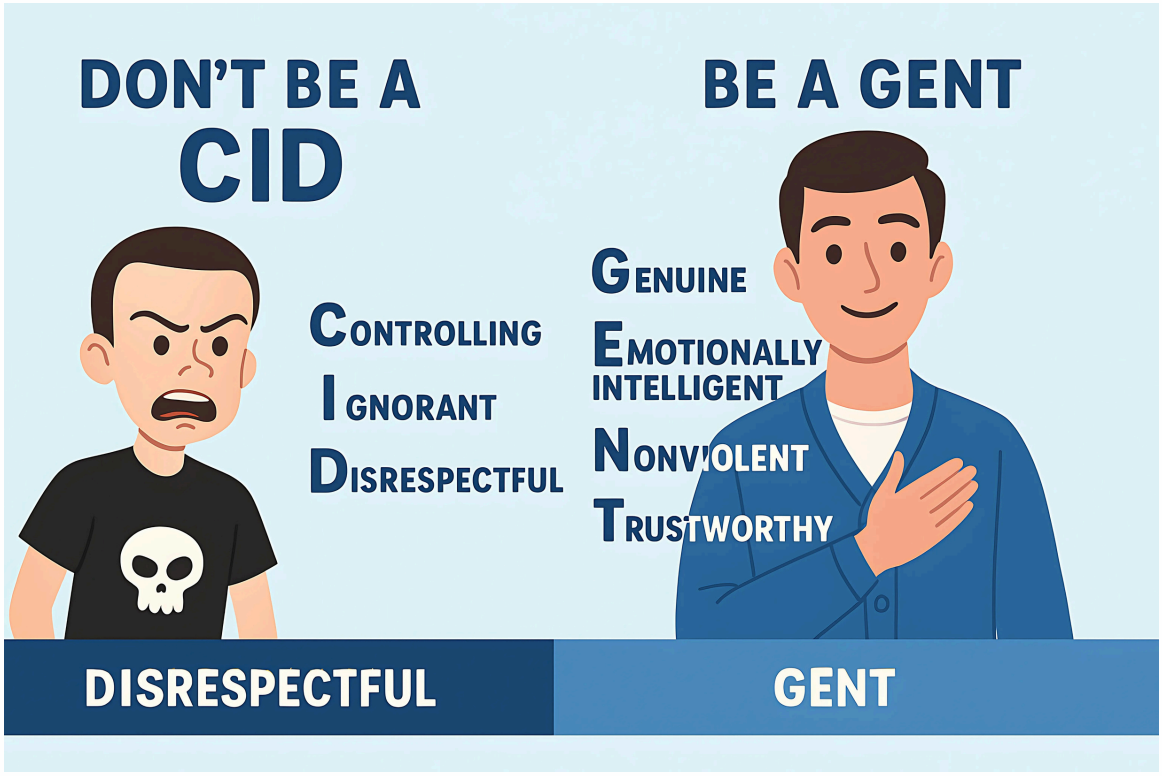
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🟦 Teachers' Guide:
Ending Violence Against Women and Girls Programme

Belfast City Council

Northern Ireland Executive

END VIOLENCE AGAINST WOMEN & GIRLS

🎯 5 Intended Learning Outcomes (ILOs)

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

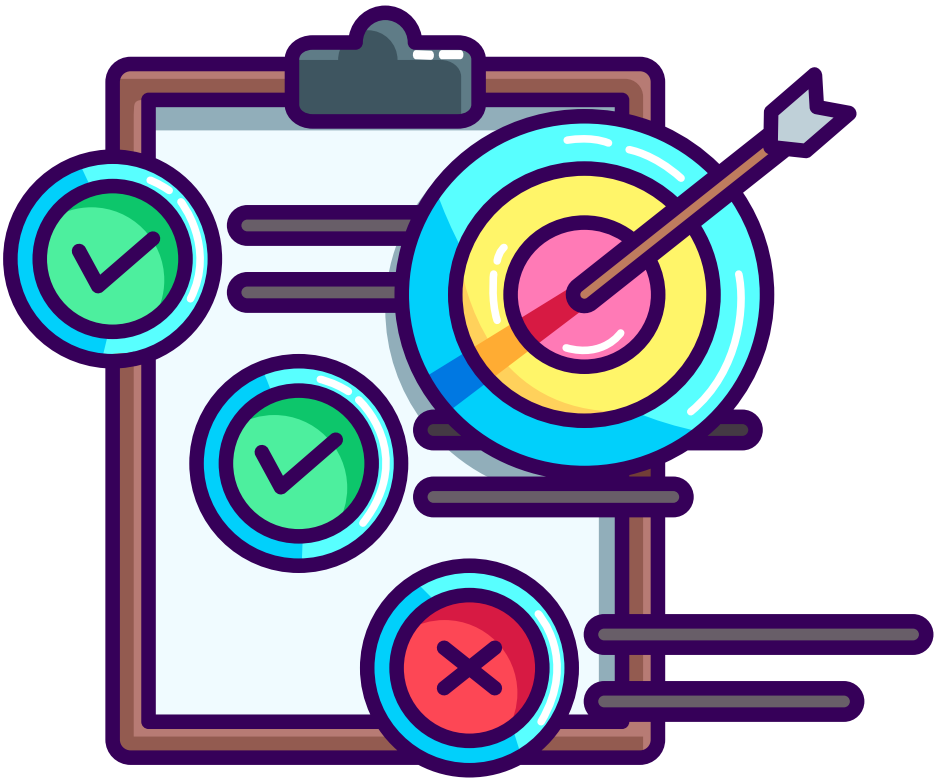
- Recognise and explain root causes of violence against women and girls, including cultural, social, and personal factors (NI context).

- Identify controlling, ignorant, and disrespectful (CID) behaviours and connect them to forms of abuse.

- Demonstrate GENT values (genuine, emotionally intelligent, nonviolent, trustworthy) in role-play and discussion.

- Apply safe bystander strategies (Direct, Distract, Delegate) to intervene against harmful behaviours.

- Reflect on personal behaviour and commit to concrete actions that support safer environments for women and girls.



(For Teachers, Coaches, and Youth Workers – CPD Delivery)

- Programme Overview

Target group: Young people aged 11–18 (adaptable for primary basics).

Format: 4 core sessions (60–75 min each).

Pedagogy: Interactive, discussion-based, game-based learning.

Safeguarding: Always 2 facilitators if possible; set ground rules at start; clear signposting to help routes (PSNI 999/101, Women's Aid, Childline).

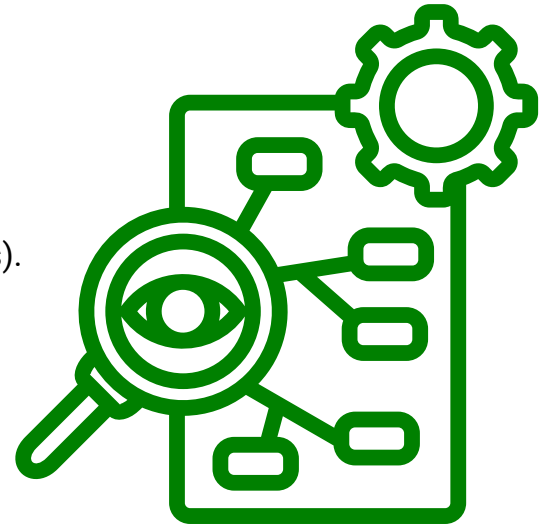
Our work is underpinned by Taking Boys Seriously (Ulster University).



Session 1: Setting the Scene – Root Causes & NI Context



Session 1: Setting the Scene – Root Causes & NI Context
Time: 60–75 min



Learning Objectives

- Understand what EVAWG is (ILO 1).
- Recognise root causes (power, control, harmful gender norms).
- Connect to Northern Ireland context (laws, PSNI stats).

Materials

- PowerPoint slides (EVAWG definitions, NI law, PSNI figures).
- Flipchart + markers.
- ·Sticky notes.

Step-by-Step

1. Welcome & Agreements (10 min)

- Script: "Today we're talking about respect, relationships, and safety. Some topics may feel heavy — it's okay to step out.
- We agree - respect each other, no laughing at contributions, confidentiality within safeguarding rules.

2**. Icebreaker – "Respect Line" (10 min)**

- Mark a line across the room.
- Read statements (e.g.):
- "Everyone deserves respect."
- "It's OK to check your partner's phone".
- Students move to "Agree/Disagree/Not Sure".
- Discuss responses.

3. Mini-teach: NI Context (10 min)

- Share PSNI stats (e.g., 30,509 incidents in 2024).
- Teach key laws: coercive control, non-fatal strangulation.
- Ask: "Why do you think these laws exist? What do they show about the problem in NI?"

4. Group Task – Root Causes Map (20 min)

- Flipchart with 4 circles: Individual, Family/Relationships, Community, Society.
- Groups brainstorm causes of EVAWG at each level (e.g.- jealousy, poverty, sexism in media).
- Share back → facilitator links to "ecological model."

5. Reflection (10 min)

Exit ticket: "One cause of violence I can challenge in my daily life is…

Session 1: Setting the Scene – Root Causes & NI Context

Icebreaker : Respect Line

Mark a line across the room. Read statements (e.g., “Everyone deserves respect,” “It’s OK to check your partner’s phone”). Students move to “Agree/Disagree/Not Sure.” Discuss responses.







- Everyone deserves respect
- Being Supportive of Friends
- NOT turning a blind eye
- Calling out unacceptable Behavior
- Standing up to bullying behaviour

- Being Disrespectful
- Being Ignorant
- Being controlling
- Being Violent
- Turning a blind eye





Session 1: Setting the Scene – Root Causes & NI Context



Statistics

Domestic Abuse Statistics: Northern Ireland (2020–2025)

Recent Figures (2023–2024)

In 2023–24, the PSNI recorded:

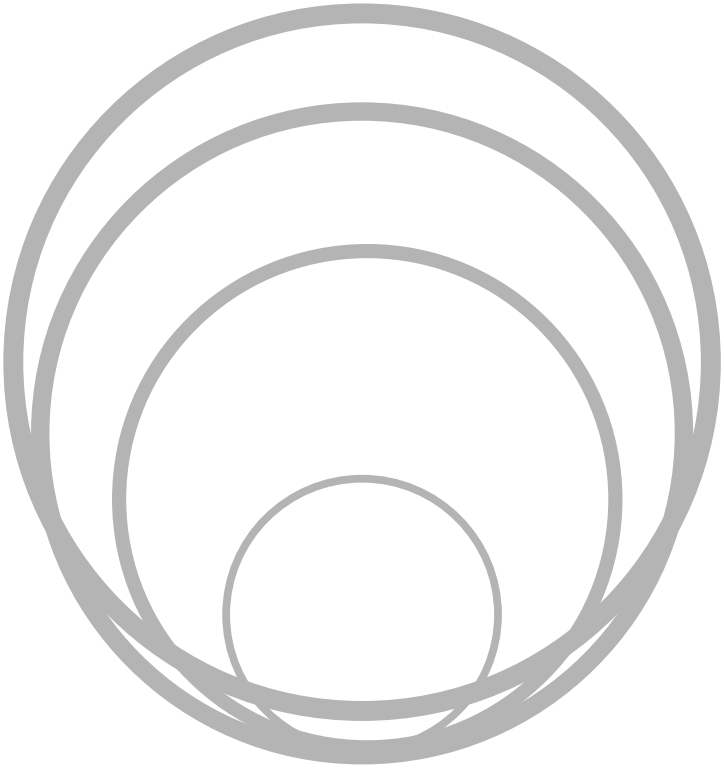
- 32,763 domestic abuse incidents
- 19,954 domestic abuse crimes
- This equates to roughly one incident every 16 minutes (Women's aid)
- This rate (1 in 65) exceeds that of England/Wales (1 in 70), Scotland (1 in 86), and the Republic of Ireland (1 in 78)
- Confirmed figures indicate 31 femicides between 2019–2024

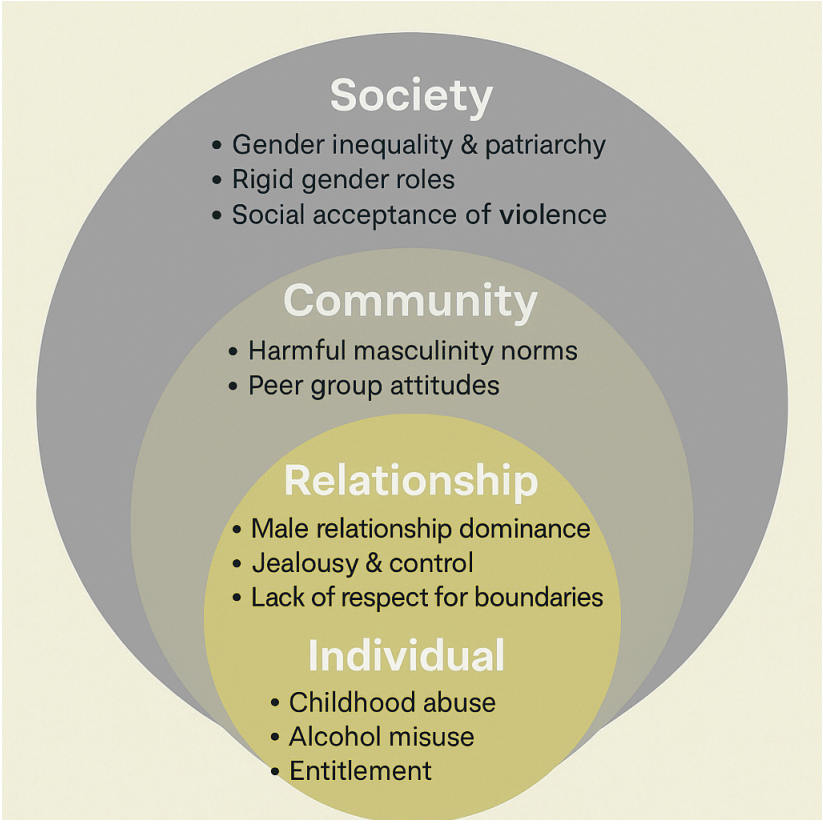
Domestic Abuse Legislation in Northern Ireland

- Domestic Abuse and Civil Proceedings Act (NI) 2021
- Introduced a new criminal offence capturing coercive or controlling behaviour, as well as
- psychological, emotional, financial, and economic abuse in domestic settings.
- It recognises the cumulative and repetitive nature of abuse.
- Includes child aggravators - criminal penalties increase if a child is present during abuse.
- Other Legal Developments:
- Non-fatal strangulation offence added (2023).
- Broader review and improvements continue via the Tackling Violence Against Women and Girls.
- Action: Plan and follow-up reviews by criminal justice oversight bodies

Session 1: Setting the Scene – Root Causes & NI Context

Root Causes: Ecological model.





Session 2: Don’t Be a C.I.D.



Session 2: Don't Be a C.I.D.
Time: 75 min

Learning Objectives

- Identify Controlling, Ignorant, Disrespectful behaviours (ILO 3).
- Recognise how these link to abuse



Materials

- Toy Story "Sid" stills or descriptions.
- Red Flag / Green Flag cards.
- Cones, resistance bands, stickers (for Holding Me Back game).

Step-by-Step

1. Introduction – Sid the CID (10 min)

- Show Sid clip (or describe).
- Ask: "What words describe Sid? How does he treat others?"
- · Write "C = Controlling, I = Ignorant, D = Disrespectful" on board.

2. Game 1: Bully Run (15 min)

- Set up obstacle sprint; some students act as "bullies" blocking path.
- ·Debrief: "How did it feel to be blocked? How is bullying linked to control and disrespect?"

3. Game 2: Holding Me Back (DV version) (20 min)

- Pairs: one pulls back the runner. Stickers under last cone show "Red Flags" (e.g., jealousy, isolation, threats).
- Repeat run allowing helpers to assist.
- Debrief: "What holds people back in abusive relationships? What helps them break free?"

4. Task: Red/Green Flag Sort (20 min)

- Cards with behaviours (e.g. - checking phone, supporting dreams).
- Students sort into Red Flag (unhealthy) vs Green Flag (healthy).
- Discussion: Why do red flags escalate into abuse?

5. Reflection (10 min)

- Write: "One Red Flag I'll challenge if I see it is…

Session 2: Don't Be a C.I.D.

Ask: "What words describe Sid? How does he treat others?"





Here are as many "Red Flags" as possible from his behaviour. These link directly to Controlling, Ignorant, and Disrespectful traits and are useful for workshop discussions with young people:

🚩 Red Flags of Sid (Toy Story)

Controlling Behaviour

🚩 Tries to dominate others through fear and intimidation.
🚩 Takes apart toys without consent, treating them as objects.
🚩 Controls his younger sister by scaring and bullying her.
🚩 Plays "God" over others' lives, showing power obsession.

Ignorant Behaviour

🚩 Ignores feelings of others – doesn't notice or care about distress.
🚩 Dismisses others' boundaries, never considers what's right or wrong.
🚩 Shows ignorance of consequences – fires rockets at toys without thought of harm.
🚩 Laughs at others' pain, showing lack of empathy.

Disrespectful Behaviour

🚩 Name-calling and mocking ("stupid doll", "loser").
🚩 Destroys property for entertainment (burning, smashing, dismantling).
🚩 Plays cruel jokes to humiliate others.
🚩 Scares and intimidates his sister (classic sibling disrespect).
🚩 Breaks trust – toys and people can't feel safe around him.

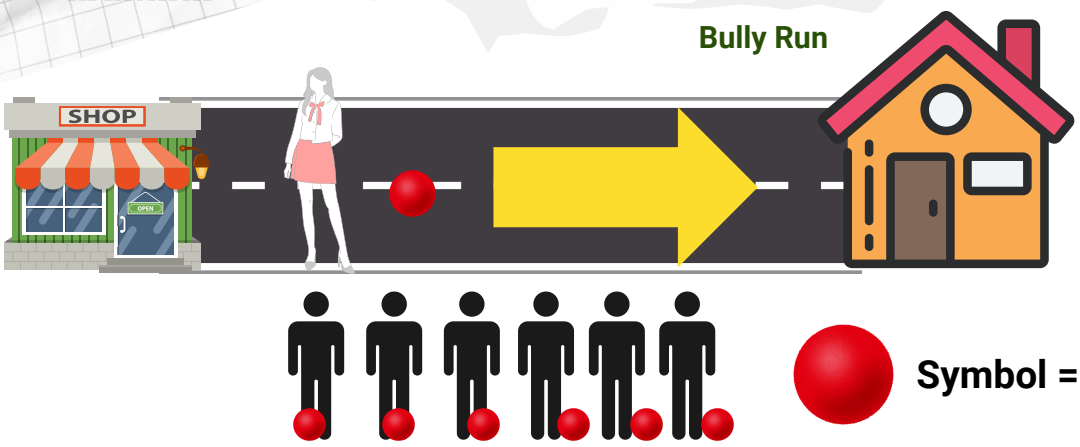
Other Risk Traits

🚩 Enjoys causing harm – violence framed as "fun".
🚩 Reckless with dangerous objects (fireworks, tools) → disregard for safety.
🚩 Uses fear as a weapon to gain attention or status.
🚩 No remorse until confronted by Woody and the toys → shows how patterns can escalate without intervention.

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Session 2: Don't Be a C.I.D.

Bully Run



Symbol =



Aim

- Show how different forms of violence and abuse can target a person, how it feels, and how bystanders + support change outcomes.

Kit

- 8–12 soft foam dodgeballs/beanbags (never hard balls).
- Cones to mark Shop (start), Home (finish), and the route.
- Optional: pinnies/hoops as "shield" props for supporters; printed type labels to tape on balls.

Safety & safeguarding (read aloud)

- Content warning & opt-out: "This activity involves themes of abuse. You can opt out or switch roles at any time."
- ·Throwing rules: underarm only, below shoulders, 1 ball per thrower at a time, 2 m minimum distance, no chasing.
- Stop word: "PAUSE" = everyone freeze.
- Staff monitors for distress; any disclosure → follow safeguarding policy.

Set-up (2 min)

- Mark a 12–20 m lane from Shop → Home with cones.
- Place throwers spaced along the sides of the lane (not on the path).
- Give each thrower one ball (others in a bucket with the facilitator)

Roles (1 min)

- Target walker (1 volunteer): person trying to get from Shop to Home.
- Throwers (6–10): represent different types of abuse (hold the matching ball).
- Observers: watch body language, count hits, note which types appeared.
- (Later rounds) Supporters/Bystanders (3–4): use 3Ds (Direct/Distract/Delegate) + shields.

Session 2: Don't Be a C.I.D.

Bully Run

Round 1 — "Unprotected route" (4–6 min)

Briefing script (20 sec):

- Each ball stands for a type of abuse. Your job is to walk calmly from Shop to Home.
- Throwers, you may underarm toss below shoulders when the walker is alongside you.
- Run: On "Go," the target walks. Throwers toss underarm when the target is level with them.
- If hit, the facilitator briefly calls out the type (e.g., "Emotional") and the walker takes one slow step back,
- Then continues. (This shows how abuse sets people back).
- End when they reach Home or after 30–45 seconds.
- Quick debrief (60–90 sec):
- Target: "How did that feel?"
- Group: "Which types showed up most? What did you notice about your body (heart rate, tension)?"

Round 2 — "With support & bystanders" (6–8 min)

- Introduce 3Ds:
- Direct: call it out ("Not OK—stop") → that thrower skips their turn once.
- Distract: create a diversion (supporter steps between with a shield/hoop) → blocks one throw.
- Delegate: ask an adult/referee (you) → you remove a red ball from play.
- Run again with 3–4 supporters stationed along the route.
- Supporters may use each D once.
- Note how far the target gets now vs Round 1.



Mini-debrief (60–90 sec):

- "What changed with support?"
- "Which 3D felt easiest/safest?"

Round 3 — "Routes to safety" (optional, 4–5 min)

- Add Safe Spots:
- Place two cones labelled Friend's House and Helpline/Police on the route.
- If the target touches a Safe Spot, they get 5 seconds immunity while they're escorted by a supporter.

Debrief prompts:

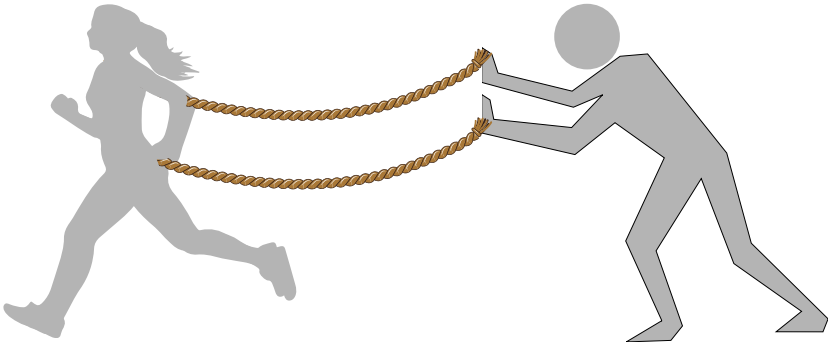
- "How do safe places & services reduce harm?"
- "Who are the Safe Spots in real life (school lead, Women's Aid, PSNI, trusted adult)?"
- Final Reflection (5–7 min).
- Feelings check-in (thumb scale or emoji cards).
- Name the types seen today (use the ball key).
- Bystanders' role: each person states one 3D they'd realistically use.
- Signposting: share local help routes and your safeguarding lead.

Timings at a glance (20–25 min total)

- Safety brief & set-up: 3 min
- Round 1 + micro-debrief: 6–7 min
- Round 2 + micro-debrief: 7–8 min
- Final reflection & signposting: 5–7 min

Session 2: Don't Be a C.I.D.
Holding me Back





Aim

To help participants experience and reflect on what it feels like to be controlled and held back (as in abusive relationships), link to CID behaviours, and explore how support services can help people break free.

🛠️ **Resources**

- Evasion belts (Velcro or tag-belts — 1 per pair).
- Cones (mark start and finish points, and optional "safe spots").
- Stopwatch or timer.

·Optional: stickers/cards under cones with red flags or support services written on them.

🔒 **Safety & Safeguarding**

- Clear opt-out: anyone can swap roles or sit out at any time.
- Use soft belts only — no grabbing clothes, no pulling arms.
- The "holder" can only pull back with belt resistance — no shoving or jerking.
- "PAUSE" = stop immediately if anyone feels unsafe.
- Staff watch for distress; signpost to safeguarding lead if disclosures arise.

🚦 **Set-up (2 min)**

- Place 2 cones 10–15m apart (Start = Shop, Finish = Home).
- Each pair: one person = Target, one = Controller (holds the belt to restrict progress).
- Observers note how hard it is for the target, and how control feels/looks.

Session 2: Don't Be a C.I.D.
Holding me Back

🎮 Round 1 –"Being Controlled" (4–6 min)

- Briefing Script:
- One person is the Target. Your goal is to reach Home as quickly as you can. The person behind you is the
- Controller — they will hold you back using the belt. This shows what it feels like to be held back in life by controlling behaviour."

Run:

- On "Go"; the Target tries to run to Home.
- The Controller resists with the belt.
- Time each attempt or simply observe.
- After reaching Home, swap roles so everyone experiences being "held back".

Micro-Debrief (1–2 min):

- "How did it feel to be held back?"
- "How did it feel to be the one controlling?"

🎮 Round 2 –"Breaking Free with Support" (6–8 min)

- Add Helpers (2–3 supporters).
- ·Supporters can encourage, cheer on, or help loosen/remove the belt halfway through.
- · Optional: place cones with cards (Women's Aid, Childline, PSNI, trusted adult). When the Target reaches them, a supporter steps in to help.
- Run again with helpers.

Micro-Debrief:

- "What difference did support make?"
- "In real life, who are the helpers that break abuse cycles?"

🎮 Round 3 –"CID vs GENT" (optional, 5 min)

- Label the Controller as showing C.I.D. behaviours:
- Controlling = holding them back.
- Ignorant = ignoring feelings.
- Disrespectful = stopping progress.
- Helpers represent GENT behaviours: Genuine support, Emotional intelligence, Nonviolent help, Trustworthiness.
- Run a short round, then debrief how GENT behaviours break control.

💬 Final Reflection (5–7 min)

- Feelings check-in: thumbs/emoji scale.
- Link to abuse: "Control is one of the biggest red flags in domestic abuse."
- CID behaviours: How do controlling/ignorant/disrespectful behaviours show up in real life?

·**Who helps break free?**

- Friends, trusted adults, safeguarding staff, Women's Aid, PSNI (999/101), Childline (0800 1111).
- Action pledge: "One way I will be a GENT and not a CID is…."

TYPES OF ABUSE & DOMESTIC VIOLENCE



Physical Abuse

Hitting, slapping, pushing, strangulation, use of weapons



Sexual Abuse

Rape and sexual assault, forced sexual acts



Psychological / Emotional Abuse

Threats, intimidation, humiliation, constant criticism



Coercive Control

Isolation, monitoring, gaslighting, restricting daily life



Economic / Financial Abuse

Taking money, running up debts, preventing work



Digital / Online Abuse

Stalking, monitoring online activity, abusive messages



Spiritual / Cultural Abuse

Using faith or culture to control, forced marriage

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Session 2: Don't Be a C.I.D. Red & Green Flags

Controlling → tells you what to wear, who to see, where to go.	Jealousy/possessiveness → accuses you of cheating, demands constant updates.	Supports your goals → encourages education, sport, friendships	Respects boundaries → listens to "no."
Disrespectful → insults, humiliates, mocks you in front of others.	Gaslighting → makes you doubt your memory or feelings.	Open communication → talks honestly and listens.	Trusts you → no pressure to "prove" loyalty.
Monitoring → checks your phone, social media, or location without permission.	Isolation → tries to cut you off from friends/family.	Kindness → compliments, empathy, patience	Takes responsibility → apologises when wrong.
Blaming you → says everything is your fault, never takes responsibility.	Threatening → uses fear ("If you leave, I'll…") to control.	Respects privacy → doesn't check phone without asking.	Cheering you on → feels happy when you succeed.

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Session 3: Be a G.E.N.T. (+ Not a Bystander)



Session 3 – GENT

Time: 75 min



Learning Objectives

- Demonstrate GENT values (ILO 4).
- Apply bystander strategies (ILO 5).

Materials

- GENT posters/cards.
- Scenario scripts.
- Cones, relay markers (for Man Box Relay).

Step-by-Step

1. Icebreaker – Safe Space (10 min)
   - In groups, draw a "Safe Space" symbol (circle, zone, shield).
   - Discuss: "What rules make this space safe for everyone?"

2. Task – GENT Values (15 min)

- Teach: G = Genuine, E = Emotionally Intelligent, N = Nonviolent, T = Trustworthy.
- In groups, write/draw examples of each.

3. Game: Man Box Relay (15 min)

- Cones labelled with "Man Box Rules" (don't cry, always tough, dominate girls).
- Teams race to grab cones and replace with GENT behaviours.
- Debrief: "What pressures trap boys? How do we break out?"

4. Scenarios: Not a Bystander (20 min)

- · Teach 3Ds: Direct, Distract, Delegate.
- · Scenarios: sexist jokes, online pressure, petty harassment.
- · Students discuss safe intervention.

5. Reflection (10 min)

- · Each writes: "One way I will act like a GENT this week is…"
- · Optional: create "Be a GENT Wall" with pledges

Session 3: Be a G.E.N.T. (+ Not a Bystander)

Icebreaker

In groups, draw a “Safe Space” symbol (circle, zone, shield).
Discuss: “What rules make this space safe for everyone?”



Session 3: Be a G.E.N.T. (+ Not a Bystander)

GENT Values



In groups, write/draw examples of each.

G	
E	
N	
T	

Session 3: Be a G.E.N.T. (+ Not a Bystander)

GENT Values

GENT Elements & How They Support Safety

G = Genuine

- Behaviours: Honesty, authenticity, speaking your truth, being yourself rather than using manipulation.
- Impact on safety: When a GENT is genuine, girls and women feel listened to and respected—not gaslit or misled.
- TBS (Taking Boys Seriously) Alignment: TBS emphasizes recognizing the individual—boys flourish when treated with dignity and respect. Authentic connections foster mutual understanding and reduce harm.

E = Emotionally Intelligent

- Behaviours: Awareness of others' feelings, active listening, expressing empathy, managing one's own emotions.
- Impact on safety: Emotionally intelligent people can sense distress and respond appropriately— preventing emotional abuse and creating safety.
- TBS Alignment: TBS builds a relational pedagogy—encouraging boys to reflect on masculinity, emotion, and identity, helping them engage rather than disengage.

N = Nonviolent

- Behaviours: Solving conflicts without aggression, avoiding intimidation, respecting others' safety and physical autonomy.
- Impact on safety: Nonviolence protects both physical and emotional well-being, reducing harm and fear.
- TBS Alignment: TBS works against the "cult of the hardman" and encourages alternative, peaceful masculinities—moving away from normalized violence in youth culture.

T = Trustworthy

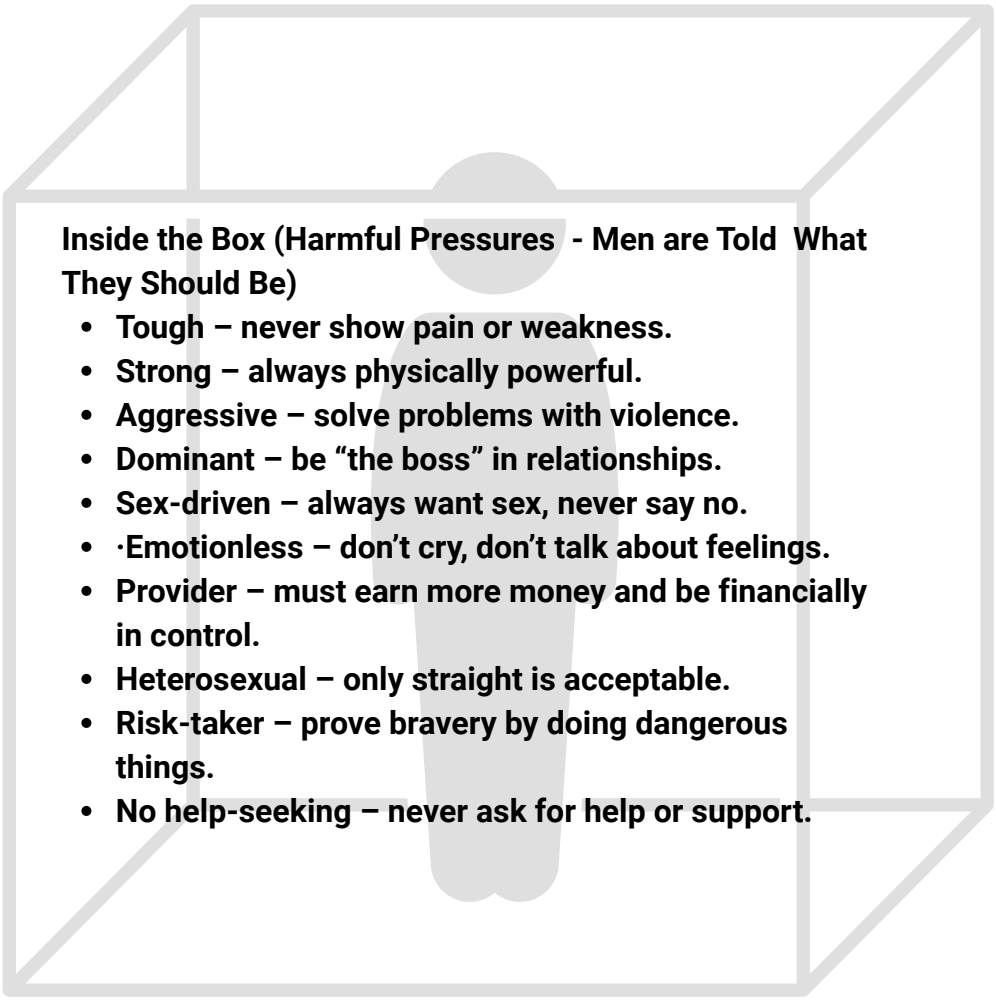
- Behaviours: Respecting consent, keeping promises, being reliable, maintaining confidentiality.
- Impact on safety: Trust builds safe spaces for women and girls to speak up, seek help, and know they'll be believed and supported.
- TBS Alignment: TBS underscores the importance of relational trust—boys who feel supported are more resilient, trusting, and able to form healthy relationships.

Session 3: Be a G.E.N.T. (+ Not a Bystander)

The Man Box

The Man Box

- Task: Draw or list the 'rules' society puts on boys and men.
- Examples: 'Don’t cry', 'Always be tough', 'Be the boss'.
- Discussion: Who creates these rules? Who benefits?
- Activity: Inside the box, write the rules. Outside the box, write what people see as non-masculine behaviours or actions



Inside the Box (Harmful Pressures - Men are Told What They Should Be)

- Tough – never show pain or weakness.
- Strong – always physically powerful.
- Aggressive – solve problems with violence.
- Dominant – be “the boss” in relationships.
- Sex-driven – always want sex, never say no.
- ·Emotionless – don’t cry, don’t talk about feelings.
- Provider – must earn more money and be financially in control.
- Heterosexual – only straight is acceptable.
- Risk-taker – prove bravery by doing dangerous things.
- No help-seeking – never ask for help or support.

Outside the Box (Healthy, Freeing Alternatives Men Can Be)

- Caring – able to nurture, support others.
- Gentle – kind and patient.
- Emotionally open – can cry, talk, and express feelings.
- Respectful – treats women and men as equals.
- Peaceful – solves problems without violence.
- Supportive partner – shares responsibilities and listens.
- Authentic – free to be yourself without judgement.
- Inclusive – accepts all identities, orientations, and expressions.
- Vulnerable – strong enough to admit fears or struggles.
- Help-seeking – reaches out when things are tough.

Session 3: Be a G.E.N.T. (+ Not a Bystander)

🚦 The 5 Ds: How not to be a bystander

1) Direct

- What it means: Speak up or act in the moment when you see harmful behaviour.
- Say: “That’s not OK.” “We don’t use that language here.”
- Do: Stand beside the person targeted; create space; help them move away if they want.
- Why it matters: Clear, calm boundaries make it obvious that sexist jokes, harassment, or controlling behaviour won’t be tolerated.
- Safety tip: Only if you feel safe. Be brief, firm and respectful. Don’t escalate.

2) Distract

- What it means: Interrupt or redirect to defuse the situation without confrontation.
- Examples: Change the subject (“Can you give me a hand with this?”). Ask for directions. Create a small diversion. Invite the person at risk to step away (“Walk with me to the shop.”).
- Why it matters: Simple distractions break tension and give the person at risk an exit.
- Safety tip: Keep it natural and low-key. Your goal is to shift attention, not win an argument.

3) Delegate

- What it means: Get help from someone with authority or the right resources.
- Examples: Tell a teacher, coach, youth leader or safeguarding lead. Speak to a steward or staff member. Call the PSNI (999 in an emergency, 101 otherwise). Contact support such as Women’s Aid or Childline.
- Why it matters: Some situations are too risky to handle alone — activating the system keeps everyone safer.
- Safety tip: Share clear facts (who/what/where/when). Stay nearby for the person targeted if they want support.

4) Document

- What it means: Record what’s happening safely and accurately.
- Examples: Note time, place, who’s involved, exact words; take photos/video only if safe.
- Why it matters: Good records help safeguarding leads or police act and back up reports.
- Safety tip: Prioritise safety and consent. Don’t post online. Offer the notes/video to the person targeted or your safeguarding lead; store per your organisation’s policy.

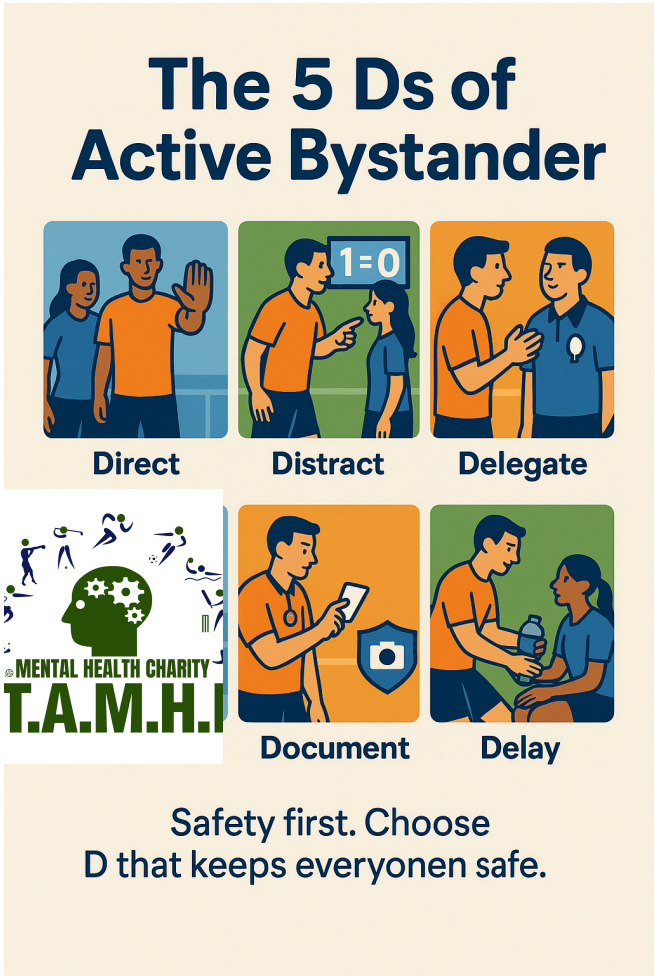
5) Delay

- What it means: Check in after the incident.
- Say: “I saw what happened. That wasn’t OK. Would you like me to stay with you, help you report it, or get you to a safe place?”
- Why it matters: Support after the moment reduces harm and increases reporting.
- Safety tip: Let them choose next steps. Validate their experience; don’t minimise or pressure.

Session 3: Be a G.E.N.T. (+ Not a Bystander)

💡 Key workshop messages

- Silence sides with harm. Doing nothing lets abuse continue.
- Everyone can do something. A distraction, a call, standing with someone, a clear record — all count.
- Safety first. Choose the D that keeps you and others safe
- Culture changes with consistency. The more we step in, the less tolerated and less possible violence against women and girls becomes.
- After you step in
- Check on the person targeted and offer options.
- Log the incident according to your organisation's safeguarding policy.
- If needed, signpost to support (e.g., Women's Aid, Childline, GP, trusted adult/lead).



10-second cheat sheet

- Direct: "Stop. That's not OK here."
- Distract: "Quick hand with this?"
- Delegate: "Safeguarding lead needed at the hall entrance."
- Document: "19:42, foyer, two students, abusive language. Video saved; handing to lead."
- Delay: "Do you want company, space, or help reporting?"

For programme delivery (evidence that it works)

Track these in your sessions:

- Participant confidence using each D (0–10) pre/post.
- Number of interruptions attempted and completed safely.
- Delegations made to staff/leads and outcomes.
- Post-incident check-ins completed within 24 hours.
- Brief incident notes recorded to policy.
- Use this as your 5D slide and handout. If you want it reformatted to TAMHI style with your logos and a one-page printable, say so and I'll package it.

Don't Be a Bystander



- Teach 5Ds: Direct, Distract, Delegate, Document, Delay
- Scenarios: sexist jokes, online pressure, party harassment.
- Participants discuss safe intervention.





Scenario 1: Sexist, rude jokes about females



Scenario 2: Friend putting pressure on female to send images she feels uncomfortable about.



Scenario 3: Friend harassing a vulnerable female at a party, who is under the influence of alcohol.

Session 4: Reflection & Evaluation





Session 4: Reflection * Evaluation

Time: 60 min

Learning Objectives

- Reflect on personal growth (ILO 5).
- Commit to ongoing action against EVAWG.

Materials

- Journals or reflection sheets.
- Pledge wall/poster space.

Step-by-Step

1. Reflection Journaling (15 min) - Workbook

·Prompts:
- One thing I learned about respect.
- One behaviour I want to change.
- One way I'll help others.

2. Group Feedback Circle (20 min)

- ·Go round: each share one GENT action they've practised.
- ·Discuss: What was hardest? What support helped?

3. Pledges

- ·"Say no to CID Behaviour" & " I'm a GENT" (15 min)
- ·Students write pledges: "I will not be a CID, I will be a GENT by…
- "Post on socials/ photo for school display.

4**. Evaluation Survey (10 min)**

- Short pre/post: gender norms, bystander confidence, empathy.

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PLEDGE TO SAY NO TO A CID



_____

_____

_____

_____

I will be GENUINE, EMOTIONALLY INTELLIGENT, NONVIOLENT, and TRUSTWORTHY.

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Pledge to Be a GENT

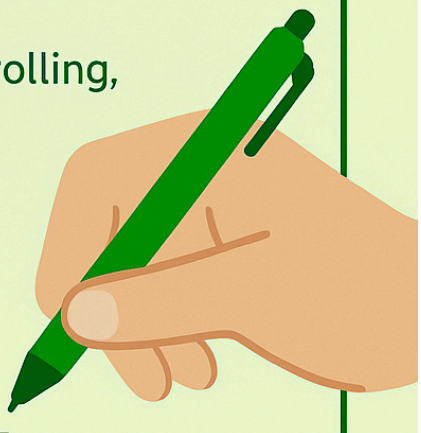
I pledge to...

- **Be Genuine** – be honest, authentic, and true to myself,
- **Be Emotionally Intelligent** – listen, respect feelings, and show empathy.
- **Be Nonviolent** – solve problems with respect, never with harm.
- **Be Trustworthy** – keep promises, respect consent, and be dependable.

I will treat women, girls, and everyone with respect and equality.

I will not be a C.I.D. – Controlling, Ignorant, or Disrespectful.

Together, as a team, we can create a world free from violence.



_____

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Overall Evaluation Goals

The programme aims to measure whether boys/young men:
🚫 Decrease tolerance for sexist and violent behaviour.
📣 Increase bystander intervention.
🧠 Build emotional resilience and awareness.
💬 Normalise discussions of healthy masculinity.
🧍‍♀️ Contribute to safer environments for women and girls.

Evaluation Tools

A. Pre- & Post-Surveys (Quantitative)

- Students complete a short anonymous survey before the first session and after the last.
- Example Questions (Likert scale 1–5: Strongly Disagree → Strongly Agree):
- Attitudes to Gender & Respect.
- ·"It's OK for a boy to cry."
- ·"Boys and girls should have the same opportunities."
- "Making jokes about girls is harmless."
- "It's OK to pressure someone to do things they don't want to do."

Bystander Skills

- "If I saw someone being bullied, I would feel confident to step in."
- "I know safe ways to support a friend if they're being disrespected."

Emotional Intelligence

- "I can explain how I feel without getting angry. "
- "I notice when my friends are upset."

Healthy Relationships

- "Checking your partner's phone is normal in relationships."
- "Respecting someone's 'no' is important in all situations."
- "A good friend keeps secrets that could hurt someone." (reverse coded)

B. Reflection Journals / Pledges (Qualitative)

- At the end of some sessions (Man Box, Mask, GENT pledges), students write:
- “One thing I learned today was…”
- “One change I want to make in myself is…”
- “This session made me think differently about…”
- Collected over time, these show shifts in language and awareness.

C. Focus Groups (Qualitative)

- Small group interviews (6–8 students) before and after programme.
- Sample questions:
- “What does it mean to be a man/boy?”
- “What do you think of boys who show feelings?”
- “If you saw someone being bullied, what would you do?”
- “What makes a good friend or partner?”
- Facilitators probe for changes in attitudes, confidence, and empathy.

D. Facilitator Observation Checklist

- Each session, facilitators note:
- Engagement: High / Medium / Low.
- Peer respect: Increased / Stayed same / Decreased.
- Use of GENT language in activities: Yes / No.
- Signs of attitude shift (e.g. less laughter at sexist jokes, more empathy in role-plays).

Evaluation Timeline

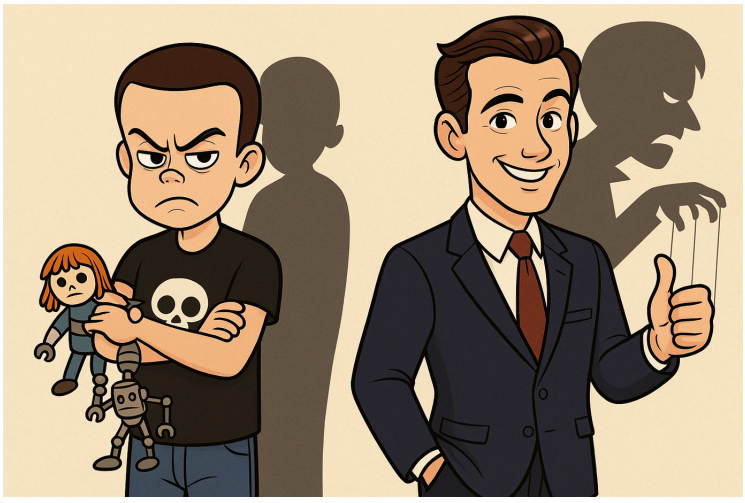
- Week 1 (Baseline): Pre-survey + focus group sample.
- During Programme: Reflection journals after key sessions. Facilitator observation after every session.
- Final Week: Post-survey + repeat focus group.
- After 3 Months: Short follow-up survey to test retention.

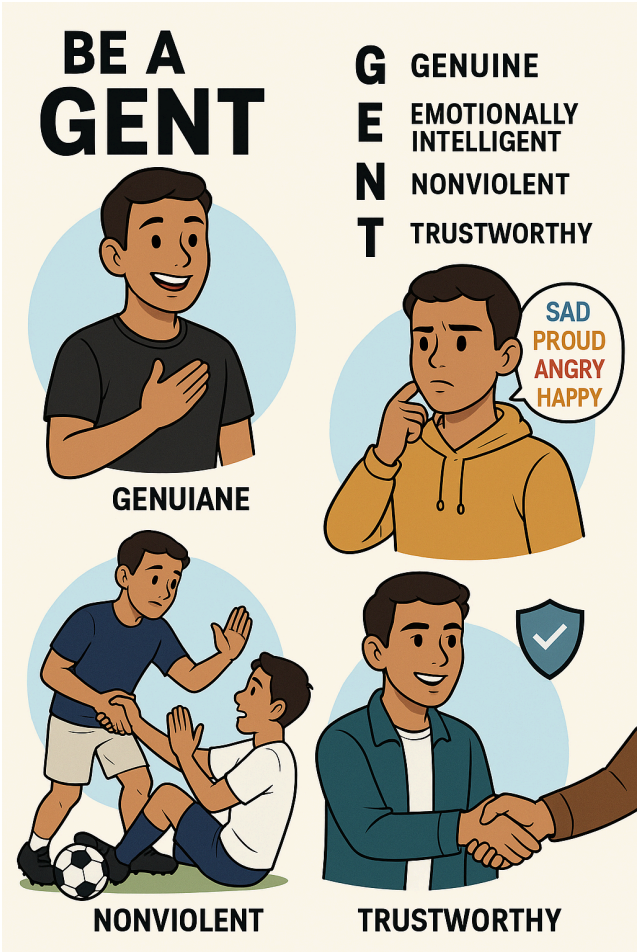
🔒 Safeguarding Notes (apply across all sessions)

- Always clarify limits of confidentiality: disclosures go to safeguarding lead.
- Allow opt-out during sensitive content.
- Share support routes at end of each session (Women's Aid, PSNI, Childline).
- Co-facilitate where possible (one leads, one monitors room).

Name	
Date of Birth	
Group	
Date submitted	
Reference (OFFICE)	

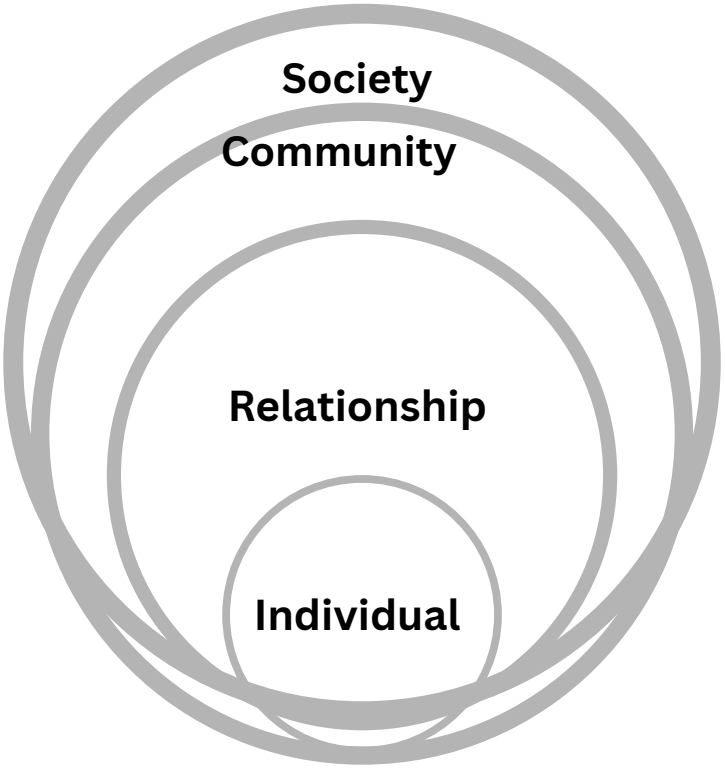
🟦 Student Handbook & Tasks
Ending Violence Against Women and Girls Programme





Session 1: Worksheet

Task: Identify one root cause of VAWG in each section



Reflection: Exit Ticket: One cause of violence I can challenge is .....

Session 2: Worksheet

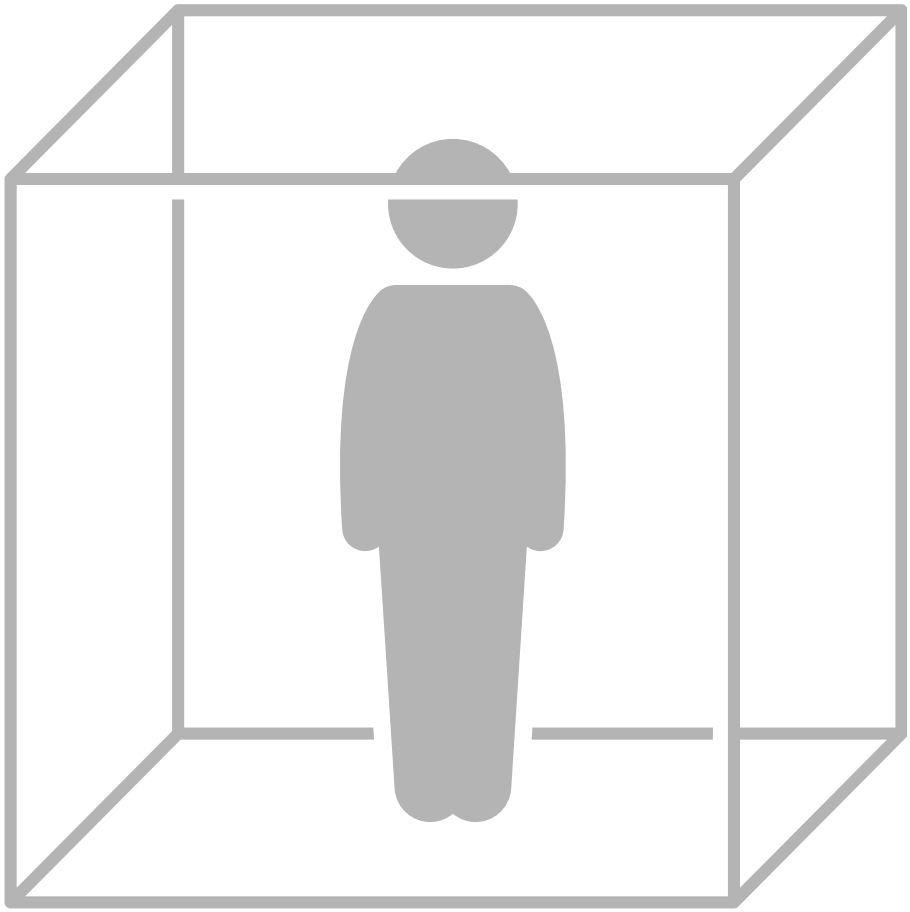
Task: Identify 5 Red flags for Violence Against Women & Girls (VAWG)

-
-
-
-
-

Reflection: Write one red flag you see and can challenge?

Session 3: Worksheet

Task: Identify what you see in a GENT focused man box



Reflection: What way can you be GENT?

Session 4: Worksheet

Prompts:

- One thing I learned about respect.
- One behaviour I want to change.
- One way I'll help others.

Evaluation

Section 1: Attitudes to Gender & Respect

1. It's OK for a boy to cry.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Not Sure | 4 = Agree | 5 = Strongly Agree

2. Boys and girls should have the same opportunities.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Not Sure | 4 = Agree | 5 = Strongly Agree

3. Making jokes about girls is harmless. (reverse coded)

Scale: 5 = Strongly Disagree yes | 4 = Disagree | 3 = Not Sure | 2 = Agree | 1 = Strongly Agree

4. It's OK to pressure someone to do things they don't want to do. (reverse coded)

Scale: 5 = Strongly Disagree yes | 4 = Disagree | 3 = Not Sure | 2 = Agree | 1 = Strongly Agree

Section 2: Bystander Skills

5. If I saw someone being bullied, I would feel confident to step in.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Not Sure | 4 = Agree | 5 = Strongly Agree

6. I know safe ways to support a friend if they're being disrespected.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Not Sure | 4 = Agree | 5 = Strongly Agree

Section 3: Emotional Intelligence

7.I can explain how I feel without getting angry.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Not Sure | 4 = Agree | 5 = Strongly Agree

8. I notice when my friends are upset.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Not Sure | 4 = Agree | 5 = Strongly Agree

Section 4: Healthy Relationships

9. Checking your partner's phone is normal in relationships. (reverse coded)

Scale: 5 = Strongly Disagree yes | 4 = Disagree | 3 = Not Sure | 2 = Agree | 1 = Strongly Agree

10. Respecting someone's "no" is important in all situations.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Not Sure | 4 = Agree | 5 = Strongly Agree

11. A good friend keeps secrets that could hurt someone. (reverse coded)

Scale: 5 = Strongly Disagree yes | 4 = Disagree | 3 = Not Sure | 2 = Agree | 1 = Strongly Agree

Section 5: Reflection

12. One thing I learned from this programme is:

13. One way I will be a GENT and not a CID is: _____



Service	What They Offer
Women's Aid NI & Refuges	Emergency housing, advocacy, support
Domestic & Sexual Abuse Helpline	24/7 phone support (0808 802 1414)
PSNI Actions & Campaigns	Safety, awareness, training, support tools
Victim Support NI & Nexus NI	Crime support, counselling
The Survivors Trust	Network for sexual violence support services
WRDA & Relate	Prevention programs and relational education
EVAWG Council Programmes	Local training and grant-based initiatives
Executive Office EVAWG Strategy	Strategy implementation & system change
NIHRC & Equality Advocates	Rights-based service access and inclusion

MENTAL HEALTH CHARITY

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