Education Resources:
Secondary School

THREE ACTIVITIES

#ChangeTheStory in the classroom and help students understand the importance of allyship.

Intro-duction

GET READY FOR WHITE RIBBON DAY

White Ribbon Day is the internationally recognised day where men show their year-long commitment to ending violence against women and girls.

White Ribbon Day takes place the same day as the United Nations International Day for the Elimination of Violence Against Women. The 16 Days of Activism against Gender-Based Violence that follow are globally recognised as the 'days of action to end gender-based violence'. This is a great time to introduce White Ribbon, and concepts about ending violence against women and girls.

Thank you for supporting White Ribbon Day, 25th November. We hope this education pack will help you mark the day in your school in a meaningful, informative, and engaging way.

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#ChangeTheStory

The theme for White Ribbon Day 2023 is '**#ChangeTheStory**'. On the 25th of November, and throughout the 16 Days of Activism, White Ribbon UK are encouraging schools and pupils to make consistent choices and actions to help #ChangeTheStory for women and girls to live their lives free from the fear of violence and abuse.

This year we are calling on individuals and organisations to challenge the seemingly 'harmless' attitudes and behaviours that perpetuate violence against women and girls. This could include anything from sexist name calling and harmful stereotyping, to street harassment and unhealthy behaviours in relationships.

Culture change doesn't happen overnight, but by changing what behaviours we are willing to accept, we can help end violence against women and girls for the next generations to come.

The activities in this pack provide an opportunity for young people to discuss issues such as equality, stereotypes, and the importance of knowing where and how to get help, in a safe and age-appropriate way. By using awareness and allyship as tools for change, together, boys and girls can feel empowered to play a role in shaping a safer, more equal society for women and girls.

ABOUT WHITE RIBBON UK

White Ribbon is the UK's leading charity working to engage men and boys to end violence against women and girls. Our aim is to prevent violence against women and girls by addressing the root causes. We do this by raising awareness about all forms of violence against women and girls, and the links between harmful norms, gender inequality, and violence against women and girls.
Through our work, we aim to shift societal attitudes, systems, and behaviours around masculinity that perpetuate gender inequality and therefore men's violence against women.

White Ribbon UK's work takes place on an individual and institutional level with our overall aim being to end violence against women and girls *before* it even starts.

What is violence against women and girls?

At White Ribbon UK we use the United Nations definition of violence against women which states that: “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”. (United Nations (1994))

One in three women worldwide experience violence, mostly by someone known to them. Men’s violence towards women and girls in public places, workplaces and intimate relationships causes devastating physical, emotional, and psychological harm. It affects women’s education and employment, health and mortality, economic independence, participation in public life, and relationships.

OFSTED’s 2021 review of sexual abuse in schools and colleges revealed that the sexual harassment and online sexual abuse of children and young people is more prevalent than we ever could have imagined. The frequency and institutionalised nature of these harmful physical and sexual behaviours means that some children and young people consider them a normal part of their daily lives.

THE WHITE RIBBON PROMISE

At White Ribbon UK, we encourage everyone, especially men and boys, to make the White Ribbon Promise, to never use, excuse or remain silent about men’s violence against women.
By making the White Ribbon Promise, individuals show their commitment and acknowledge their responsibility in ending violence against women and girls.

This White Ribbon Day, we hope that your school will make the White Ribbon Promise. This is a significant symbol and holds responsibility, because of this we are not expecting children under the age of 14 to make it.

An alternative idea for pupils under the age of 14 is to instead discuss the principles linked to the White Ribbon symbol and the White Ribbon Promise. For example, not hurting others, challenging gender stereotypes, and standing up for and supporting others. That way we can use the White Ribbon and Promise in an age-appropriate way to build young people’s confidence and understanding of the topic as they grow.

MAKE THE PROMISE

Teaching Notes

It's important that we create a safe space for young people when talking about sensitive topics such as violence against women and girls. Although these activities focus on behaviours and equality, it is worth considering how the children may react to the content.

Some children may not feel comfortable confronting topics such as gender roles or harmful behaviours towards others. They may have experienced violence or be someone who perpetrates it. Consider the young people in your class and put the right boundaries in place to keep everyone safe, such as by reinforcing classroom rules, sticking to your organisations safeguarding procedures, and informing certain children about what they'll be learning about before the class so they can process it.

You may wish to display contact details for organisations that can offer help and support during your lessons, or have a way of signposting them after the session:

- Childline (0800 1111)
- 24hr National Domestic Abuse Helpline (0808 2000 247)

HOW TO USE THIS RESOURCE

All the activities in this pack can be used interchangeably and do not have to be used in any specific order. It is also not necessary for all activities to be undertaken – you may choose which ones suit your classroom best and repeat them as many times as needed.

You may wish to change some of the materials and formats of the activities to suit your classrooms and the children in front of you. Teachers know their pupils best and factors such as the age, size, and needs of a particular group must be considered before engaging in any of these activities.

Some of the activities and specific resource materials in this pack will require a higher level of understanding and maturity for productive engagement and therefore will likely only be suitable for older primary school children.

All these activities have been designed to be used in both mixed-group and single sex group settings. Teachers facilitating these activities may choose to decide how they would like the children to engage with them.

Assembly Presentation is available to download here to help you introduce these resources to your colleauges.

ACTIVITY ONE: DISCUSSION

Problematic headlines

Activity 1

1 Show the students the selected headlines that depict sexist or victim-blaming media articles. Please choose the article headlines that suit your group of students best.

2 If you choose to show the headlines on a digital screen or written on a board, make sure each headline is labelled with a number. Alternatively, you may choose to print the headlines and put them in a folder in the centre of each desk.

3 Put the students into small groups/pairs and give them each a piece of A3 poster paper. Ask them to draw a line down the middle of the paper vertically dividing the sheet into two columns.

4 If printed, ask the students to stick the headlines to one side of the page, the left-hand column, making sure they leave a significant space in between each headline for writing underneath. If shown on a board/screen, ask them to write the number of the headliner in the same way so they know which article they are writing about.

5 By going through each headline, ask the students to identify: *What do you think about the article headline? What do they think might be the 'problematic' or 'harmful' words that have been used?*

6 Ask students to write down underneath each headline what they think is wrong or underline the problematic or harmful words being used.

7 Ask the students to 'rewrite' the headlines in the second column if they didn't have problematic words or sexist/victim blaming themes in, and instead reflected something realistic and truthful.

8 The students will then have a poster collage of the problematic headlines and their criticisms down one half of the poster, and the new colourful less harmful headlines down the other half of the poster.

9 Finally, go around the class and ask the students read out a 'rewritten' headline each, and then answer the following question: *What do you think is better about the new headline you have written?*

Learning outcomes

The aim of this activity is for the students to assess the impact that words have, why something that may seem ‘harmless’, such as an article headline, can be ‘harmful’ and shape unhealthy and problematic views about what the article is talking about.

It is key with this activity that students are given an opportunity to talk about the issues being raised as they complete the task in a comfortable safe, environment, and that they feel empowered to ‘rewrite’ and ‘change the story’ on these uncomfortable and problematic headlines that are in the media they consume on a daily basis.

Activity 1 resources can be found on the next page.

‘Unveiled’ *Maisie Williams Headline*	**Unveiled: Game of Thrones' Maisie Williams goes braless in sheer lace dress and quirky headpiece at charity masquerade ball**
‘Legs-it!’ *Theresa May & Nicola Sturgeon Headline*	
‘Jagerbombs’ *Headline*	The Sun @TheSun Follow Woman ‘drank six Jagerbombs in ten minutes on the night she was raped and murdered’
‘Blank space, baby!’ – *Taylor Swift Headline*	**She's got a blank space, baby! As another one of Taylor Swift's relationships bites the dust, FEMAIL asks just why CAN'T the stunning chart-topper hang on to a man?**
‘All-American’ *Headline*	The Washington Post Morning Mix All-American swimmer found guilty of sexually assaulting unconscious woman on Stanford campus
‘Walking alone’ *Headline*	News › Crime Women urged to avoid walking alone following series of sexual assaults in west London

‘Married Dads’ *Headline*	PostEverything **One way to end violence against women? Married dads.** The data show that #yesallwomen would be safer with fewer boyfriends around their kids.
‘Get Married’ – *Headline*	PostEverything **One way to end violence against women? Stop taking lovers and get married.** The data show that #yesallwomen would be safer hitched to their baby daddies.
‘Skimpy Bikini’ - *Headline*	**SIX APPEAL Rio 2016: Michelle Jenneke looks abs-olutely fabulous as she shows off her Olympian figure in a skimpy bikini** Aussie hurdler has been treating her 200,000 Instagram followers to pictures of her toned stomach
‘Shut Up’ *Headline*	News Home | Arts | Headlines | Pictures | Most read | News Board **Women who want to succeed at work should shut up - while men who want the same should keep talking, research says**
‘Good Cooks’ *Headline*	Home | U.K. Home | News | Sport | U.S. Showbiz Femail Health | Science | Money | Righ Femail Home | Food | Pictures | Femail Boards | Fashion Store | Beauty | MyDish Recipe Finder | Baby Blog **Women become good cooks at the age of 55 - that is when they can cook a roast, rescue a meal... and FINALLY boil an egg**
‘Bronze Medal’ - *Headline*	Wife of a Bears' lineman wins a bronze medal today in Rio Olympics trib.in/2asmvvr

ACTIVITY TWO: CREATIVE COMMUNICATION

Problematic relationships in the media

Activity 2

1 Show the students a few of the chosen examples of problematic behaviour in relationships in books, media, and films. We have listed a few below but you may have some examples that you have been covering in class already/some that the students may be more receptive to.

2 Ask the students to choose one of the examples to focus on.

3 Ask the students either by writing them down or verbally discussing in pairs: *Do you think the behaviour is 'harmful' or not? And why?*

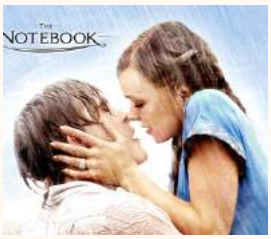
4 Ask the students to 'change the story' on their given example by writing their own poem or flash fiction but from a healthier perspective of their chosen situation. For example, a poem about how Noah and Allie in the 'Notebook' first meet, but in a healthier way without the problematic behaviour. Or if they were a bystander watching Noah's behaviour, how they could react to create a more positive experience for all involved.

5 Finally ask the students: *Why is your poem a 'healthier' depiction of a relationship from the original? Do you think that young people need more of these kinds of relationships in the*
6 *media they consume? And why?*

Learning outcomes

The main theme in this activity is unhealthy behaviours in relationships. This activity allows for young people to learn that not all the relationships that they see in the media that they consume are healthy, and that some engage in 'harmful' behaviours that may seem normalised. This activity gives the students agency in deciding what is a healthy relationship and giving them the opportunity to engage with healthy behaviours in a creative and fun way.

It is the hope of this activity that it raises awareness for young people around the problematic and disrespectful behaviours that can occur in relationships and give the students proactive ways that they can ensure they engage in respectful and caring relationships.

	**The character Noah in the film 'The Notebook', dangles in front of Allie on a Ferris wheel the first time they meet and threatens to 'kill himself' if she doesn't go on a date with him.**
	After musician Machine-Gun Kelly proposed to his girlfriend, actress Megan Fox, he posted that the engagement ring he got Fox was made of 'thorns', meaning if she ever took it off it would 'inflict physical pain'.
	'Love Island' contestant Gemma Owen was told by her partner Luca Bish that another male contestant flirting with her was her fault.
	In 'Heartstopper', the character Ben ignores Charlie in public and pretends not to know him while they meet in secret. Ben would get angry if Charlie tried to interact with him at school and pressured Charlie to keep their relationship secret.
	In 2009, Chris Brown (a music artist) was prosecuted and sentenced to five years of probation for physically assaulting Rhianna (a music artist) whom he was in a relationship with.
	In the TV show 'Euphoria', the character Nate pushes his girlfriend Maddy up against a trailer and chokes her, leaving bruising on her neck.

ACTIVITY THREE: AWARENESS

#ChangeTheStory Awareness Cards

Activity 3

1 Ask the students to sit in a circle with all the #ChangeTheStory Awareness Cards face-down in the middle. Each card has a relevant term around the topic of violence against women and girls and an adjoining definition. [For example, Allyship or Catcalling.]

2 One by one ask the students to pick out a card and then read out the term and its adjoining definition if they feel comfortable to do so. If not, they could 'phone a friend' or the teacher can read the card for them.

3 Ask the student who picked out the card to then roll the dice. Depending on which side the dice lands on, a different question will be asked about that term.

4 For example, Number 2 = Have you ever seen or witnessed this behaviour before? And how did it make you feel? Or Number 6 = What do you think the impact of this has on women and girls?

5 Go around the group until everyone has picked up a card.

6 Make sure there is plenty of time for there to be discussion around the cards and that the students all feel comfortable with the terms before moving on to the next person.

Learning outcomes

The key aims of this activity is raising awareness. The students have an opportunity to learn about some forms and terms around violence against women and girls they may not have heard of before.

This also gives the students an opportunity to share their experiences if they feel comfortable to do so, raising awareness around their differing lived experiences of violence against women and girls. This is particular activity is useful for starting young people off on their knowledge-journey around violence against women and girls and provides a way for young people to engage in peer learning.

Allyship Active support for the rights of a marginalised group without being a member of it.	***Violence Against Women & Girls*** Violence against women and girls means is any act of physical, sexual or psychological harm or suffering that disproportionately affects women and girls.	***Misogyny*** Dislike of, contempt for, or ingrained prejudice against women.
Sexism Prejudice, stereotyping, or discrimination, typically against women, based on sex.	***'Toxic' Masculinity*** A set of attitudes and ways of behaving associated with domination, the devaluation of women, homophobia, and violence. .	***Domestic Abuse*** An incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in most cases by a partner or ex-partner, but also by a family member or carer.
Victim Blaming Someone saying, implying, or treating a person who has experienced harmful or abusive behaviour like it was a result of something they did or said, instead of placing the responsibility where it belongs: on the person who harmed them.	***Stalking*** his is persistent and unwanted attention that makes you feel harassed. It includes behaviour that happens two or more times, directed at or towards you by another person, which causes you to feel alarmed or distressed or to fear violence might be used against you	***Bullying*** The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online
Harassment This is behaviour that occurs more than once including bullying at school, cyber stalking, antisocial behaviour, sending abusive text messages, sending unwanted gifts, unwanted phone calls, letters, emails or visits	***Image-Based Abuse*** This is sometimes referred to as 'revenge porn' and is a criminal offence. It's when someone shares sexually explicit images or videos of another person without their consent, and with the aim of causing them distress or harm.	***Coercive Control*** This is when a person with whom you are personally connected, repeatedly behaves in a way which makes you feel controlled, dependent, isolated or scared.

Awareness Raising This means making people conscious about a problem or issue. You want to make a certain topic or issue more visible within a community.	***Intersectionality*** The interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.	***Gender Sterotype / Norms*** Rules that tell us how to 'be a boy' or 'be a girl', that lots of people feel under pressure to follow. General comments about people that group them together based on certain attributes, roles, activities, or behaviours.
Gender The attributes, roles, activities, and behaviours that society says are appropriate for a boy/man and a girl/woman. In reality, most people express a mixture of these different traits and behaviours. Gender exists on a spectrum.	***Masculine*** The traits that society often links only to men, for example strong, in control, powerful, competitive.	***Feminine*** The traits that society often links only to women, for example weak, pretty, carin
'Catcalling' This is a form of harassment that can include a variety of sexually suggestive derogatory comments or noises made at an individual in a public setting. This can include wolf whistling's, honking car horns, vulgar gestures and statements, stalking, and much more.	***Culture Change*** The way society is changed. The society (community, or group of people) takes on new cultural traits, behaviour patterns, social norms, and creates new social structures as a result.	***Gender Inequality*** Discrimination based on gender causing one gender to be routinely privileged or prioritised over another.
Gender Equality When people of all genders have equal rights, responsibilities, and opportunities.	***Sexual Assault*** This is when someone touches another person in a sexual manner without their consent. Or when someone makes another person take part in a sexual activity with them without that person's consent. It includes unwanted kissing and sexual touching.	***Consent*** This is when someone gives permission for something to happen or agreement to do something.

Dice roll questions

Please delete according to the card/term selected
Teachers may choose to roll the dice several times for the same card, or simply choose a question if the same dice number is coming up too often. .

1 Do you think this is important/harmful?

2 What do you think the impact/affect this has on women and girls in particular?

3 Have you witnessed/heard about this before? Can you give examples of this?

4 What do you think the impact/affect this has on wider society?

5 What do you feel/think of when you heard this term/definition?

6 Can you think of ways we could stop this from being a problem/could use this to stop inappropriate behaviour?

ACTIVITY FOUR: SCENARIO ANALYSIS

#ChangeTheStory Scenarios

Activity 4

1 Go through the scenario with the class.

2 Ask the students: *Do you think this situation is normal in school? Where is the harmful behaviour in this scenario?* Underline the areas.

3 Put up the word 'Allyship' on the board and its adjoining definition.

4 Ask the students to write a short paragraph answering the following questions: *How could you be an 'Ally' to Margaret in this situation?*

5 Go through the second part of the scenario. *Can you point out any of the Allyship Strategies that have been used in the scenario? Why is being an 'ally' so important?*

Learning outcomes

The key theme in this activity is allyship and safe boundaries. The activity gives young people an opportunity to apply some of their knowledge about what they think is normalised 'harmful' behaviour in a setting that is very much a daily lived experience for them.

The scenario provides an opportunity to discuss harassment and abusive behaviour among young people, and how young people can react to that kind of situation in a way they feel safe to do so. This also gets students thinking about the related topics of bystander intervention, safety planning, and provides a space to reassure young people about who is responsible in these situations and where they can find help.

Margaret's story

PART 1

Margaret is a 14 year old girl. Margaret is a friendly and intelligent young person who is quite shy and prefers to hang out with her close friends at school. Darren is a boy in the year above Margaret, and first noticed her when they went on a cross-year school trip.

On the trip, Darren told Margaret, in front of a group of students, that he and his friends had decided that Margaret was 'the ugliest girl in her year', among other comments about her appearance. Margaret has continued to receive similar comments following the trip, at school. Darren has even stated that he has 'found a picture of Margaret' that he plans to 'send around school'.

Margaret feels too embarrassed to go to a teacher or her parents to tell them about what has been happening. She thinks that she will make the situation worse if she talks to anyone, and fears that no-one will believe her as Darren is seen as one of the high achieving, popular students. Margaret has started dreading going to school and keeps trying to get day off sick.

Things turned physical last week when Darren slapped Margaret's bum and made a derogatory comment about her in the corridor before class. Other students including Margaret's friends saw this incident.

Go to the next page for the Take C.A.R.E. strategy,
then continue to part 2 of Margaret's story.

TAKE C.A.R.E.

Students can 'Take C.A.R.E' of each other with these bystander strategies to aid in peer support and allyship in situations of harassment and abuse.

CALL IT OUT!

...If you feel comfortable and safe to do so, 'call out' the behaviour at the time it is happening by either asking directly if the person being harassed needs help, or by telling the perpetrator 'I'm not OK with that.'. You can also 'call it in' afterwards by checking if the person is OK or tell the perpetrator that their behaviour was wrong after the incident.

ASK AUTHORITIES!

...Tell an authority figure what you saw and heard after the incident has happened. For example, you could tell a teacher about what happened and recount the incident as an eyewitness. If you think yourself or others are in immediate danger of harm without any help nearby, call 999.

REMAIN PRESENT!

...If you feel comfortable and safe to do so, remain at the scene - the perpetrator is less likely to do something more serious if people are watching, and you provide some support for the person being harassed. If you feel confident to do so, you could create a distraction, such as asking for the time.

ENLIST OTHERS!

...If you see someone being harassed, gathering a group of people to challenge the inappropriate behaviour can make intervening safer as the perpetrator is less likely to continue or do anything more serious the more people that are present.

Go to the next page for part 2 of Margaret's story.

Margaret's story

PART 2

An older student saw what Darren did to Margaret and approached them. He asked if Margaret needed help and told Darren that his behaviour was not OK. Darren looked embarrassed and made a quick exit to class. The older student told a teacher what he had seen shortly afterwards.

One of Darren's friends later heard about the incident and felt uncomfortable. Darren's friend spoke to his other friends, explaining he wasn't OK with Darren's recent behaviour towards Margaret. The other friends agreed but expressed that they felt uncomfortable saying something at the time. They decided together that they would tell Darren what they thought of his behaviour and that if it continued, they wouldn't hang around with him anymore as they didn't want to be associated with it.

Several students who had been in the corridor also reported the incident to different teachers. Some of the students sought out Margaret later in the day to check if she was OK.

Margaret felt better that other students were willing to help her and cared about the impact the behaviour was having on her. She felt validated that people thought the behaviour was wrong. Margaret also felt empowered to report Darren's behaviour towards her now she knew other students supported her.

What can your school do now?

Thank you for supporting White Ribbon Day 2023 – we hope you have enjoyed helping to **#ChangeTheStory** for women and girls.

Preventing violence against women and girls isn't just important only on White Ribbon Day. We encourage you to embed White Ribbon Day, and White Ribbon UK's principles throughout the year and continue the journey with us.

Here are some ideas for what you can do to continue to create a culture of gender equality, safety, and respect for all at your school. More information about all the following is available on our website via the QR code below.

Encourage staff, and the wider school community, to become White Ribbon Ambassadors and Champions and gain exclusive access to resources. Your school may be interested in becoming White Ribbon Accredited or a White Ribbon Supporter Organisation. More information is also available here.

Consider the whole school approach to embedding gender equality and preventing sexism, stereotyping and sexual harassment. There are many fantastic toolkits available to help guide you through implementing this, such as the White Ribbon Schools Learning Resource which you can access here. The Women's Aid 'LoveRespect' young person's relationship toolkit can also be accessed here.

Purchase White Ribbons from the Shop for your staff to wear, as well as other White Ribbon awareness raising materials to display around your school all year round. You can do this here.

Ensure there is always information available for pupils to know where they can access support.

Glossary of sector terms

TERM	DEFINITION
Gender	The attributes, roles, activities, and behaviours that society says are appropriate for a boy/man and a girl/woman. In reality, most people express a mixture of these different traits and behaviours. Gender exists on a spectrum and some people identify with a different gender than the one society has assigned to them (trans), or outside of the gender binary altogether (non-binary).
Gender Norms	Rules that tell us how to 'be a boy' or 'be a girl', that lots of people feel under pressure to follow. General comments about people that group them together based on certain attributes, roles, activities, or behaviours, and ignore all the individual differences between those people.
Masculine	The traits that society often links only to men, for example strong, in control, powerful, competitive.
Feminine	The traits that society often links only to women, for example weak, pretty, caring.
Intersectionality	The interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.
Gender equality	When people of all genders have equal rights, responsibilities, and opportunities.
Gender inequality	Discrimination based on gender causing one gender to be routinely privileged or prioritised over another.
Gender-based violence	Violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately.

TERM	DEFINITION
Violence against women and girls	"'Violence against women' means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women". (A/RES/48/104 – Declaration on the Elimination of Violence against Women)
Misogyny	Dislike of, contempt for, or ingrained prejudice against women.
Sexism	Prejudice, stereotyping, or discrimination, typically against women, based on sex.
Primary prevention	Intervening before negative effects of something occurs, through measures that address the root cause of the issue. Stopping something from developing before it happens.
Intervention	Specific services or activities developed and implemented to change or improve individuals' risk, attitudes, behaviour, and awareness.
Toxic Masculinity	A set of attitudes and ways of behaving associated with fostering domination, the devaluation of women, homophobia, and violence. It is regarded as having a negative impact on women, men and on society.
Ally	Active support for the rights of a marginalised group without being a member of it. Actively educating themselves and working towards breaking down barriers, to build equal access to rights and opportunities.
Culture change	The way society is changed. The society (community, or group of people) takes on new cultural traits, behaviour patterns, social norms, and creates new social structures as a result.
Domestic Abuse	An incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in most cases by a partner or ex-partner, but also by a family member or carer. The people involved are 16 and over. Domestic abuse can include, but is not limited to, the following: Coercive control; Psychological and/or emotional abuse; Physical or sexual abuse; Financial or economic abuse; Harassment and stalking; Online or digital abuse (Domestic Abuse Act 2021)
Victim blaming	Someone saying, implying, or treating a person who has experienced harmful or abusive behaviour like it was a result of something they did or said, instead of placing the responsibility where it belongs: on the person who harmed them.

Terms related to White Ribbon UK's work

TERM	DEFINITION
White Ribbon Ambassador	White Ribbon Ambassadors are men and non-binary people who take on responsibility to reflect on their own behaviour and look to positively influence others to prevent violence against women.
White Ribbon Champion	White Ribbon Champions are women and non-binary people, who encourage and challenge men to get involved by finding opportunities to inspire and inform through presentations, conversations, and social media. Most importantly our Champions hold us to account and ensure that women's voices are heard in our work.
White Ribbon Accredited Organisation	White Ribbon Accredited Organisations are workplaces that make a commitment to a tailored Action Plan working towards changing harmful cultures and work towards fostering an environment where women can thrive.
White Ribbon Supporter Organisation	White Ribbon Supporter Organisations are workplaces with under 250 staff, showing their support of ending violence against women through awareness raising.
White Ribbon Promise	A declaration that people over the age of 14 can make: "I promise to never use, excuse or remain silent about men's violence against women."
White Ribbon	A White Ribbon is the internationally recognised symbol of ending violence against women and is worn by people who are working towards achieving this.