was largely unnamed and hidden from view and the women realised the issue demanded urgent action. As a result, activism for many women found a focus in combating violence against women, particularly domestic abuse.

Groups of women came together as volunteers to raise funds and awareness to provide advice, support and refuge for women, children and young people affected by domestic abuse. The women who formed these groups were committed to putting their feminist principles into practice and this meant doing things differently in terms of organisational structure, governance and supporting victims-survivors.

As more and more local groups were established in towns and cities around Scotland, it became apparent there was a need for a coordinating body to provide national representation. Scottish Women's Aid (SWA) was founded in 1976 and took on the lead role in campaigning and lobbying for more effective responses to domestic abuse allowing local groups to focus on service provision. SWA also supported the existing local groups and fostered the development of new ones (and continues to do so today).

Since the 1970s, the Women's Aid network, now over 35 local groups covering the length and breadth of Scotland, and SWA at the national level have contributed significantly to the shaping of legislation, social policy and collaborative partnership working focused on domestic abuse and the wider violence against women sector.

The vital work carried out by the Women's Aid network in Scotland and Scottish Women's Aid has continued to develop over the years to best meet women's, children's and young people's needs. SWA now also operates Scotland's Domestic Abuse and Forced Marriage Helpline (0800 027 1234) which provides a 24/7 support and information service.

While Women's Aid groups largely work in the area of domestic abuse, as a network they remain connected to the wider violence against women sector and recognise the links between domestic abuse and other forms of violence against women and the importance of joined-up working for its prevention and eradication along with promoting equality for women and girls.

About the Resource

Throughout the lessons, young people are able to examine a wide range of edited excerpts from the *Speaking Out* project audio interviews which are used as primary source material (in addition to other supporting evidence) to explore the lesson themes of gender inequality, domestic abuse, feminism, activism and the history of Women's Aid in Scotland.

Material, in the form of interview transcript excerpts, from a similar project conducted in 2007 celebrating the 30th anniversary of Scottish Women's Aid is also included. Furthermore, video interviews and archive footage which has been edited into a compelling short film drawing together the story of Women's Aid in Scotland is used to give young people a real sense of the shift in Scottish society's understanding of domestic abuse and how this change has been reflected in policy and law.

Teachers/facilitators and young people can access the audio interview excerpts and film on the *Speaking Out* website. www.speakingout.womenslibrary.org.uk.

Images used throughout the *Speaking Out* learning resource are taken from historic Women's Aid newsletters and annual reports held in the Scottish Women's Aid archive at Glasgow Women's Library.

Aims of the Resource

The overarching aims of the *Speaking Out* learning resource are to:

- Highlight the critically important history of the Women's Aid movement in Scotland and how it has affected both our understanding of and responses to domestic abuse and the development of a service provision for women, children and young people experiencing domestic abuse.
- Emphasise activism as a way of achieving successful and positive societal and legislative change.
- Promote an understanding on the part of young people of the connection between gender inequality and violence against women and girls.
- Encourage a greater understanding of what domestic abuse is and help young people to be able to identify behaviours that are abusive.

The *Speaking Out* learning resource urges young people to reflect on their beliefs about gender inequality, violence against women and girls, domestic abuse, feminism, social justice and the potential of activism

The resource uses the history of Women's Aid in Scotland to illustrate the ability of a committed group of people to affect real change and empowers young people with useful knowledge, skills and understanding. Additionally, the *Speaking Out* learning resource seeks to promote a future of equality and respect where domestic abuse and violence against women and girls have been eradicated.

The resource strives to promote an understanding that domestic abuse is caused by women's continued inequality and of the power dynamics within relationships that provide the context in which abuse occurs. It also aims to provide young people with accurate information about

domestic abuse and to counter prevalent misinformation, stereotypes and attitudes that contribute to the acceptability of violence and harassment of women and girls and a culture of victim-shaming.

Through engaging with the various resources used in lesson activities, young people will be made aware of what support services are available to them and will hopefully gain confidence in taking steps to access help should they need to do so.



Edinburgh and Lothian Women's Aid poster displayed in Edinburgh bus station advertising services for women, c. 1977. Courtesy of Scottish Women's Aid.

Connection to the Curriculum for Excellence

Relevant Curricular Areas

The lessons in this resource are structured around three main ideas found in the Curriculum for Excellence (CfE) Level 3 and 4 Experiences and Outcomes for Social Studies and in the National 5 Unit Specifications for Modern Studies which can be broadly summarised as follows:

I can identify a group (past or present) who has experienced inequality and...

- Explain the reasons for this inequality.
- Explain the consequences of inequality for this group.
- Suggest ways in which this inequality can be addressed.

CfE: Social Studies Experiences and Outcomes

Social Studies Levels 3 & 4

| | | |
|---|--|-----------|
| People, past events and society | I can use my knowledge of a historical period to interpret the evidence and present an informed view. | SOC 3-01a |
| People, past events and society | I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it has had then and since. | SOC 3-05a |
| People, past events and society | By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. | SOC 3-06a |
| People, past events and society | The purpose is not for young people to get the correct answers but rather reflect on the nature of legislation which protects certain rights and how recently many women's rights have been won. You can use the discussion questions on the following page to deepen class/group knowledge. | SOC 4-04a |
| People in society, economy and business | I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. | SOC 3-16a |
| People in society, economy and business | I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. | SOC 4-16b |

Modern Studies National 5 Unit Specifications: In this Unit, learners will develop skills by using sources of information in order to make and give detailed justifications of decisions. They will develop knowledge and understandings of the causes and consequences of social inequality and attempts by the government, other organisations and individuals to tackle it.

Responsibility of All

As well as covering relevant Experiences and Outcomes for Social Studies, the resource develops a range of skills and knowledge relating to Literacy, Health and Wellbeing and Citizenship along with promoting interdisciplinary learning in units such as Equality, Crime, Social Issues and Democracy. Schools can use the resource as part of a whole school approach exploring gender inequality and violence against women. If linking to a Personal and Social Education programme, the Zero Tolerance RESPECT and the Educational Institute of Scotland's 'Get it Right For Girls' resources would make useful companion tools.

Broad Themes Covered

Gender inequality, domestic abuse, feminism, activism, social justice, history of Women's Aid in Scotland.



Scottish Women's Aid newsletter, June 1985, page 20.
Courtesy of Glasgow Women's Library.

Supporting Information on Violence Against Women and Girls

In this section you will find information, such as definitions of terms used and forms of violence and abuse along with key facts and figures that will be discussed during the lessons.

‘Violence against women is not the result of random, individual acts of misconduct, but rather is deeply rooted in structural relationships of inequality between women and men...’

Ending Violence Against Women: From Words to Action, UN Secretary General’s Report, 2006.



According to the United Nations, violence against women takes many forms – physical, sexual, psychological and economic. These forms of violence are interrelated and affect women from before birth to old age. Some types of violence, such as trafficking, cross national boundaries. Women who experience violence suffer a range of health problems and their ability to participate in public life is diminished. Violence against women harms families and communities across generations and reinforces other violence prevalent in society. Violence against women also impoverishes women, their families, communities and nations. Violence against women is not confined to a specific culture, region or country, or to particular groups of women within a society. The roots of violence against women lie in persistent discrimination against women.

Facts and Figures

Worldwide, violence against women (such as rape and domestic abuse) kills or incapacitates more women in the 15–44 age group than all types of cancer, malaria, war or road traffic accidents (according to World Bank data from the United Nations Unite campaign).

- 1 in 3 women will experience physical or sexual violence in their lifetime, mostly at the hands of an intimate partner (World Health Organisation, 2016).
- In 2014 an EU-wide survey discovered 43% of women had experienced some form of psychological violence by an intimate partner in their lifetime (European Union Agency for Fundamental Rights).
- In 2015–2016 there were 58,104 incidents of domestic abuse recorded by the police in Scotland (Justice Analytical Services, Scottish Government).

- Women are far more likely to be victims-survivors of domestic abuse than men, with incidents involving a female victim and a male perpetrator representing 82% of reported incidents. Many women never report the abuse to police. This is partly because the abuse may not be physical and may not be what many people think constitutes a 'crime' (Scottish Government, 2010).
- The 'Raising the Issue of Domestic Abuse in Schools' study in Scotland (2005) revealed that 32% of pupils in one secondary school disclosed anonymously that they were currently experiencing or living with domestic abuse.
- The 'Young People's Attitudes Towards Gendered Violence' study in Scotland (2005) found that a third of young men and a sixth of young women thought that using violence in an intimate relationship was acceptable under certain circumstances. The same study found that 17% of young women had experienced violence or abuse in their own relationship with a boyfriend.

Domestic Abuse

Domestic abuse is persistent and controlling behaviour by a partner or ex-partner which causes physical, sexual and/or emotional harm. Domestic abuse is about control, and abusers will use many tactics to gain control over their partner or ex-partner. This may be through stalking, blackmail, 'revenge porn', rape or sexual assault, isolation, mental and physical abuse and sometimes violence.

Domestic abuse is not an isolated incident. There may be no bruises. It is a pattern of dominating and isolating someone through fear and threats or undermining their self-confidence and self-esteem. But it often involves serious and sustained physical and sexual abuse that can cause injuries and lead to long-term health problems. Women (and their children) are sometimes killed by a partner or ex-partner, and leaving can be the most dangerous time.

It often gets worse over time. It is very common. In most cases, it is experienced by women and children and is perpetrated by men.

Children and young people experience domestic abuse either through witnessing the abuse, being physically hurt themselves or as victims in their own relationships. The impact of domestic abuse on children and young people can be far reaching and may include; sudden behaviour changes, poor attendance, loss of concentration, sleeplessness, depression, anxiety, physical symptoms related to stress such as stomach problems, and difficulty in education settings.

Sometimes children who experience domestic abuse will have to move house quickly, and will be unable to continue their schooling in their home area, or access uniforms, homework or clean clothes. For some children, school may be the only safe place; for others they may worry about what is happening at home and truancy may occur. Women and children can recover from the effects of domestic abuse and move on with their lives.

Domestic abuse can also occur in young people's intimate relationships and is often called 'dating abuse'. It is usually perpetrated by young men and experienced by young women. It can also happen within LGBT relationships.

Because many people think of abuse as happening between adults who live together, dating abuse is not always recognised. It may involve name-calling, humiliation in front of peers, threats, isolating the victim from their friends, and pressure to take part in unwanted sexual activity. It can be facilitated (but not caused) by technology such as mobile phones and the Internet.

Dating abuse can have a damaging impact on victims, perpetrators and the wider community. Effects on the victim may range from depression, truanting and lack of concentration to physical injury and suicide. It can also be linked to sexual exploitation. For many young people, abusive behaviour in relationships is considered normal, and they may need help to understand why some behaviour is abusive.

- Dating abuse affects as many as one in three young women (NSPCC, 2009).
- Of the 45% of young women surveyed who had been groped against their will, 43% said that the perpetrator was a boyfriend (NSPCC 2006).
- Young people who are involved in violent or controlling relationships are significantly more likely to feel suicidal and stressed than those who are not (Young Voice 2008).

Men And Domestic Abuse

When the issue of domestic abuse is raised, often the first question asked is 'what about the men?'. It is a controversial issue and one that raises uncomfortable questions and the issue of gender inequality. It is an emotive subject and one that must be handled sensitively. It is important to note that men are affected by domestic abuse as perpetrators, as bystanders, as adult survivors of childhood domestic abuse and sometimes by experiencing it as adults. None-the-less, the majority of perpetrators of abuse are men and the numbers of men experiencing abuse in heterosexual relationships is quite small.

What does academic research say about men's experiences of domestic abuse?

Disagreement about whether men are as likely to experience domestic abuse as women has been a feature of academic and popular discussion for some time. One group of researchers (usually referred to as family violence researchers) claim to prove that men and women experience violence from partners in equal numbers, while an equally substantial group of researchers (usually described as feminist researchers) claim to prove the opposite.

Is all intimate partner violence domestic abuse?

This was a statistical puzzle which sociologist Michael Johnson began looking into in 1995. His conclusion was that both sets of researchers were right in their assertions to a certain extent and that the disagreement between them arose out of the fact that they were researching different phenomena. He argues that there are, in fact, three types of violence all of which get lumped together under the label domestic violence or domestic abuse but which are very different. This category confusion is problematic in that each type of violence requires a different agency response and can also lead to the misidentification of victims/perpetrators of domestic abuse.

The first type of intimate partner violence Johnson has identified he calls **situational couple violence**. This, he argues, is perpetrated in equal numbers by men and women in heterosexual relationships. It is where disagreement arises out of a certain situation and conflict, verbal and/or physical, ensues. The violence may be extreme but it is not part of a pattern of other controlling behaviours by one partner to maintain dominance over the other. Sociologists classify this violence as 'expressive' in that it represents an expression (however unacceptable it may be) of frustration and tension. It is this type of violence that is researched by and large by family violence academics.

The second type of violence Johnson identifies he calls **intimate terrorism**. This is a pattern of controlling behaviour using a range of tools, including physical violence. Intimate terrorism, Johnson argues, is overwhelmingly perpetrated by men against women in heterosexual

relationships. This violence is classified by sociologists as 'functional' in that it serves a purpose. It is not, unlike in situational couple violence, an expression of frustration but is used in a controlled way, along with a range of other tactics (such as isolation, degradation, threats etc.) to control the partner. It is this form of violence that is the major concern of feminist academics.

Finally, there is **violent resistance** which is overwhelmingly perpetrated by women experiencing intimate terrorism against the perpetrator. This is when a woman uses violence in self-defence, child-defence or retaliation. It is possible, in this way, to see that someone who is primarily experiencing domestic abuse may come to be labelled a perpetrator based on looking at just one incident of violence and that someone who is primarily a perpetrator may be labelled a victim.

Men and women engaged in all these different acts of intimate partner violence will appear as statistics in police figures for domestic incidents. Sometimes the perpetrator of a violent incident may be primarily the victim of domestic abuse. Additionally, due to under-reporting related to fear, shame and a multitude of other factors, some people experiencing domestic abuse will never appear in police figures. In this way, though a useful guide to the prevalence of domestic abuse, crime figures can only ever be a guide not an absolute.

Johnson's framework challenges us to look beyond physical violence occurring in relationships and beyond an incident based approach to understanding domestic abuse. It requires us to look for on-going patterns of emotionally coercively controlling behaviour to establish who is doing what to whom. When utilised in this way, the framework is equally applicable to all intimate partner relationships, heterosexual and same sex. Johnson's findings are replicated in research carried out by Marianne Hester in 2009 through analysing a set of cases where men, women and both parties were identified by police as domestic perpetrators. The research demonstrated that there was a difference in the intensity, severity and fear induced when men were perpetrators of violence as opposed to women and also that men were more likely to be repeat offenders.

Sexual Violence

The term 'sexual violence' includes a range of behaviours such as sexual harassment and bullying, pressure and coercion, abuses using social media and stalking as well as rape and sexual assault. There is increasing research into issues of sexual violence in teenage relationships and sexual behaviour, with increasing awareness of the influence of sexualised images and pornography and the use of social media.

- 1 in 10 women in Scotland has experienced rape and 1 in 5 women has had someone try to make them have sex against their will (Natsal-3, 2013).
- In 2015–2016, 1,692 rapes and 117 attempted rapes were reported to the police in Scotland (Scottish Government).
- While figures for many crimes in Scotland are going down, sexual offences continue to rise. Sexual crimes have been on a long-term upward trend since 1974, and have increased each consecutive year since 2008–2009. Sexual crimes are at their highest level seen since 1971, the first year for which comparable groups are available (Scottish Government 2015–2016).
- The 'Partner Exploitation and Violence in Teenage Intimate Relationships' study found 1 in 3 girls reported experiencing sexual violence in a relationship (NSPCC, 2009).
- Sexual abuse occurs more often in the victim-survivor's home than in any other location (38%) (Rape Crisis Scotland, 2015).

Recent research has found that the practice of sexting is common in young people's social networks and has clear gendered dimensions. Information Technology is also often linked to harassment, bullying and violence.

Safety in the Classroom/Group Session

Issues to Consider

The lessons include topics which must be approached with sensitivity. Teachers undertaking delivery of the resource should consult with senior management and the school's pastoral team to ensure that the relevant support is in place for young people with experience of abuse. Youth organisation facilitators should take similar steps. Please be aware when using the resource that:

- There may be young people who have experienced or are currently experiencing domestic abuse in the class/group so ensure all young people know where to go to access support.
- The lessons are an opportunity to explore the use of language around gender. Make sure that all young people understand that sexist and misogynistic language will not be tolerated in the school/organisation.

Some of the young people with whom you are working will have experience of domestic abuse and some may even have abused others. They may be anxious that they are going to be asked about their own experiences. Members of the group should be made aware that no one will be asked to talk about experiences that they themselves have had. Let them know who they can talk to if they need to. Be aware of anyone who seems to find the session difficult – you may decide to speak to them privately at a later stage.

Make sure you feel comfortable about the procedures for dealing with disclosures in your setting before undertaking delivery of the *Speaking Out* resource and that you know what procedures and protocols are there to safeguard the young person, and to guide you as a professional. Also make sure you have information on what local services are available. A list of support organisations is available on page 15 of the Young People's Learning Booklet.

Child Protection/Statutory Responsibilities

The topics raised in the resource cover several policy areas. It is therefore necessary for all staff who are working with children and young people to have a thorough understanding of the organisation's child protection policies, bullying policy and equalities and/or anti-discriminatory policy.

All staff should be aware that with the content of the *Speaking Out* resource, there may be a chance of increased numbers of disclosures as young people's confidence in the school/youth organisation to respond increases. Disclosures may not be immediate but given the nature of domestic abuse, the sessions may be a catalyst for future disclosures.

Confidentiality, Risk Assessment and Safety

Young people or parents may wish to speak to your organisation's staff about domestic abuse. While staff have a statutory responsibility to pass on specific types of information to key individuals to ensure child protection, it is important that children and young people have as much control as possible over who has access to that information about them. Breaches of confidentiality can create serious safety risks for women, children and young people.

Confidentiality also means being aware of where and when sensitive information is discussed between staff; for example, not sharing information in public spaces like corridors or classrooms. Any issues brought by a young person or a parent should be dealt with in a respectful and non-judgemental way.

Frequently Asked Questions

Below are listed a series of questions often considered by adults when dealing with issues of violence or abuse. For information in answering questions about the topics of domestic abuse and violence against women and girls please see the section entitled 'Supporting Information on Violence Against Women and Girls' on pages 9–12.

What if young people start talking about what has happened to them?

Before delivering this resource, make sure you are aware of your organisation's child protection and confidentiality policies and who you need to speak to should a child protection issues arise. It also may be useful to let the young people know who they can talk to if they want to discuss any part of the lesson programme or what has been discussed.

If young people want to talk to you about issues that are difficult for them, this is often a sign of a good school/youth organisation and a trusted relationship. Often young people are silenced and don't get the chance to speak so it's important to give them space to talk if they want to. Although Scotland's Domestic Abuse and Forced Marriage Helpline (0800 027 1234) and ChildLine (0800 1111) can be offered as confidential helplines, it is important that the young person is clear from the beginning that if they tell you about abuse, this cannot be kept a secret and that keeping it a secret does not usually help the abuse to stop. If a young person is clear about this then they are making an informed decision about whether or not to tell you about the abuse.

What if a young person begs me not to tell anyone?

Young people have often been threatened not to tell anyone else about the abuse. Therefore, if they do talk about it they are often terrified about what will happen as a result. Young people experiencing domestic abuse may fear for their own safety or that of someone close to them or be concerned about being separated from their family if they tell anyone about what is happening. They may fear family members will be angry with them or they will be blamed for the abuse. The silence and secrecy about domestic abuse traps young people. Teachers/facilitators and youth workers have a responsibility to challenge this secrecy by refusing to promise that no-one else will be told or involved. Secrets protect the abuser and not the young person.

What if a young person asks to speak to me and asks me not to tell anyone else what they are going to say before I know what it is?

It will be useful to have thought about the possibility that this may happen and have a clear response ready for the young person. Many professionals get into this situation because they worry that unless they agree to complete confidentiality, the young person may refuse to talk.

However, it is necessary to be honest and straightforward ahead of any talking so that the young person knows what the situation is if they do choose to talk. It is better to say something like, 'If you tell me about a situation where you are being hurt or at risk, I may need to tell someone else in order to help you.' This will help stop the young person feeling betrayed if you need to pass on their concerns.

Should I wait to see if the young person is really experiencing domestic abuse before passing on any information?

If you are not sure what to do, ask the designated child protection officer in your organisation for some advice. It is not the job of the teacher or youth worker to investigate any allegation, or to prove that the abuse is happening. You should not be questioning or 'cross-examining' the young person so that you have details of the abuse. All you need to do if a young person has told you about their experience of domestic abuse is to listen and be as supportive as possible. It is important not to put words in the young person's mouth by suggesting what you think may have happened.

Does intervention sometimes do more harm than good?

We often hear about interventions or investigations that go wrong. Unfortunately, we do not hear so much about the many investigations that have positive outcomes and keep the young person safe. The likely consequences of not intervening are that the young person goes on experiencing the abuse.

Research carried out in Scotland with 138 young survivors showed that 97.8% felt that they were glad they had told. Of this group, 133 responded to the question, 'What would you tell other young people to do?' by saying that they advocated telling someone in order to make the abuse stop and because they felt that talking itself can make things better.

What if a young person becomes upset during a session?

You may have experience from other situations as a teacher/youth worker where a young person has become upset when dealing with a very sensitive or emotive issue. Think about how to deliver the session to enable young people to take time out if they become upset. Always make it clear that you are available to talk about it now or later if anyone wanted some time.

What if the young people know someone in the class/ youth group who has experience of domestic abuse?

We know that it is very common for young people to know others who are experiencing physical, sexual or emotional abuse. One ICM study in 2006 showed that 42% of young people knew girls whose boyfriends had hit them, and 40% knew girls whose boyfriends had coerced or pressured them to have sex. It is important to discuss confidentiality within the class/group and have them agree not to discuss details of individuals they know who might have experience of domestic abuse. You should emphasise that you are going to talk about the issue but not about an individual's experiences or personal details. This would be a good time to revisit any ground rules that you have established with the group

What if you witness unacceptable behaviour, harassment, language or violence in your class/youth group?

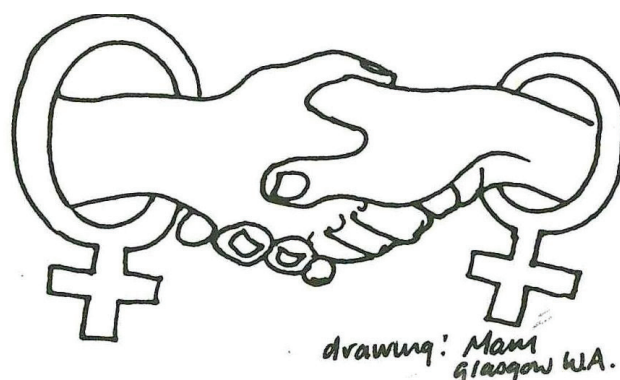
Most schools and youth organisations have policies for dealing with all of these incidences between young people. The key messages in this resource are that abuse of power is never acceptable and violence against women and children is never acceptable.

Lessons in this resource aim to encourage young people to reflect upon the imbalance of power within society between women and men and how that imbalance is abused. Gender inequality and violence against women and girls is a major issue that we need to work on and this resource encourages young people to think critically about gender expectations within society and the resulting harm done to women and girls, men and boys.

What if a young person talks about domestic abuse that is happening to someone else?

Sometimes young people (and adults) do this when the experience of abuse is actually their own, so it is important to respond in a similar way. Always consult a child protection lead officer for guidance.

However, if there is a friend involved you can try to encourage the person to tell their friend that they have spoken to you and you are available to speak to them.



Scottish Women's Aid newsletter, April 1985, page 23.
Courtesy of Glasgow Women's Library.

What should I do if I suspect a young person is living with domestic abuse?

You may be alerted to the possibility in a number of ways. Whatever it is that causes you to suspect (such as a reaction, an off remark, reluctance to go home) it is important that you do not ignore your suspicions. These combined with information from other professionals may take on greater significance and meaning. Approaches you may try:

- Try talking to the young person to ascertain if there is any problem with their life at present.
- Ask for advice from professionals with a responsibility for child protection. In cases of alleged child abuse, Child Protection Procedures should be followed.
- Seek advice from Education Welfare Services.
- Scotland's Domestic Abuse and Forced Marriage Helpline (0800 027 1234) and ChildLine (0800 1111) can help young people (or signpost them to services that can) explore their options in a situation where the young person wants help.
- As a professional you can contact Women's Aid or Rape Crisis for support while you are supporting the young person.

Young people can be profoundly affected by witnessing violence against their mothers whether or not they have been physically or sexually abused themselves. Providing support to those young people who have already experienced or are still experiencing domestic abuse is particularly important. Research shows that one of the ways to limit the negative effects of domestic abuse on young people is to provide positive support from outside the family. In some cases, specialist support will need to be provided. The Education Psychological and Educational Welfare Services are important points of contact and will advise on referral to other agencies.

What does it feel like as a teacher or youth worker, to hear someone describe their experience of domestic abuse?

Hearing about abuse can lead to all sorts of feelings, like disgust, disbelief, powerlessness, anxiety, fear and anger. It is important to understand that you are not alone in having these feelings. However, when speaking to a young person it is important to concentrate on supporting them and understanding their feelings rather than expressing your own.

Parents may also have questions about material covered in the *Speaking Out* resource.

Will this worry my child about things they don't really need to know about?

Most parents agree that it is important to give their children information about issues that can be worrying, in order to make them safer. It is possible that material covered in the *Speaking Out* resource could increase anxiety slightly, but giving young people the practical advice and support to recognise abusive behaviour within a relationship and information about services that can help can also decrease anxiety considerably. Young people often have information about things that is inaccurate, for example, many often think that you can tell an abuser just by looking at them. Often it is the case that it is not a lack of information that is the problem – it is the inaccuracy of such information that proves to be misleading. Misleading information can make young people less likely to be able to protect themselves and more likely to have a higher tolerance of abuse or violence towards others.

How to Use the Materials

Before using the *Speaking Out* resource, all teachers/facilitators should fully read the first six sections of this booklet ('The *Speaking Out* Project' through 'Safety in the Classroom/Group Session', pages 3–17).

Lessons have been designed for use with smart boards, with questions and instructions included in the accompanying presentation for display. However, each activity could be printed out as a hand-out for young people.

An information booklet has been created containing resources (e.g. advertisements, newspaper stories, interview transcripts, report findings etc.) which should be printed off for young people (or one per group depending on activity) for use during the lessons. We have tried to keep handouts to a minimum and have designed the learning booklet as black and white A4 sheets for ease of printing.

Audio-visual material used as part of activities can be accessed on the *Speaking Out* learning resource webpage (www.speakingout.womenslibrary.org.uk) and has been organised by lesson and activity for ease of use.

Timings for each lesson are at the discretion of the teacher/facilitator although we have provided approximate timings for each activity and have tried to design each lesson to fit within standard classroom times.

Each of the lesson plans are flexible and can be used in a variety of ways but we have tried to encourage as much discussion and interactive activities as possible.

Lessons (particularly Lesson 2: Domestic Abuse) should be used at the discretion of the teacher/facilitator depending upon the levels of ability, maturity, understanding and knowledge of the young people in question.



Scottish Women's Aid newsletter, Autumn 1987, contents page. Courtesy of Glasgow Women's Library.

Group Composition and Settings

It is recognised that a group can include young people with very diverse experiences and maturity levels. Delivery of the *Speaking Out* material and activities will need to take this into account without side-lining the key aims of the resource. In addition, the combination of young people included in a working group may impact on how well they are able to engage with the materials. Teachers/facilitators may choose to give the young people the opportunity to undertake this learning programme in friendship groups, or to organise them into groups based on their knowledge of the young people concerned.

Whatever setting is available, consideration needs to be given to comfort, ensuring enough space for small group work, provision of a safe environment and minimum distractions.

It is important that young people know they do not need to discuss personal experiences during lessons and activities. However, if feelings related to personal experiences are triggered by the lessons and discussion involved, it is important that young people know that the school/youth organisation is a safe place for disclosure.

Single Sex Group Work

It is often very valuable to be able to conduct single sex group work. It can be very empowering for girls and a useful way of doing positive work with boys. It can also provide a safe environment for both girls and boys to explore challenging issues.

Boys' work may be focussed on challenging stereotypical 'male' values, for example competition, asserting power over others, the use of violence, sexuality, and working on skills such as active listening and co-operation. Girls' work, for example, could focus on self-esteem, positive images of women, and assertiveness.

While single sex groups can be used, it's also extremely useful to deliver the resource in mixed sex groups and encourage discussion and challenging of attitudes and behaviour by peers.

Working with Boys

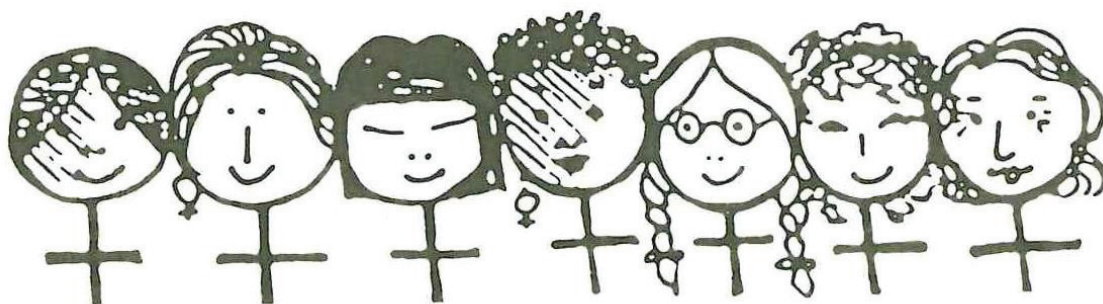
It is important to make sure that we don't 'turn a blind eye' to what's going on in boys' lives or excuse them by saying 'boys will be boys'. As is the case with girls, it is very easy for boys to internalise gendered messages they receive from a patriarchal society in which men hold more power than women. Boys often take their cues from these messages, which are often disrespectful and degrading to women, on how they should behave towards women and girls. We need to challenge these internalised ideas and the corresponding behaviours by using teaching methods which work with boys' best versions of themselves – their self-doubts, and their sense of being able to change themselves and others – is critical. We must always believe that change is possible, and providing boys with the information, understanding and skills necessary to develop relationships based on respect will give them the opportunity to question and challenge pre-conceived assumptions and attitudes regarding gender roles and male and female behaviour. Additionally, particular sensitivity will be needed when dealing with boys living with domestic abuse as they can experience conflict in their response to these issues.

Working with Girls

It can be useful for girls to have the opportunity to talk about what it is like to be a girl and about aspects of their experiences of sexual harassment, coercion and abuse that they often normalise or minimise. Setting a context in which girls are clear about their right not to tolerate abuse is also important, and this can be done in the first instance by looking more closely at gender and gender stereotyping.

Often, girls internalise self-blame, believing that there is something about her that has 'asked for it'. It is a common myth that women are attracted to violent men, find them exciting and enjoy the abuse. Society often blames women and girls for the abuses perpetrated against them so it is not surprising that women and girls also believe this to be true. We need to listen to why women and girls blame themselves and to challenge these beliefs and other myths. One way to do this is to understand how violent men exercise their power in a way that makes it difficult for women to challenge behaviours or escape from abusive relationships.

Just as we should be careful not to label all men and boys as perpetrators, we should be careful not to label women and girls as 'victims'. It is important to acknowledge the ways power is used in relationships and the gendered dynamics of power.



Scottish Women's Aid newsletter, June 1985, page 5. Courtesy of Glasgow Women's Library.

Lesson 1 – Gender Inequality

What You Will Need

- A copy of the learning booklet (containing information resources) for each member of the class/group.
- The teacher's/facilitator's notes.
- The lesson presentation.

Overview

This lesson looks at how women's inequality in the late 20th century gave rise to second wave feminism. It also considers the many changes in the law and society's attitudes in how women were regarded and treated. The lesson gives young people the chance to reflect on how recently many legal rights for women were won and to evaluate the extent to which women and girls still experience inequality today.

Learning Intentions (Slide 4)

By the end of this lesson, young people will be able to:

1. Identify some of the legal rights won by women in the recent past and explain how this improved their lives and increased women's equality.
2. Identify and explain the traditional roles ascribed to and the expectations of women in the recent past and explain how they are connected to gender inequality.
3. Give examples of social, economic and legal inequalities faced by women and girls in the recent past.
4. Identify inequalities still faced by women and girls today and evaluate the extent to which attitudes towards gender equality have changed.

Starter Activity – Women’s Rights Legal Timeline

| | |
|----------------------------|---|
| Time | 10–15 minutes |
| Presentation Slides | Slide 5 |
| Task | Young people plot the rights won by women on a timeline according to when they think women won these rights in the UK and Scotland |
| Organisation | Small groups. Draw a timeline on the board/wall. Split class/group into small groups of 3–4 and give each group two of the rights listed below written on an individual piece of card. Together they must decide where it should appear on the timeline then stick it to the board/wall accordingly. When giving the answers you can take a class/group vote – Is the correct answer ‘higher’ or ‘lower’ on the timeline than the date selected by the group? |
| Notes | The purpose is not for young people to get the correct answers but rather reflect on the nature of legislation which protects certain rights and how recently many women’s rights have been won. You can use the discussion questions on the following page to deepen class/group knowledge. |

1950 — 1960 — 1970 — 1980 — 1990 — 2000 — 2010

Women’s Legal Rights

- Have an abortion (1967, Abortion Act).
- Keep job in the Foreign Service after getting married (1973, lifting of marriage bar. Marriage bars in other occupations were lifted in 1944, 1946 and 1954).
- Non-consensual sex within marriage legally considered rape (1991, Spousal Sex Act).
- Take out a mortgage or loan without a male signatory (1975, Sex Discrimination Act).
- Get birth control if unmarried (1967 rest of UK; 1968 Scotland, Health Services and Public Health Act. Oral contraception became available to unmarried women on the NHS. It was made available to married women only in 1961).
- Sue for sexual harassment (1975, Sex Discrimination Act).
- Receive 3 months statutory maternity pay (1999, Maternity and Parental Leave Regulations).
- Sue for unequal pay at work (1970, Equal Pay Act).

Extension Questions

1. Which laws in particular surprise or shock you?
2. Choose one of these laws and explain how the absence of this legal protection would have impacted on women living at the time.
3. Do you think the introduction of the 1975 Sex Discrimination Act immediately erased sex discrimination?

Activity 1 – Gender Inequality in the Late 20th Century

| | |
|----------------------------|---|
| Time | 15–20 minutes |
| Presentation Slides | Slide 6 |
| Task | Young people study the information included for this activity in the learning booklet on Lesson 1 Information Sheets 1 and 2 (pages 2–4) and reflect on the accompanying questions below and the acceptable roles for women during the time period in question. |
| Organisation | Snowballing. Small groups of 4. Young people first work in pairs within their groups. One pair answers questions on Lesson 1 Information Sheet 1 while the other pair discuss Lesson 1 Information Sheet 2. After 5 minutes the pairs join forces to combine their answers together before feeding back to the whole class/group. |
| Notes | This activity is a chance to build on the lesson starter by exploring the attitudes towards women and girls that were prevalent in the late 20 th century. Young people should consider the limitations imposed by gender stereotyping and traditional gender roles and how this affected women’s and girls’ access to education, employment and power within society. |

Questions about Information Sheet 1 (page 2 of learning booklet)

1. What were the traditional expectations of a woman in the 1950s?
2. What does the advertisement from the 1950s reveal about attitudes towards women at this time?
3. What does the 1970s advertisement for men’s shoes tell you about a ‘woman’s place’ in society at the time?
4. Based on these sources, how would you describe the gendered power structure within society during this time period?

Questions about Information Sheet 2 (pages 3 & 4 of learning booklet)

1. What limitations were placed upon women and girls during this time period?
2. Based on the evidence, how do you think these limitations impacted on the lives and opportunities of women and girls?
3. What evidence is there that women and girls were speaking out about the inequalities they faced during the 1970s and onwards?
4. What actions were women and girls taking to address these inequalities?

Prompts for Teachers/Facilitators

- It is interesting to note the changes in advertising messages over time – but also to note the similarities. Continuity and change can be seen even in present day adverts.
- Women were unable to be as financially active as men due to limited opportunities to enter and progress in the job market. This meant women tended to be financially and socially dependent on men – fathers or male partners. Men were expected to be the ‘breadwinner’.
- There was an expectation that women would take on caring roles – housewife, mother and supportive partner to a man. Female roles were seen as more domestic than men’s, who would have a public life in employment (it is important to note that these roles are prescriptive as much as descriptive and many women worked while men faced periods of unemployment, however, the message about appropriate roles for women was deeply embedded in the culture of society).
- The combination of financial dependence and expectations of domesticity shaped women’s education, employment and the opportunities that were on offer to them. While unmarried women could work there was an expectation that on marriage a woman would give up paid employment.
- There is a focus in all the adverts considered on the way women looked. There is an expectation of glamour and tidiness even while undertaking housework. To this day, women are often valued for the way they look more than what they do or are capable of achieving.
- It is important and useful to think about how being bombarded with these messages through advertising, education and socialisation shaped the way women thought about themselves and what they were capable of.

Activity 2 – Continuing Inequality in the 21st Century

| | |
|----------------------------|---|
| Time | 10–20 minutes |
| Presentation Slides | Slide 7 |
| Task | Using the material from Lesson 1 Information Sheet 3 (page 7–9 of learning booklet) and from their own knowledge young people use the table headings below to gather evidence of progress towards gender equality, identify inequalities which still exist and make suggestions to help achieve equality. |
| Organisation | Sage and Scribe. Young people study the information included for this activity in the learning booklet individually thinking about the table headings below. They then work in pairs; one as speaker and one as writer, alternating to complete each column of the table. Each young person should provide answers for under each heading. Pairs can then discuss their answers and share with the whole class/group. |
| Notes | This activity gives young people a chance to consider the progress made towards greater gender equality as well as examining the evidence that women and girls still face discrimination and inequality today. An important overarching question to consider is, ‘To what extent do changes in the law actually change people’s attitudes and daily realities?’. |

Table Headings

| Progress Towards Gender Equality | Continuing Gender Inequality | Suggested Action for Change |
|---|---|---|
| Example Increase in the number of women MSPs over the past 10 years. | Example Still much less than 50% representation. | Example All parties required to introduce gender quotas. |

Prompts for Teachers/Facilitators

- Young people often think that we have now achieved gender equality and that women and girls now find themselves on equal footing in all spheres with men and boys. While it’s important to acknowledge the many strides that have been made towards equality, it’s critical in this activity to highlight the many ways in which women and girls are still disadvantaged.
- There is still much progress to be made in women making up an equal share of those in positions of power within society. In Scotland in 2017, women make up 52% of the population but are only 35% of MSPs, 25% of local councillors, 0% of FTSE 100 company CEOs, 23% of sheriffs, 7% of senior police officers and 0% of newspaper editors. For more information see Engender’s Sex and Power in Scotland report, 2017.

- When looking at contemporary depictions of women and girls in the media, it's important to highlight that while men and boys are also objectified this does not mean they are objectified equally or in the same way as women and girls. Men are most often portrayed as strong, virile and potent whereas women are portrayed as passive objects.

Plenary Activity – Human Continuum

| | |
|----------------------------|--|
| Time | 5 minutes |
| Presentation Slides | Slide 8 |
| Task | Young people read the statement (below) and decide where on the continuum they would place (from strongly agree to strongly disagree). They must consider one reason to justify their stance. |
| Organisation | Whole class/group. Young people form a line with their place in the line depending on how strongly they agree or disagree with the statement below. Alternatively, young people stick a post-it note on a line drawn on the whiteboard/paper on the wall. They write one sentence justifying their position on the post-it note. |
| Notes | This activity gives young people a chance to reflect on what they have learned over the course of the lesson and the interaction of societal attitudes and government policy and law. It also is an opportunity for young people to reflect on their own attitudes towards inequality. |

'I studied law because I thought it was a powerful tool for change but I found law cannot address problematic norms unless attitudes change too.'

Gulika Reddy, human rights lawyer

To what extent do you agree/ disagree with this statement?

Strongly Agree

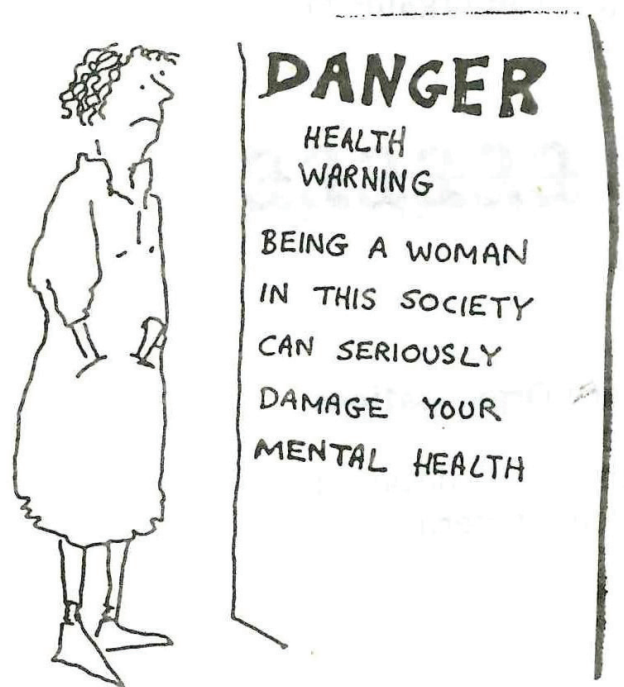
Strongly Disagree



Take Home Activity – Group/Personal Research (Slide 9)

Each group or young person should choose one topic from those listed below to research and come prepared to Lesson 2 with 3 facts about their topic to share.

- Scottish Women's Aid
- Local Women's Aid group (Dundee, Glasgow, Borders etc.)
- *Violence Against Wives* (book) by Rebecca and Russell Dobash
- *Coercive Control* (book) by Evan Stark



Scottish Women's Aid newsletter, Autumn 1987, page 22. Courtesy of Glasgow Women's Library.

Lesson 2 – Domestic Abuse

What You Will Need

- A copy of the learning booklet (containing information resources) for each member of the class/group.
- The teacher's/facilitator's notes.
- The lesson presentation.
- Internet access to listen to audio interviews from the *Speaking Out* project (this is optional as interview transcripts are included in the learning booklet but is highly recommended).

Before delivering this lesson it might be useful to refresh yourself on the information, facts and figures concerning domestic abuse contained in the Supporting Information on Violence Against Women and Girls section of this document found on page 9–12.

Overview

This lesson aims to deepen young people's understanding of domestic abuse by introducing the idea of coercive control, challenging some of the myths which surround the issue of domestic abuse and listening to victim-survivors' and Women's Aid workers' stories. Young people will explore the definition of domestic abuse adopted by the Scottish Government which emphasises domestic abuse as a course of coercive and controlling conduct where the perpetrator uses a range of tactics to dominate and control all aspects of their partner's life.

Young people will then explore what a gendered analysis of domestic abuse, as advocated by Scottish Women's Aid and adopted by the Scottish Government, means and how this type of analysis recognises that domestic abuse is both a cause and consequence of women's inequality.

Learning Intentions (Slide 10)

By the end of this lesson, young people will be able to:

1. Define what domestic abuse is.
2. Give examples of what is meant by coercive control.
3. Identify and explain some of the common misconceptions about domestic abuse.
4. Explain the importance of a gendered analysis of domestic abuse in informing policy, laws and support services.

Important Note for Teachers/Facilitators

Statistically, someone in your class/group will have experience of domestic abuse. Appropriate measures should be put in place before delivering this lesson. See advice for creating a supportive environment for young people on pages 13–17 of this document.

Starter Activity – Group Feedback on Research

| | |
|----------------------------|--|
| Time | 5–10 minutes |
| Presentation Slides | Slide 11 |
| Task | Each group or young person presents their 3 facts from the previous lesson's Take Home Activity. |
| Organisation | Small groups. Young people present their 3 facts on their research topic either in small groups where everyone has a different topic or with all young people sharing the same topic coming together to present to the whole class/group |
| Notes | This activity acts as a primer to start introducing various topics connected with domestic abuse that will appear later in the lesson. |

Activity 1 – Defining Domestic Abuse

| | |
|----------------------------|--|
| Time | 15–20 minutes |
| Presentation Slides | Slides 12–13 |
| Task | Play or read the interview excerpt from Pamela (interview transcript in learning booklet, page 10) and then work to arrive at a class definition of domestic abuse (make sure this reflects the definition adopted by the Scottish Government). Then look at the information in the learning booklet for Lesson 2 on Information Sheet 1 (pages 10–11) and hold a short discussion about how this content connects with the definition of domestic abuse the class/group has arrived at. |
| Organisation | Individual, class/group discussion. Working individually, young people write what they understand by the term domestic abuse on a post-it note and then stick it to the board/wall. Teacher/facilitator then displays the Scottish Government definition of domestic abuse on the following page and reads out selected answers and compares them with the definition. |
| Notes | Key ideas that are important to stress include: domestic abuse consists of many different types of abuse (mental, physical, sexual, financial etc.); domestic abuse is an ongoing pattern of behaviour rather than individual incidents; the gendered nature of domestic abuse – women/girls and men/boys do not experience domestic abuse to the same degree or in the same way. |

Scottish Government Definition of Domestic Abuse

Domestic abuse, as gender based violence, can be perpetrated by [intimate] partners or ex partners and can include physical abuse (assault and physical attack involving a range of behaviour), sexual abuse (acts which degrade and humiliate women and are perpetrated against their will, including rape) and mental and emotional abuse (such as threats, verbal abuse, racial abuse, withholding money and other types of controlling behaviour such as isolation from family and friends).

Source: National Strategy to Address Domestic Abuse in Scotland, Scottish Partnership on Domestic Abuse, Edinburgh, November 2000.

Interview

1. Pamela – Domestic abuse survivor. 1990s.

Prompts for Teachers/Facilitators

- Domestic abuse is much more than physical violence. It is about control and can take the form of emotional, psychological, financial, sexual abuse.
- Domestic abuse can happen in any race and social class.
- It is not a fight between couples (though some couples do fight). This is not about a loss of control but a perpetrator doing whatever is necessary (including shouting and physical violence sometimes) to maintain power and control over a partner and children.
- The perpetrator makes up a set of rules that must be obeyed. These include when or if the victim sleeps, eats, washes, sees friends and family.
- Domestic abuse is mostly perpetrated by men and experienced by women and children. Not all men abuse and not all women experience abuse.
- Men's experience of abuse from women differs to that which women experience from men. Men are less likely to be physically injured, to feel fear and to feel trapped in the situation.
- Domestic abuse experienced by LGBT people is very similar to that experienced by heterosexual women though there are specific tools around sexuality that can be used.
- The Scottish Government has recognised this difference by adopting a gendered analysis of the problem. This definition ties domestic abuse both to other forms of violence against women as well as to issues of gender inequality and gender stereotypes in society.
- Professor Evan Stark, an academic who has worked on the issue of domestic abuse for many years and who first coined the phrase 'coercive control', highlights that women's experiences of abuse are precisely tied to the perpetrator's expectations of her as a stereotypical woman.

Activity 2 – Domestic Abuse Leaflet

| | |
|----------------------------|---|
| Time | 20 minutes |
| Presentation Slides | Slide 14 |
| Task | Using the information provided in the learning booklet on Lesson 2 Information Sheets 1 and 2 (pages 10–15), young people create a leaflet raising awareness of and providing information about domestic abuse. Below are listed some suggested headings and questions for young people to consider when designing their leaflet. |
| Organisation | Jig-sawing. In small groups of 4–6 each young person or pair of young people takes on the role of being an ‘expert’ on one or two of the suggested headings. After a focused research period, ‘experts’ share what they’ve learned with their group and then work together to share this information by designing the leaflet. |
| Notes | Encourage young people to think of what information the ‘audience’ for their leaflet would need to know. As an example, if the leaflet is aimed at victims-survivors it would be important for them to know where to access help and support |

Suggested Headings

- What is domestic abuse? – Provide a comprehensive definition of domestic abuse.
- Who does domestic abuse affect? – Provide statistics to show what groups are most affected by domestic abuse.
- Myth-busting – What are some commonly held myths about domestic abuse? What are the facts?
- How to get help – where can women/girls and men/boys go to get help?

Prompts for Teachers/Facilitators

- The definition of domestic abuse should cover not just physical violence but coercion, control, emotional, psychological, sexual and financial abuse.
- It should recognise that it is mostly perpetrated by men against women partners and children. It should acknowledge men as victims and acknowledge their experiences are likely to be different from women’s. It should also acknowledge LGBT people’s experiences.
- It should acknowledge that women of all races, classes, able bodied or with a disability, all ages etc. can and do experience abuse.
- Myths that circulate about domestic abuse – that it is a loss of temper, a fight and that it is caused by alcohol are addressed within the sources provided with this lesson and these issues should be discussed.

Activity 3 – A Gendered Analysis of Domestic Abuse

| | |
|----------------------------|---|
| Time | 20 minutes |
| Presentation Slides | Slide 15 |
| Task | After looking at the material on Lesson 2 Information Sheet 3 (pages 16–18 of learning booklet), young people listen to or read the interview excerpt from Heather (interview transcript in learning booklet) and answer the questions below using evidence from the sources. |
| Organisation | Individual. After looking at the material on Lesson 2 Information Sheet 3 (page 16–18 learning booklet) individually, young people listen to the interview excerpt as a class/group (or read the interview transcript by themselves) and answer the questions below independently. Class/group discussion to check young people’s understanding. |
| Notes | This activity encourages young people to understand domestic abuse as a gendered issue – an issue that is inextricably linked to gender and that needs to be looked at while thinking about the impact of gender relations. This can be a complicated concept but is important in understanding the connection between gender inequality and domestic abuse. Please see the teacher/facilitator prompts on the page 33. |

Interview

1. Heather – Former manager of Ross-shire Women’s Aid. 2010s.

Questions

1. What is the evidence to show that domestic abuse is experienced more by women than by men in heterosexual relationships?
2. In what ways is domestic abuse related to gender inequality and expectations of women and men in our society?
3. Do you agree with the statement ‘only by addressing gender inequality can we truly address violence against women’? Why or why not?

Prompts for Teachers/Facilitators

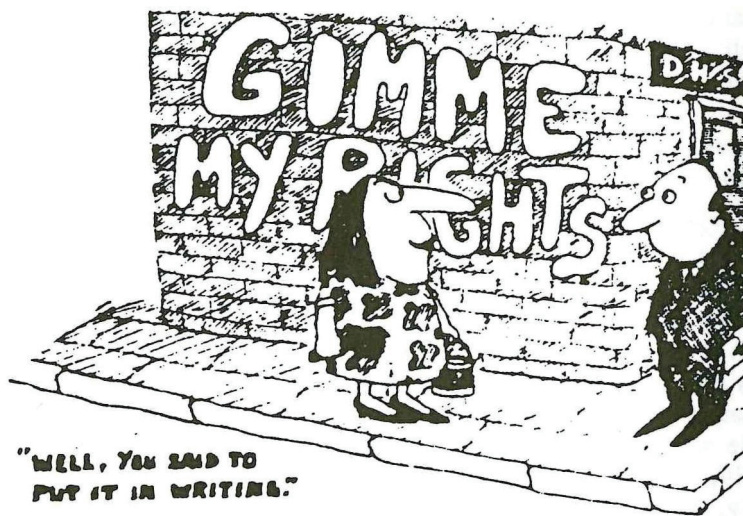
- A gender analysis is a framework for collecting and examining information about the differences in women’s and men’s lives, experiences, behaviours, status, opportunities and limitations. It also investigates the social, economic, political and cultural structures and ideologies which serve to maintain or transform gender-based stereotypes, inequalities and abuses.
- A gender analysis does not imply that all men are perpetrators of domestic abuse and all women are victims of abuse, nor does it deny that men can experience violence in their relationships. It does, however, acknowledge that the differences in men’s and women’s societal power, privilege, the expectations and opportunities afforded each means that men are more likely than women to perpetrate this kind of abuse and that men’s and women’s experiences differ.
- Domestic abuse is ‘gendered’ in a number of ways beyond it being mostly experienced by women.
- Women’s experiences of coercive control are based on rules the perpetrator puts in place to ensure that his partner plays the role of partner, wife, mother, housekeeper, sexual partner (see Stark’s definition of coercive control).
- Women become trapped within an abusive relationship because of what a partner does to her, what he does not allow her to do for herself and by social pressures.
- Some of the social pressures include: having a caring responsibility for children which can make it hard to leave; being in a less well paid job than a male partner which could make it financially difficult to leave; reactions from community and service providers who expect her to prioritise her relationship or parenting over her safety and well-being.
- As domestic abuse is a cause and consequence of women’s inequality and is based around gender stereotypes we cannot address the problem without addressing gender inequality.

Plenary Activity – Myth-Busting, True or False?

| | |
|----------------------------|--|
| Time | 3–5 minutes |
| Presentation Slides | Slide 16 |
| Task | Young people listen to a series of statements (listed below) about domestic abuse and decide whether they think the statements are true or false. |
| Organisation | Tell young people that the left side of the room represents ‘true’ and the right side of the room represents ‘false’. As the teacher/facilitator reads out each statement, young people must move to the side of the room that corresponds with whether they think the statement is true or false. |
| Notes | This is a quick, fun way to check that young people have understood the aims of the lesson. Should a young person demonstrate they are struggling to comprehend ideas outlined, an informal chat may be appropriate to further discuss their thoughts on the lesson themes. |

Statements

- Domestic abuse is a one-off incident. (False)
- Only women are victims-survivors of domestic abuse. (False)
- Most women murdered in Scotland are killed by a partner or ex-partner. (True)
- Domestic abuse occurs when the perpetrator loses control and lashes out. (False)
- Women and girls are to blame for the abuse they experience. (False)
- Women and girls often think they are to blame for the abuse. (True)
- Alcohol is the cause of domestic abuse. (False)
- Domestic abuse always involves physical violence. (False)
- Domestic abuse is about control and power. (True)
- It can be very difficult for a victim of domestic abuse to leave the abusive situation. (True)
- Domestic abuse is an ongoing pattern of behaviour. (True)
- Someone can be abusive without ever raising a hand to their partner. (True)



Scottish Women's Aid newsletter, March/April 1984, page 14.
Courtesy of Glasgow Women's Library.

Lesson 3 – Women's Aid in Scotland

What You Will Need

- A copy of the learning booklet (containing information resources) for each member of the class/group.
- The teacher's/facilitator's notes.
- The lesson presentation.
- Internet access to listen to audio interviews from the *Speaking Out* project (this is optional as interview transcripts are included in the learning booklet but is highly recommended).

Overview

This lesson encourages young people to explore how Women's Aid in Scotland grew out of the Women's Liberation movement as a practical form of activism to support women, children and young people experiencing domestic abuse and how Women's Aid has successfully worked to achieve change in both society's attitudes and government policy and the law.

Young people will study a variety of source material including audio and video interviews from the *Speaking Out* project. Due to the amount of material covered and to enable young people to present their research, this lesson should be split over two sessions. The first session should focus on the Starter Activity, Activity 1 and having young people start researching their presentations. The second session should focus on allowing young people to refine their presentations, share their findings with the whole class/group and then reflect on what they've learned over the entire series of lessons during the Plenary Activity. Young people may want to continue their presentation research outside of the class/group between the two sessions.

Learning Intentions (Slide 17)

By the end of this lesson, young people will be able to:

1. Understand Women's Aid as a movement for change and social justice.
2. Describe the ways Women's Aid has affected legislative, social and cultural change.
3. Explain how the way society in Scotland understands and talks about domestic abuse has changed.
4. Identify key law and policy changes which have addressed domestic abuse and related issues.

Starter Activity – What is Activism?

| | |
|---------------------|---|
| Time | 5–10 minutes |
| Presentation Slides | Slides 18–19 |
| Task | Young people answer the questions below which encourage them to define what an activist is and think about current activism in the news today. |
| Organisation | Show-me boards. Teacher/facilitator poses one of the questions and young people write their answer (encourage them to keep it short) on show-me boards or on a piece of paper and then show the teacher/facilitator. Answer all 3 questions in this way. Show definition of the word 'activist'. Optional short class/group discussion. |
| Notes | Although there are many issues championed by activists, in keeping with the themes of the lessons, try and keep the discussion centred on examples of activism in support of women's rights and for women's causes. |

Definition of Activist

An **activist** is a person who campaigns for some kind of social change. When you participate in a march protesting the closing of a neighbourhood library, you're an **activist**. Someone who's actively involved in a protest or a political or social cause can be called an **activist**.

Demonstrations, strikes and sit-ins are all ways that an **activist** might work toward the change she/he believes in. The root word of activist is the Latin *actus*, 'a doing, a driving force, or an impulse'. Someone who acts on what she/he believes is an **activist**.

Source: vocabulary.com

Questions

1. What is activism?
2. What activities could be labelled as activism?
3. Give examples of women's activism today.

Prompts for Teachers/Facilitators

- Activism can include marching/demonstrating against an issue or to raise awareness of it, wearing a slogan t-shirt, lobbying local and national government for legislative change, campaigning through social media and other ways, identifying a gap in service provision and raising money to provide that service.
- Women's activism today takes many forms. Women's Aid remains an activist movement lobbying for change in legislation and social attitudes towards domestic abuse. Other recent activism includes the 'Everyday Sexism' campaign which highlights street harassment of women, 'Reclaim the Night' marches which highlight that women should be safe to walk the street without fear of rape and sexual assault, and the 'No More Page 3' campaign which was successful in getting *The Sun* newspaper to discontinue a running feature which included pictures of topless women.

Activity 1 – Activism, Women's Liberation Movement and Women's Aid

| | |
|----------------------------|---|
| Time | 20–25 minutes |
| Presentation Slides | Slide 20 |
| Task | Young people examine interviews from the <i>Speaking Out</i> project (video, audio and transcript) Lesson 3 Information Sheet 1 (pages 19–21) to learn about ideas important to the Women's Liberation and Women's Aid movements and concrete examples of activism (interview transcripts in learning booklet). |
| Organisation | Think-Pair-Share. After listening to and reading the source material as a class/group, young people then have an allotted amount of time (at teacher/facilitator's discretion) to reflect on and answer the questions below. They then form pairs to share their ideas. Optional class/group discussion. |
| Notes | Ideas for young people to focus on include putting beliefs into practice, ways to raise awareness, ways to fundraise, fighting against opposition and lobbying. |

Interviews

- Speaking Out Project Film: Women's Aid as a Movement (3:32–5:38).

This section of the project film describes the feminist roots of Women's Aid and how it grew out of the Women's Liberation Movement as a practical way to address violence against women.

- Judith – Dundee Women's Liberation Movement group member and founding member of Dundee Women's Aid. 1970s (no audio, transcript only).
- Jackie Baillie – MSP and former Women's Aid volunteer. 1990s.

Questions

1. What ideas were important to Women's Liberation Movement and Women's Aid groups?
2. What kinds of activism and activities were members of Women's Liberation Movement and Women's Aid groups involved with?
3. Why do you think these activities were necessary?
4. How did people respond to what Women's Liberation Movement and Women's Aid groups were trying to achieve?

Prompts for Teachers/Facilitators

- The Women's Liberation Movement (WLM) identified domestic abuse as a serious social issue. Prior to the WLM it was something that was unnamed or accepted as 'the way things are'.
- The WLM identified women's inequality as something that continued to be a problem and that was linked to the violence women experienced in their lives.
- Being involved with a WLM or Women's Aid group was an empowering and liberating experience for many women, enabling them to talk about what it was like to be a woman in a society that placed more value on men.
- Feminist principles and taking practical action to implement those principles to make the lives of women and their children better was key to both WLM and Women's Aid groups.
- Members of WLM and Women's Aid groups were involved in a range of activities including; consciousness-raising, protesting, fundraising, campaigning and lobbying, public outreach, and establishing refuge.
- Domestic abuse was a prevalent issue that no one was addressing. So, women came together to create a support system for women and their children experiencing abuse.
- People responded to the work of WLM and Women's Aid groups with resistance. Mockery was used as a tool to silence and discredit the women involved. People wrote letters to newspapers denouncing their efforts. However, people also responded with support and offers of assistance, without which refuges would not have been possible.

Activity 2 – Researching Women's Aid

| | |
|----------------------------|--|
| Time | 45–80 minutes |
| Presentation Slides | Slides 21–25 |
| Task | Teacher/facilitator introduces the idea of how activism can be developed into a service provision (details below in Teacher/Facilitator Prompts section). Young people research their assigned topic and prepare a group presentation to share the information they've learned. |
| Organisation | Small groups. Split the class/group into 3–6 small groups, each studying a different aspect of the work and impact of Women's Aid in Scotland. The groups can use PowerPoint, video, audio or a poster to present their findings to the rest of the class/group. Presentation time length at the discretion of the teacher/facilitator. |
| Notes | Each group are given suggested sources to study (which are included in the leaning booklet, Lesson 3 Information Sheets 2–4, pages 22–36) and suggested questions to aid their research. However, they are free to move outside this remit and study the full range of sources included in the Additional Resources list on the <i>Speaking Out</i> website to find a broad range of relevant sources for their topic. |

Teacher/Facilitator Prompts

- Women's Aid began as an activist movement and has been successful over the years in securing funding from various sources including local authorities and the Scottish Government (it is important to note that the funding situation for many local groups is an ongoing challenge).
- Along with funding came certain responsibilities in terms of reporting procedures and achieving accreditation standards. Through this process Women's Aid developed into a service provider.
- Activism continued to be important to Women's Aid and this can be seen through the movement's campaigning and lobbying activities.

Group 1 – The Impact of Women's Aid Refuges and Support Provision

Sources (Lesson 3 Information Sheet 2, pages 22–26 of learning booklet)

1. Speaking Out Project Film: Women's Aid Work and Work with Children and Young People (5:39–9:11 and 9:12–12:17).

This section of the film talks about the services provided by Women's Aid in the past and in the present.

2. Audio interview with Marilyn (former Ross-shire Women's Aid support worker) talking about the solidarity of women in refuge and how women helped each other.
3. Audio interview with Sinead (former Women's Aid worker) describing an early refuge and lack of space and facilities along with the large geographical area the refuge served.
4. Photos of an Edinburgh refuge from the 1970s.
5. Web tour of current refuge in East Renfrewshire.
6. Census statistics summary from 2016. Census Day statistics are collected on a set day annually by Scottish Women's Aid from affiliated local Women's Aid groups across Scotland. These statistics give a snapshot of service provision and service access for women, children and young people experiencing domestic abuse.

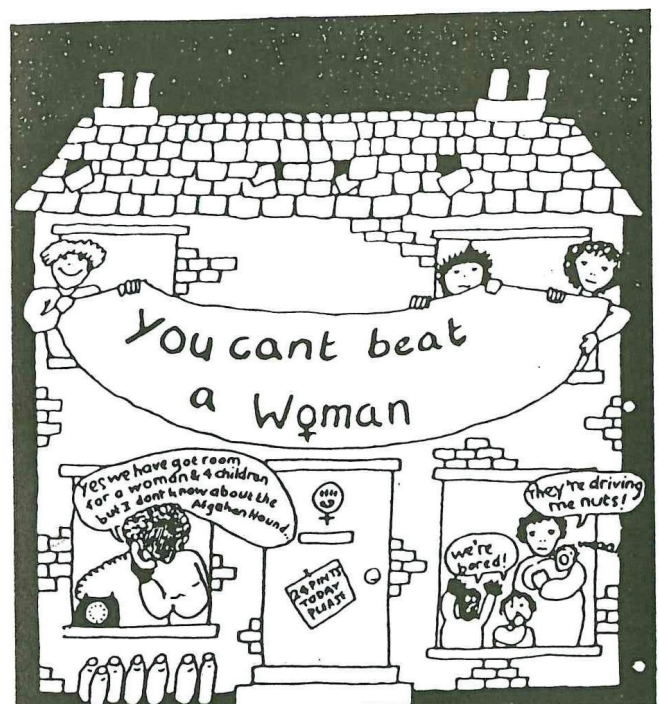
Suggested Research Questions

1. Why was the provision of refuge identified as being so important when Women's Aid was first established?
2. What challenges did Women's Aid workers face in setting up refuges and developing an effective provision of service during the early years of the movement?
3. How have Women's Aid refuges changed from when they were first set up compared with today?
4. In addition to refuge, what other kinds of support does Women's Aid offer for women, children and young people experiencing domestic abuse?

Prompts for Teachers/facilitators

- Refuge provision was critical as women, until the introduction of the Matrimonial Homes Act in 1981, had no right to stay in the marital home. Additionally, local authorities would not automatically rehouse a woman fleeing abuse. Many women had very limited or no options regarding where they could stay if they chose to leave an abusive partner.
- Many people reacted negatively to the idea of a refuge being established in their neighbourhood. Even those who may have supported Women's Aid often held this 'not in my backyard' attitude.

- Many local authorities held firm to the belief that domestic abuse was not an issue in their locality. Women's Aid workers faced the difficult task of convincing councillors that domestic abuse affects all regions and types of people and that establishing refuges was an effective way to address the issue and support women and their children.
- Workers often had little money to set up a refuge and furnishing and keeping the refuge stocked was a difficult and ongoing task.
- Refuges now are better stocked and more comfortable than those from the early years of Women's Aid.
- Many refuges now offer the option of individual, self-contained accommodation whereas previously the norm was communal living arrangements.
- Refuges are now strictly regulated and must adhere to a high set of standards.
- In addition to providing safe refuge accommodation, Women's Aid also offers: support for women who want to speak to someone confidentially about their situation; signposting to other support organisations; and information about legal, housing and financial issues.



Scottish Women's Aid newsletter, June 1985, page 40.
 Courtesy of Glasgow Women's Library.

Group 2 – The Impact of Research, Education and Outreach

Sources (Lesson 3 Information Sheet 3, pages 27–31 of learning booklet)

- Speaking Out Project Film: Changing Attitudes (12:17–15:41).

This section of the film explores how Women's Aid began working with the police and social services to try and grow their understanding of domestic abuse and improve provision of services for victim-survivors.

- Transcript of interview with Kate Cavanagh (violence against women researcher) who worked with the Dobashes on a study looking at police records and interviewing women in Women's Aid refuges.
- Audio interview with Dr Rebecca Dobash (violence against women researcher and co-author of *Violence Against Wives*) outlining what she feels the impact of Women's Aid has been in raising awareness of domestic abuse.
- Audio interview with Lorraine (current East Dunbartonshire Women's Aid worker) discussing the challenges of police attitudes towards domestic abuse in the early years of Women's Aid and how they have improved dramatically.
- Transcript of interview with Kate A (current Glasgow Women's Aid worker) describing the impact Women's Aid has had on improving police practice in relation to domestic abuse.

Suggested Research Questions

1. What kinds of negative attitudes about women and domestic abuse were prevalent during the early years of Women's Aid?
2. Why was the research conducted by Kate Cavanagh, Monica Wilson and the Dobashes so significant?
3. How is research important to the government and other agencies in helping address inequality?
4. How can research change attitudes and responses to domestic abuse?

Teacher/Facilitator Prompts

- The research conducted by the Dobashes, Kate Cavanagh and Monica Wilson was important because it took both a quantitative and qualitative approach to the problem of domestic abuse.
- By investigating police records and identifying domestic abuse call-outs (at the time of the research, incidents of domestic abuse were not specifically recorded as such) they were able to build up a statistical picture of what domestic abuse in Scotland looked like in terms of frequency, areas in which it occurred (all areas) etc.

- By interviewing women in Women's Aid refuges, the researchers were able to create a 'thick description' which included details of numerous women's experiences of domestic abuse and how it affected them. This helped change the way domestic abuse was understood – that it was more than physical violence but also included emotional, psychological, sexual and financial abuse.
- It was pioneering to interview women survivors of abuse at this time, though it is commonplace now.
- Research helps everyone to understand an issue. It helps explain what the problem is and name it.
- It is vital that government and other organisations draw on research as this helps them to effectively target resources to a problem, ensures that services are addressing an actual need rather than this being worked out 'on the back of an envelope'.
- Research can help highlight a problem and raise awareness of it. Raised awareness can motivate people to action, to engage them in societal change. It can also help survivors understand what they are experiencing and encourage them to seek help.



Scottish Women's Aid newsletter,
Spring 1987, page 24. Courtesy of
Glasgow Women's Library.

Group 3 – The Impact of Policy and Legal Changes

Sources (Lesson 3 Information Sheet 4, pages 32–36 of learning booklet)

1. Speaking Out Project Film: Changing Attitudes (12:17–15:41).

This section of the film explores how a variety of new laws and policies (e.g. Matrimonial Homes Act, the advent of child protection, HM Inspectorate of Constabulary report) brought forth greater protections for women, children and young people experiencing domestic abuse.

2. Speaking Out Project Film: Political Change (16:36–19:12).
3. This section of the film discusses the impact of the Scottish Parliament in advancing the domestic abuse agenda and enacting policies to protect women, children and young people experiencing domestic abuse.
4. Audio interview with Marion M (domestic abuse survivor) about using the Matrimonial Homes Act (1981) to evict her abuser.
5. Transcript of interview with Kate A (current Glasgow Women’s Aid worker) discussing the impact the introduction of the Homeless Persons Act (1977) had on women being able to access housing and leave abusive relationships.
6. Audio interview with Lily (former chief executive of Scottish Women’s Aid) talking about the new Domestic Abuse (Scotland) Bill (2017) which created a specific statutory offence of domestic abuse.

Suggested Research Questions

1. Why is legislation so important in tackling the issue of domestic abuse?
2. What was the impact of the Scottish Parliament on policies and laws dealing with domestic abuse?
3. Why is the new statutory offence of domestic abuse important and how will it change how domestic abuse is prosecuted?
4. Do you think legal reform alone can address gender inequality and domestic abuse? Why or why not?

Teacher/Facilitator Prompts

- Legislation can help to build a safety net around those experiencing domestic abuse. This can be directly (e.g. by criminalising a behaviour so the perpetrator can be arrested where previously he would not be) or in less obvious ways (such as changes to housing legislation that enabled women to stay in their own homes).
- Legislation that makes something a criminal offence also sends out a message that the behaviour is unacceptable and can help to change public attitudes. This has been seen, for example, in relation to legislation making the wearing of seatbelts compulsory or smoking legislation.
- The new coercive control legislation is important as it is seeking to criminalise coercive, emotional and psychological abuse – a move away from the focus on physical abuse which has typified a lot of legislation to date.

Plenary Activity – Human Continuum

| | |
|----------------------------|--|
| Time | 5 minutes |
| Presentation Slides | Slide 26 |
| Task | Young people read the statement (below) and decide where on the continuum they would place (from strongly agree to strongly disagree). They must consider one reason to justify their stance. |
| Organisation | Whole class/group. Young people form a line with their place in the line depending on how strongly they agree or disagree with the statement below. Alternatively, young people stick a post-it note on a line drawn on the whiteboard/paper on the wall. They write one sentence justifying their position on the post-it note. |
| Notes | This activity gives young people a chance to reflect on what they have learned over the course of the entire lesson series and how this may have changed their views on gender inequality and domestic abuse. |

‘Only by addressing gender inequality can we truly address violence against women.’

Heather, former Ross-shire Women’s Aid manager

To what extent do you agree/ disagree with this statement?

Strongly Agree

Strongly Disagree



Modern Studies National 5

Exam Practice Questions

1. Explain, in detail, how gender inequality relates to domestic abuse and violence and harassment of women and girls. 4 marks
2. Explain, in detail, **two** ways in which Women's Aid has sought and continues to seek to challenge gender inequality and protect women, children and young people in society. 6 marks
3. Using **three** sources you have studied in Lessons 2 or 3, explain why the view of Gemma Anderson, below, is selective in the use of facts. 8 marks

'We have come a long way in how well we deal with domestic abuse in this country; the government and charity organisations are doing an excellent job.'

Gemma Anderson



In your answer you must:

- Give evidence from the sources that support Gemma Anderson's view.
- Give evidence from the sources that oppose Gemma Anderson's view.

Your answer must be based on all 3 sources.

Possible Sources for Question 3

- Scottish Women's Aid Census Day statistics, 2016.
- Women's Aid South Lanarkshire and East Renfrewshire refuge web tour <http://www.wasl.org.uk/refuge-safe-place-to-stay/refuge-tour-2/>
- Audio interview with Lily about the introduction of the Domestic Abuse (Scotland) Bill (2017) which created a new statutory offence of domestic abuse.
- Timeline of Legal Reform

Cross-Curricular Activity Ideas

The ideas below could be used to link the themes of the *Speaking Out* learning resource with additional subject areas such as Expressive Arts, Languages and Technologies.

- Design a flyer or poster encouraging young women and men to join a protest demonstration on an issue affecting women and girls of your choice.
- Write a persuasive letter to your local MSP asking them to campaign for greater funding for local Women's Aid groups.
- Create a mock website or Facebook page for a Women's Aid group in your local area including information about who they are, what their mission is, what they do and how people can support them.
- Create an advertising campaign that challenges rigid gender stereotypes.
- Give a presentation persuading your audience of why they should support Women's Aid.
- Design a slogan badge Women's Aid groups could sell as a fundraising initiative.



Scottish Women's Aid newsletter, Spring 1989, page 32.
Courtesy of Glasgow Women's Library.

Acknowledgements and Thanks

The *Speaking Out* learning resource has been produced by the *Speaking Out: Recalling Women's Aid in Scotland* Heritage Lottery Fund supported project, a partnership between Scottish Women's Aid, Glasgow Women's Library, Women's History Scotland and the University of Glasgow Centre for Gender History.

Thanks to Emma Baker, our educational specialist, for developing the lessons and activities included in the resource and Kirsty McBride, our graphic designer, for creating the resource layout and design.

The learning resource working group played a key role in advising on content and structure during the development of the resource. Thanks to:

Susie Dalton, *Speaking Out* project volunteer
Emma Gascoigne, *Speaking Out* heritage engagement officer
Julie MacDonald, Edinburgh Women's Aid
Donna Moore, Glasgow Women's Library
Morag Smith, Glasgow Women's Library
Nel Whiting, Scottish Women's Aid

Special thanks to Zero Tolerance for granting us permission to use content from the RESPECT education resource and to Girlguiding Scotland for allowing us to pilot the resource with Guiding units in Edinburgh and Glasgow.



Scottish Women's Aid newsletter, Winter/Spring 1993, page 18.
Courtesy of Glasgow Women's Library.

About the Speaking Out Project Partners

Scottish Women's Aid

Scottish Women's Aid is the lead organisation in Scotland working towards the prevention of domestic abuse. The charity plays a vital role campaigning and lobbying for effective responses to domestic abuse and in supporting the work of local Women's Aid groups across Scotland. www.scottishwomensaid.org.uk

Glasgow Women's Library

Glasgow Women's Library is the only Accredited Museum in the UK dedicated to women's lives, histories and achievements, with a lending library, archive collections and innovative programmes of public events & learning opportunities. www.womenslibrary.org.uk/

Women's History Scotland

Women's History Scotland is a membership organisation that exists to promote study and research in women's and gender history, particularly for those working in Scotland or working on Scottish themes. It has a commitment to history at all levels and aims to provide a network of information and support to all. www.womenshistoryscotland.org/

University of Glasgow Centre for Gender History

The Centre for Gender History brings together staff and students from History, Economic & Social History, Modern Languages and other areas within the University as well as partners in other local institutions. The University of Glasgow has the largest concentration of gender historians in Britain with research interests traversing the medieval period to the present day. www.gla.ac.uk/schools/humanities/research/historyresearch/historyresearchcentres/centreforgenderhistory

Evaluation

It is important for the organisations involved in the development of the *Speaking Out* young people's learning resource to be able to evaluate its usefulness to teachers and youth organisation facilitators and its ability to achieve the aims and learning outcomes for young people set out in the resource.

With this in mind, we would very much appreciate, after delivering the lessons, if teachers and facilitators would take the time to complete a short survey about the effectiveness of the resource and their experience of using it which can be found here:

<https://www.surveymonkey.co.uk/r/DRM7S3S>

Your feedback will enable us, going forward, to create exciting and fit for purpose resources which engage young people, challenge their beliefs about domestic abuse, violence against women and girls and Women's Aid in Scotland and provide evidence-based information on the issues surrounding these themes.