

MIDDLE 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 early years, younger 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 middle years (aged around 12 to 16 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 leaders' leader's curriculum handbook before you 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 15)



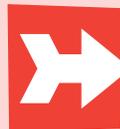
3. IDENTIFY violence against girls and young women
(page 35)



4. SUPPORT respectful relationships
(page 84)



5. SPEAK OUT on girls' rights
(page 101)



6. TAKE ACTION to stop the violence - also refer to the WAGGGS' Stop the Violence Action Plan toolkit see www.stoptheviolencecampaign.com
(page 117)

Within each of the six activity sessions there are a number of 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 the start session 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, INVOLVE YOUNG MEN**, 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 **INVOLVE YOUNG MEN** gives you 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.

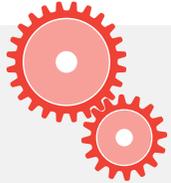
Don't forget you don't have to run the sessions consecutively. You can run them over six weeks or more, breaking them up with other Girl Guiding/Girl Scouting activities. You can also run them during a camp or another Girl Guiding/Girl Scouting event. Each activity in this curriculum has been designed 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 under each activity and allocate time as part of your preparation.

How to work with middle years?

It can seem like a daunting task to talk to young people about gender, relationships and abuse but this is an issue that affects this age group and one that young people want to talk about. This curriculum will ensure that young people have access to a safe environment where they can learn about these issues and access support if they need to. The activities in this curriculum create opportunities for young people to interact and learn and talk about the things that matter to them.

The activities in this activity booklet have been designed for the middle years. They focus on discussing gender inequality and thinking about what it means, on identifying forms of violence against girls and women, which participants may have thought of as normal or acceptable, and developing their skills and confidence to access support for themselves or for others. The curriculum informs young people of their rights and provides tools on how to start a campaign to stop the violence.



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 child protection policy and procedure and to make sure you've gone through the leader's curriculum handbook before you start your sessions. Try to allocate estimated times to the activities so that you can map out how long each of the six sessions will take.

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 the attitudes of your group towards violence against women and girls. This will help you to decide what forms of violence to focus on.

NOTE: It is important to complete all activities in the START session but 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.
- Remind participants who to talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites.
- 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 that a child is going to be harmed. Explain that you will only tell the child protection lead or a referral agency to ensure that they are supported and that anything that they tell you will only be told to professionals.
- Explain the learning aims and what form of violence you will be talking about.
- Give them the opportunity to take time out and leave the session. Provide an alternative space where they can go and do another activity. Make sure there is a leader or another adult to support the time out group.
- Throughout the 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. Hand out leaflets with local support services numbers on it.
- Explain the limits to confidentiality and that you have a duty to report to the association's child protection lead if you are worried they are going to be harmed. Explain that you will only tell the child protection lead to ensure that they are supported and that anything that they tell you will only be told to a few professionals.
- Give them the opportunity to talk to you at the end of the session confidentially and without other participants knowing.



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
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	START	<i>page 7</i>	All forms of violence	<ul style="list-style-type: none"> • To develop a safe and supportive learning environment. • To assess the needs of girls and young women. • To understand and define violence against girls and young women.
	THINK: Life in a box	<i>page 13</i>	Gender equality and discrimination	<ul style="list-style-type: none"> • To identify gender stereotypes and expectations. • To learn how gender roles, norms and expectations can impact on the lives of girls and boys. • To recognize gender as a sliding scale and not a rigid box. • To reflect on who they are and the person that they want to be.
	THINK: Gender assumptions	<i>page 18</i>	Gender equality and discrimination	<ul style="list-style-type: none"> • To think about gender discrimination in careers. • To think about our own gender assumptions and stereotypes.
	THINK: Representing me	<i>page 23</i>	Sexual harassment Gender equality and discrimination	<ul style="list-style-type: none"> • To think about the way that we represent ourselves online and offline.
	THINK: Violence in the news	<i>page 27</i>	Gender equality Forms of violence against women and girls	<ul style="list-style-type: none"> • To think about the way that violence against women and girls is represented in the news. • To create a positive news story on a loving and respectful relationship.
	IDENTIFY: Safe homes?	<i>page 30</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To identify violence and discrimination against girls within the home. • To identify different forms of violence against girls.
	IDENTIFY: Education for girls	<i>page 33</i>	Gender inequality and discrimination	<ul style="list-style-type: none"> • To identify discrimination against girls in education and the links to violence against women and girls.
	IDENTIFY: Touch	<i>page 43</i>	Sexual harassment Dating violence Domestic violence	<ul style="list-style-type: none"> • To understand the importance of free and informed consent. • To practice saying STOP to things that make participants feel uncomfortable and saying YES to things that they want. • To know how to protect their space.

SESSION TITLE		FORM OF VIOLENCE	LEARNING AIMS
	IDENTIFY: Mapping safety <i>page 51</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To identify safe and unsafe areas in community and home. • To think about ways to keep safe.
	IDENTIFY: Sexual harassment <i>page 55</i>	Sexual harassment	<ul style="list-style-type: none"> • To define sexual harassment and draw up recommendations to stop it. • To learn how to deal with sexual harassment.
	IDENTIFY: Warning signs <i>page 60</i>	Dating violence	<ul style="list-style-type: none"> • To recognize signs of abuse in relationships.
	IDENTIFY: Female Genital Mutilation <i>page 71</i>	FGM	<ul style="list-style-type: none"> • To learn about and understand FGM as a form of violence against women and girls.
	IDENTIFY: Global myths on violence <i>page 73</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To explore attitudes that excuse violence against women and girls.
	SUPPORT: Survivor Story <i>page 82</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To learn about the experiences of survivors of violence against women and girls. • To learn about support services for women and girls experiencing violence.
	SUPPORT: Agony aunt <i>page 84</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To think through different scenarios of violence against girls and young women and how to support people experiencing it. • To learn how to help a friend. • To create a leaflet to help a friend.
	SUPPORT: TREE OF LIFE <i>page 88</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To reflect and identify their individual life journey. • To accept their own journey and feelings. • To identify their hopes and dreams.
	SUPPORT: Ways of communicating <i>page 93</i>	Dating violence Sexual violence Forced marriage	<ul style="list-style-type: none"> • To identify different forms of communication. • To learn to communicate with assertiveness.

SESSION TITLE		FORM OF VIOLENCE	LEARNING AIMS	
	SPEAK OUT: Women's rights are human rights	<i>page 99</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To learn about the UN Declaration of Human Rights. • To recognize violence against girls and young women as an abuse of human rights.
	SPEAK OUT: Poster campaign	<i>page 103</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To develop campaign skills by creating a poster for the stop the violence campaign. • To explore how images communicate messages to the public.
	SPEAK OUT: Local activists	<i>page 107</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To learn about local activism. • To identify local campaigns that the group can take part in.
	SPEAK OUT: Global inequality	<i>page 109</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To consider different factors that impact whether or not girls receive an education. (and the quality of education they receive). • To think about how violence can play a role in a girl's right to education.
	TAKE ACTION: Run a local campaign to stop the violence	<i>page 115</i>	This activity can be tailored to focus on any form of violence	<ul style="list-style-type: none"> • To plan a local campaign to raise awareness to stop the violence. • To identify the audience for your campaign. • To decide the campaign aim. • To consider some campaign activities.



THE START SESSION

You should complete the START session before planning the rest of the curriculum. This will help you to find out the levels of understanding and attitudes towards violence against women and girls in your group. It will also help you to decide what forms of violence to focus on.

Learning outcomes

- To develop a safe and supportive learning environment.
- To assess the needs of girls and young women.
- To understand and define violence against girls and young women.

Preparation and Materials

- Flipchart paper and pens.
- Copies of questionnaire for middle and older years (Tools: Planning and Evaluating - middle and older years in the leader's curriculum handbook (page 86).
- Cut out the forms of violence (see below TOOL: Forms of violence cards).
- Prepare pass the parcel:
- Wrap up a small bag of treats (that the group can share at the end) or a card stating 'enjoy a 5 minute game of your choice or 'enjoy 5 minutes lying on your backs looking at the clouds etc.

Around this parcel, wrap a layer of newspaper. Then add another layer of newspaper and stick onto it one of the forms of violence. Add another layer of newspaper and stick on another form of violence (see tool below). Continue to add more layers of wrapping to the present and in between each layer tape on the different forms of violence. The first layer that you wrap should have no form of violence attached.

THINK:

Some participants may be 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 immediately. Follow the local child protection procedure (check section 2, Preparation, Checklist step 3) and create a safe and supportive space (please refer to 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 research on the internet, in libraries or by talking to other organizations to understand the local context of violence against women and girls and the national and international legal framework.



THE START SESSION continued

INVOLVE YOUNG MEN:

Use the guidance on working with men and boys at the end of 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. They must also be made to feel comfortable to seek support for any violence they may have witnessed or experienced.

MALE CHAMPIONS:

Boys and young men can make fantastic allies in the campaign to stop violence. They should contribute to the development and delivery of the messages of the campaign. Boys and men can also make great role models to promote alternative, respectful masculinity.

RESPONSIBLE MEN:

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.

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 notions of masculinity. It is equally important to encourage girls to question the norms and notions of masculinity that they believe, reinforce or condone.

ASK MEN:

Young men and boys should be consulted on the content of the curriculum and how it can meet their needs; and also they should be asked their view on the best ways to communicate with and engage other boys and young men.

TAKING IT FURTHER:

Use the tools in the handbook (Section 2, Preparation, Checklist 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****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the participants who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

Explain the learning aims and what form of violence you will be talking about.

Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.

**2. Group code**

Explain that the group can create a supportive and safe environment by developing a code of conduct or ground rules.

Ask participants to define their group code to ensure the full participation of children and young people. Ask the group the following questions so that the guidelines are tailored to the needs of the group.

- How can we make this a safe space?
- How can we support you or your friends if you or they experience violence?
- How can we empower everyone to participate in the sessions?
- 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 in the group 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 or it can be experienced as bullying. However, 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:

Respect for each other

We have a responsibility to respect and promote the rights of others, not just our own rights.

For under 18 year olds, confidentiality should be explained as you as a leader have a responsibility to talk to an appropriate adult if you feel that a child or young person is being harmed or at risk of harm.

Participants need to agree to not gossip about incidents that are discussed but also young people need to be aware of the risk that what they say may be repeated.

Time out options explained so that children and young people understand that if there is anything they are not comfortable with they can leave the session and do another activity like drawing in another area. This area needs to be supervised by a responsible adult.

Explain that no form of discrimination will be tolerated.

**3. Pass the Parcel: To identify different forms of violence against girls and young women**

Play a song, or get the group to sing a song. While the music is playing pass the parcel around the circle (while sitting on the ground). After the parcel has passed around a few people (depending on the size of the group), the leader pauses the music or blows a whistle to stop the singing. Whoever is holding the parcel when the music stops unwraps a layer of paper and reads aloud the 'form of violence' to the group. The game continues until all the forms of violence have been read.

With each form of violence you can ask the group if they agree with the definition. You can also use the factsheets in the handbook to further explain the form of violence.

TIME**ACTIVITY : THE START SESSION****NOTES****4. Definition**

In small groups or in the large group explore participants' understanding of violence against girls and young women. Hand out the factsheet on Introduction to violence against girls and young women and ask participants to use this to create their own definition of violence against girls that they will then share with the rest of the group.

Draw a big house, a street, or a school. Invite participants to write forms of violence against girls and young women that may occur in that place. Add other places that you or the participants can think of.

Explain that it is important that everybody understands what violence against girls and young women is. Share with participants the official definition of violence found in the Tools below. This definition is taken from a child friendly version of the UN Secretary General's Report on Violence against Children 2006.

Produce a spider diagram of what violence might be. This can be done on a large piece of paper with 'Violence against girls' written in the middle. Participants add words to the spider diagram that are associated with this phrase.

Ensure that you are prepared with local research on the forms of violence against girls and young women that occurs in your community and country. Use relevant stories, news articles, reports and statistics.

When you have an agreed definition of violence against girls and young women, display this in the meeting room and revisit it throughout the curriculum.

**5. Introduce the badge curriculum**

Present the Voices against Violence badge curriculum. You can use the information in the leader's curriculum handbook to do this.

Have a general discussion about the topic. Do participants think this is an important topic to talk about? Why? What issues do participants want to discuss?

Put five pieces of paper around the room with the headings:

- THINK about what it is to be a girl or a boy. To understand gender inequality and discrimination and promote equality.
- SUPPORT Respectful relationships. To develop skills to form their own relationships and support their friends.
- IDENTIFY Violence against women and girls. To understand forms of violence against women and girls.
- SPEAK OUT for girls' rights. To increase awareness of women's and girls' human rights.
- TAKE ACTION to stop the violence. To develop and run a campaign event or activity to raise awareness to stop violence against girls and young women.

Ask the group to circulate and write or draw what they would like to learn about in the sessions. Explain that you will take into consideration their ideas and try to integrate them into the sessions that you will be delivering but this might not always be possible.

Ensure that everyone has the choice to do the curriculum. If after this session they do not want to do the badge curriculum or any one of the sessions they can let the leader know.

TIME**ACTIVITY : THE START SESSION****NOTES****6. Questionnaire**

Introduce the questionnaire which you can find under Tools: Planning and Evaluating - middle and older years in the leader's curriculum handbook (page 86). Let participants know that they do not have to fill in the questionnaire if they are not comfortable. Give individual quiet time for participants to answer the questions.

Explain that there are no right or wrong answers to the questionnaire and that you are just trying to find out information that helps the group determine the most relevant activities to deliver the curriculum. Remind participants that the questionnaire is anonymous.

**7. Homework: To do some individual research**

Split into small groups and ask participants to do some research into the definition of key themes that they will be learning about in this curriculum. Ask them to prepare a short presentation for a later session on what is:

- Gender
- Sex
- Gender inequality and discrimination
- Sexuality
- Stop the Violence WAGGGS campaign

They can also do this research in one of your group meetings.

Don't forget to invite small groups to present to the rest of the participants throughout the curriculum. You could ask one or two groups to present at each subsequent session.

**8. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers. Explain the limits to confidentiality particularly for children. Follow up any concerns and follow your child protection procedure.

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

With thanks to New Zealand Girl Guides

Adapted from the Working Group on Girls Girls Stand Up orientation day for the 55th Commission on the Status of Women and originally from UNICEF's "Our right to be protected youth activities".



TOOL : Definition of violence

“ ... violence occurs when someone uses their strength or their position of power to hurt someone else on purpose not by accident. Violence includes threats of violence and acts, which could possibly cause harm, as well as those that actually do. The harm involved can be to a person's mind and their general health and well-being as well as to their body. ”¹

¹ United Nations study on violence against children adapted for children and young people, 2006, UNICEF
http://www.unicef.org/violencestudy/pdf/Study%20on%20Violence_Child-friendly.pdf



TOOL : Forms of violence against girls and women cards

These should be cut up and taped to each layer of the parcel

SEXUAL VIOLENCE

Someone touching a girl or young woman somewhere private when she does not want them to.

EMOTIONAL VIOLENCE

Someone saying something nasty to a girl or young woman, making them feel upset or controlling them.

PHYSICAL VIOLENCE

Being hit or physically hurt by someone.

DISCRIMINATION

Girls and women not having the same chances, opportunities or choices as boys

FINANCIAL VIOLENCE

Someone taking all your money or controlling how you spend it.

THREATS

Someone saying that they will hurt you.

SEXUAL HARASSMENT

Someone making unwanted and unwelcome sexual advances, remarks or gestures. This can hurt you or make you feel afraid.

Note to leaders: Don't forget in your explanations and activities to convey that violence is not only physical. It can also be emotional, physical, economic or sexual.



THINK: Life in a box

Learning aims

- To identify gender stereotypes and expectations.
- To learn how gender roles, norms and expectations can impact on the lives of girls and boys.
- To recognize gender as a sliding scale and not a rigid box.
- To reflect on who they are and the person that they want to be.

Preparation and Materials

- Flipchart or board.
- Paper, pens and pencils.
- Two boxes.
- TOOLS:
 - Life in a Box image
 - Definitions

THINK:

This session will help participants understand what gender is and how it is socially constructed. It will explore gender inequality and discrimination. It may prompt young people to talk about any gender variance that they are experiencing – this means that although they are a boy or girl, young man or young woman biologically, they may not feel that they are 100 per cent masculine or feminine in gender. Ensure that young people know where to access information and support. Follow the child protection policy and procedure.

KNOW:

Gender roles, norms and stereotypes are socially constructed and describe women and men at opposite ends of a scale with men seen as more powerful and superior to women. Gender roles, norms and stereotypes also normalize heterosexual relationships. They put heterosexual relationships at the opposite and superior end of a scale with homosexual relationships at the other end.

If children and young people do not conform to gender stereotypes they can be bullied. 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. Listen to children. Follow the child protection policy and procedure.

Do not reinforce gender roles, norms and stereotypes by telling children what to be. Instead allow children to be 'me'. Be aware of the risks in this session as children may try to apply the messages from the session and they may experience a backlash from their community. Adapt this session to make it relevant and safe in your community.

INVOLVE YOUNG MEN:

It is important that young men and boys are given opportunities to question gender roles, expectations and stereotypes. Make sure that ideas and comments come from boys and young men themselves and that you are not 'telling them what to be or do'. Encourage young men to talk about the pressures that they face to live up to expectations such as getting a well-paid job, being strong, enjoying certain sports. Be careful in discussions as this will probably be a sensitive subject that young men may find hard to talk about. Distance the topic by talking about fictional characters, celebrities or local examples of men that challenge stereotypes.

TAKING IT FURTHER:

Invite parents to come towards the end of the session to hear what the group has learned. Invite participants to think about gender roles at school and at home in the following week as long as they feel safe to do so.

TIME**ACTIVITY : LIFE IN A BOX****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook Section 2, Preparation Checklist step 7). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

Explain the learning aims and what the session will be focusing on.

Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.

**2. Real girl and boy: To identify expectations placed upon girls and boys**

Explain that a person's 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 out two pictures of a child making sure that they both look similar. One will represent a girl's body, and one will represent a boy's body.

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 these are attributes of a person's sex.

Explain that your gender is created by the world around you. It refers to the roles, behaviours, activities, and attributes that a given society considers appropriate for men/boys and women/girls. Ask the group to draw and write things that society considers "appropriate" for a boy or a girl; 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.

Encourage them to think about what they themselves have been told about being a 'girl' or a 'boy'. Stick the picture of the boy and of the girl at either end of the room.

Be aware that when talking about sexual organs like penises and bosoms 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.

You can hand out magazines and newspapers so that the participants can make collages representing the media messages about being a girl/woman or a boy/man.



Have a discussion as a group to talk about the activities drawn in the previous exercise. Do the participants agree with these expectations, roles, attributes, etc.? Are they in any way biologically determined? Are they fair? How can they limit people's choices and opportunities?

Ask the group to think of some gender roles, norms, stereotypes and expectations from their own communities and country.

Give participants the opportunity to think about how gender is created by the world around them, and how it reflects society's idea of how women and men should be.

Remember that the conclusion should be that there is no "right" or "wrong" way to be a "real" boy or girl. Try to reinforce this message.

It is important to see gender not as a binary but as a sliding scale or a spectrum. You can use the gender scale in the tools to help explain gender as a sliding scale. Explain that there is no such thing as a 'real woman' or a 'real man'. There are 'real people' who have the right to express their gender in the way that they want to.



3. Talk about stereotypes: To think about gender stereotypes and how they limit life choices

Discuss how stereotypes limit lives, keeping people in a box. At this point bring out the boxes. Also show image in tool: Life in a box. Ask if anyone fits into a box, or if it is an unrealistic representation of people? How do people get treated if they do not live up to the stereotypes? What happens to boys if they do not live up to gender expectations? What happens if girls do not conform to these roles and responsibilities?

Talk about breaking down the walls of the box by discussing local examples of where girls and boys don't fit into the gender box, like a girl that plays football or boys that cook. Write the ideas on paper and stick them on the sides of each box - one box representing a boy and one representing a girl. Ask for volunteers to break down the sides of the boxes (without being violent).

Be clear that there are infinite ways of being a person and that this should not be restricted by what society says about what a girl or a boy should be or do or by the opportunities that are available to them.



4. Gender and power: To think about how gender stereotypes reflect the power of individuals

Refer back to the pictures of the boy and the girl. Explain to the group that gender inequality is a result of a power imbalance between men/boys and women/girls. Gender stereotypes, norms and values reinforce differences and inequalities between women and men that often result in girls and women being considered as inferior or less valuable than boys and men. For example, it may be that boys and men are expected to be strong and active and that girls and women are expected to be quiet and submissive. This results in women and girls being discriminated against and prevented from enjoying their human rights.

Questions to prompt any discussion: Are there more powerful words ascribed to boys or to girls? Is there an equal distribution of powerful characteristics? Look at the images on the wall and imagine the boys and girls in a relationship, how would these expectations play out in a relationship? Do they think that this would be an equal and respectful relationship?



5. Your gender: To think about your own gender

Invite participants to write a personal pledge, poem or drawing about how you can be the gender that you want to be.

Participants can keep this to themselves.

What do you need to help you be the person you want to be?

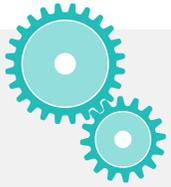
If you are not comfortable with these concepts or you are in a community or country with strict rules on sexuality and gender do not do this.



6. Close the session

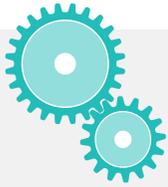
Remind them who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

What have participants learned from this activity and how will this learning affect their lives now and in the future? Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.



TOOL : Life in a Box

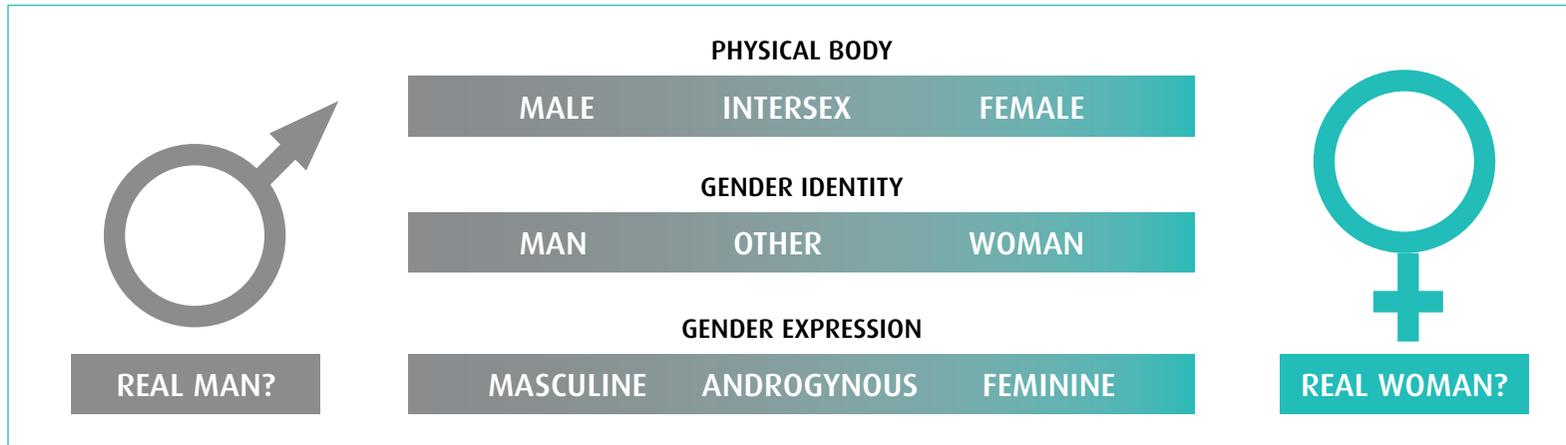




TOOL : Definitions

Gender scale

Everyone will be on a different point on this scale and this may change from day to day and year to year. There is no right or wrong point on this scale.



Reproduced from the Transgender alliance
http://www.scottishtrans.org/Page/Gender_Overview.aspx

Your **sex** is the biology that makes you a girl or a boy, a man or a woman. It includes genitals, breasts, reproductive systems, facial and body hair, voice, body shape and chromosomes.

Your **Gender Identity** is your internal sense of where you exist in relation to being a man or a woman.

Your **Gender Expression** is the way that you express who you are through external display of clothing and behaviour (including your interests and mannerisms).

Intersex people are born with external genitals, and internal reproductive system or chromosomes that are in between what is considered clearly male or female.

Androgynous people do not think of themselves as simply either male or female. Instead they feel that their gender identity is more complicated. Some may identify their gender as right in the middle between male and female, while others may feel mainly but not 100% male or female. Alternatively, they may entirely reject defining their gender in terms of male and female in any way.



THINK: Gender assumptions

Learning aims

- To think about gender discrimination in careers.
- To think about our own gender assumptions and stereotypes.

Preparation and Materials

- Copies of the assumptions answer sheet (see TOOL: Scenarios and statements for assumptions activities).

THINK:

Some participants may be 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 environment (see leader's curriculum handbook Section 2 Preparation, Checklist step 7).

KNOW:

Gender roles, norms and expectations limit women's and men's life choices and opportunities. Women and men for example may be restricted to certain career opportunities or employment choices that are considered traditionally "male" or "female" jobs. For example very few women work in IT or as a plumber and very few men work in nursing or primary teaching. Sometimes women may be paid less for performing the same job. In general women are still paid, on average, less than men – in the UK for example, the median gross hourly pay difference between men and women (all employees full and part time, excluding overtime) is 17 per cent². Women may also not be given the same opportunities to access high level positions – globally for example only 19.8 per cent of the world's parliamentarians are women.³ Give young people an opportunity to question this and think of their own career choices – whatever they want to be.

² Annual Survey of Hours and Earnings (ASHE) UK 2012
<http://www.ons.gov.uk/ons/rel/ashe/annual-survey-of-hours-and-earnings/2012-provisional-results/stb-ashe-statistical-bulletin-2012.html>

³ Interparliamentary Union. May 2012.
<http://www.ipu.org/wmn-e/world.htm>

INVOLVE YOUNG MEN:

Encourage young men and boys to question the roles, expectations and stereotypes that they face. Make sure that ideas and comments come from boys and young men themselves and that you are not 'telling them what to be or do'. Encourage them to talk about the pressures that they face to live up to expectations; be careful in your discussions as this may be a sensitive subject that young men find hard to talk about. Distance the topic by talking about fictional characters, celebrities or local examples of men that challenge stereotypes. How does it make young men feel if they want to have careers that do not fit the masculine model? What do young men think about the assumption that men will be the main earner in families?

TAKING IT FURTHER:

Organize a careers day with careers advisors and education providers. Invite parents and community leaders.

TIME**ACTIVITY : GENDER ASSUMPTIONS****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook).
Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.
Explain the learning aims and what the session will be focusing on.

*Give them the opportunity to take time out and leave the session.
Check in time – ask participants to talk about their mood and how their day has been.*

**2. When I grow up:
To build young people's self-esteem**

Gather the group into a circle to fill in this statement 'In 10 years' time I want to be...'
Participants could mime what their ambition is and the rest of the group could try and guess it.

Remember to congratulate everyone and encourage them to succeed.

Explain that this session looks at different career options and what steps you can take to get there.

**3. A man's or a woman's job?**

Bring the group into the middle of the room and explain that there is an imaginary line in the room with a man at one end, a woman at the other end and either in the middle.

Read out the careers in the tool below (TOOL: A man's job?)

Invite participants to move to a place on the line that describes whether they think that the job is most likely to be done by a woman, or by a man, or by either.

Ask the participants why they are on a particular part of the line and encourage them to think and possibly move along the line. Ideally you want everyone to be in the 'either' section of the line.

*Remember to challenge any sexism or homophobia that you hear.
Reaffirm that everyone can be whatever they want to be. If you can, use local examples of women and men that have gender atypical roles. If participants feel that the jobs are gender neutral, the discussion may revolve around how many women and how many men they know in these professions. Or, if they feel that the jobs should be gender neutral, but they are not in practice, the discussion can revolve around why not, and what can be done to change this.*

Consider also how some types of work are not considered productive and which are usually unpaid – for example child care, household work. Who usually does this work? Why it is not considered productive?



Discuss with the group gender norms, roles and expectations that might restrict a person making their life choices. Discuss ways in which these gender stereotypes might be overcome; ask for suggestions.

Explain that there are social roles, norms and gender stereotypes that limit the life choices of boys and girls, women and men. These can restrict career options and impact on the way that they live their life. For example, women are often kept in low paid jobs like caring, retail, customer services, and men get jobs in IT and construction. Or lack of educational opportunities, or unequal care giving responsibilities may keep them from excelling in their careers or taking up better jobs.

TIME**ACTIVITY : GENDER ASSUMPTIONS****NOTES****4. Assumptions and stereotyping:
To identify our own gender assumptions
and stereotypes**

Explain that this is an exercise in listening.

Hand out the Assumptions and Stereotyping answer sheets. Read out the scenario two or three times and then ask the questions. Ask participants to tick their answer in the boxes on the answer sheets.

After the exercise read the scenario and the questions again to the group and this time allow participants to feedback their responses.

Begin this activity by telling the group it is an exercise in listening. Then they will not be aware that you are looking for assumptions made about gender. It is natural to make assumptions and to fill in the gaps in our knowledge. Go over the exercise with the group and discuss participants' answers and how we all make assumptions related to gender.

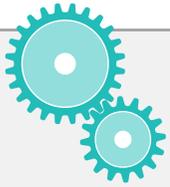
**5. Career choices:
To identify the next career move that
participants will take**

Ask each participant to think about how they can have the career that they want. Give them a few minutes to write down or draw the steps they need to take in the next five years to get the job they want in the future. They can share this with the rest of the group if they want to.

**6. Close session**

Remind them who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.



TOOL : A man's or a woman's job?

A PILOT

AN ENGINEER

A POLITICIAN

**A BUSINESS
EXECUTIVE**

A PLUMBER

A LAWYER

ACTING

**A CHARITY
WORKER**

A FARMER

**A NURSERY
TEACHER**

A CHEF

A HAIRDRESSER

A BUILDER

A DANCER

Add other roles that you can think of...



TOOL : Scenarios and statements for assumptions activities

Scenario

- | | | |
|--|---|--|
| 1. A builder, leaning out of a van, shouts "nice legs" to a nurse cycling by | 2. The same nurse arrives at work and casually mentions this to a senior doctor | 3. The doctor says, "I'd never say that" |
| 4. The doctor has two grown up children who are 22 and 30. They get on very well | 5. One is a sergeant in the army; the other is training to be a hairdresser | 6. The doctor divorced last year and is currently dating someone |

Questions:	TRUE	FALSE	DON'T KNOW
The builder was driving the van			
The van was travelling quicker than the nurse			
There was at least one man in the van			
The doctor is no longer living with his wife			
The doctor has a new girlfriend			
The doctor's son is in the army			
The youngest child is training to be a hairdresser			
At some point a woman spoke to a man			
At least two of the people mentioned are men			
A woman was shouted at			

Note to leader: the first two questions are designed to distract participants and are not related to gender assumptions. The answers to the remaining questions should be 'don't know' because no genders or sexes are given in the scenario.

Based on Off the Record Violence against women education resource <http://www.offtherecord-banes.co.uk/our-services/domestic-violence-abuse/>



THINK: Representing me

Learning aims

- To think about the way that we represent ourselves online and offline.

Preparation and Materials

- Collect old newspapers and magazines.
- Handout: Online safety (see tools below).

THINK:

Some participants may have experienced bullying about the way they look or represent themselves. 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 immediately. Follow the local child protection procedure and ensure you create a safe and supportive environment.

KNOW:

Children and young people represent themselves in different ways and it is important that they are given opportunities to explore this. Young people create their own images through social media. They need to think about the image they present through online forums and learn how to use these platforms safely and respectfully.

INVOLVE YOUNG MEN:

Young men face pressures to represent themselves in a narrow masculine way. Ask young men how they feel about how they are expected to represent themselves; what norms and stereotypes that they face and whether these are realistic expectations; ask them to reflect on how they want to be.

TAKING IT FURTHER:

Invite parents to learn about online safety with participants by inviting a local expert to come and speak to the group. Encourage parents to have conversations with participants about how they can ensure their online safety in the home.

TIME**ACTIVITY : REPRESENTING ME****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

Explain the learning aims and what the session will be focusing on.

Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.

**2. Representation: To identify the different ways that people represent themselves**

Split into two groups.

Ask the groups to think of a selection of famous people.

The two groups take it in turns to either mime the different famous people or to guess who they are representing.

Ask where people have seen this famous person represented – online, magazines, news, film, TV.

Ask the group to think about the way that these famous people represent their gender.

Do they behave in a stereotypical way?

**3. Represent me: To think about the way that you represent yourself**

Ask the group where they create an image of themselves? Do they use social media? Do they have a profile of themselves on a social networking website? Remind participants that they are representing themselves in everything that they do.

Ask them if they change the way that they represent themselves in different places? And why? Remind them that anything that they put on social media can be seen across the world, and that it is like they are creating a huge billboard of themselves in a very public place. Ask participants to consider if their online image is how they want to present themselves? Ask participants to make a drawing, collage, poem, skit or rap that represents themselves.

Ask for them to feed this back to the rest of the group or to keep it to themselves if they would prefer.

Give young people opportunities to think about how they represent themselves. They can be pressurized and expected to present a certain image of themselves to others, especially when they use social media. Discuss with participants the importance of using social media platforms responsibly and to be aware of dangers. Social media platforms allow for the creation of false profiles and identities that can be used by internet predators to target and lure children easily. Children may also become victims of online bullying, when social media platforms are used to harass, threaten, embarrass, or target them. Examples of cyber bullying include mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

TIME

ACTIVITY : REPRESENTING ME

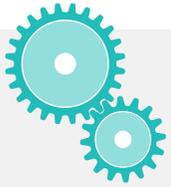
NOTES



4. Close the session

Remind participants who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.



TOOL : Online Safety

- Do not share photos or videos of your friends online without permission from your friends' parents or carers
- Remember that online 'friends' are still strangers. If you want to meet someone an adult **MUST** come along
- Look out for your friends and tell an adult if you think they are at risk
- Save a copy of all your conversations and report any unacceptable behaviour
- Use the internet in a public place where anyone you chat to can see your family or friends around you – so that they know you're not alone
- Remember that anything you put online can be sent 'virally' and you cannot control who can see the content

With thanks to Girlguiding UK



THINK: Violence in the news

Learning aims

- To think about the way that violence against women and girls is represented in the news.
- To create a positive news story about a loving and respectful relationship.

Preparation and Materials

- Collect old newspapers and magazines. Have a look through them and pick out some stories about violence against women and girls. Make copies of a news story to hand out to participants.
- Copies of handouts:
 - Myth and reality cards (these can be found in the activity – IDENTIFY: Global myths on violence).

THINK:

Some of the stories about violence against women and girls in the news may prompt participants to think about things that have happened or are happening to them. Some participants may be 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 immediately. Follow the local child protection procedure and ensure you create a safe and supportive environment.

KNOW:

Children and young people receive messages in the news that glamorize or normalize violence. Try to spend some time looking at the way the media represents violence against women and girls as preparation for this session. Check news, magazines, television, movies, as well as blogs and comments on news articles.

Provide a safe space to challenge these messages and look beyond the headlines. Cultural or religious reasons can be used to justify, excuse, minimize or silence violence against girls and women around the world. This results in violence being normalized and accepted as an everyday occurrence. This can lead to women being blamed for violence they experience, for example because they are considered to be acting or dressing inappropriately. **A woman or girl is never responsible for the violence and abuse that she experiences – there is no excuse for abuse.**

INVOLVE YOUNG MEN:

Where do young men receive messages about masculinity? Ask young men to think about this and to start to critically assess the messages that they receive. This is a long-term process and you will not be able to change their opinions immediately but you can examine how men are portrayed in the news and what this says about masculinity. Is this an accurate and fair portrayal? Who writes the news? How do young men want to be talked about? Also encourage young men to empathize with women and girls in the news.

TAKING IT FURTHER:

Organize a workshop with local media or write a letter to discuss the representation of women. Think of recommendations for how the media should represent violence against girls and young women.

TIME**ACTIVITY : VIOLENCE IN THE NEWS****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

Explain the learning aims and what the session will be focusing on.

Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.

**2. Violence in the news: To identify how relationships are represented in the media**

Begin by holding up a news story that you have found that talks about violence against girls and young women; read this out to the group and point out the different messages that it gives about violence against women and girls. Hand out the copies that you made of the news stories and ask participants to discuss them in the small groups. Ask the groups to feed back on the news story. Record any messages that they have identified, ask them if they think that these messages are true. Do they justify violence? Do they recreate myths about violence? The leader needs to unpack some of the myths about violence.

Write the key discussion points on the flip chart or board:

What form of violence is this? What messages does the story say about violence against girls and young women? Discuss how the media represents women and men and girls and boys. Link the conversations back to any group work that you have done on gender stereotypes. Are women portrayed as weak victims or are they blamed for the violence? Are men portrayed as strong? Are there any voices of girls in the stories? Does the article mention the existence of any laws? Is there an indication as to whether these have been implemented?

**3. Positive news: To identify characteristics of a respectful relationship**

If you can, find a news story about a respectful relationship. Alternatively ask the group to think about a respectful relationship that they know. Get participants to consider what makes that relationship respectful. List these positive messages on a chalk board or on a large piece of paper. Ask participants to work in small groups to create a one minute positive news story or a mime that tells about a loving and respectful relationship. Take time for each group to present their positive news story.

Give young people opportunities to think about their own sexuality and gender and the sort of relationships that they would like in the future. Encourage them to challenge the ideas of what is considered "nice" in a relationship, as there may be normalized or romanticized concepts of masculinity, femininity, and control and power issues.

TIME**ACTIVITY : VIOLENCE IN THE NEWS****NOTES****4. Close the session**

What have participants learned from this activity and how will this learning affect their lives now and in the future? Encourage young people to keep an eye on the news and make notes or collect any stories about violence against women and girls.

Remind participants who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.



THINK: Safe homes?

Learning aims

- To identify violence and discrimination against girls within the home.
- To identify different forms of violence against girls.

Preparation and Materials

- Set the aims for the research group in the session before.
- Flipchart or board.
- Sheets of paper and pens.

THINK:

This activity may make participants think about relationships that they are in; it might make them think of things that have happened to them or of signs that they previously ignored. 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 immediately. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

This activity will raise awareness about violence against women and girls that often takes place where they should feel safest - in the home. It will explore different forms of violence, such as domestic violence, sexual violence and early and forced marriage. Read the relevant factsheet on forms of violence in the leader's curriculum handbook.

INVOLVE YOUNG MEN:

Young men report that they welcome the opportunity to have safe conversations about relationships and to learn about acceptable behaviour. Encourage young men to recognize their responsibilities in respecting and protecting young women's right to live a life free from violence. Ask them about the sort of relationships that they want. Although violence in relationships disproportionately affects young women, it is important to acknowledge that young men may experience violence in their relationships.

TAKING IT FURTHER:

Invite a local women's organization to help you run this session or to speak about domestic violence, early or forced marriage. Invite parents and carers to come to the research presentations.

TIME**ACTIVITY : SAFE HOMES?****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality. Explain the learning aims and what the session will be focusing on.

Give them the opportunity to take time out and leave the session. Check in time – ask participants to talk about their mood and how their day has been.

**2. Safe Homes**

Ask the group to close their eyes and imagine what a safe and respectful house would look like. What makes a home safe?

If you have a wide age range of participants, divide them up and get the younger ones to write poems, draw, and paint or write a story about this safe home. Get the older group to prepare a presentation on what makes a home safe, which they can present to the rest of the group.

**3. Research project: to conduct a research project into different forms of violence against girls and young women**

Bring to the group research materials that you have found in the library, on the internet, in books and publications. Explain that most violence against girls and young women happens between people that already know each other, who have an existing relationship. Girls and young women often experience violence where they should feel safest – like in their own homes.

Ask the group to split into mini-research groups. Explain that they are going to do their own research using the materials that you have identified, into the following areas:

- Domestic violence and children
- Sexual violence
- So called 'honour killings'
- Early and forced marriage
- Neglect of the girl child

Ask the groups to research the statistics, case studies and information on their particular form of violence which often takes place within the home. They can look at this within their own community or do research into violence in another country. If you have access to it you can invite some groups to research on the internet during this session.

If it is possible you may want to organize this session as a visit to a local library or IT centre where the young people can do the relevant research. Ensure the research remains culturally and age-appropriate.

TIME**ACTIVITY : SAFE HOMES?****NOTES****4. Research presentation:
To present their understanding of the different
forms of violence**

Organize a presentation for the participants to present their findings to the rest of the group, or to parents and carers. Ensure that they are listened to and that there is an opportunity for others to ask questions.

**5. Close the session**

Remind participants who they can talk to about their own experiences of discrimination and violence. Hand out leaflets with local support services numbers. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.



IDENTIFY: Education for girls

Learning aims

- To identify discrimination against girls in education and the links to violence against women and girls.

Preparation and Materials

- Flipchart or board.
- Copies of the case studies (you can pick the relevant and appropriate ones for your group).
- Sheets of paper and pens.

THINK:

This activity may make participants think about relationships that they are in; it might make them think of things that have happened to them or of signs that they previously ignored. 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 immediately. Follow the local child protection procedure and to create a safe and supportive space.

KNOW:

This activity includes case studies that talk about access to education but also about sexual violence, exploitation, harassment, discrimination. Think about your group and choose the appropriate case study. Read the relevant factsheet on your chosen form of violence in the leader's curriculum handbook. Girls can miss out on education because of early or forced marriage, sexual abuse and exploitation, or gender inequality and discrimination. This session can also highlight barriers to education like lack of nearby schools, lack of female teachers in societies where girls will not be sent to school if there are only male teachers, or a lack of separate toilets. In many countries parents will not send their daughters to school for some of these reasons even if they do believe in the education of girls.

INVOLVE YOUNG MEN:

Most young men welcome the opportunity to have safe conversations about relationships and to learn about acceptable behaviour. Encourage young men to recognize their responsibilities in respecting and protecting young women's right to education and to live a life free from violence. Ask them about the sort of relationships that they want. Although violence in relationships disproportionately affects young women, it is important to acknowledge that young men may experience violence in their relationships.

TAKING IT FURTHER:

Ask the group to think of some campaign actions that they could do to support the Education for All campaign. Introduce the idea of the Global Action Week which takes place in April. Consider what the participants could do in this week. For example they can write to their local parliamentarian or ask them to visit the group and give a presentation. Raise awareness across the community by creating posters or by giving an assembly in the local school.

To find out more about the Education for All campaign and Global Action Week check this website:

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/the-efa-movement/>

TIME**ACTIVITY : EDUCATION FOR GIRLS****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

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. Check in time – invite participants to talk about their mood and how their day has been.

**2. Education for girls: To identify gender inequality and discrimination and violence against girls and young women as barriers to girls' education**

Introduce the case studies and explain that girls around the world are denied their right to an education as a result of gender inequality and discrimination, and violence against girls and young women.

Split the participants into five groups and hand out the case study cards. Give 10 minutes for small group discussions. Ask participants to think of the following:

- What stops some of the children from going to school?
- What could help the children go to school?

Bring the group together and ask for feedback on their answers to the questions.

Record their answers on a table with two columns:

1. 'challenge to education for all' (e.g. they are required to work at home)
2. 'opportunity for education for all' (e.g. girls need female teachers in some cultures, transport to school)

Explain that some girls around the world are denied an education because of:

- Gender inequality and discrimination against girls
- An unsafe school environment
- Early and forced marriage
- sexual abuse and exploitation

Whichever case study you use make sure that you are familiar with the related factsheet (found in the leaders' leader's curriculum handbook). For example, if you are looking at early and forced marriage, read the appropriate factsheet.



3. Right to Education: To think about how to protect girls' and young women's right to education

Ask the groups to think about the scenarios below (TOOL: Case studies) and to identify a 'duty bearer' (the person who has a responsibility to ensure that a girl receives an education) in the following contexts:

- Within the family? (hint - parents)
- Within the school? (hint -teachers and school leadership)
- Within the community? (hint-community leaders, police, organizations and institutions)
- Within the state? (hint-the national government)
- Within the international community? (hint-NGOs, the UN)

Ask participants to think critically about the role of school teachers, school leadership, community leaders, police, parents, NGOs, government.

Ask participants to then draw up recommendations that they would make to these different groups about how they can help ensure that girls receive education. They can start to think about actions that can be taken by the different duty bearers.

Explain that all children have the right to an education and that this is documented in the UN Convention the Rights of the Child that is signed by 192 countries around the world (only two countries: Somalia and the USA have not signed it). Explain that there are 'duty bearers' who are responsible for protecting the rights of others. The state (for example the government) is ultimately responsible for guaranteeing its citizens' rights. There are non-state duty bearers that have a moral obligation to protect the rights of others. Give a local example that the group will understand. For example a school teacher is responsible for ensuring that children receive quality education and know about their rights.

It is also important to emphasize that education is not only a right but also acts as a protective factor against violence. Girls who receive quality education are more aware and confident to exercise their rights, to learn important life skills and to be empowered. They are able to build stronger social networks too that can support them should they experience violence.



4. Plenary: To agree recommendations for action

Bring the group back together and ask them to report back on their recommendations for action.

Some ideas:

- *Donor countries could increase their aid to education and specify that teachers must be trained with part of the money.*
- *Governments could develop policies and standards for teacher recruitment, training, development, salaries and conditions.*
- *Local governments could allocate more local funding to education.*
- *Governments can ensure access to education for all, including girls and young women and/or have special provisions to encourage girls and young women to stay in school.*
- *Actions against child marriage can help keep girls in school*
- *Sensitization of parents and community leaders about equal rights of girls and young women can help break stereotypes and discrimination that often keeps girls out of school.*
- *Many students, especially girls, drop out of school because of sexual harassment or threat of sexual violence on the way to, or at school. Actions to address sexual abuse and bullying can help encourage girls and young women to stay in school.*



5. Close the session

What have participants learned from this activity and how will this learning affect their lives now and in the future? Encourage young people to join in the global action week. Remind participants who they can talk to about their own experiences of discrimination and violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.

This workshop is inspired by and uses information from case studies around the world



TOOL : Limya's story

“ I was so sad when my friend Limya who was studying seventh grade was suddenly married. She cried a lot. Though her parents promised her that she could continue her studies after marriage, it did not happen. There are many girls in my area who drop out from school due to early marriage ”

Noha, 16, Sudan

Limya is 15 years old and lives with her parents in Northern Sudan; she attends the local secondary school and is doing well in her studies. She wants to carry on her education and become a doctor.

Limya's parents talk to her about marrying a local man. She does not want to marry him but she wants to please her family. Her parents tell her that she can carry on studying when she is married but that this is a great opportunity. She feels very sad but does not have anyone to talk to.

Limya gets married and moves in to her husband's house. She has to do all the cooking, cleaning and looking after her husband's parents. Her husband does not allow her to go to school or to see her friends from school. Limya watches out of the window as her friends go to school. She feels very sad but still dreams of becoming a doctor.

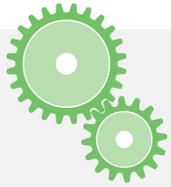
Further information:

Factsheet on Early and Forced Marriage in leader's curriculum handbook

UNFPA's website has some good videos on this issue - <http://unfpa.org/endchildmarriage>

- Trends show that one in three girls in developing countries (excluding China) are likely to be married before the age of 18 and one in nine girls will marry before their fifteenth birthday. In 2010, over 67 million women aged 20 to 24 had been married as girls. If such trends continue, 14.2 million girls will be married every year in the next decade.⁴

⁴ Marrying too Young – End Child Marriage, http://www.endvawnow.org/uploads/browser/files/marryingtooyoung_unfpa_2012.pdf
http://www.endvawnow.org/uploads/browser/files/marryingtooyoung_unfpa_2012.pdf



TOOL : Leah's story

Leah used to enjoy school and looked forward to learning new things and playing with her friends. When she started a new secondary school she did not know so many people.

Leah felt lonely. Some of the boys started to pay Leah attention in class. One of the boys asked Leah out on a date but she was not interested so she said no. Then the boys started to tease her and call her names. They made up a story that she was dating another boy out of school. They told this to everyone.

Leah started to dread going to school. One day the group of boys surrounded her and pushed her on to the table in the classroom and touched her. They lifted up her top and took photos. They posted the images on-line, hacked into her facebook and wrote abusive comments.

Leah was very upset; she was too ashamed to talk to anyone so she started to absent herself from school and eventually dropped out.



TOOL : Diana's story

After she became a mother just before her 15th birthday, Diana was forced to drop out of school and give up her dreams of a brighter future.

Diana says she was made pregnant by a teacher, who afterwards refused paternity testing claiming he could not afford a second wife. The teacher sexually abused Diana in school, she became scared and upset within school and her attendance dropped before the pregnancy.

"I dreamt of finishing school and studying medicine, but circumstances I could not control hindered my dream," said the teenager as she glanced down at her two-year-old daughter sitting on her lap. "My parents demanded that he pay a fine. I never got any part of the money he paid as all was taken by my parents."

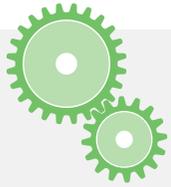
Further information:

Diana's case is not unique. Worrying statistics around sexual abuse in schools and high female drop-out rates means Mozambique and other countries in sub-Saharan Africa may not reach the 2015 education and gender targets set out in the Millennium Development Goals (MDGs).⁵

The report, entitled "Mechanism to stop and report cases of sexual abuse of girls", found that 70 per cent of female students said a teacher had asked them for sexual favours in order to pass grades.⁶

5 Case study from Gender Links
<http://www.genderlinks.org.za/article/sexual-abuse-preventing-progress-on-education-targets-2010-09-20>

6 Pambazuka News: Pan African Voices for Freedom and Justice 2010



TOOL : Emma's story

Things were going well for Emma until, on her 13th birthday, she was lured into a dangerous world of drink and drugs by some older boys.

"They took us out in their cars and gave us drugs, and drink. Then they started texting us and wanting us to come out all the time.

"I would stay out all night and come home at 5am. I don't know why I did it, I guess it was exciting."

One of the boys pursued Emma giving her presents, picking her up from school, taking her out. The boy eventually persuaded Emma to leave school and run away with him.

Emma left school and ran away from home she found herself forced into performing sexual acts against her will in exchange for drugs and drink. Emma was subjected to sexual exploitation.

"You might think these boys like you and they're being nice giving you all these things for free - but you don't get anything for free."⁷

Further information:

Around the world children and women subjected to commercial sexual exploitation:

100,000 in the Philippines

400,000 in India

100,000 in Taiwan

200,000 in Thailand

244,000-325,000 in the United States

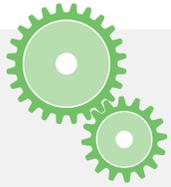
100,000 in Brazil

35,000 in West Africa

175,000 in Eastern & Central Europe ⁸

7 Case study adapted from
<http://www.bbc.co.uk/news/education-20421949><http://www.bbc.co.uk/news/education-20421949>

8 UNICEF Profiting from Abuse 2001
<http://www.unicef.org/newsline/01pr97.htm>



TOOL : Malala's story

On October 9 2012, 15 year-old Malala Yousafzai was shot by the Taliban because she stood up for her right to go to school in Pakistan.

The Taliban is an extremist group. One of their beliefs is that women should not be treated the same as men.

Malala risked her life to speak out for all girls who are denied an education. Malala has become a symbol of hope, resistance and courage throughout the world.

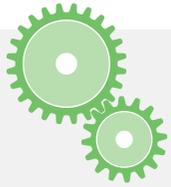
“The Taliban restricted my education and told girls they weren't allowed to go to school anymore...this was the worst part of my life...but we aren't afraid of anyone. We continued with our education.”

Malala was flown to the UK and received medical care. She is now on the road to recovery. The Malala Fund has been set up to support her campaign for the right to education for children across the world.

She said, “Today you can see that I am alive. I can speak, I can see you, I can see everyone and I am getting better day by day. It's just because of the prayers of people. Because all people – men, women, children – all of them have prayed for me.

“And because of all these prayers, God has given me this new life, a second life. And I want to serve. I want to serve the people. I want every girl, every child, to be educated. For that reason, we have organised the Malala Fund.”⁹

⁹ The Guardian 8th February 2013,
<http://www.guardian.co.uk/world/2013/feb/08/malala-yousufzai-discharged-hospital><http://www.guardian.co.uk/world/2013/feb/08/malala-yousufzai-discharged-hospital>



TOOL : Fatima's story

Fatima lives in Nigeria with her brother and her parents.

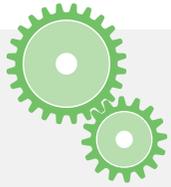
Her father is a farmer and struggles to find enough food for the family to eat. They currently live in a house belonging to another family. Without money to pay for school uniforms, books and other materials Fatima is unable to go to school. Her brother does go to school.

"My name is Fatima and I am 10 years old. I live with my three-year-old brother Umaru and my mother and father in a friend's house.

"Every morning I say my prayers and help my mother by collecting water, cooking and doing other chores around the house. When we have onions to sell I go out hawking (selling) but when there are none I stay at home. I don't go to school because my parents are poor. It makes me feel unhappy that I am not going to school.

"My friends are called Fadila, Ummi and Hadiza. I feel so bad when I watch my friends walking off to school. I would love to join them instead of going out hawking. If I did go to school one day I would like to work in a hospital."

Fatima's parents never had the chance to go to school. Fatima's mother, Hadiza, says: "I would like Fatima to go to school, but we cannot provide for the demands from the school, such as uniform and materials. If she became educated I think her future life will be better."



TOOL : Ummi's story

Ummi lives in central Nigeria. She has never been to school because her parents don't have the money to buy books, uniform or shoes. To help her family survive, Ummi sells snacks at the local market.

"My name is Ummi. I am 12 years old. I live with my family in Kabiji, Nigeria. My father is a trader.

Ummi helps to look after her brothers and sisters. Her older brothers go to school.

"When I wake up in the morning I have lots of jobs to do. I bathe the younger ones, wash the dishes, sweep the compound and fetch the water.

"On market days, I go hawking. Usually I sell spaghetti in the market.

"My friends are called Kadijah, Madina and Hussaina. They go to Kabiji Primary School. When I see them going, I wish I could go too.

"I only play with my friends at night because in the day I go hawking. We like playing games like 'danmalio'.

"In the future I hope I will be able to go to school. I would like to become a doctor or lawyer..."

Ummi's mother says: "I don't know what the future holds for her. I know that going to school would provide her with opportunities because education is needed in every occupation. I feel bad that she does not go to school but we don't have the finances to send her."

Further information:

- Ummi is one of over 10 million children in Nigeria who are missing out on school. One in three children does not go to school in Nigeria
- The Niger Delta region is located in the southern part of Nigeria. It is the most profitable oil region in West Africa. However, the vast wealth generated by its immense oil supplies has hardly touched the local people.¹⁰

¹⁰ Case study adapted from <http://www.sendmyfriend.org>



IDENTIFY: Touch

Learning aims

- To understand the importance of free and informed consent.
- To practice saying STOP to things that make participants feel uncomfortable and saying YES to things that they want.
- To know how to protect their space.

Preparation and Materials

- Chalkboard or flipchart.
- Chalk or markers, pens or pencils.
- Copies of the hand outs:
 - My space Rules.

THINK:

There may be some young people in your group who have been inappropriately touched or that this reminds them of a situation where they were not comfortable. They may want to talk to you about this. Ensure that you create a safe and supportive space and be familiar with the child protection policy and procedure.

KNOW:

Children and adults may display affection towards each other, like hugging, putting arms round each other or kissing. Most often this is appropriate and only a sign of love and affection. However sometimes a child may be inappropriately touched, for example if they are touched when or where they do not want to be or in a way that makes them feel uncomfortable. If a child does not want to be touched or feels uncomfortable being touched, they must be able to say no and be listened to. If they are not listened to then this is abuse. Sometimes children may be touched inappropriately but they do not identify that it is inappropriate – perhaps because they have been told it is ‘normal’ or it has happened for so long that they think it is appropriate. If a child touches another child inappropriately this may also be considered as sexual harassment or sexual assault.

Find out the legal framework and relevant policies and procedures for child sexual abuse and sexual harassment in your community and country.

Depending on the laws of the country, children of certain ages can never give consent. Please make sure you know the law around consent in your country.

INVOLVE YOUNG MEN:

This session will give young men an opportunity to learn about what is and what is not acceptable behaviour. They will 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 the 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 refer.

If it is appropriate you can talk about online safety in this session (please look at THINK: Representing Me for more ideas).

TAKING IT FURTHER:

You may wish to contact a local school to find out if they are doing any work on safe and unsafe touch. Share your ideas together.

TIME**ACTIVITY : TOUCH****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. Check in with participants – allow them to tell you about their mood and tell you about their day.

**2. Snow angels:
To start to think about your own personal space
and introduce the session**

Ask everyone to lie on the ground with enough room around them. Reach arms up straight and bring them down along the floor to your side. Open and close your legs. Make the shape of an angel.

Explain that this session will look at your own personal space.

**3. SAFE or UNSAFE TOUCH:
To identify inappropriate or sexual touching**

Hand out the touch statements (and illustrations) and ask participants to put them into piles of 'safe touch', 'unsafe touch' or 'don't know'. Ask them to think about what makes them think that it is safe or unsafe touch.

Ask them to do this in small groups for a few minutes.

After a few minutes bring the group together and talk about their findings. You can talk through each scenario and use the notes to explain each situation. Introduce the concepts of consent and age to the discussion – is the child safe, respected, comfortable and informed and free to say 'yes' or 'no'. Explain that because an adult is older they are therefore more powerful than a child. If a child is ever touched inappropriately by an adult or even by a peer, this is always 'unsafe touch' as there will never be a situation where the child has free and informed consent (See notes on consent in tools).

Record the participants' thoughts and ideas on how to find out if the child is safe or unsafe.

Ask the group why they decided certain statements were safe or unsafe touch. If there are any statements that you think are in the wrong column use a group discussion to move it. If there are statements that people do not know the answer to then use others answers to learn about that statement.

A touch from a friend or someone who is not an adult can also be unsafe and inappropriate if it makes them uncomfortable and unless they have agreed to being touched.

Please note that in some countries, children may not be "legally" able to give "free and informed consent" at this age. Check the legal framework in your country and make sure this is explained, if necessary.



Talk about what makes participants feel uncomfortable and to trust what their body is telling them. If it feels wrong it is wrong

Explain that just because other people may say that it is OK or normal this does not make it 'safe touch'. Remind them that it is their space and they can tell someone or ask for help to tell someone not to enter 'my space'.

TIME**ACTIVITY : TOUCH****NOTES**

4. Keeping safe: Think about ways to keep safe

Hand out the space rules and talk them through as a group. Add the name and details of support services on the leaflet and give everyone a minute to write down the name of someone who they can talk to if they are worried. If any children look upset (they may feel that they have no one to talk to) explain that they can always trust you.

In pairs practice the space rules and add to them. If participants have any questions they can ask the leader.

Explain that all children have the right to say NO and to be listened to.

Ask participants to think of ways to say no to someone.



5. Say YES: Think about ways to give informed and free consent to things that they may want

Explain that it is OK to say YES to things that participants understand and that they want. Ask for volunteers to take it in turns to ask the group if they would like something and for the rest of the group to say YES or NO. Think of questions like –does anyone want a tasty sweet? Or does anyone want to have a party with all their friends? Or go to the cinema and watch a really popular, age appropriate film? Remember to give people the option not to take part – talk about peer pressure to say yes and ask participants to think about what they really want and ask for that.

Make this a fun activity and encourage the young people to recognize their right to say YES.

Please note that in some countries, children may not be 'legally' able to give 'free and informed consent' at this age. Check the legal framework of your country and make sure this is explained if necessary.



6. Close the session

Ask the group what they have learned in 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.

*Adapted from Your Body is Yours, Doorways Doorways training manuals On School-Related Gender-Based Violence Prevention and Response (2009) USAID
http://transition.usaid.gov/our_work/cross-cutting_programs/wid/pubs/Doorways_1_Student_Manual.pdf*



TOOL : Safe touch and unsafe touch

Notes for Leaders

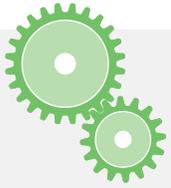
It is important to understand that touch is about four central concepts:

- **CONSENT:** If the touch is between two peers then they could both agree to it. Was the child asked if they want to be touched? Did they understand what this means? And did they then agree to be touched? Even if they both agree to it, touch may still not be appropriate between two peers. The child could have been pressurized into consenting and not be in a situation where they could say YES or NO. The touch may also be inappropriate if the child agreed at first, but asks the peer to stop when it made her/him feel uncomfortable, and still the peer continued to touch. “No” means no, and silence or inability to say “yes” does not imply consent. Depending on the laws of the country, children of certain ages can never give consent. Please check the legal framework in your country.
- **AGE:** If an adult sexually touches a child it is inappropriate and is child abuse. This is because an adult is older and more powerful than the child. The adult is responsible for protecting the rights of children. There are legal ages for sexual activity and laws against abuse and harassment that are different in each country.
- **POWER DIFFERENTIALS:** As well as age, other factors may limit a child’s ability to say no – for example if they feel pressurized by an authority figure or by someone they feel has more power. Gender inequality may mean girls do not have the power to say no in certain societies. For example, they may face retaliation and further danger if they resist.
- **SEXUALITY:** Older children in your group may be starting to explore their own sexuality and it is important that they are given opportunities to think about when they may want to say YES to sexual involvement.



TOOL : Safe touch and unsafe touch continued

SAFE TOUCH	UNSAFE TOUCH
A girl is going to school and her father gives her a hug goodbye. The girl looks happy and comfortable.	A boy or a girl on the bus touches a girl's chest without her wanting them to (unless this is clearly an accident). This is sexual abuse.
A group of boys in the school playground run after the girls and touch them on the shoulder in a game of tag. The girls are smiling and playing the game.	A group of boys surround a girl in the park and take turns to hug a girl. The girl feels really uncomfortable and is pressurized into being touched. This is sexual abuse.
A boy walks hand in hand with another boy to school. They are smiling and look happy and comfortable.	In a queue some boys surround a girl and rub up against her, she is scared and runs away. This is sexual harassment.
A girls walks hand in hand with another girl. They are smiling and look happy and comfortable.	A group of boys in school run around kissing the girls. Some of the girls want to play the game and others are uncomfortable. This is sexual harassment.
A boy and girl hold hands. They are smiling and look happy and comfortable.	A boy sticks his hands down a boy's trousers while he stands next to him. The boy is uncomfortable, has not been informed or asked for his consent and this is sexual abuse.
A girl is crying and her friend (boy or girl) give her a hug.	A group of boys lift up the girl's skirts as she walks up some stairs. This is sexual harassment.
A girl hurt herself and a boy puts his arm around her.	An adult tries to touch a child's private parts when they don't need to and it is not appropriate. This is sexual abuse.
A doctor needs to examine a girl's chest because she is ill and it is part of a medical procedure that the girl has been told about and why.	



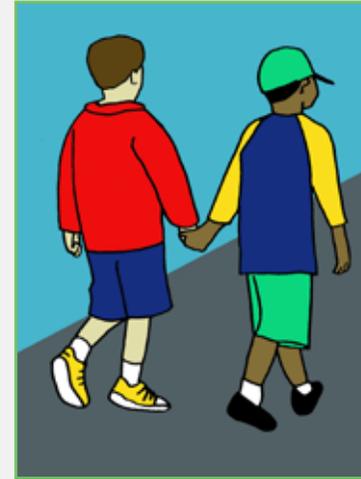
TOOL : Touch statements



A girl is going to school and her father gives her a hug goodbye



A doctor needs to examine a girl's chest because she is ill



A boy walks hand in hand with another boy to school



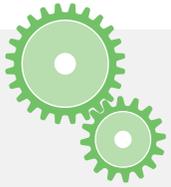
An adult tries to touch a child's private parts when they don't need to and it is not appropriate



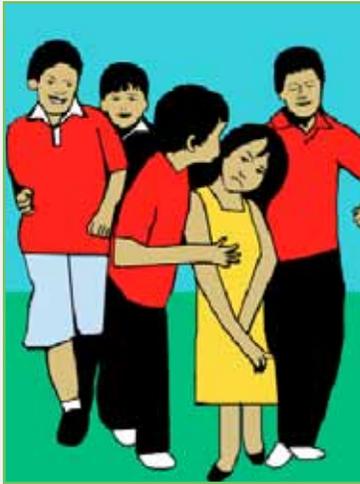
A boy or a girl on the bus touches a girl's chest without her wanting them to (unless this is clearly an accident)



A group of boys in school run around kissing the girls



TOOL : Touch statements continued



A group of boys surround a girl in the park and take turns to hug her. The girl feels really uncomfortable



In a queue some boys surround a girl and rub up against her, she is scared and runs away



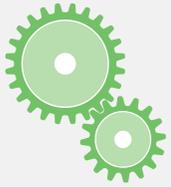
A girl is crying and her friend (boy or girl) give her a hug



A boy sticks his hands down a boy's trousers while he stands next to him



A group of boys lift up girls' skirts which they don't like



TOOL : My Space Rules

- Respect my body as my space.
- Yell for help if someone is hurting or touching you in a way you do not like.
- Say no to anything that makes you feel uncomfortable.
- Run away to a safe place if you can.
- Never keep gifts a secret and ask a trusted adult if it is OK to take a gift.
- Do not keep secrets that could harm you or someone else.
- Talk to an adult whom you trust.

An adult I can trust and can talk to:



THINK: Mapping safety

Learning aims

- To identify safe and unsafe areas in the local community.
- To think about ways that they can keep safe.

Preparation and Materials

- Flipchart or board.
- Copies of local area maps that you have created or copied.

THINK:

There may be girls and young women who are scared to walk in the streets and who may have experienced violence and abuse. Try to keep conversations de-personalized and make sure that everyone knows where to go to get information and support. Allow participants to take time out during this session if necessary.

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 immediately. Follow the local child protection procedure and create a safe and supportive environment.

KNOW:

Girls and young women experience violence and abuse in their homes, their schools, streets and online. Most often they will know who the abuser is. We need to create safe spaces for them to talk about their own safety and to identify their needs.

INVOLVE YOUNG MEN:

Ask if boys can walk down the street without fear. Find out more about young men's experiences of violence in the local community and discuss the different ways that they feel unsafe. Why do they think that girls and young women may feel scared of young men when they are walking on the streets? How does this make the young men feel? Focus on the role of young men as bystanders within the session and give them the opportunity to think of ways that they can safely intervene in situations. Be sure to emphasize the importance of their own safety. Ask young men to help think of ways to protect the rights of girls and women to feel safe in their community.

TAKING IT FURTHER:

- Invite community members to a meeting to discuss the map and safety plans.
- Create a campaign to create safe spaces in the community.
- Take this information to the local government and discuss strategies to make the community a safe space.

TIME**ACTIVITY : MAPPING SAFETY****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

Explain the learning aims and what form of violence you will be talking about.

Give them the opportunity to take time out. Check in time – find out how participants are feeling and how their day has been.

**2. Walk the walk: To think about their own safety**

Line everybody up in two lines opposite each other with enough room between the lines for five people to walk down the middle. Take it in turns for each person to walk down the middle on their own. Ensure that no one says anything to that person as they are walking. Then ask people to walk down the middle in pairs. Then ask them to walk down the middle in small groups until the groups walking outnumber the participants in the two lines opposite each other.

Ask the group how they felt at each point. When did they feel most safe or unsafe? Explain that we all have a responsibility to promote and protect women's and girls' right to live a life free from violence.

Explain that this activity will map out the local community and identify the spaces where they may or may not feel safe and how to access help.

**3. Map the unsafe: To map out local areas and identify where they may feel unsafe**

Hand out the maps and pens and pencils to small groups of 5 and ask them to add their home, school, religious centre, café and other local places. Ask them to put stars on the map to represent where they feel safe or comfortable and circles on the map where they feel unsafe or uncomfortable, or where their parents caution them against going. The maps can either be drawn by the leader or you can invite the participants to draw a simple map of the area.

Ensure that participants identify how they feel regarding safety in the buildings they identify. If it is relevant perhaps do a map of the school and talk about different experiences around the school – this could lead to conversations about sexual harassment in the corridors or in the classrooms.



Ask the group to go back and think about all the different forms of violence against girls and young women that they defined in the start session and think about if these forms of violence may happen in different places on the map. Perhaps remind them of the list.

Bring everybody together and ask if the unsafe areas that they identified match up to the areas that they identified as spaces where there may be violence against girls and young women? Highlight that although violence against women and girls most often occurs between people that already know each other it can sometimes be perpetrated by strangers in public spaces.



Ask a group to draw a picture of a house. Explain that whilst most homes are a place of safety and security, violence against girls and young women also happens within the home. Label the forms of violence that can occur within the home (e.g. domestic violence, child sexual abuse, incest, neglect, dating violence, early and forced marriage and FGM).

Talk about the home where everybody assumes that we are safe. Be aware of issues of child abuse and look for warning signs

TIME**ACTIVITY : MAPPING SAFETY****NOTES**

4. Make safe spaces: To identify protective factors that can help girls and young women feel safe

Give participants a number, one or two. All the 'ones' sit or stand in a circle, facing outward. All the 'twos' sit or stand in a circle around the 'ones'. Each 'one' should be facing a 'two'. (If there is an odd number, the extra person can be paired with the group leader).

Explain that you will ask a question about violence in the community. Use the questions in the tool below (TOOL: Circular questions). Each person in the pair should answer the question. Then the people in the outer circle (the 'twos') will step one place to their left (clockwise), so that they are facing a new partner. They will then get a new question to discuss. Repeat for several questions. Stop the activity and ask the group if there are any ideas they would like to share about violence in the community (particularly the actions). Record these for everyone to see.

Ask everyone to draw or label one safe space on their map, for example a local support service or Guide/Scout group.

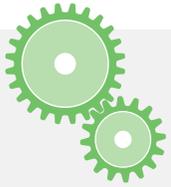


6. Close session

What have they learned from this activity and how will this learning affect their lives now and in the future. Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling after the session. Give the group the opportunity to talk to you at the end of the session.

*Adapted from Nan Stein Mapping 'Hot' and 'Cold' spaces in shifting boundaries
<http://www.wcwoonline.org/Active-Researchers/nan-stein-edd>*



TOOL : Circle questions

Questions to include:

Where are places in the community that you don't feel safe? Give reasons
Are these places different for girls and boys?
If so why?

What forms of violence do you think occur in your community?
Explain why.

What do you think are reasons for violence in your community?

Do you think this violence is widely accepted in your community? Explain why

How do you think violence in your community impacts girls?
And boys?

What kinds of actions do you think would be helpful to stop violence and make the spaces safer in your community?

You can add some more questions.



IDENTIFY: Sexual harassment

Learning aims

- To define sexual harassment and make recommendations to stop it.
- To learn how to deal with sexual harassment.

Preparation and Materials

- Flipchart or board.
- 3 sheets of paper with 'always', 'sometimes', 'never'.
- Copies of handouts (see tools below):
 - Sexual harassment examples.
 - Sexual harassment draft definition and recommendations.

THINK:

Some participants may recognize sexual harassment that they have experienced. Some participants may be affected by the content of this session. 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 immediately. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

Sexual harassment can become normalized in the lives of young people. You need to be clear that this is a form of violence against women and girls and is unacceptable.

INVOLVE YOUNG MEN:

Young people need opportunities to recognize appropriate and inappropriate behaviour. Make sure that young men have a clear definition of sexual harassment. You can also discuss the role of the bystander in sexual harassment and suggest that one of the storyboards could be about what a bystander might do – that they might just stand and watch. Remind participants that they should only take actions if the situation is safe and that they must not intervene if they feel they could put themselves or others in danger and tell an adult instead.

TAKING IT FURTHER:

Ask a local school if it is doing anything to stop sexual harassment. Ask the school if you can work together with them on a campaign to prevent sexual harassment.

If the group produces short drama scenarios you could invite parents or community leaders to watch them.

TIME**ACTIVITY : SEXUAL HARASSMENT****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

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

Give them the opportunity to take time out and leave the session. Check in with participants – talk about their moods and how their day has gone.

**2. When you are smiling:
Introduction to the activity**

To illustrate the impact of sexual harassment ask everyone to crumple a piece of paper. The leader should also crumple a piece of paper and then try to flatten it out. Explain that even then the paper will have creases (scars). These creases represent the scars that girls may have if they are subjected to sexual harassment.

Explain that this session is about sexual harassment which is a form of violence against girls and young women that many people do not notice or that they think is 'just a normal part of life', but it does hurt people and it should not be considered normal. Explain that this activity will map out the local community and identify the spaces where they may or may not feel safe and how to access help.

**3. Is it sexual harassment? To identify different forms of sexual harassment**

Everyone should stand up. Label one side of the room 'always' and the other side of the room 'never' and the middle 'sometimes'. The group should listen to the statements (see tools) that you read out, and consider whether they are examples of sexual harassment. Move to the side of the room that represents their answer.

Remind them not to talk about other people they may know who have experienced sexual harassment and not to use names. Ask participants why they have chosen that position and encourage people to move if they hear and agree with a different point of view. It may be that people congregate in the middle as they think that there are different scenarios when it is sometimes acceptable and sometimes not. Explain that all of the statements are a form of sexual harassment. Make sure you are available if they want to talk privately with you after the session about anything they are concerned about.

**4. Sexual harassment definition:
To define sexual harassment**

Work together to write a definition of sexual harassment. List three actions that could be taken to stop it.

There is a sample definition in the tools to help.

TIME**ACTIVITY : SEXUAL HARASSMENT****NOTES****5. Sexual harassment scenarios: To identify local incidents of sexual harassment**

Split into small groups and read through the examples of sexual harassment (see TOOL: Sexual harassment statements and actions). Ask them what they would do if they experienced or witnessed similar situations? Prompt them to think about who they can talk to and where they would seek help.

[Note to leaders: ensure that participants know that they should prioritize their own safety and not put themselves at risk. If they are in any doubt or have any concerns they should talk to a trusted adult].

Display the storyboards and discuss what they think can be done to stop sexual harassment.

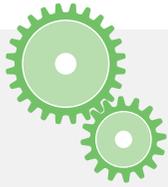
Or act out the scenarios to the group.

**6. Close the session**

Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.

With thanks to Girlguiding UK



TOOL : Sexual harassment statements and actions

Is it sexual harassment when ...

Making inappropriate comments of a sexual nature

Spreading sexy images of someone online or via a mobile

Pinging someone's bra strap

Groping a boy's bottom

Groping or touching a girl's body without her permission

Pinching someone's bottom

Lifting up someone's skirts as they walk past

Staring at someone suggestively or in an intimidating and sexual manner

Whistling at someone in the street

Shouting out something about a girl's looks as she walks by, in a way that makes her uncomfortable

Sexual harassment examples

1. Seated in a bus next to a man and he starts touching and caressing you.
2. Passing by a group of men or boys who make inappropriate sexual comments.
3. In a long queue and the boy or man next to you starts caressing your bottom

Can participants think of more sexual harassment examples?



TOOL : Sexual harassment sample definition and recommendations

Note to leaders: Warning this contains language that might not be appropriate for all cultures and contexts. Adapt to make it appropriate.

“ Sexual harassment is unwanted and unwelcome sexual behaviour which interferes with your life. Sexual harassment is behaviours that you do not like or want ”

The following list of behaviours that are, when unwanted or unwelcome, examples of sexual harassment; when someone:

- Makes sexual comments, jokes, gestures, or looks
- Shows, gives or leaves you sexual pictures, photographs, web pages, illustrations, messages or notes
- Posts sexual messages about you on the Internet (e.g., websites, blogs) by email, instant messaging or text messaging
- Spreads sexual rumours about you
- Spies on you as you dressed or showered at school (e.g., in a dorm, in a gym, etc.)
- Flashes or “moons” you
- Touches, grabs, or pinches you in a sexual way
- Intentionally brushes up against you in a sexual way
- Asks you to do something sexual in exchange for something (e.g., a better grade, a recommendation, class notes, etc.)
- Pulls at your clothing in a sexual way
- Pulls off or down your clothing
- Blocks your way, corners you or follows you in a sexual way
- Forces you to kiss him or her
- Forces you to do something sexual, other than kissing

From Drawing the Line: Sexual harassment on Campus. American Association of University Women Educational Foundation 2005

Actions to stop sexual harassment:

What actions can we take to stop sexual harassment?



IDENTIFY: Warning signs

Learning aims

- To recognize signs of an abusive relationship.

Preparation and Materials

- A washing line (length of string to cross the room) hung across the room.
- Pegs for washing line.
- Sign saying 'healthy relationship' at one end of the line and sign saying 'unhealthy relationship' at the other end of the line.
- Images of warning signs to hang out on the line (see tool), laminated if possible.
- A few big sheets or strips of material.
- Copies of handout (see tools below):
 - The relationship spectrum.
 - Traffic light sheet.

THINK:

This activity may make participants think about relationships that they are in; it might make them think of things that have happened to them or of signs that they previously ignored. 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 immediately. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

Intimate partner violence and dating violence takes many forms including emotional, financial, sexual, and physical abuse. Many people recognize that violence is physical harm but this session will help young people to see other controlling behaviours as abusive. Read the factsheets on domestic violence and dating violence in the leader's curriculum handbook.

INVOLVE YOUNG MEN:

Most young men welcome the opportunity to have safe conversations about relationships. Encourage young men to think about how to promote healthy ideas of masculinity and how to build respectful relationships. Ask them about the sort of relationships that they want. Whilst relationship abuse disproportionately impacts on the lives of girls and young women, it is important to acknowledge that young men may experience violence in their relationships.

TAKING IT FURTHER:

Contact local organizations which work in this area and invite them to train leaders, co-deliver a session, or come and speak with your group.

TIME**ACTIVITY : WARNING SIGNS****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

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

Give them the opportunity to take time out and leave the session. Check in with participants to find out how their day has been.

**2. Hang a tent:
Build a supportive space**

Ask participants to make a tent with the washing line, the sheets or the material that you have provided. They will need to organize themselves to make sure that everyone can fit in the tent somehow.

Ask the group how it felt to work together on the task. Did they feel that they all treated each other respectfully? Did they all feel equally supported or included? Explain that this session will look at the signs of respectful and abusive relationships.

**3. Hang out the warning signs:
To identify abusive behaviour**

The washing line should have a sign with 'Healthy' pegged at one end, and a sign with 'Unhealthy' at the other end. Explain that you are going to look at what is abusive and what is respectful behaviour in a dating/ partner relationship. Hand out the images (warning signs) and ask participants to work in pairs to discuss where you will hang the images on the washing line. Then as a group invite people up to hang the signs on the line where they think it should go. Ask them to stand by their decision and then encourage others to ask questions about where they have hung the image. Use the images to talk about signs of an abusive relationship and also different forms of violence. Help participants decide whether a situation depicted is healthy or unhealthy.

The purpose of the session is to try to identify warning signs of an abusive relationship. Participants also need to learn how to distinguish between signs of controlling behaviour and inquisitive questions. It could be that messages are from a friend who is asking out of interest, or it could be from a partner who wants control.

TIME**ACTIVITY : WARNING SIGNS****NOTES****4. Relationship traffic light:
To identify abusive and respectful behaviour**

Hand out the respectful relationship spectrum to all, again work in pairs to discuss this spectrum.

Use the spectrum to write out their own traffic light of abusive and respectful behaviour. Handout the traffic light sheet (see tool below).

Explain that power and controlling behaviours can often go unnoticed and could potentially lead to further violence. Explain that it is important to look out for warning signs in their own relationships and either work with their partner to create an equal relationship or walk away.

Introduce the idea that it can sometimes be hard to walk away. If someone has been in a relationship a long time, or feels that they are in love with that person, or that they are pressurized by others, alone or scared, it can be hard to leave. Explain that there are places that people can go and people that they can talk to if they ever notice any warning signs in their own relationships or if they are worried about their friends.

Bring the group back together and ask for any final thoughts or questions. Explain that young people in same-sex relationships can also experience abuse and it can be even harder for them to seek support as there may be an extra layer of shame and silence.

Young people from particular ethnic groups may also find it hard to talk about the violence that they experience and to seek support. Specialist support services may not be available and if they disclose any abuse they may be at increased risk of further violence. Think about how this is relevant in your community or country.

**5. Hang out respectful relationships:
To think about respectful behaviour**

Go back to working in pairs and ask participants to draw a card to represent an element of a respectful relationship, something that they want in their own life.

Ask them to present this card on the respectful end of the washing line.

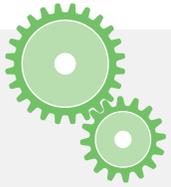
Give participants the opportunity to think about what they want from their own relationships and ensure that you do not presume that everyone wants to be in the same kind of relationship.

**6. Close the session**

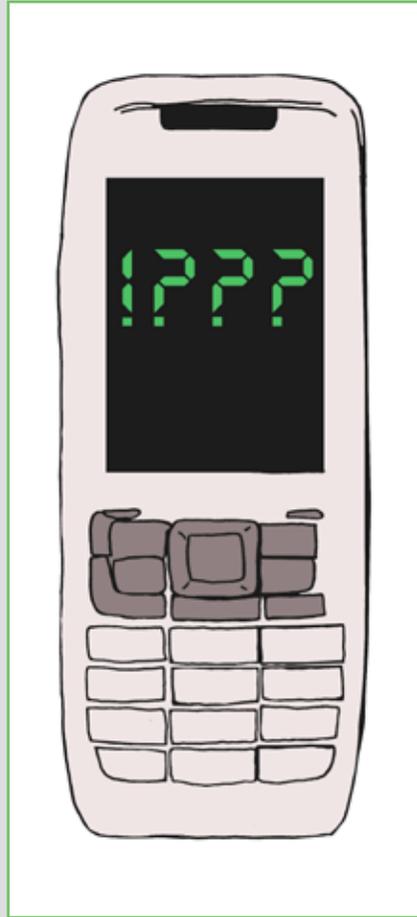
Remind them who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.

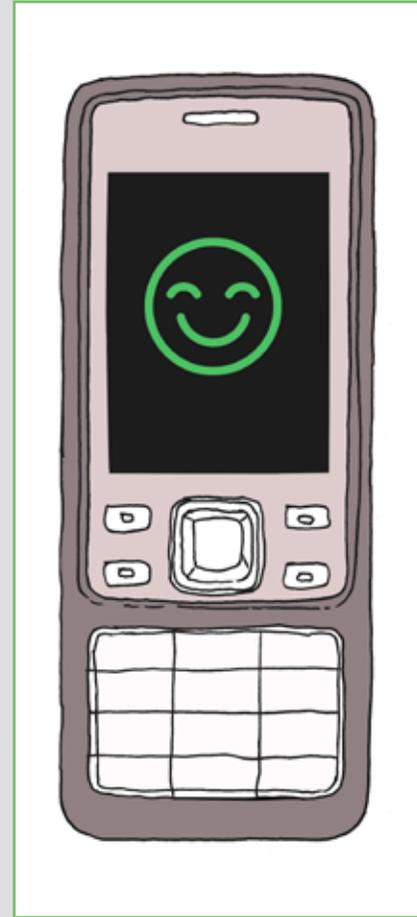
With thanks to Victim Support Cornwall, UK



TOOL : Warning signs to hang out



Mobile phone with message
'Where are you? What are you doing? Who are you with?'



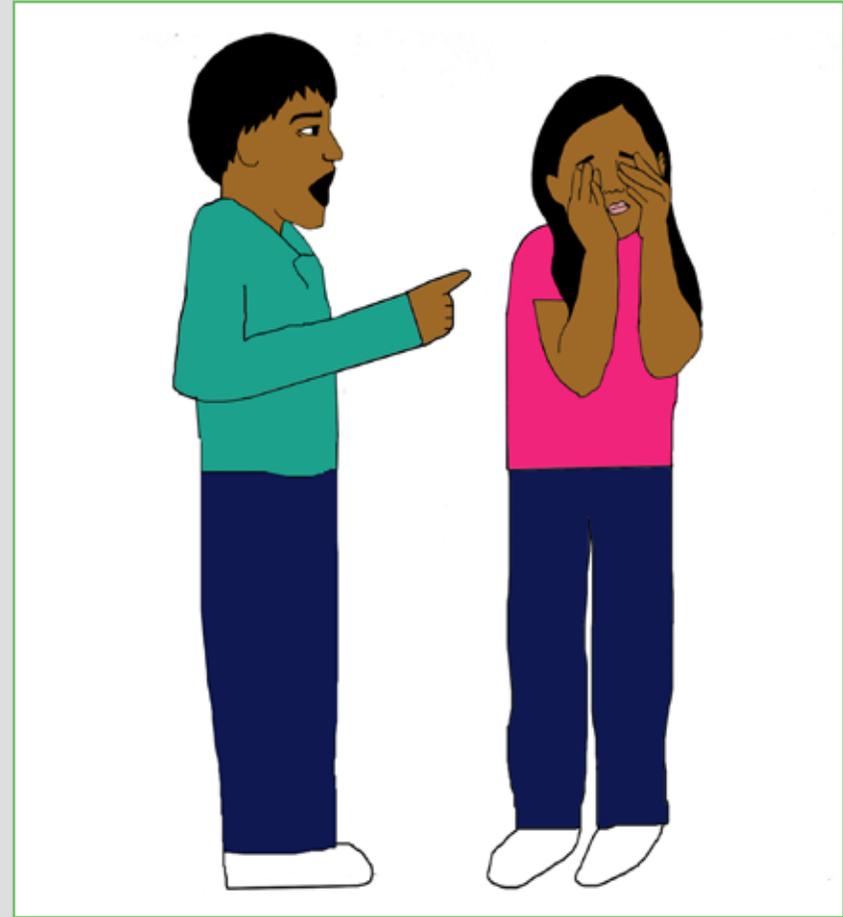
Phone message
'Have a good time tonight with your friends'



TOOL : Warning signs to hang out continued



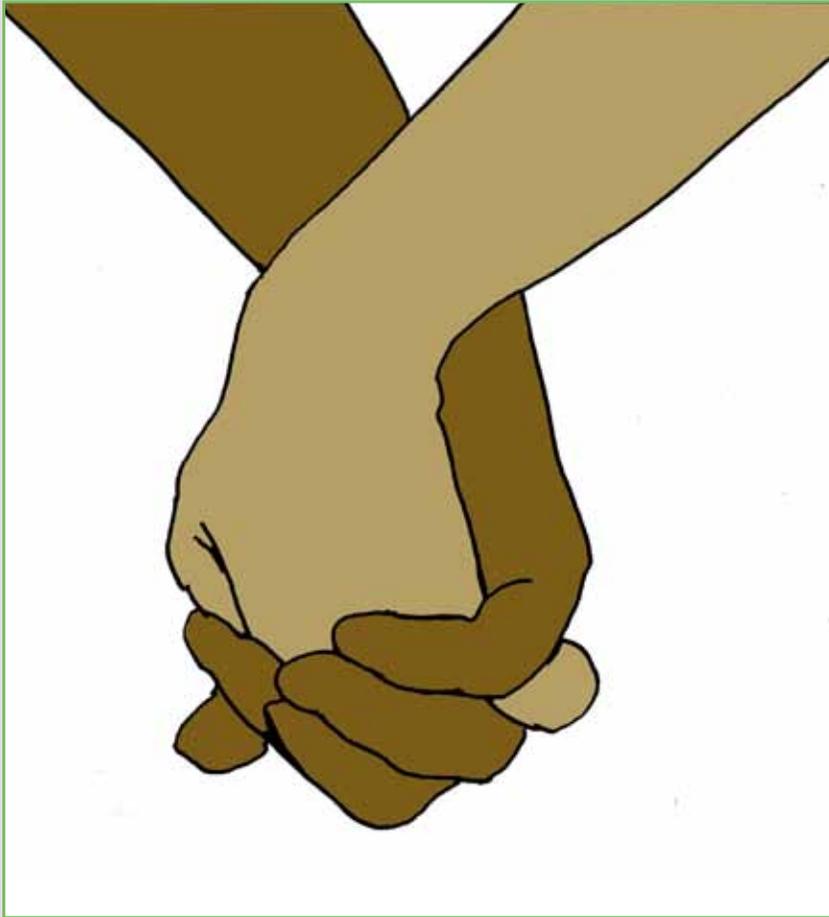
Girl with a bruised face



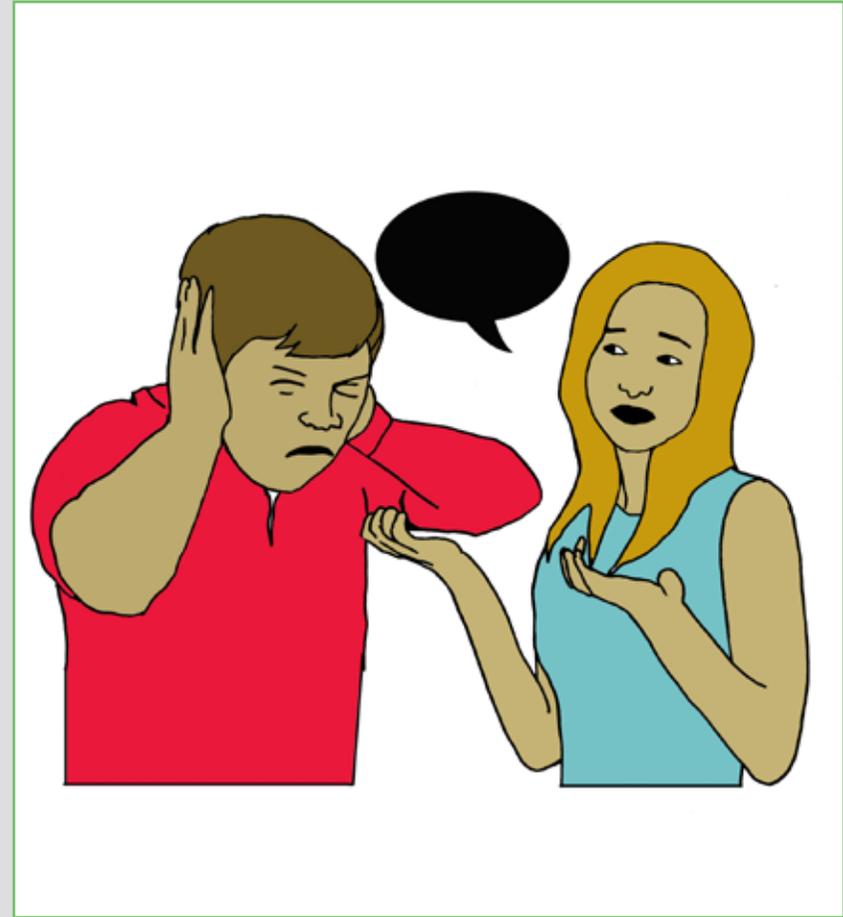
Angry boy with girl afraid



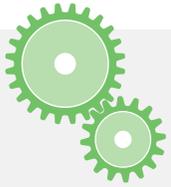
TOOL : Warning signs to hang out continued



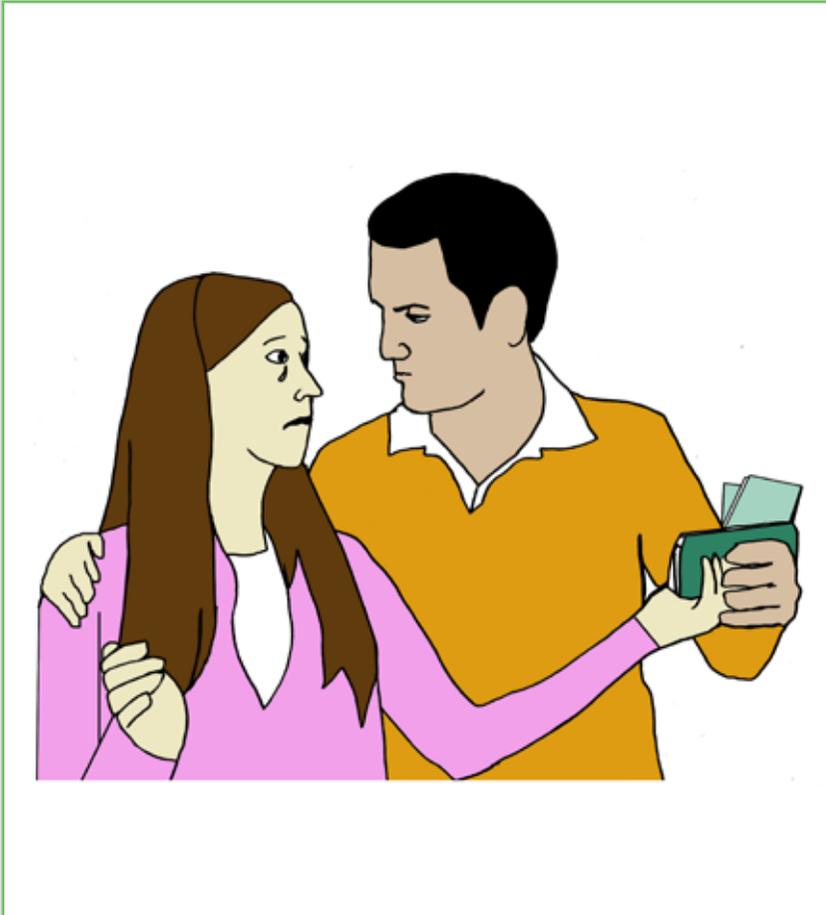
Holding hands



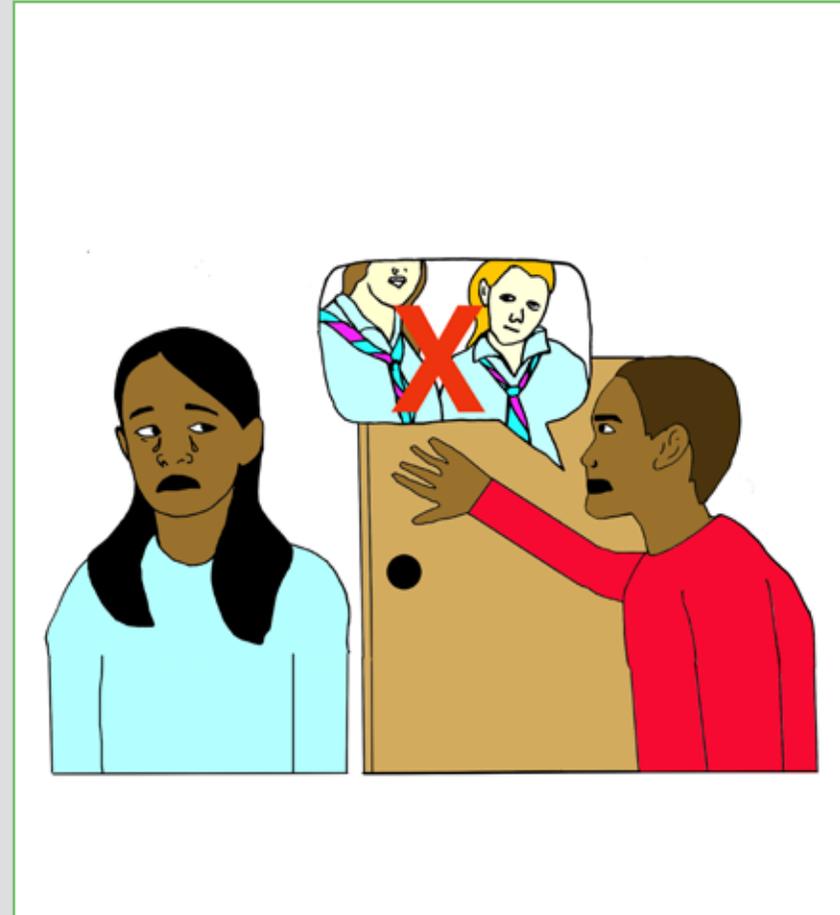
Boy with hands over ears as girl talks



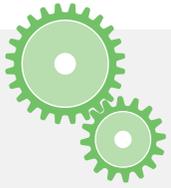
TOOL : Warning signs to hang out continued



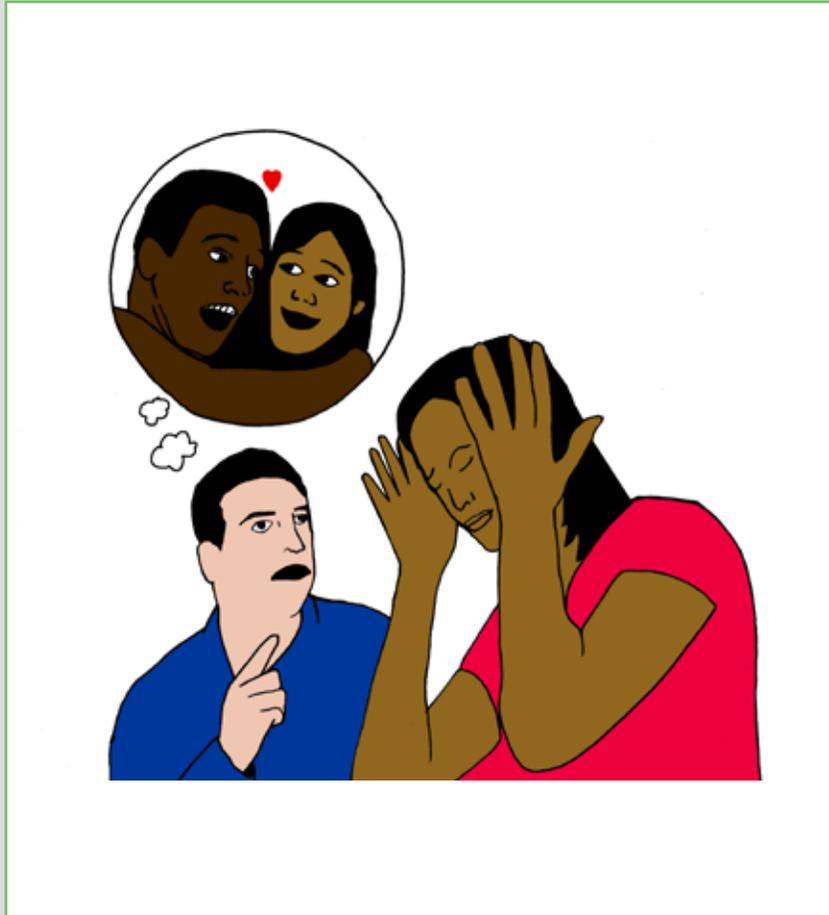
Boy taking money from girl in a forceful way



Boy telling girl 'you are not going to Guides'



TOOL : Warning signs to hang out continued



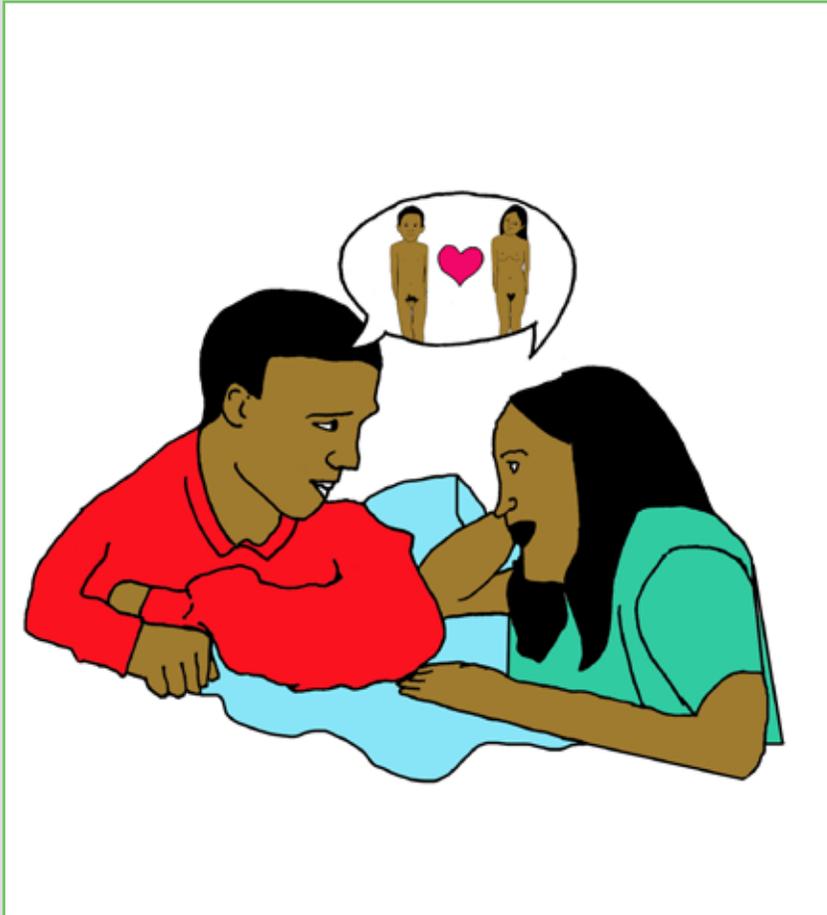
Boy accusing girl of cheating



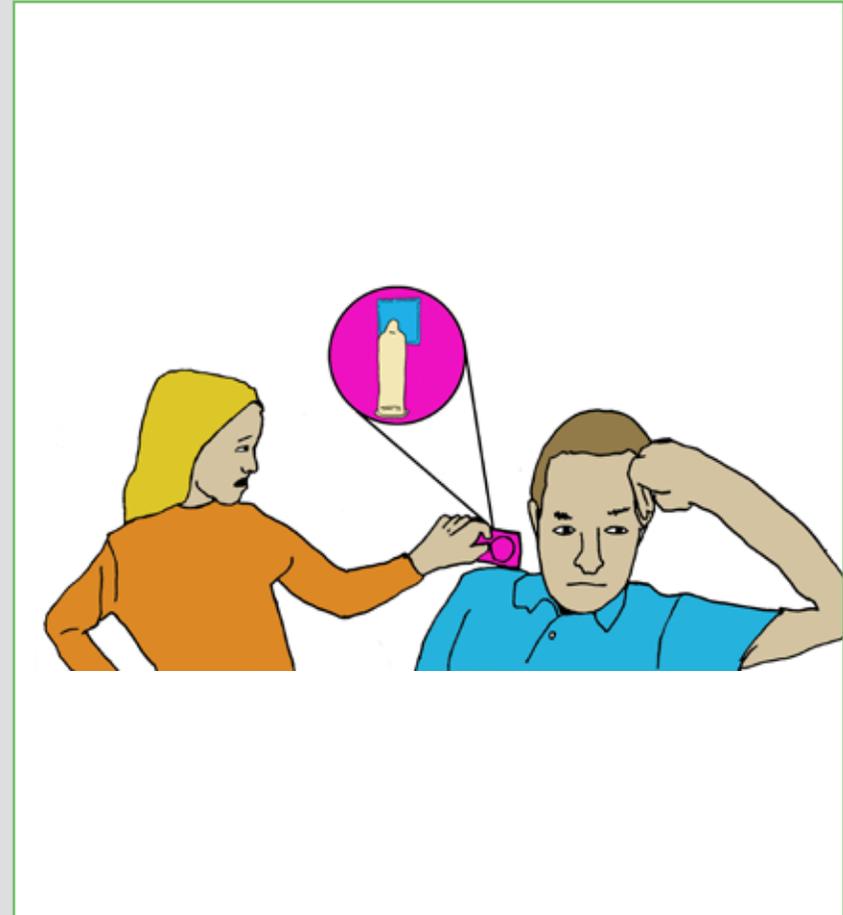
Boy forcing sexual activity saying
'if you loved me you'd have sex with me'



TOOL : Warning signs to hang out continued



Boy saying
'How do you feel about having sex?'



A boy doesn't want to talk with his girlfriend about using condoms



TOOL : Relationship spectrum

The Relationship Spectrum

A RESPECTFUL RELATIONSHIP

A respectful relationship means that both you and your partner are...

Communicating - You talk openly about problems and listen to one another.

You respect each other's opinions.

Respectful - You value each other as you are.

Trusting - You believe what your partner says.

Honest - You are honest with each other but can still choose to keep certain things private.

Equal - You make decisions together and hold each other to the same standard.

Enjoying personal time - You both enjoy spending time apart and respect when one of you needs time apart.

Making mutual sexual choices - You talk openly about sexual choices together. You both consent to sexual activity and can talk about what is ok and what isn't. You discuss using condoms or other contraceptive methods.

AN UNHEALTHY RELATIONSHIP

You may be in an unhealthy relationship if one of you is...

Not communicating - When you talk about problems you fight, or you don't talk about them at all.

Disrespectful - One or both of you is not considerate of the other.

Not trusting - You don't believe what your partner says.

Dishonest - One or both partners is telling lies.

Trying to take control - One or both partners feel their desires and choices are more important.

Feeling crowded or not spending time with others - Only spending time with your partner.

AN ABUSIVE RELATIONSHIP

An abusive relationship starts when one of you...

Communicates in a way that is hurtful or insulting.

Mistreats the other - One or both partners does not respect the feelings and physical safety of the other.

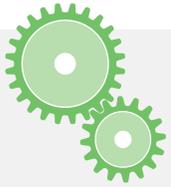
Accuses the other of flirting or cheating when it's not true - The partner that accuses may hurt the other in a physical or verbal way as a result.

Denies that the abusive actions are abuse - They may try to blame the other for the harm they're doing.

Controls the other - There is no equality in the relationship. What one partner says goes.

Isolates the other partner.

Forces sexual activity - one partner forces the other to have sex.



TOOL : Traffic light - Define abusive and respectful behaviour

In the image of the traffic light:

1. Write the behaviours that you define as abusive in the red circle
2. Write the behaviours that you define as a warning sign for future abuse in the amber circle
3. Write the behaviours that you define as respectful in the green circle

TRAFFIC LIGHT CODE:

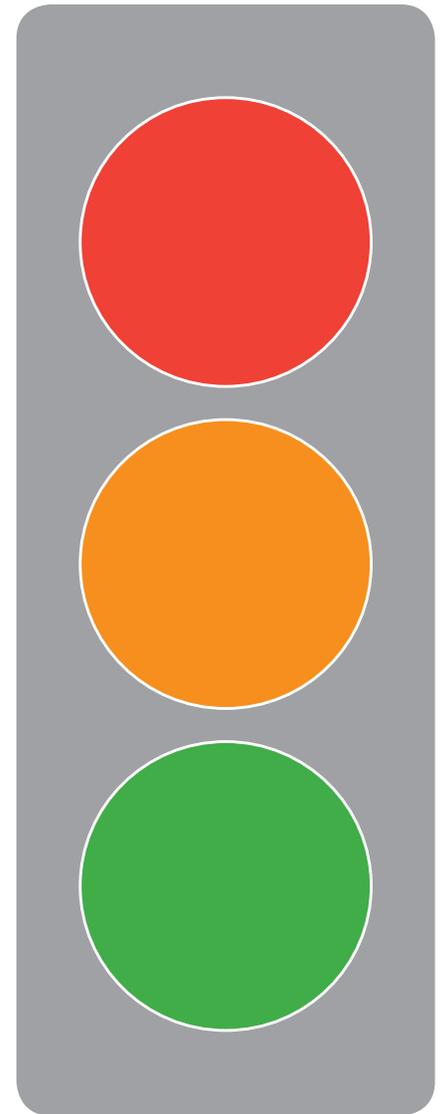
RED = If you are ever in a relationship with these behaviours stop and seek support.

Write here who you would talk to:

ORANGE = If you are ever in a relationship with these behaviours stop, wait, listen and seek support.

Write here who you would talk to:

GREEN = If you are ever in a relationship with these behaviours and you are happy carry on and enjoy it.





IDENTIFY: FGM

Learning aims

- To learn about FGM.
- To understand FGM as a form of violence against girls and young women.

Preparation and Materials

- Ensure that you have access to the video material suggested below.
- Identify a community leader or health professional who is comfortable speaking about FGM to come and talk to your group. Make sure the presentation is culturally and age appropriate.

THINK:

Participants may be affected by the content of this session. 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 immediately. Follow the local child protection procedure and create a safe and supportive space. Make sure participants can take time out or leave the session and provide them with somewhere safe to go. Female Genital Mutilation is also known as female genital cutting and is a delicate topic that is not discussed openly in most communities, especially communities that practise it, because there are laws against it. FGM constitutes an extreme form of discrimination against women and girls. It is important for participants to recognize FGM as a human rights abuse and a harmful practice against girls and young women. However participants must also be made aware that girls are often not given the option to escape this practice, and even if they are they may still feel bound to undergo FGM so they can fit in and participate in their society, e.g. they will still have status and marriage prospects.

KNOW:

Please familiarize yourself with the factsheet on Female Genital Mutilation in the leader's curriculum handbook and research the issue in your community and country. Community members, leaders and health workers can play a big role in stopping FGM from being practised in the community.

INVOLVE YOUNG MEN:

Young men can be important advocates for ending FGM within their communities.

TAKING IT FURTHER:

Organize a community meeting to discuss the practice of FGM and to listen to the needs of girls and young women.

Group members can write an article on the negative effects of FGM for a local newspaper.

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

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality. Explain the learning aims and what form of violence you will be talking about.

Give them the opportunity to take time out and leave the session to do an alternative activity. Check in time – check in with participants and find out how their day was, what their mood is.

**2. What is FGM: To identify FGM.**

Watch a video on FGM
The cutting tradition: <http://vimeo.com/11058962>

**3. FGM Presentation:
To identify FGM as a form of violence
against girls and young women**

Invite your group to introduce themselves and perhaps to say one thing that they would like to learn in this session. Invite a volunteer to tell your guest speaker what the group does. A short presentation from a local community leader or a health professional on FGM. Question and answer session from participants.

Make sure that your speakers know and share your view that FGM is a form of violence against girls and women.

The presentation may cause participants to feel upset or uncomfortable. Support them and follow up any concerns.

**4. Close the session**

What have they learned today? What will they apply to their own lives? Remind them who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.

With thanks to Yvonne Akoth, Kenya Girl Guides Association



IDENTIFY: Global myths on violence

Learning aims

- To explore some myths and beliefs used to excuse violence against women and girls.

Preparation and Materials

- Three pieces of paper with 'always', 'sometimes', and 'never' written on them.
- Copies of the handout (see tools):
 - Myth and reality cards cut up (but remember which myth matched which reality).
 - Global attitudes to violence.

THINK:

Myths and beliefs are deeply engrained in people's minds; you will need to question your own assumptions and attitudes to work towards creating an equal culture. There may be some defensive reactions to the myths that you will need to challenge. 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 immediately. Follow the local child protection procedure and create a safe and supportive environment.

KNOW:

As the statistics in the handout show, cultural, religious or social norms are sometimes used to justify violence against girls and women around the world. This results in violence being normalized and accepted as an everyday occurrence. This can also lead to women being blamed for the violence experienced. For example because women may be considered to be acting or dressing inappropriately or provocatively. A woman is never responsible for the violence and abuse that she experiences – there is no excuse for abuse.

INVOLVE YOUNG MEN:

Create safe conversations where myths can be exposed and boys can challenge attitudes that justify or promote violence against women and girls. Ask young men to think about what messages they receive about violence and masculinity? What do they think of these attitudes? How can boys challenge these myths and attitudes and promote more healthy notions of masculinity? You could ask young men to find out about relevant laws and tell the rest of the group.

TAKING IT FURTHER:

Contact local organizations which work on violence against women and girls and invite them to train leaders, co-deliver a session, or come and speak with your group.

Inspired by Womankind, Challenging Violence Changing Lives

TIME**ACTIVITY : GLOBAL MYTHS ON VIOLENCE****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality. Explain the learning aims and what you will be talking about.

Give them the opportunity to take time out and leave the session. Check in time – check in with participants to find out how their day was.

**2. Community myths:
To introduce the concept of myths**

Invite everyone to talk to the person next to them about things that they think are myths in their community. Is there a fictitious or historical character in the community whom everyone knows a story about? Make this fun.

Explain that this session will explore some of the global myths around violence against girls and young women.

**3. Reasons for violence: To identify some of the reasons/excuses used to justify violence against girls and young women**

Ask the group why they think that people are violent and abusive to their partners? Ask them to think of some of the reasons and excuses that people might use. Note down these reasons and add them to the list of reasons on the handout which you will use in the next section. Ultimately there is no justification for violence.

Explain that discrimination and harmful attitudes and beliefs towards women and girls can cause violence are used to excuse violence. These have become myths or social norms that are passed on through families and communities.

**4. Myths and realities: To understand that there is no justification for violence**

Organize a game of myth and realities – split into small groups and hand out the myth cards and the reality cards. The winning group will be the fastest to match up the myth and reality cards correctly.

Explain that people tend to excuse violence, trivialize the impact on girls and women, blame the survivor and minimize, normalize or hide the effects of the violence.

Explain that girls and young women are never responsible for the violence that they experience. Girls have the right to live life free from violence.



Ask the young people to take it in turns to read out the myths and realities that they have matched up. Use the notes below to explain how each myth trivializes, blames, minimizes, normalizes and hides the violence.

Do participants think that these myths are prevalent in their communities? How do people learn about myths - from family, friends, news, films, the internet, and books? How can we change these myths?

TIME**ACTIVITY : GLOBAL MYTHS ON VIOLENCE****NOTES****5. Global attitudes to domestic violence:
To understand that violence against girls
and young women is a global issue**

Hand out or describe the tool: **Statistics – attitudes to violence against girls and women.** Explain that these show that there are harmful attitudes everywhere in the world. What does the group think about these graphs? What do they show to them? Explain that violence against women is a worldwide issue that happens in all countries but that it may take different forms and have varying prevalence rates from country to country.

Ask the group what they think has challenged or changed these attitudes. Do not let this discussion become prejudiced in any way. Steer the discussion to look at laws, policies and campaigns. Ask if the existence of laws means that there is no violence against women and girls.

**6. Pledge to change attitudes:
To identify simple ways to change attitudes**

Finish by going around the room and asking everyone to pledge one thing that they will do to change attitudes. Remind them that their safety is most important.

Explain that there have been decades of campaigning on violence against women and girls that have begun to change some attitudes. WAGGGS wants to change laws, policies and attitudes to prevent violence against girls and young women. It will take time.

**7. Close the session**

Remind participants who they can talk to about their own experiences of violence. Hand out leaflets with local support services numbers. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end.

With thanks to the Green Girl Guides, Denmark



TOOL : Myth & reality cards - for leaders

Leaders should use this sheet to remind them which myth statement goes with which blame statement.

MYTH

A young woman cannot be raped by someone she has already had sex with

MYTH

It is normal for girls and young women to be called sexual names in public

MYTH

Female genital mutilation is a harmless tradition

MYTH

Pinching a girl's/young woman's bottom in public is harmless fun

BLAME

Every time that anyone has sex both people need to agree and say 'yes' to sex. If someone is emotionally or physically forced to have sex then this is rape, regardless of their history or relationship

NORMALIZE

Making inappropriate sexual comments to someone is sexual harassment. It may be common in some communities but this does not make it normal. It is a serious issue that must be stopped

MINIMIZE

Female genital mutilation can seriously harm girls and young women. Culture is no excuse for harmful practices that prevent girls' and young women's right to a life free from violence

TRIVIALIZE

Sexual harassment is serious and not acceptable

MYTH

A girl/young woman must marry the man her parents want her to

MYTH

It is OK for a young man to hit a young woman that he is dating if he is so angry that he loses control

MYTH

Girls and young women who dress sexily are responsible for any violence and abuse that they may experience

MYTH

If a girl or young woman accepts gifts or grades or money for sex she cannot be raped

EXCUSE

Parents can have strong opinions about whom their daughter should or should not marry. Girls and young women may choose to listen to these opinions but they should never be forced to marry anyone they do not want to

EXCUSE

Violence against girls and young women is a form of control over them. Anger is never an excuse for violence

BLAME

No one ever asks to be abused or harmed. The way someone is dressed is no excuse for perpetrating violence against him/her

BLAME

No one owes anyone sex. Girls and young women can be emotionally and physically manipulated into having sex. This is sexual exploitation and a form of violence against girls and young women

MYTH

I should be ashamed and embarrassed to talk to anyone if I experienced any violence or abuse

MYTH

In a relationship boys should take the lead and be in control

MYTH

Once a young man gets sexually excited he cannot stop

MINIMIZE OR BLAME

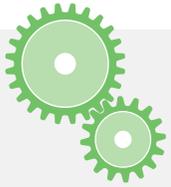
There are trustworthy and supportive people in this community that you can talk to if you have experienced violence in the past or if you do so in the future.

NORMALIZE

No one likes to be pushed around. Aggressive, controlling behaviour is used to exert power over someone; this creates an unequal and disrespectful relationship

EXCUSE

Young men are in control of their own bodies and sexual desires. They may want to have sex but they must always ask for consent and respect the right of the other person to ask them to stop



TOOL : Myth & reality cards - for young people

Cut out the myth and reality cards separately and invite the groups to match them together

MYTH

A young woman cannot be raped by someone she has already had sex with

BLAME

Every time that anyone has sex both people need to agree and say 'yes' to sex. If someone is emotionally or physically forced to have sex then this is rape, regardless of their history or relationship

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MYTH

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TOOL : Myth & reality cards - for young people

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BLAME

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MYTH

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EXCUSE

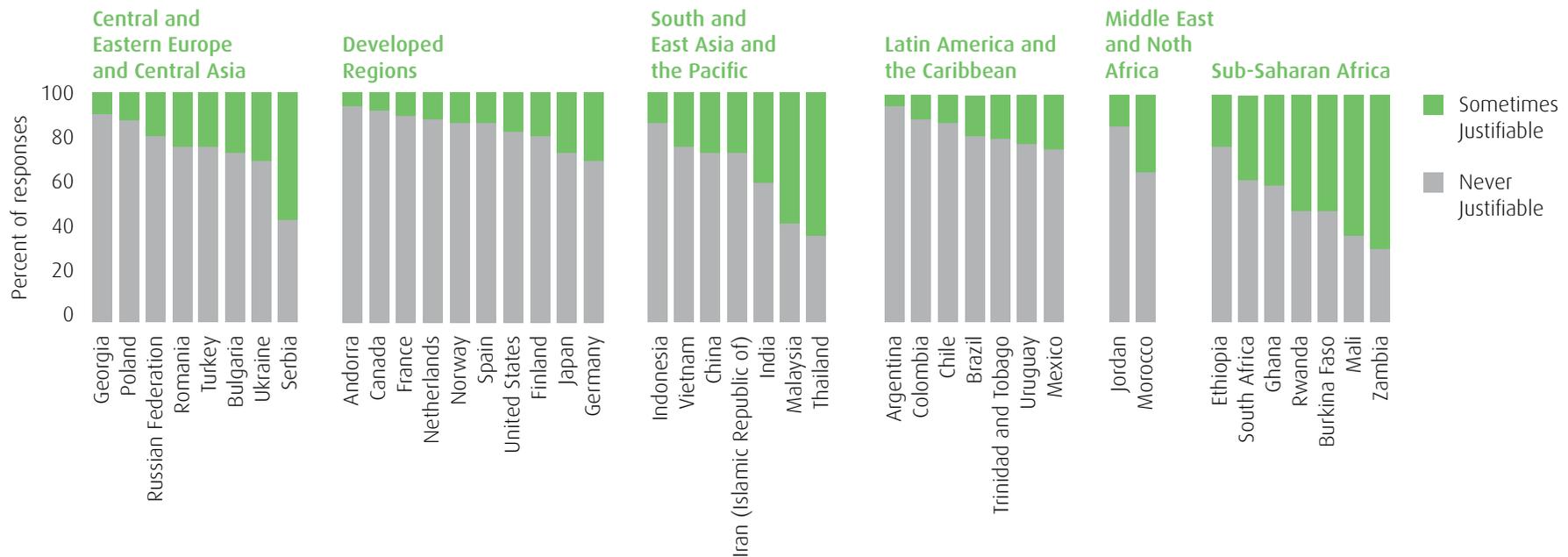
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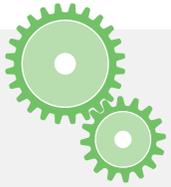
TOOL : Statistics on attitudes to violence against women and girls

Source: World Values Survey Association 2010. <http://progress.unwomen.org/2011/06/perceptions-of-domestic-violence/>

In 17 out of 41 countries, a quarter or more people think that it is justifiable for a man to beat his wife.

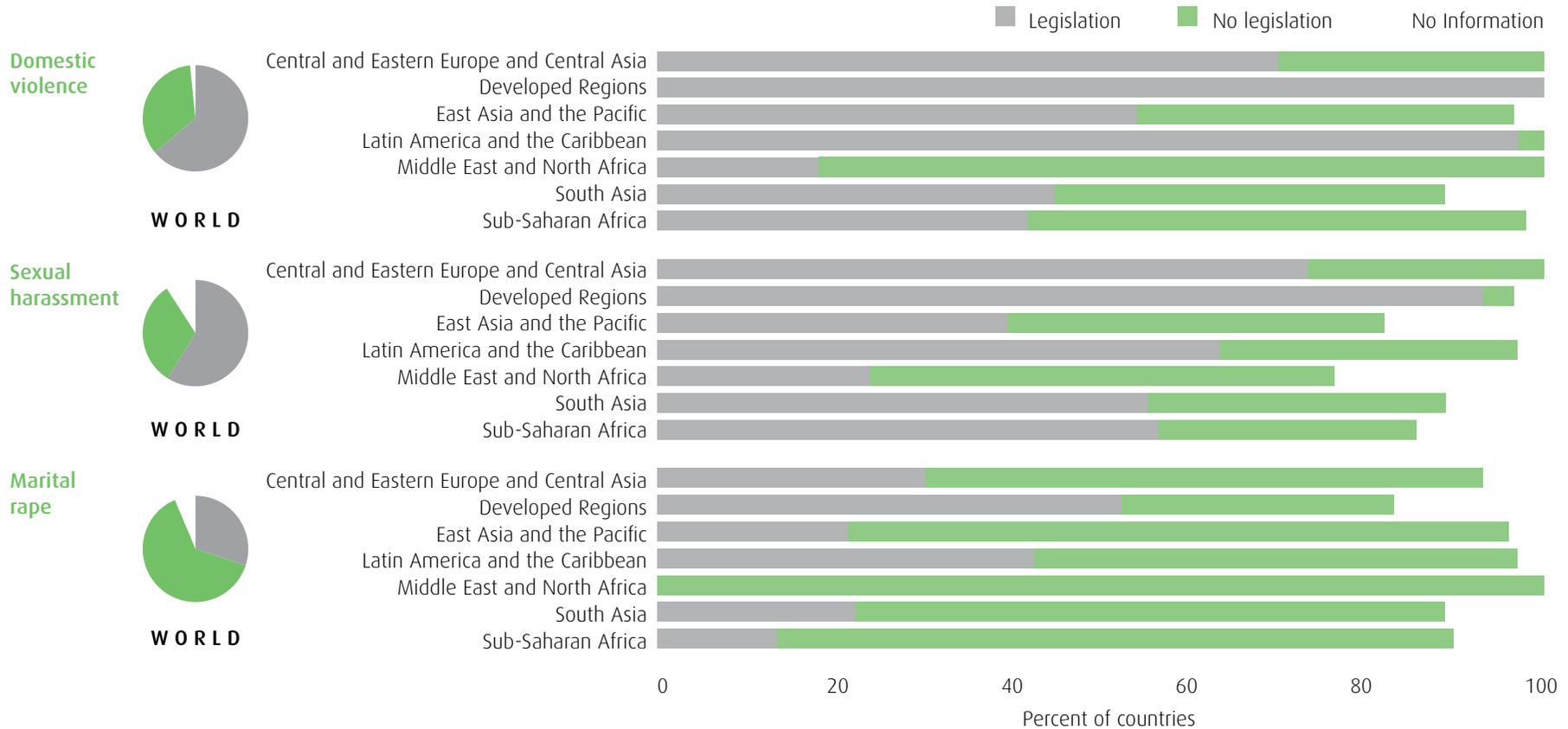


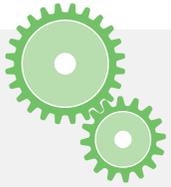
Note: The World Values Survey asks respondents to rate on a scale from 1 to 10 the degree to which they think it is justifiable for a man to beat his wife. The data refer to the proportion who responded that it is never justifiable (scale = 1) and those who responded that it is somewhat or always justifiable (responses 2 to 10).



TOOL : Statistics on attitudes to violence against women and girls continued

Two thirds of countries have laws in place against domestic violence, but many countries still do not explicitly criminalize rape within marriage.

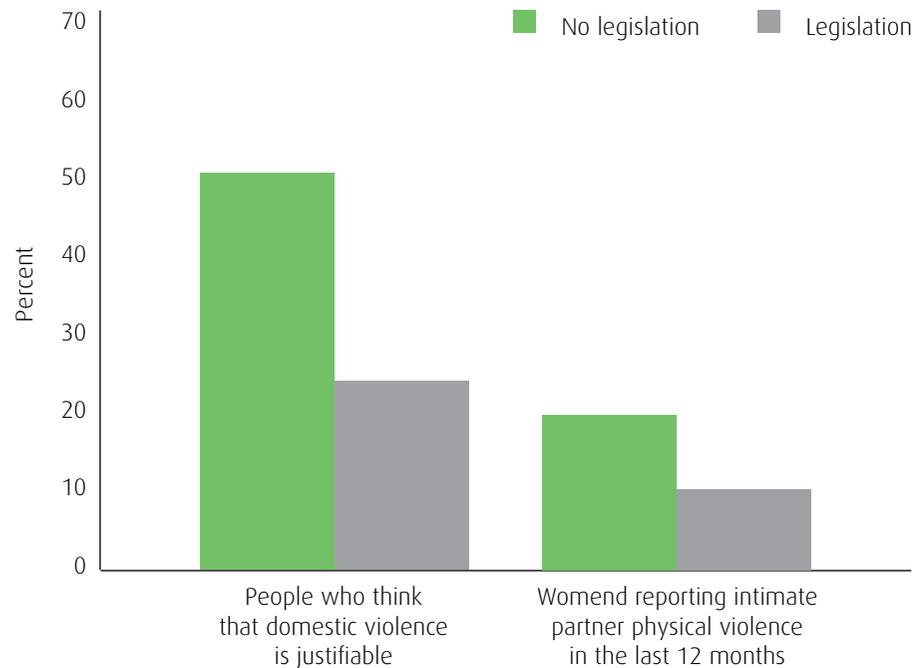




TOOL : Statistics on attitudes to violence against women and girls continued

Prevalence, laws and perceptions of domestic violence

Where there are laws in place on domestic violence, prevalence is lower and fewer people think that violence against women is justifiable.



The data refer to the existence of laws specifically prohibiting each form of violence.



Survivor Story

Learning aims

- To learn about the experiences of survivors of violence against women and girls.
- To learn about support services for women and girls experiencing violence.

Preparation and Materials

- Contact a local support service and ask a representative who works with survivors and who is comfortable to speak to talk to the group.
- Paper and pens.
- It may be useful if the participants draft a few questions before the speaker comes to talk to the group.

THINK:

Young people in the group might be affected by the issues discussed in this session and it might remind them of things that have happened or are happening to them. 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 immediately. Follow the local child protection procedure. Participants may get upset by this session so make sure you create a safe and trusting group space.

KNOW:

You can tailor this session to the form of violence against girls and young women that you are focusing on.

INVOLVE YOUNG MEN:

There may be young men in the group who have experienced or witnessed violence and this may be an opportunity for them to seek support. Follow the child protection procedures. It may also be an opportunity for young men to question the violence that they see around them.

TAKING IT FURTHER:

Invite an organization working with women and girls who have experienced domestic violence to come and speak to your group.

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

Create a safe and supportive environment. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

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

Give them the opportunity to take time out and leave the session. Check in time – find out how participants are feeling, how their day has been and what their mood is.

**2. Introductions: Create a safe space**

Introduce the guest to the group; you may want to remind the group of the ground rules. Ask everybody to introduce themselves and say one good thing about themselves.

Explain that this session is an opportunity to listen to an organization that works with women and girls who have experienced violence. Explain that you would like participants to write a news story about the organization.

**3. Survivor's story: To understand women and girls experiences of violence**

Ask the guest to talk to the group for a maximum of 15 minutes about violence against women and girls and/or about how their organization supports women and girls experiencing violence. This can be either as a presentation or a discussion. Ask the guest to talk about some of the barriers a survivor may face when she tries to or wants to leave the relationship.

Give some time for initial questions from the group, split into smaller groups to talk about the guest's experiences.

**4. Interview the guest**

Ask for volunteers to interview the expert.

Make sure questions are respectful and do not become personalized.

**5. News story: To reflect on the story**

Ask the group to write about the support service as a newspaper article or radio report. Alternatively hand out arts and crafts materials and ask the group to make thank you cards for the guest speaker.

Make sure that this is time for some quiet reflection and ensure that you are available if anyone wants to talk to you; participants may be upset by the presentation.

**6. Close the session**

What has the group learned from this activity and how will this learning affect their lives now and in the future. Remind the participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.



Agony aunt

Learning aims

- To think through different scenarios of violence against girls and young women and how to support people experiencing it.
- To create a leaflet to help a friend.
- To learn how to help a friend who is experiencing violence.

Preparation and Materials

- Flipchart or board.
- Paper, pens and pencils.
- Copies of handouts (see tools below):
 - Problem pages.
 - Tips for listening to a friend.

THINK:

Some of the problems may make young people think about their own experiences and they may want to talk to you. Make sure that comments are de-personalised. 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 immediately. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

You can tailor this session to focus on your chosen form of violence against girls and young women. Young people may take on too much responsibility for their friends; you must remind them that they cannot solve their friends' problems but they can listen and refer them to the relevant support services. You must also remind them they should never put themselves or others in danger and they must talk to a trusted adult if they are concerned.

INVOLVE YOUNG MEN:

Ask young men to think how they might help if a female friend or relative was experiencing violence? What local support services can they refer them to? You might also ask them what they would do if they knew one of their male friends was perpetrating violence. How might they intervene to help that friend to stop being violent whilst ensuring their own safety? It could be that a young person has experienced or witness violence in his own home and may need some support to deal with this as well his own behaviour.

TAKING IT FURTHER:

Vote for the best leaflet and make copies to distribute in schools.

Please keep a copy of the problem pages and send it to WAGGGS for inclusion in an updated version of the curriculum (stoptheviolence@waggs.org)

TIME**ACTIVITY : AGONY AUNT****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

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

Give them the opportunity to take time out and leave the session. Check in time – find out how participants are feeling and how their day has been.

**2. HELP:****To build confidence to ask for help and support**

Gather everybody into the centre of the room and ask them on the count of three to all whisper 'Help' then ask them to say 'Help' and then all shout 'Help.' Do this again until everybody is loud and proud.

Introduce the session and explain that this is about helping your friend if she has experienced or is at risk of experiencing violence. Explain that you will be talking about 'warning signs', where participants will be asked to think about what signs they might see that tell them that something is wrong in their friend's life.

Explain that many young people find it hard to ask for help, they may not recognize the violence, and they may believe that they deserve it or that it is a normal part of life.

**3. Problem page:****To identify forms of violence against girls and young women**

Ask participants to think of a situation of violence against girls and young women. Ask them to write out the problem as if it were a letter to a magazine. They might want to think about abuse within teenage relationships. Make sure examples provided are depersonalized.

Swap the problems around the room and ask participants to individually write a response to send back to the person. Act as a scribe where necessary for those with literacy difficulties.

Discuss the participants' responses. What did they identify as warning signs of abuse? Prepare some situations and warning signs of abuse in case participants find it difficult to think of any. Write this up on the board or flip chart.

TIME**ACTIVITY : AGONY AUNT****NOTES****4. Help a friend:
To identify ways to provide support**

Ask the group to work in pairs and talk through how they would like a friend to respond if they wanted to talk to them about abuse they were experiencing. Work together to create tips for helping a friend. It is important that their safety is prioritized and they should be careful not to make things worse for their friend.

Bring the group back together and discuss participants' suggestions. Hand out the tips for helping a friend.

Explain that people are often silent about violence and it can be difficult to engage in a conversation about it. Explain to participants that they are never solely responsible for helping their friends and that they must always speak to a trusted adult if they are worried. Explain that their role is to listen and give their friend information on how to access support, but not to "tell" them what to do. Their friend experiencing the violent circumstances knows her/his situation best.

**5. Make a leaflet**

Work in small groups to create short leaflets with information on how to help a friend. Think about the following things:

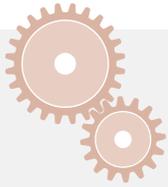
- What to look out for (use some of the signs in the problem pages)
- How to respond to a friend
- Where to get help

Encourage the group to swap leaflets between themselves.

**6. Close the session**

Encourage the group to think about how they can help their friends and let them know that if they have any worries they can contact local support services. Remind participants who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.



TOOL : Tips for helping a friend

Note to leaders: some of these tips may be more appropriate for older years within this age group (for example contact the relevant support services to see if there is anything that they can do, help friend find a safe place to stay, etc.). Please determine which tips are appropriate for the age and ability of your group and adapt accordingly.

LOOK

All children and young people will react differently, so look out for any changes or patterns of behaviour. Also, these signs may not mean that your friend is in an abusive relationship; they could have a different problem. Be a good listener and do not jump to conclusions:

- Physical signs of injury
- Bad health or illness
- Truancy, fall in participation
- Withdrawal, passivity, being compliant
- Disruptive and attention seeking behaviour
- Nervous and worried
- Changes in mood and personality
- Isolation from family and friends
- Violent thoughts and actions with a lack of empathy
- Frequent texts and calls from their boyfriend / girlfriend that are starting to bother them
- Inappropriate sexual conduct / language / attitudes
- Depression
- Pregnancy
- Use of drugs / alcohol (especially where there was no prior use)
- Self-harm
- Eating disorders
- Tiredness or problems sleeping
- Symptoms of post-traumatic stress
- Bullying / being bullied

LISTEN

- Listen to what she has to say and tell her that you believe her and do not judge her.
- Repeat what she has told you to check that you have understood and to validate her feelings and experiences.
- Reassure and empower her, tell her that the abuse is not her fault and that it is great that she is talking about it.
- Remind her that you are here for her and that she does not deserve to be treated in this way.
- Point out that there are professionals that she can talk to, write down any numbers or contact details for her to take away.
- As a friend your role is to support her and make her feel good about herself.

PROTECT

- If you are worried about your friend or concerned for her safety then you need to talk to someone.
- Talk to an adult that you trust who can help find the right support for your friend.
- Contact relevant support services to see if there is anything that they can do, or find out information about support services and encourage the friend to contact them.
- Help your friend to find a safe place to stay if this is necessary.

RESPECT

- Do not gossip about your friend's situation; only tell a trusted adult.
- Remember that it is up to her to leave the relationship or her family. Often there are many challenges to leaving and it could even put her more at risk, so be patient with your friend.
- Understand your limits and speak to an adult that you trust about how this makes you feel. Seeing your friend upset will have an impact on you and you will need to look after yourself.



Tree of life

Learning aims

- To reflect on their individual life journey.
- To make their own decisions and accept their feelings.
- To identify their hopes and dreams.

Preparation and Materials

- Paper and drawing materials.

THINK:

Participants will examine their own life in this activity. They may think of things that upset them or that they want to talk about. Make sure 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 immediately. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

We need to support participants to make their own decisions and to accept their feelings and themselves. This session will help young people to feel self-aware and it will empower them to fulfil their potential. It is important for young people to develop a sense of identity and self-confidence. Girls and young women are never responsible for the violence they experience, and even the most aware and empowered women can experience violence in their lifetime.

INVOLVE YOUNG MEN:

It is important that boys and young men have the opportunity to question gender roles, expectations and stereotypes that they face. Make sure that ideas and comments come from boys and young men and that you are not 'telling them what to be or do'. Young men can also take the time to develop skills in self-reflection and awareness.

TAKING IT FURTHER:

Contact local organizations which work in this area and invite them to train leaders, co-deliver a session, or come and speak with your group.

TIME**ACTIVITY : TREE OF LIFE****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

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

Give them the opportunity to take time out and leave the session. Check in time – allow time for participants to talk about their day and their moods.

**2. Be a tree:
To introduce the session**

Ask everyone to crouch into a small ball. Tell everyone that they are a seed and that they can take their own time to grow into a beautiful tree. Encourage them to uncurl themselves and stretch out.

Explain that this session is about drawing out their own life journey.

**3. Tree of life:
To reflect on their own journey**

Start the discussion by asking participants to draw their Tree of Life as follows:

Soil – Roots – Ground – Trunk – Branches – Leaves – Fruits – Bugs

Look at the handout (see tools) on tree of life for guidance. Participants should reflect on aspects of their life while drawing the tree.

Give young people the opportunity to think about their own gender and sexuality and who they want to be. This gives participants an opportunity to think about where they have come from and where they would like to be in life. Indirectly it looks at discrimination and gender equality, and allows participants to think about whether anything has got in their way of them achieving their potential. The exercise in itself helps to develop a participant's identity and also their self-worth.

TIME**ACTIVITY : TREE OF LIFE****NOTES****4. Self-esteem:
To accept their own experiences and feelings**

What have you learned from this? How did it make you feel? Is there a difference between boys' responses and girls' responses?

Drawing the tree of life will help participants appreciate who they are and the people that have helped them; it will help them reflect on their personal stories (background history or roots), achievements, wishes/goals and skills, and assess their current life, personal attachments and personal values.



Ask for a few volunteers to share their tree of life with the group. Discuss the importance of self-acceptance of feelings, skills and challenges.

All people will face challenges in their life. The tree of life has positives, negatives, achievements, abilities, hopes, dreams, things that we love. There is no reason to have stories of our lives dominated by challenges and life adversities.

We need to develop positive identities. We need to formulate hopes and dreams for our future. We need to identify our skills and talents and use them to cope with life's challenges.



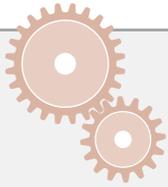
Share the information on the benefits of self-awareness (see tool below).

**5. Close the session**

Remind them who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.

With thanks to the Malawi Girl Guides Association.



TOOL : Tree of life

LEAVES

What people are important to them? (These may be dead or alive)

What strengths and talents have these important people given them?

FRUITS

What are their achievements? For example passing school exams or having good relationships with people.

What gifts have they been given and what gifts do they enjoy most?

What things are they proud of in their lives?

GROUND

Where do they live now?

What do they do in their daily lives?

ROOTS

Where do they come from? For example from a village, town

Favourite place at home.

Who are the people who have taught them the most (whether alive or dead)? What did they learn from them?

What is their family name and who are their ancestors?

Is there a song or dance that is famous back at home or in their village?

BUGS

What challenges and difficulties do they need to overcome in their life?

They may include people whom they see as standing in their way or causing difficulties for them.

Ask them to include difficulties they have been dealing with throughout their life. How have they or will they overcome these challenges?

BRANCHES

What are their future hopes and dreams?

What are their wishes about the direction their life should take?

TRUNK

What different experiences have participants had in their lives? These could be good things or bad things.

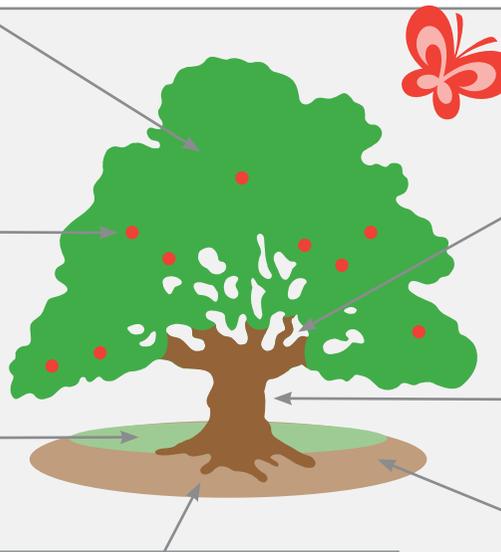
What special skills/talents and abilities do they have?

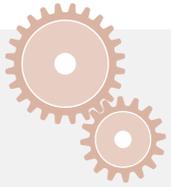
SOIL

The soil should represent the participants' culture and environment in which they grew up.

Ask participants to think about their culture and environment before they start drawing i.e. how did the environment where they grew up affect them? How has it influenced who they are today as a person?

Let participants think about their religious background.





TOOL : Tree of life continued

BENEFITS OF SELF-AWARENESS

Gain more control about ourselves and situations around us.

Be more flexible and confident in our approach to life experiences.

Help ourselves deal with challenges in a more positive and less anxious way.

Interact better, communicate more effectively and understand our relationships with others more fully.

Make better decisions.

Reduce our stress levels.

Get more out of life.

Knowing oneself is a very important attribute in one's life.

*It enables us to understand our potential, and our strengths and weaknesses,
and enables us to confront life's experiences confidently.*

*As young people, it is important that you understand who you are,
what you can manage to do and what you cannot manage to do.*

With thanks to the Malawi Girl Guides Association



Ways of communicating

Learning aims

- To identify different forms of communication.
- To learn to communicate with assertiveness.

Preparation and Materials

- Flipchart and board
- Copies of handouts (see tools):
 - Tips for assertive communication
 - Definitions of different ways to communicate

THINK:

Some of the statements may make young people think of their own experiences and they may want to talk to you. 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 immediately. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

Good communication is a key component to building respectful relationships.

INVOLVE YOUNG MEN:

Young men and boys can be exposed to gender roles, norms and attitudes that expect them to be aggressive; this session will give an opportunity for them to think about alternative ways of masculinity. Young men can develop their skills in communicating their wants and needs in a positive and non-aggressive way.

TAKING IT FURTHER:

Create a leaflet on communication to share with your friends; use the tips in the handout.

TIME**ACTIVITY :WAYS OF COMMUNICATING****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

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

Give them the opportunity to take time out and leave the session. Check in time – give time to the participants to allow them to talk about their day and their mood.

**2. Say hello:
To introduce the session**

Ask everyone to mingle around the room and stop to say hello to the people that they meet – but say it in an unusual way (perhaps use a different language, use a different hand movement). Stand in a circle and ask – How did everyone feel saying hello? Was it strange? Did you feel shy? Silly? Good?

Explain that this session will be about different ways to communicate.

**3. Communicating:
To identify different methods of communication**

Ask the group to think of times when they have not been able to communicate clearly or to say what they wanted to say. Give examples like explaining yourself when in trouble with a parent or teacher. Record these on the board or flipchart.

Prompt for discussions on feeling scared, intimidated, embarrassed, angry, uncomfortable or unsure.

Explain that there are four main ways of communicating, give examples of each:

- *Passive*
- *Manipulative*
- *Assertive*
- *Aggressive*

See handout for definitions.

Note to leaders: Encourage participants to be assertive and not any of the other forms of communication described.

TIME**ACTIVITY :WAYS OF COMMUNICATING****NOTES****4. Assertive communication :
To practice assertive communication**

Hand out the assertiveness tips.

Split participants into small groups. Each group gets a story without an ending. Each group talks about how they would react, how others might react, what are the different ways of reacting (passive, assertive, aggressive, and manipulative). See tools below for scenarios for the groups to discuss.

Talk about other forms of non-verbal communication, such as good and bad texting and emailing.

Work in pairs to role play the response they think is appropriate for the scenarios.

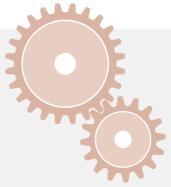
Note to leader: the response should always be assertive. Prompt participants to reach this conclusion.

Ask if there are any other examples where being assertive is important.

**5. Close the session**

What have they learned from this activity and how will this learning affect their lives now and in the future? Remind them who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you.



TOOL : Scenarios for group discussions

Your father has washed your favourite sweater and it has shrunk.
How do you react?

Your teacher tells you that you could work harder at school.
How do you react?

You are alone with a boy and he tries to touch you but you don't want him to.
Your response is...

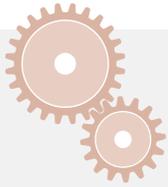
You are alone with a girl and she tries to touch you but you don't want her to.
Your response is...

The person you are dating tells you they just want to be with you and they do not want you to see your friends.
Your response is...

Your mother tells you off and you are angry with your mother.
Your response is...

You are angry with your father.
Your response is...

Practice reacting to these situations assertively



TOOL : Definitions of different ways to communicate

PASSIVE

Aims to please everybody and avoid conflict at all costs.

Acts nervously, anxious, lack of self-confidence, follows others, succumbs to peer pressure, may bottle up anger which can explode or turn into anxiety, depression or self-harm.

MANIPULATIVE

Aims to get their own way but afraid of the conflict.

Acts like they seem to go along with everyone else but finds ways to get their own way; will use a situation to get their needs and wants; might spread rumours or sulk.

AGGRESSIVE

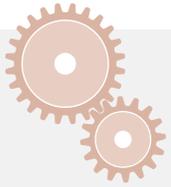
Aims to impose what they want on others.

Speaks and acts loudly, bossily and domineering; blames other people, uses violence or threats, does not respect the rights of other people.

ASSERTIVE

Aims to be clear about what they want without imposing on others.

Acts honestly and clearly communicates their wants, not willing to do things that they believe are not right for them or to please others.



TOOL : Tips for assertive communication

ASSERTIVENESS

is being able to stand up for what you want or believe in and taking steps to achieve what you want.

- It also means asking for what you want or saying how you feel about a certain issue in an honest and respectful way that does not infringe on other people's right or put the other person down.
- Assertiveness is the direct communication of one's needs and wants or opinions without pushing, threatening or humiliating another person.
- Assertiveness enables others to know where they stand.
- Assertiveness is not a way of controlling or subtly manipulating others.
- Assertiveness is not aggressive behaviour

HOW ASSERTIVENESS IS EXPRESSED

- Identify own response and explain what and why you are feeling this in a respectful manner.
- Make clear what you want and ask if this is OK.
- Politely refuse unreasonable requests.
- Listen to the response of others.
- Stand up for your own rights and needs while not automatically disagreeing with those of others
- Maintain appropriate eye contact

With thanks to the Malawi Girl Guides Association



SPEAK OUT: Women's rights are human rights

Learning aims

- To learn about the UN Declaration of Human Rights.
- To learn how violence against girls and young women is a human rights abuse.

Preparation and Materials

- Flipchart or board.
- Nine stickers or paper squares with EDUCATION – SHELTER – FOOD - PEOPLE YOU LOVE – SAYING WHAT YOU THINK – RESPECT – RELIGION – FREEDOM - PROTECTION FROM HARM.
- Copies of handouts:
 - Human rights cards.

THINK:

Some of the human rights that will be discussed may make young people think of their own experiences, and forms of discrimination or violence they may have experienced, and they may want to talk to you. 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 immediately. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

Become familiar with human rights by checking the factsheet on Violence against Women and Girls as a Human Rights Violation in the leader's curriculum handbook.

INVOLVE YOUNG MEN:

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

TAKING IT FURTHER:

Invite parents and community members to a human rights day where the group present their role play and discuss human rights.

TIME**ACTIVITY : WOMEN'S RIGHTS ARE HUMAN RIGHTS****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

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

Give them the opportunity to take time out and leave the session. Check-in time – allows participants to talk about their day and their feelings.

**2. Play rights:
To introduce the session**

Nine stickers with the following words on each sticker: EDUCATION – SHELTER – FOOD - PEOPLE YOU LOVE – SAYING WHAT YOU THINK – RESPECT – RELIGION – FREEDOM - PROTECTION FROM HARM. Explain what each means with examples.

Nine players get a sticker while the others sit to one side and watch. Put nine chairs in the middle of the room. All players walk around the room while you play music. When you stop the music, everyone must sit down. Remove a chair and play again. Whoever is left standing must go out. However, everyone watching the game has a short time to decide if they can live without whatever that player represents. If not, they must swap that player for someone else. Repeat the process until everyone is out. Who was the final player?

Explain that this session will explore human rights.

Note to leader: Remember to conclude that whilst participants may think that one human right is more important than another, they are all equally important in the Universal Declaration of Human Rights.

**3. Your rights:
To introduce human rights**

Ask the group what they think human rights are.

Provide an overview of human rights. Explain that they are universal principles that were discussed in over 80 meetings of the UN and agreed by the 58 member states at the time. Explain what a right is and give examples (see tools).

**4. Human rights cards:
To know their human rights**

Hand out the human rights cards to small groups and ask them to discuss them. If there is time, ask participants to illustrate each right through a role play, poster or poem.

Make sure you make the connection to how human rights relate to women and girls.

TIME**ACTIVITY : WOMEN'S RIGHTS ARE HUMAN RIGHTS****NOTES****5. Women's and girls' rights:
To understand violence against girls and
young women as a human rights abuse**

Have a group discussion on how these rights apply to violence against women and girls. What do they say about equality and the right to live without violence? What do they say about violence? Violence against girls and young women impacts on what human rights?

Ask the group who is responsible for protecting these rights? The answer should be everybody.

What have they learned from this activity and how will this learning affect their lives now and in the future?

Some ways to think about how the rights apply to violence against girls and young women:

Article 1 – all women and girls have equal rights and freedoms.

Article 2 – all women and girls have equal access to the rights with no discrimination of any kind.

Article 3 and 5 – all women and girls have a right to live a life free from violence and the fear of violence.

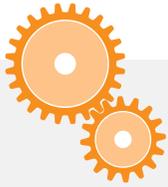
Article 16 – forced and early marriage is a human rights abuse

**6. Close the session**

Remind them who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following 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



TOOL : Human Rights Cards

The Universal Declaration of Human Rights – adopted by the General Assembly of the United Nations on 10th December 1948

A full copy of the declaration can be found : <http://www.un.org/en/documents/udhr/>

ARTICLE 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Do you agree with this article?

Can you think of any situations where this right has been abused, especially for women or girls?

ARTICLE 3 & 5

Everyone has the right to life, liberty and security of person.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

What do these articles say about violence?

Can you think of any situations where these rights have been abused, especially for women or girls?

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

What does this article say about equality?

Can you think of any situations where this right has been abused, especially for women or girls?

ARTICLE 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms

What are contemporary forms of slavery?

Can you think of any situations where this right has been abused, especially for women or girls?

ARTICLE 16

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Can you think of any situations where this right has been abused, especially for women or girls?

Question for the leader:

Ask the group how these universal rights relate to the universal right of women and girls to be free from all forms of violence?



SPEAK OUT: Poster campaign

Learning aims

- To develop campaign skills by creating a poster for the stop the violence campaign.
- To explore how images communicate messages to the public.

Preparation and Materials

- Collect and bring in any images that catch your eye. If you have time you can ask the group or parents to bring in their favourite image. Tell them that it can be anything but it must be an image that makes them think. Make sure that you bring a few images in case participants are unable to bring anything. The images could be advertisements, a picture from a magazine or from a newspaper. They don't have to be about violence against girls and young women. Be sure these are positive and healthy images that do not reinforce any gender stereotypes.
- Magazines and newspapers.
- Paper and pens and decorating materials.
- Blotak or pins.
- Copies of handouts:
 - Stop the violence campaign.

THINK:

Participants may be affected by the content of this session. 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 environment.

KNOW:

Remember to sensitively challenge any inappropriate or sexist images. Please also refer to the factsheet on sexualisation in the leader's curriculum handbook and if it is appropriate talk about the sexualisation of children through images and the media.

INVOLVE BOYS:

Ensure that boys understand that they have their own rights and that they are responsible for respecting the rights of others. Boys can play a vital role in protecting and promoting the rights of girls and important allies in ending violence against women and girls. It is important to engage them in the campaign and to explore with them how men and boys can be involved in the Stop the Violence campaign.

TAKING IT FURTHER:

- Design a campaign poster.
- Use the posters to organize and run a 'Stop the Violence' campaign poster exhibition.

TIME**ACTIVITY : SELF PROTECT****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 they can 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. Check in with participants – allow them to talk about their mood and tell you about their day.

**2. Catch my eye:
To identify what makes a captivating image**

Explain that in this session you will be making posters for the WAGGGS 'Stop the Violence' campaign.

Display the images that catch your eye. Ask the group to look through the magazines and see if they can find some eye-catching images.

Ask participants to vote for the images that catch their attention. You can do this by giving them small stickers to stick on the images or by asking for a show of hands for each image. Ask the group to identify the things that make you look at an image. Record this on the board or flipchart.

It does not matter if people have not brought anything in. You can display the images participants have found in magazines.

**3. Poster plan: To create a poster of a world where all girls are happy**

Explain that participants can produce a poster for the 'Stop the Violence' campaign. Before they start the poster, the group needs to agree the following:

- Who is their audience? Who do you want to see the poster? Leaders will need to give guidance on these points.
- What is your key message? What do you want to say?
- Where will you show the poster? On a school wall, at a bus stop, on the internet, in a magazine?

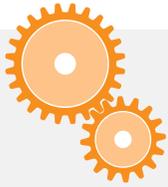
Explain that this poster will highlight what they have learned in the sessions so far.

It could focus on who to talk to if young people are upset or how to support a friend who is upset, or what constitutes violence against girls and women in the local/national context, or a pledge to say no to hurting or upsetting anyone.

**4. Close the session**

Invite participants to look at the Stop the Violence campaign on the stop the violence website www.stoptheviolencecampaign.com. 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 : Stop the violence campaign



THE ISSUES

Violence against girls and women is one of the most widespread violations of human rights around the world:

- In some countries, up to 70 per cent of women face physical and/or sexual violence in their lifetime at the hands of their husbands/partners, according to available country data. Most of this violence takes place in intimate relationships, with many women reporting their intimate partners as the abusers.¹¹
- 60 million girls are sexually assaulted at or on their way to school each year.¹²
- Trafficking ensnares millions of women and girls in modern-day slavery. Women and girls represent 98 per cent of the estimated 4.5 million forced into sexual exploitation.¹³
- Over three million girls a year in Africa still suffer the trauma and long-term consequences of female genital mutilation.¹⁴
- Trends show that one in three girls in developing countries (excluding China) are likely to be married before the age of 18 and one in nine girls will marry before their fifteenth birthday.¹⁵
- In post-conflict and disaster situations girls and women are at high risk of violence and sexual assault.

Why are Girl Guides and Girl Scouts taking action?

The campaign will reach out to our 10 million Girl Guides and Girl Scouts members in 145 countries, to their communities, to our partners, to decision-makers in governments and internationally, to influencers such as the media and celebrities.

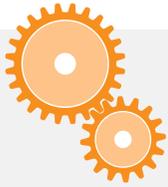
11 Garcia-Morena et al. WHO. Prevalence of intimate partner violence: findings from the WHO multi-country study on women's health and domestic. Lancet 2006; 368: 1260-69

12 USAID EQUATE Project, 2008

13 Figure derived from data based on a 2002-2011 reference period. International Labour Organization, 2012, "ILO Global Estimate of Forced Labour: Results and Methodology," p.ILO Global Estimate of Forced Labour: Results and Methodology," p. 14, Geneva

14 WHO, Female Genital Mutilation fact sheet No.241, 2008

15 Marrying too Young – End Child Marriage, UNFPA, 2012



TOOL : Stop the violence campaign continued

Because girls are the solution

At its heart, the campaign is about empowering girls and young women to understand their rights and to have the skills and confidence to claim their rights and the rights of others. It will ensure that it is girls and young women who are the instigators of the change they want to see in the world.

Because we must

It is estimated that up to six out of every ten girls and women will experience violence and/or sexual abuse in their lifetimes. They are our family and friends. They live in the communities where we have pledged to make a difference. We have a responsibility to them and an opportunity to empower girls to speak out and take action.

Because we can

We are the voice of girls and young women, we work with 10 million Girl Guides and Girl Scouts members across the world and already many of our Members are working on stopping the violence.

Because education is key

Education, and in particular non-formal education, has a huge role to play in ending violence and we are experts in non-formal education. Non-formal education can create a powerful force for change by empowering girls and young women to understand and assert their rights, and by challenging root causes of violence – such as gender stereotypes and inequality – and reaching out to boys and young men.

Because girls and young women told us this is important

We identified this issue in a consultation process with our Members where it was highlighted as one of the things they most want to take action on.

Because no-one else is

You might think there are a lot of campaigns out there to end violence against girls. There are not. There are some that focus on ending violence against women. There are some that focus on ending a specific form of violence in a specific place. But there are no global campaigns dedicated to ending violence in all its forms against girls and young women.

This is a space where there is limited data, voice, programmes and investment, and our research shows this to be true on the ground. Our education programme on ending violence and girls' rights is unique in the world, the only global programme of its kind.

So if we don't take a stand, who will?



SPEAK OUT: Local Activists

Learning aims

- To learn about local activism.
- To learn new campaign skills and identify local campaigns that they can take part in.

Preparation and Materials

- Identify campaign activists on women's rights issues in the community. Ask them to come and speak to participants about their campaigning. Ask them to prepare an activity that will teach the young people a campaign skill.

THINK:

Be aware of the issue that the activists will discuss and think through how this session could impact on the children and young people. 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 immediately. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

Make sure you are familiar with the issue you have chosen to campaign on. Refer to the factsheets in the leader's curriculum handbook and do your own research on the issue by checking national statistics and talking to local organizations.

INVOLVE YOUNG MEN:

Boys and young men can make fantastic allies in the campaign to stop the 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. Try to identify a male champion on women's rights and encourage young men to be active in the campaign.

TAKING IT FURTHER:

Research local groups and organizations which are working on promoting and protecting women's rights or campaigning on violence against women and girls and invite them to speak with your group. If they are already running a campaign which fits with your aims you may wish to join it.

TIME**ACTIVITY : LOCAL ACTIVISTS****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality.

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

Give them the opportunity to take time out and leave the session. Check in time – allow participants to talk about their day and their feelings.

**2. Introductions:
To create a safe space**

Ask everyone to introduce themselves and mention one campaign that they are passionate about (this could be the WAGGGS Stop the Violence campaign).

**3. Guest skill share:
To build campaign skills**

Ask the guests to give a short presentation on their work and to facilitate a skill sharing workshop. This will be an opportunity for the young people to learn a campaign skill.

**4. Close the session**

Invite participants to look at the Stop the Violence campaign on www.stoptheviolencecampaign.com. 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.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.

With thanks to Kenya Girl Guides Association



SPEAK OUT: Global inequality

Learning aims

- To consider different factors that impact whether girls receive an education (and the quality of education they receive).
- To think about how violence can play a role in preventing a girl's right to receive an education.

Preparation and Materials

- Facilitators should photocopy and cut out each of the short descriptions in the Situation Cards (see tools), so that each participant is given their own description at the start of the activity.
- Paper and pens.

THINK:

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 immediately. Follow the local child protection procedure and create a safe and supportive space.

KNOW:

Violence against girls and young women happens around the world, at varying rates and in different contexts. There are some risks (for example poverty, isolation, witnessing domestic violence when they were younger) and protective factors (for example, a good social network, friends, education) that increase or decrease the likelihood of someone experiencing violence.

INVOLVE YOUNG MEN:

Give young men the opportunity to think about gender equality and the role that they can play in protecting and promoting the rights of women and girls and in ending violence.

TAKING IT FURTHER:

Identify local and national organizations working to promote the education of girls and young women. Ask them to co-deliver or run a session on education and violence against girls and women.

TIME**ACTIVITY : GLOBAL INEQUALITY****NOTES****1. Prepare – Safe session**

Create a safe and supportive environment (refer to the leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind participants who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality. Explain the learning aims and what form of violence you will be talking about.

Give them the opportunity to take time out and leave the session. Check in time – check in with participants about their day and their feelings.

**2. Life circumstances:
To introduce the session**

Clear a space in the room so that people have enough space to move forward and backward without hurting themselves. Once a space has been cleared ask participants to line up across the middle of the room.

When everyone is lined up, distribute the Situation Cards to the participants.

The leader should have a copy of the Call Out Statements (see tools). The leader reads aloud: "Today we are going to play a game in which we take on the life of a girl in some part of the world. Everyone will be given a card that has a short description written on it. This is your personal situation card, and during the game you will pretend that you are the person described on your card. I will read a series of statements. If the statement applies to the situation on your card, you should take either the backward or forward steps that I mention. I'm going to be reading a lot of statements, so I recommend you take small steps to leave enough room during the game. Also, the descriptions on your cards will be short, so sometimes you will have to guess or make inferences or assumptions about your situation based on the information on the card. Just try your best."

Facilitators should read each statement two times, and then pause to allow participants to briefly reflect and decide if they should take any steps.



3. Discussion: To identify different experiences of violence against girls and young women around the world

When all of the call out statements have been read, ask participants to remember where they are standing in relation to others in the room, then gather together and sit in a circle on the floor or on chairs.

After everyone is seated in a circle, use the questions below to have a group discussion about girls' education, equal opportunities, and challenges.

Ask a few people from the back of the room, from the middle of the room, and a few people who were at the front of the room to read their situations cards aloud. Then ask the group: How did it feel to be in the front of the group? In the back? In the middle?

What were some of the reasons why some participants were in the back of the room? What are some of the issues that impact girls' lives?

This game is called The Equal Opportunity Gap. What do you think equal opportunity means? Based on our exercise, do you think all girls have an equal opportunity to go to school? Why or why not?

In what ways do you think opportunity and access to education for girls affects women's access to jobs?

What conclusions can you make about the relationship between education and opportunity?

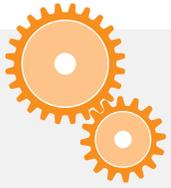


4. Close the session

Remind them who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers on it. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.

With thanks to New Zealand Girl Guides. Adapted from the 'Access to Education and Training' session as part of CSW 55 Girls Orientation Day



TOOL : Call out statements

1. All those who have someone that they trust to talk to, take two steps forward.
2. All those who do not have anyone to talk to, take two steps back.
3. All those who have experienced violence and abuse take two steps back.
4. All those who live in a country where they cannot speak the language take one step back.
5. All those who live in a country that has support services for girls and young women experiencing violence take two steps forward.
6. All those who are at school take two steps forward.
7. All those who are not at school take two steps back.
8. All those who do not need to work to help support their families, take one step forward.
9. All those who must work to help support their families, take one step back.
10. All those who provide primary care (or serve as parents) to their siblings or family members, take two steps back.
11. All those who have seen conflict in their home city or town, take three steps backward.
12. All those who have access to safe transportation to and from school, take two steps forward.
13. All those who are expected to marry as a teenager, take two steps backward.
14. All those whose parents allow their daughters to attend school, take one step forward.
15. All those whose parents do not allow their daughters to attend school, take one step backward.
16. All those that cannot spend the time that they need doing their homework take a step back.
17. All those who have a family member or someone that they know who has experienced violence against women take a step back.



TOOL : Situation Cards

Note to leaders: some of these situations may not be appropriate for the age or culture of your participants. Please select the situations which you think are appropriate for your group

1. You are the oldest daughter in your family. You have 6 brothers and sisters, your father was killed during a conflict, and your mother is HIV positive. You live in a small, isolated village with no healthcare

2. You are twenty two years old. You are a recent immigrant, and know only a little bit of the language spoken at your new home. You moved to be near your new husband, who is abusing you. You have no work and you do not know how to ask for help

3. You are fifteen years old, married, and are expecting a child in five months. You live in a rural area in a small home with your husband, who works long hours each day. Your country does not provide its citizens with public healthcare

4. You are one of four children in your family. You live with your siblings and mother, who works as a teacher's aide, in a refuge for women who have been abused. You do not know how long you will be able to stay in the same school

5. You are fourteen and living in a strange city. A man you fell in love with persuaded you to run away from home. You are forced to have sex with men every day in exchange for your food and shelter

6. You are a recent immigrant who speaks a different language than the one used in your school. Your mother works fourteen hours a day, and your father works in your home nation. The area to which you recently moved is experiencing severe economic hardships. It is expected that you will marry young

7. You have tested positive for HIV. Your family lives in a comfortable house, and you live with your two younger brothers, your mother, and father. Your father works at a business about 10 miles away. You are in your last year of high school, and are a member of your school soccer team

8. You are fourteen years old and recently found out you are pregnant. You live in a smart area with your brother and parents, who are educated. You live in an area where having children outside of marriage is highly looked down upon, and your parents have arranged a marriage for you, which will occur next year

9. You are seventeen years old. You had a boyfriend who was abusive to you and called you names and hurt you. You were able to tell your parents, who listened to you. They helped you to leave your boyfriend

10. You are twelve years old and feel scared of going to school. There is a boy who keeps following you around and looking up your skirt. You do not feel that you can talk to anyone and you do not trust your teacher



TOOL : Situation Cards

Note to leaders: some of these situations may not be appropriate for the age or culture of your participants. Please select the situations which you think are appropriate for your group

11. You are fourteen years old and already thinking about college. Your parents are college professors and they drive you to your sports events, help you when you are struggling with your homework, and organize the best sleepover parties for your friends. You have no brothers or sisters. You live in a country that is at war with another country

13. You have been forced to move from your home due to conflict. You are living with your mother in a refugee camp. On the journey to the camp you and your mother were raped by soldiers

15. You are sixteen years old and you have a new boyfriend. He follows you around everywhere and will not let you spend the time you need doing your homework. You live with your mother who is being abused by her new boyfriend.

17 You live with your mother and sister. Your mother has a new boyfriend who hits your mother. You do not go to school so that you can look after your mother and keep the boyfriend away. One of the teachers comes to visit and puts you in touch with a local support service

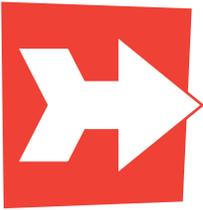
19. You live in the suburbs in a three floor house with your mother, father and older brother. Once a month, you volunteer at a soup kitchen with other students from your school as part of a community service project. On nice days you walk to school with friends. You work at a part time job on the weekends. You want to go to college but there is pressure from your family to get married soon

12. You attend a good school where you learn about your human rights. Your mother is a social worker. You go on a date with an older boy. You wake up in his bed and you can't remember how you got there

14. You are doing really well at school. You live in a good neighbourhood with parents who help you with your homework. The teacher asks to meet with you alone. You meet with the teacher and he asks you to have sex with him. You refuse and then your school grades drop. You do not feel that you can tell anyone

16. You are thirteen years old and you live with your sister, your mother and your brother. Your brother is rude and nasty to you. He tells you that you are worthless. One night he comes into your bedroom, into your bed. You are so ashamed that you cannot tell anyone

18. You are fifteen years old. You live in a flat with your parents, who are teachers. You are being pressurized by your peers into having sex with your 19 year old boyfriend. You feel comfortable to talk to an adult you trust to get advice.



TAKE ACTION: Run a local campaign to stop the violence

Learning aims

- To plan a local campaign to stop the violence.
- To identify the audience for your campaign.
- To decide the campaign aim.
- To consider some campaign activities- for more information read the WAGGGS' Stop the Violence National Action Plan toolkit www.stoptheviolencecampaign.com.

Preparation and Materials

- Post-it notes.
- Flipchart or board, pens or chalk.
- Four large pieces of card.

THINK:

Some participants may be 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 immediately. Follow the local child protection procedure and create a safe and supportive environment.

KNOW:

Make sure you are familiar with the issue you have chosen to campaign on. Refer to the factsheets in the leader's curriculum handbook and do your own research on the issue by checking national statistics and talking to local organizations.

INVOLVE YOUNG MEN:

Boys and young men can make fantastic allies in the campaign to stop the 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.

TAKING IT FURTHER:

Use the tools provided in the leader's curriculum handbook on building local partnerships (see Section 2 Preparation, Checklist Step 4, page 19) to identify local organizations which might be able to support your campaign to stop violence. Remember they may have materials, spokespeople and information which can help your campaign.

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

Create a safe and supportive environment (refer to leader's curriculum handbook). Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Explain the limits to confidentiality. Explain the learning aims and what form of violence you will be talking about.

Give them the opportunity to take time out and leave the session. Check in time – find out how participants are feeling and how their day was.

**2. Campaign aim:
To decide the campaign aim**

Explain that in this session you will be planning a campaign for your group. Talk about what a campaign is. Use the WAGGGS Action Plan toolkit for guidance (see www.stoptheviolencecampaign.com). First summarize all the things that you have learned so far through the activities – ask participants what they have learned. Then ask the group to write on post-it notes their ideas on what the campaign should focus on. Prompt them to think about what the problem is; why it is a problem and how it can be changed. Ask them what decisions they want individuals, their communities, their state, their province or their nation to make. For example, think about increasing resources for local support services.

You can use the examples in the tool below to help you decide on issues, audiences, messages etc. .

The most important thing to decide is – what do you want to campaign on? What is the most important issue that you want to change? What change do you want to see?



Label 4 large pieces of paper with the headings - What is the problem? Why it is a problem? How can it be changed? Think about who needs to make the change? These individuals or organizations can be your target audience. Ask participants to stick their responses under the relevant heading. See tool below for an example.

Stick these around the room, clustering any points that are the same. Ask the group to vote for the top issue to campaign on.

**3. Campaign aim:
To think about campaign activities**

Once the campaign objectives and target audience have been determined, ask participants to work in pairs and write activities for the campaign on post-its and then share their ideas with the group. Again vote for the best activities.

When you know what the campaign will focus on then you need to think through what activities would be best to communicate your key messages. Read through the campaign ideas and think through the sessions that you have all done to identify some activities that you can do.

TIME**ACTIVITY : RUN A LOCAL CAMPAIGN TO STOP THE VIOLENCE****NOTES****4. Say it:
To decide key messages**

Work in pairs to very quickly (give them 5 to 10 minute) think up a key message that answers the questions 'what are you going to do' and 'how are you going to do it'.

*Gather everyone in a circle and ask them to present their message.
Explain that you are not looking for perfect speeches but a very quick response.*



Decide as a group how you will take the campaign further.

Explain that there is a global campaign run by WAGGGS to stop the violence and you can link in with this campaign.

**5. Close the session**

Remind them who to talk to about their own experiences of violence. Hand out leaflets with local support services numbers. Also remember to follow up any concerns. Follow the child protection policy and procedure.

Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.

Evaluate

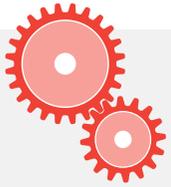
Don't forget that when you have completed the curriculum you should go through the activities that you did at the start of the curriculum (see leader's curriculum handbook, TOOLS: Planning and Evaluating - Middle and Older Years, page 88) to measure the impact of taking part in the curriculum for the participants).



TOOL : Handout - What is the problem

Group leader notes-some examples of what is a problem, why it is a problem and ideas on campaign activities to change it

What is the problem?	Why it is a problem? Because...	How can it be changed?	Who will help you change it? (allies) and who might prevent you changing it? (sources of resistance)	Who is your target audience?
Sexual harassment in schools.	<p>Girls and young women are being sexually harassed in schools. Sexual harassment is wrong and an infringement upon the rights of girls. Schools should be safe spaces for children and young people.</p> <p>Sexual harassment harms children and young people and can have serious physical, sexual and emotional/psychological effects. Sexual harassment can limit the potential of children and young people through impacting on their ability to learn. Girls may also drop out of school as a consequence. Community acceptance of sexual harassment.</p>	<p>Campaign for school policy on stopping sexual harassment. Assembly to raise awareness of sexual harassment as a human right abuse.</p> <p>Workshops on sexual harassment in school/s.</p> <p>Campaign for teacher training on sexual harassment.</p> <p>Work with experts to campaign for change.</p> <p>Work with young men and boys as well as young women and girls to create student groups against sexual harassment.</p>	<p>School teachers School governors Education specialists</p>	<p>School governors Head teacher Area authority for schools</p>



TOOL : Handout - What is the problem continued

What is the problem?	Why it is a problem? Because...	How can it be changed?	Who will help you change it? (allies) and who might prevent you changing it? (sources of resistance)	Who is your target audience?
Not enough local support services for girls and young women who have experienced or are at risk of violence.	<p>Lack of resources for support services.</p> <p>Lack of understanding of what girls and young women need.</p> <p>Lack of services that are tailored to meet girls' and young women's needs.</p>	<p>Fundraise for support services.</p> <p>Write a letter to local and national government asking for more resources for support services for girls and young women.</p> <p>Panel discussion on the needs of girls and young women.</p>	Other local women's organizations	<p>Businesses for funds</p> <p>Local, state and national government</p>
Female genital mutilation.	<p>Girls and young women are being harmed.</p> <p>FGM is a human rights abuse.</p> <p>Community acceptance of FGM.</p>	<p>Build allies with community and religious leaders to stop FGM.</p> <p>Raise awareness on the dangers and consequences of FGM.</p> <p>Leaflets on FGM as a human rights abuse.</p> <p>Note to leaders: ensure you prioritize the safety of participants and assess whether these activities are appropriate or safe. The delivery of these activities needs to be handled carefully.</p>	<p>Other local women's organizations</p> <p>Religious leaders</p>	Religious leaders



TOOL : Hand out - campaign activities

Group leader notes – ideas for campaign activities

Ideas for young people

LINK UP WITH LOCAL WOMEN'S ORGANIZATIONS AND ACTIVISTS

There are probably women's organizations and activists doing some inspiring and interesting work in your community. Find out about them and see how you can join up with the work that they do.

INFORMATIVE PANEL DISCUSSION

Organize a panel of experts to talk about violence against girls and young women and ensure that young women and girls are on the panel. Invite the community to take part. It is important that you choose topics and guests wisely. You may want to ask a local women's organization or local experts to chair the panel.

MAKE A FILM

Produce a film about the inspiring work of the group. You can then organize a film showing to the local community or promote in online.

Create a film that raises awareness about violence against girls and young women; you could include local and national statistics but be careful not to show images of girls and young women as victims. Or you could create a film that promotes equality and respectful relationships.

Find 10 top tips to produce a film on social change on the WAGGGS website available here:
<http://www.wagggsworld.org/en/grab/22650/1/top-10-tips-on-filmmaking-for-social-change.pdf>

SCHOOL ASSEMBLIES

Engage your local school in the campaign by offering to deliver an assembly. This could be through a series of role plays, a presentation of statistics or a dance or song to communicate your key messages.

STREET THEATRE

Create a street theatre performance to raise awareness on gender equality.

Note to leaders: please ensure that you prioritize the safety of participants and assess whether it is appropriate and safe (or not) to perform street theatre.

THEATRE

Organize an event that raises awareness of violence against girls and young women. This could identify warning signs in an abusive relationship or it could share information on where to access support. Remember to make sure that you represent girls and young women as active and empowered agents and not as victims. This performance could be given in front of parents or to supportive community members.

Note to leaders: please ensure that you prioritize the safety of participants and that you assess whether it is safe and appropriate to organize a theatre production.



TOOL : Hand out - campaign activities continued

MARCH

Organize or join a march for gender equality or to stop violence against girls and young women. Create banners with clear messages on.

Select an appropriate route that will reach key audiences, for example the local council or a newspaper office.

Let the media know about your march and send out a press release beforehand

Let local organizations or your local branch of UN Women know that the event is taking place and see if they want to join you.

Make sure that the route ends somewhere that participants can socialize in, for example a public square or a cafe.

Prepare some leaflets to hand out.

Invite local organizations or UN Women.

Note to leaders: please ensure that you prioritize the safety of participants and that you assess whether it is safe and appropriate to participate in a march before doing so. Secure necessary approval from appropriate decision-makers for distributing leaflets.

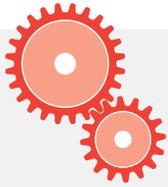
FLASH MOB

A flash mob is a group of people that assemble in a public place, perform an act that attracts attention and then disperse. A flash mob is a great way of attracting public attention to your cause. Visit www.youtube.com/watch?v=MhYyAa0VnyY for a demonstration of a successful flash mob.

Note to leaders: please ensure that you prioritize the safety of participants and that you assess whether it is safe and appropriate to participate in a flash mob before doing so. Ensure that you secure the necessary approval from appropriate decision-makers before participating in a flash mob.

Here are five key steps to putting on a flash mob to 'make girls heard'.

1. Establish an organizing group to decide on what you will do and what your message will be
2. Pick a public place that will generate maximum attention for your cause and a time when there will be lots of people passing by. Make sure that you have checked that it is alright for you to gather there (for example you may need permission from your local council).
3. Use social media to promote the flashmob. You will need to tell everyone the time, the place, anything they might need to bring and what action they will need to perform when they get there.
4. Set up a way people can get in contact with you – a facebook group or an email address for the flashmob so that you can keep everyone updated with information on the day.
5. A flashmob needs to be sudden and unexpected. No one taking part in the flashmob should acknowledge each other until the action starts.



TOOL : Hand out - campaign activities continued

WRITE TO YOUR GOVERNMENT OR TO YOUR LOCAL COUNCIL

Decide who you want to target and what you want them to change - Is there a particular service that should be available to girls in your local area? Does your country have a national action plan for ending violence against women and girls? Does your state have a state action plan for ending violence? Are its targets being met? Do your research - for example if you are highlighting the need for a service, are there any statistics that show the prevalence of violence to demonstrate the need for this service? Make it personal - after you have highlighted what you want to change and the reasons for wanting that change, tell them why you are personally committed to bringing about that change and what you are committed to doing to make that change happen.

Ask them to get back in touch - request that they tell you how they are planning to take action and include your contact details so they can do this.

Follow it up - if you don't hear anything back then get in touch again and repeat your request. You could also request a face to face meeting and take with you some of the older members in your group.

Strength in numbers - The more voices that are heard by a decision-maker about a certain cause, the more reason the decision-maker will have to take action. Can you get your friends to write letters too? What if the decision-maker received letters from everyone at your school or from Girl Guides and Girl Scouts across the country? You could put additional pressure on them by writing to your local newspaper or talking to a local radio station. The more voices that champion a cause, the more reason a decision maker will have to take action.

LOBBY AT THE UN COMMISSION ON THE STATUS OF WOMEN (CSW)

Find out if any members of your group can attend the UN Commission on the Status of Women (CSW) as part of your Member Organization's or WAGGGS' delegation. Even if you can't attend the CSW, find out which ministers are attending and what national events are taking place before the CSW. Attend these national events and lobby your ministers before they go to the CSW.

Research into the CSW, how and whom can you influence?

Research into and write a position paper on the theme for the year.

Find out about funding opportunities to support your Member Organization's attendance at the CSW.

Make links with other organizations sending delegates to the CSW and work in partnership with them.

Organize a side event at the CSW on the main theme and attend your regional caucus to lobby for change.

Don't forget to look at WAGGGS' resources to help you run a campaign on www.stoptheviolencecampaign.com



TOOL : Campaign calendar

Here is a list of internationally recognized days that can be used to promote the campaign objectives. These have been declared by the UN as International Days and are used around the world to raise awareness and campaign for change.

Find out about what other organizations across your community are doing to mark the day. You may well be able to develop partnerships to deliver activities and campaigns together.

There will probably be national and local events that you can use as campaign levers. Fill in any that you think are relevant.

Check <http://www.un.org/en/events/observances/> days for more international celebrations.

WAGGGS Resources

Access the following resources to help you plan your campaign:

WAGGGS' advocacy toolkit -
<http://www.wagggsworld.org/en/resources/document/view/3384>

Stop the Violence resources -
<http://www.stoptheviolencecampaign.com>

Month	Event	Month	Event
January		October	2nd International Day of Non-Violence 5th World Teachers Day
February	6th: International Day of Zero Tolerance to Female Genital Mutilation 20th: World Day of Social Justice (can be linked to this)		10th World Mental Health Day 11th International Day of the Girl 17th International Day for the Eradication of Poverty
March	8th International Women's Day	November	16th International Day for Tolerance 17th International Students Day 19th World Day for the Prevention of Child Abuse 20th Universal Children's Day 25th International Day for the Elimination of Violence against Women 16 Days of Activism to Stop Violence against Women (from 25th November To 10th December).
April	7th World Health Day	December	1st World AIDS Day 2nd International Day for the Abolition of Slavery 3rd International Day of Persons with Disabilities 10th December Human Rights Day and the end of the 16 Days
May	15th International Day of Families		
June	1st International Children's Day 4th International Day of Innocent Children Victims of Aggression 12th World Day Against Child Labour		
July	12th Malala Day		
August	12th International Youth Day 23rd International Day for the Remembrance of the Slave Trade and Its Abolition		
September	21st International Day of Peace		



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