

Chapter 12: What is violence?

Gendör 101 training materials

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Chapter 12: What is violence?

Learning objectives

By the end of this session, participants will be able to:

- Define the concept of violence
- Define gender-based violence
- List different types of gender-based violence

Time needed

1 hour 30 minutes

Materials needed

- [What is Violence? Jamboard template](#)
- Polling software or Annotations (integrated into Zoom)
 - (If using Zoom Annotations) “Violence_No Violence” slide
- Participant Handout: What Is Gender-Based Violence?
- Participant Handout: What Is Sexual Harassment?
- Participant Handout: Myths and Truths about Violence
- Facilitator Resource: Violence Scenarios

Advance preparation

1. Email a copy of the three Participant Handouts to participants.
2. Review the violence scenarios (from Facilitator Resource: Violence Scenarios) and select the 3 to 4 scenarios most relevant to your program and context.
3. Review the myths (from Participant Handout: Myths and Truths about Violence) and select the 5 to 10 statements most relevant to your program and context.
4. [If you will be implementing **Option 1: Zoom Polling** below] Log into Zoom.us and add the following poll to your Zoom meeting (review the Technical Facilitator Guidance for more information on adding polls to a Zoom meeting).

Question: Select whether the scenario describes a case of violence (“Violence”), does not describe a case of violence (“No Violence”), or whether you are not sure (“Not Sure”)

Answer Choice (single choice):

- Violence
- No Violence
- Not sure

Technology Note: Facilitators who feel comfortable using Slido, Mentimeter, or an alternative third-party polling software may choose to use that polling software in place of Zoom’s polling software.

5. [If you will be implementing **Option 2: Zoom Annotations** below], download a copy of the “Violence_No Violence” slide to your computer.

Facilitator note: It is likely that some participants, particularly women, have experienced, or are experiencing, violence in their personal lives. It is important for the facilitator to have information about existing national laws and/or policies related to gender-based violence (GBV) so that they can refer to this information during the activity (including policies around mandatory reporting for health providers, if applicable). Prior to leading this activity, the facilitator should research local support services for GBV survivors, and have contact information for those services available, should any participants request such support.

Steps

Technology Note: While other Gender 101 training sessions may be recorded, sessions on gender-based violence should never be recorded to maintain the confidentiality of participants’ experiences.

Introduction (5 minutes)

1. Share with the group that this session will focus on violence. Acknowledge that the topic is challenging, because violence harms many women and men and yet is very common. State that some people in the group, including the facilitators, may have been affected by violence—maybe they witnessed violence with neighbors or family, maybe they experienced it in their own families as a child, maybe they experienced it at some point in their adult lives, etc.
2. Explain that violence is a sensitive topic and that it is important for participants to respect the following group norms as they move through the session:
 - Maintain confidentiality. What is said in the room stays in the room. This session is not being recorded. Gossiping is not tolerated.
 - Everyone has the right to pass. If a participant feels uncomfortable about a particular topic or if they feel uncomfortable about sharing on a particular point, they have the right to pass.
 - Suspend judgment. Everyone has a right to their opinions and beliefs. Try not to judge others, and try to maintain an open mind and hear what others are saying.
 - Respect the opinions and feelings of others. Avoid interrupting others while they are speaking. Do not mock or minimize another person’s contribution.
 - Do not speak for others. Only share what you have said. Do not relate what someone else may have said in the context of this group.
 - Practice active listening. Pay attention when others are speaking and try to listen carefully to what they are saying.
3. Explain that given the sensitive nature of the topic, you would like participants to keep in mind the following options during the session:
 - Take care of yourself, and take a break if you need to do so.
 - Anyone who wants additional support on this issue for themselves, a family member, or a friend should feel free to talk to the facilitator after the session to be connected to support resources.
4. Ask the group if they have any questions or concerns.

What does violence mean to us? (30 minutes)

1. **Technology Action:** Screenshare the first frame of the Jamboard and add sticky notes as you discuss the following points.
2. Ask for some volunteers to share with the group what violence means to them. Write the responses on the first frame of the Jamboard template (“What does violence mean to you?”). Examples might include “pain,” “control,” “suffering,” etc.

Optional Adaptation

Instead of requiring that participants unmute and share ideas while you take notes, consider sharing the editable link to the Jamboard in the Zoom chat; invite participants to add responses to the question using sticky notes. Remind participants that, if they choose to add ideas, these ideas will be anonymous. As time allows, ask if anyone would like to share more about what violence means to them by unmuting and sharing verbally with the group.

Consider the technological capacity and comfort level of participants with Jamboard when determining whether to implement this adaptation.

3. Next, reveal the second frame of the Jamboard detailing the World Health Organization’s (WHO) definition of violence, and ask for a volunteer to read it aloud to the group.
4. Ask participants if they have any questions or comments about the definition.
5. Next, ask participants to provide some examples of the types of violence the WHO definition is referencing. As participants call out their ideas, write them on the third frame of the Jamboard (“Types of Violence”). Elicit examples for the four types of violence (physical, sexual, psychological/emotional, and economic). Spend no more than 10 minutes on steps 1 to 4.
6. After you have identified the four types of violence, review each one individually using the explanation points below (spend no more than 10 minutes on this step):
 - **Physical violence** involves using physical force, such as hitting, slapping, or pushing.
 - **Emotional/psychological violence** is often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, or expressing jealousy or possessiveness (e.g., by controlling decisions and activities).
 - **Economic violence** occurs when a person takes control of or limits another’s access to individual or family assets, or limits another’s ability to earn money (e.g., denying access to money or the means of earning money; denying access to work or school; intentionally withholding necessities such as food, clothing, shelter, medication, or personal hygiene products; stealing from an individual; or forbidding another from maintaining a personal bank account).
 - **Sexual violence** involves pressuring or forcing someone to perform physical sexual acts (from kissing to sex) against their will. It does not matter if there has been prior consenting sexual behavior. That is, an individual can still be forced to perform sexual acts by a person even if they have consented to have sex with that person in the past. Sexual violence can also occur within a marriage—being married does not imply consent for sexual acts.
 - **Sexual harassment** is a form of sexual violence that includes unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature. Although people tend to think of sexual harassment as occurring between two individuals with different levels of power (e.g., supervisor to supervisee), this is not always the case. Examples of sexual harassment include unwanted sexual looks or gestures; unwanted pressure for sexual favors; looking a person up

and down; unwanted sexual teasing, jokes, remarks, or questions; and repeatedly asking out a person who is not interested.

7. Remind participants that they have received the **Participant Handout: What Is Sexual Harassment?** via email. Ask participants if they have any questions about the types of violence reviewed so far.

Facilitator note: When discussing the different types of violence, make clear to participants that physical, emotional/psychological, economic, and sexual violence are not necessarily discrete categories. Emotional/psychological violence always exists in tandem with physical, economic, and sexual violence. Likewise, sexual violence necessarily implies physical violence, although *sexual harassment* does not necessarily imply physical violence.

8. **Technology Action:** Screen share a copy of the Participant Handout: What Is Gender-Based Violence?
9. Remind participants that they can also access their handout from their email. Explain that the group will now examine the concept of gender-based violence (GBV). Spend 10 minutes discussing the following points with participants:
 - GBV encompasses a range of physical, sexual, economic, and emotional/psychological violence that can occur in public or in private. GBV is used to reinforce unequal power dynamics based on gender.
 - Examples of GBV **in the family** include battering, marital rape, sexual abuse of children in the household, dowry-related violence, and female genital mutilation.
 - Examples of GBV **within the general community** include rape, sexual violence, sexual harassment and intimidation at work, trafficking, and forced prostitution.
 - Examples of GBV that are **state or institution-sanctioned** include rape as a weapon of war.
 - Women and girls experience GBV more often than other genders because of their subordinate position in many societies. Norms that emphasize men's superior status over women justify men's use of violence against women as a means of maintaining their dominant status.
 - Men can experience GBV when they step outside traditional gender norms or do not express in a masculine enough way.
 - Explain that most violence between men is gendered (because violence is a way to express masculinity) but not necessarily GBV.
 - GBV can lead to serious health consequences including HIV transmission, unintended pregnancies, unsafe abortions, depression, injury, obstetric complications, and death.
 - **Special note on intimate partner violence (IPV):** IPV is actual or threatened physical, sexual, psychological/emotional, and/or economic abuse directed toward a spouse, ex-spouse, current or former boyfriend or girlfriend, or current or former dating partner. Typically, women in heterosexual intimate relationships tend to experience IPV more often than men. Though more rare, IPV can be committed against male partners by female partners.
10. Offer participants an opportunity to ask questions about GBV.
11. Explain that during the second part of the exercise, the group will review a series of case studies to help them reflect on the different meanings and types of violence.

Types of violence (30 minutes)

1. Explain that you will read some scenarios out loud and that each participant will need to decide on their own whether they believe the scenario:
 - Depicts a case of violence.
 - Does not depict a case of violence.

Facilitator Note: For steps 2-6, select from one of the following options. Consider with which option you are most comfortable, as well as which option will best engage your specific participants. Both options are estimated to take approximately the same amount of time.

Option 1: Zoom Polling

2. Explain that participants will be able to select their response from a Zoom poll. They will be able to select from the following options:
 - “Violence”, if they believe the scenario describes a case of violence
 - “No Violence”, if they believe the scenario does not describe a case of violence
 - “Not Sure”, if they are undecided
3. Once participants understand the instructions, refer to Facilitator Resource: Violence Scenarios, and read the first scenario aloud.
4. **Technology Action:** Launch your Zoom poll. Give participants 30 to 45 seconds to respond, and then close the poll once all or most participants have responded. Share the results of the poll.
5. Once you have closed the poll, ask for volunteers to explain their reason for answering as they did. Allow no more than 5 minutes of discussion for each scenario. After discussing a scenario, sum up the discussion using the “Key points” provided at the end of the scenario.

Facilitator note: Sometimes, it can be challenging to identify participants for conversations, especially as the Zoom polling results produce anonymous responses and we can’t watch and interpret body language. Consider the following facilitation techniques for managing the brief debrief on each poll:

1. Invite any participant who selected “Violence” to raise their hand if they would like to talk more about why they selected the answer they did. Then, ask the same of participants who selected “No Violence”.
2. Randomly call on participants to share how they responded and why.

6. **Technology Action:** Re-launch the poll.
7. Repeat steps 3 to 6 for the remaining scenarios.

Technology Note: You will be informed that “Re-launching the poll will clear existing polling results. Do you want to continue?” Select “Continue”.

If you would prefer to have all results of the poll saved, you may create two separate polls (one for each scenario). Note that this will need to be completed prior to the start of the session.

Option 2: Zoom Annotations

1. Explain that each participant will be able to share their opinion using Zoom annotations.

2. **Technology Action:** Screen share the “Violence_No Violence” slide.
3. Explain how to use Zoom’s annotation feature using the following language:

“There are two steps required in order to access the Zoom annotation feature. First, find the green bar at the top of your screen that says, ‘You are viewing [name’s] screen.’ You may need to move your cursor in order to see this. Next to the green bar, it will say ‘View Options’. Click on ‘View Options’. Then click ‘Annotate’. You will now be able to annotate on the screen. Everyone will be able to see what you write or add. We’re going to use the ‘Stamp’ feature. Find where it says ‘Stamp’ near the top of your screen. Then, select the ‘Star’. Now, you can click anywhere on the screen in order to add a star.”
4. Once participants understand the instructions, refer to **Facilitator Resource: Violence Scenarios**, and read the first scenario aloud. Ask everyone to add a stamp within the circle that represents their opinion of the scenario.
5. Once each participant has added their stamp, ask for volunteers from each group to explain their reason for stamping where they did. Allow no more than 5 minutes of discussion for each scenario. After discussing a scenario, sum up the discussion using the “Key points” provided at the end of the scenario.
6. **Technology Action:** Clear the annotations by clicking the icon of a trash can.
7. Repeat steps 4 to 6 for the remaining scenarios.

Group discussion (10 minutes)

1. After discussing all of the scenarios, facilitate a 10-minute group discussion using the following questions: How did you feel about portraying your character?
 - Were you surprised that any particular situation was indeed an act of violence? Why?
 - What kinds of violence occur most often in intimate relationships between men and women in your country? What causes this violence? (Examples may include physical, emotional, and/or sexual violence that men use against girlfriends or wives, as well as violence that women use against their boyfriends or husbands)
 - What kinds of violence occur most often outside relationships and families? What causes this violence? (Examples may include physical violence between men, gang- or war-related violence, stranger rape, and emotional violence or stigmatization of certain individuals or groups in the community)
 - Are some acts of violence related to a person’s sex? What is the most common type of violence practiced against women? Against men?
 - What are the consequences of violence in relation to sexual and reproductive health?
 - What are the consequences of violence in relation to one’s overall health and wellness (mental health, disability, etc.)?

Facilitator note: During the discussion, be sure to point out that men are often socialized to repress their emotions and anger is sometimes one of the few socially acceptable ways for men to express their feelings. Moreover, men are sometimes raised to believe that they have the “right” to expect certain things from women (domestic tasks or sex, for example) and the right to use physical or verbal abuse if women do not provide these things. Violence is a learned behavior, and in that sense, it can be unlearned and prevented.

Myths and truths about violence (14 minutes)

1. Before ending the session, explain to participants that you would like to spend some time discussing common myths about violence.
2. Refer to **Participant Handout: Myths and Truths about Violence**. Read a myth to the group and ask the group why it is a myth. After a few responses, read the reason provided on the handout. Repeat this process for as many myth statements as time allows.
3. Remind participants that they can access the **Participant Handout: Myths and Truths about Violence** through their email.

Alternative Set-up and Execution for “Myths and truths about violence”

Consider the following set-up if you have additional time and would like to provide participants with an opportunity to discuss myths and truths about violence in greater depth in small groups.

Advanced Preparation:

1. Select 5 statements from the **Participant Handout: Myths and Truths about Violence** and label them 1 to 5. Make sure the numbered myths are typed out in a location where you will readily be able to copy and paste the text into the Zoom chat.

Myths and truths about violence (26 minutes)

1. **Technology Action:** At any point during the activity, set up breakout rooms:
 - 5 groups (randomly distributed participants)
 - Check “Breakout rooms automatically close after”
 - 8 minutes
 - Check “Notify me when time is up”
 - Countdown after closing breakout room: 30 seconds
2. Explain to participants that you would like to spend some time discussing common myths about violence.
3. Explain that participants will be split into 5 groups, and that each group will receive a myth to review.
4. Explain that, in their groups, they should read the myth and collectively identify why it is a myth. Then, they should select a spokesperson who will share their group’s ideas with the rest of the participants.
5. **Technology Action:** Post in the chat five myths, numbered 1 to 5.
6. Call participants’ attention to the myths in the Zoom chat. Explain that, as they are being moved to a breakout room, participants will see on their screen to which numbered room they are being moved. Once they are in their breakout rooms, their room number will appear at the top of the Zoom screen. Their group should review the myth that matches their room number.
7. Make sure participants understand the instructions. Remind them that they should use the “Ask for Help” button if they have questions for a facilitator while in their breakout room. (Spend no more than three minutes on steps 2 to 7)
8. **Technology Action:** Open the breakout rooms.

9. **Technology Action:** Send a broadcast reminder when groups have 2 minutes left.
10. **Technology Action:** After 8 minutes, close the breakout rooms.
11. Invite the spokesperson from group 1 to read their myth to the group and then share why it is a myth. Allow brief questions/comments from other participants. Complement the discussion with the “truth” notes in the handout. Spend no more than 3 minutes discussing each myth.
12. Repeat step 11 with the remaining groups.

Closing (1 minute)

1. End the session by making the following points:
 - In every situation that we discussed, there was some form of violence. Although the violence was clearly evident in some cases, in other cases it was less so.
 - In each case, the person at the receiving end suffered physical pain, emotional pain, economic deprivation, or a combination. Violence is therefore not only causing physical injury.
 - Violence happens all around the world. It is commonly assumed that inflicting violence is a “natural” or “normal” part of being a man. However, violence is a learned behavior, and in that sense, it can be unlearned and prevented.

Sources

- EngenderHealth. 2015. Training on Gender and Sexual and Reproductive Health: Facilitation Manual. New York, NY: EngenderHealth, 45–52.
- EngenderHealth. 2008. Engaging Men and Boys in Gender Transformation: The Group Education Manual. Activity 9.1. New York, NY: EngenderHealth.
- World Health Organization (WHO). 2018. Definition and typology of violence. WHO website. <http://www.who.int/violenceprevention/approach/definition/en/>.

Participant handout: What is gender-based violence?

(From The ACQUIRE Project/EngenderHealth and Promundo. 2008. *Engaging Men and Boys in Gender Transformation: The Group Education Manual*. New York, NY and Rio de Janeiro, Brazil: The ACQUIRE Project/EngenderHealth and Promundo, 306.

http://www.acquireproject.org/archive/files/7.0_engage_men_as_partners/7.2_resources/7.2.3_tools/Group_Education_Manual_final.pdf)

In many settings, most laws and policies use “family violence” or “domestic violence” to indicate acts of violence against women and children by an intimate partner, usually a man. However, there has been an increasing shift toward the use of “gender-based violence” (GBV) or “violence against women” to encompass the broad range of acts of violence that women suffer from intimate partners, family members, and other individuals outside the family. These terms also draw focus to the fact that gender dynamics and norms are intricately tied to the use of violence against women (Velzeboer et al. 2003).

Below is a definition of gender-based violence and violence against women based on the United Nations General Assembly Declaration on the Elimination of Violence against Women in 1993:

...any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring **in public or in private life**.

...shall be understood to encompass, but not be limited to the following:

- Physical, sexual, and psychological violence occurring **in the family**, including battering, sexual exploitation, sexual abuse of children in the household, dowry-related violence, marital rape, female genital mutilation, and other traditional practices harmful to women, nonspousal violence, and violence related to exploitation
- Physical, sexual, and psychological violence occurring **within the general community**, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution
- Physical, sexual, and psychological violence **perpetrated or condoned by the state and by institutions**, wherever it occurs.

For reference, the WHO definition of violence is: “The intentional use of physical force or power, **threatened or actual**, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury death, psychological harm, maldevelopment, or deprivation.”

Reference

Velzeboer M, Ellsberg M, Clavel Arcas C, García-Moreno C. 2003. *Violence against Women: The Health Sector Responds*. Washington, DC: Pan American Health Organization (PAHO) and World Health Organization (WHO).

Sources

- Minnesota Advocates for Human Rights. 2003. *What is gender-based violence?* Minneapolis, MN: Advocate for Human Rights.
https://www1.umn.edu/humanrts/svaw/advocacy/modelsessions/what_is_GBV.PDF.
- World Health Organization (WHO). 2018. Definition and typology of violence. WHO website.
<http://www.who.int/violenceprevention/approach/definition/en/>.
- World Health Organization (WHO) and Pan American Health Organization (PAHO). 2012. *Understanding and Addressing Violence against Women: Intimate Partner Violence*. Geneva, Switzerland: WHO.
http://apps.who.int/iris/bitstream/10665/77432/1/WHO_RHR_12.36_eng.pdf.

Participant handout: Myths and truths about violence

(From Instituto Promundo, Salud y Género, ECOS, Instituto PAPAI, and World Education. n.d. *Working with Young Women: Empowerment, Rights and Health*. Rio de Janeiro, Brazil: Promundo, 43–45).

- MYTH:** It is easy for a woman to leave a violent relationship. If a woman remains in a violent relationship, it must be because she enjoys it.

TRUTH: There are personal, social, cultural, religious, and economic reasons that keep a woman in a relationship, even a violent one. Men who are violent against their partners frequently make it difficult for the women to leave. They may make threats (against the woman or their children), ask for forgiveness, promise not to hurt her again, and/or manipulate the victim into thinking that they themselves are the ones to blame.
- MYTH:** When a woman says no to sex it is only because she's ashamed to say yes. "No" can mean maybe or even yes.

TRUTH: "No" is always no.
- MYTH:** Women provoke rape by the way they behave: wearing provocative clothing, getting drunk, hanging out in the street at night, etc.

TRUTH: No one asks to be sexually victimized. The aggressor is the only one responsible for the crime.
- MYTH:** The majority of sexual assaults are committed by strangers.

TRUTH: The majority of sexual assaults are committed by someone the victim already knows. In fact, a large percentage of rapes occur inside the victim's home or at the home of a friend, neighbor, or acquaintance.
- MYTH:** Domestic violence is a private matter within the family. No one else should get involved.

TRUTH: Domestic violence is a public health and human rights issue; therefore, it is a problem for all of society. With social support, victims of violence can decide to leave a violent relationship.
- MYTH:** Women are safer at home. They are at greater risk from strangers or out of the home.

TRUTH: Contrary to the vision that the family represents a safe refuge, young and adult women are at greater risk of violence in their own homes and at the hands of someone they know.
- MYTH:** *Sexual violence does not exist within relationships.*

TRUTH: Having sex with a woman without her consent is a violation, even if she is a friend, girlfriend, or spouse. Sexual violence is not defined by the type of relationship but by the lack of consent.
- MYTH:** *A woman who has previously consented to sexual relations with someone cannot be raped by that person.*

TRUTH: Any occasion in which a person does not want to have sexual relations but is forced into it is a violation or rape. Accepting kisses and touches does not mean accepting sex. A person can say "NO" to sex at any point, no matter what has happened up to that point.
- MYTH:** *Violence is caused by drugs and alcohol.*

TRUTH: There is no single cause of violence; rather, it is caused by many factors. Drugs and alcohol can increase violent behavior, but many people who use drugs and alcohol are not violent, and many who are violent do not use drugs and alcohol.
- MYTH:** *Men are violent by nature.*

TRUTH: Nearly all researchers of violence agree that although there may be some limited male biological basis for aggressive and risk-taking behavior, the majority of men's violent behavior is explained by social and environmental factors. In sum, boys are not born violent. They are taught to be violent through messages they receive from society and their families. Many men learn to resolve

conflicts and maintain their control over other people by using violence. However, just as violence is learned, it can be unlearned.

11. **MYTH:** *The media makes boys violent.*

TRUTH: Some studies have found that viewing violent media images may be associated with carrying out violence, but the causal connection is not entirely clear (Bushman and Anderson 2015). Watching violence on TV or in movies probably does not “cause” boys’ violence, but it can reinforce some of boys’ beliefs—and our general belief as a society—that men’s violence is normal, or even cool.

12. **MYTH:** Violent men are out of control.

TRUTH: A violent person is generally not out of control. Even men who say they lose control when they hurt their partners do not use violence in every situation, nor with every person. They are selectively violent—in other words, their violence is a choice.

13. **MYTH:** Anger causes violence.

TRUTH: People who hurt and mistreat others do not necessarily feel more rage than others; rather, they use their rage as an excuse to justify their behavior, against people who have less power than they do.

14. **MYTH:** Violent men are mentally ill.

TRUTH: Only a small number of men who use violence actually suffer from mental illness. In general, men’s use of violence is not associated with mental illness but with gender norms that uphold violence as an acceptable, or “masculine” means of resolving conflicts.

15. **MYTH:** Women commit as much violence against men as men commit against women.

TRUTH: When there is violence in a relationship between men and women, generally the violence the man commits is more severe. When women utilize violence it is generally in response to a partner’s violence, and in many cases, their partners react with more violence.

16. **MYTH:** Violence is a problem among poor people who lack education.

TRUTH: Violence occurs among all demographic groups, regardless of race, color, class, sexual orientation, occupation, or education.

Reference

Bushman BJ, Anderson CA. 2015. Understanding causality in the effects of media violence. *Am Behav Sci.* 59(14):1807–1821. doi:10.1177/0002764215596554.

Participant handout: What is sexual harassment?

Sexual harassment is a form of violence that includes unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature. Although people tend to think of sexual harassment as occurring between two individuals with differing levels of power (e.g., supervisor-supervisee), this is not always the case.

“Unwelcome” is the critical aspect of sexual harassment. “Unwelcome” does not mean “involuntary.” A victim may consent or agree to certain conduct and actively participate in it even though it is offensive and objectionable to them. Sexual harassment is in the eye of the beholder. The way language or behavior makes a person feel is how harassment is defined. In most cases, sexual harassment involves a person using sex to exert power or control over another person, making them feel uncomfortable, threatened or harmed in some way. Sexual harassment is different from sexual assault which occurs when physical, sexual activity is engaged in without the consent of the victim, or when the victim is unable to consent to the activity. Sexual harassment is usually heard about in school or work settings because these are the two main places where sexual harassment is reported. Sexual harassment, however, can occur in other places as well.

Sexual harassment can happen to women, men, transgender persons, intersex persons, and those who are non-gender conforming. Sexual harassment is not limited to sexual orientation.

Sexual harassment includes many things:

VERBAL

- Referring to an adult as a girl, hunk, doll, babe, or honey
- Whistling at someone, cat calls
- Making sexual comments about a person's body
- Making sexual comments or innuendos
- Turning work discussions to sexual topics
- Telling sexual jokes or stories
- Asking about sexual fantasies, preferences, or history
- Asking personal questions about social or sexual life
- Making kissing sounds, howling, and smacking lips
- Making sexual comments about a person's clothing, anatomy, or looks
- Repeatedly asking out a person who is not interested
- Telling lies or spreading rumors about a person's personal sex life

NONVERBAL

- Looking a person up and down (elevator eyes)
- Staring at someone
- Blocking a person's path
- Following the person
- Giving personal gifts

- Displaying sexually suggestive visuals
- Making sexual gestures with hands or through body movements
- Making facial expressions such as winking, throwing kisses, or licking lips

PHYSICAL

- Giving a massage around the neck or shoulders
- Touching the person's clothing, hair, or body
- Hugging, kissing, patting, or stroking
- Touching or rubbing oneself sexually around another person
- Standing close or brushing up against another person

Sources

- EngenderHealth. 2008. Engaging Men and Boys in Gender Transformation: The Group Education Manual. New York, NY: EngenderHealth.
- Women Watch. n.d. What is sexual harassment?
<http://www.un.org/womenwatch/osagi/pdf/whatish.pdf>. Accessed March 13, 2017.

Facilitator resource: Violence scenarios

Scenario 1

A woman and her boyfriend are in a hotel room together. They start kissing and caressing each other. The boyfriend begins to take off her clothes. She stops him and says that she doesn't want to have sex. He is furious and tells her that he has spent a lot of money on the room and says, "What are my friends going to say?" He pressures her to change her mind. First he tries to be sweet and seductive, then he begins yelling at her in frustration. Finally, he pulls at her forcefully, pushing her down on the bed.

Key points

Even if the woman agreed to go to the motel with her boyfriend, and even if she is kissing him, it does not mean that she wants to have intercourse with him. Her boyfriend is pressuring her to have sex, and despite the fact that she has told him she does not want to have sex with him, the man tries to force her by using physical force. It is clear that the man intends to rape his girlfriend. Everyone has the right to refuse sex for any reason or for no reason at all. A person can choose to refuse sex for any reason and at any point—even if it's during a sexual act. All sex must be consensual, meaning that both partners must freely agree to participate in a particular sexual activity. Just because two people are in an intimate relationship together does not mean that rape cannot occur.

Scenario 2

A 12-year-old boy has just come home with his examination results. He has failed. His parents shout at him; his mother refuses to give him any food that day, while his father threatens to teach him a lesson he will not forget. Would you describe what the parents did to the boy as violence? Why?

Key points

Although the boy's father has threatened physical violence, which will definitely hurt the boy, the mother's behavior can also harm him physically and mentally. Therefore, what the parents did to the boy can be described as violence. It is natural for the parents to be angry at their son's behavior, and they do have a right to scold him and tell him to improve his performance the next time. But "disciplining" their son cannot be an excuse for using physical force or depriving him of basic necessities.

Scenario 3

In a university, an openly gay young man is constantly harassed by his peers who insult and mock him because of his sexual identity.

Key points

Every individual has the right to be treated equally and fairly, regardless of religion, sex, race, caste, ethnicity, and sexual and gender identities. In this case, the young man is being discriminated against because of his sexual identity. This will result in psychological/emotional harm to the young man.

Scenario 4

A woman and her husband work in the same company. The woman has just got a promotion, while the man has not. As a result, he is upset and has stopped talking to his wife; he taunts her in front of his

friends, telling them that she is now “too important” for him. Do you think there is any violence involved in this situation? Why?

Key points

Yes, the husband’s behavior is a form of violence. It will cause emotional and mental harm to the woman. It is his jealousy that is making the man hurt his wife in this manner. Also, most men are brought up to believe that they are “superior” to women; so when his wife does better than him at her job, he probably feels inferior, he feels he is “less of a man.” But the fact is that, like a man, a woman has a right to have a career and to secure a promotion based on her hard work and good performance.

Scenario 5

A well-off couple has employed a 13-year-old girl to work as a domestic helper. The girl is expected to do all the housework, including washing the clothes and vessels, cleaning the house, taking care of the couple’s 2-year-old baby, and buying things at the market. She is expected to work 7 days a week. She gets a salary and two meals every day. Do you think there is any violence involved in this situation? Why?

Key points

Yes, this is a form of violence. This is a clear example of child labor. And every case of child labor causes serious mental, emotional, and even physical harm to the child.

The law prohibits child labor. However, this is a common situation in many countries. Children often work in hazardous and extremely harsh conditions. This deprives them not only of basic rights like education, but they also lose out on their childhood. Children are employed because they provide cheap labor; employing a child does not mean that the employer is “helping” the child’s family. Employing an adult in the child’s place would not only put an end to this practice, but it would also reduce the large-scale prevalence of adult unemployment in our country.

Scenario 6

The wife and husband in a couple both have full-time jobs. When the wife returns home at the end of the day, her husband expects her to cook his dinner, help the children with their homework and prepare them for bed, and tidy up the house. Most nights, the husband also expects his wife to have sex with him. The wife is often very tired at the end of the day and needs sufficient rest to wake up early the next day so she can get the children ready for school before she goes to the office. As a result, she often refuses to sex with her husband. On several occasions, however, her husband has forced himself on her in spite of her protestations. Do you think there is any violence involved in this situation? Why?

Key points

Yes, this is a form of violence. The type of violence described is marital rape because the husband has been forcing his wife to have sex against her will. All sexual encounters must be consensual; both partners— whether married or not—must be able to provide their consent free from coercion and violence. When partners are not consenting and are forced or coerced into engaging into sexual practices, it is rape.
