

YOUNGER 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, middle years and older years.

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



INTRODUCTION TO THIS BOOKLET

This activity booklet is for group leaders to use with younger years (aged around 7 to 11 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 us at stoptheviolence@waggs.org).

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

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



1. START session
(page 6)



2. THINK about gender inequality
(page 15)



3. IDENTIFY violence against girls and young women
(page 34)



4. SUPPORT respectful relationships
(page 56)



5. SPEAK OUT on girls' rights
(page 64)



6. TAKE ACTION to stop the violence - also refer to the WAGGGS' Stop the Violence Action Plan toolkit see www.stoptheviolencecampaign.com
(page 80)

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 both start sessions (Parts 1 and 2) should be completed.

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

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

Use the table provided for each activity to allocate times as part of your preparation.

How to work with younger years?

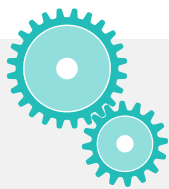
It can seem like a really young age to introduce such a big topic but this is an issue that already affects girls of this age. There are ways to work with young children to engage them appropriately in in this topic within a safe and supportive environment. Activities in this pack are age appropriate and they use play, drama and art to learn.

The activities in this pack have been designed for younger years. They focus on helping children to think about gender roles, norms and stereotypes that surround them in children's books, in the toys they play with and in society in general. They gently introduce forms of violence like child abuse, sexual bullying, female genital mutilation and domestic violence. Children learn how to access support and activities introduce girls' rights. Participants can explore what it means to be 'me' and to build respectful and supportive friendships.

Participants can also take action in an age appropriate way to raise awareness about the stop the violence campaign.

The activities in this activity booklet discuss a girl's right to say NO to things that they do not want or that make them feel uncomfortable. In this way you can introduce the idea of consent, and facilitate the children to build their confidence and skill in saying NO.

Violence may seem like too strong a word for children of this age to understand. You can think of a way to make the topic age-appropriate to your group, for example you might talk about the curriculum being about girls and young women being hurt or upset by others. Your group can think about different forms of violence by thinking about different ways that girls can be hurt or upset – perhaps by words or actions of others, or because someone uses their hands to hurt.



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 girls and young women 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 make sure you've gone through the leader's curriculum handbook before you start your sessions. Also check out the local and national law and policies on crime, child protection and violence against girls and young women.

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

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

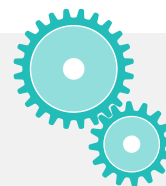
NOTE: It is important to complete all activities in the START sessions but you do not have to do all the activities in the other sessions. Choose the activities that you think are important. If you need more time you can run the activities over more than one group meeting, but remember to always start 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 they can talk to about their own experiences of violence. Show them the displayed helpline numbers, support service contacts or websites. Tell them about any drop-in services that are available, or work with a local support service to arrange a specific drop-in.
- Explain the limits to confidentiality and that you have a duty to report to the association's child protection lead or make a direct referral if you are worried that a child is being harmed. Explain that you will only tell the child protection lead or a referral agency to ensure that the child is supported.
- Explain the learning aims and what form of violence you will be talking about.
- Give participants the opportunity to take time out and leave the session. Provide an alternative space within the room with arts materials for children taking time out. Make sure there is a leader available in the alternative space. Remember to follow up with anyone that looks uncomfortable.
- Throughout each session ask participants if they would like to take time out.

END EVERY SESSION (close section):

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



TOOL: Sample support leaflet for children

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

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












You can speak to (name).....









in the Girl Guides and Girl Scouts. You can find them at

.....

You can ring this helpline number.....

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

SESSION TITLE		FORM OF VIOLENCE	LEARNING AIMS	
	START SESSION 1: Head, shoulders, knees and toes	page 6	Introduction to curriculum	<ul style="list-style-type: none"> • To develop a safe and supportive environment. • To understand what can hurt girls and young women.
	START SESSION 2: Understand gender equality	page 10	Introduction to curriculum	<ul style="list-style-type: none"> • To develop a safe and supportive learning environment. • To understand gender and sex and to talk about discrimination against girls.
	THINK: Family Rules	page 15	Gender inequality and discrimination	<ul style="list-style-type: none"> • To learn more about families and how the role of girls has developed and changed.
	THINK: What do you want to be?	page 20	Gender inequality and discrimination	<ul style="list-style-type: none"> • To understand how discrimination affects school and the workplace. • To identify their own career and life ambitions.
	THINK: Play rules	page 24	Gender inequality and discrimination Sexual bullying	<ul style="list-style-type: none"> • To think about what toys and films tell us about being a girl or a boy. • To understand how these stereotypes are used in play and how they limit the lives and development of girls and boys. • To negotiate more positive gender rules and roles in the playground.
	THINK: Toy story	page 28	Gender inequality and discrimination Sexual bullying	<ul style="list-style-type: none"> • To understand gender stereotypes and how to challenge them.
	IDENTIFY: Parcels of hurt	page 34	Can be adapted to address all forms of violence against girls and young women	<ul style="list-style-type: none"> • To become aware of different forms of violence that girls face in their communities. • To identify solutions to stop violence against girls.
	IDENTIFY: FGM	page 39	Female Genital Mutilation	<ul style="list-style-type: none"> • To identify FGM as a form of violence against girls and young women. • To explore alternative ways of marking the transition from girl to woman.
	IDENTIFY: My space	page 41	Child abuse and incest Sexual bullying	<ul style="list-style-type: none"> • To identify their own body parts and think about their own personal space. • To think about online safety.
	IDENTIFY: Keep your cool	page 46	Domestic violence and children Sexual bullying	<ul style="list-style-type: none"> • To explore and develop skills to manage conflict and emotions.
	IDENTIFY: Happy families?	page 50	Domestic violence and children	<ul style="list-style-type: none"> • To develop understanding of domestic violence. • To know how to protect themselves or others from domestic violence.

SESSION TITLE		FORM OF VIOLENCE	LEARNING AIMS
	SUPPORT: Services story <i>page 56</i>	Domestic violence and children	<ul style="list-style-type: none"> • To learn about a local women's organization.
	SUPPORT: Friendship bracelet <i>page 58</i>	Sexual bullying Friendship	<ul style="list-style-type: none"> • To think about what makes a good friend. • To build strong and supportive friendships.
	SUPPORT: Secrets can be shared <i>page 61</i>	Domestic violence and children Child abuse Sexual bullying	<ul style="list-style-type: none"> • To understand that they can share some secrets if they feel someone could be harmed or in danger.
	SPEAK OUT: No to Violence <i>page 64</i>	Child abuse Sexual bullying	<ul style="list-style-type: none"> • To learn how to say no. • To speak out against violence against girls and young women.
	SPEAK OUT: Girls' rights <i>page 71</i>	Can be adapted to discuss all forms of violence against girls and young women	<ul style="list-style-type: none"> • To understand that all children have rights.
	SPEAK OUT: Working to change the world <i>page 76</i>	Can be adapted to discuss all forms of violence against girls and young women	<ul style="list-style-type: none"> • To learn about local activism. • To identify local campaigns that they can take part in.
	SPEAK OUT: Poster campaign <i>page 78</i>	Can be adapted to discuss all forms of violence against girls and young women	<ul style="list-style-type: none"> • To develop campaign skills by creating a poster for the stop the violence campaign. • To identify how images communicate messages to the public.
	TAKE ACTION: Run a local campaign to stop the violence <i>page 80</i>	Can be adapted to address all forms of violence against girls and young women	<ul style="list-style-type: none"> • To think about a community with no violence against girls and young women. • To think about some simple campaign activities to raise awareness in the community - for more information read the WAGGGS' Stop the Violence Action Plan toolkit (see www.stoptheviolencecampaign.com).



THE START SESSION : PART 1

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

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

Learning outcomes

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

Preparation and Materials

- Ten large pieces of paper.
- Small pieces of paper (for participants to draw the outline of their hands).
- Contact details of local support services.

THINK:

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 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 local research in libraries and on the internet.

INVOLVE BOYS:

Use the guidance on working with men and boys in the leader's curriculum handbook to establish:

SAFE CONVERSATIONS:

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

MALE CHAMPIONS:

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

RESPONSIBLE MEN:

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 ending 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 asked what they want out of the curriculum and what their needs are. They should be consulted on how to communicate and engage with other young men and boys.

TAKING IT FURTHER:

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

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

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

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

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

**2. Icebreaker: What are we good at?****(Continued from previous session - Start Session 1)**

Each participant draws around their hands and writes in the hand one thing that they are good at. Display these around the room.

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

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

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

and eyes and ears and mouth and nose,

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

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

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

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

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

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

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

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

Please use any other stories that you can think of that will help the participants to think about how to treat others in the group. For example talk about respecting people, and that all people are different. Talk about being nice to people, being inclusive and challenging others when they are nasty to someone (only if it is safe to do so).



5. Group code:

To write a group code of conduct

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

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

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

You need to think about:

- If there are boys in the group – how can we make sure that this place is safe and constructive for boys and girls?
- If there are different ages and abilities in the group- how can we make sure that we can all keep up with activities 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 but it can also be experienced as bullying. An appropriate joke can release tension and deepen trusting relationships. How will we make sure that we don't use joking to hurt each other?

Things to prompt for:

Respect for each other includes the responsibility to promote the rights of others not just their own rights.

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

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

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

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

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



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

Now draw a large picture of a complete person and ask the group to imagine that this is someone that they can talk to. Ask them to tell you the name of a person that they can talk to about things that upset and worry them – they may talk about their mother, a friend, a teacher or another community member. Write or draw these people on the person for the group to see. If there are any children who are finding this hard then work with them to identify someone; this could be a Girl Guide or Girl Scout leader. Make sure that you mention any local services that they can talk to.

If you have time ask the children to each draw a picture of someone that they can talk to about anything that upsets them and display these around the room.

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



7. Close the session

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

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



THE START SESSION : PART 2

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

Learning outcomes

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

Preparation and Materials

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

THINK:

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

KNOW:

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

INVOLVE BOYS:

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

SAFE CONVERSATIONS:

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

MALE CHAMPIONS:

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

RESPONSIBLE MEN:

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 ending 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 asked what they need and how to communicate and engage with other young men and boys.

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

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

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

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

**2. Icebreaker: What are we good at?
(continued from previous session - Start Session 1)**

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

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

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

Get some wallpaper or large paper on the floor and draw out two pictures of a child making sure that they both look similar.

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

Explain that your gender is created by the world around you. It refers to the roles, behaviours, activities, 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', 'and girls have long hair'). Put the girl ideas on the girl drawing and the boy ideas on the boy drawing.

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

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



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

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

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

FEET: Kicking, walking away from you.

MOUTH: Nasty names or words, being shouted at.

HEART: Think about upsetting people and emotionally hurting them.

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

Violence is a strong word and it is important that the children understand it in an age and culturally appropriate way. Make sure you use appropriate language depending on the group needs. This activity will facilitate them to think of the ways in which children can be hurt and upset by others. Remember that physical hurt or actions can also cause the heart to be hurt.



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

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

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



6. Planning and Evaluating

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

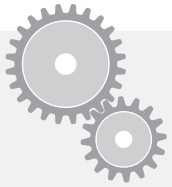
It is important to think about the level of understanding that your group members have so that you can adjust the activities to meet their needs. You should repeat these activities at the end of the curriculum to measure the change in the group and to see what they have learned and understood.



7. Close session

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

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



TOOL : Equal statements

read one of the two equal statements and ask participants if they think they are 'equal' or 'unequal' statements:

Table with girl with very little on her plate and a boy with lots of food on plate

Table with a girl and a boy who have the same amount of food on their plate

In a house, a girl is sweeping the floor and a boy is sitting on a chair watching

In a house both a boy and a girl are sweeping the floor

A girl is looking unwell and still cleaning the house while a sick boy is in bed being looked after by a parent

Both a boy and a girl are unwell in their bedrooms being looked after by their parents

A girl is cooking while a boy is sitting at the table studying books

Both a girl and a boy are cooking and are helping each other



TOOL : Equal statements continued

A girl is washing her little brother while an older brother walks off with a school bag to go to school

A girl and boy are walking off to school with a bag of books

A girl is being told off by her father. His hand is held up at her and he is shouting at his daughter, while her brother is smiling in the background having done something naughty himself

A girl and a boy are being talked to by their father in a calm and respectful way

A boy is playing outside with his friends while his sister is in the house looking after a younger sibling

A girl and boy are playing outside together

A boy is being congratulated by a parent for having won a prize and a girl, having won a prize, is looking sad and being ignored

A girl and a boy are both being congratulated for winning a prize



THINK: Family rules

Learning aims

- To learn more about families and how the role of girls has developed and changed.

Preparation and Materials

- Invite parents to volunteer to be a guest in the activity. Explain to them that they will be interviewed by the children and young people and that they do not have to prepare anything. Be careful who you invite as some parents may not share the principles of the curriculum or may speak inappropriately.
- Search for images of different families from around the world. You can find these in magazines, newspapers or on the internet. Or you can draw images.
- Flipchart or board, pens or chalks.

THINK:

This activity engages parents and will help you to discuss gender inequality with them. Some parents may feel that girls do not need to access the same education as boys. This session will help you to challenge this view sensitively and appropriately. It may be difficult for children to challenge the existing roles of women and men in their home. They may feel frustrated that they cannot change things immediately. You need to listen to their concerns and remind them that this is a long-term campaign and that their safety should always be prioritized.

It is also important to ensure that the guests support the aims of the session; don't invite a guest to talk about girls' access to education or careers if you know that they defend decisions to keep girls out of school or at home.

1 Inter-Parliamentary Union 31st May 2012
<http://www.ipu.org/wmn-e/world.htm>

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>

KNOW:

Girls and women have the right to receive an education, to choose the career that they like and to have the same opportunities and choices as boys and men. However women and girls are still undervalued and discriminated against in many societies and are not equally represented in social, political and economic spheres. Girls are less likely than boys to complete primary level of schooling in a large number of countries. In other countries there are proportionately fewer girls and young women in secondary school than boys. In sub-Saharan Africa for example, 8 million boys are enrolled in secondary school compared with 6 million girls. In some countries girls and young women may achieve better than boys in school but this is not reflected in the world of work, where they may be restricted to certain career opportunities or be paid less for performing the same job. Only 19 per cent of the members of parliament around the world are women¹. In the UK women earn 17 per cent (median gross hourly pay) less than men².

Remember that there are also different types of family structure – single parent, adoptive, same-sex parents. If these types of family are relevant in your community, introduce them to the participants in this activity.

INVOLVE BOYS:

It is important for boys to think about their role in promoting equality and preventing violence. Boys must also be prompted to think and question the expectations that are placed upon them and find ways to transform harmful and unhealthy notions of masculinity. How do boys feel about being expected to be the main earner in a household? Do they think that it is fair for women and girls to earn less than boys and young men? Would they speak out if they found out that a female colleague earned less or a sister was removed from school? Do boys think that they have the same opportunities as girls?

TAKING IT FURTHER:

- Organize a panel discussion with community members on opportunities for girls and young women to stay in school.
- If the group identifies girls' access to school or girls' access to careers as an important local issue this could form the basis of their take action campaign.

TIME**ACTIVITY : FAMILY RULES****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 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 talk about their mood and tell you about their day.

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

Introduce the guest speaker and ask the group to introduce themselves.

Explain that participants will be asking the guest speaker about their experiences of growing up as a boy or a girl and how this affected their education, work and relationships.

**3. Guest speaker: To think about how life has changed for women and men and how this impacts gender inequality**

Read out some of the questions (see tools below). Ask the participants if they have any other questions.

Record the key points about school, work and relationships under the three categories shown on the questions handout. Record the main points from the interview on the flipchart or board under three different categories – school, work and relationships. Ask the guest how they think that life for girls and boys has changed in these areas. How were they able to overcome challenges?

Politely ask the guest to leave before the next discussion, unless you know that they support the aims of the activity and they wish to stay.

**4. Dance: To thank the guest and build self-esteem through dance**

In small groups participants can prepare a dance, a poem or a role play on some of the topics which have been covered in this session. They can perform these to the rest of the group.

Giving children the opportunity to perform and express themselves will build their self-esteem.

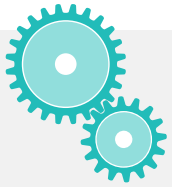
TIME**ACTIVITY : FAMILY RULES****NOTES****5. Around the world: To think about the role of children within families around the world**

In small groups hand out the images of families from around the world and think about the ways that life would be different for the children in these families, compared with being a child in your community. What do participants think life would be like? Why? What are the differences?

**6. Close the session**

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

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



TOOL : Interview questions for guest speaker

When you were growing up were girls and boys expected to act/ behave differently?
How?

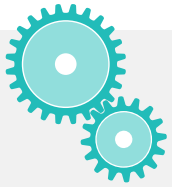
What did (do) boys do that girls couldn't (can't) do when you were younger?

Who cleaned the house? Who did the cooking? Who fixed things? Who spent more time doing housework - men and boys or women and girls?

Did all girls from all communities/ castes/economic backgrounds/conditions go to school? Did the girls do well at school? Or why did they not do well at school?

What did girls do after leaving school?

What challenges did you experience as a boy/girl and how did you overcome them? Were they different to the challenges experienced by boys/girls?




TOOL : Interview questions for guest speaker continued

Do you think girls and boys should be treated the same? Why?

What do you think is better for girls now? What do you think is not so good for girls now?

KEY POINTS FROM INTERVIEW (recorded on flipchart)

SCHOOL	WORK	RELATIONSHIPS
 EXAMPLES: Only boys went	Women stayed in the home	Men were in charge



THINK: What do you want to be?

Learning aims

- To understand how discrimination affects school and the workplace.
- To identify their own career and life ambitions.

Preparation and Materials

- Flipchart or board, pens or chalks.
- Post it notes or small squares of paper.
- Piles of old or pretend money.
- Story (see tools below):
 - Ummi's story.

THINK:

Children may find it difficult to challenge the existing roles of women and men in their home. They may feel frustrated that they cannot change things immediately. You need to listen to their concerns and remind them that this is a long-term campaign.

KNOW:

Girls and women have the right to receive an education, to choose the career that they like and to have the same opportunities and choices as boys and men. However women are still undervalued and discriminated against in many societies and are not equally represented in social, political and economic spheres. In a large number of countries, girls are less likely than boys to complete primary level of schooling. In other countries there are proportionately fewer girls and young women in secondary school than boys. In sub-Saharan Africa for example, 8 million boys are enrolled in secondary school compared to 6 million girls. In some countries girls and young women may achieve better than boys in school but this is not reflected in the world of work, where they may

be restricted to certain career opportunities or be paid less for performing the same job. Only one in five members of parliament around the world is a woman.³ In the UK women can earn 17 per cent less than men (median gross hourly pay)². This session may also highlight barriers to education, such as lack of nearby schools, lack of female teachers, 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 BOYS:

It is important for boys to think about their role in promoting equality and preventing violence. Boys must also be prompted to think and question the expectations that are placed upon them and find ways to transform harmful and unhealthy notions of masculinity. How do boys feel about being expected to be the main earner in a household? Do they think that it is fair for women and girls to earn less than boys and young men? Would they speak out if they found out that a female colleague earned less or a sister was removed from school? Do boys think that they have the same opportunities as girls?

TAKING IT FURTHER:

Organize a panel discussion with community members on opportunities for girls and young women to stay in school.

If the group identifies girls' access to school or to careers as an important local issue this could form the basis of their take action campaign.

³ Inter-Parliamentary Union 31st May 2012
<http://www.ipu.org/wmn-e/world.htm><http://www.ipu.org/wmn-e/world.html>

TIME**ACTIVITY : WHAT DO YOU WANT TO BE?****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 discrimination and violence against girls and young women**

Read the story on page 23 and explain that in some countries girls are denied an education.

Why does the group think Ummi's parents do not send her to school? Do you think that it is fair that Ummi has to stay home to look after the children? Why do you think Ummi's brothers go to school and she doesn't?

You can provide some statistics to illustrate the point. If it helps draw this as a pie chart or cake.

Discuss girls' and boys' attendance in school. Ask participants if they think that girls and boys have the same right to attend school? Why do fewer girls than boys attend school in some countries?

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

- *Discrimination against girls*
- *An unsafe school environment*
- *Early and forced marriage*
- *Violence*

**3. Women paid less than men (if this is an issue in your community): To think about gender discrimination in work**

Get a pile of old change or pretend money and distribute it among small groups of participants. Call out a job, for example a teacher, shop owner, businessman, mayor, president (or equivalent). Ask the groups if they consider these to be jobs for women or men. Are women's jobs paid less than men's jobs? Encourage them to conclude that women and men should be given the opportunity and choice to perform any job. Ask how much a woman should be paid for that job, and how much a man should be paid. Ask participants to distribute the money between a 'man' pile and a 'woman' pile. Discuss with the large group if they think that these piles should be equal or not. Why do you think that women and girls are paid less for the same work and do not reach top positions? For example, is your Mayor, Prime Minister, boss of a large national company a man or a woman? What can we do to ensure that women get the top jobs and also get paid the same as men.

Women are paid less money at work and not given top positions in all countries across the world. Only 1 in 5 of the world's parliamentarians is a woman⁴.

Worldwide, women are paid on average 18 per cent less than their male counterparts at work⁵. Consider how some types of work are considered 'non-productive' and are not recognized formally as work – such as child care, household work – and these jobs are usually done by women.

⁴ Inter Parliamentary Union May 2012

⁵ ITUC frozen in time: Gender pay Gap March 2012

TIME**ACTIVITY : WHAT DO YOU WANT TO BE?****NOTES****4. Same opportunities? To think about how to achieve gender equality**

Bring the group together and ask them if they think that girls and boys, women and men should have the same opportunities and choices? Why/why not?

In a circle go round and ask participants to think about what they want to be when they are older. Or they could work in small groups to act out their career or lifestyle choices. Give each person a round of applause and celebrate their choices, remind them all that they can be whatever they want to be.

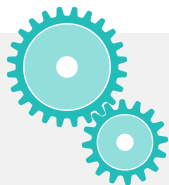
Give the children the opportunity to identify their own career and ambitions. This will build their self-esteem and help them to focus on their future.

Remind them that education is a human right and as such girls' right to education must be protected. Boys and girls must follow the career choice they decide and be equally valued and respected. Women have the right to reach high level positions – to be prime minister or lead an organization.

**5. Close the session**

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

Give the group the opportunity to speak with you after the session.



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 get by, 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. And it is more important for my sons to be educated"

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.

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



THINK: Play rules

Learning aims

- To think about what toys and films tell us about being a girl or a boy.
- To understand how these stereotypes are used in play and how they limit the lives and development of girls and boys.
- To negotiate more positive gender rules and roles in the playground.

Preparation and Materials

- Research local children's books that challenge gender stereotypes. If there are none then you will need to make some stories up - you can pick a popular children's story that you know and change it to challenge the established gender stereotypes in it.
- Paper, pencils and pens (make sure there are different colours particularly plenty of red, pink and blue).
- (Optional) A short (about 40cm) piece of stick, circles of paper (about 20 cm in diameter), strips of material, triangles of material, glitter and decorations. Plenty of blue and pink material.
- Copies of handout 'Girls play Boys play'.

THINK:

In this session you may need to challenge some deeply held gender stereotypes. You need to be prepared with relevant examples to help your group understand that they can create a more equal world. Create an environment where this activity does not lead to teasing, particularly in mixed groups. If you are not comfortable doing this, try another activity. Children can be teased and bullied by their peers and other adults for not conforming to gender roles and expectations. Listen to children. Remind the children who they can talk to if they have any concerns and follow the anti-bullying policy (if you have one) and the child protection policy and procedure for your association.

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

KNOW:

Please refer to the Introduction on Gender Equality in the leader's curriculum handbook for more information on this topic. You can also do your own research by speaking with local and national women's organizations or checking their websites.

INVOLVE BOYS:

It is important to give boys the opportunity to talk about what it means to be a boy. Ask them to think about the expectations that are placed on them. Do they feel pressurized to be violent or to be strong? Are they expected to play certain games? Are they teased if they do not conform? It may be difficult to get boys to talk about this, so perhaps start by focusing on encouraging them to play different sorts of games or to talk about fictional characters. Start to transform traditional harmful ideas of masculinity into something that reflects the diverse experiences of boys and men and which promotes gender equality and healthy relationships.

- If you do not have a co-educational group try to involve a local boys' group in a game in the next session so that girls and boys play together. This could be a game of football with mixed teams or a mixed ballet production.
- Watch a film/read a story where the characters challenge the social rules.

TAKING IT FURTHER:

Talk to the parents about the aims of the session and discuss any possibilities of organizing an all-girls or mixed football game (depending on the community). Why not invite a local children's or women's group with expertise in this area to come and help to run a session or speak about their experiences. Invite parents and carers halfway through and at the end of the curriculum programme to find out what your group has learned. Look at the section on building local partnerships (Section 2, Preparation, Checklist step 4) in the leader's curriculum handbook for more guidance.

TIME**ACTIVITY : PLAY RULES****NOTES****1. Prepare – Safe session**

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who to talk to about their own experiences of violence. Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do an alternative activity like drawing. Check in with participants – allow them to introduce their mood and tell you about their day.

**2. Actor: To think about the messages about being a boy or a girl**

Ask everyone to think about their favourite film or story.

Ask everyone to walk around the room pretending to be their favourite character from the film. Girls can be boys, boys can be girls. If you are working with a girl-only group encourage them to act out some male characters.

In the film story are there characteristics that make them a boy or a girl?

Are girls encouraged to be princesses or particular characters from local myth? Are they expected to be pretty and petite? Are boys encouraged to be superheroes or beasts?

Dangerous and tough? Is there a diverse mix of characters? Or a narrow view of girls and boys? Can anyone ever really live up to these characters?

Explain that it is important to enjoy films and stories but we do not have to live up to the high expectations of the characters. Use examples of characters that are more complex and realistic (the children may well already bring these up) – take them from children’s films and books.

**3. Rules of Play: To think about the rules and roles of play for girls and boys**

Ask the group to imagine that they are in their school playground or park or somewhere where children play. Talk to them about what they see. Tell them about what you see in a local play area. Make this relevant to your local community – are girls allowed to play outside? Are boys dominating the space where football is played? Are girls inside the house? Are girls and boys playing together? What games do girls play? What games do boys play?

Split the group into pairs and ask them to fill in the worksheet ‘Girls play Boys play’. They can either draw or write on the worksheet. Ask them to fill in the first two boxes with ideas about how girls play and what they play with, and with ideas about how boys play and what they play with.

Ask if there are any rules in the playground or park about what boys are not allowed to play or what girls are not allowed to play.

Ask participants to fill in the next boxes showing girls playing what they described as boys play and boys playing what they described as girls play. Then ask them to draw boys and girls playing together.

Explain that every child has the right to play but that children are often expected to play in certain ways. Make this relevant to your community and discuss the rules of play for girls – in some communities girls are not allowed to play outside or play with boys, and in other communities only boys play very active games. Sometimes girls might be called tom-boys or boys are teased for playing girl games or with girls.

Explain that if girls and boys do not stick to society’s rules of play they can experience teasing or bullying. Use local examples. You could discuss the names that girls and boys might be called if they do not conform to the rules of play. How would they deal with these situations?

TIME**ACTIVITY : PLAY RULES****NOTES****4. We all play:
To breakdown gender stereotypes**

If it is appropriate spend some time challenging stereotypes in the playground. Draw pictures of boys doing ballet or girls playing football or girls playing outside. Ask girls to act being boys and boys to act being girls.

Ask the group to draw pictures of a playground or create a short drama piece where there are no 'gender rules' and everyone can play with what they like.

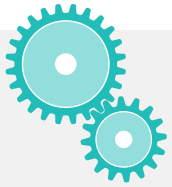
If it is safe to do so in your community you can talk about how participants can play the games they would like to play?

Do not put girls at risk by encouraging them to do anything that they would be unsafe doing.

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

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



TOOL : Girls play Boys play

GIRLS PLAY

Blank space for notes under 'GIRLS PLAY'.

BOYS PLAY

Blank space for notes under 'BOYS PLAY'.

GIRLS CAN PLAY...

Blank space for notes under 'GIRLS CAN PLAY...'.

BOYS CAN PLAY...

Blank space for notes under 'BOYS CAN PLAY...'.

GIRLS AND BOYS CAN PLAY TOGETHER

Blank space for notes under 'GIRLS AND BOYS CAN PLAY TOGETHER'.

GIRLS AND BOYS CAN PLAY TOGETHER

Blank space for notes under 'GIRLS AND BOYS CAN PLAY TOGETHER'.



THINK: Toy story

Learning aims

- To understand gender stereotypes and how to challenge them.

Preparation and Materials

- Collect a selection of different toys for boys and girls - you may need to ask for help from other leaders and friends for this. Or alternatively use images (see tools).
- Flipchart or board, pens or chalk.

THINK:

You may need to challenge some deeply held gender stereotypes. You need to provide a space for young people to consider who they are, who 'ME' is. Leaders should beware of creating an environment where this activity does not lead to teasing, particularly in mixed groups. Create a safe space where children can choose not to conform.

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 at home and in the community and they may experience criticism. Adapt this session to make it relevant and safe in your community. Some children may experience bullying and abuse from their peers if they do not conform to gender roles. Listen to children. Follow the child protection policy and procedure if anyone wants to talk to you. Check if your organization has an anti-bullying policy and apply it.

KNOW:

Young children are already learning about what it means to be a girl or a boy. They receive messages about gender roles, norms and stereotypes. Even play can convey these messages – for example boys are expected to play outdoors and with cars, soldiers and guns. Girls may be expected to play indoors and with toys such as dolls, cooking sets or sewing. This can influence how they see themselves, how they see others and how they make choices and play together. Girls and boys may not think of themselves as always doing activities or behaving in a way that is specific to their own gender. Gender should be seen as a sliding scale and not as a rigid box.

INVOLVE BOYS:

It is important that boys have the opportunity to talk about what it means to be a boy and to think about the roles and expectations placed on them. Do they feel pressurized to be strong? Are they expected to play certain games? Are they teased if they do not conform? It may be difficult to engage boys in talking about this, so perhaps focus on encouraging boys to try playing different sorts of games or to talk about fictional characters. Start to transform harmful ideas of masculinity into something that reflects the diverse experiences of boys and men'.

TAKING IT FURTHER:

Why not invite a local children's or women's group with expertise in this area and ask them to come and help to run a session or speak about their experiences. Look at the section on building local partnerships in the handbook for more guidance (see Section 2 Preparation, checklist step 4 Building Local Partnerships).

Adapted from Expect Respect, Women's Aid

TIME**ACTIVITY : TOY STORY****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 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 introduce their mood and tell you about their day.

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

Ask the children to choose a toy and to introduce the toy to everybody explaining why they chose it and what they like about it. Do they consider it to be a girl toy or a boy toy?

Explain that this session is about thinking about the toys we play with.

**3. Toy sorting: To think about how toys can be divided**

Ask participants what makes the toys different and how can we sort them?

Ask the group if they can sort the toys into piles.

Get some ideas from the children and select an idea that might lead to some discussion about gender (e.g. materials/colour/type of toys): aim for three piles – girls', boys' and neutral toys.

Toys can portray strong messages about what society says about being a boy or a girl. It is important to give children the opportunity to think about this and think about how to be 'ME'

TIME**ACTIVITY : TOY STORY****NOTES****4. Toy talking: To think about gender stereotypes in toys that they play with and start to break them down**

Lead a discussion about how toys and games seem to be aimed at either girls or boys. Each time there is a suitable comment made, move some toys between piles (e.g. if someone says boys can play with dolls, move all doll type toys into a middle neutral pile). Aim to get as many toys as possible into the middle neutral pile.

After about twenty minutes summarize the discussion by looking at the new piles and reminding the children how the discussion led to toys being moved from girls' or boys' piles into the middle pile for anyone. Although boys and girls are physically different, they can still share and enjoy the same things – try to move the children away from too rigid a view of gender roles. Finally, ask if any of the children have changed their minds about what is a girl's or a boy's toy.

Think of examples personal to the children in your group – who has a cuddly toy at night? Whose mother is a police officer? Leaders need to carry this out in an environment where it is acceptable to not conform to gender stereotypes - otherwise children who give examples which are non-conformist may be teased.

If it is a co-educational group did girls and boys mix (or not) when we were playing just now? What (if anything) did you play with together?

How might you know what a girl's or a boy's toy or game is? Or can they all be for anyone?

If they are different, how are they different? Why do you think they are different?

Are there any boys' toys here that any of the girls would ever like to play with?

Do any of the boys ever play with any of the girls' toys?

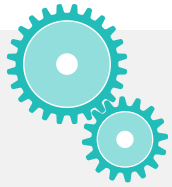
**5. Toy playing:
To start to breakdown gender stereotypes**

Finish with free play with all the toys.

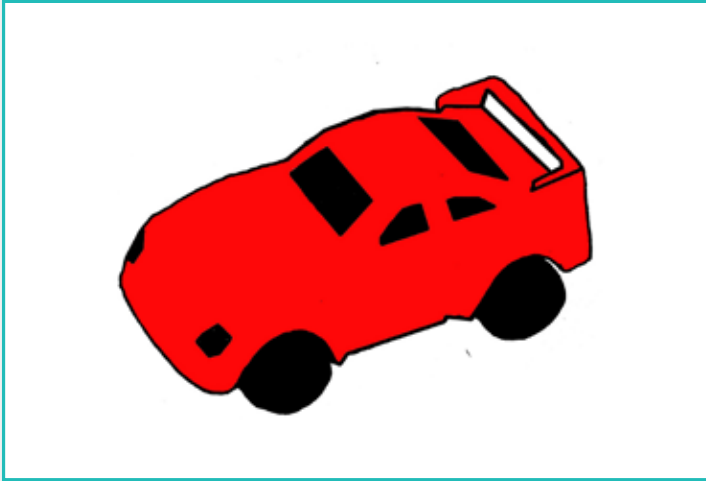
**6. Close the session**

What have you learned from this activity and what games and toys will you now try and play with. Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

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



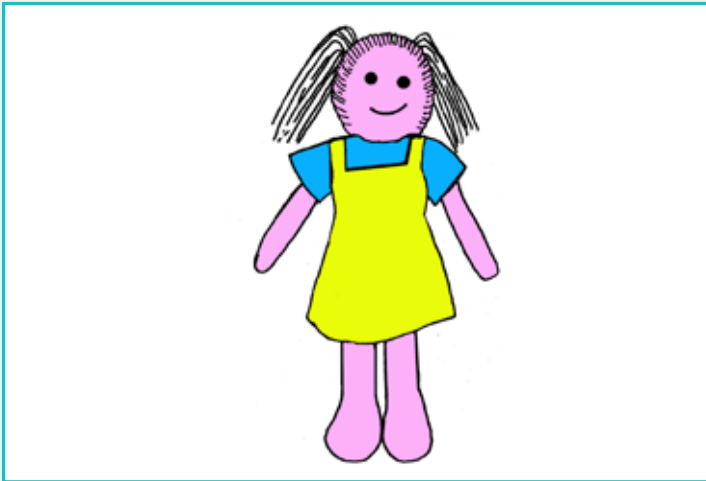
TOOL : Images of toys



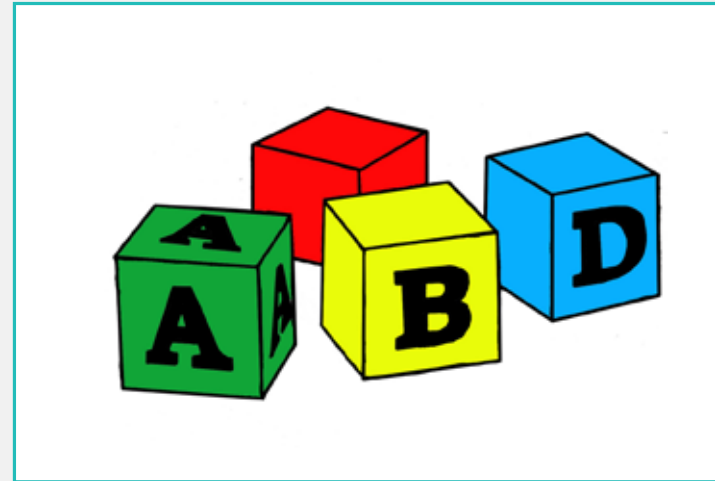
Car



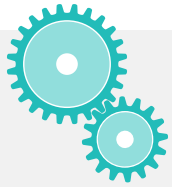
Football



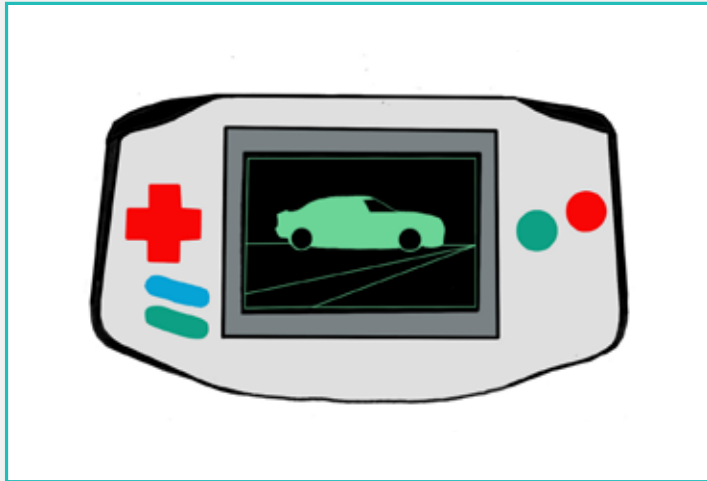
Doll



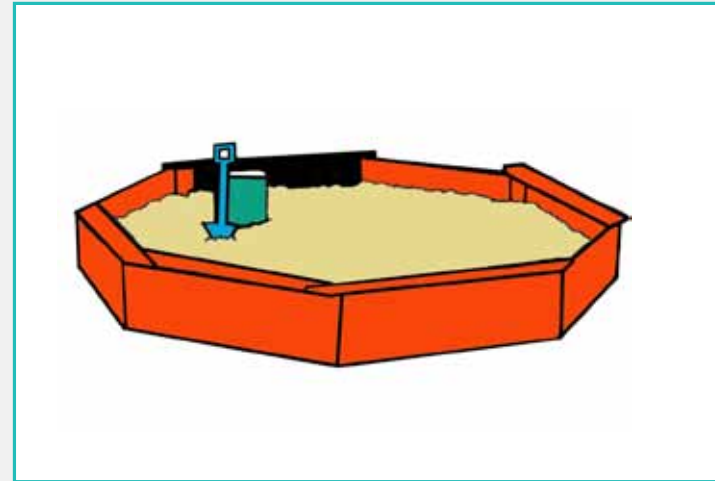
Blocks



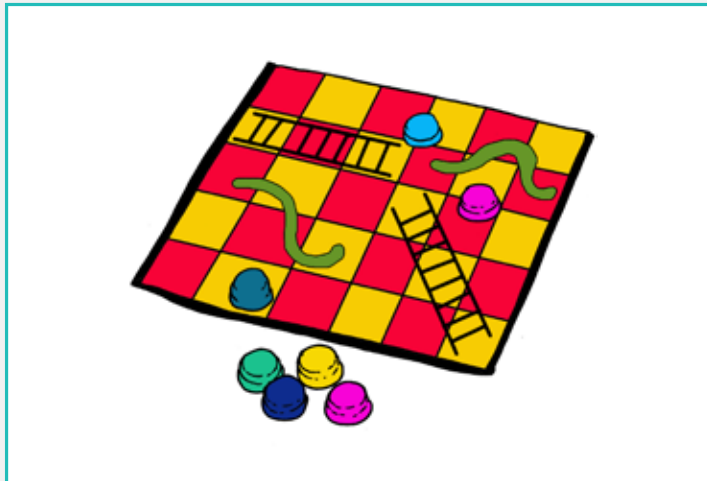
TOOL : Images of toys continued



Computer game



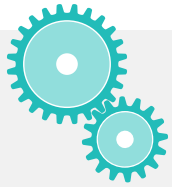
Sand pit



Snakes and ladders



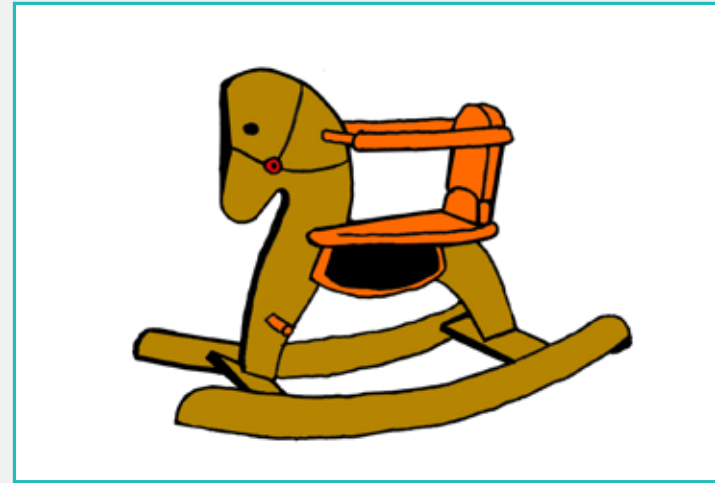
Wendyhouse



TOOL : Images of toys continued



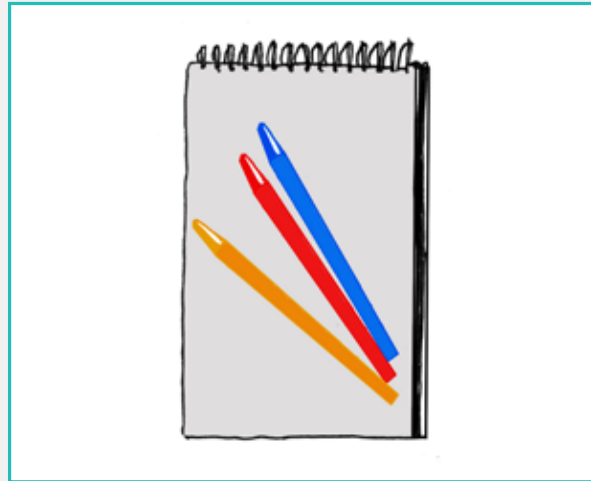
Treehouse



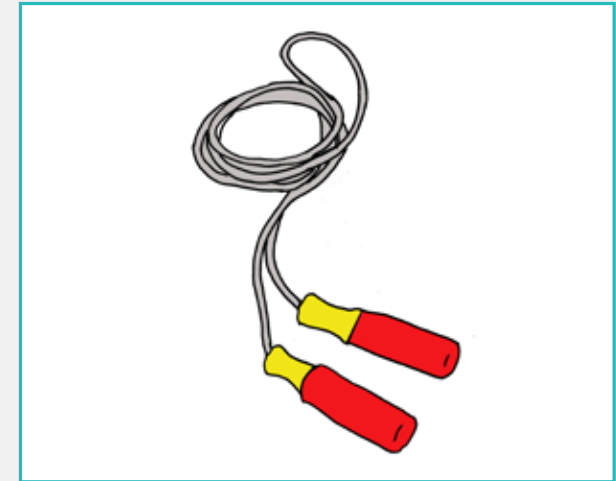
Rocking horse



Teddy bear



Pens and paper



Skipping rope



IDENTIFY: Parcels of hurt

Learning aims

- To become aware of different forms of violence that girls face in their communities.
- To identify solutions to stop violence against girls.

Preparation and Materials

- The definition of hurt created by the group in Start session Part 2.
- Paper and pens.
- The official definition of violence (see tools) on large paper (visible so the group can see it).
- Copies of the forms of violence (see tools).
- Paper to wrap the parcel and tape for 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. Continue to add more layers of wrapping to the present and in between each layer tape on the different forms of violence. The last layer has no form of violence attached.

THINK:

There may be some children in your group who are affected by the forms of violence that you talk about. They may want to talk with you about this so follow the child protection procedure.

KNOW:

Please look at the Introduction to Violence against Women and Girls in the leader's curriculum handbook. This will give you an overview of the different forms of violence that girls and young women can experience.

INVOLVE BOYS:

Violence can be an accepted part of masculinity, of what it means to be a boy or a man. It is important that boys have a chance to think about this and to question the acceptance of violence. Boys also need to know what is and is not acceptable behaviour so that they can be accountable for their own actions. Ask the boys in the group what violence they think boys experience. Remember to keep this general and not to talk about personal experiences. Boys may also have experienced or witnessed violence. If anyone does disclose violence that has happened to them make sure that you follow the local child protection policy and procedure.

TAKING IT FURTHER:

Why not invite a local children's or women's group with expertise in this area and ask them to come and help to run a session or speak about their experiences. Look at the section on building local partnerships (see section 2, Preparation, Checklist step 4) in the handbook for more guidance. Invite parents and carers at the midpoint and at the end of the curriculum programme to find out what your group has learned.

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

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Explain the learning aims and what issue you will be talking about.

Give participants the opportunity to take time out and leave the session. Check in with participants – allow them to introduce their mood and tell you about their day.

**2. Fist: To think about physical violence**

Ask everyone to find a partner. One person in each pair should hold up their hand and make a fist. Their partner's task is to find ways of opening the fist. Give them one minute to do this. Stop the action, and ask for some examples of what the second person did. You'll probably find that most people tried to open the fist physically, when they could have just asked their partner to open it.

*Why did so many of us try physical ways of solving this problem first?
Does this also happen in real life?*

Can people also be harmed by words?

**3. Pass the Parcel - What hurts?
To identify what hurts girls and young women**

Play a song, or ask the group to sing a song. While the music is playing/singing 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 'what hurts' to the group. The game continues until all the 'what hurts' statements have been read.

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

Share with participants the official definition of violence found in the tools. This definition is from a child friendly version of the UN Secretary General's Report on Violence against Children 2006.

TIME**ACTIVITY : PARCELS OF HURT****NOTES****4. Circle Interviews: To identify what makes children feel safe and unsafe in the community and to think about ways to stop violence**

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 tools. The pair will then discuss the answer to the question. Then the people in the outer circle 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 that can be taken to stop it). Record these for everyone to see.

It is important to give children the opportunity to talk about their community and how it makes them feel safe and equal. Girls and young women are most at risk of being hurt by people that they know, in their homes, their families, their friendships and their schools.

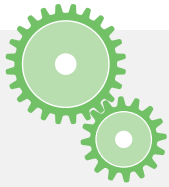
**5. Close the session**

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

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

With thanks to New Zealand Girl Guides

Adapted from 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".



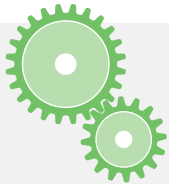
TOOL : Definition of violence



... 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 body⁶ ...



6 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
http://www.unicef.org/violencestudy/pdf/Study%20on%20Violence_Child-friendly.pdf



TOOL : Forms of violence

BODY AND HEART HURTING

Such as being hit or physically hurt by someone (physical violence) or someone touching you somewhere private when you do not want them to (sexual violence). These forms of violence also hurt children emotionally.

HEART HURTING INSIDE

Someone saying something nasty to you, making you feel upset or controlling you.
Body hurt can also cause heart hurting (or emotional harm).

NOT ALLOWED

Girls not having the same chances as boys.

TAKING FROM YOU

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

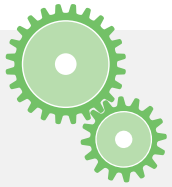
SCARED OF BEING HURT

Someone saying that they will hurt you.

BULLYING

Someone your own age hurts you by name-calling or spreading nasty rumours.

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.



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?

Do you think women and girls in your community experience violence (or harm or hurt)?

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 communities impacts girls?
And boys?

What kinds of actions do you think would be helpful in stopping violence in your community?

You can add some more questions.



IDENTIFY: Female Genital Mutilation

Learning aims

- To identify FGM as a form of violence against girls and young women.
- To explore alternative ways of marking the transition from girl to woman.

Preparation and Materials

- Invite a local community leader to give a talk on FGM. Ensure that your speaker knows that you consider that FGM is a form of violence against girls and young women and make sure that they support this view. Ask them to prepare an age appropriate presentation, and if possible ask to see this in advance to ensure that it will be suitable for your group.
- Invite a health professional e.g. a nurse, or a doctor, to give a talk on the negative health effects of FGM.
- You may also want to think about inviting parents to the talk.

THINK:

There may be some children in your group that have been or are affected by FGM. They may want to talk to you about this so follow the child protection procedure. Make sure the children know that they can leave the session if and when they want. Engage parents in this session and prepare them for any conversations their child may wish to have with them by talking to them about FGM and making it clear that you see it as a human rights abuse.

KNOW:

Please refer to the factsheet on Female Genital Mutilation in the leader's curriculum handbook. FGM is a human rights abuse and a form of violence against girls and young women. It constitutes an extreme form of discrimination against women and girls. You need to be sensitive to communities that support FGM and ensure that you work with community allies to stop it. If FGM is not an issue in your community we recommend that you do not do this activity.

INVOLVE BOYS:

This session gives boys the opportunity to learn about Female Genital Mutilation and the opportunity to support girls in a safe and supportive environment.

TAKING IT FURTHER:

Organize a community workshop to talk about FGM and its impact on girls. Invite parents to attend a workshop on FGM.

TIME**ACTIVITY : FEMALE GENITAL MUTILATION****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 participants who they can talk to about their own experiences of violence. Explain the learning aims and what issue you will be talking about.

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

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

Introduce your guests and ask participants to introduce themselves.

Create a safe space for people and participants to explore the issue of FGM.

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

The speaker could ask participants what they think FGM is and what they think its effects might be.

A short presentation from the local community leader and/or the health professional on FGM.
Question and answer session from participants.

**4. Thank you card: To reflect on the issues that you have talked about**

Hand out drawing materials and ask the group to create thank you cards for the guests.

Ensure that you are available to talk with anyone who has been affected by the presentation or if they have any questions.

**5. 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.



IDENTIFY: My space

Learning aims

- To identify their own body parts and think about their own personal space.
- To think about online safety.

Preparation and Materials

- Chalkboard or flip chart.
- Chalk or markers, pens or pencils.
- Copies of the hand-outs (see tools):
 - My Space Rules.
 - Online safety.

THINK:

There may be some children in your group who have been inappropriately touched or this session may remind them of a situation where they were not comfortable. They may want to talk 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 they do not want to be or in a way that makes them feel uncomfortable or if they experience unwanted touch in their private parts. 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 sexual harassment or sexual assault.

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

INVOLVE BOYS:

This session will give boys an opportunity to learn about what is and 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 details of relevant support services and follow up any concerns that you have. There may also be boys that are abusers, they may have complex reasons for this and it is a child protection issue that you need to follow up.

TAKING IT FURTHER:

Invite a local expert on online safety to come and talk to your group about how to keep safe on the internet.

Adapted from Your Body is Yours, Doorways, USAID 2009

http://www.ungei.org/resources/files/Doorways_III_Teachers_Manual.pdfhttp://www.ungei.org/resources/files/Doorways_III_Teachers_Manual.pdf

TIME**ACTIVITY : MY SPACE****NOTES****1. Prepare – Safe session**

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

Give participants the opportunity to take time out and leave the session to do another activity elsewhere in the room. 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 to introduce the session**

Invite 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. My space:
To identify their own personal space**

Invite participants to draw a picture of themselves and colour in the areas that are special and personal. Ask participants to think about what they keep covered up most of the time. This could be the whole body or just sexual parts like bottom, penis or vagina. Use culturally and age appropriate language to describe this.

Remind participants that no one has the right to talk about, harm or touch another person's body or to make them do things that they do not want to do or feel uncomfortable with. Ask how it would feel if someone touched your arm or your face. Ask if it would feel different if you knew the person or if they were a family member? Explain that even if it is a close family member their body is their space and they can tell somebody not to touch them if it makes them feel uncomfortable. Ask the group to identify who they would ask for help or talk to if they were worried.

Naming and labelling the parts of the body may embarrass children but it is important that they understand their own bodies. Children need the opportunity to identify their personal space and to be confident to trust their own instincts.

Talk about what makes them 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 'my space' and they can tell someone or ask for help to tell someone not to enter 'my space'.



4. My digital space: To identify how to create safe online space

Ask the children to imagine that the picture that they drew of themselves has been put on the internet. What would they want other people to think of them if they saw their picture online? Would they want their picture online? Would they want to talk to strangers online? Would they want to share their space online?

Ask the children to draw another picture of how they would like to be seen online, and what their digital space on a computer would look like. How can they make sure that this is a safe place?

Children need guidance to understand that they may soon be creating their own online spaces through social media. Give them the opportunity to think about what sort of image they would like to portray and what it would say about them. Discuss what kind of images would be inappropriate or unsafe.

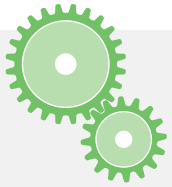
Give young people opportunities to think about how they represent themselves and others. They can be pressurized and expected to present a certain image of themselves to others, especially when they use social media. Young people need opportunities to think about the way that they represent themselves on and off line. With cyber bullying, stalking and harassment on the rise, make sure you 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 children easily. Children may also become victims of online bullying, when social media platforms are used 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. Discuss with participants how they can address cyber bullying if it happens to them or to their friends.



5. 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.

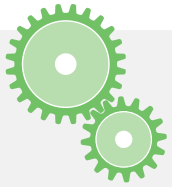
Give the group the opportunity to talk to you at the end of the session.



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:



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 online 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



IDENTIFY: Keep your cool

Learning aims

- To explore and develop skills to manage conflict and emotions.

Preparation and Materials

- Flipchart and board.
- 3 pieces of paper with the following titles: Always, Sometimes and Never.
- Copies of hand-outs:
 - Hit statements.
 - Tips for keeping your cool.
- You could print off copies of the colouring book <http://www.kidpower.org/resources/coloring-book.html> and work through this excellent book with the group (available in English, Spanish and German).

THINK:

Some children in the group may have anger and behaviour problems and may find it hard to engage in this activity. Remember that anger may be a sign of something more going on in their life so take some time to talk to the child and check in with them before and after the session. Others might want to talk about abuse that has happened to them. Follow the child protection policy and procedure.

Some children may witness and experience domestic violence in their homes. Identify any issues and follow the child protection policy and procedure.

KNOW:

Worldwide, too many children are affected by domestic violence – for example, in the UK 750,000 children witness and experience domestic violence in their homes.⁷ We want to create safe spaces where participants can learn to identify abuse and access support. Children may learn that violence is acceptable either from their home situation or from somewhere else; we want children to think of ways to not be violent.

INVOLVE BOYS:

It is important to communicate a message that everyone is responsible for their actions and that harmful notions of masculinity that promote violent attitudes and behaviours must be questioned and challenged. Be clear that boys' hands and words are not for hurting. Ask the group if it thinks that boys get angrier than girls? And how do boys show anger?

TAKING IT FURTHER:

Invite parents to see the role plays at the end of the session.

Note to leader: please ensure that you talk to the group about how their personal safety should always come first and that they should never put themselves in a dangerous situation.

⁷ UK Department of Health 2002

TIME**ACTIVITY : KEEP YOUR COOL****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 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 talk about their mood and tell you about their day.

**2. Fist clench: To introduce the activity.**

In pairs one person clenches their fist and the other person tries to open the fist. Take it in turns to try to unclench the fist. Did anyone just ask their partner to unclench their fist? Normally people will try to use physical force first.

Explain that this session is about keeping cool in conflict and not getting physical; that violence is unacceptable and that healthy communication is the key.

**3. Role play anger:
To identify when they might get angry**

Split into small groups and create short role plays about a situation where someone gets angry. Create a theatre where the groups show their anger role play. At the end ask the audience how the role play could turn from a potentially violent situation into a calm and peaceful situation.

Explain that everybody can feel angry and that you need to control this anger and not let it turn violent.

**4. Keep your cool: To identify ways to be non-violent**

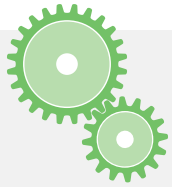
Hand out the keep your cool tips. Talk them through as a group. What do they do if they feel angry? Ask for the group's ideas and tips.

Remember to end the activity with a positive situation where a violent scenario can turn into a peaceful situation.

**5. 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.

*Participants could stick the keep cool tips somewhere safe.
Give the group the opportunity to talk to you at the end of the session.*



TOOL : Tips for keeping cool

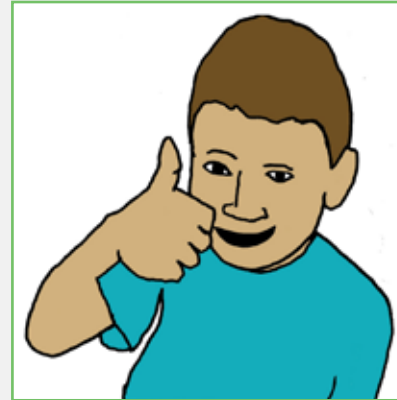
For you when you feel angry:



Take 3 deep breaths



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



Find a way to turn it into a positive situation



Never hurt or harm anyone



Walk away from the situation

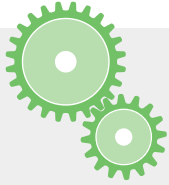


Do something active like jump up and down or shake your shoulders



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

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



TOOL : Tips for keeping cool

For you when someone is angry with you:



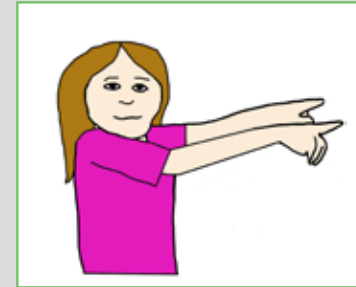
Call for help



Run or walk away

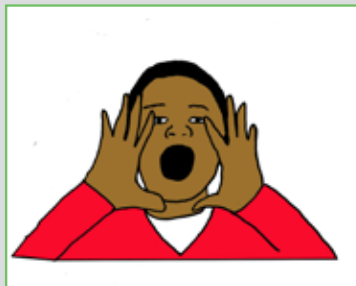


If it is safe ask them what is making them angry



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

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



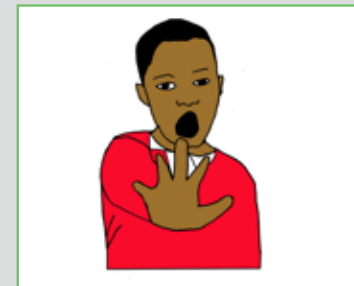
Call for help



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



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



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

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



IDENTIFY: Happy families?

Learning aims

- To develop their understanding of domestic violence.
- To learn how to protect themselves or others from domestic violence.

Preparation and Materials

- Copies of the handout:
 - Domestic violence scenarios.

THINK:

There may be children in your group who have experienced or are experiencing domestic violence in their home. Explain that you will be talking about violence and abuse that happens at home between family members. Before the session let participants know that they do not have to take part if they do not want to or they can take some time out. Make sure you have extra leaders available to support these children. Ensure that participants know the name of the person that they can speak to and how to reach them. Provide them with information on how to access support services. They may want to talk about their experiences with you, so follow appropriate child protection procedures (see Section 2, Preparation Checklist step 3, Know your Child Protection Procedure, in the leader's curriculum handbook) and create a safe and supportive space (refer to leader's curriculum handbook).

KNOW:

Domestic violence is a worldwide issue. For example, it is estimated that in the UK 750,000 children witness and experience domestic violence in their homes.⁸ We want to create spaces where participants can learn to identify abuse and access support. Children may learn that violence is acceptable; we want children to think of ways to not be violent.

INVOLVE BOYS:

It is important for boys to be able to identify abuse and to learn how to build respectful relationships and healthy notions of masculinity. Some boys may have experienced or witnessed domestic violence in their home. They may want to talk about this. Make sure that you offer opportunities for them to talk and follow the child protection policy. Give everyone information on how to access support services.

TAKING IT FURTHER:

- Ask the children if they want to invite the parents or community leaders to see the drama show.
- Find out if there is a local drama group which could put on a show for the children about domestic violence. Check in with them that it is age-appropriate and relevant. Drama on issues around violence against girls and young women should only be performed by specialized and trained groups or be supervised by an expert. Make sure you select an appropriate group which deals with the subject sensitively.

TIME**ACTIVITY : HAPPY FAMILIES?****NOTES****1. Prepare – Safe session**

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

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 your day.

**2. House: To introduce the session focusing on domestic violence in the home**

Split the participants into three equal groups, groups A, B and C.
Participants from group A pair with participants from group B and stand opposite each other holding hands to represent a 'house'.
Group C imagine they are 'children' who have to find a 'house' (i.e. a pair holding hands) to stand under.
When you shout 'Child!' all the Group C participants find a 'house' and stand underneath. When you shout 'Child!' again, Group C children should leave their 'house' quickly and find a new 'house'. When you shout 'House!' Groups A and B should leave their child and quickly find a new child. When you shout 'Street!' everyone moves at once to find a new house or child.

Ask if participants felt safe in their imagined home? Explain to everyone that today you will be looking at violence against children that happens in the home. Explain that not everyone feels safe in their home.

**3. Hurting people: To identify domestic violence**

Split into pairs and talk about all the ways that people can hurt each other. Bring the group together and write on the board all the different types of violence that the group can identify. Probe for different forms of hurting people, for example, with your hands or with words. Use this to revisit the definition of violence that you wrote for the start session.

You may want to use this explanation:

'Heart hurting inside' - Emotional abuse like shouting, name calling, insulting. Verbal abuse can also lower confidence and self-esteem. Ask your local support service for advice on how to talk about this in your community.

'Body and heart hurting' – Discuss forms of violence, such as physical and sexual abuse that would hurt the body on the outside and also hurt children emotionally. Make sure this is discussed in an age-appropriate and culturally relevant way.

'Not allowed' – Discrimination and neglect can hurt children's bodies and hearts. For example a girl may not be given as much food as her brother and this could make her ill. Or a girl may not be allowed to play outside when her brother is allowed and this could hurt her emotionally. Or a girl may not be allowed to go to school.

Explain that many people experience being hurt by the people that they are closest to and that domestic violence means violence and abuse between family members.

TIME**ACTIVITY : HAPPY FAMILIES?****NOTES****4. Theatre: To understand the impact of domestic violence on children**

Split into small groups, hand out the scenarios and ask the groups to think about the experience of the child in the scenario. Ask how they think that the child may feel? They may feel hopeless and as if nothing they do will make a difference. Or the child may believe that the violence is their fault. They may see this situation as normal or feel responsible to stop it and protect others. They could fear for their safety or that of other family members.

Ask the groups to create a short role play that shows a happy child, home and family. Ask the groups to perform their role play.

Alternatively ask them to fill in a storyboard about a happy child, home and family.

You could ask a local theatre group to come in and do a performance about domestic violence and children. Remember to make sure that you choose a theatre group that specializes in performing issues around domestic violence or is supervised by an expert.

Be careful as this is a very sensitive subject for the children and make sure that you respond to the needs of the group.

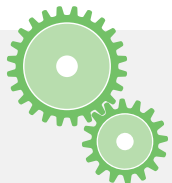
Remind the group that children are never responsible for domestic violence. If they are worried they can talk to you or someone else.

**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 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 'Our Right to be Protected from Violence', UNICEF <http://www.unicef.org/violencestudy/childfriendly.html>

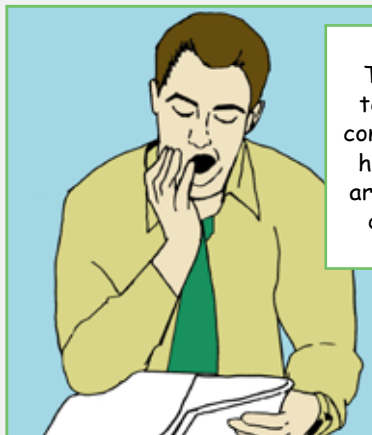


TOOL : Domestic violence scenarios STORY ONE

Nada is always dozing in class.
He lacks concentration and
is sometimes shabby



The class
teacher is
concerned as
his grades
are steadily
dropping



He calls him to his office to talk to him
and finds out that ...



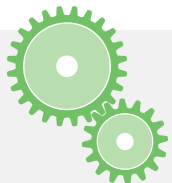
... Nada's father always comes
home drunk, ...



... is violent towards his mother in front of him and
his siblings and abuses and calls her unpleasant names.
Sometimes he also hits the children and in many
instances he comes home with other people and ...



... locks Nada and his mother
and siblings outside in the cold



TOOL : Domestic violence scenarios STORY TWO



Nala always dozes in class and does not concentrate



She has no close friends and seems afraid of male teachers and the boys in her class



She has begun to stop coming into school



The male class teacher talks to the head teacher who calls Nala to her office. After some time she discloses that she is very unhappy at home, can't sleep and is kept awake at night worrying about her mother

Her father is often mean and violent to her mother and last week she tried to stick up for her mother but ...

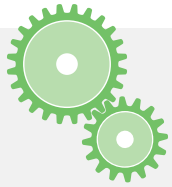


... her father started shouting at her, telling her that she was no good and she should leave home



Nala has been staying with her mother and helping her out

With thanks to the Young Women's Advisory Group



TOOL : Domestic violence scenarios

Storyboard template

BEGINNING	MIDDLE	END



SUPPORT: Services story

Learning aims

- To learn about a local women's organization.

Preparation and Materials

- Invite a guest speaker from a local women's organization that promotes and protects the rights of girls and women or that provides support to women and girls who have experienced violence to talk to the group about the work that they do.
- If it is not possible for a speaker to visit then research the work of a local organization and give the presentation yourself.
- Paper, pencils and pens.

THINK:

There may be children in your group who have experienced or are experiencing violence. At the beginning of the session explain what you will be talking about and let participants know that they do not have to participate or that they can take some time out and leave the group if they do not feel comfortable. Make sure there is a leader who can be with these children and ensure that there is a safe space for them to go. Provide participants with the name and contact of a person they can speak to if they need to. Provide them with information on available support services. They may want to talk about their experiences with you, so follow appropriate child protection procedures (see leader's curriculum handbook, Section 2, Preparation, Checklist step 3) and create a safe and supportive space (please refer to handbook Section 2 Preparation, Checklist step 7).

KNOW:

Find out about the local support services and build a partnership with them. This will help you to find out more about violence against women and girls and provide you with a list of support services you can make available to children and young people at the beginning and end of each session. Refer to the leader's curriculum handbook (Section 2 Preparation, checklist step 4 Building Local Partnerships).

INVOLVE BOYS:

There may be boys in the group who have experienced or witnessed domestic violence. This is an opportunity for them to seek support. Follow the child protection procedure. It is also an opportunity for boys to question the violence that they see around them and to learn about how to build respectful relationships and healthy notions of masculinity.

TAKING IT FURTHER:

- Use the posters to create an art exhibition and invite parents and community members.
- Give the local women's organization your posters.
- Organize a fundraiser for the women's organization; for example, this could be a cake sale.

TIME**ACTIVITY : SERVICES STORY****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 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 talk about their mood and tell you about their day.

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

Introduce the guest to the group and invite everybody to introduce themselves and say one good thing about themselves.

**3. Speaker: To understand what the support service does so that they can access support if they need to**

Ask for one participant to introduce your group and explain what the group does to the speaker. Ask the participant to tell the guest why they think that this curriculum is important. Ask the guest to talk about the work of the women's organization. Ask them to explain the following:
Why the organization is important?
How the organization supports women and girls?
What can the group do to support the organization?

Be sure to check in with the guest speaker that the presentation is age and culturally appropriate.

**4. Poster: To raise awareness of support services**

Ask the group to create a poster about the women's organization. Include contact details of the organization and a brief summary of the work that it does.

**5. Close the session**

Ask the group what it has 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 participants the opportunity to talk to you at the end of the session.



SUPPORT: Friendship bracelet

Learning aims

- To think about what makes a good friend.
- To build strong and supportive friendships.

Preparation and Materials

- Thread for making bracelets.

THINK:

Children may have problems with their friends. They may feel bullied and want to talk to you. Listen and follow the local child protection procedures. Ensure that everyone knows about local support services.

KNOW:

Young people need opportunities to talk about and practice skills to develop respectful relationships, and at this age it is especially important to focus on friendships. You can also use this session to look at the sort of relationships that the children might want in the future. Remind yourself about the guidance and factsheets at the end of the leader's curriculum handbook.

INVOLVE BOYS:

All young people should develop positive friendships. It is important to talk to boys about what they want from their friendships and to help them to understand how they can have caring friendships with their peers. Remember to refer to the experiences of boys and to ask the group about ways that boys and girls can be friends together

TAKING IT FURTHER:

Send the friendship bracelet to a WAGGGS World Centre (<http://www.waggs.org/en/world/centres>).

TIME**ACTIVITY : FRIENDSHIP BRACELET****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 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 talk about their mood and tell you about their day.

**2. Welcome:
To introduce the session**

Ask the group to move around the room and introduce themselves to a different person. Imagine as they are introducing themselves, that they are that person's best friend.

Explain that this session will be about friendship. Did participants do anything different when they pretended that the person was their best friend?

**3. Friendship bracelets.
To identify what makes a good friend**

Give everyone some coloured thread and explain how to make friendship bracelets. You can look at how to make a friendship bracelet on youtube http://www.youtube.com/watch?feature=player_embedded&v=_A6mRGPK1Sw

Ask them to think through the different characteristics that they would like in a friend. Invite participants to imagine that the different coloured threads are different characteristics of a friend which can be woven together to form a bracelet. Write down the characteristics that they think of.

As they are doing this, start conversations about what it means to be a friend. Do people trust their friends? Who do they talk to if they have problems with their friends? How would they listen to their friends' problems?

Bring the group together and write a list of characteristics of a friend. Ask what characteristics they used in the thread.

Explain that girls are making friendship bracelets around the world. Your group can send their friendship bracelets to the WAGGGS World Centres to represent global friendship and solidarity as part of the Stop the Violence campaign.

TIME**ACTIVITY : FRIENDSHIP BRACELET****NOTES****4. Supportive friend. To identify how to support a friend that is upset**

Ask how participants can create supportive friendships so that their friends can talk to them if they are upset or hurt. Ask them to think about what they would do if a friend was upset. Talk about how sometimes a friend may be upset because they are being hurt or harmed in some way. Explain that it is important to not keep things a secret if someone feels their friend could be harmed or in danger.

Explain that if anyone has a friend who could be harmed or in danger, they should:

1. Listen to their friend and be there for them...
2. Tell a trusted adult or the group leader who will tell...
3. Tell their friend about helplines...
4. Do not put themselves into any danger...

Give the children the opportunity to think about how to help support a friend but make sure that they do not think that they have to do it on their own. Ensure that they know that they will be supported by others.

**5. Close the session**

Ask the group what they have learned in the session. What sort of friend do they want to be? Remind participants that if they want to talk to someone they can talk to a leader or someone outside the organization and you can support them with that. Also remember to follow up any concerns. Follow the child protection policy and procedure.

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

With thanks to Sangam World Centre and the Green Girl Guides, Denmark



SUPPORT: Secrets can be shared

Learning aims

- To understand that they can share some secrets if they feel someone could be harmed or in danger.

Preparation and Materials

- Envelopes.
- Pens and decorating materials.

THINK:

In this session children may want to talk about their own experiences. Identify any children that you are concerned about and follow the child protection policy and procedure. Make time after the session to check-in with the child. Ensure that everyone knows about local support services.

KNOW:

Violence thrives on secrecy and it is important to give children opportunities to talk about their own experiences and to seek the support they need. Ensure that you tell the group that if they have any secrets that they are worried about they can tell you or any other leader. Explain the limits of confidentiality to the group by letting them know that if someone is being hurt or in danger you will need to tell relevant child protection professionals so you can help them.

INVOLVE BOYS:

Boys may find it especially difficult to talk about their feelings as they may feel trapped in an expectation to be strong and not to share their feelings. Make sure that you clearly communicate that boys can talk to you if they are worried. Find out what the boys in your group think about talking about their experiences - is it acceptable for them to ask for help? Keep it fictional and use a storybook if you need. Remember that some boys may have experienced or witnessed violence and abuse in their own lives and they may want to talk to you about this. Follow the local child protection policy and procedure.

TIME**ACTIVITY : SECRETS CAN BE SHARED****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 issue you will be talking about.

Give participants the opportunity to take time out and leave the session to do an alternative activity. Check in with participants – allow them to talk about their mood and tell you about their day.

**2. Whispers:
To introduce the session**

Gather everyone in a circle. One person has to think of something to say and then whisper this in the ear of the person next to them who then passes the message on in a whisper to the person next to them, until it comes all the way back to where it began. The message is likely to be completely different to what was said at the start.

Explain that this session will discuss secrets and when it is OK to share a secret that somebody tells you.

**3. Friendly and scary secrets:
To understand that abusers can tell their victims
to keep the abuse secret and this is not acceptable**

Explain that there are 'friendly' secrets that can be nice to people like a birthday present or a surprise party. There can be 'scary' secrets that make you worry about your friend when they tell you about something or someone that makes them feel upset, hurt, scared or in danger. Ask everybody to identify the following secrets as either 'friendly' or 'scary'.

Remind participants not to use personal stories/secrets, maybe model a few examples.

Tell a story to the group, make it relevant to your group, you can think about:

1. A friendly secret, like a surprise party. For example, a parent of a child has invited all her friends to a party. Your father has told you that it is a surprise party and you must keep it a secret. You want to tell your friend about her party.
2. A scary secret, like someone hurting or upsetting you. For example, you find your friend crying in the toilets. You are worried about her. She tells you that her father is always yelling at her mother.
3. A friend gossiping about another person's secret. For example, you hear two of your friends talking and laughing at another friend's problem.

Ask participants if they think the story is an example of a friendly or a scary story.

What can they do? Who can they talk to? What would happen if they didn't talk to anyone?



4. Share secrets: To think about when and how to share secrets

Highlight that there are times when secrets should be shared with a trusted adult. Write out the following points and talk them through with everyone:

- Has your friend been hurt or could they be hurt soon?
- Is your friend upset?
- Does what they told you make you feel uncomfortable?
- Are you in any way unsure?

Ask if anyone has heard of gossip, when people spread stories about other people's lives. Make sure that the group understand the difference between telling a trusted adult and spreading stories.



5. Secret sharer: To identify where to access support for themselves and other

Invite participants to think about who they could talk to if their friend has been hurt or is upset. They can each write a name of a trusted adult on a piece of paper and put it on a post-it note which they display on a board. If participants are struggling to think of someone then help them out – perhaps by suggesting they could talk to you, the group leader, or another leader.

Make sure that you remind participants that they can talk to you or another leader about any problems that they're worried about. Make a private space after the session for participants to talk to you if they would like.



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.

Taken from Expect Respect, Women's Aid UK

<http://www.womensaid.org.uk/page.asp?section=0001000100280001§ionTitle=Education+Toolkit>



SPEAK OUT: No to violence

Learning aims

- To learn how to say no.
- To speak out against violence against girls and young women.

Preparation and Materials

- Small squares of paper or card.
- Pens and pencils.
- Flipchart and pens and board
- Handout.
 - Say no scenarios (see Tools).

THINK:

Children may want to talk about their own experiences. Follow the child protection policy and procedure and make time after the session to check-in with the group. Ensure that everyone knows about local support services.

KNOW:

This session explores the power to say no and will ask children to think about the opportunities that girls and boys have to give their free and informed consent or to choose not to give their consent. Be clear that there are occasions when girls and boys will not be safe to say no and that they will need to seek help and support. Depending on the laws of the country, children of certain ages can never give consent. Please check the legal framework in your country.

INVOLVE BOYS:

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

If there are many boys in the group you could talk about the role of the bystander (someone who witnesses violence but does not take action against it).

TAKING IT FURTHER:

Create a pledge wall to show the group's commitment to raising awareness to stop violence against girls. Invite parents to see the wall.

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

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Explain the learning aims and what issue you will be talking about.

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

**2. Say No:
To practice saying No**

Gather in a circle and throw a ball between the members of the group. The person that catches the ball has to say NO. Make sure everyone has a turn. Ask all the group to say NO together.

**3. Power to say no?**

Give the group the 'Say no' scenarios and ask them to work in small groups to act them out and think of a way that the child could say NO.

Bring the group back together and ask for their feedback. Ask for an example of how the child can say no from the pairs. The participants do not have to talk directly about violence against girls and young women but make sure you make some sort of link. Use this situation to ask the following questions.

- Would it make a difference if there was more than one person trying to make you say yes or do something?
- Would it make a difference if it was a boy or a girl?
- Or if they were older than you?
- Or someone you really like?
- Or a family member?
- Or someone in a position of authority?
- Or a teacher?
- Are there any other factors that would make it difficult to say no?
- Why is this?
- Who would they ask for help?

Record the discussion points on a flipchart or board.

Pledge to say NO to violence.

Explain that you should always be able to say no to something you don't want or don't feel comfortable with. Explain that this is not always easy. It can be difficult to raise your voice when people are pressurizing you or if you feel unsafe or powerless. Explain that when there are strong power differentials girls may feel they do not have the power to say no – they may feel pressurized by older children or adults, by authority figures or by men and boys, for example. Sometimes they may feel it is dangerous to say no as they may be threatened and fear retaliation – in these cases it is important to always seek help and support.

**4. Pledge to say NO to violence**

Participants can create individual pledge cards to say NO to violence against girls and young women.

Remind participants of the definition of violence against girls and young women you have worked on in previous sessions.

TIME**ACTIVITY : NO TO VIOLENCE****NOTES****5. Pledge to say YES to equality**

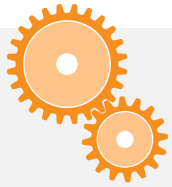
Participants can create individual pledge cards to say YES to gender equality.

Remind the children that it is important to say YES to being equal and to find and create safe, respectful opportunities to do what they want to do.

**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.



TOOL : Just Say No scenarios

Jane is sitting on the swings eating sweets



Simon comes along and demands all of Jane's sweets

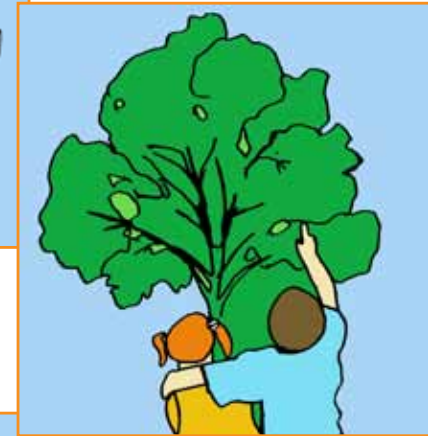


Jane does not want to give Simon the sweets
How can Jane say no?

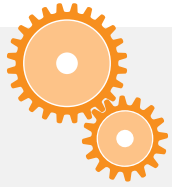
Brenda and Bob are playing



Bob wants to climb a really big tree but Brenda thinks that this is unsafe



How can Brenda say no?



TOOL : Just Say No scenarios *continued*



Carlos and David are in a shop and David tells Carlos to steal a magazine



Carlos knows that stealing is wrong and against the law
How can Carlos say no?

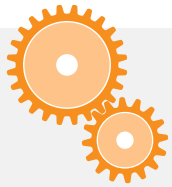
Hawa is playing with Sita in the school lunch break



Sita suggests that they do not go to afternoon lessons but carry on playing



Hawa knows that this is against school rules.
How can Hawa say no?



TOOL : Just Say No scenarios *continued*

Mina is walking home from school



Someone she does not know comes up to her and asks her to come back to their house



Mina does not want to and knows it is unsafe to go with strangers

How does Mina say no?

Bina is playing with a big group of friends

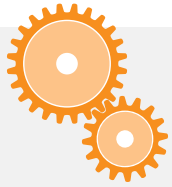


The group decides to tease an old lady who is passing by



Bina thinks that this is unkind

How can Bina say no?



TOOL : Just Say No scenarios *continued*



Jo is playing with Cara's big brother



... who asks them to touch his pants



Jo does not want to do this
How can Jo say no?



SPEAK OUT: Girls' rights

Learning aims

- To understand that all children have rights.

Preparation and Materials

- Flipchart and pens or board and chalks.
- Copies of the handout:
 - Download and print copies of the colouring book at http://teachunicef.org/sites/default/files/units/color_it_rights_coloring_book.pdf
 - Child Rights Cards.
- Drawing materials.

THINK:

There are lots of big concepts and ideas in this session. The leader should simplify these concepts according to the capacity of your group. Children may think about times that their rights have been abused. Listen to the child and find time to talk to them after the session. Follow the child protection policy and procedure. Ensure that children are informed about local support services.

KNOW:

It is very important that all children understand that they have rights and they have responsibilities to respect the rights of others. Refer to the factsheet on Violence against Women and Girls as a Human Rights Violation in the leader's curriculum handbook.

Additional resources:

- The children's book 'We are all born free' is an excellent resource to reference.
<http://protectthehuman.amnesty.org.uk/galleries/we-are-all-born-free-illustrations>
- <http://teachunicef.org/explore/topic/child-rights-crc-> child rights activities by UNICEF
- Children's leaflet on the Convention of the Rights of the Child
http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf
- Cartoons on child rights
http://www.unicef.org/rightsite/433_cartoons.php?id=0#video

INVOLVE BOYS:

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

TAKING IT FURTHER:

Create a gallery around the room of the pictures of girls enjoying their rights. Encourage the group to look at all the posters. This poster can form the basis of a campaign event where the group produce an art show with human rights posters. Invite community leaders to see the poster exhibition.

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

Remember to create a safe and supportive space for participants. Remind the group of the code of conduct and make sure it is stuck on the wall. Remind them who they can talk to about their own experiences of violence. Explain the learning aims and what issue you will be talking about.

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

**2. Guide Promise**

Ask everyone to say the Guide Promise and Law.

Explain that this session is about child rights that are outlined in the Convention on the Rights of the Child.

This is an international document that has outlined the rights of children, including the right to be safe, healthy and to achieve their full potential. Explain that this convention is like an extension of the Guide Promise and Law and that all countries (except the US and Somalia) have signed the convention.

**3. Child rights**

Together you can read through the Child Rights cards in the handout and put them in order of the most important to the group. These are taken from the UN Convention on the Rights of the Child.

Explain that child rights apply to all children wherever they live, whatever their culture, religion or language.

Explain that in 1989 after about 10 years of discussing and voting the UN adopted the Convention on the Rights of the Child. Now there are 193 nations that have signed up to the convention.

**4. Your right**

Depending on the literacy skills of the group you can either hand out copies of the UNICEF Child Rights colouring book for everyone to colour in or ask the group to create a picture, poem or story that shows a girl enjoying a right. If participants create their own version of the right then also hand out copies of the articles.

TIME**ACTIVITY : GIRLS' RIGHTS****NOTES****5. Pledge rights**

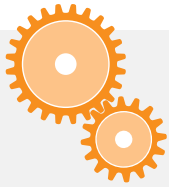
Ask everyone to come together and say a Child Rights pledge. You can all decide on the exact wording or keep it simple 'I pledge to claim my rights and help others claim their rights.'
Create pledge cards. If you have time participants can decorate this pledge.

Girl Guides and Girl Scouts around the world are speaking out to stop the violence. Ask the entire group to create a large pledge card with the words 'Say no to violence against girls and young women.' Display this.

**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.

*What rights are important to the participants personally?
Give the participants the opportunity to talk to you at the end of the session.*



TOOL : Child Rights Cards⁹

ARTICLE 5

Families have the right and responsibility to direct and guide their children to use their rights properly

ARTICLE 6

All children have the right to life and good health

ARTICLE 7 & 8

All children have the right to a name, a country and a family life

ARTICLE 9 & 18

Children have the right to be with both parents if it is safe

ARTICLE 10

Children have the right to travel to visit their families

ARTICLE 11

Children have the right to stay in their country

ARTICLE 12

Children have the right to participate and be listened to

ARTICLE 13 & 17

Children have the right to information and to learn different things

ARTICLE 14

Children have the right to a religion

ARTICLE 15

Children have the right to meet together and to join groups and organizations

ARTICLE 16

Children have the right to privacy

ARTICLE 19

Children have the right to be protected from violence and abuse and neglect

ARTICLE 20 & 21

Children have the right to be cared for if they cannot be looked after by their own family

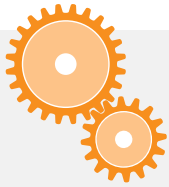
ARTICLE 22

Children who are refugees have the same rights as children born in that country

ARTICLE 24

Children have the right to healthcare, to clean water, to healthy food, and a clean environment

⁹ Adapted from UNICEF A Summary of the United Nations Convention on the Rights of the Child: UNICEF www.unicef.org.uk/Documents/Education-Documents/crc_summary_leaflet_2009.pdf?epslanguage=en



TOOL : Child Rights Cards

ARTICLE 27

Children have a right
to a good life

ARTICLE 28

Children have a right
to go to school

ARTICLE 31

All children have a right
to relax and play

ARTICLE 32

Children have the right
to not do any work that could
harm themselves, their health
or their education

ARTICLE 33

Children have the right
to be protected
from dangerous drugs

ARTICLE 34

Children have the right
to be protected from
sexual abuse

ARTICLE 35

Children have the right
to not be abducted or sold

ARTICLE 36

Children have the right
to be safe and protected

ARTICLE 38

Children have the right
to not join the army under
15 and to receive special
protection in war zones

ARTICLE 39

Children who have been
neglected or abused should
receive special help to restore
their self-respect

ARTICLE 40

Children have a right
to legal help

ARTICLE 42

Children have a right
to know about the convention

SPEAK OUT STATEMENT

Your pledge to speak out to stop violence against girls and young women:



SPEAK OUT: Working to change the world

Learning aims

- To learn about local activism.
- To 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 talk to participants about their work. Ask them to prepare a presentation for the group; make sure that this is age appropriate and relevant to the group.

THINK:

Be aware of the topic that the activist will discuss and think through how this could impact 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:

Find out about local campaigns and activists.

INVOLVE BOYS:

Boys and young men can make fantastic allies 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 male champions on women's rights to use as role models and encourage young men to be active in the campaign.

TAKING IT FURTHER:

Research local groups and organizations working on women's rights and on ending 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 : WORKING TO CHANGE THE WORLD****NOTES****1. Prepare – Safe session**

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

Give them the opportunity to take time out and leave the session and do another activity like drawing or art. 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 or issue that they are passionate about (this could be the WAGGGS Stop the Violence campaign).

**3. Local activist:
To understand campaigning and activism**

Ask the guest to give a short presentation on how they campaign to make a difference in the world. Ask them to explain their work and to tell the group about why and how they do their job. Ask the guests how your group can help them with their work.

Turn this into a group discussion about how the group might get involved in helping a local campaign or getting involved in the activist's work.

Thank the guest for coming.

What did participants learn?

Try and find an activist who can talk about their work to make the world a better place for women and girls.

**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.

Thank the guest for speaking with your group

With thanks to Kenya Girl Guides Association



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 images that catch your eye. The week before this session 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 not able to bring anything. The images could be advertisements, a picture from a magazine or from a newspaper. Be sure these are positive and healthy images that do not reinforce any gender stereotypes although they do not have to relate directly to the campaign.
- 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.

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 can be important allies in ending violence against women and girls. It is important to engage them in the campaign and to explore with them how they want to 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 night.

TIME**ACTIVITY : POSTER CAMPAIGN****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 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 introduce 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 at 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 you have brought.

**3. Poster plan:
To create a poster on what they have learned**

Explain that participants can produce a poster for the 'stop the violence' campaign. Explain that this poster will highlight what they have learnt in the sessions so far.

- It could focus on who to talk to if they are upset or how to support a friend who is upset or a pledge to say no to hurting or upsetting anyone
- 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?

What did they learn?

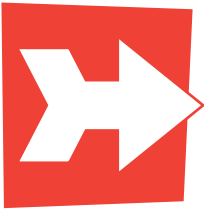
Find out how the group is feeling following the session. Give the group the opportunity to talk to you at the end of the session.

**4. Close the session**

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

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

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



TAKE ACTION: Run a local campaign to stop the violence

Learning aims

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

Preparation and Materials

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

THINK:

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

KNOW:

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

INVOLVE BOYS:

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

TAKING IT FURTHER:

Speak with a local organization that works towards promoting and protecting the rights of women and girls or that provide support to girls and women who have experienced violence. Ask if they would like your group to produce crafts for them, or to fundraise for them. Invite a local theatre company to come and perform a drama on gender equality. Invite parents to come and watch a performance by the children. Make cards for family and friends to celebrate International UN Days like International Women's Day.

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

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

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

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

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

**2. Imagine the world we want for girls:
To think of campaign aims**

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

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

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

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

If the group agrees, you can invite parents/carers or guests or another Girl Guide/Girl Scout group to attend

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

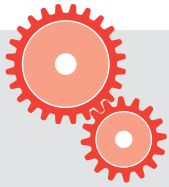
**4. Close the session**

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

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

Evaluation

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



TOOL : Campaign activities

GAME

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

THEATRE PRODUCTION

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

FUNDRAISING EVENT

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

WRITE A LETTER

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

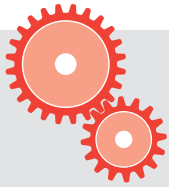
THEATRE COMPANY

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

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

POSTERS

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



TOOL : Hand out - campaign activities continued

WRITE/DRAW A BOOK

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

CARDS

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

FILM

Make a film that raises awareness of girls' rights. Make sure this shows girls as empowered.

SAFE ZONE

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



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