

EARLY YEARS

VOICES AGAINST VIOLENCE



A non-formal education programme for children and youth to help stop violence against girls and young women

STOP THE VIOLENCE
Speak out for girls' rights

Part of the World Association of Girl Guides and Girl Scouts' "Stop the violence – speak out for girls' rights" campaign



World Association of Girl Guides and Girl Scouts



Please only use this activity booklet in conjunction with the Leader's curriculum handbook.

The Voices against Violence curriculum also includes activity booklets for younger years, middle years and older years.

This curriculum has been developed in consultation with a number of experts, with WAGGGS' Member Organizations, and with girls and young women. It takes into account many views. It does not necessarily reflect the views of the World Association of Girl Guides and Girl Scouts or its members; or of UN Women.



INTRODUCTION TO THIS BOOKLET

This activity booklet is for group leaders to use with early years (aged around 5 to 7 year olds). It contains an introduction and a checklist to help you deliver the curriculum, and a series of activities for you to choose from. You can adapt these activities to make them more appropriate, or even add your own (don't forget to tell us at WAGGGS what new activities you add – we can include them in our curriculum for others to use. Email your ideas to stoptheviolence@waggs.org).

Don't forget to refer to the leader's curriculum handbook before you begin to plan your sessions.

There are six activity sessions. Participants should complete one activity in every session to earn a badge. The six sessions are:



1. START session
(page 6)



2. THINK about gender inequality
(page 13)



3. IDENTIFY violence against girls and young women
(page 27)



4. SUPPORT respectful relationships
(page 43)



5. SPEAK OUT on girls' rights
(page 50)



6. TAKE ACTION to stop the violence - also refer to the WAGGGS' Stop the Violence Action Plan toolkit see www.stoptheviolencecampaign.com
(page 57)

Within each of the six sessions there are a number of optional activities which you can choose to do with your group. You only have to do one activity in each session to earn a badge, although all the activities in both start sessions (Parts 1 and 2) should be completed.

Under each activity, you will find the learning aims and the preparation and materials that you need before you begin. This is followed by four sections which provide further information about the topic, and areas to consider before you begin. These are: **THINK, KNOW, INVOLVING BOYS**, and **TAKING IT FURTHER**. **THINK** highlights some of the areas which may be challenging for some participants and where leaders may need to provide extra support. **KNOW** signposts the leader to further links and sources of information about the topic. The section on **INVOLVING BOYS** gives ideas about how to involve boys and young men who are in your group, or who you might work with as part of the curriculum. **TAKING IT FURTHER** gives ideas for further activities in the community or at school or at home for participants to get involved in if it is appropriate.

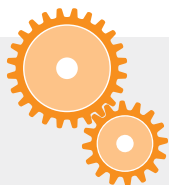
Don't forget you don't have to run the sessions consecutively. You can run them over six weeks or more, breaking them up with other Girl Guiding/Girl Scouting activities. You can also run them during a camp or another Girl Guiding/Girl Scouting event. Each activity in this curriculum has been designed to be delivered in one group meeting of about an hour, but you can spend more or less time on each activity if you wish or need to. You may find it useful to allocate times to each session when you plan. Use the table within the activity outline to allocate an estimated time for each section as part of your preparation.

How to work with early years?

It can initially seem like a really young age to introduce such a big topic. However, children around the world are already experiencing violence and abuse at this age. There are ways to work with young children to engage them in this topic in an age appropriate way. Activities in this pack have been designed for this age group and use play, drama and art to learn. The activities focus on helping children to think about gender roles, norms and stereotypes that surround them in children's books, in the toys they play with and in the wider world. The activities introduce forms of violence like child abuse, sexual bullying and domestic violence. The curriculum creates safe spaces for children to develop respectful friendships, to learn about difficult issues in an age appropriate and supportive way, and to access support if they need it.







Violence may seem like too strong a word for children of this age to understand. You can use other language that is more age appropriate. For example you can talk about hurting or upsetting others. You can ask the children to think of what might hurt or upset them or others. You can ask them how hands hurt others, how words or actions hurt others – this will encourage children of early ages to think about different forms of violence appropriately.

The activities for this age group do not talk directly about violence. They discuss a girl's right to say NO to things that make her feel uncomfortable. You can use this to introduce the idea of consent (or giving their agreement) as well as build children's confidence to say NO. The activities also explore what it means to be 'me' and to build respectful and supportive friendships.



TOOL: Map your curriculum

Here is a summary of the sessions. You can use this table to fill in the activities that you will deliver to your group

WEEK	SESSION	ACTIVITY	TIME	WHAT DO YOU NEED
1	 THE START SESSION	THE START SESSION		
2	 THINK ABOUT GENDER INEQUALITY			
3	 IDENTIFY VIOLENCE AGAINST GIRLS & YOUNG WOMEN			
4	 SUPPORT RESPECTFUL RELATIONSHIPS			
5	 SPEAK OUT ON GIRLS' RIGHTS			
6	 TAKE ACTION TO STOP THE VIOLENCE	TAKE ACTION CAMPAIGN DEVELOPMENT		

DECIDING THE ACTIVITIES

This curriculum has been written for use around the world, so some activities are more suitable for different cultures, countries or contexts. Please use your own judgement about which activities are suitable for your group. The aim is to support children as they learn about these issues in a safe space. You are the one that knows your group best.

PREPARATION

Preparation is crucial. Don't forget to familiarize yourself with your association's child protection policy and procedure and to make sure you've gone through the leader's curriculum handbook before you start your sessions. Also familiarize yourself with local and national issues and laws around violence against girls and young women.

Try to allocate estimated times to the different parts of each activity so that you can map out the number of meetings you will need to complete the curriculum.

It is suggested that you complete the START sessions before planning the rest of the curriculum – you can then find out the levels of understanding and the attitudes of your group towards violence against women and girls and this will help you to decide what forms of violence to focus on.

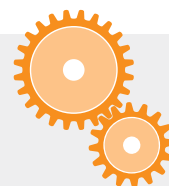
NOTE: It is important to complete all activities in both of the START sessions, START Session 1 and START Session 2. You do not have to do all the activities in the other sessions. Choose the activities that you think are important. If you need more time you can run the activities over more than one group meeting, but remember to always start each session with the PREPARE section and end with the CLOSE section.

BEGIN EVERY SESSION (prepare section):

- Remind participants of the group code of conduct and make sure it is stuck on the wall, or otherwise visible to all participants.
- Remind participants who they can talk to about their own experiences of violence. Distribute flyers if available, or display helpline numbers, support service contacts or websites. Tell them about any drop-in services that are available, or work with a local support service to arrange a specific drop-in.
- Explain the limits to confidentiality and that you have a duty to report to the association's child protection lead or make a direct referral if you are worried they are going to be harmed. Explain that you will only tell the child protection lead or a referral agency to ensure that they are supported.
- Explain the learning aims and what form of violence you will be talking about.
- Give participants the opportunity to take time out and leave the session. Provide an alternative space within the room that has arts materials in it so that the children can take some time out. Make sure there is a leader available in the alternative space. Remember to follow up with anyone that looks uncomfortable.
- Throughout each session ask participants if they would like to take time out.

END EVERY SESSION (close section):

- Remind participants who they can talk to about their own experiences of violence. Explain the limits to confidentiality.
- Give participants the opportunity to talk to you at the end of the session.



TOOL: Sample support leaflet for children












Please adapt this so it is relevant to your group. Hand out at the end of every session.








You may feel upset or angry because of something that we talked about in this session. It is OK to feel like this and there are people that who want to listen to you if you want to talk about it.

You can speak to (name).....
in the Girl Guides and Girl Scouts. You can find them at
.....

You can ring this helpline number.....

You can speak to (name).....in the community

SESSION TITLE		FORM OF VIOLENCE	LEARNING AIMS
	START SESSION 1: Head, shoulders, knees and toes	<i>page 6</i> Introduction to curriculum	<ul style="list-style-type: none"> • To create a safe and supportive environment with a code of conduct. • To understand what can hurt girls and young women.
	START SESSION 2: Understand gender equality	<i>page 10</i> Introduction to curriculum	<ul style="list-style-type: none"> • To develop a safe and supportive environment. • To understand gender and sex and to talk about discrimination against girls.
	THINK: Housework	<i>page 13</i> Gender inequality and discrimination	<ul style="list-style-type: none"> • To think about who does the work in the home. • To think about the roles they would like in the future.
	THINK: Dolls	<i>page 16</i> Gender inequality and discrimination Sexual bullying	<ul style="list-style-type: none"> • To recognize gender stereotypes.
	THINK: Puppet	<i>page 18</i> Gender inequality and discrimination Sexual bullying Sexualisation	<ul style="list-style-type: none"> • To think about culturally dominant stories, myths and films that tell 'me' what to be. • To think about friendships and the relationships that the child has with parents/carers, siblings, cousins, grandparents, or other family members.
	THINK: Toy story	<i>page 22</i> Gender inequality and discrimination Sexual bullying	<ul style="list-style-type: none"> • To think about gender stereotypes.
	IDENTIFY: Say No	<i>page 27</i> Child abuse Sexual bullying	<ul style="list-style-type: none"> • To practice saying STOP to things that make them feel uncomfortable.
	IDENTIFY: Mine	<i>page 30</i> Child abuse Sexual bullying	<ul style="list-style-type: none"> • To identify body parts.
	IDENTIFY: Rainbow room	<i>page 33</i> Discrimination	<ul style="list-style-type: none"> • To identify being treated unfairly and discrimination as a form of inequality. • To understand that everyone is different and equal.
	IDENTIFY: Hurt	<i>page 36</i> Child abuse Discrimination	<ul style="list-style-type: none"> • To identify emotional, physical and sexual abuse and discrimination against girls. • To think about how to be nice to others.
	IDENTIFY: Don't hit	<i>page 38</i> Physical abuse	<ul style="list-style-type: none"> • To identify hitting as hurting someone. • To learn ways to not hit and to keep cool.

	SESSION TITLE		FORM OF VIOLENCE	LEARNING AIMS
	SUPPORT: You can't always get what you want	<i>page 43</i>	Sexual bullying Friendships	<ul style="list-style-type: none"> • To learn polite and respectful ways of asking for things. • To learn how to develop non-violent forms of communication and communicate more effectively.
	SUPPORT: Circles of trust	<i>page 45</i>	Friendship	<ul style="list-style-type: none"> • To build a trusting and supportive environment within the group. • To develop supportive friendships.
	SUPPORT: Helping hand	<i>page 48</i>	Child abuse Sexual bullying Domestic violence and children	<ul style="list-style-type: none"> • To know who and how to ask for help.
	SPEAK OUT: Are you OK?	<i>page 50</i>	Child abuse Sexual bullying	<ul style="list-style-type: none"> • To recognize and name emotions. • To practice communicating in a non-violent way.
	SPEAK OUT: Child rights	<i>page 53</i>	All forms	<ul style="list-style-type: none"> • To understand child rights.
	SPEAK OUT: Positive Role models	<i>page 55</i>	Personal development All forms	<ul style="list-style-type: none"> • To build self-esteem. • To identify positive role models.
	TAKE ACTION: Run a local campaign to stop the violence	<i>page 57</i>	All forms	<ul style="list-style-type: none"> • To think about a community with no violence against girls and young women. • To think about some simple campaign activities to raise awareness in the community.



THE START SESSION : PART 1

It is suggested that you complete the START session before planning the rest of the curriculum. In this session you can find out the levels of understanding and attitudes towards violence against women and girls in your group and this will help you to decide what forms of violence to focus on.

Please complete Start Session Part 1 and Part 2 before going on to the rest of the curriculum.

Learning outcomes

- To develop a safe and supportive environment.
- To understand what can hurt girls and young women.

Preparation and Materials

- Ten pieces of big paper.
- Contact details of local support services.

THINK:

There will be participants who are affected by the content of this session. It may make them think about violence that they have experienced or witnessed. Ensure that everybody leaves the activity knowing where to access helplines, support services or relevant websites. Identify any issues or disclosures that need to be followed up and act upon this information. Follow the local child protection procedure and create a safe and supportive space (please refer to leader's curriculum handbook Section 2 Preparation, Checklist step 7).

KNOW:

Familiarize yourself with the different forms of violence by reading through the factsheets in the leader's curriculum handbook. Do some local research in libraries and on the internet about issues which affect girls and young women in your country and your community.

INVOLVE BOYS:

Use the Guidance on Working with Men and Boys (page 65) in the leader's curriculum handbook to establish:

SAFE CONVERSATIONS:

Create safe spaces for boys to discuss gender inequality and violence against women and girls. They must also be made to feel comfortable to seek support for any incidents of violence they may have witnessed or experienced.

MALE CHAMPIONS:

Boys and young men can make fantastic allies to stop violence and should be involved in developing and delivering the messages of the campaign. Boys and men can also make great role models to promote alternative, respectful masculinity.

RESPONSIBLE MEN:

Young people must take responsibility for their actions. Do not accept violent acts, language or behaviour within the group and provide examples of positive action that men can take.

TRANSFORM MASCULINITIES:

It is important that boys are given opportunities to talk about gender and masculinities and are provided with positive and respectful images and role models to help them challenge harmful ideas of masculinity.

ASK MEN:

Boys should be asked what they need and for their ideas about how to communicate and engage other boys.

TAKING IT FURTHER:

Use the tool in the leader's curriculum handbook (Section 2, Preparation, Step 2, Tool: Identify local attitudes to violence against girls and young women page 12) and speak with local and national women's and children's organizations to find out what forms of violence are an issue in your community or country.

TIME**ACTIVITY : START SESSION PART 1****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind participants who they can talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do an art activity. Make sure there is another leader available to supervise and support those taking time out.

**2. Icebreaker: What are we good at?**

Each participant tells the group one thing that they are good at. These are shared again at the next meeting.

**3. Head, shoulders, knees and toes:
To introduce the session.**

Have a group sing along. You may want to sing this a few times to wake the group up.

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

and eyes and ears and mouth and nose,

Head, shoulders, knees and toes, knees and toes!

Explain that this session will look at how to create a safe and supportive space; identify what hurts girls and young women and introduce the Voices against Violence badge curriculum. Get participants to think about what can cause girls and young women to feel sad, upset or scared.

If after this session participants do not want to join in the session they can let the leader know.

**4. Story time: Think about how others feel**

Sit around as a group and read out the following stories:

Mala is new to the area and joins the Girl Guides to make friends. She has a hearing problem that means it is difficult to hear people when there is a lot of noise in a room.

Mala goes to her first group session. All the group members know each other and are playing together. Mala feels shy and quietly sits in the room. When the activities start everybody is talking loudly. Mala finds it difficult to hear what is being said. She feels sad.

Next week Mala joins the group, two girls laugh at her and say 'oh look it's the quiet one' and 'are you dumb?' Other girls in the group hear this and laugh at her. Mala is upset, she leaves the group and does not come back.

What could the group members do to make Mala happy? What could the group leader do?

Use the story to talk about things that you will raise when agreeing the group code. For example talk about respecting people, and that all people are different. Talk about being nice to people, being inclusive and challenging others when they are nasty to someone (only if it is safe to do so).



5. Group code: To write a group code of conduct

Ask each child to think about a situation in a group where everyone is happy and respected. What makes them happy? What makes them feel respected? How do they make sure they respect others? Ask for some children to volunteer to tell their story. Explain that the group needs to create a supportive and safe environment. This can be done by developing a code of conduct or ground rules for the group.

Ask them to think about their happy group story and think about how children can take part in the group and feel safe in the group. On big pieces of paper draw the following images and ask the group to move around the paper drawing images and writing words (you may need a scribe) to answer each question.

- HEART: How can we make sure everyone feels happy, respected, safe and comfortable in the group?
- EYE: What do we want to see in this group?
- EAR: How can we listen to each other?
- MOUTH: What do you need to be able to take part and have your say?
- HAND: How can we support each other?

You need to think about:

- *If there are boys in the group – how can we make sure that this place is safe and constructive for boys and girls.*
- *If there are different ages and abilities in the group- how can we make sure that we can all keep up with activities and not feel left behind or left out.*
- *How will we manage jokes? In many societies joking can be used to cover embarrassment and fear but it can be experienced as bullying. An appropriate joke can release tension and deepen trusting relationships- how will we make sure that we don't use joking to hurt each other?*

Things to prompt for:

Confidentiality needs to be explained as you have a responsibility to talk to another relevant adult if you feel that a child or young person is being harmed or at risk of harm.

Gossip needs to be discussed and participants need to agree not to gossip about incidents that are discussed.

Children also need to be aware of the risk of what they say being repeated.

Time out options should be explained so that children understand that if there is anything they are not comfortable with they can go to an area in the room where they can do some colouring and drawing.

Do not let children speak badly about each other or about different genders.

TIME

ACTIVITY : START SESSION PART 1

NOTES



6. Talking: To think about who they can talk to if they are upset

Now draw a large outline of a person and ask the group to tell you a person that they can talk to about things that upset and worry them – for example they may talk about their mother, a friend, a teacher or another community member. The children can draw a picture or write the name of a person that they can talk to about anything that upsets them and display these. If there are any children who are finding this hard then work with them to identify someone, this could be a Girl Guide or Girl Scout leader. Make sure that you mention any local services that they can talk to.

It is important that children are encouraged to talk about things that worry and upset them.



7. Close the session

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.



THE START SESSION : PART 2

It is suggested that you complete both START sessions before planning the rest of the curriculum. In this session you can find out the levels of understanding and attitudes towards violence against women and girls in your group. This will help you to decide what forms of violence to focus on.

Learning outcomes

- To develop a safe, supportive and equal learning environment.
- To understand gender and sex and to talk about discrimination against girls.

Preparation and Materials

- Two large pieces of paper.
- Contact details of local support services.
- Copies of the activities for early years (see TOOLS: Planning and Evaluating – early and younger years page 76 in the leader’s curriculum handbook).

THINK:

There may be participants who are affected by the content of this session. It may make them think about violence that they have experienced or witnessed. Ensure that everybody leaves the activity knowing where to access helplines, support services or relevant websites. Identify any issues or disclosures that need to be followed up and act upon this information. Follow the local child protection procedure and create a safe and supportive space (please refer to leader’s curriculum handbook Section 2 Preparation, Checklist step 7).

KNOW:

Familiarize yourself with the different forms of violence by reading through the factsheets in the leader’s curriculum handbook. Do some local research in libraries and on the internet.

INVOLVE BOYS:

Use the Guidance on Working with Men and Boys in the leader’s curriculum handbook to establish:

SAFE CONVERSATIONS:

Create safe spaces for boys and young men to discuss gender inequality and violence against women and girls. Boys must also be made to feel comfortable to seek support for any violence they may have experienced or witnessed.

MALE CHAMPIONS:

Boys and young men can make fantastic allies to stop violence and can contribute towards developing and delivering the messages of the campaign. Boys and men can also make great role models to promote alternative, respectful masculinity.

RESPONSIBLE MEN:

Ensure that young people understand that they have their own rights and that they are responsible for respecting the rights of others. Boys are important allies in protecting and promoting the rights of girls and in helping to end violence against women and girls. It is important to engage them in the campaign.

TRANSFORM MASCULINITIES:

It is important that boys and men are given opportunities to talk about gender and masculinities and are provided with positive and respectful images and role models to help them challenge harmful ideas about masculinity.

ASK MEN:

Young men and boys should be asked what they need and how to communicate and engage with other young men and boys.

TAKING IT FURTHER:

Use the tools in the leader’s curriculum handbook (Section 2, Preparation, Step 2, Tool: Identify local attitudes to violence against girls and young women page 12) and speak with local and national women’s and children’s organizations to find out what forms of violence are an issue in your community or country.

TIME**ACTIVITY : THE START SESSION PART 2****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind participants who they can talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session. Make sure there is a leader available.

**2. Icebreaker: What are we good at?
(continued from previous session)**

The participants are split into small groups. Each group chooses two or three statements from the 'what am I good at' ideas shared in the previous meeting. The group then makes a drawing of statements which are added to a larger poster featuring all the pictures.

**3. What is sex and gender?
To understand the terms sex and gender**

Explain that your sex is the biological differences between girls and boys, and women and men. You can be born this way and some people may choose to change this later in life.

Get some wallpaper or large paper on the floor and draw two outlines of a child making sure that they both look similar - one will represent a boy and one a girl.

Ask the group to draw and label on the pictures the parts of the body that make you a male or a female.

Explain that your gender is created by the world around you. It refers to the roles, behaviours, activities that people and society consider appropriate or acceptable for women and girls, or men and boys. Ask the group to draw and write things that society considers "appropriate" for a boy or a girl – things they do and want, and not just their body parts -- tailor this to the age of the group. Give some examples to begin with (for example, 'boys play football', 'girls do the cooking'). Put the girl things on the girl drawing and the boy things on the boy drawing.

Put the girl picture on one side of the room and the boy picture on the other side of the room. Ask the children to go to the side of the room that represents what 'sex' they are; what sex organs they have. If this is an all-girl group ask some of the girls to pretend that they are boys. All the children will go to opposite sides of the room. Then ask them if all of the other things labelled on the picture are a fair representation of a boy or a girl. For example, is it right that only boys play football? Is it right that only girls cook? Encourage them to move away from opposite sides of the room and to start to picture gender as a scale not as a rigid box.

Use this exercise to explore equality and inequality between girls and boys.

Explain that equality means being given the same opportunities and choices but that often boys and girls are not given them and this creates inequality.

Be aware that when talking about sexual organs like penises and breasts and vaginas children may be embarrassed. If children are uncomfortable you can label the body parts yourself. Be clear and straightforward about it, as it is important that children can name their own body parts.



4. What hurts? To understand violence as something that can hurt or upset them

Explain that this curriculum is about creating a world where women and girls are not hurt and are not scared of getting hurt. Ask participants to think of all the different ways that someone can be hurt and upset by someone else. You can do this through gathering in a circle and shouting out the following parts of the body and asking them to jump into the circle if they want to say something that can hurt:

HANDS: Think about hitting, pinching, slapping, touching where you don't want to be touched.

FEET: Kicking, walking away from you.

MOUTH: Nasty names or words, being shouted at.

HEART: Think about upsetting people and emotionally hurting them.

ACTIONS: Nasty letters or pictures, people ganging up on you, being ignored.

Violence is a strong word and it is important that the children understand it in an age and culturally appropriate way. Use appropriate language depending on the group's needs.



5. What makes me happy? To think about what is good in their life

Explain that it is really important that the children feel happy and comfortable, that they enjoy their life and help and support others. Ask them to think of all the different things that make them happy. Ask them to think about ways that they can be nice and helpful to others. Gather in a circle and throw a ball around the circle; whoever catches the ball is asked to say something/someone that makes them happy.

Focusing on the positive aspects of the children's life will help them to feel more secure and to recognize what makes them happy.



6. Planning and Evaluating

Use the activities in the leader's curriculum handbook (TOOLS: Planning and Evaluating – early and younger years page 76) to find out the level of understanding of the group. You can use one or all of the activities that are suggested. Follow the guidance contained in the leader's curriculum handbook. Explain that there are no right or wrong answers to the activities and that you are just trying to find out what they think.

It is important to think about the level of understanding that your group members have so that you can adjust the activities to meet their needs.

You should repeat these activities at the end of the curriculum to measure the change in the group and to see what they have learned and understood.

These activities are also part of the WAGGGS curriculum evaluation. You can find out how to use the activities as part of your evaluation in the leader's curriculum handbook.



7. Close session

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.



THINK: Housework

Learning aims

- To think about who does the work in the home.
- To think about the roles they would like in the future.

Preparation and Materials

- A large piece of paper and pens, or a floor space and chalk.
- Cut out images of housework (see TOOLS: Images of housework below).

THINK:

It may be difficult for children to challenge the existing roles of women and men in their home. They may feel frustrated that they cannot change things immediately. You need to listen to their concerns and remind them that this is a long-term campaign. It might also be a good idea to talk to parents about the session so that they are prepared for any conversations at home.

KNOW:

Gender inequality is not just in the public sphere; it is in the private spaces of the home. Around the world women and girls take on a much greater share of housework and childcare compared with men and boys. In the UK research shows that 8 out of 10 married women do more household chores than men, while just 1 in 10 married men does an equal amount of cleaning and washing as his wife¹.

¹ UK Institute for Public Policy Research March 2012
<http://www.ippr.org/press-releases/111/8831/eight-out-of-ten-married-women-do-more-housework-than-their-husbands>

INVOLVE BOYS:

Think about how you can encourage boys to share equal responsibilities in the home. Or how you can engage girls to think about the potential of sharing child care. Would women be prepared to go to work and leave their children to be looked after by their partners? This session is an important opportunity to encourage boys to think about the inequality in families and the disadvantages to women and girls as they are often expected to take on sole responsibility for the household. It is also an opportunity to facilitate conversations with boys to think about the pressures that they can face to be the breadwinner within a family. It is important that they are given time to question these assumptions and think about the active, nurturing role that they can play within families.

TAKING IT FURTHER:

Parents might want to come and join the session towards the end to hear about what the participants learned.

TIME**ACTIVITY : HOUSEWORK****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Home: To introduce the activity**

Leader begins by calling out a household task (see tools). Participants have to mime each one. Alternatively put household implements (like a broom, a cloth, a spanner, a paintbrush, a saucepan) around the room and encourage participants to try out the different tools.

Introduce the activity to look at who does the housework in the family.

**3. Housework: To think about how men and women take on different roles within families**

Ask the children to collect the household tools or use images and put them into piles – one pile for jobs which men are expected to do, and one pile for jobs that women are expected to do. Is one pile bigger than the other? Is this equal?

Then ask them to think about what children are expected to do – which pile is for girls and which is for boys? Or what does not fit in to a specific pile? Try to encourage the children to put the tools into a middle pile – where anyone can do the household chores as long as they want to.

Feedback to the group and discuss whether the piles are fair.

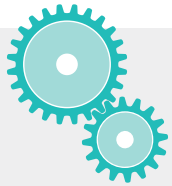
Talk about how different housework is placed upon girls and boys, men and women. Explain to them that in some households girls are expected to do much more housework than boys, and they are often not given a free choice but are forced to work hard within the home. Explain that girls have equal rights to boys and that girls have the right to play, to study and to rest.

**4. Close the session**

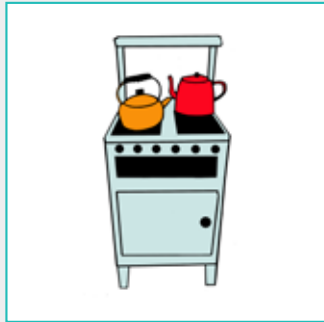
Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.

With thanks to the Denmark Girl Guides Association



TOOL : Images of housework



Cooking



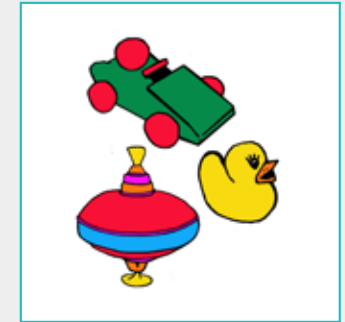
Cleaning the floor



Building work



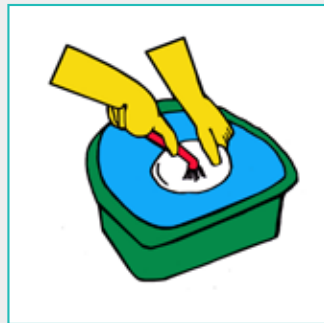
Changing nappies



Tidying toys



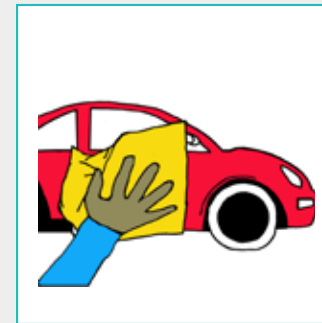
Putting children to bed



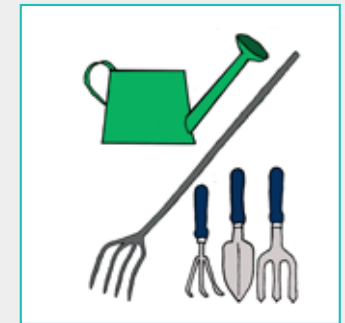
Washing the dishes



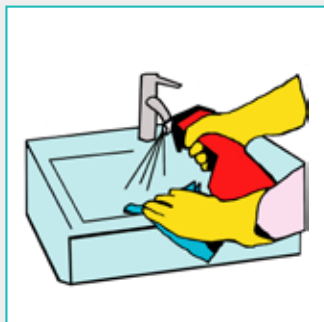
Cleaning the floor



Cleaning the car



Gardening



Cleaning the sink



Paying bills



Cleaning the toilet



THINK: Dolls

Learning aims

- To recognize gender stereotypes.

Preparation and Materials

- A variety of different dolls for playing with.

THINK:

In this session you will challenge some deeply held gender stereotypes; you need to be prepared with relevant examples to help your group understand that they can create a more equal world. Leaders should create an environment where this activity does not lead to teasing, particularly in mixed groups.

Some children may experience bullying from their peers if they do not conform to gender roles. Listen to children. Follow the child protection policy and procedure and create a safe and supportive environment. If your association has an anti-bullying policy read through it again.

KNOW:

Young children are already learning about what it means to be a girl or a boy. They are already receiving messages about gender. (stereotypes and norms). This can influence how they see themselves, how they see others and how they make choices and play together. We need to give participants the space to talk about their own experiences of gender and to see it as a sliding scale and not a rigid box.

INVOLVE BOYS:

This session will give boys opportunities to think about what messages they are given about being a boy or a man. It is important to ask questions about the assumptions that are made about boys and men. Use local examples of boys and men who have transformed gender roles and expectations, for example a man who is a dancer or a male teacher. Encouraging boys to play with dolls may also start to breakdown some of the stereotypical rules of play that are enforced by peers. Remember that boys can often face ridicule and harm from peers, parents and the community for not conforming to gender expectations, norms and stereotypes. Try to work with parents and community leaders to sensitize them to the promotion of gender equality.

TAKING IT FURTHER:

Parents might want to come and join the session towards the end and hear about what the participants learned.

TIME**ACTIVITY : THINK DOLLS****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Playing with dolls: To think about the toys that girls and boys are ‘allowed’ to play with**

Have a free play session with the children playing with the dolls. If there are boys in the group encourage them to join in. Ask some of the girls to pretend that they are boys playing with dolls.

Explain that in some countries boys are told that they cannot play with dolls or are teased when they do play with dolls. Tell participants that they can choose what they play with. If there was a world where the only toys available were dolls then perhaps it would become very normal for boys to play with them.

**3. What will they be? To think about their own expectations and assumptions about girls and boys**

Each child picks up a doll, and the leader asks them to imagine the doll is a small baby. The doll can be a boy or a girl: What will the doll study? Do you think they will have children of their own? What kind of toys will the doll have? Can the doll go out and play in the park/playground? What kind of clothes will the doll like to wear? What kind of sport will they like to play? What kind of food will they like to eat? What kind of programmes will they like to watch? What will be their favourite film? What kind of job will they have? Who do you think will look after them etc...?

Ask them to then pretend that the doll is the opposite sex. Ask them the same questions.

If you want to make this session more active you can ask the children to play with the dolls pretending first that it is a girl doll and then pretending it is a boy doll. Then ask them if they played with the doll differently?

Explain that there are ways that people expect boys and girls to act and be. Sometimes people can be rude and hurt others for not being the boy or girl they expect them to be. Explain that everybody can be what they want to be – they have the right to be ‘me’ as long as they do not hurt anybody.

**4. Close the session**

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and that you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.

With thanks to the Guías De Mexico



THINK: Puppet

Learning aims

- To think about culturally dominant stories, myths and films that tell 'me' what to be.
- To think about friendships and the relationships that participants have with parents/carers, siblings, cousins, grandparents, or other family members.

Preparation and Materials

- Research children's books that challenge gender stereotypes (for example you can find children's books written by Kamla Bhasin that are translated into English). If you cannot find any then you can make some stories up.
- Paper and pencils and pens (make sure there are different colours particularly plenty of red, pink and blue).
- Optional: A short (about 40cm) piece of stick, circles of paper about 20 cm diameter, strips of material, triangles of material, glitter and decorations. Plenty of blue and pink material.

Use this material to create puppets.

THINK:

Some children may experience bullying from their peers if they do not conform to gender roles. Listen to children. Follow the child protection policy and procedure if anyone wants to talk to you.

KNOW:

Images that surround children tend to represent a narrow view of what girls and boys, young women and men should be, and of relationships. They communicate messages about gender roles, norms and stereotypes. They do not reflect the complexities and diversity of real life

These images often leave little room for different kinds of relationships. These images can also create stereotypes, which can lead to discrimination and violence being justified in some countries. In the western world, women and girls may also be represented as sexualised objects. Participants should have the opportunity to question the messages about boys and girls and navigate their own path.

INVOLVE BOYS:

It is important that boys are given opportunities to think about the roles, expectations and stereotypes that they face. Make sure that ideas and comments come from the boys themselves and that you are not 'telling them what to be or do'. Encourage boys to talk about the pressures that they face to live up to expectations; be careful in discussions as this may be a sensitive subject that boys find hard to talk about. Prepare some examples of boys and men in films and books that challenge expectations and stereotypes. This session also gives an opportunity to talk about friendship. The boys in your group may want to talk about what a good friend is and what they want from a friend. If the boys act out fighting games, remember to challenge any violence and ask the boys why they fight and what the risks are.

TAKING IT FURTHER:

Parents and community leaders can be invited to watch the puppet show.

TIME**ACTIVITY : PUPPET****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Warm up: Think about favourite story, myth or film**

Ask participants to talk about their favourite myth, story or film and tell the group about it. What do they like about it? How does it present boys and men and girls and women?

**3. Puppet gallery: To think about stereotypes about girls and boys**

Participants make a puppet which for them represents either a girl or a boy. Use a circle of paper for the face and attach this to a stick.

Glue material around the stick for the body, this can be decorated with whatever you have available.

Make sure that you can put your hand beneath the material to hold the stick of the puppet. Ask the group what makes the puppet look like a girl or a boy.

You may have an opportunity to talk about messages about gender that the children are receiving from local mythology, films or TV. Talk about princesses and superheroes or mythical creatures and stories. Princesses are often portrayed as very feminine, wearing pink with long hair, and they often need rescuing. Superheroes are often men who rescue a girl or a woman. Think about how local mythology, tales and children's stories often end up reinforcing gender norms, roles and expectations and talk about how these can be broken down.

Ask if this is what boys/men and girls/women are really like? Talk about people that do not fit into these expectations. These messages are not a true representation of what life is like. Talk about characters in books and films that challenge these stereotypes. Talk about local examples.

The children can do a drawing of their favourite girl/woman or boy/man in their favourite story, myth or film if you do not have the materials to make a puppet. Explain that some of these strong messages about how to be a girl or a boy can stop children from being able to make up their own mind up about who they want to be, or the messages may tell them that some people are better than others. For example, some stories say that rich girls are better than poor girls. Tell participants that everyone is equal and that they have the right to choose who they want to be.

Danish stories about being a boy or a girl are 'Emil from Lonneberga' by Astrid Lindgren or 'Substandard Girl' by Thomas Wilding. You may like to read these as the puppets are being made.

TIME**ACTIVITY : PUPPET****NOTES****5. Puppet show: To think about friendship**

Participants work in groups to prepare a puppet show about friendship and relationships in their lives. Split the children into pairs and ask them to create a puppet show that shows two people enjoying a happy, respectful relationship. Ask them to think about all the relationships that they have in their life – friends, siblings, grandparents, carers/parents, cousins – are they happy? If not, what would make the relationships happy?

You need to be aware of restrictions placed on girls with regard to their mobility to 'go out and play' and the friendships that girls can form are often limited. In some cultures boy/girl friendships are restricted because of religious and cultural barriers.

This puppet show could be shown to parents or community leaders.

**6. Close the session**

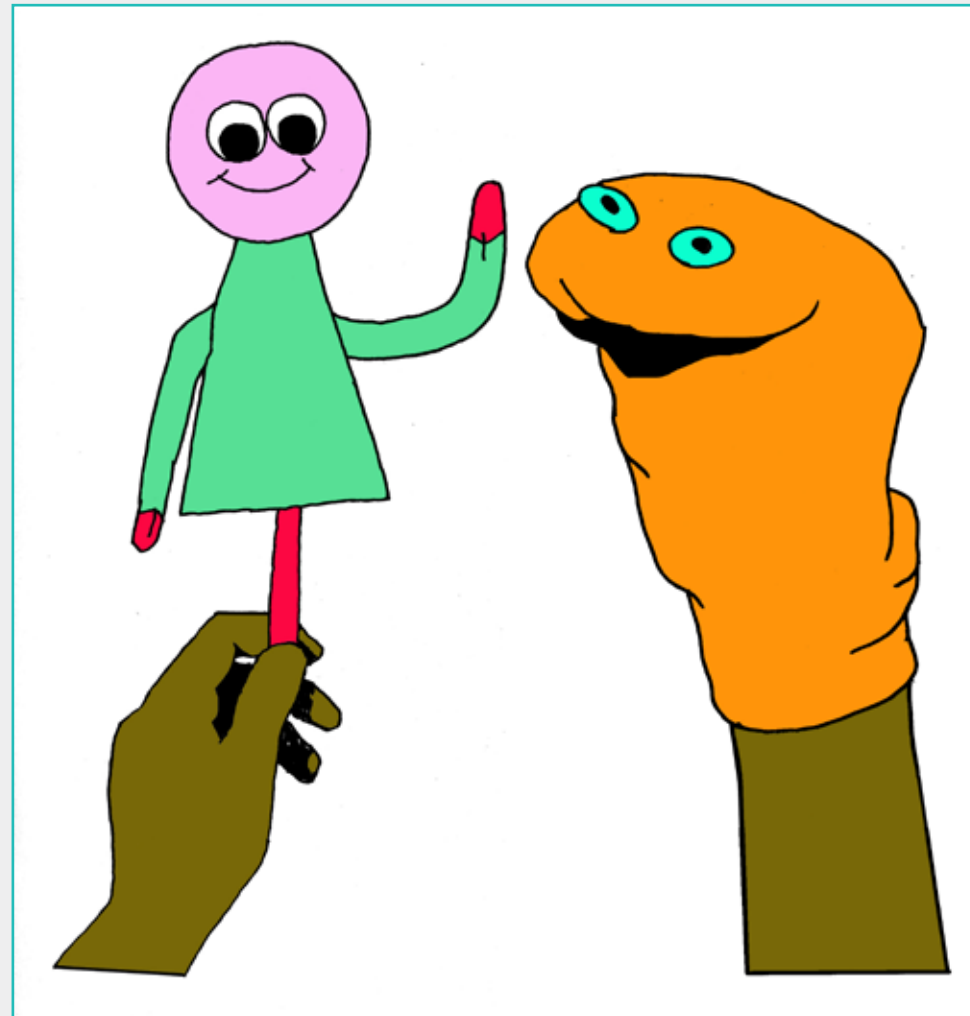
Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.

With thanks to the Green Girl Guides, Denmark



THINK: Puppet





THINK: Toy story

Learning aims

- To think about gender stereotypes.

Preparation and Materials

- Collect a selection of different toys for boys and girls; you may need to ask for help from other leaders and friends for this. Alternatively use the images (see TOOL: Images of toys below).
- Flipchart or board, pens or chalk.

THINK:

Challenging gender stereotypes is hard and you need to be prepared with relevant and local examples that break down expectations of what it means to be a girl or a boy, a man or a woman. This session will create a safe space where children can talk about not conforming.

Some children may experience bullying from their peers if they do not conform to gender roles. Listen to children. Follow the child protection policy and procedure if anyone wants to talk to you.

KNOW:

Toys and the media tend to represent a narrow view of who girls and boys, young women and men are and of relationships. They communicate messages about gender roles, norms and stereotypes. They do not reflect the complexities and diversity of real life. Participants should have the opportunity to question these messages and navigate their own path.

INVOLVE BOYS:

It is important that young men and boys are given opportunities to question the roles, expectations and stereotypes that they face. Make sure that ideas and comments come from boys themselves and that you are not 'telling them what to be or do'. How does it make boys feel to play different games? Discuss with boys how it makes them feel if they do not always want to play 'boy games'.

TAKING IT FURTHER:

How does it feel to pretend to be another gender? Participants could be encouraged to play with a game or a toy which is normally associated with the other gender at school or at home during the week and let the group know how it went at the next session. They should only do this if they feel safe.

TIME**ACTIVITY : TOY STORY****NOTES****1. Prepare – Safe session**

Create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Pick a toy: To introduce the session**

Lay all the toys out in the room. Ask the children to choose a toy and to introduce it to everybody saying why they chose it and what they like about it. Do they consider it to be a girl toy or a boy toy?

Encourage the children to think about what they would do if they had free choice to play with whatever toy they wanted to. Would they play with another toy? Would they be teased by their friends if they played with different toys?

**3. Toy playing: To think about the ways that boys and girls play with toys**

Free play with all the toys. Ask the girls to pretend to be boys and the boys to pretend to be girls and if they want to they can pick another toy.

Ask them if they picked a different toy? Why did they pick another toy? Why do they think that they would like something different if they were a different sex? Would they be teased for playing with the same toy?

What games are they expected to play outside? Who plays football? Or cricket? Or netball? Or basketball?

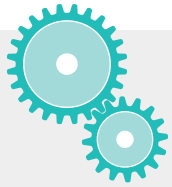
If you have the facilities show Youtube clips of women playing football, cricket, and basketball and of men dancing or doing gymnastics.

Explain that children have the right to play with what they want to as long as it doesn't harm anyone else. The lives of children must not be restricted.

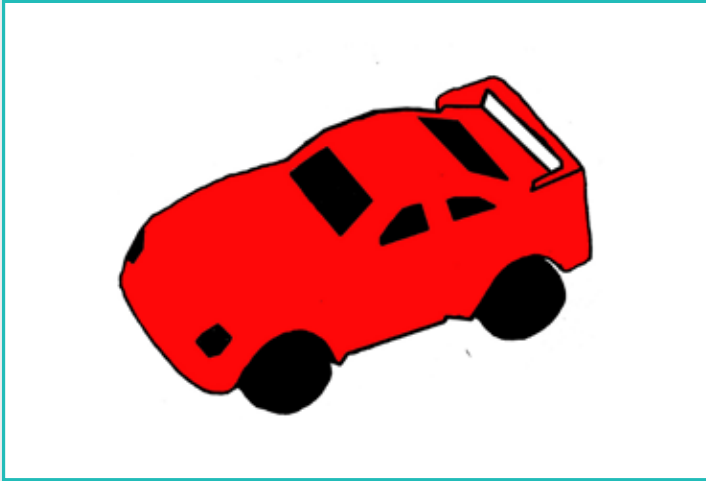
**4. Close the session**

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.



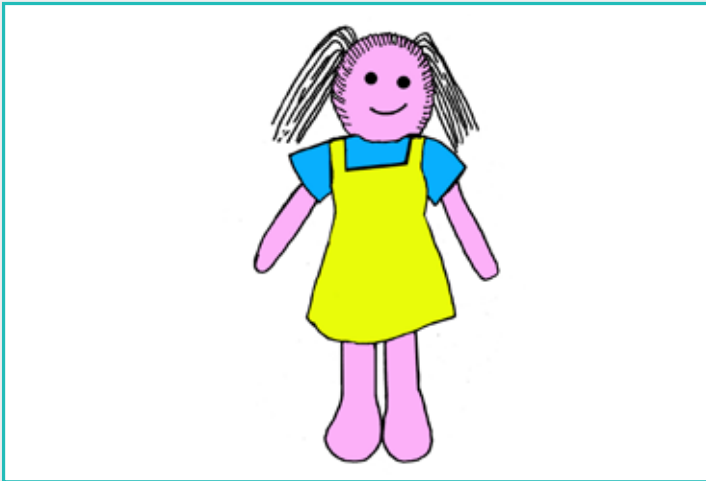
TOOL : Images of toys



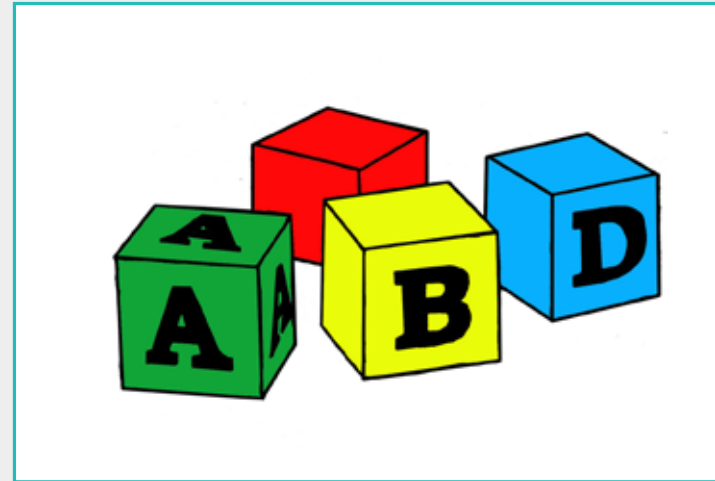
Car



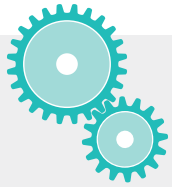
Football



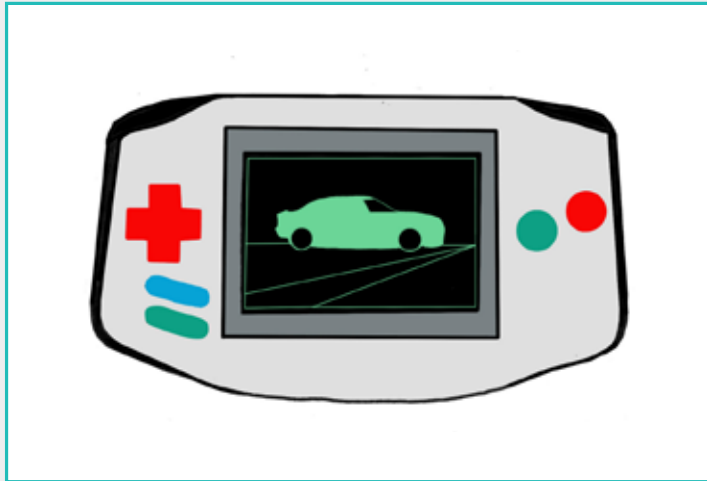
Doll



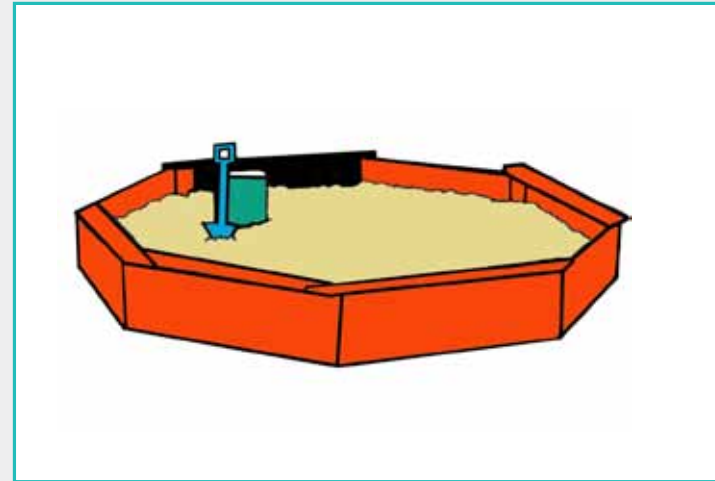
Blocks



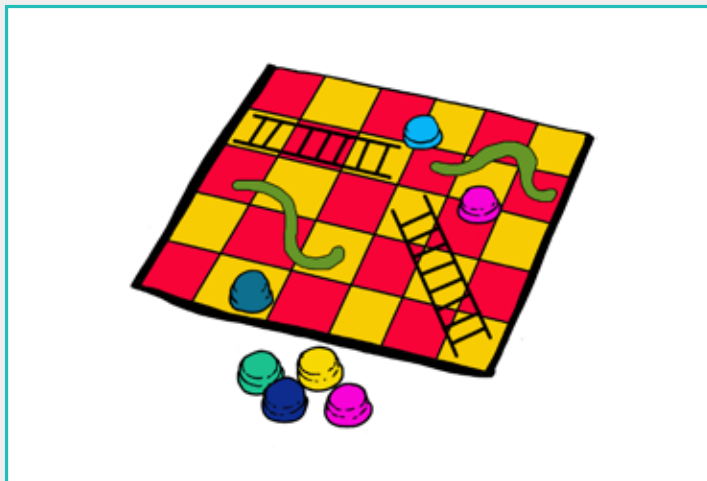
TOOL : Images of toys continued



Computer game



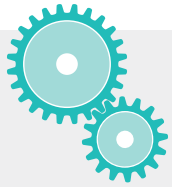
Sand pit



Snakes and ladders



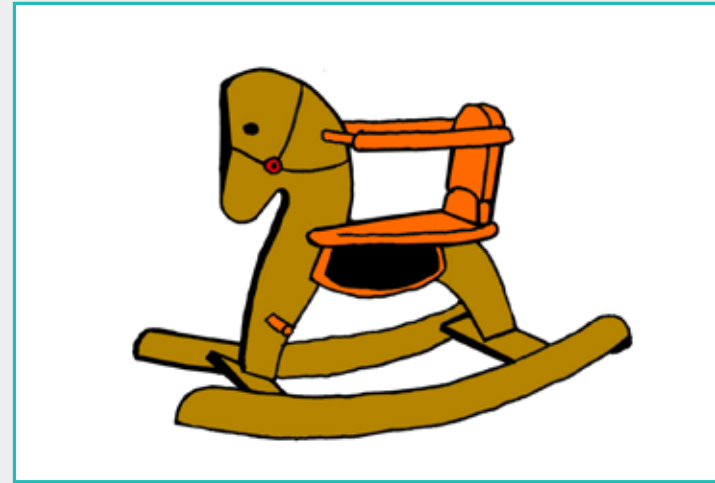
Wendyhouse



TOOL : Images of toys continued



Treehouse



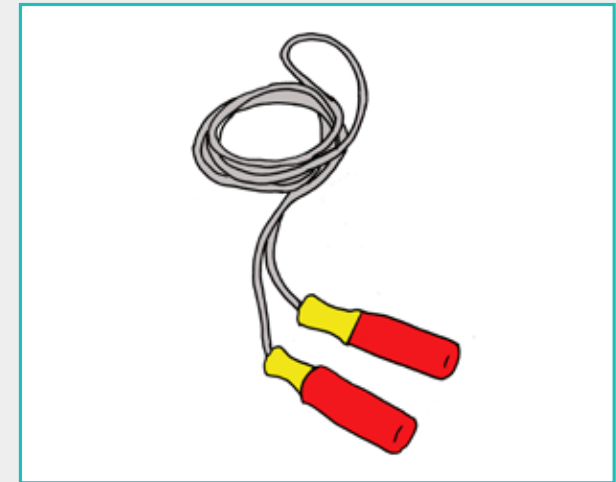
Rocking horse



Teddy bear



Pens and paper



Skipping rope



IDENTIFY: Say No

Learning aims

- To practice saying STOP to things that make them feel uncomfortable.

Preparation and Materials:

- You may want to ask advice from an organization or agency which works with children who have been abused on how to run this session.
- Explain very clearly to your group, the purpose of the curriculum and this session.
- Explain very clearly to the organization your group, the purpose of the curriculum and this session.
- Flip chart and pens or board.

THINK:

There may be some children in your group who have been inappropriately touched or this session may remind them of a situation where they were not comfortable. They may want to talk about this with you. Follow the child protection policy and procedure. Make sure the children know that they can leave the session if and when they want, but make sure that you follow up with any issues that arise.

KNOW:

Children experience child abuse from adults, and often from adults within their family. They also experience sexual or inappropriate touching from their peers. It is important that we give participants the space to identify touch that they do not want, to learn how to say no and know how to seek help if they need to. Be sure to highlight that it is important for children to tell an adult that they trust about anything that makes them feel uncomfortable or hurts them.

INVOLVE BOYS:

This session gives boys the opportunity to learn about personal space, how to respect other people's personal space and how to protect their own space. There may be boys who have experienced or witnessed violence. Remember to follow the child protection policy. Make sure that you give boys details of relevant support services and follow up any concerns that you have. There may also be boys that are abusers, they may have complex reasons for this and it is a child protection issue that you need to follow up.

TAKING IT FURTHER:

You may wish to invite a local support group to speak to your group. The speaker must be briefed about the topic you are covering and about the ages of your group.

TIME**ACTIVITY : SAY NO****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. ‘Simon says...’ To introduce the activity**

Call out a part of the body and at the same time touch that part on your own body. Occasionally touch a totally different part of your body than you say. See if people follow what you say or what you do.

‘Simon says touch your head

Simon says touch your knee

Simon says... (any other body part)

Simon says touch your shoulder (but actually touch your elbow)’

Explain that there are times when people might touch you and you do not want them to. Explain that they can talk to you if they are worried about anything.

**3. Say stop: To practice saying stop to things that you do not want**

Line everyone up opposite each other on either side of the room. Tell one side to start walking towards the other side. The people who are standing still must say ‘stop’ when they feel uncomfortable. Ask them to think of a phrase to say to the other person like ‘stop, I do not want you to touch me.’ Or ‘It is not OK for you to enter my space.’ Or ‘Stop that. I do not like it.’ Or ‘I don’t feel like that right now.’

Write the stop statements on flip charts and add any more that you think are relevant. Add the statement ‘If you do not listen to me I will tell my.....’ Explain that if it is an adult that is making them feel uncomfortable or touching them inappropriately, they should immediately tell another adult that they trust.

Ask the group to identify who they would ask for help or talk to if they were worried.

It is important for the children to understand that they have the right to say no and that other people are responsible to listen to what they say. Explain that no adult has the right to touch them in a way that makes them feel uncomfortable; this includes being hugged or picked up by people they are not close to.

TIME**ACTIVITY : SAY NO****NOTES**

4. Say Go: To practice saying yes to things that you want

Ask the group a series of questions that you think that they will want. For example:

Who wants some tasty chocolates?

Who wants to go on a trip to the park with their friends?

Who wants to give their best friend a big hug?

Who wants to kiss their own hand?

Who wants to hug a tree?

To make this active you could gather in a circle and ask for the children to jump into the middle or run around the outside if they say yes to any of the questions.

Make this fun and ensure that the children understand that they can enjoy their choices. It is important that children also practice the art of saying 'yes' or asking for what they want and being able to give their agreement to things.



5. Group hug: To create a safe and supportive space

Remind everyone that it is OK to hug and kiss people when you both want to, like a hug from your friend or mum when you are upset. Finish with a group hug. Give people the option not to join in if they do not feel comfortable – explain they always have the right to say no to being hugged.

Explain that it is OK to touch someone if you ask them and if you feel safe. Explain it is never OK for an adult you do not know to make you feel uncomfortable or touch you inappropriately. You need to differentiate between good touch and bad touch. A doctor may touch you when examining you if you are unwell and this is good touch. But another adult may touch you and it may make you feel uncomfortable (think of culturally and age appropriate examples) and this is bad touch.



6. Close the session

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.

With thanks to the Green Girl Guides, Denmark



IDENTIFY: Mine

Learning aims

- To identify personal body parts.

Preparation and Materials:

- Prepare by thinking of culturally appropriate examples of good and bad touch for discussion with the group.

THINK:

There may be some children in your group who have been inappropriately touched or this session may remind them of a situation where they were not comfortable. They may want to talk about this with you. Follow the child protection policy and procedure. Make sure the children know that they can leave the session if and when they want, but make sure that you follow up with any issues that arise.

KNOW:

Children experience child abuse from adults, and often from adults within their family. They also experience sexual touching from their peers. It is important that we give participants the space to identify touch that they do not want, to learn how to say no and know how to seek help if they need to. Be sure to highlight that it is important for children to tell an adult that they trust if anything makes them feel uncomfortable or hurts them. Be aware that depending on the laws of the country, children of certain ages can never give consent. Find out the law of your country on this matter.

INVOLVE BOYS:

This session gives boys the opportunity to learn about personal body parts, how to respect other people's bodies and how to protect their own body. There may be boys who have experienced or witnessed violence. Remember to follow the child protection policy. Make sure that you give boys details of relevant support services and follow up any concerns that you have. There may also be boys who are abusers; they may have complex reasons for this and it is a child protection issue that you need to follow up.

TAKING IT FURTHER:

You may wish to invite someone who works with a local women's or children's organization, or your association's child protection lead to speak to your group in an age appropriate way.

TIME**ACTIVITY : MINE****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. ‘Simon says...’ To introduce the activity**

Call out a part of the body and at the same time touch that part on your own body. Occasionally touch a totally different part of your body than you say. See if people follow what you say or what you do.

‘Simon says touch your head

Simon says touch your knee

Simon says... (any other body part)

Simon says touch your shoulder (but actually touch your elbow)’

Explain that there are times when people might touch you and you do not want them to. Explain that they can talk to you if they are worried about anything.

**3. Name It: To identify and name body parts**

Ask the group to name the different body parts – head, shoulders, knees, toes, and bottom, Make sure that you name the personal parts of the body - breast, vagina, and penis. This might lead to jokes and embarrassment – deal with these appropriately.

Open and direct communication at an early age about sexuality and “private body parts”, using the correct names for genitals and other parts of the body, will help children understand what is not allowed.

**4. Mine: To identify their own body parts**

Practice with the group ways of saying a firm ‘No’ if anyone tries to touch their body in places or ways they do not like or want. You can do this by simply counting to three and then telling the group to say ‘no’ as firmly as they can (without shouting). Participants can turn to the person next to them and say ‘no’. Ask the group to identify who they would ask for help or talk to if they were worried.

Children should be taught that their body belongs to them and no one can touch it without their permission. Children have the right to refuse a kiss or a touch, even from a person they love. Children should be taught to say “No”, immediately and firmly, to inappropriate physical contact, to get away from unsafe situations and to tell a trusted adult. It is important to stress that they should persist until someone takes the matter seriously.

TIME

ACTIVITY : MINE

NOTES



**5. Group hug:
To create a safe and supportive space**

Remind everyone that it is OK to hug and kiss people when you both want to, like a hug from your friend or mum when you are upset. Finish with a group hug. Give people the option not to join in if they do not feel comfortable – explain they always have the right not to be hugged.

Explain it is never OK for an adult you do not know to make you feel uncomfortable or touch you inappropriately. Explain the difference between good touch and bad touch – for example a doctor examining you is good touch, but someone touching you and it makes you feel uncomfortable (think of culturally and age appropriate examples) is bad touch.



6. Close the session

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.



IDENTIFY: Rainbow Room

Learning aims

- To identify being treated unfairly and discrimination as a form of inequality.
- To understand that everyone is different and equal.

Preparation and Materials

- One sheet of paper per child.
- Art materials, paints, brushes and pencils and pens.
- Black and white paint and a long sheet of paper.

THINK:

This activity may make children think of times when they have been discriminated against or neglected. They may want to talk to you about this. Follow the local child protection procedure.

KNOW:

We want to create spaces where participants can learn to identify abuse and how to access support. Children may learn that violence and discrimination are acceptable; and this normalization of violence and discrimination should be challenged. We want children to learn to respect everyone and to think of ways to not be violent.

INVOLVE BOYS:

Boys should, like all young people, learn to recognize discrimination based on gender and learn to respect girls and build healthy relationships.

TAKING IT FURTHER:

You may find it helpful to speak with a local children's organization for their advice on this session. You may wish to invite them to speak to your group.

TIME**ACTIVITY : RAINBOW ROOM****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. My favourite colour: To identify their favourite colour and see that all children are different**

Show the children the paints and give them all a piece of paper. Ask them to choose their favourite colour and paint it on the piece of paper. Tell them to choose their own colour and that there are no right or wrong colours, that they all can make up their own mind. Some might even choose the same colour – and that's okay.

Create a rainbow across the room to show all the different colours and explain that all children, all humans are different.

Explain that all people are different and it is important to respect everybody for who they are.

Think about any colours in your community that are linked to particular genders, for example in some countries girls are expected to wear pink. Remember to challenge this and encourage the children to pick whatever colour they like.

**3. Discriminate against a colour**

Ask all the participants which chose a particular colour (select the most popular colour) to stand in the middle of the room. Tell the rest of the group to imagine that these children will be given less food than the rest of them. Then ask the children with that colour and with another distinguishing feature (like wearing black shoes) to remain in the middle. Tell the group to imagine that these children will be given less food and they will not be given any medicine when they get ill. Is this fair? Will these children be harmed?

Then ask participants who chose another colour to go into the middle and tell the group to imagine that those children will not be allowed to go to school. Choose another colour and tell the group to imagine that these children will not be allowed to speak.

If children feel uncomfortable doing this do not make them stand in the middle and just ask them to imagine that that they are.

Explain that all children have the right to food, to get an education and to be heard. Explain that some children are treated unfairly because of their sex, ethnicity, socio-economic status, caste, ability, sexuality or religion. Explain these terms in an age appropriate way.

Explain that girls are sometimes treated unfairly because of inequality between boys and girls. Some girls are hurt, neglected and not given what they need. Explain that some girls who are poor or disabled may be further disadvantaged and be at increased risk of being hurt or neglected. Explain that this is an abuse of the child's rights. All children have the right to be treated equally and to not be hurt.

TIME**ACTIVITY : RAINBOW ROOM****NOTES****4. Life is not black and white: To understand that there is a rich diversity in the world**

Explain that everything is not black and white in the world; that it is more complicated than this and there is a lot of grey in between. Put a long piece of paper on the floor and some black and white paint in different pots. Paint one line of black at one end of the paper. Ask each child to come up and add some white paint to the black. Continue the black line but with white paint so that it turns lighter shades of grey. This will create increasingly light shades of grey each time white is added to the black line. Continue to add white paint to the black line until the line is almost white.

Explain that gender and being 'me' are more fluid than black and white. You can be a range of shades and have different forms of being 'me'.

**Close the session**

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and that you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.



IDENTIFY: Hurt

Learning aims

- To identify emotional, physical and sexual abuse and discrimination against girls.
- To think about how to be nice to others.

Preparation and Materials

- Enough sheets of paper to give each child three sheets (these can be small pieces of paper).
- Drawing materials – pens and pencils.

THINK:

This activity may make children think of times when they have been hurt or abused or neglected. They may want to talk to you about this. Follow the local child protection procedure.

KNOW:

We want to create spaces where participants can learn to identify abuse and to access support. Children may learn that violence is acceptable; this normalization of violence should be challenged. We want children to learn to respect everyone and to think of ways to not be violent.

INVOLVE BOYS:

Boys, like all young people, need to recognize discrimination and learn to respect girls and build healthy relationships.

TAKING IT FURTHER:

Invite participants to think of one way that they can show their respect to someone or make them feel happy this week – for example, by being kind to a friend or a family member.

TIME**ACTIVITY : HURT****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Heart, hand, cross:
To understand how children can be harmed**

Hand around paper to the children – give them three pieces of paper.

Ask all the children to use three pieces of paper to draw a picture of a heart, a hand and a cross (an X). Explain that you will be using these later and that the heart will represent everything that makes us feel happy; the hand will represent everything that we need; and the X represents everything that makes us feel sad, unhappy or scared.

To help you talk about sexual abuse with such a young age group, you may want to draw a picture of a body and ask participants to identify what could hurt them and where.

Explain that you will be looking at body and heart hurting, where even if children are being hurt outside their bodies (like being hit or kicked), this will still hurt them inside – for example it may make them feel sad, scared or lonely.

Explain that boys and girls can experience being hurt in all of these ways but that girls can sometimes be hurt just because they are a girl.

Seek advice from an expert who works with children who have been sexually or physically abused.

**3. Share the love:
To think about how to be nice to others**

Ask the children to draw things on the heart that make them happy.

Ask the children to draw on the things they need.

Ask the children to think of ideas of how to make the cross disappear (you may need to give some ideas such as there wouldn't be war or fighting, children wouldn't be hungry, they wouldn't be hurt by others) and tell them that we are working towards creating a world where children can be free from feeling sad or hurt.

Ask the children to give another child their picture of their heart and their hand and the partners can talk about what they've drawn.

Explain that it is important to work together to create a world where there is equality and everyone is loved happy and respected.

**4. Close the session**

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Give the group the opportunity to talk to you at the end of the session.



IDENTIFY: Don't hit or make people afraid

Learning aims

- To identify hitting as hurting someone.
- To learn ways to not hit and to keep cool.

Preparation and Materials

- Copies of the handout 'keep cool'.

THINK:

This activity may make children think of times when they have been hit, hurt or they have been scared of being hit or hurt. They may want to talk to you about this. Follow the local child protection procedure. There may be children in the group that find it difficult to control their anger. Recognize this and identify relevant support mechanisms for the child and also make sure that you follow the child protection procedure.

If you think that your group needs more time to explore anger management then perhaps you can identify a local organization to help support you to deliver more intensive work on this.

KNOW:

We want to create spaces where participants can learn to identify abuse and access support. Children may learn that violence is acceptable; this normalization of violence should be challenged. We want children to learn to be respectful to everyone and to think of ways to not be violent.

INVOLVE BOYS:

Violence and masculinity have become intertwined and it is important for boys to recognize that violence is not acceptable. This session gives boys a chance to challenge harmful notions of violent masculinity and to learn to build respectful relationships. It also starts to explore ideas of anger management.

TAKING IT FURTHER:

You may find it helpful to speak with a local children's organization for their advice on running this session. You may wish to invite them to speak to your group.

TIME**ACTIVITY : DON'T HIT OR MAKE PEOPLE AFRAID****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Never hit: To identify that it is never acceptable to hurt anyone**

Split the room into a continuum line with **never – sometimes – always** written along the line. Read out the hit statements and ask the group to move to the word that describes how they would act: "Would you ever hurt someone if they did..."

If you are a single sex group ask participants if they can imagine that they are the opposite sex; do they think that they would have a different answer to the statement?

Through discussion try to move people to the 'never acceptable to use violence' conclusion. Remember to follow up with any children that you are concerned about.

Ask for participants' ideas of how to say 'NO' to being hurt, and who they can talk to if they are worried about anything.

Discuss if and how boys are more likely to react differently and explore where they can learn to behave differently.

Remind participants that it is never right to hit someone.

Explain that if someone hits them they must tell an adult they trust.

**3. Keep cool: To identify ways to not be violent**

Hand out the keep cool tips; talk them through with the group.

Ask for participants' own ideas and tips on how to be respectful and nice and not to hurt anyone or make them feel afraid. What do they do if and when they feel angry?

Extend this to ask them to draw a picture of how to communicate in a non-violent way.

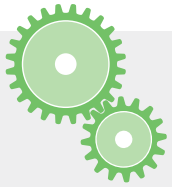
Explain that everybody can feel angry but that you need to control this anger and not let it turn into hurting someone.

Explain the images as you go along.

**4. Close the session**

Remind everyone to try to learn the keeping cool tips. Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Give the group the opportunity to talk to you at the end of the session.



TOOL : Hit statements

“Would you ever hit someone if ...”

You do not agree
with them.

You want to get
your friend's
attention

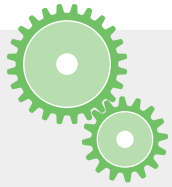
Someone hits you

They are in your
family

They are a boy who
annoyed you

They are a girl who
irritated you

Add any more of your own ideas...



TOOL : Tips for keeping cool

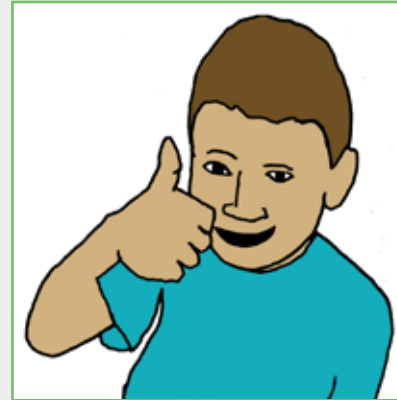
For you when you feel angry:



Take 3 deep breaths



Think about what it is that is making you angry and why



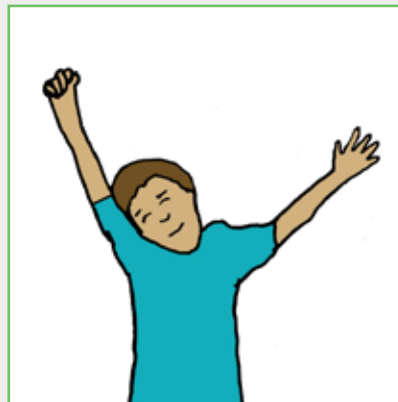
Find a way to turn it into a positive situation



Never hurt or harm anyone



Walk away from the situation

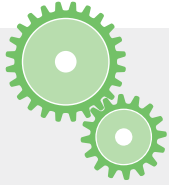


Do something active like jump up and down or shake your shoulders



Close your eyes and think about something or someone that calms you down

Note for leaders: Ensure that you discuss with the group their need to keep themselves safe and that their personal safety always comes first. If a child is in any doubt they should speak to a trusted adult about their concerns.



TOOL : Tips for keeping cool

For you when someone is angry with you:



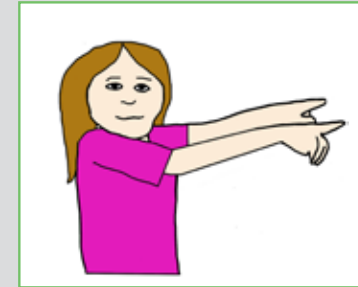
Call for help



Run or walk away

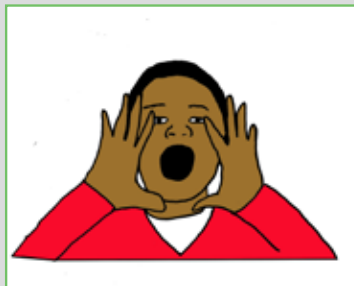


If it is safe ask them what is making them angry



If it is safe try to calm them down or distract them

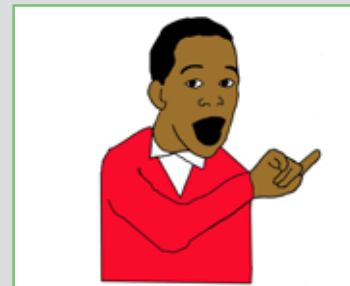
For you when you see someone being angry with another person:



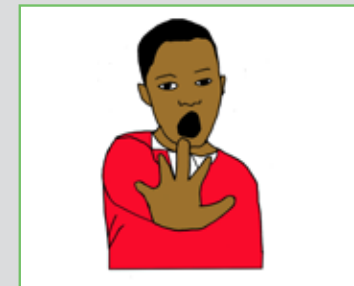
Call for help



If the angry person is your age and you feel safe stick up for the person being hurt



If the angry person is your age and you feel safe distract the situation



If it is an adult being angry with someone always call for help

Remember you have the right to live a life free from violence and abuse from anyone.



SUPPORT: You can't always get what you want

Learning aims

- To learn polite and respectful ways of asking for things.
- To learn how to develop non-violent forms of communication and communicate more effectively.

Preparation and Materials

- **Set up a scavenger hunt** inside or outside the meeting facilities. The leader should divide participants into small groups. Give each group a clue about an object that they need to find (for example, a clue about finding a hidden toy, or finding a stone outside, or finding a particular coloured pencil). Once they have found the object they return to the leader for another clue.

THINK:

This activity may make children think of times when they have been hit or hurt. They may want to talk to you about this, follow the local child protection procedure. There may be children in the group that have difficulties controlling their anger, recognize this and identify relevant support mechanisms for the child. Make sure that you follow the child protection procedure.

KNOW:

It is important for children to understand that respect starts with simple things like how we speak to others. Model being polite and respectful in all your interactions with the group.

INVOLVE BOYS:

All children need to build their communication skills but in some cultures boys are expected to be strong and not talk about their feelings and they are not given enough opportunities to learn about respectful communication. Work with boys to encourage them to be polite and respectful. Ask the boys if they find it hard to talk about how they feel? Listen to boys talking about what they need or what they feel. Ask them how they want to be communicated with? How do they think girls should be communicated with? Remind the boys that they will be listened to if they ever want to talk about something that is upsetting them and ensure that they know who to contact.

TAKING IT FURTHER:

You may wish to invite parents and carers to join the session at the end. Participants can present what they have learned.

TIME**ACTIVITY : YOU CAN'T ALWAYS GET WHAT YOU WANT****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issues you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. I would like:
To practice respectful communication**

Scavenger hunt: put participants into small groups. Give each group a clue. They have to find the object referred to in the clue and return to ask the leader for the next clue. If they do not ask politely or respectfully they will not be given the clue.

Explain the activity is to practice being respectful.

**3. Please:
To communicate your needs and accept limits**

Ask the group to create a role play where the leader and the children take it in turns asking for different things. Practice the skill of accepting that you don't always get what you want, for example a child may ask for sweets, or for a new pair of shoes, or to stay up late, or to not do their homework.

Talk about different ways of asking.

**4. Close the session**

Ask the group to think about how to respectfully communicate with others. Would they themselves like to be communicated to in that way? Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Give the group the opportunity to talk to you at the end of the session.



SUPPORT: Circles of trust

Learning aims

- To build a trusting and supportive environment within the group.
- To develop supportive friendships.

Preparation and Materials

- Flipchart or a chalk board.
- Lengths of material and string.
- Small pieces of paper cut into the shape of hearts with the words 'A good friend is...' written on top.
- Paper, pencils, pens and materials to decorate.

THINK:

This session looks at making and breaking trust in groups so it is important to work together to create a supportive and respectful space. This may bring up playground issues, ganging up, name calling, bullying, etc. Leaders should set clear guidelines and monitor carefully.

KNOW:

Children can find it very difficult to talk about abuse, violence and discrimination in their lives. Often violence is shrouded in secrecy. This can be because children may not understand that the abuse is wrong or they may be ashamed or embarrassed. Sometimes, they may not be able to articulate why or what is wrong, but they feel uncomfortable and do not know how to talk about it. We need to give children opportunities to talk about their experiences, to ask if they are not sure, and to seek the support that they need. Children can also find it difficult to trust adults. An important issue can be misunderstandings about confidentiality as children may think that adults are going to tell everyone else. Make sure that your group knows the limits to your confidentiality. Work with your group to build a safe and supportive space to ensure that they trust you.

INVOLVE BOYS:

Boys often appreciate the opportunity to think about what it means to be good and caring friends to their peers and to develop their emotional intelligence. Remember to involve boys equally in thinking of ideas about how to create trusting and respectful friendships. You may want to organize single sex groups to create circles of trust so that boys get the chance to talk about their friendships with other boys. It is also important to encourage friendship, trust and respect between boys and girls.

TAKING IT FURTHER:

Participants may want to think about friendships at school and in the community and how they can build trust with their friends in the coming weeks.

TIME**ACTIVITY : CIRCLES OF TRUST****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Fall back: To create a safe and supportive space and introduce the activity**

(Only for the older ages within this group) Ask for volunteers; explain that if anyone is uncomfortable doing this activity they can opt out.

Ask the volunteers one at a time to stand facing the same direction as the rest of the group but slightly in front. Then ask the person in the front to fall back and be caught by the participants behind them. Take it in turns. Ask people how they felt doing this activity? Did they trust their peers or their group? This is known as a 'trust fall'.

Explain that this session is about building trust and confidence within the group. Introduce the idea of sharing things in the group, like sharing feelings and sharing toys. Ask if they can commit to sharing one thing with someone else this week.

**3. Circle: To identify what they need to create a trusting friendship**

Work in pairs (try to split participants into pairs so they are not with their best friend) to create a circle of trust. Cut out circles out of material. On separate pieces of card, paper or material that are cut in the shape of hearts, write or draw things that make a good friend. Ask participants to think about what they want from their friends and write or draw these points. Attach these points to the circle and then join all the circles together on a piece of string.

Display the circles of trust and invite people to view the exhibits. Make sure that everybody says something nice about each other's circle.

TIME**ACTIVITY : CIRCLES OF TRUST****NOTES****4. Group trust: To create safe and supportive spaces**

Ask the group to think about ways that they can create a circle of trust within the group. Work in pairs to think up actions for the group to create the circle of trust.

Problems (between participants) need to be handled carefully by the leader. Don't allow any names to be used if participants discuss who they do and don't trust, only characteristics - I wouldn't trust a friend who... I would trust a friend who...

Ask for someone to record each group's actions on the board or flipchart. Ensure that these are written up into a document that can be shared in the next session.

**5. Close the session**

What have they learnt from this activity and how will this learning affect their lives now and in the future. Ask the group to think about what they can do to create respectful, trusting friendships. Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Give the group the opportunity to talk to you at the end of the session.

With thanks to Pax Lodge Focus Group



SUPPORT: Helping hand

Learning aims

- To know who and how to ask for help.

Preparation and Materials

- Drawing materials and paper.

THINK:

Children may identify that they need help in this session. Ensure that you look out for warning signs. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

Children need to know how to access support and be able to talk to adults that they trust. Find out about local support services and trusted adults in the school and community that they can talk to and make a list of these people available to participants in the session.

INVOLVE BOYS:

There may be specific services in your local area for boys; make sure that you find out the relevant information and pass it on to the boys. Boys may want to talk to a man about their concerns; if you do not have a male leader perhaps you can identify a local role model whom they can talk to. There may be young men in the group who have experienced harm and abuse in their life. If you have any concerns follow the local child protection procedure.

TAKING IT FURTHER:

Participants may want to think about friendships at school and in the community and how they can build trust with their friends in the coming weeks.

TIME**ACTIVITY : HELPING HAND****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Hi Five: To create safe and supportive space**

Ask the group to move around the room and Hi-five people. Make sure that they do not hit anyone. If there is any hitting make sure you address this.

Explain that this session is about holding out your hand and asking for help. You will be letting each other know who to talk to.

**3. Helping hand: To identify local support services**

Gather in a circle and ask the group to think about people that they trust and would talk to if they were upset. Ask them to identify things about that person that means that they trust them – like they are kind, they listen, and they know them.

Participants create a helping hand by drawing around their own hands and writing in the hands the people that they can trust and talk to and get help from. Participants write the name of a person that they can talk to on each finger. Model an example to the group.

This can be decorated.

Explain that participants may want help to discuss and resolve things that make them sad.

Ask them to think about how they can ask for help. Make sure they know that they can talk to you in private if they want to and how they can access local support services. Take some extra time with children who are struggling with this exercise, they may have a limited support network and need to be reminded of the support within the local community.

**4. All help: To end the session**

Stick the helping hands into a big pattern in the middle of the room.

Let them know that they can talk to you or to other trusted adults if they are upset or worried.

**5. Close the session**

What have they learned today? Where can they go for help and support? Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Give the group the opportunity to talk to you at the end of the session.



SPEAK OUT: Are you OK?

Learning aims

- To recognize and name emotions.
- To practice communicating in a non-violent way.

Preparation and Materials

- Drawings or photos of faces showing different emotions.

THINK:

This session is an opportunity for children to explore their emotions. This may mean that children start to feel angry or sad about things in their own life. Listen to the children and follow up any issues that you identify. Remember to follow the child protection policy and procedure.

KNOW:

Children and young people need to accept their feelings and find their own ways to avoid getting angry and violent. We need to create safe and supportive spaces where participants can accept their feelings and practice non-violence.

INVOLVE BOYS:

Boys can develop their skills in communicating about their wants and needs. Think about how boys are expected to communicate and behave in your community. Remind boys that it is fine for them to talk about their feelings and tell them about specific people and services that they can access.

TAKING IT FURTHER:

Participants can invite parents and carers to join the group at the end of the session to find out what the group has learned.

TIME**ACTIVITY : ARE YOU OK?****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. I spy: Introduce the activity**

Do this activity as a group or pair up participants. Take turns to describe an object or a person you can see without saying its name and let the others guess what or who you are thinking about.

Explain that the activity is about identifying and communicating what you see.

**3. What are they feeling: To practice communicating their feelings and emotions**

Look at pictures / drawings of faces showing different emotions and identify together or individually who is feeling sad, happy, angry, surprised etc.

Alternatively the leader can imitate the emotions herself and let the participants identify them. Be aware that there may be some children who need additional support in this activity and who may find it difficult to show and identify different emotions.

Ask participants what would make you sad? What would make you angry? What would make you happy? What would make you excited? Keep this a safe discussion and do not let it get too personal.

Give small groups an emotion that they have to perform a short play about. Ensure that there is no violence and that they find ways to communicate their emotions without being harmful or hurting anyone.

Ask if there are times where people feel so angry they want to lash out? Explain that it is fine to have feelings but it is not acceptable to hurt others.

TIME

ACTIVITY : ARE YOU OK?

NOTES



**4. How are you feeling today?
To speak out about their own feelings**

Ask participants to draw a picture of how they are feeling today.

Explain that if they feel upset or angry they can talk to you or get help from a local support service.



Create a stop-dance where the group are dancing and when you shout 'stop', you name an emotion that the children have to imitate before dancing again.

Talk about how you can get information about emotions from looking both at the face and the body.



5. Close the session

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Give participants the opportunity to talk to you at the end of the session.



SPEAK OUT: Child rights

Learning aims

- To understand child rights.

Preparation and Materials

- Copies of images from the 'Colour it rights' UNICEF colouring book:
http://teachunicef.org/sites/default/files/documents/color_it_rights_coloring_book.pdf
- There is also a teaching guide at:
http://teachunicef.org/sites/default/files/documents/color_it_rights_educator_guide.pdf

THINK:

There are lots of big concepts in this session which leaders should simplify according to the needs and capacity of your group. Children may want to talk about their own experiences of fairness which may make them think of things that upset them. Take the time to talk to the children and listen to their concerns. You may want to find an opportunity to talk to them individually after the session. If relevant, remember to follow the child protection policy and procedure.

KNOW:

It is important that all children understand that they have rights and they also have responsibilities to respect the rights of others. It is the responsibility of group leaders as educators to provide information to children about their rights. Refer to factsheets in the leader's curriculum handbook, particularly the factsheet on Violence against Women and Girls as a Human Rights Violation.

Read the UN Convention on the Rights of the Child and find out if your country has signed up to it.
<http://www2.ohchr.org/english/law/crc.htm>

INVOLVE BOYS:

Ensure that boys understand that they have their own rights and that they are responsible for respecting the rights of others. Boys are important allies in protecting and promoting the rights of girls and in helping to end violence against women and girls. It is important to engage them in the campaign.

TAKING IT FURTHER:

Invite parents to look at the children's work at the end of the session. Children may want to show their artwork at school.

TIME**ACTIVITY : CHILD RIGHTS****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. What is fair?**

Ask participants to work in pairs to talk about what is fair. The pairs could also play a simple game, like Snap or another card or board game. Ask them how it felt to win or lose. What makes that game fair? (for example, each player has the same number of cards, each player knows the rules)

Is it fair to cheat in a game? Is it fair to hit someone? Is it fair to hit someone because you lost the game? Is it ok for someone to have an unfair advantage? Try to get participants to think about fairness from another person's view.

**3. Child rights**

Hand out the colouring book images from Colour it Rights (see link above) to participants and ask them to colour them in.

Display the images around the room and give time for the children to look at them all.

Introduce the concept of the Rights of Children. Explain that the Convention on the Rights of the Child outlines all the things that children around the world have the right to, for example – food, shelter, participation, education, and the right to live free from gender based violence and abuse or the fear of such violence.

**4. Close the session**

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

What did they learn? What rights do they think are important to them? How can they create a fair world? Give the group the opportunity to talk to you at the end of the session.



SPEAK OUT: Positive role models

Learning aims

- To build self-esteem.
- To identify positive role models in their life.

Preparation and Materials

- Think about what might make children nervous or worried so that you have examples ready for the activity.

THINK:

Children may not be able to think of a positive role model. Prepare some local examples that are relevant for your group. They may also pick an unsuitable role model; sensitively challenge this.

KNOW:

Familiarize yourself with the Introduction to Gender Equality in the leader's curriculum handbook and do some research on how girls are presented in the media.

INVOLVE BOYS:

Find out about some local male role models who promote equality and who speak out against violence and talk about these people with the children. Men can make great role models to promote alternative, respectful masculinity.

TAKING IF FURTHER:

Organize a story telling event to talk about local historic or contemporary role models. Invite parents and community members.

TIME**ACTIVITY : POSITIVE ROLE MODELS****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Walk of Wellbeing:
To build confidence and self-esteem**

In a group, discuss what makes you nervous or what you worry about. Form two lines facing each other, one metre apart. Ask one person to volunteer to walk down the centre while everyone else says positive and encouraging words or phrases.

Explain that it is important to be nice to people. Remind the group that if they feel hurt or scared they can always talk to you.

**3. Role models:
To identify positive role models in their life**

Ask the children to think of someone in their life that they respect and admire.

Ask them to mime or act out the role model and get the others to guess who they mean. When the others have guessed, ask the participant to tell the group why they admire that particular role model.

Talk about a woman that you respect and admire and why. Discuss with the group why you respect that woman.

Explain that it is important to learn from others. Who could be a role model to stop violence? If you were a role model what message would you want to communicate?

**4. You as a role model: To think about nice things about others and themselves**

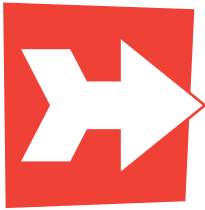
Split the group into pairs. Give them a few minutes to tell the other person five things that they like about the other person. Swap over so they both have a chance to learn something nice about themselves.

Explain that it is important to give each other compliments and to listen to other people giving you a compliment. Explain that compliments should always be respectful. Explain that it is important to be nice and to share good thoughts.

**5. Close the session**

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Give the group the opportunity to talk to you at the end of the session.



TAKE ACTION: Run a local campaign to stop the violence

Learning aims

- To think about a community with no violence against girls and young women.
- To think about some simple campaign activities to raise awareness in the community - for more information read the WAGGGS' Stop the Violence Campaign Action Plan toolkit. See www.stoptheviolencecampaign.com

Preparation and Materials

- Post-it notes.
- Flipchart or board, pens or chalk.

THINK:

Remember to assess local risk and decide what action is safe to take in the community. Use the leader's curriculum handbook section 2, Preparation, step 2 to help you to assess risk. You do not want to harm community partnerships which are already working to stop violence or for the group to encounter community criticism or experience any backlash for its campaign action.

KNOW:

Read through the Introduction to Violence against girls and young women (in the leader's curriculum handbook).

INVOLVE BOYS:

Boys play a role in protecting and promoting the rights of girls to live a life free from violence. Boys can become champions of stopping violence against girls and young women. Ask them how they think boys and men can be involved in the campaign to stop the violence. Ensure that boys understand that they have their own rights and that they are responsible for respecting the rights of others.

TAKING IT FURTHER:

Speak with a local organization that works towards promoting and protecting the rights of women and girls or providing support to girls and women who have experienced violence. Ask if they would like your group to produce crafts for them, or to fundraise for them. Invite a local theatre company to come and perform a drama on gender equality.

Note to leaders: plays must be performed by specialized theatre companies which are experienced in portraying issues about equality or they must be under the guidance and supervision of an expert.

Invite parents to come and watch a performance by the children. Make cards for family and friends to celebrate International UN Days like International Women's Day.

TIME**ACTIVITY : RUN A LOCAL CAMPAIGN TO STOP THE VIOLENCE****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence.

Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do another activity.

**2. Imagine a better world for girls:
To think of campaign aims**

Ask participants to each draw a picture of what they think their school, their community, their town, the world would look like if all girls were happy and safe, and no one was harmed.

Put the pictures up around the room and encourage them to look and congratulate each other for their artwork.

Explain that girls would be happy and not scared, that they could play whatever they like, be whoever they want to be. This activity can also be used to start a competition in schools as part of a local awareness raising campaign.

**3. What can we do to make that world? To create a gallery to raise awareness or a short role play**

Invite the participants to think about how they can make this world where all girls are safe. They can think about what they could do to help make this world.

Ask the group if they would like to show other people their gallery of a world where girls are happy and safe? Or if they would like to work together to create a role play about something they learned in the curriculum to tell others (like their parents or teachers or another Girl Guide or Girl Scout group) ?

You can include parents/carers or guests or another Girl Guide or Girl Scout group in this discussion.

If you feel that your group is ready to engage further with the campaign to stop the violence then you can use the campaign ideas below.

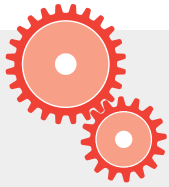
**4. Close the session**

Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Ask the group what they have learned in the session. Give the group the opportunity to talk to you at the end of the session.

Evaluate

Don't forget that when you have completed the curriculum you should go through the activities that you did at the start of the curriculum (see leader's curriculum handbook, TOOLS: Planning and evaluating - early and younger years page 76) to measure the impact of taking part in the curriculum on the participants.



TOOL : campaign activities

GAME

Organize an event for girls and boys to play together, perhaps to play a team sport together that they would not normally play. Try to encourage team work between girls and boys and not boys vs. girls

THEATRE PRODUCTION

Create a theatre production that parents are invited to. Rather than specifically focusing on violence the play/theatre production could focus on gender equality. They can talk about what career they want to have when they are older. A young person may talk about wanting to be a doctor, and then talk about what they have to do to achieve this at school and outside of school.

FUNDRAISING EVENT

Raise money for a local organization that works towards promoting and protecting the rights of girls and women or that supports women and girls who have experienced violence. This could be anything like a cake sale or a dance but make sure that you give out information on support services. It would also be a good opportunity to include the local organization, perhaps a guest could give a presentation on the work that they do.

WRITE A LETTER

Develop a few ideas of what the group want to see happen in their chosen place (school, community, religious centre etc). The group can then collectively write a letter with the help of the leader. A formal typed up letter can be sent by participants to the relevant bodies (like teachers, parents, community and religious leaders).

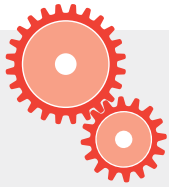
THEATRE COMPANY

Invite a local theatre company to come in and perform a show that raises awareness of gender equality and violence against girls and young women; invite members of the local community to attend.

Note to leaders, only specialized theatre groups should be invited to perform on issues around gender equality and violence against girls and young women, and/ or should be supervised by an expert.

POSTERS

Invite the participants to create posters of a world where children are happy and they are not hurt. Do this under the supervision and guidance of the leader. Display these in your meeting space.



TOOL : campaign activities *continued*

WRITE/DRAW A BOOK

In groups write a story about bullying. Someone gets called names because they like playing with cars (if they are a girl) or because they like playing with dolls (if they are a boy). Do this in an age appropriate way. Write about why it is wrong to bully and how the child can get help. Everyone draws a picture to represent a part of the story. The leader then makes copies of the books (if possible). The group then decide where to keep their books so they can help others (local libraries, school etc.)

CARDS

Make cards for families and friends for special International Days, such as International Women's Day and the International Day for the Elimination of Violence against Women or the International Day of the Girl. Make a card for local women's rights activists and inspiring women to say thank you for the work that they do.

FILM

Make a film that raises awareness of girls' rights. Make sure this shows girls as empowered and active citizens. This could be shown to various people.

SAFE ZONE

Create a permanent no-violence zone in a local meeting place or a school. What are rules for this zone? (I.e. In this zone people will be nice and respectful to one another) What images will you put up to tell people this is a safe place?



World Association
of Girl Guides
and Girl Scouts



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