

AGENDA

SUPPORTING CHILDREN
AND YOUNG PEOPLE IN MAKING
POSITIVE RELATIONSHIPS MATTER

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WELCOME TO AGENDA



Feelings and emotions



Friendships



Gender norms in society



Gender-based and sexual violence



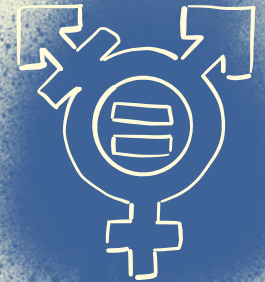
WELCOME TO AGENDA

AGENDA is a resource for educational practitioners who want to support children and young people (age 7-18) to make positive relationships matter in their school and community. Through starter activities and case studies, AGENDA invites you to explore inclusive, creative and rights-based approaches to a range of issues including:

Consent



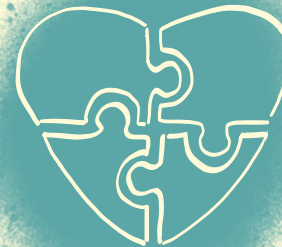
Gender equality and equity



Body image



Gender, sexuality and relationship rights



Positive relationships



HOW AGENDA BEGAN

In February 2015, over 40 young people, supported by Citizens Cymru, and Professor Emma Renold took part in a youth-led protest to urge the Welsh Government to prioritise the importance of education in the new Violence against Women Bill.

They **hand delivered personalised Valentine's Cards** to every politician in the National Assembly for Wales, which included hand-written messages from young people on why they felt it was vital to have a real relationships education that addressed their needs and experiences. The cards were sealed with a lipstick kiss to connect to the **Red My Lips** campaign about sexual violence. A Twitter campaign followed this action.

They were successful. In July 2015, when the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act was passed, the Welsh Government worked with Welsh Women's Aid to publish a "Good Practice Guide" for educational practitioners on how to promote gender well-being and gender equalities for respectful relationships. A key part of this national guide encourages young people to actively start up or get involved in local and global campaigns to stop gender-based and sexual violence in their schools and community. This would only happen if young people had their own change-making tool kit to help them and others get started.

As part of the campaign, a cheeky tweet to the Minister who passed the law asked for this. It sparked some interest and a few months later Cardiff University, NSPCC Cymru/Wales, Welsh Women's Aid and the Children's Commissioner for Wales, joined forces and **AGENDA: A Young People's Guide on Making Positive Relationships Matter** was born.



IT'S NOT TOO LATE
roses are red,
violets are blue
it's not too late
for me and you

to change the law
that can change our lives
and end the violence
so we can survive and thrive

we need pupil champions
we need proper teacher training
we need a real relationships education
to stop girl shaming & boy blaming

so when it's time to vote
please think of our ode
we **NEED YOU** to take action
because you're in control

roses are red
violets are blue
respect and consent
are about policy change too



The resource has been very popular, and not just with young people. Practitioners were asking if some of the creative activities could be adapted for primary schools so that teachers could support children to safely and creatively speak out and make a difference on what mattered to them.

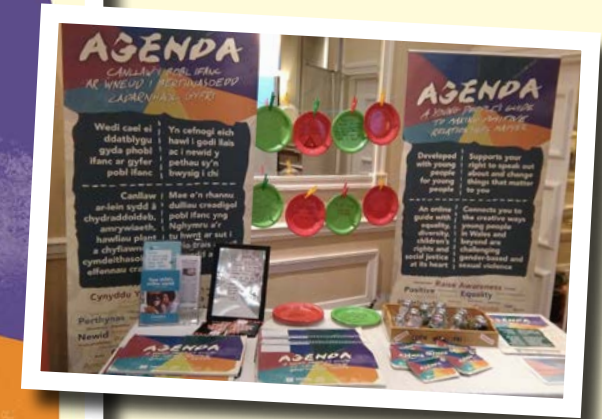
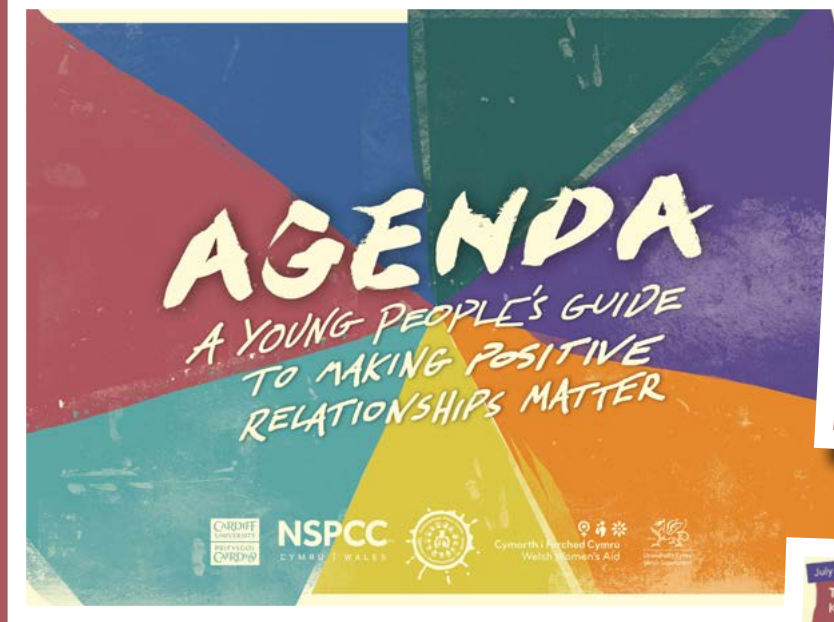
With new content and case studies, Cardiff University, Children's Commissioner for Wales, NSPCC Cymru / Wales and Welsh Women's Aid joined forces again to create **Primary AGENDA: Supporting Children in Making Positive Relationships Matter**.

In its first two years, the AGENDA resource has reached international audiences, from the American launch of an expanded and interactive AGENDA tool-kit in partnership with the New York based **SPARK Movement**, to **Valentine Card activism in Finland**. Over 120 children (age 11-12) posted 210 Valentine Cards to each member of the Finnish Parliament to let politicians know that the #MeToo campaign affected children of their age.

To ensure that AGENDA can continue to inspire educational practitioners to support children and young people to make positive relationships matter in their schools and communities, in 2018, the National Education Union supported the development of new case studies and practitioner resources, and the completion of transforming the original PDF resources into a more accessible web-friendly platform.

We hope AGENDA will continue to grow and develop, as more children, young people and practitioners engage and share their practices with us and each other.

The AGENDA team.



HOW TO USE AGENDA

Use these buttons to navigate through AGENDA

This button will take you to the previous page

This one will take you back to the contents page

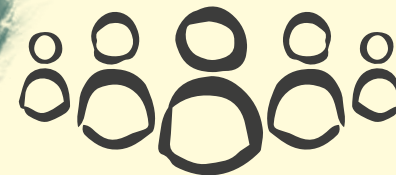
And this one will take you to the next page

Wherever you see text in bold like this, that means there's a clickable link that will take you to a page or a website where you can find out more.

If you follow a link and it has been moved, either follow the on-screen instructions to find the new address or type in the words in bold into a search engine like Google

Please note: not every website and document referred to in this booklet is available bilingually.

Click icons like these to jump to different sections and find out more:



Wherever you see this icon, you can read about children and young people's thoughts and opinions from their case studies.

The **i** icon will guide you to further information and resources relating to a particular subject.



Wherever you see this sign, you'll find a do-it-yourself activity to adapt for your own practice

DIY

If you want to search for particular issues, for example, 'gender inequality' or 'LGBTQI+', just hit Control and F and type in what you're looking for.

1

WHAT IS AGENDA?

AGENDA is a resource for practitioners who want to empower children and young people (age 7-18) to make positive relationships matter in their schools and communities.

AGENDA has equality, inclusivity, children's rights and social justice at its heart.

AGENDA offers creative ways to support children and young people to explore and express what matters to them, and what they would like to change.

AGENDA can be used to develop inclusive, relevant and rights-respecting relationships and sexuality education.

AGENDA covers a broad range of topics – click on any of the terms below to find out more!



NOTE: AGENDA includes activities and case studies involving primary and secondary school-age children, including **practitioner facilitated peer-led activities** or **events** in which secondary school aged children are working with primary school aged children. Not all the activities indicate which age group. Use your professional judgement on how to adapt the activities in your setting.

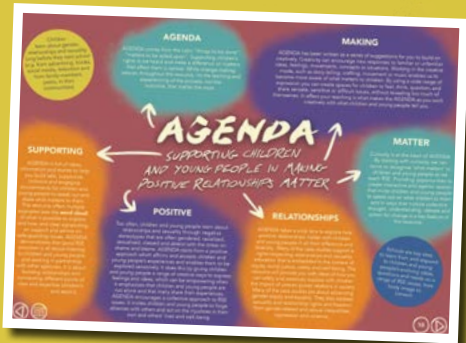


Take a look at **UNESCO's guidance** for how you can explore these areas as part of a holistic relationships and sexuality education (RSE) for primary school aged children. UNESCO offers evidence-based developmentally appropriate aims and objectives for practitioners to adapt and make their own.

2

AGENDA IN-FORMATION

This section provides further detail on the underpinning principles of AGENDA, some key definitions and additional resources for practitioners on working with creativity, voice and institutional barriers.



AGENDA PRINCIPLES



BE CREATIVE



MAKING VOICE MATTER DIFFERENTLY



OVERCOMING BARRIERS



Children learn about gender, relationships and sexuality long before they start school (e.g. from advertising, books, social media, television and from family members and peers in their communities).

AGENDA

AGENDA comes from the Latin “things to be done”, “matters to be acted upon”. Supporting children’s rights to be heard and make a difference on matters that affect them is central. While change-making weaves throughout the resource, it’s the learning and experiencing of the process, not the outcome, that matter the most.

MAKING

AGENDA has been written as a series of suggestions for you to build on creatively. Creativity can encourage new responses to familiar or unfamiliar ideas, feelings, movements, concepts or situations. Working in the creative mode, such as story-telling, crafting, movement or music enables us to become more aware of what matters to children. By using a wide range of expression you can create spaces for children to feel, think, question, and share sensitive, sensitive or difficult issues, without revealing too much of themselves. In effect your teaching is what makes the AGENDA as you work creatively with what children and young people tell you.

SUPPORTING

AGENDA is full of ideas, information and stories to help you build safe, supportive, inclusive and engaging environments for children and young people to speak out and share what matters to them. The resource offers multiple examples (see the **word cloud**) of what is possible to explore and how, and clear signposting on support and advice on safe-guarding issues. AGENDA demonstrates that good RSE provision is all about listening to children and young people and working in partnership with other agencies. It is about building relationships and connecting different points of view and expertise (children’s and adult’s).

AGENDA
SUPPORTING CHILDREN
AND YOUNG PEOPLE IN MAKING
POSITIVE RELATIONSHIPS MATTER

MATTER

Curiosity is at the heart of AGENDA. By starting with curiosity, we can strive to recognise ‘what matters’ to children and young people as we teach RSE. Providing opportunities to create interactive and agentic spaces that invite children and young people to speak out on what matters to them and in ways that nurture collective thought, understanding, debate and action for change is a key feature of the resource.

POSITIVE

Too often, children and young people learn about relationships and sexuality through negative stereotypes that are often gendered, racialized, sexualised, classed and ableist with the stress on shame and blame. AGENDA starts from a positive approach which affirms and accepts children and young people’s experiences and enables them to be explored sensitively. It does this by giving children and young people a range of creative ways to express feelings and ideas, which can be empowering when it emphasises that children and young people are not alone and that many share their experiences. AGENDA encourages a collective approach to RSE issues. It invites children and young people to forge alliances with others and act on the injustices in their own and others’ lives and well-being.

RELATIONSHIPS

AGENDA takes a wide lens to explore how positive relationships matter with children and young people in all their difference and diversity. Many of the case studies support a rights-respecting relationships and sexuality education that is embedded in the context of equity, social justice, safety and well-being. The resource will provide you with ideas of how you can safely and creatively explore with children the impact of uneven power relations in society. Many of the case studies are about advancing gender equity and equality. They also address sexuality and relationship rights and freedom from gender-related and sexual inequalities, oppression and violence.

Schools are key sites to learn from and respond to children and young people’s evolving ideas, questions and needs on a range of RSE issues, from body image to consent



RELATIONSHIPS

Relationships can be formed within and between people, but also with, for example, deities, places, objects, animals and nature (e.g. pets, a favourite toy, the environment).

Inter-personal relationships can include a range of associations and bonds between, for example, family members, peers, relatives, adult civil and marriage partnerships and with a whole range of others (e.g. neighbours, shopkeepers etc.). Relationships introduce children to a range of feelings (e.g. affection, closeness, care, fear, love, obligation, power, powerlessness, respect, trust) which shift and change throughout the course of their contact with others. Some relationships are very brief, others are life long. Some relationships are regulated by law, customs, rituals and mutual agreement.

Human relationships are shaped by a range of societal norms (e.g. gender norms) and operate in the context of shifting, uneven, unequal or abusive power relations.

GENDER

'Gender' is used in this resource to refer to how sexed bodies are lived (e.g. as identity, as expression, through social interaction), represented (e.g. in language, media, popular culture) and regulated (e.g. by socio-cultural norms, such as the stereotypes of 'masculinity' and 'femininity', and in law).

While the concept gender can include the different ways societies assign chromosomes or body parts to sex categories, it is not synonymous with sex, and does not only refer to gender identity or gender expression.

It is a concept that allows for analyses of gender as an organising principle of society (e.g. how gender shapes and is shaped by economic, environmental, political, cultural, legal, historical, religious and spiritual factors). As a concept, it also enables an exploration of how different societies address the intersection of biological, socio-cultural and psychological processes.

Gender identity

'Gender identity' is used in this resource to refer to a person's inner sense of self. Gender identity does not necessarily relate to the sex a person is assigned at birth. Feelings about gender identity start early, around the age of 2-3.

Sex

'Sex' is used in this resource to refer to the biological processes and attributes that societies use to assign sex categories (e.g. male, female, intersex). These biological attributes include chromosomes, hormones and internal and external physical sexual and reproductive anatomy.

Gender expression

'Gender expression' is used in this resource to refer to the outward signs that people use to communicate their gender identity (i.e. inner sense of self). This can include, for example, preferred pronouns, choice of name, style of dress and appearance, mannerisms and behaviour.

SEXUALITY

The World Health Organisation's (WHO) definition of **sexuality** informs this resource. They define sexuality as "... a central aspect of being human throughout life that encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors." (WHO 2006, 2010). See further WHO definitions of sexual health and sexual rights [here](#).



Read more about the **future vision** for **relationships and sexuality education in Wales** as...

Empowering and transformative

Creative and curious

Gender Equity and Rights-Based

Experience-near and co-produced

Inclusive and holistic

Protective and preventative



BE CREATIVE IN MAKING AGENDA MATTER

Creativity is at the heart of the resource. AGENDA has been written as a series of suggestions for you to build on creatively.

A key aim of AGENDA is to show you how working creatively can support children and young people in sharing what matters to them across a range of relationship and sexuality education (RSE) issues.

We can start by asking the question, 'What does it mean to get creative?'

All the activities and case studies on the AGENDA website combine creative methods (e.g. drama, drawing, dance) with creative pedagogy (i.e. when uncertainty and curiosity are folded into the mix).

Working in the creative mode, such as story-telling, crafting, movement or music enables us to become more aware of what matters to children and young people.

They can enable you to find out what children and young people do and don't know, and what they would like to learn more about and why. This process is sometimes referred to as 'age appropriate' or 'developmentally appropriate' teaching.

Being creative involves the six elements outlined in this section.

Curiosity

Being creative very often involves learning to unlearn what we think we know, so that we can be curious about 'what matters' to children and young people. This requires an openness to listen to what children tell us, and being able to adapt activities to their interests and needs.

Curiosity: from Latin *cūrīōsus*, meaning "careful, diligent, curious" and *cura* "care" - a quality related to inquisitive thinking such as exploration, investigation, and learning.



Imagination

Working creatively and critically can enable children and young people to imagine other lives, identities, families, experiences and ways of being in the world. This is often achieved through fictional stories, drama and visualisation.

Imagination – the process of forming new images in the mind that have not been previously seen, heard, or felt before.

Humans are **sensate** creatures: sight (vision), hearing (audition), taste (gustation), smell (olfaction), and touch (somatosensation) are the five most commonly recognized senses. The ability to detect other stimuli beyond these senses also exists.



Sensory

Working in the creative mode can encourage new responses to familiar or unfamiliar feelings, ideas, movements, concepts or situations. Objects and artefacts crafted through a creative process on what matters to children and young people can also be shared for others to interact with in multi-sensory ways.

DIY WHAT JARS YOU?



What you'll need:
Large glass jar
Slips of blank paper
Coloured Marker Pens that can write on glass

- 1 Working on your own or in pairs, write down all the things that jar you about how society is unequal or unfair when it comes to sex, gender and sexuality.
- 2 Fold up the paper slips, and put them inside the glass jar.
- 3 When you've finished, take each comment in turn and think about what needs to change to turn what is unfair to fair, for an equal and more inclusive world.
- 4 Decorate the jar with your messages for change.



Jar (verb)

to jolt, shake, vibrate
- send a shock through something (especially the body)
- strike against something with a vibration or jolt.
- have a disturbing effect.



Safe and inclusive

Creative methods and pedagogy can support you to create safe and inclusive environments where all children and young people are listened to. By using a wide range of expression you can create spaces for children to feel, think, question, and share sensitive, sensitive or difficult issues, without revealing too much of themselves, such as **what jars them**, what is harmful, what is **fair** or what is **consensual**.



Art-ful

What makes something **art-ful** is the way an event, artefact or experience unfolds to show you the potential of what more it might become. **Runaway creativity** is the process whereby grey areas can be opened up for expression and discussion, where ideas take off and new connections are made.

RUNWAY 4 CHANGE

Sometimes our ideas for how the world can be a more gender safe, gender equal and gender fair place can run away with us. If you've got loads of ideas burning you up, and you need to release them - this STARTER activity is for you. Why not create your own banner in the process.

What you'll need:
Large roll of paper
Sticky tape
Coloured felt tips or markers
Highlighter pens
A room that can block out the light

1. Rolling rolling rolling
Roll out the paper to the desired length. It could be rolled across a table, or across the floor of a classroom or assembly hall.

2. Runaway mindstorm
In small groups or as a whole group activity, mind storm all the things that need to stop happening to make the world a more gender fair, gender equal and gender safe place.

3. Light up and Stamp Out
Turn off the lights. With your torches, read the messages on the runaway rolls, and light up the ideas that you want to find out more about and raise awareness of. Turn on the lights. Form a line at one end of the runaway roll. The torches will flash on the roll, loudly saying "What you want to stop from happening in the world."

4. Runaway Banner
Recreate your runaway roll. Create a banner. Colour in the paper from your stamping activity. Use highlighter pens to mark the areas of change you want to address in your school above. When you're finished stamping, make the roll stand upright by attaching wooden clothes pegs to one of the long edges to hang as a banner on the wall. It is a very long, cut into smaller sections.

What next?
Now you've spent time on ideas to change, use the **AGENDA RESOURCE** to find out more about your ideas. Try out the **PE-Crossed** and see if there are any organisations or groups who can help you. Do you have any ideas for **'Ideas for Change'** for creative ways to get started?

Read about how the Roller Runway project used the runaway for change

"An idea is a thought, opinion or belief. It can also be suggestion as to a possible course of action"

Ethical

Using creative methods isn't a matter of anything goes. Allowing ideas and expressions to flourish is important, but so is keeping a check on how power relations, norms and inequalities play out (e.g. how are gender or racialized stereotypes reinforced, questioned or challenged).

SPEAK OUT!

CO-PRODUCING A GENDER WELL-BEING AND HEALTHY RELATIONSHIPS PRIMARY SCHOOL TRANSITIONS EVENT WITH YOUNG PEOPLE

KEY MESSAGES FROM THE 'SPEAK OUT!' RESEARCH (10-12 year olds)

Children are hearing about gender and sexuality as soon as they enter the school world. Children are actively asking questions about the compulsory topics in school. They are asking questions about their sex, heterosexuality, how they relate to others and how others relate to them.

Putting up with everyday sexism - The pressure to conform to gender roles and pressure to dress in a certain way.

Boys and girls often have different views on prevention device usage. Girls often have a more positive view on participating in both groups but the pressure to participate in both groups is high. Some children are often asked to be a peer educator. Some children are often asked to be a peer educator. Some children are often asked to be a peer educator.

Why creative and participatory methods?
Creative and participatory methods are more likely to be shared, used and integrated into the curriculum. They are more likely to be shared, used and integrated into the curriculum. They are more likely to be shared, used and integrated into the curriculum.

Young children do experience sexual harassment in their school lives. It is often not reported to a teacher and some do not know how to deal with it.

Many children were angry about having to live in a sexist peer culture and some of them were angry about having to live in a sexist peer culture and some of them were angry about having to live in a sexist peer culture.

Policy and practice needs to be informed by children's own experiences. Only by developing policies and practices which focus on children's own gender and sexual rights can practitioners fully support children's own understanding and experiences of why they feel the way they do and what it means for the way they act, and how things can change.



Tender.org.uk is a charity that uses arts-based methods to deliver healthy relationships education in primary schools, secondary schools and alternative educational settings.

Want to learn more about creative methods and creative pedagogy?

How the expressive arts can enhance health and well-being

Creative approaches to relationships and sexuality education around the world

Find out more about research on creative learning and creative methods



MAKING VOICE MATTER DIFFERENTLY

Asked about 'voice' in schools, you may well think about Student Councils, student governors, or similar groups with different names (student ambassadors, champions, researchers, committees, Parliaments...). These are often organised as forms of representative democracy – students are elected, or selected, or volunteer; they are meant to stand in for a bigger whole, to speak for others; they work on issues of concern to the school (from policies, to the environment, facilities, communication, to how it is run, to teaching and learning); and they are often 'official' or visible to (at least some) adults and students in the school.

Or, you might think about forms of 'consultation', such as surveys or focus groups with classes, year groups or the whole school, where young people's views on aspects of educational provision are sought, often with a promise to act on feedback to improve services ("you said ...we did").

All these are established and valuable ways of thinking about youth participation and active citizenship. Article 12 of the United Nations Convention on the Rights of the Child gives children a right to express their views and to have them taken seriously, and it underpins other participation rights in the Convention. Research identifies benefits of this work but also points to inequalities of access to participation, structured by socio-economic, gender, racial and other differences.



The authors of **Youthquake 2017**, James Sloam and Matt Henn, argue that young people are “reinventing political activism”, participating through petitions, boycotts, demonstrations, online, rather than traditional electoral politics. They can be seen as ‘stand-by citizens’ who engage on a case by case basis where an issue resonates with them. Such activism may slip under the radar of politics as traditionally defined, but it is no less worthy of attention and respect.

Much of what you find in the pages of AGENDA, however, involves rather different ways of being or acting in the world: groups of young people who come together, often supported by adults, sometimes locally and sometimes across geographical areas, around particular issues of concern. These issues may be school-related but they often also go beyond that. Their voices are expressed in a range of ways – not just through talk at meetings, but creatively, through **dance, visual art, zines, artefacts, banners, marches**. They engage in concerted activism directed at politicians, headteachers and others in power, but also in more personal campaigns directed at peers. They may use social media such as **blogs, vlogs, hashtags, memes**, where they leave traces over time. They may ‘go viral’, become social movements known to a wider audience, and endure; or, they may be ephemeral as those involved move on to other matters and concerns. An individual young person may be involved in more than one such grouping at any one time, and across time.

The origins of AGENDA lie in just such action by small groups of young people writing **Valentine cards to politicians**, tweeting about the need for youth-led action to make positive relationships matter, with the support of academics, voluntary sector organisations, and others.

One aim of AGENDA is to help educators to ‘see’ these groupings and forms of action, which sometimes fall outside conventional understandings of youth participation, to appreciate how they might work differently, and to learn from their **creativity and energy**.

Schools matter here, too – they are places where staff and young people come together across social differences of age, gender, ethnicity, class, sexuality, and learn to live together. Schools can help young people make their voices heard, listen to other opinions and evidence, reflect on their own perspectives and take a broader view. They can mediate between voices to ensure that all are heard but that those that are hurtful, offensive or exclusionary do not dominate and ensure that practices of student voice promote rights, social justice, inclusion and diversity.

AGENDA is an invitation to join these dialogues and publics.

Sevasti-Melissa Nolas at Goldsmiths College London describes these often informal groupings and forms of activism as ‘publics’, and is particularly interested in how they help us think about children and young people’s everyday lives and social action in new ways.

You can hear her in conversation with Professor Rachel Thomson discussing her research **here** and read an article she wrote about this for the National Children’s Bureau journal *Children & Society* **here**. Her blog is **here**.

Some Questions to ask of 'Youth Voice'

Who speaks? Who is included? How do they come to be involved? If they are selected, by whom, and what messages might selection processes convey? What other ways of getting children and young people involved might there be, what are the pros and cons of each? (How) are differences between and among young people taken into account? Who / what might be silenced?

'Who' are they speaking as? What identities are children and young people being offered in this process, who are they imagined to be (examples might be: as 'learners', as girls, as boys, as 'young', as 'experts' or 'novices', 'victims' or agents, as citizens, as activists...)? How are they invited to see themselves? How might these identities relate to other identities they have, in and out of school? What role models do or might they have?

What are they speaking about? What topics are considered suitable for voice? Are some areas off-limits, explicitly or implicitly? What is contested / contestable? What is the role of children and young people's prior knowledge, interests, experience, their lives outside as well as inside school, in this process?

How are they speaking? How might different approaches, materials or technologies affect what is said and how? Is creative communication (through music, art, film) given space, or are predominantly traditional academic modes (formal talk or writing) prioritised? What feelings are allowed expression: is there space for rage, humour, frustration, doubt, confusion? How are children and young people helped to gain the skills to reflect on their emotions? What channels and platforms are used – (where and how) do social media figure? What artefacts does this voice generate and how do they circulate?

Who are they speaking to? Who is the audience? What relationships are established? What kinds of dialogue are enabled? Who/what might welcome and who might resist hearing? Who interprets voice and how?

What can voice do? How does voice make a difference, and how can we account for this? What and how are feelings, capacities to act, connections and new competencies developed through the processes of youth voice?

In what contexts and spaces? How embedded is this 'student voice' in the daily practices of schools or other institutions? What is the organisation's dominant culture? How do larger contexts shape how voice is heard, received and acted upon, from local school cultures to national policies?

What are the roles of adults in this process? Which adults are involved – and which are not?

Apply these questions to some of the examples below

Voices Over Silence	EveryBODY Matters
Smashing Commercial Sexism	Digital Diversity
More than our grades	Melt Down
The Rotifer Project	All of us
Intersectionality Matters	Kisstory
Making Voice Matter	Crafting Equality
Fuelling Feminist Fires	I-motion
	Speak Out
	Ruler heART

Some Top Teacher Tips

- The process is just as important as the outcome.
- Set some simple rules for voice: is it respectful, does it improve things, does it promote rights, social justice, diversity and equalities?
- Hand something tangible over - a noticeboard, a budget - so children and young people can really take ownership of it.
- You need multiple ways of having a voice – including **Lego!**
- Expand the roles available so that if students are keen they can take something on.
- Don't do it just at the end of the year, get started in the Autumn.
- Don't label by age or stage – group in different ways.
 - Create a parent guide.
 - It's more acceptable when it comes from the children and young people.

OVERCOMING BARRIERS

We asked teachers about their fears. Here were their top concerns, and some responses.



I'm already doing too much, now you want me to do something else as well?



'Teacher burnout' is a recognised problem, its roots are systemic rather than individual, and it needs to be tackled collectively.

Organisations like the NEU can support you with **campaigns** and **advice**. But AGENDA is about empowering young people, which is what every teacher should be concerned about. Create a **'support cloud'** for yourself, like the one we suggest young people develop to map the connections and networks that can sustain you. Renewing your sense of purpose, meaning, and connection to students, parents and colleagues can help avoid burnout and this is what AGENDA encourages. See also [here](#).

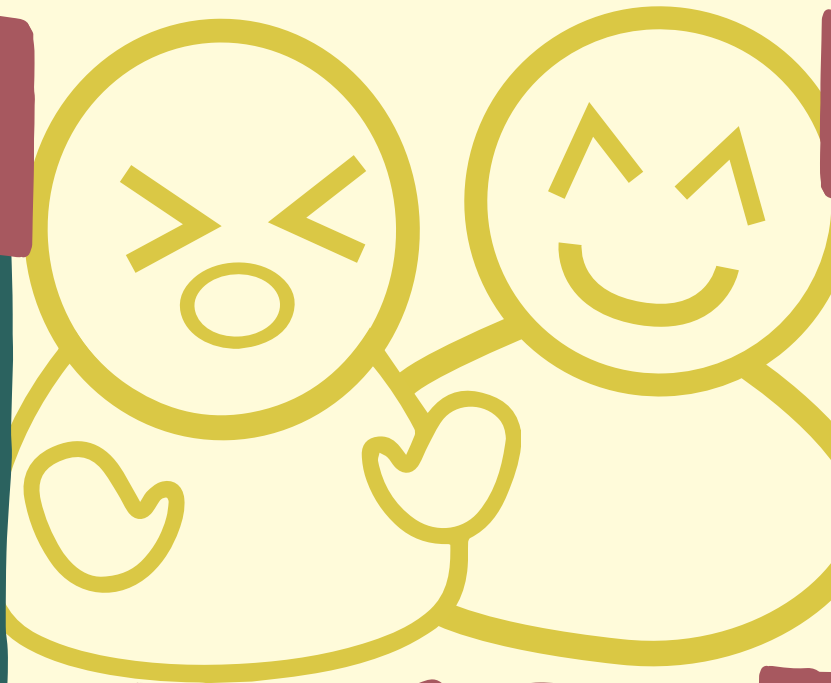


What about teacher voice?



Voice is not a zero sum game!

We have more in common than not. Students having a say should not mean teachers getting none. What leaves teachers feeling marginalised may be more about how schools are organised than what children and young people are doing.



I don't have time for any of this!



"Eat an elephant one bite at a time".

Look for how these approaches can be integrated into existing ways of doing things, for instance make use of an existing group within school, connect with external agencies who can support this work, including NEU. Keep your own well-being in mind and celebrate anything you do manage to achieve.



It's too risky, it's not appropriate



It's also risky not to do anything.

There are lots of creative ways to raise awareness of sensitive issues. Take your cue from young people about what is 'appropriate' – the issues come from them and their lives, and **when it comes from children and young people themselves**, their peers and adults are more likely to listen.



I don't know enough about this!



Lack of confidence or knowledge isn't actually a problem: it's ok not to know!

The approaches here are about tapping into collective knowledge and learning together - with children young people, as well as colleagues and the wider community. Signpost children and young people to other services and resources in the community wherever possible.





My colleagues won't like it



Work collectively. Share responsibility.

Develop a working party involving student and staff representatives from different years / departments / areas, and including governors and senior staff. Reach out to other schools and NEU networks. You may be surprised at how many allies you have.



What about resistance from parents and the community?



In most cases, parents' concerns come from not knowing what's really going on.

Keep channels of communication open. Make sure you - but especially students - tell parents what's happening, via newsletters home etc. Parents and carers want children and young people to thrive, to be safe, to learn about the world around them and feel able to act in it - which is what AGENDA is all about.

"It's more acceptable when it comes from the children".



Sometimes it feels personal, like it's about how I don't always get things right. I feel hammered.



Set a code of conduct for everyone to follow, including anonymity, respect, talking in the third person rather than about what particular individuals do.



Our core business is teaching and learning



Making positive relationships matter is one of the most important lessons of life!

Schools have a duty of care to young people that goes beyond just getting them through exams... And remember that in England, Relationships and Sex Education and Health Education will be statutory (part of the basic curriculum) from 2020, covering many of the issues discussed here. And in Wales, Relationships and Sexuality Education will be statutory, from 2022.



It's getting out of control!



Invest time in setting up clear ground rules. Know school policies and that the Equality Act enables schools to be proactive about challenging inequality. Teachers should equally be protected from stereotypes, discrimination and harassment. Creating positive attitudes will benefit everybody. Be inspired by the examples in AGENDA.

"We should invite challenge. As a leader I WANT to be challenged".



You're foisting your own politically correct agenda on children, mine aren't interested in this



The case studies in AGENDA are based on issues and concerns that are live and urgent for the young people involved.

The children and young people you know may be very different. The point of AGENDA is to suggest some creative, open-ended and non-judgemental ways to respond to what students bring - not to impose anything on them.

3

SAFETY AND SUPPORT

This section includes ideas on how to create safe and supportive spaces with children and young people.



BEFORE YOU BEGIN

Below are some suggestions on how to create safe and supportive spaces in the context of a rights-respecting school or educational setting BEFORE you begin engaging with the activities in this resource.

Do...

ensure that senior leaders and governing bodies, (and parents/carers, if appropriate) are aware of what you are doing

To gain the support of senior leaders, governing bodies, and parents/carers, use this section to signpost where they can find out more about why and how the resource can support whole school approaches to sexuality and relationships education.

Do...

have clear safeguarding and support strategies, including for yourself

Refresh your knowledge on all your school's safe-guarding and child protection protocols and procedures. Get in touch with relevant external agencies for additional support and advice. Consider building an activity into and/or following a specific lesson or programme of work (e.g. see **Crafting Equality**).

Do...

ensure children know where to go for support

Raising awareness on sensitive issues can be empowering but might also bring up personal issues that children and young people need additional support with from specialist agencies and organisations, many of which are included in this section. Use or adapt the 'support cloud' activity over the page.

Do... know the law (e.g. equalities duty, violence against girls and women, sexual violence and domestic abuse, hate crime etc)

Knowledge of relevant legislation is important in being able to respond to children's questions with up to date and accurate information. However, recognise that the law does not help children and young people deal with the social injustices and violence they see around them.



The Sex Education Forum has many resources for educational practitioners on Relationships and Sexuality Education, "underpinned by evidence, a rights-based approach and the expressed needs of children and young people"

www.sexeducationforum.org.uk

Do...

create a safe, inclusive and confidential environment in which a wide range of views and feelings can be shared and explored

Many of the starter activities in this resource can be modified according to context, and are well-suited to exploring sensitive issues. Using creative methods can support you to create safe, ethical and inclusive environments where all children and young people are listened to (See **Section 2** to find out more).

Consider creating a set of rights-respecting 'ground-rules' with children and young people before you begin an activity or awareness raising campaign on what makes a safe, welcoming and confidential environment for all. Children and young people will also have the best ideas for what might make a good 'time-out' reflection space or activity, or how to use an anonymous comments box or **'ask-it baskets'** for those tricky or embarrassing questions without being identified.

Do...

believe in children and young people

Children and young people will value an environment in which they can negotiate, discuss and come to their own understandings. Very often this involves learning to unlearn what we think we know, so that we can be curious about 'what matters' to children and young people. This requires an openness to listen to what children and young people tell us, and being able to adapt activities to their interests and needs.



Do...

use your professional judgement on how to use and adapt the activities in your setting

Most of the activities in this resource are suitable or can be adapted for primary school age children age 7-11. Some of the activities are suitable to adapt with young people with additional learning needs. See **Section 2** for how creative methods support child-centered, developmentally appropriate practice.



Do...

localize issues that are raised by children and young people

Reflect on how the issues raised in this resource relate to children and young people's local context - now and in the past. Doing this might help put some of the big issues into context and support their meaning-making and understanding.

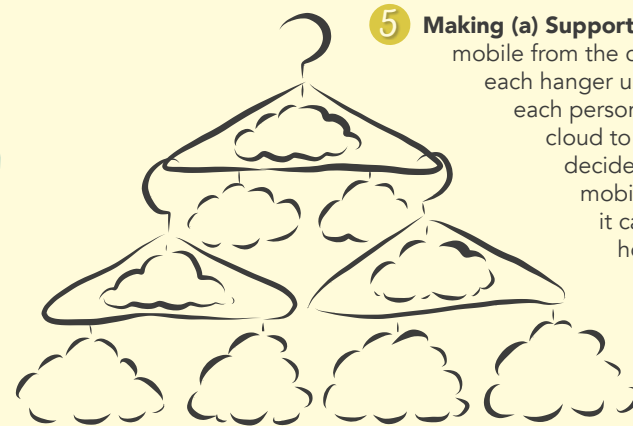
DIY

SUPPORT CLOUD

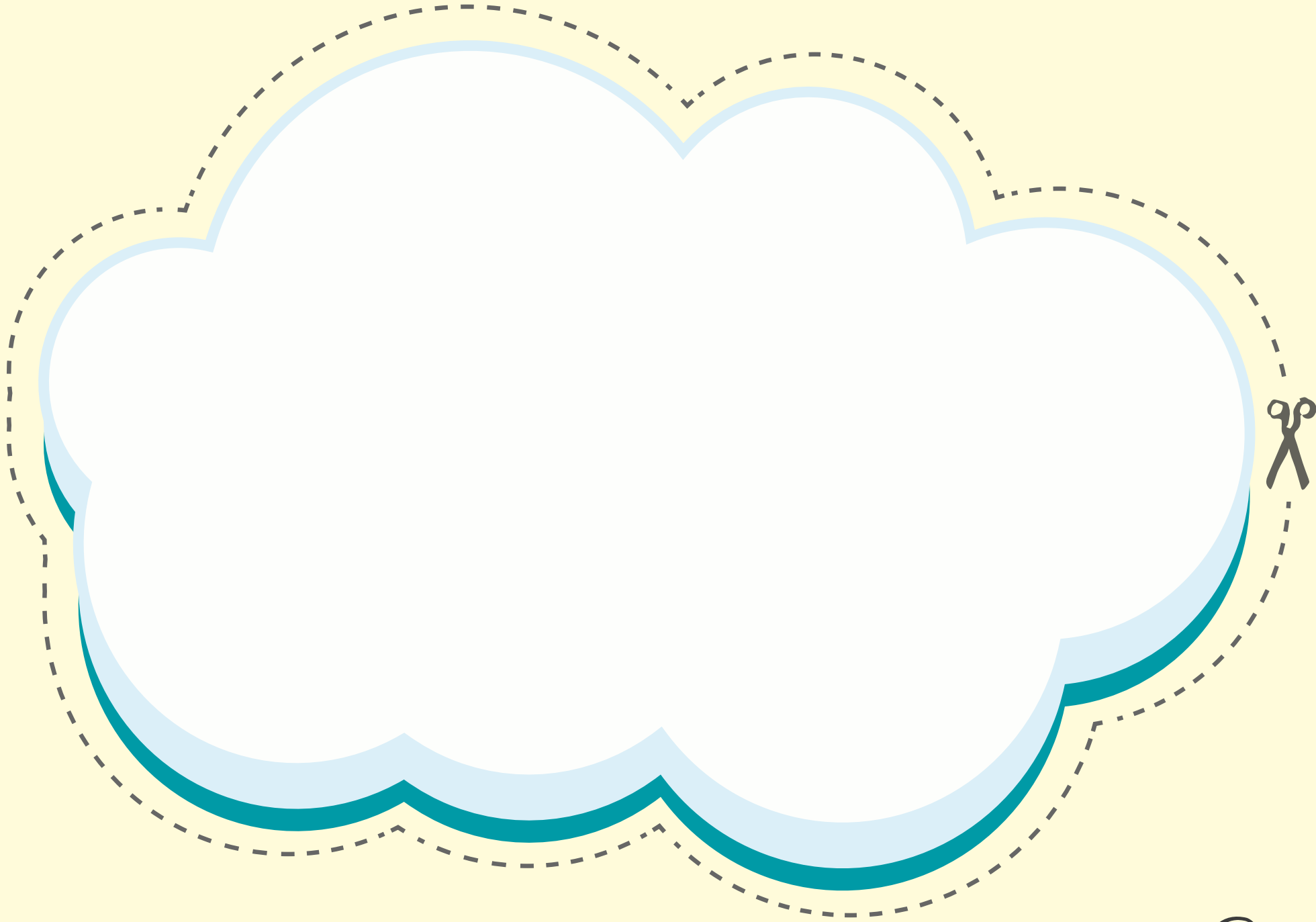
To help children and young people identify who they can turn to if they need support, advice or make a disclosure, try out this 'support cloud' activity.

- 1 Empowering and challenging:** Reflect with children and young people on how and why exploring sensitive issues can be tough. It might feel empowering and challenging. Discuss how the activity you are about to do might bring up issues or feelings that they hadn't expected. They also might want to talk to someone about how they are feeling.
- 2 Identifying Support:** As a whole-group, invite children and young people to name all the people they would go to if they were worried about themselves or another person. Fill in the gaps for children who don't know. Discuss what they can do if they think that someone is in immediate harm or danger.
- 3 My Support Cloud:** Hand out the Support Clouds (or they can draw their own). Invite children and young people to identify at least 5 trusted people they can talk to if they want help and support on something and write the names inside the cloud. Ensure that no personal names are used (e.g. my aunty, my teacher, my best friend). As an extension activity, children and young people can include places, objects or animals that make them feel safe and secure.
- 4 Making Support Matter:** Hand out the scissors, string and coat hangers. Invite children and young people to decorate their cloud (e.g. colour in, sprinkle with glitter etc) cut it out, and make a hole in the top. Thread the string through the hole.

- What you'll need:**
- Print-outs of support clouds
 - Pens
 - Coat hangers
 - String
 - Hole-punch



- 5 Making (a) Support Mobile:** Create a small mobile from the clothes-hangers (e.g. by linking each hanger underneath each other). Invite each person to come and tie their support cloud to the mobile. As a group, decide where the support cloud mobile might go. Reflect on how it can act as a visual reminder for how, why and where children and young people can seek additional support and advice.



SHARING WHAT YOU DO

You might have noticed that there are very few faces of children and young people on this website. We've taken a lot of care to protect the identities of schools and individuals. This is because AGENDA addresses sensitive issues and is publicly available.

Wanting to change things often starts from personal experience, and the desire to share those experiences to a wider audience. There are lots of different ways of communicating experience, especially for those who might not feel confident or safe enough to do so. There are also some good reasons why children and young people's identities are kept private, from legal reasons to a child's right to privacy.

Some of the projects in this resource used creative methods to help them raise awareness of sensitive topics without children and young people revealing too much of themselves. Other projects found that their messages were a lot more powerful when they used unusual or creative methods (e.g. **Re-assembling the rules**).

For most of the projects, finding ways to create a safe enough environment to share what matters to them was a really important part of their journey.

Why keep children and young people's identity private when sharing their stories on social media (e.g. school's twitter account)?

Keeping children and young people's identity private can help to:

- 1 communicate personal experiences without revealing too much of themselves;
- 2 give children and young people more control over when, where and how they want to disclose their identity; and for those children who have to keep their identity private, they are not obviously absent in group photos;
- 3 protect children and young people from direct contact from online trolls or unwanted media attention more interested in sabotaging rather than supporting their ideas.

CHILDREN'S RIGHTS

Children's rights are all the things that children and young people need to stay safe, be treated fairly and have a say in the decisions that affect their lives.

- Children have a right to feel safe in your relationships with others, and a right to feel safe at home, online, at school, in public places and in the workplace.
- Children have the right to be the best they can be
- Children have the right to information, and be listened to about what you think should happen in decisions that affect them and their lives
- Children have the right to an identity (including their gender identity)
- Children have the right to be free from discrimination (including gender-based discrimination) and media material that causes harm to young people.
- Children have right to relax, play and grow up healthy
- Children have the right to be free from abuse and exploitation (including sexual violence and domestic abuse)

If you want to find out **more about children's rights**, how to access their rights, or if they feel their rights are not being met, the following organisations can help you:

- **The Children's Commissioner for England, Wales, Scotland or Northern Ireland.**



POLICY and LAWS

In Wales...

...there are special policies and guidance designed to address **sexist, sexual and transphobic bullying**, and prevent **violence against women and girls, sexual violence and domestic abuse** in educational settings.

...there are government policies and acts which have to sort out any **discrimination that causes inequalities** (including gender inequalities), **safeguard children** and young people's health and **well-being**, and promote **children's rights**.

In England...

...there are special **policies and guidance designed to address bullying** as well as **preventing and responding to sexual violence and sexual harassment in school**.

...there are government policies and acts which have to sort out any **discrimination that causes inequalities (including gender inequalities)**, **safeguard children and young people's health and well-being**, and promote **children's rights**.

If you want to know more about sex, relationships and young people's legal rights, go to **www.thinkuknow.co.uk**. Here you will find simple answers to questions like: What age can young people have sex? What is consent? What is rape? What is sexual assault? What is an indecent image? and more.

If you want to get in touch with any of the politicians who represent you at a local, UK or EU level you can find their details **here**.

3

GETTING STARTED

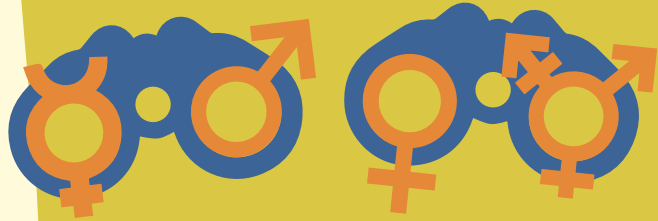
This section gives you different starter activities to support children and young people to think and feel about **WHAT MATTERS TO THEM**.*

Do children and young people have a clear idea already of what they'd like to raise awareness of or change, or do they need some help in getting started?

To find out about different activists around the world, why not start with our **feminist word-search**. Or read one of the case studies of children and young people making a difference in **Section 6**.

* The activities and case studies are written in different styles for you to adapt and make your own. Some are written with and directly address children, some are written with and directly address practitioners.

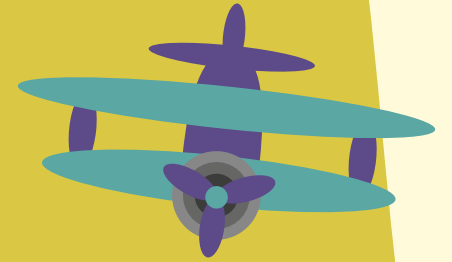
STARTER ACTIVITIES



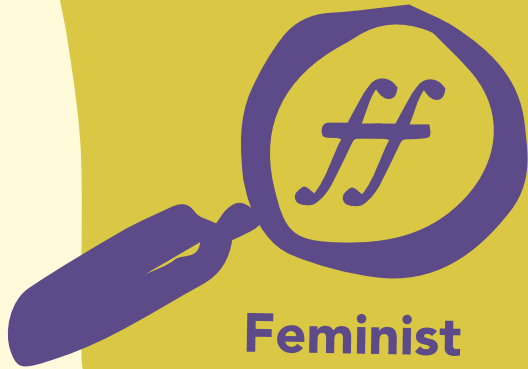
Gender Watch Bingo



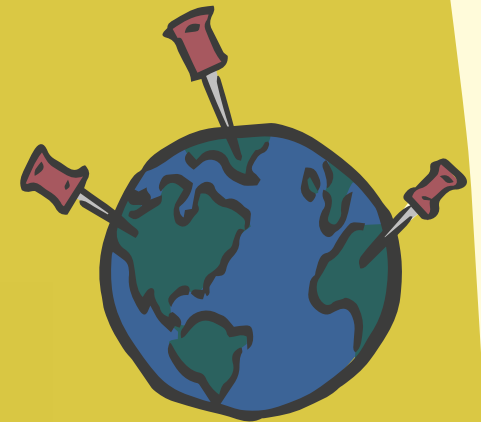
Felting Our Feelings



RUNWAY 4 CHANGE



Feminist Wordsearch



Change-Makers Around the World



Feminist CROSSword

CHANGE-MAKERS AROUND THE WORLD

Who or what would your inspirational change-maker be?

- 1 Choose someone or something addressing gender and/or sexual inequalities. It could be a person, a campaign, an organization, a blog or a meme. If you're not sure, read more about the change-making moments or movements in our **Feminist Wordsearch** or **Feminist Crossword**.
- 2 Write a short passage about your chosen moment or campaign. Illustrate with a picture.
- 3 Pin your change-makers to the region or country where they are making a difference.
- 4 If you are working in a large group, or over time, see if you can find an example for every country.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

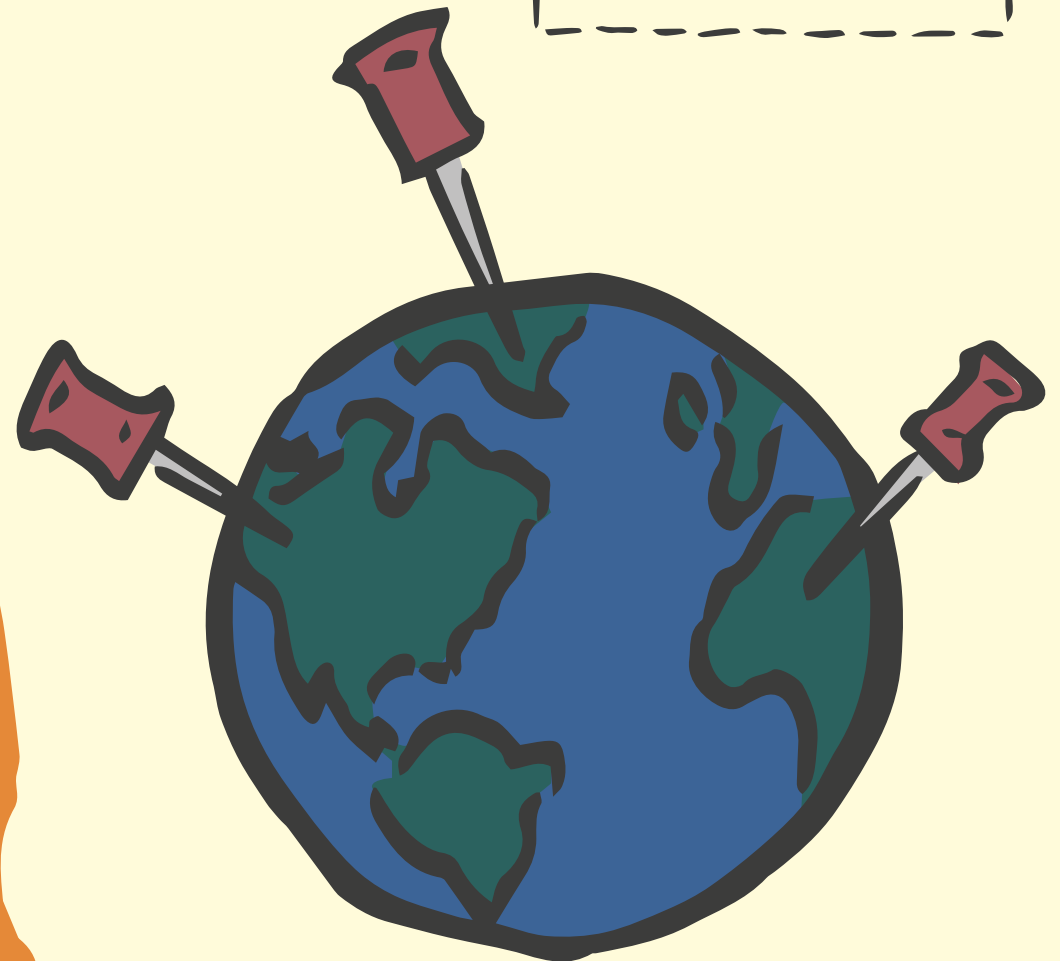
✂✂✂✂ **DIY** ✂✂✂✂

What you'll need:

Map of the world

Pen and Paper

Drawing pins



WHAT JARS YOU?



What you'll need:

- Large glass jar
- Slips of blank paper
- Coloured marker pens that can write on glass

- 1 Working on your own or in pairs, write down all the things that jar you about how society is unequal or unfair when it comes to relationships, gender and sexuality.
- 2 Fold up the paper slips, and put them inside the glass jar.
- 3 When you've finished, take each comment in turn and think about what needs to change to turn what is unfair to fair, for an equal and more inclusive world.
- 4 Decorate the jar with your messages for change.



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.



Jar (verb)

to jolt, shake, vibrate

- send a shock through something (especially the body)
- strike against something with a vibration or jolt.
- have a disturbing effect.



DIY STOP-START

What you'll need:

Red and green paper plates
Marker pens / String / Pegs

1

STOP and START plates!

Give everyone 3 red paper "STOP" plates and 3 green paper "START" plates. If no plates are available create your own with red and green marker pens by drawing a large circle on A4 paper.

2

Create STOP and START phrases

Think of a time when someone did something that you didn't like or a rule or advertisement that offended you or someone close to you. Come up with a phrase that describes what you didn't like, starting with the word "STOP..." Write this phrase on the STOP plate. Then, come up with a phrase that describes what you would have liked instead, starting with the word "START..." Write this phrase on the START plate.

3

Once your STOP and START plates are complete...

Use the pegs and string to attach each plate to form a stop/start line of action.

4

Ask volunteers to read their STOP/START plates aloud.

5

Now think about how to put your START plans into action.

6

Find out how others got started in **Ideas for Change** and **Making Positive Relationships Happen**.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

Here are some Stop and Start examples:

STOP saying boys don't cry. START supporting the emotional needs of everyone.

STOP advertisements that stereotype boys and girls. START recognising how gender stereotypes limit who you can be and what you can do.

STOP gendered uniform codes. START developing a gender neutral uniform policy.

STOP the silence over FGM. START educating us about all forms of sexual abuse and exploitation

STOP assuming everyone is heterosexual. START raising awareness about sexual diversity.

STOP body-shaming me. START respecting me and my body.



FELTING OUR FEELINGS

"I feel sick", "I feel MAD", "I'm shaking", "I'm excited" – these are just some of the feelings children and young people expressed in the making of the AGENDA case studies as they learned and wanted to do something about the injustice, harm and violence in the world.

As one Welsh primary schools motto reads: **"it's ok, not to be ok"**. But how do we make a space for feeling, naming and expressing the emotions in our change-making activities?

"Felt Feelings" is something you can use before, alongside or following any of the activities in the AGENDA resource. For more ideas, try out the **Moody Jars** and **Mood Strips**.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

FELT FEELING CLOUD

- 1 Print out copies of the Felt Feelings Cloud (see next page)
- 2 Make a list of all the feelings you can think of. This **emotions-dictionary** might help you get started. Write them in the 'feeling' column or use emojis.
- 3 Choose a colour for each feeling (e.g. blue for pain, orange for mad etc.). Pull out the coloured felt (using hands or a wire brush) and glue next to the feeling, or, use coloured pens if this is too tricky.
- 4 Using the rest of the felt, shred, matt together and press your felt to make your Felt Feeling Cloud.
- 5 Cut out your Felt Feeling Cloud and hang in a place of your choice (e.g. from the classroom ceiling). You could stick the feelings column on the back of your cloud.
- 6 If you want to get more creative in crafting with felt, try **wet felting** or make a **felt fabric collage** with messages for change (see **Runway 4 Change** and **What Jars You** starter activities). Choose and blend different coloured felts with the emotions you feel in your change-making felt artefact.



What you'll need:

- Printed copies of Felt Feelings Cloud page
- Coloured felt
- Wire brush
- Coloured Pens

SONDER – when you realise that other's lives are as complex and unknowable as our own

PRONOIA – A strange, creeping feeling that everyone's out to help you.

MUDITA – to capture an experience of joy felt on hearing of someone else's good fortune.

FLASHOVER – the moment a conversation becomes real and alive

LIGET – is the name given to an angry energy which fuels human and non-humans alike by the Phillipines Ilongot tribe. Anger is sometimes seen as a negative emotion, but for Ilongot, Liget speaks above all of optimism and vitality.

AMBEDO – a kind of trance in which you become completely absorbed in vivid sensory details



Beautiful new words to describe emotions

Feminist Felting

Felt and Fibre Arts Activism

40 books on managing emotions

Living With Feelings Project

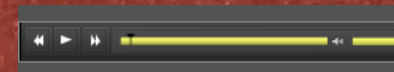
History of Emotions Blog

De-bunking the myth about boys and emotions

Emotional labour around the world

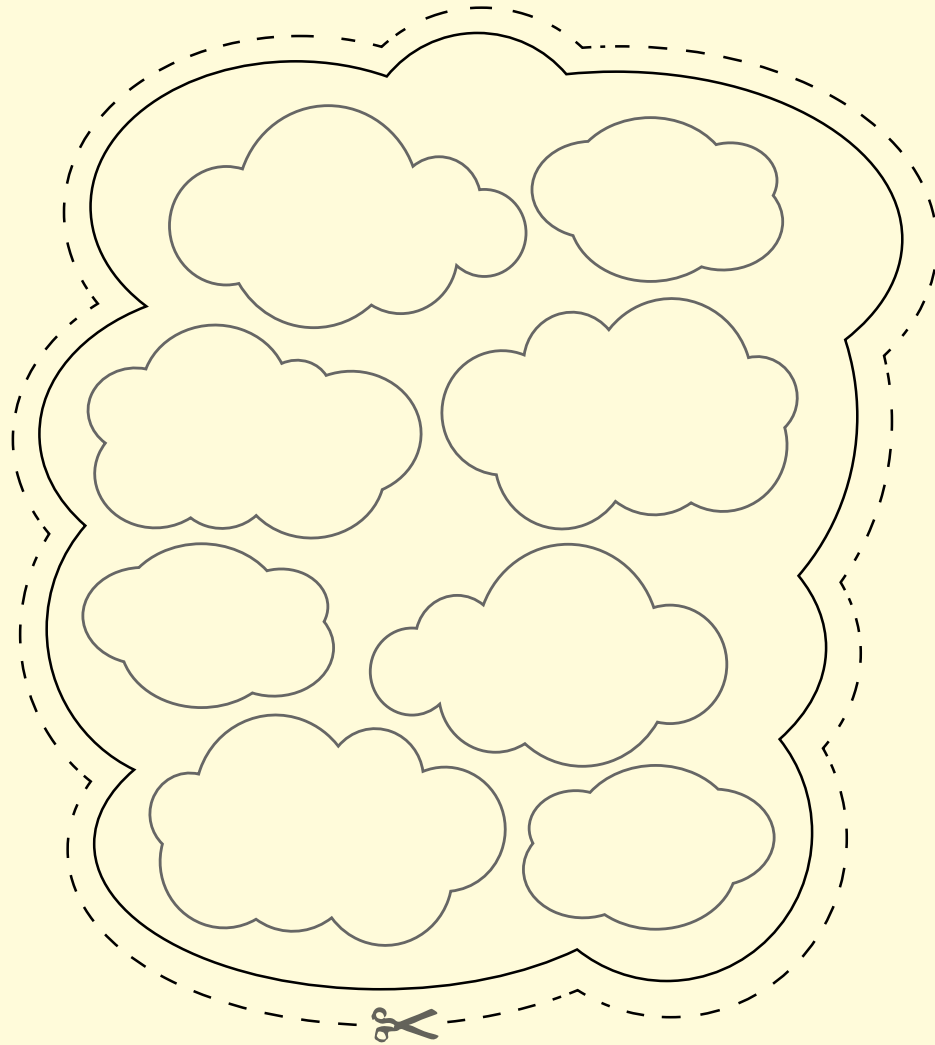
50 Ways People Expect Constant Emotional Labour from Women and Femmes









Listen and move to the soundtrack **"I FEEL"** from the EveryBODY Matters case study.



FEELINGS CLOUD

FEELING USE WORDS OR EMOJIS



Making Felt – feelings and fibres are shredded and matted together

Feeling: the capacity to affect and be affected by something or someone

Feelings are personal, but also thoroughly social and cultural

Felt is a textile material that is produced by matting, condensing and pressing fibres together



RUNWAY 4 CHANGE

Sometimes our ideas for how the world can become a more gender-safe, gender-equal and gender-fair place can run away with us. If you've got loads of ideas and you need to release them - this stARTer activity is for you. Why not create your own banner in the process.

- What you'll need:**
- Large roll of paper
 - Sticky tape
 - Coloured felt-tips or crayons
 - Highlighter pens
 - A room that can block out the light
 - Torches

1

Rolling rolling rolling

Roll out the paper to the desired length. It could be rolled across a table, or across the floor of a classroom or assembly hall.

2

2. Run(a)way mindstorm

In small groups, or as a whole group activity, mind-storm all the things that need to stop happening to make the world a more gender-fair, gender-equal and gender-safe place.

3

Light up and Stamp Out

Join up the rolls, using the sticky tape. Turn off the lights. With your torches, read the messages on the runaway rolls, and light up the issue that you want to find out more about and raise awareness of. Turn on the light. Form a line at one end of the roll. Walk on the roll, loudly stamping out the all the things that you want to stop from happening in the world.

4

Run(a)way Ban/nner

Decorate your run(a)way. Create a border. Colour in the footprints, that have marked the paper from your stamping activity. Use highlighter pens to mark the areas of change you want to address in your school/ youth group. When you're done, make the roll sturdy enough (e.g. attach wooden dowling to one of the long edges) to hang as a banner on the wall. If it is very long, cut into smaller sections.

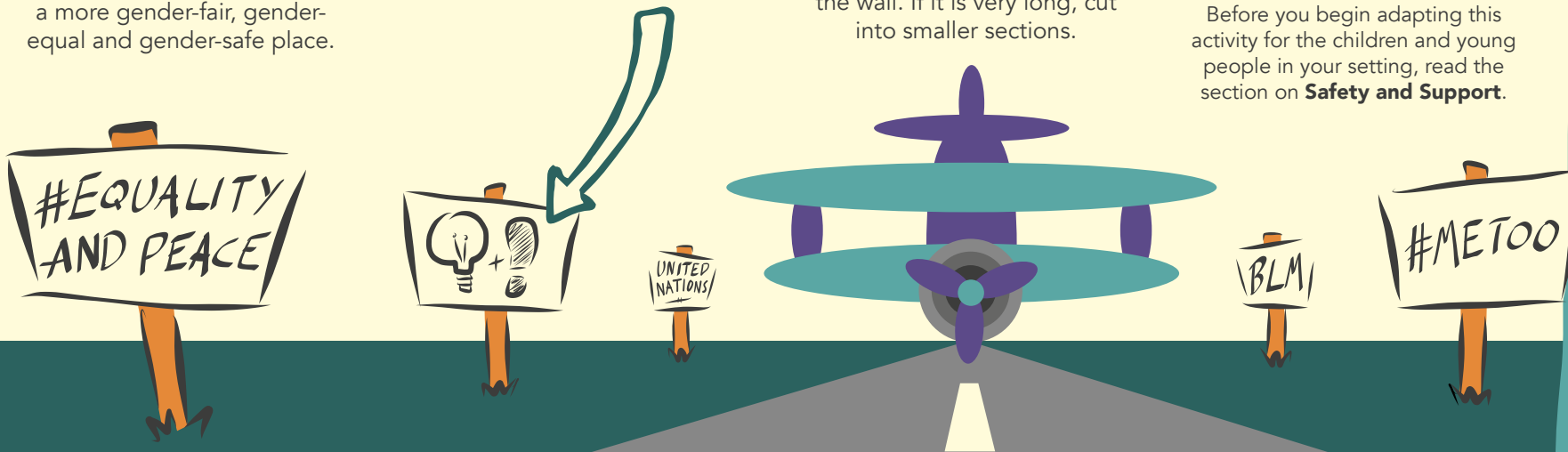
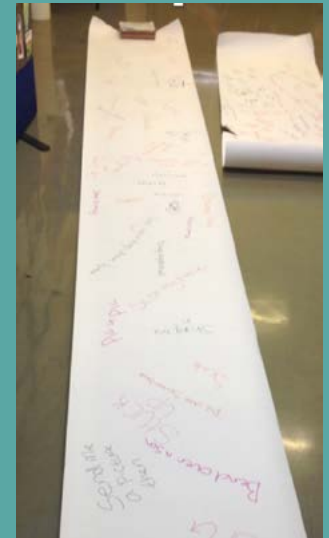
5

What next?

Now you've spot-lighted an area for change, use the **AGENDA resource** to find out more about your issue. Try out the **Feminist Wordsearch** and see if there are any organisations or groups who can help you. Do your own **research**. Click on **"Ideas for Change"** for creative ways to get started.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

Read about how the Ruler HeART project used the runway for change



"an idea is a thought, opinion or belief.
It can also be a suggestion as to a possible course of action"



Reassembling

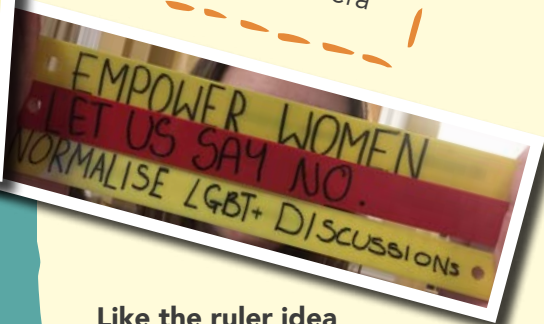
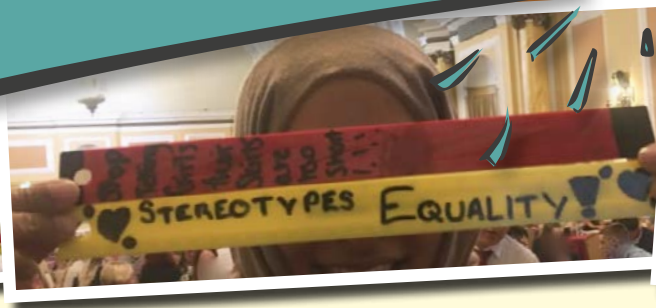
the Rules!

What you'll need:

Lots of rulers, preferably with holes in the top

Permanent marker pens

Digital camera



- 1 PICK A RULE** In groups, discuss what rules you want to change to make the world a more gender-equal and gender-fair place to live. Or choose any topic you feel strongly about where the rules need changing!
- 2 GRAFFITI** your ruler with one or more message for change.
- 3 LINE-OF-ACTION** Volunteers from each group (or everyone) form a long line.
- 4 RULER RELFIES** Hold two rulers in front of your face, and have your Ruler Relfie photo taken.
- 5 RATTLE THOSE RULERS** Fill the space you are in and choose an object (e.g. a chair, a radiator, a table) to rattle your rulers against. Make as much noise as possible. Record the sound!
- 6 TWEET** Make a short video to share with other schools, youth groups or organisations. Use the hashtag #thisiswhat <insert your message> soundslike.

- 7 CREATE** What else can you do with your rulers? Make a cape? String them up to form a line of action? Use your imagination!

A **RELFIE** is a relationship selfie.

A **RULER RELFIE** is your relationship to the change you want to see in the world.

Rules can be, laws, policies, social norms and stereotypes – anything you want to change about the way things are, that reinforce or create inequality

Watch Unity's Gender Equality Youth Assembly ruler-activism
[#thisiswhatafeministassembliesoundslike](https://www.youtube.com/watch?v=276544847)
vimeo.com/276544847

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

Like the ruler idea but need an alternative?

Print out paper rulers. Lay them on every seat in an assembly hall or classroom space. Invite others to write on the backs of the paper rulers what rules they want to change. Collect them up, and deliver them to the organisation who holds the decision making powers on your chosen issue.

Read the **Ruler HeART** story for inspiration.





Feminist Activists Wordsearch



P	S	G	W	E	L	T	O	S	C	V	N	N	U	Z	R	O	E	O	I	Z	E
U	U	R	T	A	V	I	O	J	L	A	Z	C	I	R	K	E	L	R	U	I	T
O	F	E	I	I	G	I	S	I	N	R	N	G	S	U	I	S	A	F	H	I	A
R	F	E	E	H	K	E	F	T	R	D	I	O	W	U	N	D	A	C	G	E	R
G	R	N	Y	P	M	P	S	T	E	Y	M	G	S	H	O	A	I	B	N	O	G
T	A	B	F	A	B	K	Q	F	S	N	S	E	A	H	Z	D	M	T	O	N	E
N	G	E	R	R	U	K	O	I	O	I	T	S	A	L	A	X	C	E	O	R	T
I	E	L	N	E	K	Q	N	Z	I	R	N	S	U	I	L	E	G	V	N	Q	N
O	T	T	X	V	M	U	S	A	W	A	H	I	Z	P	O	I	T	R	T	O	I
P	T	M	F	I	G	H	T	I	N	G	W	O	M	E	N	G	R	O	U	P	S
X	E	O	L	R	E	I	D	J	K	C	G	R	U	E	J	R	N	R	W	U	T
I	S	V	S	A	G	U	L	M	R	N	R	T	F	S	F	Y	U	X	E	K	O
S	J	E	Y	I	K	C	A	B	A	L	L	O	H	I	E	Z	B	J	T	U	R
C	C	M	J	V	Y	M	Q	D	V	P	O	O	S	C	T	W	G	S	G	X	G
M	V	E	K	L	Z	Q	N	H	M	T	Y	B	M	Y	S	Q	O	A	H	G	Z
O	O	N	P	Y	R	A	P	M	U	J	E	R	E	S	L	I	B	R	E	S	H
C	E	T	F	S	M	A	G	O	R	A	J	U	N	T	A	S	J	I	K	G	A
I	A	Z	F	A	S	U	O	Y	A	L	A	L	A	M	I	M	Z	S	Z	D	F
N	I	K	M	T	U	C	N	U	S	R	E	T	S	I	S	O	B	Q	I	Z	L
V	Z	I	J	R	N	B	R	A	U	M	Z	S	C	P	Q	Y	W	U	D	B	Y
P	H	E	O	W	R	J	S	L	E	N	R	L	S	I	Y	R	D	A	K	J	Z
C	S	K	G	U	G	W	T	T	C	Q	W	L	J	C	A	S	Q	D	I	N	Y

1. Malala Yousafzai, Pakistani activist for female education and the youngest ever winner of the Nobel Peace Prize for her work on children's rights

2. Listen, An Australian organisation that promotes the visibility of women and minorities in music. Their name is a word for being ready to hear something.

3. Six Point Group, A group, founded by Lady Rhondda in 1921, that campaigned for equality between men and women, and the rights of the child.

4. Wages for Housework, A campaign for money for unpaid work in the home such as childcare, cleaning and cooking and its importance in supporting those who work outside of the home.

5. Guerrilla Girls, A group of female artists formed in New York City. They hide their identity with gorilla masks and fight sexism and racism in the art world.

6. Chimamanda Ngozi Adichie, Nigerian author of 'We Should All Be Feminists' who also featured on the Beyonce song Flawless.

7. Suffragettes, A group of British women who campaigned for women's right to vote in the late 19th century and early 20th century.

8. Sari Squad, A group of women of South Asian heritage who helped defend multicultural clubs in the UK in the early 1980s. Their name draws on a South Asian item of clothing made of a length of cotton or silk draped around the body.

9. Sisters Uncut, A direct action group that opposes funding cuts to services for victims of gender-based violence in the UK.

10. Hollaback, A global movement to end street harassment and ensure equal access to public spaces. Their name means to call attention to something.

11. Ni una menos, A Latin American campaign against gender-based violence. Their name is the Spanish for 'Not One Less'.

12. Green Belt Movement, Founded by Professor Wangari Maathai, this group organizes women in rural Kenya to plant trees and defend the environment.

13. Musawah, A global movement spearheaded by twelve Muslim women fighting for justice and equality from within Islamic tradition. Their name is the Arabic word for equality.

14. Feminist Five, A group of Chinese women arrested for staging public demonstrations against harassment on public transport such as buses and trains.

15. Fighting Women Group, A group of women activists in Japan who campaigned against oppressive family structures through public protests in the 1970s

16. Sahodari, An Indian organisation working for the rights and welfare of transgender women. Their name is a Hindi word for sisterhood or sibling.

17. Pussy Riot, A Russian punk rock group that staged public performances criticising President Vladimir Putin and his policies against the rights of women and lesbian, gay, bisexual and transgender people.

18. Integrate, A youth led charity in the UK challenging gender-based violence. Their name is a word for bringing people together equally.

19. Agora Juntas, A network of young feminist activists in Brazil. Their name is the Portuguese for 'Now Together'.

20. Mujeres Libres, A Spanish collective that aimed to empower working class women during the 1930s. Their name is the Spanish for 'Free Women'.

21. Sylvia Rivera, A Puerto Rican American who fought for the rights of transgender women.

"Activism comes from the Latin *agere*, 'to do' and *actus* 'a driving force or an impulse'. People who do or act on something they believe in that benefits the lives of others around them are activists"



You found them all? Why not try plotting each activist on the 'Change Makers Around the World' DIY StARter Activity.



Feminist Activists CROSSword

Across

- 2. A group of British women who campaigned for women's right to vote in the late 19th century and early 20th century.
- 7. A group of Chinese women arrested for staging public demonstrations against harassment on public transport such as buses and trains.
- 8. Pakistani activist for female education and the youngest ever winner of the Nobel Peace Prize for her work on children's rights
- 10. A global movement to end street harassment and ensure equal access to public spaces. Their name means to call attention to something.
- 12. A campaign for money for unpaid work in the home such as childcare, cleaning and cooking and its importance in supporting those who work outside of the home.
- 13. A youth led charity in the UK challenging genderbased violence. Their name is a word for bringing people together equally.
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Down

- 1. An Australian organisation that promotes the visibility of women and minorities in music. Their name is a word for being ready to hear something.
- 3. Founded by Professor Wangari Maathai, this group organizes women in rural Kenya to plant trees and defend the environment.
- 4. A Puerto Rican American who fought for the rights of transgender women.
- 5. An Indian organisation working for the rights and welfare of transgender women. Their name is a Hindi word for sisterhood or sibling.
- 6. Nigerian author of 'We Should All Be Feminists' who also featured on the Beyonce song Flawless.
- 9. A group, founded by Lady Rhondda in 1921, that campaigned for equality between men and women, and the rights of the child.
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- 15. A direct action group that opposes funding cuts to services for victims of gender-based violence in the UK.
- 20. A group of women of South Asian heritage who helped defend multicultural clubs in the UK in the early 1980s. Their name draws on a South Asian item of clothing made of a length of cotton or silk draped around the body.



[Click here for the answers!](#)

What do you do with those angry feelings when you find out about all the gender injustices, discrimination and violence in the world? Bottle them up? Or let them out?



RAGING
RELFIES

If you want to release some of that rage, this activity is for YOU! Let's reclaim the selfie and ROAR our anger out in the world!!!

- 1 Which area of gender and sexual discrimination, harassment or violence makes you mad? Street harassment? FGM? Transphobia? Everyday sexism? The Gender Pay Gap?
- 2 Check out the links on this page, or in the activity **Change-Makers Around the World**, or **IDEAS FOR CHANGE**. Find out which activist or change-making organisation has a slogan or image that you connect with – they will be your selfie partner!
- 3 Find an image you like which represents your activist or organisation. Screenshot the image. Upload into powerpoint, and project onto a large screen.
- 4 Get the selfie stick, and take a picture of you in front of your activist image backdrop. Play around with the image on photoshop to protect your identity if you're going to share it online (e.g. cartoonise, blur etc).
- 5 When you are ready record your ROAR or SCREAM or ANY LOUD NOISE OR ACTION that you want to make that expresses your anger that these are still issues that need to be addressed in the world!
- 6 If you've got the skills, drop the images into imovie, and all your recorded ROARS – add a drum-beat, or sounds from a copyright free source – and play your RAGING RELFIES imovie far and wide! (or just for yourselves). It could be your new ringtone.
- 7 Something extra? Why not create your own raging rap, by selecting lines from your favourite songs that tackle gender and sexual injustice and violence head on. Read the **'Metal Mash Up'** poem from the 'Angry 12 Year Olds' who did just this.

What you'll need:

- Camera phone/tablet
- Selfie Stick
- Large TV/White board (to project images)
- Anger at the injustices in the world!

Feminist Freedom Warriors (FFW) is a digital video archive documenting cross-generational conversations about justice, politics and hope with feminist scholar-activists

Is there a way our rage can work for, rather than against us?

13 feminist songs to blast when the patriarchy's got you down

Felting your feelings

Who are the Riot Grrls and what can they teach us about the injustices of life

<https://feministfatherhood.com/2012/09/08/top-5-family-friendly-feminist-jams-to-rock-with-your-kids/>

It's OK for girls to be angry

White privilege explained in one simple comic

Teen girls, depression anger and powerlessness

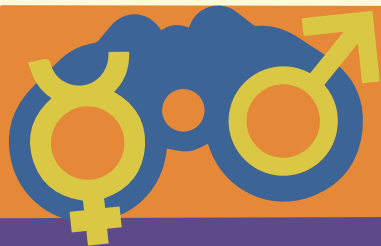
Frida Kahlo: feminist, selfie queen, queer icon and style muse of 2017

Why Selfies can be a form of social good

How artists are using selfies as a radical weapon for change

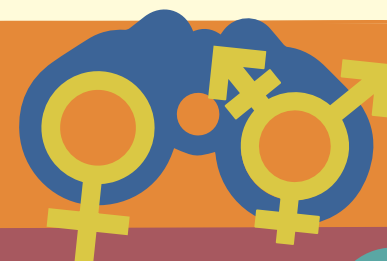
The rise of selfless selfies in online activism





Gender Watch Bingo

A creative and participatory audit to support a whole school approach to gender equality



XXXXXXXXXXXXXXXXXXXX **DIY** XXXXXXXXXXXXXXXXXXXX

- 1 Print out the Gender Watch Bingo card over the page (A0 or A1) and display in the school.
- 2 Each school term, select student volunteers from across each year group to conduct a GENDER WATCH audit.
- 3 Use a STAR ★ to indicate if the school has addressed these issues.
- 4 Colour in the flame spectrum (🔥🔥🔥) to show how well the school is doing on each issue. For example, the school may have afterschool clubs available for all (equality of opportunity) but only boys play football and only girls take dance. What more can the school do to achieve gender equity (equality of outcome)?
- 5 Write a short report together, make a digital story or deliver a school assembly of how well the school is doing, and what needs to improve.
- 6 There are blank squares for students and staff to add their own ideas of how they think their school should be addressing gender equality and diversity (e.g. staff not addressing students as 'girls and boys'). Or if you want to start from scratch download a blank **GENDER WATCH BINGO** card.

4 Stories on how teachers are addressing sexism in primary schools

What is Feminism?

Feminism is a range of political and social movements and ideas that share a common goal: to achieve political, economic, personal, and social equality of all genders.

What is Gender Equality?

Gender equality means that regardless of sex group assigned at birth, gender identity or gender expression people realise the same social, economic and political rights, resources, opportunities and protections.

What is Gender Equity?

Gender equity refers to the different needs and interests that people require to ensure and achieve gender equality.

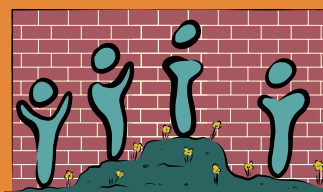
What does a **whole school approach** to gender equality look like and **what can teachers do** to achieve this?

For more information, training and resources on advancing gender equality and equity in schools and society, see:

- Chware Teg and Fair Foundations
- Equality and Human Rights Commission
- Everyday Feminism
- Fawcett Society
- Fearless UK
- Full Circle Education
- Gender and Education Association
- Gender Respect Project
- Gendered Intelligence
- GenderAgenda.net
- GenderTrust: for all those affected by gender identity issues
- Hafan Cymru's Spectrum Project
- Let Toys be Toys
- Mermaids
- National Education Union
- PlanUK
- SexGen Lab
- Stonewall
- Tiger: teaching individuals gender equality and respect
- The Classroom (LGBTQ+ Teaching)
- UK Feminista
- Umbrella Cymru
- UNESCO
- Women's Aid
- Women's Equality Network Wales



What's the difference between equity and equality?



Injustice



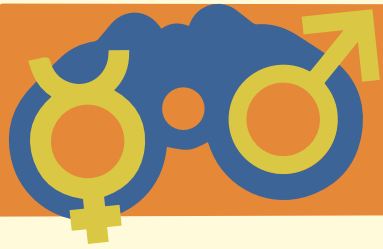
Equality



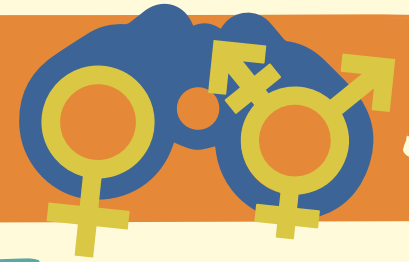
Equity



"Our gender can have an impact on how safe we feel, where we feel we can go, what job we feel we can apply for and other people's expectations of us. The pressure to conform and gender inequality present in our society can be a cause and consequence of violence against women, domestic abuse and sexual violence" #THISISME @livefearfree



Gender Watch Bingo



Afterschool clubs for all genders



Feminist field-trips (e.g. theatre, art exhibitions, talks)



Gender inclusive toilets



Visible leadership on gender equality and diversity



Consulting with children on how to create a gender inclusive and gender-fair school



Gender inclusive uniform



Gender equality and diversity posters around the school



Learning about gender equality and equity in the curriculum



School plays which challenge gender stereotypes



Student-led assemblies on gender equality and diversity



Visits from equalities champion role models



Feminist books in the library



Challenging sexist bullying



Gender balance of authors in the library



Students doing their own Gender Watch research projects



School policy on advancing gender equality

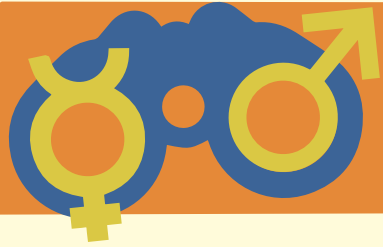


Raising money for gender equality charities and organisations

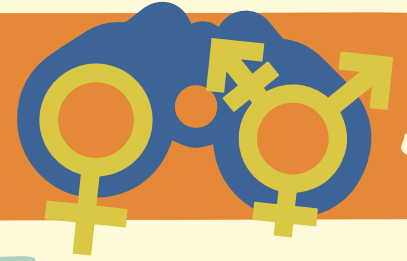


Regular staff training on gender equality





Gender Watch Bingo



A 5x6 grid of 30 colored squares, each containing three flame icons. The grid is arranged as follows:

Green	Brown	Blue	Orange	Teal	Grey
Purple	Orange	Yellow	Green	Purple	Brown
Blue	Brown	Teal	Purple	Teal	Yellow
Purple	Yellow	Blue	Orange	Green	



5

IDEAS FOR CHANGE

Raising awareness can take many forms, from online petitions to movement and dance. This section will give you lots of ideas from projects that have made a difference in England, Wales and beyond.

Click the icons on the next page
to find out more.





Posters



Visual Art



Poetry



Fan
Activism



Online
Petitions



Zines and
Comics



Music and
Sound



Social Media



Direct Action



Drama



Movement
and Dance



Conferences



Youth
Groups



Volunteering



School
Assemblies



Research



Feminist
Clubs

Activism, comes from the Latin *agere*, "to do" and *actus* "a doing, a driving force, or an impulse." People who *do* and *act* on something they believe in that benefits the lives of others around them are activists.



VISUAL ART



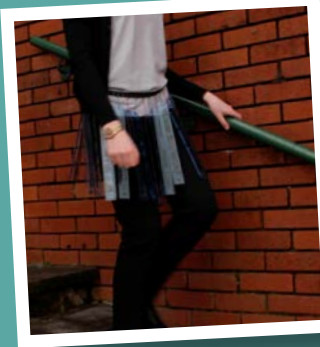
Listen to Turner Prize winner **Grayson Perry** talk about expressing what matters to you through art and Grayson's lectures on how **anything can be art.**

Activist art is when art expressions are aimed to raise awareness and bring about change in the world. Explore this **visual showcase** of activist art from around the world. It includes pages on music, visual art, poetry, performance art, animation, puppets and protest signs.

Visual art can include all sorts of things, from **mixed-media** to **junk**. It can be a great way to express yourself and share those expressions with others. You can display it. You can wear it! (see **Vivienne Westwood's fashion activism**).



Working with their feelings, after a healthy relationships lesson on FGM (female genital mutilation), Year 5 and 6 students spent a day learning about craftivism and cross-stitch activism. They created a cross-stitch banner in the shape of a heart. This heART shares their messages for gender and sexuality rights and equalities and hangs in the school hall.



The **Ruler Skirt** was created by six teenagers from Merthyr. The idea for the ruler skirt sprang from an awareness that some boys use rulers to lift up girls' skirts. They graffitied over 20 rulers with all the negative things they wanted to stop hearing and some positive things that they wanted to see change. The ruler skirt became a way of making visible the hurtful and often hidden experiences of **sexual harassment**. The skirt has been worn in school assemblies, at the Senedd and at the 2015 Welsh Women's Aid conference. Read more about the girls' creative activism **here**.

"Art has added energy to advocacy – and it reaches people at deeper emotional levels, conveying what cannot be said with mere facts"
Alternate.org



Find out more about the legacy of feminist art and activism through the Museum of Contemporary Art, California exhibition **WACK** or the Brooklyn Museum, New York exhibition **AgitProp!**

Explore this **visual showcase** of activist art from around the world. It includes pages on music, visual art, poetry, performance art, animation, puppets and protest signs.

For how you can get involved in the visual arts and more, see: **ArtWorks, Engage Cymru, National Youth Arts, Circuit Tate.**



POSTERS

Posters are any type of printed material designed to be attached to a wall or vertical surface. They are usually a mix of text, graphics and images and can be a powerful way to communicate a personal message, or invite others to an event or group.



The young feminist group **Newid-ffem's** poster invites young people to a lunchtime session to debate gender inequalities and gender stereotypes.



Voices over Silence designed a poster to raise awareness of **FGM** and where to go for help.

In partnership with the Bridgend Equality Forum and the 'Bridgend Says End Bullying' project, primary school pupils from across Bridgend submitted their own designs for an anti-bullying poster competition. View their posters [here](#).



ZINES AND COMICS

Print based **Zines, E-Zines, graphic books and alternative comics** are often self-published magazines characterized by a creative do-it-yourself attitude. They have a rich political history in expressing subversive and sensitive issues.

Following a lesson on consent and a discussion of kissing in children's Disney films, Year 6 students wrote their own **Kisstory** comic strips inspired by a series of animations. Each comic told the story of how consent matters in the lives of its characters.



These 8 steps from ArtsAwardVoice will help you create your own screen print poster.

Or check out this list of ten super sites to help you create your own digital poster.



To find out more, take a look at the **GrrlZine Network**. The **Book of Zines** has links to everything you'll need to know about how to create your own zine or group zine. Check out the **British Library's** collection of zines, graphic books and comics.



SOCIAL MEDIA

#HASHTAG CAMPAIGNS

Hashtag campaigns are when people support or start a campaign on social media like Facebook, Twitter, Google+ and other networking websites. Hashtag campaigns are often used to spread the word and connect comments and ideas about a particular topic, issue or cause over Twitter or Instagram.

#helpinghands is a hashtag campaign inviting people to write a personal pledge on their hands and post on social media to help raise awareness of Child Sexual Exploitation.

There are many **global hashtag campaigns** that address gender equalities, sexual violence and domestic abuse.

The **#ICommit** tweetathon, led by the Association for Women's Development (AWID) Young Activism community (YFA), campaigned to raise global awareness of how people of all ages work together to support gender equality work and activism.

The **#MeToo** movement is a campaign against sexual harassment and sexual assault. **#MeToo** spread virally in October 2017, although it was founded by **Tarana Burke** in 2006. It is credited with bringing conversations about **sexual violence into the mainstream**. metoomvmt.org

Read about how you can campaign to end **human trafficking** and so-called **honor-based violence**.

The hashtag for this guide is **#YPagenda**
Use it to share your change-making stories!

What is child sexual exploitation? See Banardo's Cymru's **resource** created for young people with young people.

AWID (Association for Women's Rights in Development) is an international organization that works to achieve gender equality, sustainable development and women's human rights worldwide.

BRIDGE is a Gender and Social Movements organisation where you can find lots of research and online materials about how people and groups have brought a gender perspective to social justice movements across the world. They have a really useful gender and social movements glossary too.

YFA (Young feminist Wire) is an online community run for and by young feminists working on women's human rights, gender equality and social justice worldwide. They have lots of reports and tool kits that can help young people in their change-making work, including a great DIY guide on internet safety for young activists.



SOCIAL MEDIA

TUMBLR

Tumblr is a blogging website where you can share photos, gifs, video, music, quotes, chats, links, and text to find and follow what you want. Tumblr sites, like blogs, can be made personal and private.

Rose began blogging on Tumblr when she was 14: "It's a safe space where you can learn and discuss issues that you might not be able to in real life, like mental health or body image".

Rose, who grew up in Bridgend, now moderates the official Tumblr for the **Everyday Sexism Project**. The Everyday Sexism Project is a website where women can upload the sexism they face on a daily basis. By sharing these stories, the project raises awareness of the "everyday, small, so-used-to-it-you-almost-just-accept-it sexism".

YoungMindsVs campaigns for change that they hope will improve the mental health of children and young people. Topics include bullying, sexualisation, unemployment, school stress and counselling. Find out how to become a **YoungMinds activist** or follow **#gettingthroughit**.



For how everyday sexism shapes children and young people's lives, read the stories and quotes from the **Girls and Boys Speak Out** project and the downloadable **postcards** on everyday sexism, sexual harassment and change.

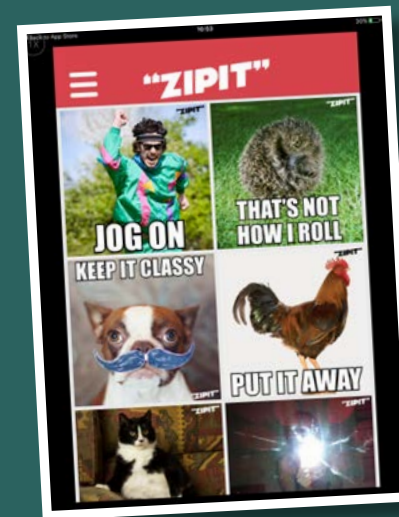
heads above the waves (@HATW_uk) is a non-profit organization that raises awareness of **depression** and **self-harm** in young people. Their website includes young people's **blogs**, over 15 different **support sites and helplines**, and creative ways of coping with **self-harm and depression**.



MEMES

A meme is an activity, concept, catchphrase or piece of media which spreads, often by people copying it, from person to person – usually via the internet. They are another fun multi-media way to use image, video and text, that can be shared to spread your message rapidly.

Make your own meme here with the **meme creator**.



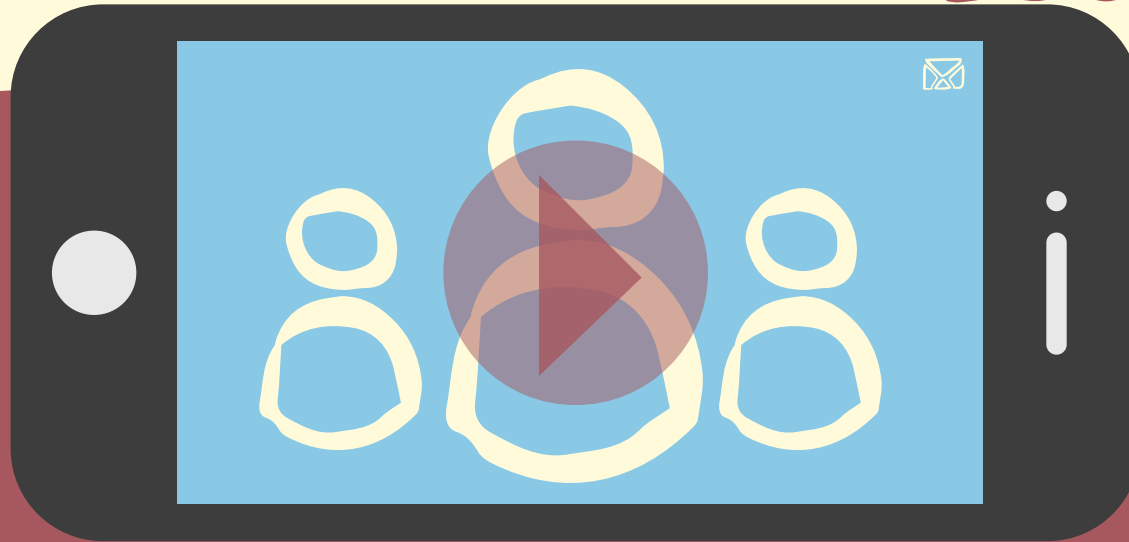
Check out the 'killer comebacks' **Ziplt** memes created by Childline to combat unwanted sexually explicit messages or requests.

What would you make?

SOCIAL # MEDIA

VLOGGING

Vlogging is when people share their ideas through video.



Listen to how teen girls are flipping the negatives of social media. Some are creating sites that encourage tagged comments that empower not shame young women. Others fight back against **sexist uniform dress codes**.

Read more about young people who blog and vlog on issues of **gender and sexual diversity**.



Sarah is a vlogger from Vancouver, Canada. When she was 13 she made a vlog about **why slut-shaming is wrong**.

What is Slut Shaming?

Using their voice, text, images and a glitch-art app, a group of Year 6 students created a vlog about how the media focuses on negative stories, like violence and terror, and filters out what people are doing to change things. Watch their video 'Filtering Our Feelings' **here**. Read more about the **i-motion** project **here**.



Read about the transnational **SlutWalk** movement where people of all ages marched the streets to call an end to a culture which excuses sexual violence by referring to any aspect of a girl or woman's appearance.

See **Project Awesome** for how young bloggers and vloggers are raising money for real world issues, including gender and sexual equality issues.

MUSIC



Music, with or without lyrics, has long been drawn upon as a tool for political expression and the promotion of social and cultural change, from anti-war anthems to protest raps.

Combining song and film, a group of teenagers made an anti female genital mutilation (FGM) music video. **'My Clitoris'** was made by young people from the charity Integrate UK. The song makes it very clear that no form of FGM is acceptable, as well as reclaims the word 'clitoris' and women's ownership over their own bodies.

Three passionate feminist mums started up a feminist choir for 10-16 year olds, called #SHARP! Singing songs throughout the summer months that were fun, current and had positive and inspiring messages for women and girls. They also mixed up the singing with a bit of body percussion!

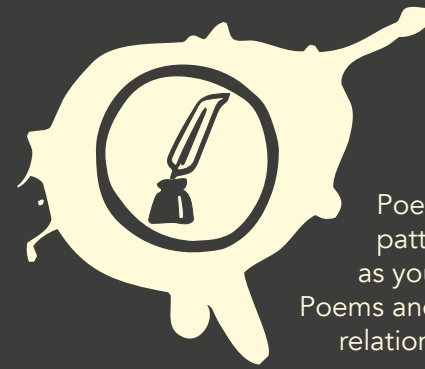


16 musicians who have challenged **sexism in the music industry.**

Five teen girls are fighting against sexual assault at music gigs – @girlsagainst.

Find out more about how music plays a role to speak out about injustice with **Justice Through Music, Campaign Choirs** and **Girls Rock Camp Alliance.**

Rewind-Reframe is an online platform and campaign, supported by **End Violence Against Women (EVAW), Imkaan** and **OBJECT**, for young women to identify and challenge racism and sexism in music videos.



POETRY

Poetry is any written or spoken word that has pattern and rhythm. Poems can be as creative as you make them, from slam poetry to word art. Poems and activism have enjoyed a long and close relationship, especially in anti-discrimination movements.

"Poetry is the way we help give name to the nameless so it can be thought. The farthest horizons of our hopes and fears are cobbled by our poems, carved from the rock experiences of our daily lives" **Audre Lorde**

High school students from across north and south Wales take part in **Poetry Slam Cymru** every year. Check out the poems **Sticks and Stones** and **Blue for a Boy, Pink for a Girl** which raise awareness of sexist and sexual cyber-harassment, and the pressures of gender stereotyping.

'I am not sugar and spice and everything nice. I am music, I am art, I am a story ...' An anonymous 8 year old's feminist poem was posted by her teacher online and went viral on Twitter, especially the final line: "I am a rich pie strong with knowledge. I will not be eaten".
Read more about it **here**. #Iwillnotbeeaten #richpie

View one young women's poetry slam **Pretty** on societal beauty standards.

Listen to Madiha Bhatti's spoken-word poem, **MU(SICK)**, on **misogyny** in the music industry.

World Poetry Day is 21 March.



For more on the power of poetry, poetry slams and the spoken word see the **young people's laureate website, @litwales, The Young Poets Network,** and @youngpoetsnet

Find out **how to write slam poetry.**

ONLINE PETITIONS



Creating a petition is one of the most traditional ways of making your voice heard and calling for change. Basically, you set out a clear request to a politician on what you want to change, signed by as many supporters as possible. Online petitions are a rapidly growing way to connect to others. Lots of people use Facebook to promote, share and gather signatures for petitions.



At age 17, Fahma started and won a campaign with her friends via **Change.Org**, an online petition website. Her campaign called for the education secretary to write to the leaders of all primary and secondary schools, to speak out about the dangers of **female genital mutilation (FGM)** before the summer holidays, when girls are at the greatest risk. Listen to the group talk about their campaign **here**.



A group of year six students have been learning about gender and sexual equality and rights all year. They designed a campaign that got people to think about the harmful impact of gender stereotypes. The students dressed up in pink and blue for a day to raise awareness of stereotypical colours. The group also created sashes in the style of the suffragettes to highlight how their campaign was about the wider issues of equal rights. Then, they started a petition on **change.org** to raise awareness of gender stereotyping and invited others to join their cause.

Anyone can petition the UK government as long as they are a British Citizen or UK resident. If a petition gets 10,000 signatures the government will respond. If it gets 100,000 signatures, it will be considered for debate in parliament. Find out more about how to submit a petition to the UK Government and Parliament **here**.



The National Assembly for Wales has a Petitions Committee – as long as you collect 10 signatures, politicians in the Assembly will discuss your issue. It can be a great way to raise awareness of your campaign. Find out more about how to submit a petition to the Assembly **here**.



For more on information on FGM, and how young people in Wales are addressing this issue, read about the poster and film campaign, **Voices Over Silence**.

See also **www.avaaz.org** – this is a global web movement and campaigning online community that brings 'people-powered politics to decision-making everywhere'.



DRAMA

The term, 'drama' comes from a Greek word meaning "action": "to do" or "to act". Drama is often a powerful way to raise awareness of sensitive social issues in a non-threatening way.

Spectacle Theatre worked with families, adults, children and teachers to co-produce a piece of interactive theatre based upon the experiences of young people to explore cyber-bullying and online sexual harassment with families, adult groups, children and teachers. **Special** is based around two central characters: one an eleven year old girl who is a witness to a bullying incident, the other a fifty year old man with special needs, whose mother is in hospital so he is being cared for by his sister.

During anti-bullying week, and inspired by the Children's Commissioner for Wales' **'Sam's Story: Listening to children's experiences of bullying in Wales'**, children planned and performed a role play drama. Each role play demonstrated some of the key behaviours children had discussed to explore bullying behaviours. Find out more about what a rights-respecting whole school approach to healthy relationships looks like using Sam's Story [here](#).



Watch the trailer for **My Normal Life**, a drama co-created with young people which looks at violence against women and girls (VAWG), **female genital mutilation (FGM)** and the struggle to find your own identity.



For more ideas and information on working with theatre and the arts to prevent violence through the promotion of healthy relationships, see Tender's **Bridge Project**. Tender is a charity that works with thousands of young people every year to help prevent and address abusive relationships.

To find out more about drama and theatre for young people visit the **National Youth Theatre website**



For more information on **sex, relationships and disability**, see www.scope.org.uk

Read further advice and support on **cyber-sexual harassment**.

MOVEMENT AND DANCE



From public flash mobs to live theatre, dance activism can play a powerful role in communicating experiences that are sometimes difficult to put into words.

"Dancing insists we take up space, and though it has no set direction, we go there together. Dance is dangerous, joyous, sexual, holy, disruptive, and contagious and it breaks the rules. It can happen anywhere, at anytime, with anyone and everyone, and it's free. Dance joins us and pushes us to go further and that is why it's at the center of **One Billion Rising**" – Eve Ensler.

One Billion Rising is one of the biggest mass actions to end violence against women. On 14 February each year people across the world have come together **"to express their outrage, strike, dance, and RISE in defiance of the injustices women suffer, demanding an end at last to violence against women"**. It also has a growing number of **young people** taking part.

Over 30 children (age 8-11) created a dance to show their families and community how they are using movement to explore body image pressures and what a positive relationship with their own bodies and the bodies of others looks and feels like. Find out more about the **EveryBODY Matters** project [here](#).



See the annual **Big Dance** festival, where people of all ages learn a piece of original choreography, make it their own, then perform it wherever they are as part of a worldwide performance day.

See winning young streetdance groups perform at **Pride Cymru**.



Find out more and take part in the next One Billion Rising! View the multiple versions of the dance **Break the Chain** from different countries as communities make it their own.

For more on the power of dance, see **Youth Dance Wales** and **Community Dance**.

VOLUNTEERING



"Volunteering helps you make a difference to something you care about and learn new talents too."

vinspired.com

Who is
Frida Kahlo?

Becky volunteers her time to support the organization **Sisters of Frida**. She writes about how she wants to "help to improve the sense of identity and self worth felt by young disabled women, by helping them to acknowledge and understand all parts of themselves as individuals rather than simply being 'that disabled girl'".

Read more on what Becky thinks about **sexism, abelism, sexualisation and beauty**.



Become a **youth volunteer** and find out what's available **in your area**.

Find out more about **disabled girls and women** and gender inequalities worldwide.

For more information see **The National Council for Voluntary Organisations**



FEMINIST CLUBS



Youth-led feminist and gender equality groups for young people are on the rise in schools. They can be a supportive space to learn, debate and share your views on how gender and gender inequalities impact upon your lives and the lives of others.

Read about the different **feminist school groups in England and Wales** and what they've been up to: including school assemblies on misogynoir and what it means to be a young muslim feminist, boys' experiences of everyday sexism, feminist fire hot-spots and journal entries of feminist imaginations inspired by the **feminist utopia project**.

Get inspired by the **SPARK Movement**, "a girl-fueled, intergenerational activist organization working online to ignite an anti-racist gender justice movement".

What are **young feminist activists** doing around the globe?

13 empowering books for young feminists and **19 children's books with feminist storylines**.



For resources and support on how to start up your own school feminist and gender equality group, check out **UK Feminista, Fearless Futures, Gender Equalities and Leadership in Schools (GELS) Network** and the **Teaching Feminists Facebook Group**

SCHOOL ASSEMBLIES



Assemblies are a chance to reach a lot of the school at once so they can be a powerful way to raise awareness about issues that matter to you. Sometimes Assemblies aren't used this way so think about reclaiming them! If you don't want to stand up in front of your peers or teachers, use film, media, music or dance to make a digital presentation that can be played in your assembly hall or on school TV.

Newid-ffem is a school-based feminist youth group that meets weekly to "rant about all things gender related". They took an issue each to talk about in their assembly on feminism, including: **sexist comments in school; gender and racial stereotyping in Disney; sexism in sport; sexism in the orchestra; heteronormative bullying of mixed-gender friendships; and body image in the media.** They delivered their assembly to each year group. At the end of the assembly, they invited students to write down what they thought about their assembly and asked them why they felt joining a feminist group was important. Here's what some students wrote:

To show that younger generations are fighting inequality

It's important to spread the word throughout our school

I'm intrigued and I support it

Because feminism isn't discussed enough in school

To change perceptions of women

CONFERENCES



Presenting at or hosting your own conference or event is a great way to share your ideas with others, especially those that are focused on young people's lives.

#WAM (We Are More), a powerful group of young people, have created a dramatisation of the kinds of everyday sexism they experience. Their rallying call 'WAM: We Are More' is their response to derogatory marks about skirt length, make up and body shaming. Read more about their performance and other young people's work on domestic violence, healthy relationships and anti homophobia at Wales' **Educating Agenda Conference** or watch the video of the conference [here](#).

One secondary school ran an Inclusive Schools conference with and for local primary schools. Pledges were collected from children and teachers about what they wanted to see from an inclusive SRE programme. The pledges were posted into a rainbow Piñata and they included:

"Tackle the issue, don't shy away from it."

"Gender equality and sexuality to be taught and implemented into the curriculum as being 'normal' with no stigma."

"All students to feel safe and happy in a completely inclusive school."



The cabinet secretary for education, Kirsty Williams, read out the pledges at the **Educating AGENDA** conference.

Go to **SPEAK OUT** to find out more

WOW Women of the World host events in the UK and around the world which include workshops, art installations, inspiring talks, and speed mentoring on everything gender related.

Read about the Australian Fitzroy High School's Feminist Collective youth-led conference **YOUR VOICE** #unite #inspire #disrupt. They offered workshops on: toxic masculinity, feminism as a person of colour, queer identities: unpacking community and many more ...

If you are invited to take part in a conference, or want to host your own, **this guide** and **these top tips** might be useful.



DIRECT ACTION



Protesting with others about something that you object to and that you want to change can take many forms. Protests can be local or global and take place online or offline. They are often a mixture of both.

In March 2015 young people from across Wales led a piece of direct action to ensure the Welsh Government kept its promise to prioritise education in its prevention measures to address violence against girls and women. Supported by **Citizens Cymru**, over 40 young people delivered personalised **Valentine Cards** to every Welsh Assembly Member which included three hand-written statements collected from over 1000 students in school assemblies on why they needed a real relationships education. The cards were sealed with a lipstick kiss to connect to the **Red My Lips** campaign (a worldwide protest to raise awareness of sexual violence and victim blaming). After the action, a twitter campaign followed. Many Assembly Members from across Wales tweeted their support of the campaign and praised young people's creativity.

Inspired by the **youth-led Valentine Card Activism** in Wales for better healthy relationships education, over 120 children, aged 11-12, from 10 school classes in Oulu, Finland designed their own creative activism. They posted 210 valentine cards to each member of the Finnish Parliament, and included anonymised examples of sexual harassment to let politicians know that the **#MeToo** campaign affected children of their age.

@wegiveconsent was a **Facebook, Twitter** and **Tumblr** campaign led by two Year 8 students from Toronto, Canada to get the topic of consent in the Ontario Health Education Curriculum.

Girlguiding UK have organised campaigns for a 'better sex education'. Find out how you can get involved to **take action**.

OBJECT campaigns for better representation of women and girls in the media.



Read about other change-making protests around the world.

What is an abusive relationship?

What if we treated all consent like society treats sexual consent?

What does consent in sex and relationships look like in a modern, digital world?



YOUTH GROUPS



Youth groups have a long history of **engaging in awareness raising and change-making activities**.

The **Voices Over Silence** campaign to raise awareness about FGM was created as a partnership project between BAWSO and NSPCC Cymru/Wales. BAWSO youth group worked with girls and young women who met fortnightly for over 6 months. Check out their video and read more about their story [here](#).

Children from a local valleys youth group travelled by bus to Cardiff city centre to celebrate 100 years of female suffrage with thousands of others. They waved their hand-made flags with messages for 'peace', 'freedom', 'strength' and 'girl power' to passers by all the way there.



Find out about how Feminist Webs support youth groups. **Feministwebs.com** is a 'women and girls work space' that acts as an archive and a resource for practitioners, volunteers and young women involved in youth and community work with young women.

FAN ACTIVISM



Fan activism is when fan groups make political change on social issues by drawing parallels between popular culture and the real world.

The **Glee Equality Project** fan activist movement included re-writing the plot-lines which fans felt didn't fully address the homophobic and transphobic behavior of key characters in the series or presented heterosexual relationships differently to LGBT+ relationships. Read their **Equality Report** for Episode 414 "I Do".

Read more on **fan activism toolkits and activities**, including sexism & gender identities.



For more on sexism in popular culture, see:

Feminist Frequency and **The Representation Project**.

Find out how to challenge the negative media reporting of LGBTQI+ identities and relationships.

Try out the **Bechdel Test**, which rates films based on the criteria of containing at least two female characters who talk to each other about something besides a male character.

The Hunger Games: Catching Fire fan activism, 'The Hunger Games are Real', ignited the **Odds In Our Favor** campaign which asked fans to 'join the resistance' and share stories of economic and social injustice from racism and class inequality to equal pay. Watch the video **here**.

For more on equal pay see **EHRC** and **The Fawcett Society**



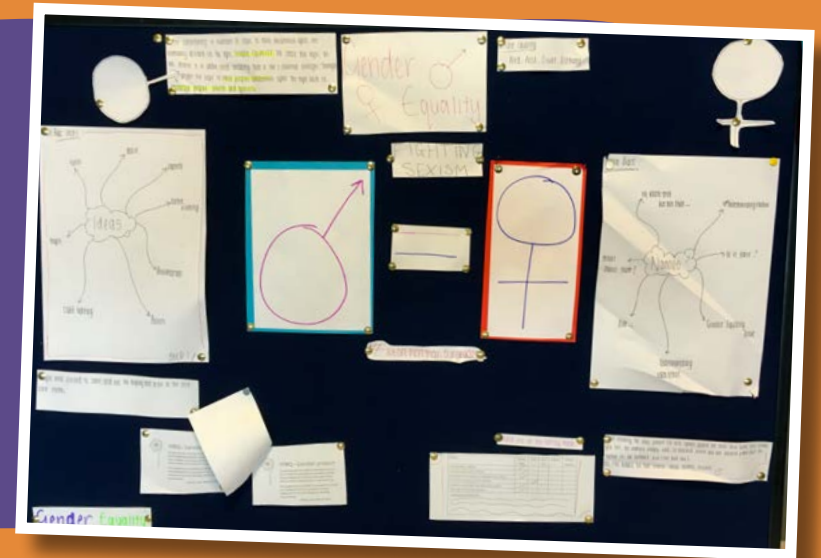
RESEARCH



Social science researchers investigate how people relate to one another and try to use their findings to make the world a fairer place. There are many different ways to research the social world, from interviews and surveys to observations and creative methods, like drawings or digital story telling.

Four Year 10 students made a **Flashcard Story** about why schools should be doing more to address gender equality, violence against women and girls, and gender-based and sexual violence. To get some feedback from their project and campaign, they used a range of methods.

They designed a short tick-box questionnaire and included a space to add longer written comments. Staff and students were also invited to complete a 'speech bubble' on how their project made them feel (e.g. "happy, sad, shocked"). Asking everyone not to "write their name" on the forms ensured that all responses were anonymous – an important part of their **research ethics**.



The Open University **Children's Research Centre** has many examples of how children and young people have been carrying out their own research into areas that interest them.

The **What Kids Can Do project** has useful guidance for carrying out a community research project, including how to take action with your research findings.



Katie and Craig from a primary school in Scotland wrote a letter to a major card company asking them to produce less stereotypically boy and girl cards based upon their online survey. Their research found that nearly 60% of girls preferred blue to pink and more than half would choose a Marvel character over Barbie. It also showed nearly 60% of boys asked liked dancing.

Read more about their research and its impact [here](#).



6

MAKING POSITIVE RELATIONSHIPS MATTER WITH CHILDREN AND YOUNG PEOPLE

From consent and body image to gender and sexuality equalities and rights, this section is full of case studies which show just how creative you can be in supporting children and young people to explore and express what matters to them.

DIY

Many of the case studies include examples of how you can adapt different activities in your own practice.



There are also further web resources to follow when different issues and methods spark your interest.





SPEAK OUT!

Co-producing a Gender Well-being and Healthy Relationships Primary School Transitions Event with Young People



CRAFTING EQUALITY

Stitching our rights to make a safe, fair and more equal world for all



KISSSTORY

Making consent matter using comics and cartoons in a peer education workshop



EveryBODY Matters

Feeling Difference and Diversity with Movement, Sound and Image



FRIENDS?

Using drama to take pride in creating an inclusive relationships education



GIRLZINE CHATTER

Starting a magazine to communicate what matters most to young women



GRAND THEFT EQUALITY

A gender equalities research project into sexism and sexual harassment in online gaming



i-MOTION

Expressing and transforming difficult feelings through selfies, vlogging, glitching and GoPro cameras



ALL OF US

Exploring gender and sexual equalities and rights across the curriculum, from petitions to philosophy



SAM'S STORY

Addressing bullying cultures in schools through art, stories, drama, helping hands and a cwtch.



RECLAIMING RELATIONSHIPS

Transforming materials from a motorbike salvage yard to make a positive relationships sculpture



THE ROTIFER PROJECT

Educating staff about gender diversity through a game of gender-snap pairs and a muffin challenge



RULER HEART

Ruling out sexual harassment using the visual arts in a school assembly



SMASHING COMMERCIAL SEXISM

Challenging commercial sexism with Year 6 students in a lego workshop



WHAT IF #THISISME?

Making gender justice matter with rulers, ribbons and kites



BODY (RE)FORMING

Creating textiles, sculptures and maps to spark conversations about how beauty standards impact our bodies and communities



DIGITAL DIVERSITY CLUB

Supporting and celebrating gender and sexual inclusivity in school and online



GENDER STEREOTYPES ARE DEBATABLE

Exploring how gender norms shift and change over time and around the world



VOICES OVER SILENCE

Creating mood boards, posters and a film to spark a conversation about girl's rights and FGM



UNDER PRESSURE?

Using the physics curriculum to explore control and consent through sound, movement and a glitch-art app



FUELLING FEMINIST FIRES

A feminist lunchtime club that explores how sexism impacts upon young women's lives and the lives of others, and promotes feminist solidarity amongst our peers.



WORDS WON'T PIN ME DOWN

Making a film about street harassment in our local park



FINDING BALANCE

Outdoor adventures for making girls' and women's rights matter



MAKING VOICE MATTER

pARTicipatory activities to listen to what really matters to children, from ask-it baskets to wall-art activism



MELT DOWN

Re-imagining challenging behaviour with masks, crystal paints and cabinets of curiosity



INTERSECTIONALITY MATTERS

Getting creative in bringing people and ideas together for an inclusive sexuality education.



NO TABOOS

Exploring Child Sexual Exploitation inside a whole school 'spiral' approach to PSHE



WE MOVE

Using the power of dance and sisterhood to celebrate black cultural history and challenge misogyny.



MORE THAN OUR GRADES

Making a flashcard story to put gender equalities at the heart of our schools



SPEAK OUT!

CO-PRODUCING A GENDER WELL-BEING AND HEALTHY RELATIONSHIPS PRIMARY SCHOOL TRANSITIONS EVENT WITH YOUNG PEOPLE

KEY MESSAGES FROM THE 'SPEAK OUT' RESEARCH (10-12 year olds)

Children are learning about gender and sexuality as soon as they enter the social world – Children are actively negotiating and learning about the contradictory ways in which sex, gender and sexuality shapes who they are, how they feel in their bodies, what they can do, where they can go, how they relate to others and how others relate to them.

Putting up with everyday sexism – The pressure to conform to gender norms are pervasive in children's lives, both online and offline.

Boyfriend and girlfriend cultures are prevalent in children's social worlds, but experienced in diverse ways – Some children feel the pressure to participate in boyfriend-girlfriend cultures in primary school, making boy-girl friendships in school difficult to sustain. Some children pretended they were cousins so they weren't forced to 'couple up'.

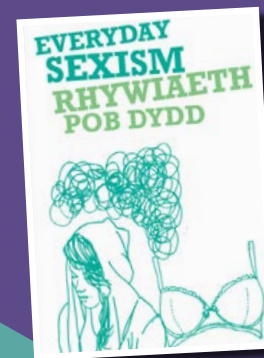
Young children do experience sexual harassment – Verbal sexual harassment (in school & in public places) was widespread but few children could talk about it with a parent, carer or teacher and were ill equipped to know how to deal with abusive comments.

Many children were angry about having to live in a sexist peer culture and society – While some children found creative ways of managing and/or challenging gender and sexual stereotypes, most children didn't know what to do or how to change things, even when they wanted to. Individual attempts to combat sexism were either futile or too risky.

Policy and practice needs to be informed by children's own experiences – Only by developing policies and practices which speak to children's own gender and sexual cultures can practitioners fully support children's own understanding and experiences of why they feel the way they do, what it means for the way they act, and how things can change.

Why creative and participatory workshops?

Creative and interactive methods (e.g. drama, visual art, poetry) have the potential to open up spaces to feel, think, question, embody and share often sensitive or difficult personal issues without children and young people revealing too much of themselves. This can be achieved through inviting children and young people to create scenarios that connect to the personal but provide opportunities for collective thought, understanding, debate and action for change. Read more [here](#).



1 Growing up in a sexist and sexualising culture

This one-day event was informed by the findings of a Welsh research project that explored what pre-teen (age 10-12) children had to say about how gender and sexuality mattered to them.

One of the key findings was how angry children felt about having to live in a sexist and sexualised peer culture and society. Many children said that they wished they could talk more freely about the pressures that they were facing at age 10 and 11 and not just talking or learning about what might happen in the future. This was especially the case in relation to early relationship cultures, body image and safety.

2 Bridging the silence, challenging age-based assumptions

The day was specifically designed to provide a platform, via a series of creative and participatory workshops, which enabled children to have their say and learn what other children think about gender inequalities and gender stereotypes, including gender-based and sexual bullying, friendships and relationships in school, in communities and online.

An important outcome was to bridge the silence, and challenge some of the age based assumptions between teen and tween worlds, and between student-teacher worlds. It was also a prime opportunity to experiment with co-producing and delivering a personal and social education (PSE) transitions day, with academics, teachers, young people and artists.

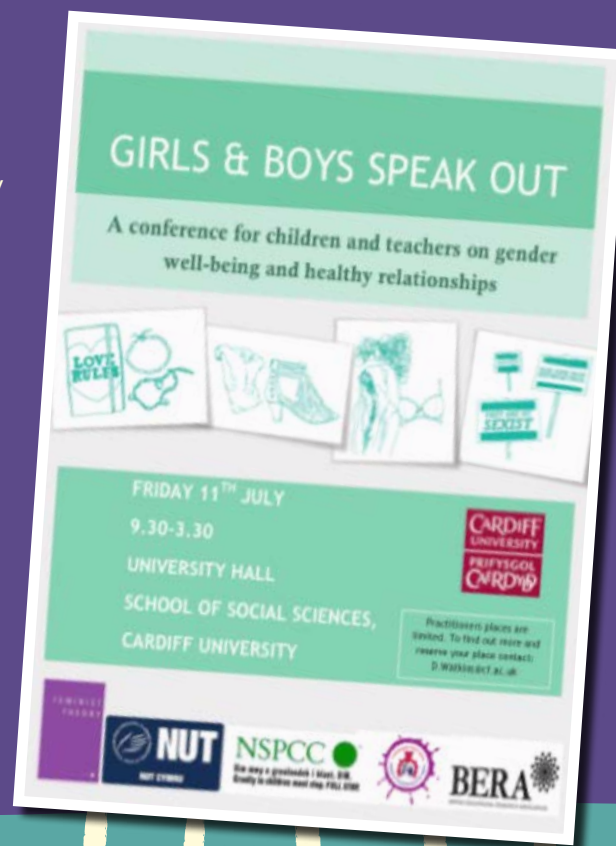
3 Organising the day

All the children from the 6 feeder primary schools interacted with each other through a series of workshops. Some of these were peer-led by the host secondary school's feminist and anti-homophobia youth groups, and others were run by university students and artists with an interest and expertise in gender equalities and sexualities education. The day began with students from the host secondary school, delivering presentations, poems and a short drama inspired by the key findings from the 'Girls and Boys Speak Out' research.

4 Everybody's Learning: teachers too!

Very few teachers receive any training on **how to address gender in/equalities in school**.

While the children participated in their workshops, their primary school teachers participated in a separate inset-style workshop on '**Challenging Gender Stereotypes in Primary Schools**'.



5 Just friends? a peer-led lesson on gendered relationship cultures

Based upon the **'just good friends'** drama performed in the morning session, children were encouraged to explore the gendered dynamics of mixed and single-sex friendships and the complexity of young relationship cultures.

6 Camping Out: making gender feel-good shelters in a tent decorating workshop

Children decorated small pop-up tents with words and pictures of 'when a body worries' (on the inside of the tent) and 'when a body feels good' (on the outside of the tent) using sticky notes. They then explored ways of addressing body image stereotypes.



7 Body Talk: moving through stereotypes

This workshop invited children to explore how the body communicates through movement in everyday routines. Based around the theme, "in their shoes", children (in small groups) had the opportunity to experiment with peer pressure in peer cultures. They incorporated 'gendered' objects (e.g. heeled shoes, scarves, lipsticks, combs, mirrors, baseball caps) into their movement piece.

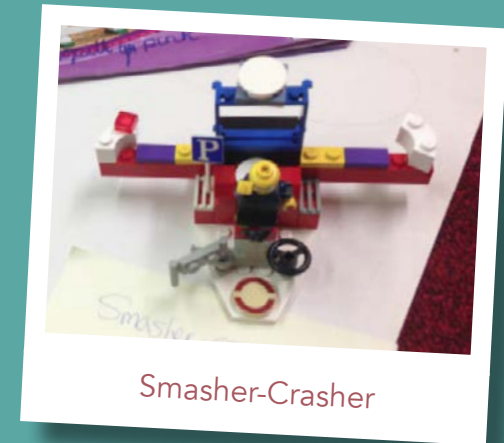


8 Crushing corporate gender stereotypes: a lego workshop

Children mind-mapped all the ways in which the media creates and challenges gender stereotypes. They then made their own 'gender stereotype smashing machines' with **lego and post-its**.



The Sexist Comment Cleaner



Smasher-Crasher



Plank of Doom

DIY

TOYS 'R' US FOR ALL OF

Becoming gender stereotype detectives in the toy world and wider world

- 1 If working in a large group, split the class into small groups.
- 2 **Containing gender:** Give each group 2 containers. Decorate one container with the letter R and one with the letter C.
- 3 **What is a gender stereotype?** Discuss what a gender stereotype is and what it means to **challenge** or **reinforce** gender stereotypes in the toy world and in the wider world (e.g. clothes, jobs, identities, music, adverts etc.). For more ideas, resources and lesson plans on how to do this, see **Gender Watch Bingo**
- 4 Ask each group to choose a shop they have been to recently or seen online. Each group explores their chosen website (if it is possible, take a fieldtrip to the store).
- 5 **Gender stereotype detectives:** Investigate together how the toys are marketed and displayed. Can you tell which products are for 'girls' and 'boys'? How do you know? (e.g. colours, font, images). Are any products challenging gender stereotypes?
- 6 **Collecting the Evidence:** Using the two containers, place a button in the R container each time you spot a gender stereotype being REINFORCED and place a button in the C container each time you spot a gender stereotype being challenged. Take a screen shot of 'challenging' and 'reinforcing' examples. Count up how many buttons you collected in each container. Display your findings creatively (e.g. sticking the buttons on the container, hanging them from ribbon or string)
- 7 **Toys are for (all of) us:** invite each group to write a letter or email to the retailer expressing either their concern for reinforcing gender stereotypes OR praising their gender inclusive marketing. Include photos. Maybe insert some buttons if you are using paper and envelopes.

Extension activities: this activity can be explored through any area of society and culture (e.g. jobs, music, hobbies, identity, TV adverts, gaming sites etc.). Children can also create their own adverts or write a poem or song to communicate their findings.

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support.**



What is a stereotype?

Stereotypes come from, and are rooted, in deeply engrained attitudes, values, norms and prejudices. They will vary across culture, place and time.

What you need

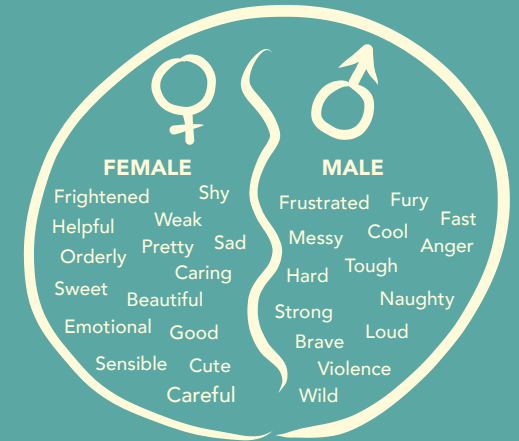
- 2 containers (e.g. bottles, buckets)
- Art materials to decorate each container
- Beads or buttons (if you want to explore feelings alongside the task, see **'Felting Our Feelings'** Starter Activity for more ideas).
- Digital tablets (for website searching and taking screen-shots)

Breaking the mould: challenging gender stereotypes



HEN!

Loosening the gender straight jacket for children in Sweden: 'Hen' is a gender neutral pronoun



Addressing gender stereotypes in the early years

Gender Respect Project: supporting children and young people to understand, question and challenge gender inequality and violence

Why gendered marketing matters

Biology doesn't justify gender divide for toys

Lesson plans to help schools challenge gender stereotypes

CRAFT + ACTIVISM = CRAFTIVISM



STITCHING OUR RIGHTS TO MAKE A SAFE, FAIR AND MORE EQUAL WORLD FOR ALL



CRAFT + ACTIVISM = CRAFTIVISM

We are a class of Year 5 (age 9 and 10) students who wanted to work with our feelings after a healthy relationships lesson on FGM (female genital mutilation). We spent a whole day learning about craftivism and cross-stitch activism.

Using the AGENDA starter activities (What Jars You, & Runway 4 Change) we created a cross-stitch banner in the shape of a heart for everyone to read.

THIS IS OUR STORY...

"Craftivism is to tackle issues not with anger and shouting, but with gentle protest. Gentleness is not weak, it requires self-control in the face of anger, injustice and sadness. Gentle protest lets us have conversation instead of an argument, debate instead of shouting, and collaboration instead of opposition"

by Sarah Corbett



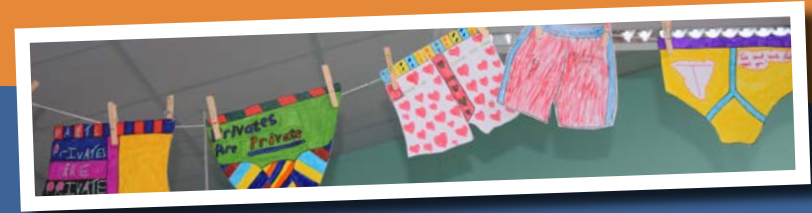
1 Learning about human rights, gender equality and FGM (female genital mutilation)

We learnt about FGM from our lesson with the **Spectrum Project** and how it is against human rights. Some of us already knew about FGM from our parents and also from T.V. and social media.



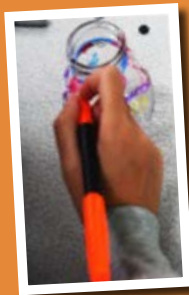
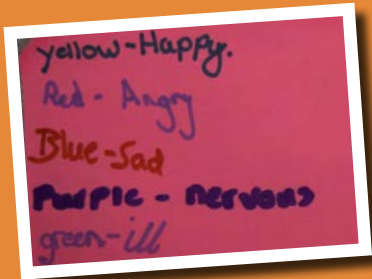
2 Making P.A.N.T.S. Bunting

At the end of the lesson we learnt about our rights to privacy and how our body belonged to us and nobody else. We used the NSPCC resource P.A.N.T.S. to make our own P.A.N.T.S bunting. This really helped us remember our rights to privacy, protection, safety and speaking up!!



3 Making our feelings matter

Learning about FGM made us feel angry, worried, shocked and sick. We had lots of questions. Many of us wanted to do something with what we felt.



4 Making moody jars & unbuttoning our feelings

We talked about how we felt when people's rights ARE heard and protected and when they are NOT heard and protected. To help us express our feelings we made a mood board using coloured buttons to represent each feeling. We then placed the buttons in our jars and decorated them.



5 Our runway 4 change

We mind-mapped all the changes we wanted to see in the world on our Runway 4 Change banners. We wrote about our rights and what is fair and unfair and what makes us mad.

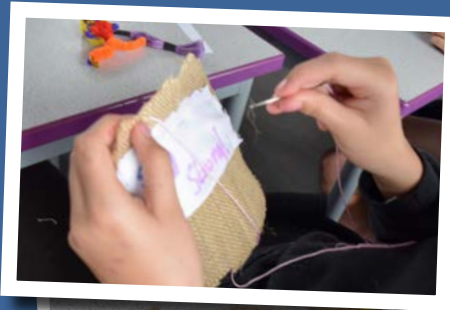


CRAFTIVISM IN THE CLASSROOM!

STITCHING OUR RIGHTS

We chose one or more issue to put on our cross-stitch squares. Some of us used staples, some of us used needles. We took photographs of them. We then carried them into the hall and shaped them into a huge heart using safety pins.

Our **HEART EQUALITY** banner is now displayed on our classroom wall for everyone to see.



DON'T GET ANGRY, GET CROSS-STITCHING

"It was really important for us to learn about how our body belongs to us and what rights we have"

"It was good that we got to choose our own colours for our own emotions because people might have different colours for different feelings"

"You can add buttons to your jar of the different emotions like you felt throughout that day"

"I loved the heart. I loved making things"

"It was a good way to get rid of all your angry emotions by putting them into the jar"

"We drew a sad face because people want to change something but maybe they can't change it...and we have a sick face because the things people do to each other make us feel sick"

"We got to make more friends because we helped each other. We were getting closer as friends by doing this"



CROSS-STITCH YOUR RIGHTS

Using craftivism to promote gender and sexual equality and rights.

- 1 Ideas 4 Change** – Using ideas from any of the AGENDA starter activities (e.g. Runway 4 Change, What Jars You etc) choose one issue or message to share on your cross-stitch square. See the ‘Crafting Equality’ case study for ideas and resources of different craftivism and cross-stitch projects around the world.
- 2 Mock-up** – Working individually or in pairs, mock-up your design on scrap paper. You can cross-stitch a slogan (e.g. Gender Equality for All, Malala Rocks!) or symbol (e.g. the peace symbol). Perhaps cut-out the light coloured cloth into a favourite shape, write a message with felt tips and stitch this to your square.
- 3 Get Stitching** – Make and decorate your squares (e.g. with bells, beads, sparkles)
- 4 All together** – When the cross-stitch squares are complete, discuss how you might bring them together to make a whole piece (e.g. a heart-shape collage, a rectangle banner, a cape)
- 5 Pin-up** – Using the safety pins to connect each square, work together to form your final piece.
- 6 Display** – Choose where to display your cross-stitch artefact. Give it a name! Share in an assembly, or on twitter.

What you need:

- Cross stitch squares
- Needles
- Thread or wool
- Light coloured squares of cloth
- Felt tips
- Art materials to decorate
- Scrap paper
- Safety Pins
- Scissors

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

What is cross-stitch?

Cross-stitch is a form of sewing in which X-shaped stitches in a tiled pattern are used to form a picture

MORE CROSS-STITCH and CRAFTIVISM PROJECTS

- Craftivism Manifesto
- Quilting Craftivism
- Yarn bombing 101
- Stitched Voices
- The Footprint Project



Spectrum Project: Educating Schools in Wales about Healthy Relationships

Let's talk P.A.N.T.S. resource

Children's books on themes of equality, diversity, politics and activism

Live Fear Free: guidance for teachers and teaching resources on VAWDASV

What is FGM?

Read Our Messages 4 Change

Love matters...
because everyone should be loved and appreciated

Peace matters...
because everyone needs peace

Equality matters...
because we want the world to be equal

Gender equality matters...
people should have the same rights whatever their gender (identity or expression)

Race equality matters...
because whatever you look like or whatever colour skin you have everybody should be equal

LGBTQ+ matters...
because we think that anybody can like or love whoever they want



WHAT IS THE KISSTORY PROJECT?

In 2017 Professor Emma Renold worked with a researcher in Finland (Dr. Tuija Huuki), a visual artist (Seth Oliver) and an animation company (Spin the Yarn) in Wales to create a series of seven animations and comic strips based upon research findings of children's relationship cultures (age 5-11).

Each animation features the journey of a kiss in young children's worlds. The animations are stripped back without sound or talk or text. The idea is that teachers and peer-educators can enable children to create their own storylines as a starting point for discussions on issues of power and consent in a range of relationships and contexts.

The research team, including Vicky Edwards, invited students and teachers from two secondary schools in Cardiff and Rhondda Cynon Taf to co-produce the design and delivery of a peer-led workshop with children in Year 5 and 6 (age 9-11). Their aim was to create an interactive workshop for children to learn about consent and develop their own kisstories on how consent matters to them.

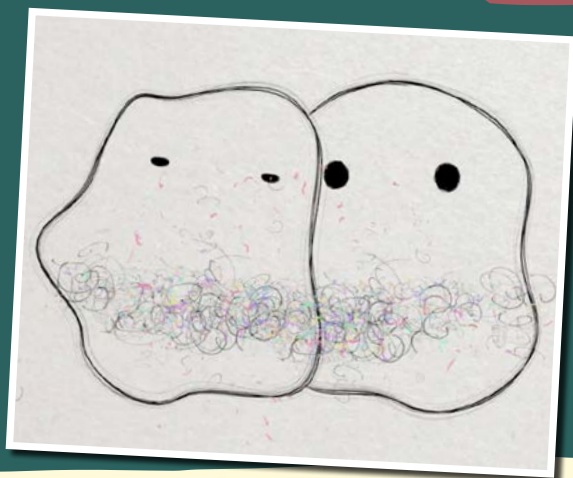
making consent matter using comics and cartoons in a peer education workshop



What is peer education?

"Peer education approaches value the views and experiences of young people, making them the experts and recognising that they can positively influence and support each other. Involvement can enhance peer educators' confidence and their sense of engagement with their school and communities. They can benefit all young people, but may have particular value as a way of including young people who are often excluded from the mainstream"

A guide to establishing sex and relationships peer education, Dept of Health



What is consent?

Consent: seeking and giving permission for something to happen

DID YOU KNOW...

CONSENT comes from the latin Con (connectivity) Sent (feelings)

Consent is all about being able to share and connect with the feelings of others when we seek permission for something to happen. This can be communicated through *what we say, how we say it, and what we do* (e.g. body language).



1 #WAM meets Newid-Ffem

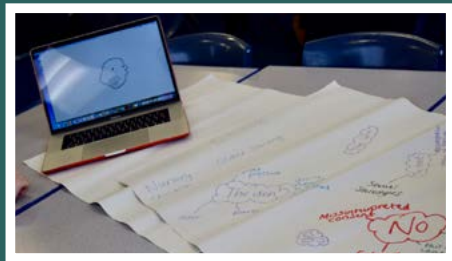
When two school-based feminist youth groups get together from different parts of Wales there is A LOT to share. Some of us had met before at the **Educating Agenda 2017** conference and on **International Women's Day 2017**. It was great to meet again and learn about each other's passion for gender and sexual equality, diversity and rights and talk about the challenges of making a difference on these issues in our different schools. Watch #WAM in action [here](#) and read about Newid-Ffem [here](#).



3 Creating the comic strips

We selected four of the animations that we thought would work best for our workshop: YES, NO, THE CHANT and THE GIFT. YES and NO would enable children to create story lines and feelings about seeking and refusing consent; the CHANT around gendered peer pressure to couple up as boyfriend and girlfriend; the GIFT as a developmentally appropriate way to begin to explore control and (sexual) exploitation.

We then selected freeze frames from the animations to create the comic strip books. We also worked up the idea to include a feelings cloud colour palette. The design team (Seth and Dan) created and printed them for us to edit. We also created our own.



2 What power and consent means to us

On the first day, we watched the **KISSTORY animations** and talked about what **power and consent** means to us at our age, and when we were at **primary school**. Hwyl shared what he'd been reading from the **Everyday Feminism** website about teaching kids consent and addressing **rape culture** and its **gendered dynamics**. Emma and Vicky shared their knowledge with students and teachers from the **consent research** in this area.

We agreed that it's important to learn about consent from an early age. We realised that it wasn't something that we got to talk about much as kids. The KISSTORY animations were a fun way into this, and we loved that they were designed to be inclusive! And it was so interesting when we flipped the gender of each character from boy to girl and considered non-binary and gender fluid characters or differently abled characters. Creating our own storylines also got us to think about place, context, faith and culture. **INTERSECTIONALITY** and **CONTEXT** was KEY!

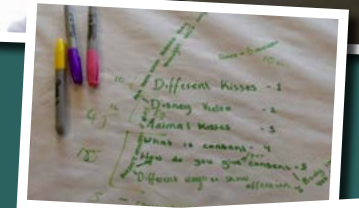


4 Research research research

Day two involved sketching out the broad structure and content of our workshop. Breaking out into three groups, we each took an area of research: what is consent; kissing in Disney films; and kissing cultures around the world.

Emma shared the **CONSENT FOR KIDS** video and we thought this might work well at the end of the lesson.

We then spent two afternoon sessions preparing our lesson plan and powerpoint and rehearsing our lesson with Emma, Vicky and our teachers.





REFLECTIONS FROM WORKSHOP LEADERS

"I loved seeing year 6 responses to our lesson activities. I think more lessons like this are needed in our school"

"I loved working as part of the kisstory team, and enjoyed developing the lessons, meeting students from the other school was a fantastic experience and I enjoyed seeing the (year 6) pupils respond so well to the lesson on consent which is such an important topic to learn about at a young age"

"I found this project really insightful. Consent is so important because we need it in all aspects of our lives and I thoroughly enjoyed engaging young pupils on this"

"I feel like in response to current events, like the #MeToo movement, it is very important to teach children about consent"

OUR



PRIMARY SCHOOL WORKSHOP

KISSTORY WORKSHOP REFLECTIONS in WORDS and EGGS (age 10/11)

"Good, because this happened to me!"

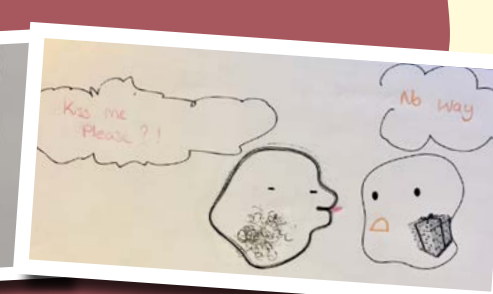
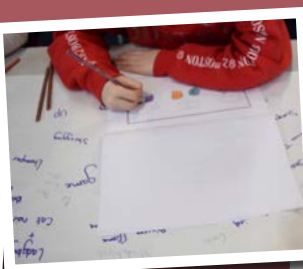
"It's fun ... makes you think about stuff .. yeah"

"I think we should do stuff like this a lot more"

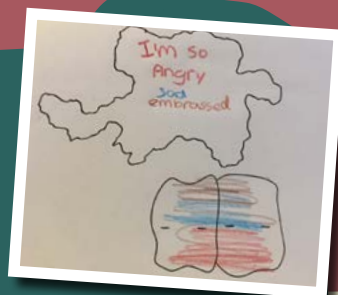
"I enjoyed doing it"

"I reckon it's a good lesson. It's better when we're in Year 6. Because we're older and we can understand more"

"I liked all of it"



Watch the digital story of our Kisstory workshop [here](#)



Go to **IDEAS FOR CHANGE** for more ideas on making comics and zines and learn about their rich political history in expressing subversive and sensitive issues

What you'll need:

- Screen/tablets with Kisstories downloaded to view
- A3 copies of one or more of the Kisstory comics for each person
- Coloured pencils/pens



PREPARATION

Read the KISSTORY case study, **animations** and digital story for ideas on how to create a workshop or activity around consent to support this DIY activity.

'Before you begin, read the **Safety and Support** section on how to create safe, affirmative and inclusive environments for exploring potentially sensitive issues.

COMIC MAKING

- 1 Watch one or more of the KISSTORY animations and discuss potential storylines in groups or pairs.
- 2 Individually or in pairs, select one of the seven comic strips or a blank comic strip.
- 3 Look at the first page which sets out the story line frame by frame. Taking each frame in turn, talk about what might be happening. Who are the characters? Will they have names? What are they thinking? How might they be feeling?
- 4 Using the thought and speech bubbles, make your own story about how consent matters to the characters in the comic strip.
- 5 Colour in the characters using the feelings cloud colour palette.
- 6 When you've finished your comic, why not film or screenshot each page so others can view and read. Or choose another comic, or a blank comic book.
- 7 You could create a soundscape, with dialogue for one of the moving animations. What story do you want to tell about how consent matters for positive relationships?

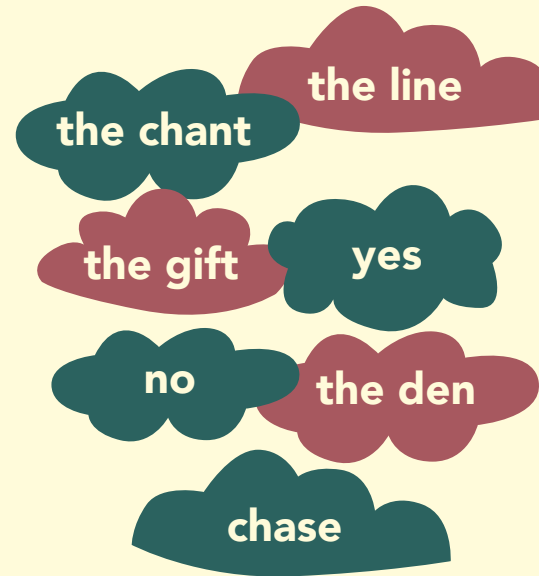


What is consent?
Consent: seeking and giving permission for something to happen

Watch the KISSTORY Animations



DOWNLOAD THE KISSTORY COMIC STRIPS



Practice how consent feels in a hand-shake!!

Check out the **Three Handshakes Activity** by Meg John Barker & Justin Hancock



Consent for kids educational animation

How to teach consent to kids

Teaching consent in the early years classroom

5 ways we ignore children's agency that perpetuate rape culture

40 Books on managing emotions

3 Mistakes Parents Make when teaching consent and bodily autonomy – and how to fix them

research on young people & sexual consent

research on children's relationship cultures & consent

KISSING RESOURCES

Kissing in art

How people kiss around the world

Kissing through history: a timeline

Kissing in Disney cartoons

everyBODY matters

The EveryBODY Matters Project

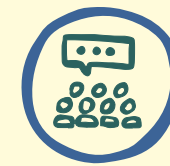
Some children find it difficult to name or express the feelings they have about gendered societal pressures to look or move in a certain way. Some need safe spaces to express difficult feelings (e.g. anger, powerlessness, frustration) in their own peer cultures and wider relationships. These include feelings about real world issues that they have little control over (e.g. social injustice, poverty, discrimination).

Building upon a previous AGENDA case study "Under Pressure", the EveryBODY Matters project invited two primary schools in the south Wales valleys to support children and their teachers to create a safe and inclusive environment to explore a range of emotions through movement. Children were offered different creative activities, from making wire-figures to body-mapping, to help them notice and share these emotions with others. The wider aim was to explore, embody and connect children's awareness of micro and macro politics: or as one girl put it, "STOP KICKING. STOP TERRORISM. BE NICE. START MAKING PEACE IN THE WORLD" or as one boy put it, "LET GIRLS DO BOYS' SPORTS. STOP SEXISM. START MAKING THE WORLD A MORE EQUAL PLACE".

Jên Angharad, a choreographer, Heloise Godfrey-Talbot, a visual artist and film-maker, and Emma Renold a Professor at Cardiff University co-created eight 2 hour sessions over four months to explore what it means to feel and move with how EVERY BODY MATTERS, in all their difference and diversity.

Research tells us that **many children struggle with developing a positive body image** and gender, sexual and racial norms play a big part in this struggle, along with **other differences that make a difference (e.g. differently abled bodies or neuro-diverse bodies)**.

However, despite the **many resources available** to enhance children's critical media literacy or social justice activism on bodily harm and violence, few projects or resources work directly **with or on the body**.



"When I feel happy it starts inside my mouth and comes out my cheeks. When I'm sad I can feel a prickling on my legs. When I'm not sure if I'm sad or happy I can feel it in my tummy"

Watch the digital story of the EveryBODY Matters Project

1 Wiring our bodies

Each class created little people out of coloured pipe-cleaners to express how they felt about starting the EveryBODY Matters project. They placed them into a little box and Jên and Emma gifted them to the children in the partner school. The first movement session began with opening the boxes. Each child selected a wire body and were encouraged to try on its pose and imagine the emotion it might be expressing. Taking care of this fragile body form and its feelings was an important aim for this activity.



2 Feelings Run(a)way

During each session a feelings run(a)way was rolled out and taped to the floor of the school hall or classroom. Coloured felt tips were placed around its edge.

At the beginning and end of each session (or for those that wanted a bit of time-out from the movement work) children were invited to share the feelings through words and pictures.



4 Body Lines: what feels ok and not ok

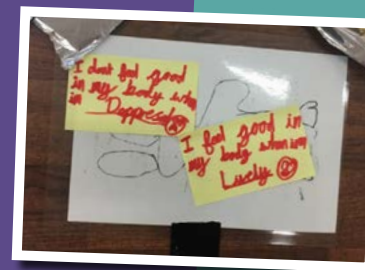
Working with a partner, one person lies down in a shape or pose that represents when they feel happy in their bodies. Each person draws around the outline of their partner's bodies, being careful not to touch clothing or skin. The body outlines are flipped over and the pair begin again by creating a shape of when they feel sad or angry in their bodies.

Some children started to populate their body outlines with words or stories to express their chosen feeling. Jên asked us how what we felt on the inside, looked on the outside.



5 Moving with the feelings of others

Taking photos of the body outlines, Jên printed and laminated each shape. Like the Wired Bodies, each class received the body outlines of their partner school, and were invited to step into and move with the positive and negative feelings of each body shape. They did this by copying the shape with their bodies – a body freeze frame – and through creating a story about each outline.



Foil (noun and verb) - anything that serves by contrast to call attention to another thing's positive qualities

3 Moving (with) our feelings

"Attunement (verb) – to make aware, or become responsive to ..."

How do we feel when we move a certain way? Through a series of movement activities (e.g. walking, bending, stretching), Jên invited the children to attune first to how movements make them feel in their bodies. She then invited them to move with different feelings (e.g. joy, sadness, anger) and how these feelings travelled across different places on their body (e.g. arms, fingers, heads, tummies).



6 Foiling our feelings so that everyBODY matters

Feelings can be easier or harder to express depending on where we are and who we are with (e.g. at home, with friends, in school, online).

Each child is given a shiny piece of tin foil. It reflects an image back to them if they look into it. Not a mirror image, a diffracted image. Exploring how feelings are felt in the body, each person presses the foil onto any area of their body (e.g. faces, arms, tummies) to create new shapes and new feelings.

We work towards understanding 'foiling' in ways that consider and call attention to every body's unique and positive qualities – we begin to move with how EveryBODY Matters, in all their difference and diversity.

Some feelings are foiled (disturbed, lost, changed) when communicated to others.

7 Feel how I feel

Guess what I'm feeling?

Have you ever had to work out how someone is feeling just by looking at them? No words, just body language. Working with partners, we dedicated one of our movement sessions to guess how the other partner might be feeling from how they looked and moved. What was this like? Was it difficult? Did you guess right?

Is this how you're feeling?

We then flipped this idea. We asked one partner (partner A) to tell the other partner (partner B) how they are feeling (e.g. unsure). Partner B then shows Partner A what that feeling might look like through a movement or a pose, and then asks, 'is this how you're feeling?' Partner A then directs Partner B to alter their movement to show more accurately how they are feeling. They then swap, so each gets a turn to "feel how I feel".

We explore how it is difficult to understand someone's feelings by how they look or act. For example, one person's expression of 'pain' might be another's 'joy'.



8 One body / every body

We place all the laminated body outlines in the shape of one large body. The children see the body as they enter the hall and spontaneously get inside. Some curl up in a leg or arm. Some sit in the head. Others lie in the tummy.

Each child places a sheet of foil inside the body. The body lights up, shining back at us. We peer in. We see ourselves and each other in new distorted & diffracted ways. Who am I? Who are you? Who are we? Weird! Wyred!

Using post-its each child selects a laminated body and chooses moments or activities of what makes their bodies smile or feel sad.

I feel good in my body when ...

- I'm on my bike
- I'm at nan's house
- I help people
- I play with my friends
- I'm excited
- I'm acrobatic
- I do the splits
- I'm swimming
- I'm climbing
- I play my PS4
- I'm dancing
- I go somewhere fun
- I go to bed



Listen to us read our STOP START plates [here](#)

9 Making activist selfies with the #stop-start plates

How we move, feel and act is influenced by our social, material and cultural environment.

From talking about the different ways in which gender stereotypes affect our own and people's lives around the world, we used the STOP START agenda activity to write down what we wanted to prevent (stop) and change (start).

In this short 20 minute activity, children shared and connected their micro (e.g. being shouted at, or bullied) and macro (e.g. equality and peace) messages for change.

They recorded these messages into a smart phone and then made selfie plate portraits.

Sound artist Rowan incorporated their voices into a soundscape. Emma made a short vimeo and shared their messages for change at a United Nations event in New York on Advancing Gender Equality in Wales.

In the next movement session, they got to dance to their change-making message.

Attunement (noun)
"bringing into harmony"

Go to



and



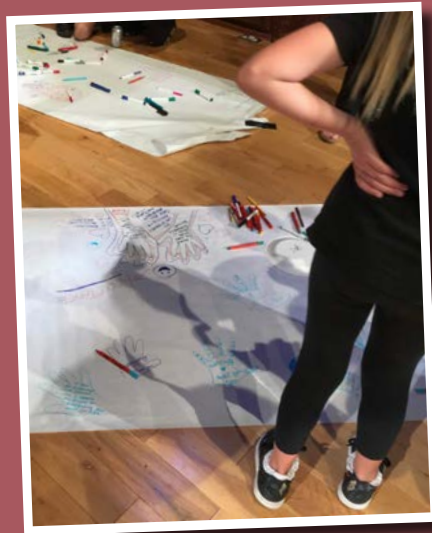
for more ideas and school case studies on making working with movement, image and sound to express and explore sensitive or difficult issues and feelings.



Performing how everyBODY matters



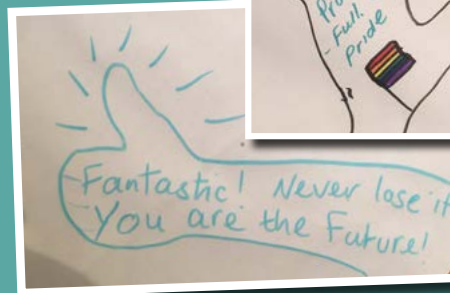
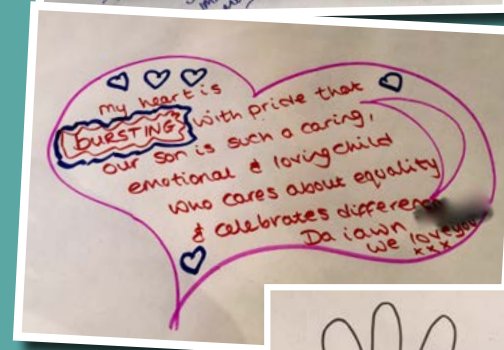
We performed our final piece in front of our families and friends. Watch our movement film on the screen behind us [here](#)



At the end of the evening, we invited them to share how they felt about our performance on a big roll of paper.



Here are some of their comments



What EveryBODY Matters meant to us...

I liked making shapes with our feelings

It was all really fun and is one of the best things I've done in school

I enjoyed the one where we had to express our feelings to our partners and then they had to do it back to us

I also like it when we traced around each other. If you were sad you had to trace around a sad spot and if you were excited or happy you had to trace around a happy spot

I liked the movement, because it's getting everyone active

I liked when we done the big body out of the images

I liked doing the dances and different moves

I liked the part where we like got our shapes and we made little poses with them.

I liked how we walked with the plates and then you strike a pose

I enjoyed tracing bodies and when we were talking about equality and happiness and Donald Trump and all that!

I liked when we made our model with our faces with the tin foil, and when we had to draw our bodies out and put our feelings in it

Watch and listen to these comments here

DIY

WYRED BODIES

Expressing and sharing our feelings about gender, bodies and body image

WYRD (n) - in Old

English wyrd came from the verb wearpan, meaning "to come to pass, to become". The term then developed into the modern English adjective weird.

Preparation

- A** Before you get started, read the **Safety and Support** section for ideas on how to create safe, affirmative and inclusive learning environments.
- B** Read the EveryBODY Matters case study for ideas and links to resources on gender, bodies and body image.

Consider how gendered expectations of the way people look, feel and move will always be shaped by other social, cultural and physical differences.

- C** Put a handful of craft wire strips in each box and lightly seal with sticky tape.



Activity

- 1** Working in small groups (e.g. 4-6), give each group a cardboard box and set of felt tips.
- 2** Ask the group to decorate the box with feelings about gendered societal pressures on people (any age) to look or move a certain way in different areas of their lives (e.g. sports, school, work, at the park; online etc.).
- 3** Play the sound track. Ask a volunteer from each group to pick up their box. Ask them to move in between the groups. Like musical chairs, when the music stops, the volunteers give their box to the nearest group (but not their own). Encourage discussion of the messages in small groups and as a whole class.
- 4** Ask a different volunteer to open the box, and another volunteer to reach inside and pull out the wire strips. A final volunteer distributes the wires so that every member of the group has three each.
- 5** Demonstrate first, and then invite children to make a body structure from the wire strips. There are youtube videos on how to make wire persons **here**.
- 6** Invite children to choose one of the feelings on the box, and then shape their wire bodies to express that feeling. This session could be accompanied by music.
- 7** Turning to the person next to them, see if their partner can 'guess the feeling' expressed by the wire body.
- 8** Repeat with different feelings. Take it in turns to share and guess feelings.



What you'll need:

- Coloured pipe cleaners or craft wire
- Cardboard boxes (1 per group)
- Felt tips
- Sticky tape
- Popular music track with affirmative lyrics around diversity and body image

Extension activities:

Try out the 'body line' activity (see EveryBODY Matters) to explore positive and negative feelings around bodies and body image

Create a body sculpture (with wire bodies or real bodies) of all the different feelings expressed on the boxes

Use the message to **script and perform a drama**, using the wire bodies as puppets!

Ask each group what else the wire bodies could be useful to explore in other health and well-being focused sessions.



MakeaMove.org.uk – wellbeing through movement and music

See the annual **BIG DANCE festival**, where people of all ages learn a piece of original choerography, make it their own, then perform it wherever they are as part of a worldwide performance day.

For more on the power of dance, see **National Youth Dance Wales and Community Dance**.

Why young kids learn through movement

Why movement matters @ themovingchild.com

Welsh Government's **#thisisme** campaign challenges the impact of gender stereotypes **for healthy relationships**

Try the **Felting Our Feelings starter activity**

Find out how **One Billion Rising** used movement and dance to address violence against girls and women.

Examples from around the world on movement and dance activism



imotion



Expressing and transforming difficult feelings through selfies, vlogging, glitching and GoPro cameras

We are a group of Year 6 students (age 10-11). This is our story of working with a researcher from Cardiff University to explore friendships, feelings and healthy relationships.

IN THE BEGINNING

At first, we found it hard to talk about and express our feelings.

We realized that sometimes this made us react in unpleasant ways;

“arguing when we couldn’t explain to our friends what was wrong” (Leo)

“pretending to be ok when really we were feeling sad, annoyed or angry” (Sarah)

HOW OUR THOUGHTS DEVELOPED

We found out that sometimes we are not always in control of how we feel.

We realised that this is ok and that we can do something about and with these feelings.

We took part in workshops which helped us to talk about and express our feelings through crafts and arts. Using iPads, Cameras and GoPros we made videos, took photos and used the ‘Glitch app’ to visualise and change our thoughts and feelings.

This was really important for us and helped us to “make feelings come to life” (Moktar, aged 11)

AT THE END AND AFTER THE PROJECT

Now we are getting better at expressing how we feel in ways which do not hurt or annoy other people.

We also realised that we experience lots of feelings, not just ‘good or bad’, ‘ok or not ok’, ‘sad or happy’.

Sometimes we feel all of these at the same time, or a bit of one and a lot of another!

What is a glitch app?



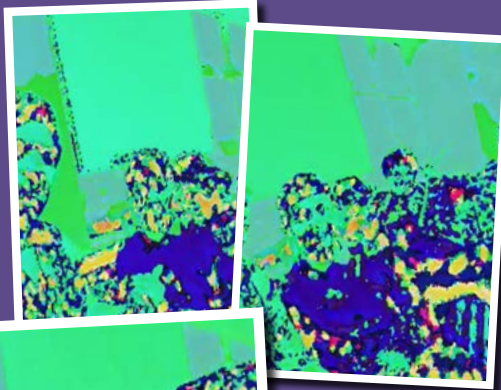
WATCH our vimeo here

“Before this project we kept feelings inside, we didn’t talk about feelings, now we can tell people about how we feel” (Samara, aged 10)



Glitching feelings, thoughts and friends, through movement, atoms and sonigraphs

- 1 We used a movement glitch app to make feelings come to life. In our friendship groups we explored the different glitch effects. This let us see and listen to our feelings differently.



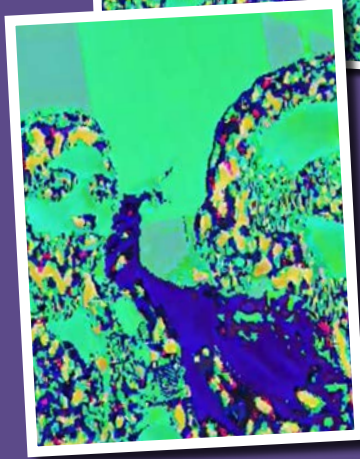
- 2 We found that if we get too close, we blur into one;

"it was harder to move"

"Harder to see each other"

"Information gets blurred"

This app allowed us to explore physical and personal boundaries



- 3 We were also able to visualize how feelings are connected and travel across our bodies.

"if someone is sad it goes onto another person, and then another person"

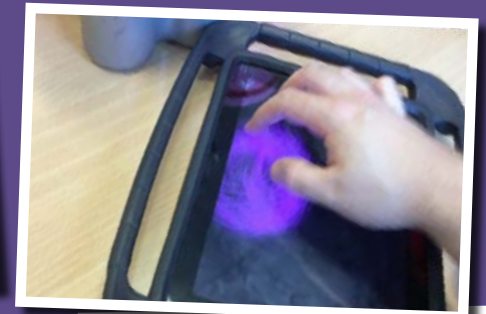


- 4 Next, we used the **atom flow** app to think about how movement shapes feelings:

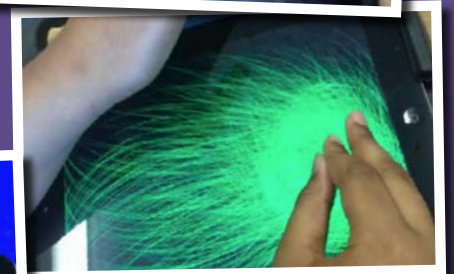
"feelings, like particles, float around in the air"

"Our bodies and behaviors help feelings travel"

"when I see someone tickled I get tickled as well, I can feel it"

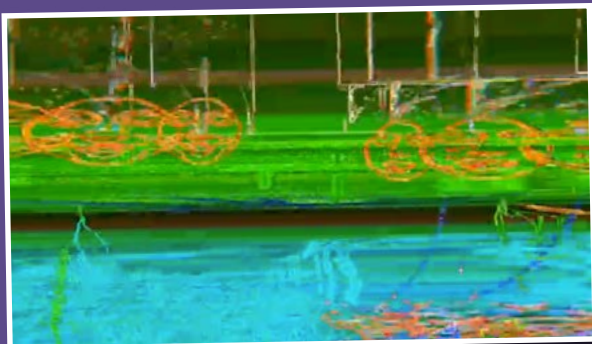


"it's like Wi-Fi connection, we connect together"



Khalid, aged 10

- 5 The 'Sonograph' app made the camera filters change depending on the sounds we made. We explored how words affect our bodies and feelings.



This is us when silent/before saying anything.



This is us when we spoke different words out loud. Different words affected our bodies differently.



"They can hurt us"
 "they restrict us"
 "they can feel good"

Materials we used

iPad/tablet devices: there are many apps out there to explore, but we found that the 'sonograph', 'El alef' and 'Atom flow' were our favourites

Glitch apps like Sonograph and 'El alef' allowed us to explore movement and sound

The glitch app filters also allowed us to remain anonymous

Video cameras/iPads: using the video camera you can create videos which can then be edited, filtered, slowed down and sped up to help explore your own topics!

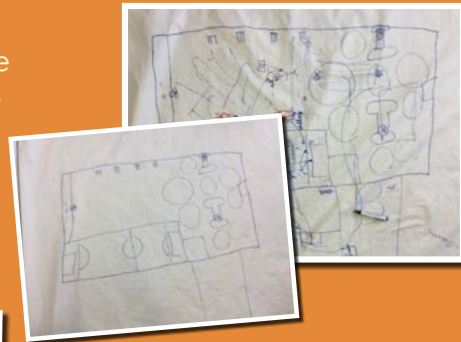
Safety and anonymity

The different digital technologies we used allowed us to explore our own (and others') feelings in different ways, and, using the glitch app, in safe and comfortable ways. Lots of children judge each other, on what we say, wear, do, think and feel. Working with cameras (image and video) and the glitch app we were able to work in groups and talk about topics that we wanted to without revealing too much, and, using the glitch filters, we were able to talk, move and think anonymously.

Feelings in space and time

We also used technology to explore **how** feelings travel in (and across) difference spaces

- 1 First we drew a map of the playground and where we move. We explored how different places in the playground make us think, feel and do different things.



- 2 Different filming techniques create different 'viewing perspectives'. We used cameras to explore the perspectives of others!

- 3 The GoPro camera was our favorite because it moved with our bodies; shaking, jolting and moving all the time as we moved around the playground

- 4 Using iPads we sped up and slowed down the video to explore how skillful we are at moving. Slowing our videos down allowed us to notice that some people get the ball more than others and that some people play too rough!



- 5 We explored the perspectives of people feeling; left out, new to the school, scared, worried

Glitching Terror

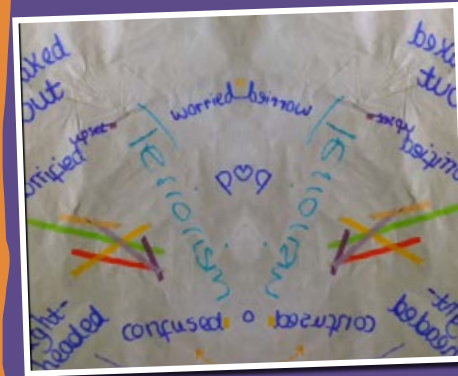
- 1 We used the glitch to explore and transform our many feelings around topics which concerned us. These are some of the feelings that emerged out of terrorism for us.

"Terrorism filters out good feelings"

- 2 Exploring the role of the media in shaping our understandings and feelings

"the media helps this filter by not telling us the whole story"

"They were only telling us the bad part and they weren't telling us about the marches"



- 3 We want to hear and share more positive stories, so we explored some demonstrations with the glitch app

"We were not old enough to go to the marches, but Glitching and talking about them made us feel good"

Try out the Glitch Relationship Art DIY!

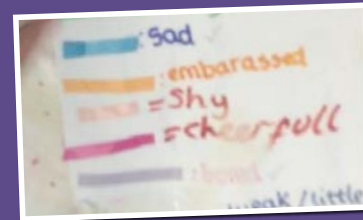


Transforming feelings through collages and mood tape

- 1 We wrote down all the things we don't like and wanted to change.
- 2 Then, we ripped them up and made a collage out of 'our feelings', transforming them into something new.



- 3 We also created a chart of feelings and emotions with pens and colored tape.
- 4 The mood tape allowed us to explore the many feelings we have and how strong they feel.
- 5 We created names for the many different feelings we have, sometimes one, sometimes many (picture below).
- 6 Now we can say SHACPE – Sad, Horrified, Anxious, Cold, Panicky, Empty. "This helped us to explore, change and transform feelings!"



- 7 Topics we covered included:
 - not being listened to by; our friends, adults, society
 - Being teased for talking or being near to a boy ("oh you fancy so and so")
 - The London bridge terrorist attack
 - Gender stereotypes ("that's not for girls")
 - Racism, Donald Trump, terrorism



How to talk to children about terrorism

How to challenge racism in British Schools

Black Lives Matter: a reading list for children and families

26 children's books to support conversations on race, racism and resistance

40 children's books about human rights and social justice

#UnderstandMe - NSPCC campaign to challenge xenophobia and prejudice and empowers young people to speak out and seek help.

Sam's Story: Listening to children's experience of bullying in Wales

Respecting others: Bullying around race, religion and culture

Seeing through new eyes: Refugee children paint the wars they've survived, and who they want to be now

The rise of glitch art

See '**Felting our Feelings**' for more resources on exploring emotions through creative pedagogy

ALL OF US

Exploring gender and sexual equalities and rights across the curriculum, from petitions to philosophy



This year we have been learning about gender and sexual equality and rights across the curriculum, and all around the world.

Using the **'Runway 4 Change'** we mind-mapped all the awesome activities we have got up to so far.

"Doing this project, I felt amazed by all we have done"
(student, age 11)

Social JUSTICE is about equality, fairness and well-being for all. It's about distributing the wealth, opportunities, and privileges within a society.

"Individuality gives way to the struggle for social justice"



"One of the goals in our school is to nurture pupils who are aware of their role in society, who embrace diversity and tolerance for all regardless of gender, sexual orientation, race or religion.

The display in our foyer fosters our ethos, with the words 'Being different is the only thing we have in common. Come and celebrate our community'

(Headteacher)

Addressing gender stereotypes through campaigning (expressive arts)

We designed a campaign that got people to think about the harmful impact of gender stereotypes. We dressed up in pink and blue for a day to raise awareness of stereotypical colours.

We also created sashes in the style of the suffragettes to highlight how our campaign was about the wider issues of equal rights.

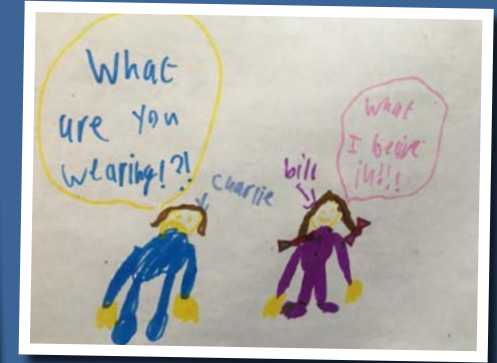
We then started a petition on **change.org** to raise awareness of gender stereotyping. We aim to continue to develop our campaign during our entrepreneur week, and present what we have achieved to a whole school assembly!



#Stereotyping Is Never The Answer!!

Making an iMovie to address gender stereotypes in advertising (Digital competence and ICT)

We made an advert using iMovie to draw attention to different types of stereotyping in terms of gender – in clothing, in sports, in hobbies, in the world of advertising and much more.



Click the image to read more about how 11 year old Mali is addressing gender inequalities in education, employment, relationships and more...

There once was a girl named Ari. Ari's ambition was to learn how clothes worked. She took them apart, day and night. And when she applied for a job as an engineer, years later, they said No. No to Ari's dreams. No to her goal. They turned away a brilliant young mind. Why? She was a girl. Do you believe that's fair? Do you believe Ari shouldn't have been turned away? No! But sadly, millions of young women around the world are denied jobs because of their gender. They say girls cannot do it, that they are destined to work AT HOME. We say this is completely outrageous. We say what right do they have to do this? And worse still, some girls feel worried that they're not good enough, because of what people say. They stop believing and give up without a fight. So if anyone thinks that, remember: Dream. Believe. Succeed.

My first point is stereotyping. What is stereotyping? It is when people think girls should like pink, glittery dresses and boys should be strong and unemotional. But what if a girl is a great footballer? They say it's unallowed. But what if a boy loves to dance ballet? They say it's unallowed. Do we really have to live in a society where we must be controlled out of fear? But sadly it's the truth. In my personal experience, I have been told by boys things like 'There's never going to score, there is no point in me being a goalkeeper' or 'This is easy! Girls aren't going to score'. (But then when I showed them). Did you

Debating gender & sexual rights in our philosophy session (health and well-being)

In our philosophy for children (P4C) sessions we have been debating the impact of gender stereotyping; gender and sexuality rights, body image, gender and sexual identity; equal access to education.

We sit in a circle. And we follow our rules, some of which are:

- Hand out palm up if you want to say something
- Listen to the person who is speaking.
- Respect the opinion of all others even if you disagree with them.

As children we create our own philosophical questions to discuss in response to a stimulus:

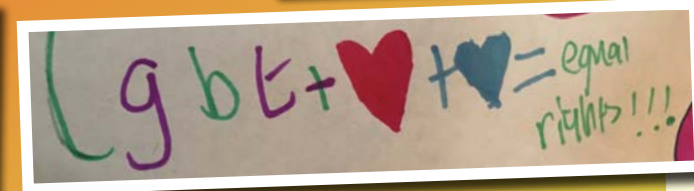
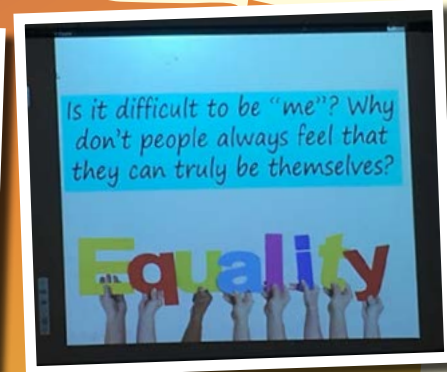
“Why are some girls and women in the world still denied an education?”

“Why don’t people feel they can truly be themselves?”

“Should women be able to choose to marry who they want to?”

Why can’t women choose their future?
#equal rights

Who is Claudette Colvin?



Girls' Rights to Education

We studied the story of Malala Yousafzai and researched girls' rights to an education around the world.

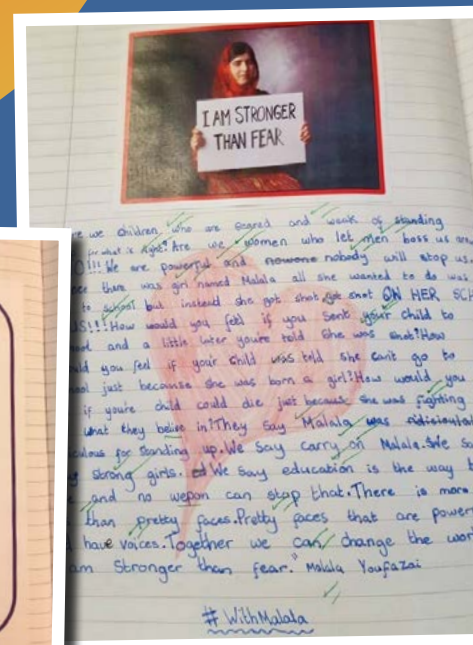
We used persuasive language to respond to a range of quotes made by Malala including:

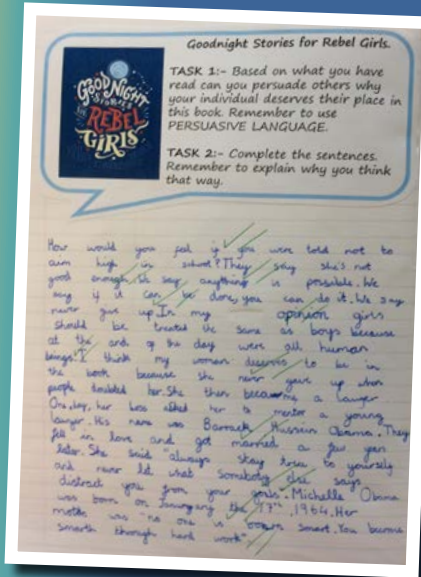
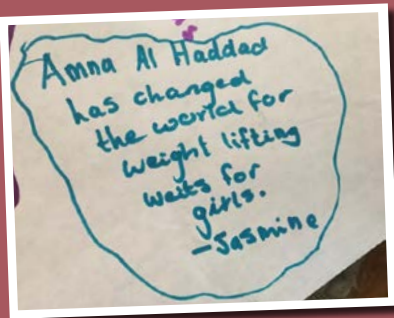
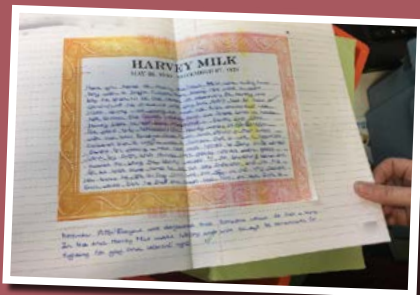
“One child, one teacher, one book, one pen, can change the world.”

“I’m stronger than fear.”

Using the education tree we explored what makes education grow.

We all wrote a speech on women's rights.





Rebel Girls and Boys Who Dare to be Different (Language and Literacy)

We have been reading the books **Rebel Girls** and **Stories for Boys Who Dare to be Different**. They include biographical portraits and facts about heroic people who have changed the world, and defied or challenged gender and sexual stereotypes in some way.

Some of us have created pamphlets on boys and men we admired.

Choosing one heroic figure, we created cartoon strips and also wrote about why they deserved their place in the books.

Find out more about the **powerful roles Women have played in Welsh life and history**

Gender and Leadership: our pioneer project (Humanities, Science, Maths and Expressive Arts)

Our Pioneer Project focused on understanding the qualities of a good leader. We researched how men and women have fought for social justice and human rights around the world. So far, they include Martin Luther King, Gandhi, Rosa Parks, Amelia Earhart, Harvey Milk and Ruby Bridges.

We debated their quotes, speeches and activists. We responded to these in our written work, in speeches, in diary extracts and drama.

We also used our numeracy skills to fact find how many people attended their speeches or were affected by their change-making activism.

Women in Science (Science and Technology, Maths and Numeracy)

Continuing our leadership theme, we explored the pioneering roles that women have played in Science, creating an i-movie about their different impacts on society.

For example, we learnt about air resistance by making paper aeroplanes as we discussed the incredible achievements of **Amelia Earhart**.

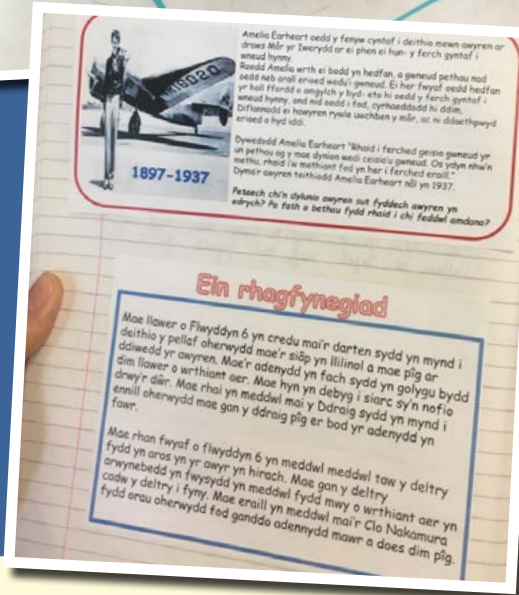
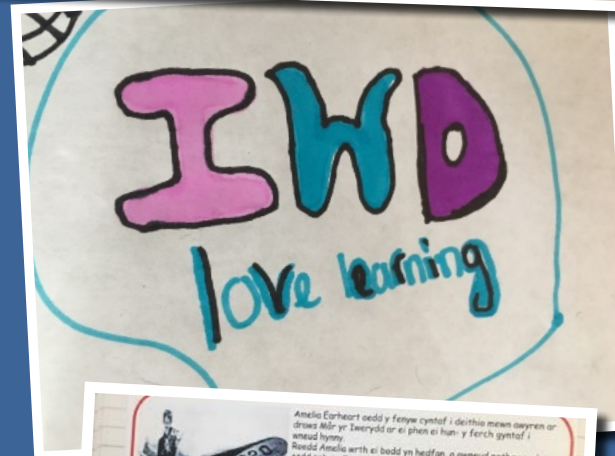
The **history of women in science** shows the fight is worth it.

Girls into STEM - a new generation of women in science in Wales

“Women and girls continue to suffer discrimination and violence in every part of the world.

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large” (UNESCO)



See the **Gender Respect Project**, for teacher resources aimed to help children and young people to understand, question and challenge gender inequality and violence.

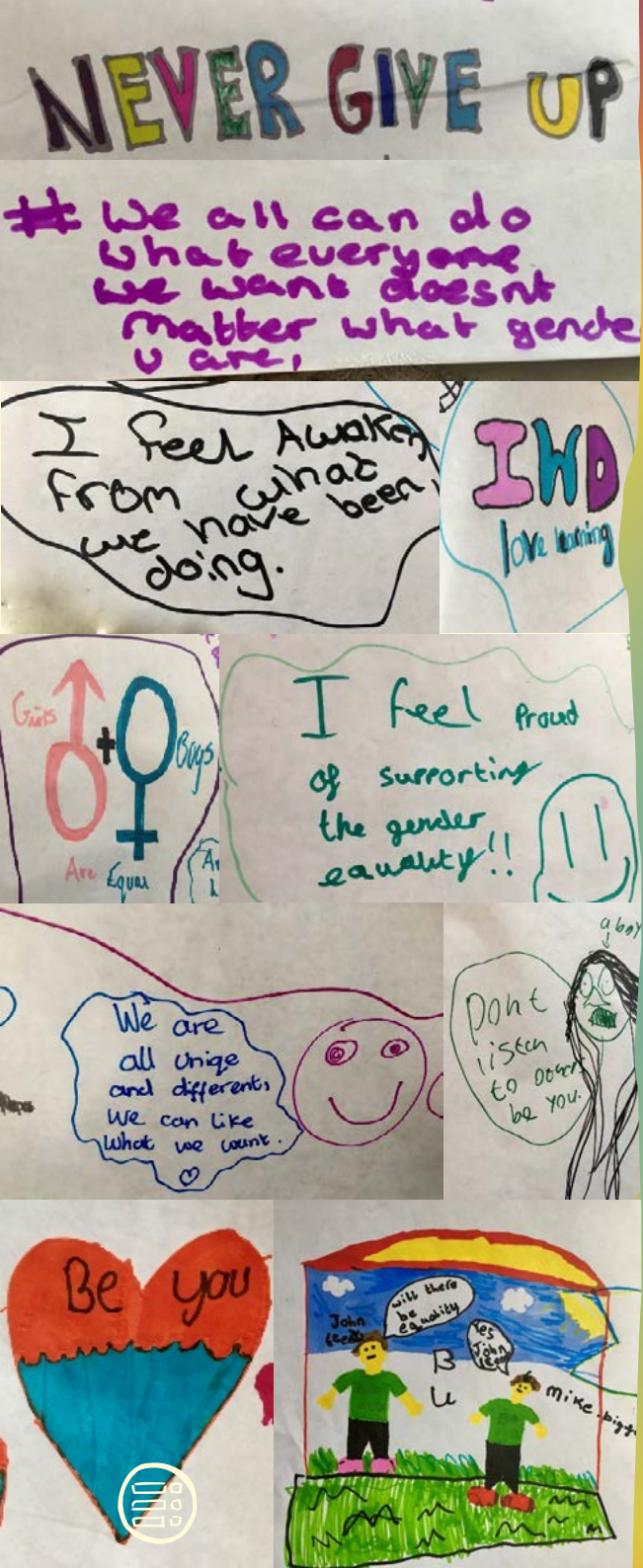
For more ideas and resources on how to embed a whole school approach to gender equalities for healthy relationships, go to **Gender Watch Bingo**.

Try out our children's **Feminist Activist Word-search**

30 Feminist Children's Books That Every Child Should Read

Gender Equality is the United Nations 5th Sustainable Development Goal. Find out more about it **here**.

See the **#THISISME** campaign, that addresses harmful gender stereotypes **@livefearfree** as a great way to start a debate on individual and collective ways to fight for gender justice in a P4C lesson.



It's important to learn about how other people have changed the world, because it inspires other people.

I feel so proud when doing this.

Out of all the projects we've done I think Harvey Milk is the BEST.

I feel awakened by what we've been doing.

I adored doing this project, because of my difference. I don't like pink dresses and I prefer playing football. And these lessons have shown that I can.

I loved every part of it!

I'm happy because people are doing something about this problem.

It makes me sad when I hear people stereotyped by their gender.

I loved celebrating International Women's Day because it shows the passion of everyone who likes different things, whether you're boy, girl, women or man.

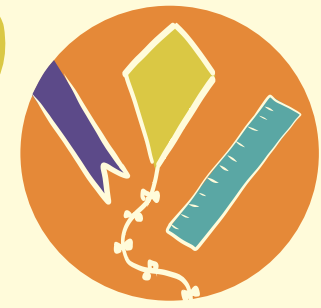
I loved making the gender rights sashes, because everyone in year 6 wore them!

I felt happy learning about this because it's inspiring to people who are gay or lesbian.



#WHAT IS THIS IF NOT?

Making gender justice matter with rulers, ribbons and kites



Gender norms - a common culture of how perceived gendered expectations and stereotypes regulate people's lives.

Gender cultures - the meanings, values and norms that are part of people's everyday lives and how these are negotiated, reproduced, subverted and challenged.

Gender Justice - a world where everybody is valued equally, regardless of sex or gender identity and expression, and are able to share equitably in the distribution of power, knowledge and resources.

1. HOW GENDER MATTERS IN CHILDREN'S EVERYDAY LIVES



Watch the video here!

**"Gender inequality present in our society can be a cause and consequence of violence against women, domestic abuse and sexual violence"
#THISISME @livefearfree**

Childhood research has explored the complex and contradictory ways in which gender norms and gender inequalities shape how children feel about themselves, **what they can do with their bodies, how they interact with others, who they can form relationships with, how safe and unsafe they feel, what jobs they might want to do** and how they dream themselves and each other into the world.

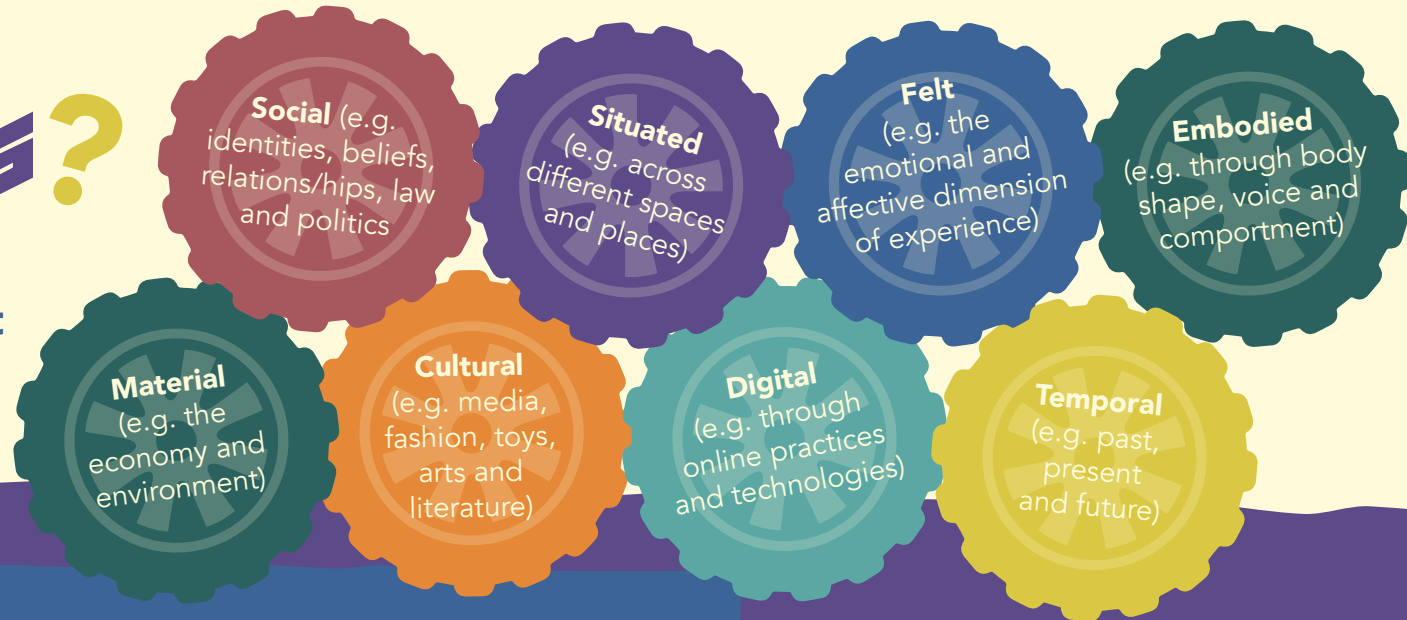


"Although gender is one (important) analytic lens and a difference that matters, we acknowledge that it is how it works in combination with other differences (such as social class, sexuality and ethnicity, in particular times and places) that gives it meaning and power"
(Thomson, Berriman and Bragg 2018)

"The 'doing' of gender is much more contradictory and much more of a struggle, than popular representations on children's gender identities and experiences might suggest" **(Renold 2013)**.

GENDER ASSEMBLAGES?

The notion of 'assemblages' helps us to explore the dynamic, divergent and contested ways in which gender is produced in the world.



Research has found that

- How gender shapes children's lives can be both constraining and empowering in different institutional, environmental and online contexts.
- Gender binaries are often strongly felt and upheld in childhood, particularly middle childhood, as they entangle more visibly with sexuality (Renold 2013)
- 'Doing gender' differently... in non-normative ways – involves grappling with powerful socio-historical legacies, all of which will be experienced differently when social, economic, cultural, religious and other markers of difference come into play.

What is Gender Equality?

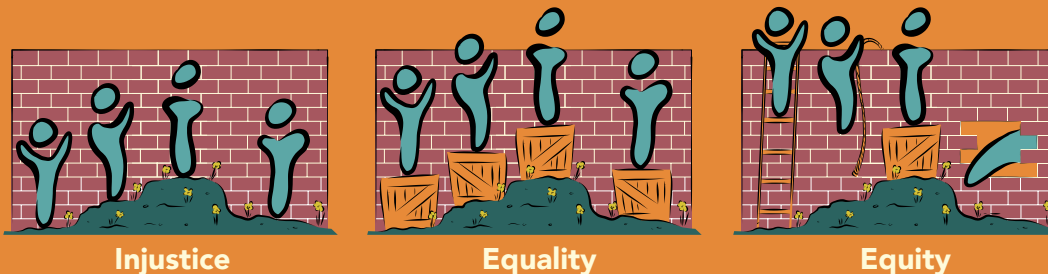
Gender equality means that regardless of sex group assigned at birth, gender identity or gender expression people realise the same social, economic and political rights, resources, opportunities and protections.

What is Gender Equity?

Gender equity refers to the different needs and interests that people require to ensure and achieve gender equality.

What does a **whole school approach** to gender equality look like and **what can teachers do** to achieve this?

What's the difference between equity and equality?



2. HOW GENDER JARS FOR PRIMARY SCHOOL-AGED CHILDREN

Researchers from Cardiff University (Emma Renold, Vicky Edwards and Catherine Phillips) asked 50 primary school children in South Wales (age 10-11) what JARS them (positively or negatively) about gender equality/inequality today.

I would like to change how the world will be
Stop stereotyping! Start getting used to things!
I want to change the way people think about girls and boys
I am part of the LGBTQI community and I'm proud of it
I hate the cruel things about stereotyping!
I wonder when stereotyping will stop?

Stop judging
Dare to be different
We want change!!

Just because I am a girl I have to hate mud, but I love it!
I don't like the fact that I get criticised by my dream job!
I feel affected by men being paid more for the same job that men and women do!

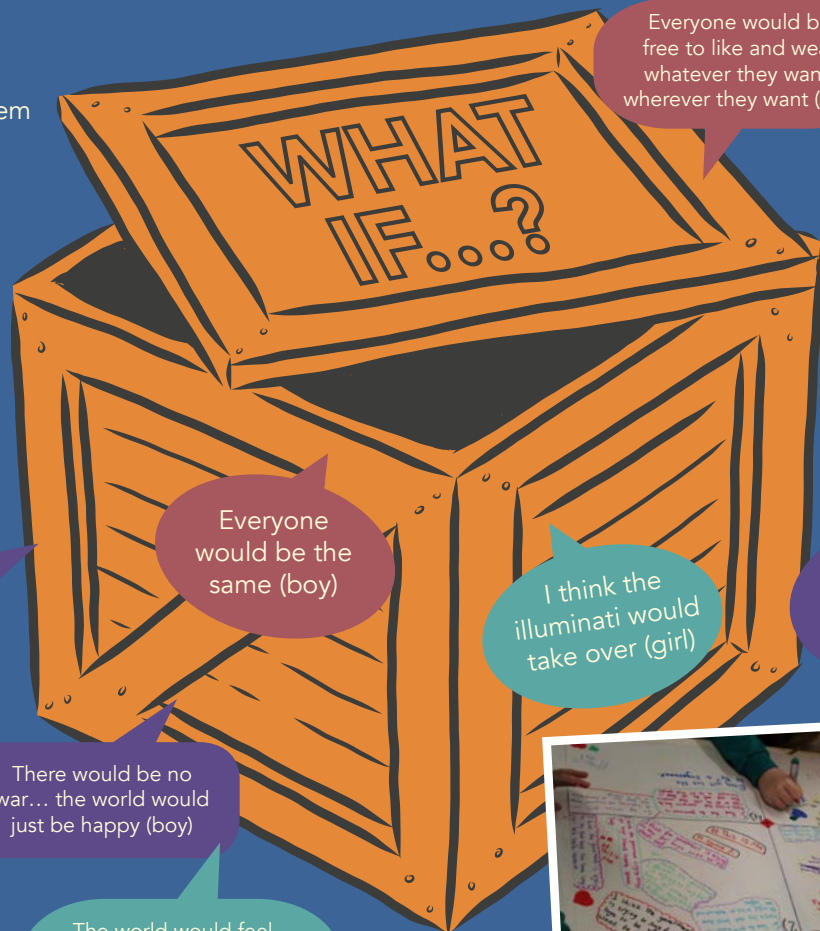
Just because I am a boy I can't like make up. Just be you!
It does not matter if you are transgender
All genders should have rights
Don't be scared to share your own ideas
No one needs a partner to be happy



3. WHAT IF...

The researchers also asked them to imagine a world without gender stereotypes.

If there were no gender stereotypes in the world ...



Everyone would be free to like and wear whatever they want, wherever they want (girl)

The world would be a better place (girl)

I would go out with Tom if there were no gender stereotypes (boy)

The world would be a mess (girl)

I would feel more confident... but I can't see it happening for very long because of like Donald Trump and people like that (girl)

I think the illuminati would take over (girl)

Everyone would be the same (boy)

I think I could just live happier ... without thinking that somebody's gonna not want me to do that or somebody's gonna try and stop me (girl)

There would be no arguing and no one would be like 'ohh yeah you have to do that because you're a girl' (boy)

There would be no war... the world would just be happy (boy)

The world would be better, the world would be nicer and the world would change dramatically actually, the world would change quite seriously (boy)

The world would feel empty, because there wouldn't be that to argue about anymore (boy)

Life would be peaceful (boy)

What is a stereotype?

Stereotypes come from, and are rooted in, deeply engrained attitudes, values, norms and prejudices. They will vary across culture, place and time.

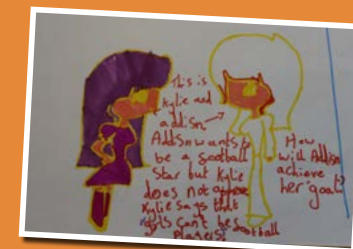


4. #THISISME

Three classes of children age 10-11 were then invited to explore the four images from the Welsh Government's #THISISME gender equality poster campaign.

Each group discussed which stereotypes they thought the campaign was trying to raise awareness of or challenge. Some children went on to create their own poster.

We talked as a class about how advancing gender equality and freedom of expression involves the support of all of us and is harder for some people than others to achieve.





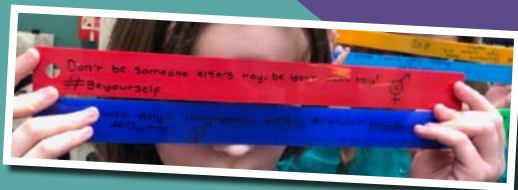
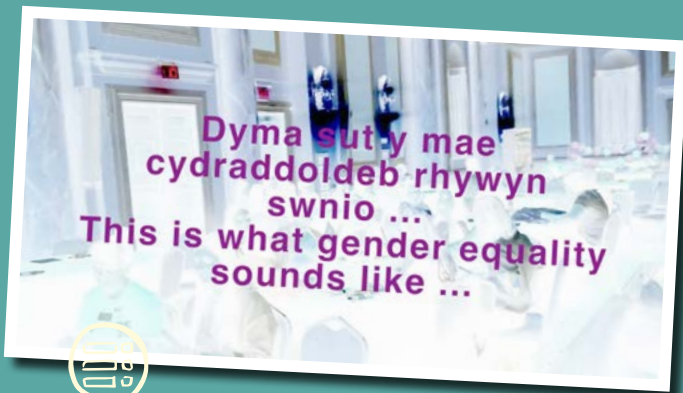
5. RE-ASSEMBLING THE RULES 4 GENDER JUSTICE

We watched the short film of young people speaking out about gender justice at Wales' Youth Gender Equality Assembly in City Hall in Cardiff.

Inspired, we wrote on rulers what needed to be changed to make the world a more gender-safe and gender-fair world.

We created a line of action. It kept breaking! Every time it broke it made one of us think how "there are so many gaps in gender equality around the world" and we need to "do something about it" (Girl, age 10).

We rattled the rule(r)s. We took ruler-relfies. And we danced to the rhythm of new rules in our corridors and on the playground and field.



6. OUR RAINBOW RIBBONS

Ribbons have an activist history. Awareness raising ribbons have the potential to bring people together to support and raise awareness of a cause.

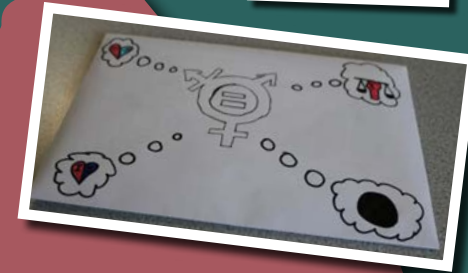
We used our ribbons to share a moment when someone or something has helped address the harmful impact of gender norms and wider inequalities.

We used lots of different coloured ribbons to highlight the diversity of gender expression across the world.



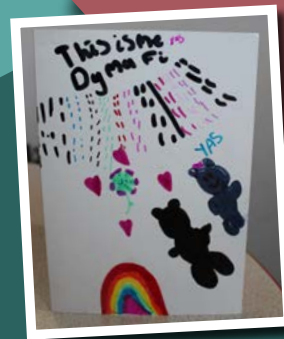
7. MAKING GENDER EQUALITY FLY!

Each group was given a kite that you could graffiti your own slogans for awareness or messages for change. Each ribbon was stapled to the tail of our kite. We taped them to a long bamboo stick, and we took it in turns to run with our gender justice kites, and make gender equality fly!



8. ♥ GENDER EQUALITY

Some of us spoke our own messages for change with some 'record your own message' cards, which we decorated and shared at the Primary AGENDA launch.



9. REFLECTIONS

Throughout the workshop and afterwards we shared our thoughts and comments in a rainbow post-box.

I am having so much fun making a ruler! You be YOU

I learnt that you should not judge people by their looks

This is a day I will never forget. I wish today was everyday

I learnt that boys can do things that girls can and girls can do things that boys can. I now know that I can do girl things without judged (boy)

It's amazing what we are doing!

It was really good the way you show your gender equality work through art because when i first found out about gender stereotypes I misjudged people but now realise that we can be who we want to be

This is amazing. I can let my creative juices flow wildly!

I liked making the kites and putting the rulers on the ribbon

This is the time for us to use our voices and stand up to stereotyping

I liked learning about gender equality. After your lesson I decided to write to the Urdd and complain that boys were not allowed to play netball and I have now had my voice heard on twitter BBC online news

I learned to be myself wherever I am

(I learnt that) gender is not a weakness

I had a lot of fun today. My favourite part of the day was when we flew the kite. Really want to do it again

#thisme #iloveit

I loved today because the activities were amazing!

I loved and cared about everything that we done today

We are all human. So why is stereotyping a thing?

Be you and don't let anyone take control of you.

I enjoyed today with every scrap of myself



For more case studies to support children in making gender equality matter, see **Gender Watch Bingo, Gender Stereotypes are Debatable, Smashing Commerical Sexism, All of Us**

Or adapt the following DIY activities: **Toys R for All of Us, Cross-Stitch your Rights, Identity Cwtch, The Debate Line, Gender-Snap Pairs**



For more information, training and resources on advancing gender equality and equity in schools and society, see:

Chware Teg and Fair Foundations
Equality and Human Rights
Commission
Everyday Feminism
Fawcett Society
Fearless UK
Full Circle Education
Gender and Education Association
Gender Respect Project
Gendered Intelligence
GenderAgenda.net
GenderTrust: for all those affected by gender identity issues
Hafan Cymru's Spectrum Project
Let Toys be Toys
Mermaids
National Education Union
PlanUK
SexGen Lab
Stonewall
Tiger: teaching individuals gender equality and respect
The Classroom (LGBTQ+ Teaching)
UK Feminista
Umbrella Cymru
UNESCO
Women's Aid
Women's Equality Network Wales

RESOURCES FOR PRACTITIONERS

Addressing gender stereotypes in the early years

Gender Respect Project: supporting children and young people to understand, question and challenge gender inequality and violence

Lesson plans to help schools challenge gender stereotypes



DIY

Awareness raising ribbons have the potential to bring people together to support and raise awareness of a cause.

#THISISME #ALLOFUS

Making Rainbow Ribbons 4 Gender Equality

- What you'll need:**
- Coloured ribbon (could use strips of coloured paper)
 - A4 white card (enough for as many groups as you are working with)
 - Felt-tips
 - Glue
 - Biodegradable (festival) glitter
 - Sticks (e.g. twigs, bamboo)



Preparation

Before you get started, read the **Safety and Support** section for ideas on how to create safe, affirmative and inclusive learning environments.

Read the **ALL OF US** case study for ideas and links to resources on gender identity, gender expression and gender rights. See **GENDER WATCH BINGO** for the difference between gender equality and equity.

See the section 'Understanding Gender' in UNESCO's 2018 **Guidance for Comprehensive Sexuality Education** for developmentally appropriate learning objectives and the relationship between gender norms, gender inequalities and gender-based and sexual violence.

Read and watch the Welsh Government **#thisisme campaign** which is all about recognising how gender norms and gender inequalities can have an impact on our lives.

Share the United Nations' **Sustainable Development Goal 5** which promotes gender equality.



1 #thisisme

Show the class the four images from the #thisisme campaign as prompts to discuss the themes of safety, fairness, equality and equity. For example, how societal norms around gender can often impact on: how we feel about ourselves and our bodies; what we can do with our bodies (e.g. sport); who we can form relationships with (e.g. friends); how safe we feel; what jobs we might want to do; other people's expectations of us etc. Invite them to discuss examples of each one in small groups, and share with wider group.

2 #thisisus

Take one of the examples and invite children to think about how noticing and advancing gender equality involves the support of all of us. Introduce the role of 'activist ribbons' and their history. State that **awareness ribbons** are symbols that unite people in their collective support for a cause. Different colours and patterns are associated with different issues (list a few and ask children to share). Explain that our activity is using lots of different colours to highlight the diversity of gender expression and how societies, laws, popular culture etc. all play a part in making gender equality matter.

3 Rainbow Ribbon

On their own or in groups invite children to think about a positive moment where someone or something has helped take the pressure off people having to conform to gender norms or has helped address gender inequalities? (e.g. gender inclusive uniform policy, a supportive comment from a friend to play with a non-stereotypical toy; a TV show or advert, a role model). Pick a colour ribbon, and name, draw or write a message to share with others.

4 Sticking up for Gender Equality

Using the sticks, ask children to tie or tape their ribbons, leaving a gap between each ribbon. Cover the tops of the sticks in glue and dip into the glitter*. Next, swap their ribbon-stick with the group next to them. Keep rotating until all the children have had a chance to read and talk about the messages on each stick. Find a large space (school hall or playground) and in their loudest voices, flying their ribbons on sticks, invite them to shout out: "we're sticking up for gender equality" OR "we're making waves for gender equality", or even better they can come up with their own slogan.

5 Flagging the importance of Gender Equality for #allofus

Choose different places around the school to secure the sticks (e.g. near reception; in the playground or outside area; on corridor walls etc.) to raise awareness of your rainbow ribbon flags for gender equality. If possible, leave a tray of extra small pieces of ribbon so that everyone can support your cause.

Breast cancer

Men and boys working to end male violence against women and girls

HIV/AIDS

Mental health

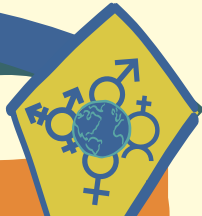
International women's day

Extension activity

Make gender equality fly!

Invite each group to make a simple kite (**see here**). Write the rules that need to be changed to make the world a more gender-safe and gender-fair place to live. Tie the ribbons with affirmative messages to make the kite's tail. Find an outside space, catch a breeze, and let your kite soar!

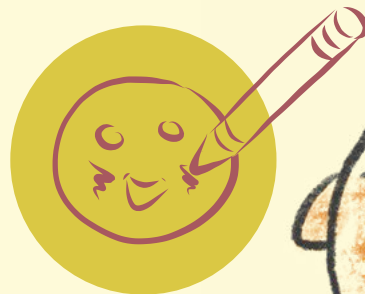
Make a short **digital story** of the process, invite other children around the school, and parents and governors to read the ribbons and spread the word across the school and into the community.



*Anyone who has ever used glitter knows it gets everywhere. So why glitter? Glitter's capacity to linger long after an activity has happened, can be its power in this case!

- Every time you spot some glitter, it will connect you back to how you were getting creative with making Gender Equality matter.

SAM'S STORY



Addressing bullying cultures in schools through art, stories, drama, helping hands and a cwctch.

'Sam's Story' is the culmination of a large-scale consultation by the Children's Commissioner for Wales, with over 2,000 children and young people and nearly 300 professionals' views about contemporary experiences of bullying in Wales. An analysis of the material from children and young people and professionals produced key findings in a report with recommendations for the Welsh Government, schools and local authorities published in July 2017.

'Sam's Story: Listening to children and young people's experiences of bullying in Wales.'

This case study shares some of the process and provides practitioners with ideas of how to use 'Sam's Story' to explore gender-based and sexual bullying in the wider context of children's rights and equity.

When a child is bullied their rights, under the UN Convention on the Rights of the Child (UNCRC), are being violated. Key to preventing bullying is instilling a rights-based approach in schools. See the Children's Commissioner for Wales' report '**A Right Way, a children's rights approach for education in Wales**' for further information.

Gathering experiences through stories

To explore children's perceptions of bullying, 'Sam's Story' engaged children and young people in projective exercises which allowed them to express their feelings and experiences through an imaginary character called 'Sam'. The Commissioner's team asked children to tell 'Sam's Story', specifying that Sam was their age, from their community and was experiencing bullying. Sam's gender was not specified. For primary-aged children a range of simple templates were provided to support them to create a picture, cartoon or written narrative. Alongside the templates, the Commissioner's team provided scaffolding questions which could be used to help children structure their responses to include possible solutions for change as well as Sam's experiences.



'Sam's Story' enabled the Commissioner's team to understand what identity-based bullying looks and feels like. **Identity-based bullying** refers to any form of bullying related to the characteristics considered part of a person's identity or perceived identity group (Equality and Human Rights Commission, 2010). This can include their disability, gender, gender identity, race, religion or belief or sexual orientation. These are referred to as protected characteristics by the Equality Act 2010.

An insight into Sam's experience: stories and drama workshops

Through the many visual images and written stories that were received about 'Sam', 'Sam' became the voice of the bullied, the bully and the bystander, and a complex social world of bullying cultures emerged. 'Sam' was often portrayed as being different to other children in some way and this was implicitly or explicitly linked to being the target of bullying cultures. Social pressures to conform to a range of norms included issues such as physical appearance, disability, poverty, ethnicity, religion, sexuality and not conforming to gender stereotypes. Some children talked about how difficult it was to break free of social norms, even if they wanted to.

As well as gathering written and visual material, the Commissioner's team engaged groups in freeze frame drama workshops. This enabled participants to place themselves within scenarios that might reflect Sam's experiences. Groups discussed the impacts of bullying and possible solutions for change. To try this out go to the DIY activity, **Freeze Framing Bullying**. All the written and visual material as well as notes recorded from the freeze frame workshops were analysed and presented as findings along with recommendations for Welsh Government, Schools, and Local Authorities in the report **'Sam's Story: Listening to children and young people's experiences of bullying in Wales.'**

Example: Story written by a primary school pupil

Once upon a time, there was a little girl called Sam and she was new to her school. She was friends with all the popular girls, until suddenly, she saw a football outside.

She said, "Do you want to play footy?" to the popular girls

"Ewww, no. That's a boys game, you weirdo" the popular girls said "Why do you even like that?"

Sam began to feel sad and worried. She wanted to tell someone but she was worried it would make it worse. She kept feeling mixed emotions because they kept following her around and calling her mean names.

So then she classed it as bullying because they were doing it constantly. She wanted to tell someone, but she was afraid that if she did, it would change from verbal bullying to physical bullying.

Sam sat down at lunch, on her own, then another girl who was sat on her own came over.

She said "Hello, do you want to be friends?"

Sam said "Yes, but I'll warn you...I'm a bit of a tomboy"

"That's OK, me too"



A number of children's rights in the UNCRC are threatened or denied in the many descriptions of bullying that we received as part of 'Sam's Story'.

Particularly relevant are:

All children and young people have rights and no child or young person should be treated differently.

Article 2

You have the right to be protected from all forms of violence, abuse, neglect and bad treatment.

Article 19

You have the right to an education.

Article 28

The right to survive and the right to develop.

Article 6

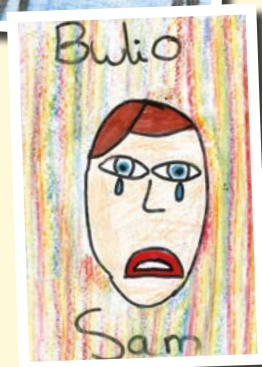
Children have the right to an identity.

Article 8



"Everyone needs educating on why people are different, awareness raising e.g. my friend has spasms and makes involuntary noises and people think she is stupid because she can't talk so they laugh at her – she understands all this and is very intelligent (community ambassador group)

"All students should do anti-bullying weeks where they think through the consequences of bullying and how it makes people feel and talk through solutions and how important it is to talk – we did this at my school and it helped" (community ambassador group)



Locating 'Sam's Story' in a whole school approach to healthy relationships education

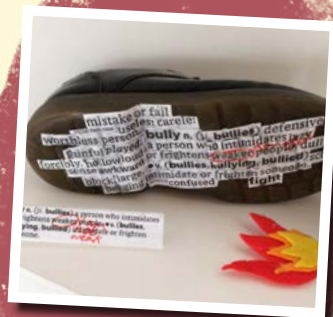
After listening to young people's experiences of bullying, one of the Commissioner's key recommendations from this work was that children and young people of all ages have time to reflect on and discuss their relationships. Children benefit from opportunities like circle time and other fora in which they can reflect and discuss peer relationships and behaviour.

'Sam's Story' activities created space for further discussion and reflection on the experiences that children shared through taking part in the activities. In November 2017, the Commissioner published resources for both Primary and Secondary Schools, these resources provide practical ideas and activities for teachers and pastoral support officers linked to the curriculum.

Penygawsi Primary School took a whole school approach to delivering the original 'Sam's Story' **special mission**, developing a series of differentiated lesson plans for each key stage and adapting existing resources. The Commissioner's team worked with a teacher at the school to co-produce an anti-bullying resource which showcased the whole school teaching approach Penygawsi took. Read it **here**.

In our shoes: Taking Sam's Story messages to the National Assembly for Wales

In November 2017, the Commissioner exhibited a selection of images and words, created and authored by children and young people, gathered as part of the 'Sam's Story' consultation. This was an opportunity to highlight the real impact that being bullied is having on children's lives in Wales, bringing these messages directly to public visitors to the National Assembly for Wales and decision makers based there.



A group of young artists as part of the group, Criw Celf, contributed an artistic response to the material we originally gathered, exploring the idea of putting themselves in 'Sam's shoes'. The group of young artist were provided with a selection of the visual images, written stories and blogs we received for the group to reflect on and discuss. The group used an old pair of shoes as a starting point for their individual responses, adapting and adding new materials and objects to create their own contemporary three dimensional art.

The Public Sector Equality Duty (PSED)

The Public Sector Equality Duty requires schools to take action to improve outcomes for pupils with different protected characteristics. It is a legal requirement, under the Equality Act 2010. The PSED can be used as a helpful mechanism to tackle identity-based bullying and implement a preventative whole school approach that teaches children good relationships and conflict resolution skills from an early age and ensure clear strategies for recognising and tackling identity-based bullying when it occurs.

Addressing Bullying Cultures in School

What is bullying?

Bullying is the abuse of social and cultural power relations that are persistently directed towards targeted people or groups of people over time. It can be covert or overt and expressed in verbal, physical, psychological, material, or technological ways.

What can schools do?

Bullying behaviours frequently reinforce what is socially and culturally acceptable (e.g. what a 'boy' can wear or where a child should live). Individual or groups of children and young people who are perceived as 'different' from the 'norm' are frequent targets of bullying.

If bullying behaviours are understood as the micro-expression of wider persistent social inequalities, best practice for schools is to work towards interventions that address bullying cultures in the context of rights, equity and social justice.

Best practice includes developing whole-school policies and practices *with* children, parents/carers and the wider community to develop **proactive and affirmative** interventions that:

Advance awareness of **children's rights** to be safe and free from discrimination and harm

Celebrate (not tolerate) **difference and diversity**, and understand how bullying behaviours, related to protected characteristics, are interconnected.

Measure progress of successful activities that promote difference, diversity, rights and social justice more widely, as part of a

whole-school equalities plan

Situate anti-bullying work in the wider context of an **equity and social justice** approach to health and well-being.

Support and celebrate whole-school **child-led action campaigns** and research projects to evaluate progress

(NB. student ownership is paramount to successful interventions, and allows them to raise areas of change that matter to them)

DIY

IDENTITY CWTCH

Supporting children to explore different aspects of identity and belonging in the context of Article 8 (UNCRC) - children's rights to have an identity

- 1 Introduce the fictional character 'Sam'. Specify that Sam is their age and from their community, but do not specify any other details, such as gender or faith or disability.
- 2 Discuss the multiple meanings of CWTCH (i.e. a cupboard, a cuddle, a safe place).
- 3 Provide each child (or pair of children) with a box and a coloured pipe-cleaner. Let them know that they will be making a stick figure of Sam and a 'Cwtch' for Sam to live in.
- 4 Make a human figure from the pipe cleaner. This will be Sam. As they are making Sam, encourage children to reflect on what Sam's Story might be. Who is Sam? What does Sam look like? Where does Sam live and who with? What does Sam really enjoy doing? Is Sam scared of anything? What dreams might Sam have about the future?
- 5 Place the box on its side, so that the two opening flaps become the entrance doors. Decorate the outside of the box (but not the doors) with all the different things, people and places, that make up Sam's life.
- 6 On the outside of the doors write what someone might think or say to Sam if they saw Sam on the street. Choose to write two or more things.
- 7 On the inside of ONE of the doors, write two (or more) things someone could find out about Sam if they spoke with Sam for 5 minutes.
- 8 On the inside of the other door, write two (or more) things that an acquaintance (e.g. neighbour, classmate, family friend) could know about Sam.
- 9 Inside the cwtch write something that only someone who knows Sam really well would know, or that Sam himself might only know [if it is difficult to write inside, open up the box and tape back up again]
- 10 Using the shredded paper, place Sam (pipe-cleaner figure) somewhere inside or outside the Cwtch. If there are enough pipe cleaners and time, children could make other figures to be with Sam (e.g. friends, family, pets, bikes etc.)

What you'll need:

- Plain cardboard box with one side that opens (e.g. like a cupboard door)
- Coloured pipe cleaners
- Coloured pens/pencils
- Shredded paper

Close

Remind everyone that each person has a unique identity of which they can feel proud. Remind them that each person's individuality is important to the community and relate this to your group or school values. Ensure all children know who they can go to talk to for support or advice (see the **Safety and Support** section)

Extension activities

Make a Cwtch Identity wall, or hanging mobile, from the boxes; display in a space for others to view (e.g. you could make the shape of a large shoe, and call it 'Walk in Sam's Shoes'). Accompany the display with inspirational quotes about children's right to an identity; and freedom from identity-based discrimination or abuse (Article 8 of the UNCRC).

Make a **poem, song** or **drama** from some of the stories that each describe a different protected characteristic.

Reflections

Ask for volunteers to share their cwtch with the group. Explore differences and similarities. Discuss how they found the task:

Did they think their version of Sam or their cwtch would be the same as anyone else's in the class? in the world?

What do people miss when they look at the outside only?

Why are identity rights important?

What do children need so that their identity rights are protected and realised?

How might we share what we have learned with others?

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.



DIY FREEZE FRAMING BULLYING

Addressing the social and cultural pressures that underpin bullying cultures through movement and drama.

- 1 Explain to the group that you are going to introduce an imaginary character called 'Sam'. Give them the following information about Sam: Sam is ** years old [choose the age relevant to the group] and is a child in your group or class at school. Sam is being bullied.
- 2 Divide the group into small groups of 4-5, to discuss the following questions:
Who is Sam?
What is happening to Sam?
Where is this taking place?
Why is this happening?
- 3 Ask each small group to create a freeze-frame showing a scenario that they are discussing. It could be the bullying itself, or a scene before or after. Set ground rules before they set the frame, e.g. no physical contact.
- 4 Groups show their freeze frames to each other. First one group shows and the rest of the class discusses what could be happening while the group stay frozen. Then they come out of role and explain what was happening.
- 5 Ask the groups to consider what advice they would give to 'Sam', if Sam was someone they knew. During discussion, identify and explore with children the underlying values of how and why being picked on/bullied/harassed happens. Why are certain differences targeted? What wider pressures might be at work here? (e.g. gender and sexual stereotypes, poverty).
- 6 **Vital here is to shift the discussion away from blaming or shaming the 'bullies' 'victims' or 'bystanders' and locate each scenario with the wider social, cultural and economic pressures that underpin all bullying cultures.**
- 7 Pair up the groups in the class. Invite one pair to return to their original freeze frame and invite the other pair to create a freeze frame that shows some of the external pressures acting upon the original scenario. Share and discuss as above. What can we do?
- 8 Distribute A4 paper and coloured pens to each child. Invite the group to consider how they can lend a hand to prevent bullying cultures in their peer groups. Ask each participant to draw around their hand on the paper. Invite them to write an action they can do or attitude they can have that will help prevent bullying on each finger. Some examples of statements are: 'Be proud of my identity'; 'Respect Equality'; 'Stand up for rights'; 'Report bullying if I see it', 'Celebrate difference' and 'Speak Up'.
- 9 Children can then decorate their hands and put their completed hand pictures on a table or on the floor. Invite the group to look at the different actions on the hands and consider: how can these actions change our community or school? Which ones can we action now?

Invite and create one large hand from all the little hands to represent how addressing bully cultures and standing up for our rights is never achieved alone and affects us all. We are more, together.

What you'll need:

Pens and Paper

Extension Activity

Visit another class in your school, or a neighbouring school. Share what you've been doing.

Make a silent statue from all the freeze frames (i.e. the bullying scenario freeze frame to communicate *what's happening*, and the external pressures freeze frame to communicate *why it's happening*).

Each group could place sticky-notes with how members of the frame are feeling or the pressures they are facing on their body for others to read and ask questions about.

Pass around the 'helping hands' to the audience. Say, 'will you give them a helping hand?'. As they give the hands to the frozen statues, it breaks the freeze.

Reflecting on the process, and using the helping hands, discuss the what, why and how of bullying cultures, and where children can access help and support if any of the issues that have been discussed in the session have concerned them.



Suite of **primary anti-bullying lesson plans and activities** to accompany 'Sam's Story' that provide practical ideas for teachers and pastoral support officers

Live Fear Free / This is Me is a Welsh Government campaign that challenges gender stereotypes in a positive way aiming to start conversations about gender and to encourage people to 'live fear free' from gender constraints and gender norms.

Challenging gendered cultures in childhood to address school bullying

Why zero tolerance approaches for LGBTQ bullying can become part of the problem

How boys and girls are taught different things about violence

How to challenge racism in British schools

Bullying that relates to gender or sexuality is the most common form of violence that students encounter in schools, but often goes unchecked

Why telling kids homophobia is wrong won't stop bullying in schools

Getting Started: A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in primary schools

Celebrating Diversity Through Pupil Voice: A guide for primary schools

Primary Best Practice Guide: how primary schools are celebrating difference and tackling homophobia, biphobia and transphobia.



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

BODY (RE)FORMING

Creating textiles, sculptures and maps to spark conversations about how beauty standards impact our bodies and communities



We are a group of art students (aged 12 – 18) who wanted to explore the impact of beauty norms on our bodies and our communities. We had the opportunity to develop our ideas through our **schools research centre** about the pressure to conform to certain standards of what does or does not look good. This is the story of how our project has grown and inspired others to act.



"I don't think us girls should have to change who we are to please a stereotype or to please anybody else"
(Rotimi, Year 13)

Beauty norms

Constructed standards around what it "looks like" to be beautiful and attractive; people are judged on how well they meet that standard.

HAIR BY HOOD

“Tamed, shaved, dyed or straightened, hair is a material that has been used by humans to construct a portrait. Human hair is shaped to be a social indicator between individuals to communicate their status and cultural affiliations. Although hair’s original state is characterized by richly diverse texture and colors, our idea of hair has been steadily standardized over the years by the cosmetics industry, media, and social conventions, making it akin to a uniform. (Alex Bizet, 2015)”

Working with the school’s artist in residence **Alix Bizet**, we began exploring hair as a material that opens up debate around societal beauty standards.



We were invited to collect hair from local hairdressers, which unlocked conversations about the role of hair salons in our communities and in constructing our own sense of identity.



Once we had the hair we began **making felt** from it. Using a material that we had in our hands allowed us to focus less on our words and more on the activity, which enabled more creative thinking.



We created several felt squares that went towards creating a larger piece of felt. This was then shaped into a Hoodie. The hair in the hood therefore reflected the neighbourhood where the hair was collected.



Hair By Hood has been displayed at school and art venues where lots of students have been brought together to touch it and read it. The project sparked many conversations and ideas that have inspired other student-led projects exploring similar themes and concerns.

BODY SCULPTURES

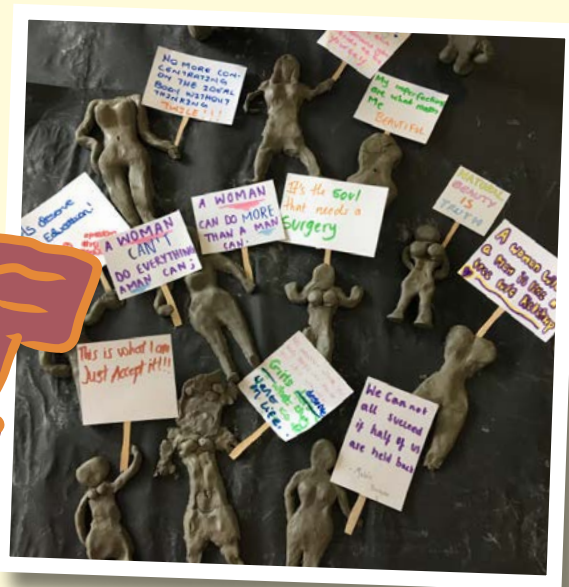
After the Hair by Hood project, we wanted to continue thinking through making as well as support other students to think about body image. Rotimi and CJ, two Year 10 textiles students, helped run a student-led workshop on beauty norms with Year 8 students.

They broke the ice with a monstrously wonderful game of consequences, which used drawing to help challenge ideas of perfection.



These discussions were continued through working with clay. Students shaped their clay into different body shapes. Clay is an interesting material to think with as it can be pounded, pressed and pulled into various forms, but it is also difficult to make it conform to the images we had in our heads. Working with the clay created space for mistakes and laughter, as well as connected with our own bodily struggles to achieve societal standards of perfection.

Once the figures were completed, we created feminist protest placards demanding equality and respect and activated the figures into defiant bodily poses.



THE CHANGING FACE OF OUR COMMUNITY

We have continued to think about beauty standards, and how they shape attitudes towards our local community. We live in an area that is experiencing a lot of change and gentrification. Working again with artist Alix Bizet, Ria and Ahamad had the opportunity to work on a project called Hairytag and contribute to a local exhibition. This included running a workshop on how gentrification matters to us, and exploring its impact on people in the area through hand tracing and mapping.

In the first part of the workshop, people were invited to draw around their hands and annotate them with their memories of the place. Working with hands helped open up conversations about community. The extended hand can be a symbol of friendship and support, it can also represent power and defiance.



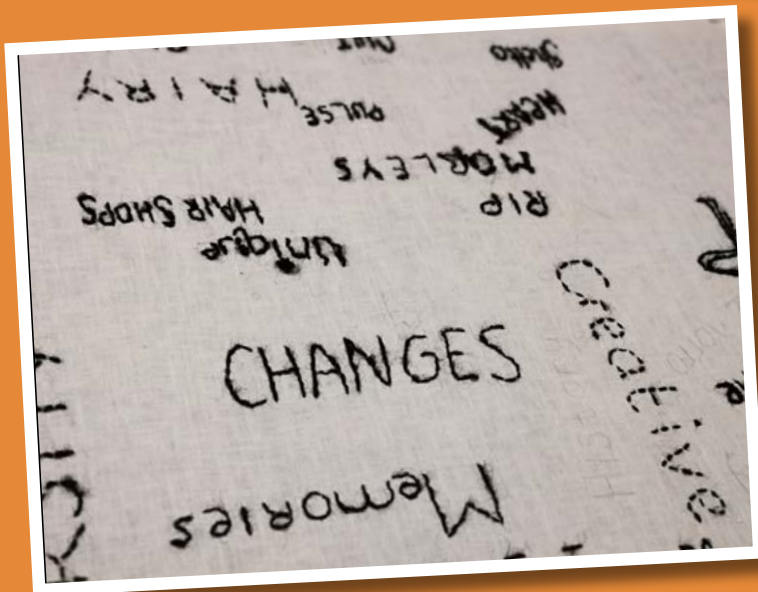
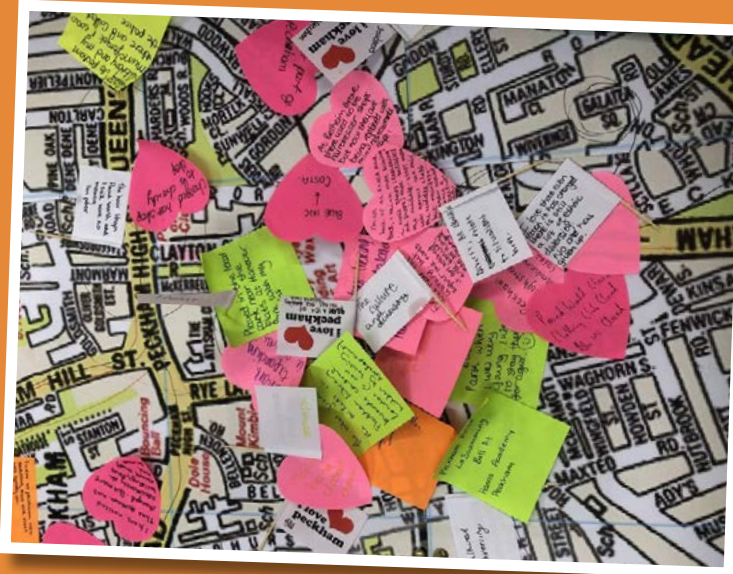
"Gentrification is pushing one specific race out of the area, because it doesn't look 'appealing' and they are sticking the hairdressers all in one building because they want the area to look 'prettier'"
 (Ria, Year 13)

"We all know gentrifications going on, it comes up in the news but then it's discarded after a week. I wanted to really bring that up again, and see what we could do to change it."
 (Ahamed, Year 13)

Gentrification
 The process of repairing and rebuilding homes and businesses in an area (such as an urban neighbourhood) accompanied by an influx of middle-class or affluent people that often results in the displacement of earlier residents.
 (Merriam Webster 2019)



Following on from this we used heart-shaped sticky notes and people wrote down all the things they love about living in the area. The sticky notes were then added to a map of the area. This got everyone talking about what it means to love an area, and how it feels when it changes around us. The stories that were shared in these workshops brought out the hidden histories of the place.



“It was really interesting to find out what the deeper meaning and significance that hairdressers had in our local community”
(Ria, Year 13)



Building on these conversations we invited people to pick a word that stood out to them, and weave it into a tapestry using thread made of human hair. The tapestry weaves together different strands from our ongoing exploration of beauty norms. We hope our tapestry continues to grow and gets people thinking about the changing face of our community.



Find out more about Alix Bizet's **work and exhibitions**

Watch the film, **Hair by Hood**

Centre for Creative Exploration

Read more Louise Rondel's work **using beauty products to craft responses to neighbourhood change** (pp. 25 – 28).

4 ways our socially accepted beauty ideals are racist

Can the beauty industry make-over the gender norms it created?

The truth can get a little hairy: reflections on body hair, feminism and trans-identity

Hairdressers train staff to spot signs of domestic abuse

Using clay to explore gender and bodies

I want to show you a body: thinking through gender, bodies and building different worlds, by Linda Stupart

What the rise of men's make-up means for masculinity

Body Activism Activity Guide

Women we see – a report into girls and women's views of gender, diversity and advertising in public places



DIY

BEAUTY MASH-UP

Re-framing our feelings about the beauty industry



Preparation: Select a range of beauty products (eyeliner, lipstick, nail varnish, hair extensions, fake tan, lashes etc) that you might find in your online or local store.

Get a big piece of thick card and use the beauty products to write, draw and make marks that express your feelings about the beauty industry.

1 Mash, Stir and Frame: cut up the images and text in the magazines that annoy or upset you. Empty the pieces into the bucket or carton. Stir with the sticks. Add the dye. Collect up small handfuls of mache and create a frame around your card. Sprinkle with glitter*

2 Un/titled?: Does your final piece have a name? A hashtag?

3 Body mash-up gallery: once you've finished your beauty map why not photograph the piece. Hold an exhibition or create an online gallery on Instagram, Flickr or another image hosting website, so others can view and read them.

Why not create a soundtrack of uplifting body positive songs to accompany your body-mashing worksho?

What you'll need

- Thick card (e.g. one side of a cardboard box)
- Beauty products
- Beauty magazines / online adverts
- Bucket or Carton
- Sticks
- Mache glue (**make your own** with flour, sugar, water and vinegar)
- Natural Dye
- Biodegradable glitter

* Anyone who has ever used glitter knows it gets everywhere. So why **glitter?** Glitter's capacity to linger long after an activity has happened, can be its power! Every time you spot some glitter, it will connect you back to how you were getting creative with mashing-up normative body ideals.

Extension activity

Find out more about how the beauty industry is trying to make-over the gender and sexual norms it has created over the years. How far does the beauty industry both work for and against normative ideals? Can the beauty industry advance social justice? Or is their promotion of inclusivity and justice just cosmetic? What new beauty norms are you seeing around you? Is the subversion of beauty ideals being commodified?

Before you begin adapting these activities for the children and young people in your setting, read the section on **Safety and Support**.

DIY

CLAY BODY SCULPTURES

What you'll need
Clay or play-doh

What more can a body do?

- Using clay or play-doh begin squeezing, shaping and sculpting it into a body
- Discuss the bodies that you are making with the people you are with:
 - Is it human, animal, cyborg?
 - Are they smooth and / or bumpy?
 - Hard and / or squishy?
 - What can your body do?
- See if you can bring your body to life (e.g. through animation or film)
- Who would you most want to share the story of your body-sculpture with? (friends, beauty agency, everyone, no-one)



"Clay is an interesting material to think with as it can be pounded, pressed and pulled into various forms, but it is also difficult to make it conform to the images in our heads"

"Working with the clay created space for mistakes and laughter, as well as connected with our own bodily struggles to achieve societal standards of perfection"



DIGITAL DIVERSITY CLUB

Supporting and celebrating gender and sexual inclusivity in school and online

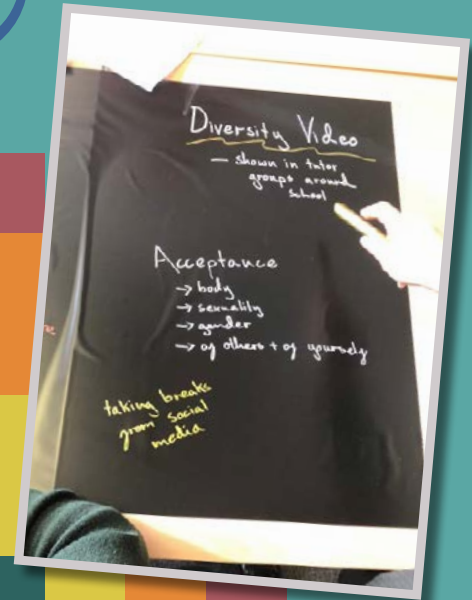
Our School Diversity Club & Diversity Social Media Account

We are a Diversity Club who runs weekly lunchtime meetings at school, supported by three teachers and our head teacher. Providing a "safe space" for students in our school is the most important priority of our group. We also promote diversity and equality across the school, we have run assemblies, and we recently made a school 'diversity' video, to promote body, gender and sexuality positivity and acceptance, which was shown around school in form-tutor groups. Some students have also represented our school on these issues participating in education conferences and events.

Four students in our group also operate a collective 'diversity'

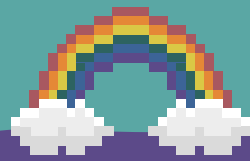
Instagram account that promotes positive and supportive messages about LGBTQA+ people. This account is run by us students as private individuals, but our school informally supports us.

As students who run the account we appreciate our school doesn't try to control it. We discuss the content we share frequently at our school's Diversity Club and think about the learning and education that happens on the account around gender and sexuality. We know that we can also discuss with the teachers who facilitate our Diversity Club how we may tackle any sensitive issues about gender and sexuality that may come up online.





Going Viral with Instagram



Instagram is a photo and video-sharing social networking site which allows visual content to be shared and organised with various hashtags. After seeing other diversity accounts on Instagram that promote positive messages about LGBTQA+ identity we decided that it would be fun to create our own account. We started making affirming posts that celebrated diverse relationships and challenged homophobia, transphobia, heterosexism and gender norms. We use content that we find on Tumblr, Twitter and Instagram and we repost it with positive captions and messages.

Working on our Instagram account allows us to play an active role in our community, and have a voice on the things that we and other LGBTQA+ people worry about, from bullying, body dissatisfaction, peer pressure to mental health concerns. In addition to the original four students, there are now seven of us who run the account and we have over 5,000 followers!

trans men are men even if:

- you don't like them
- you don't 'understand' why they're trans
- you don't think they're trans enough
- you don't think th

feel free to add on

595 notes

View Insights



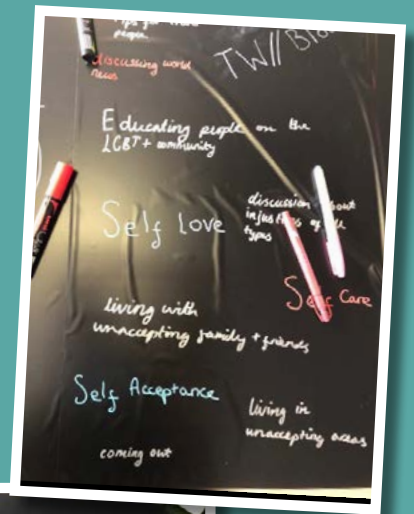
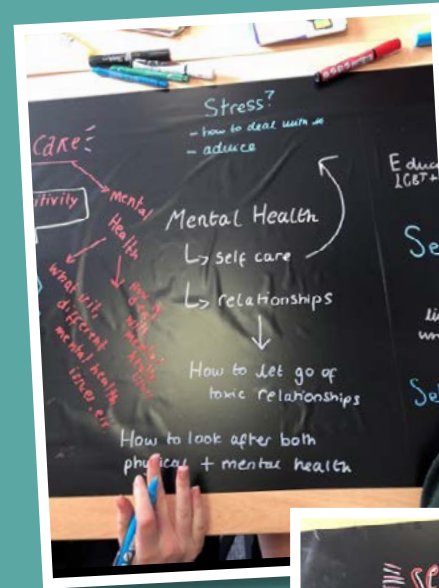
Liked by and 1 rights aren't ignore or choose for someone arguing with a trans person fo disrespect them as a person a a fight, other people's existen on your opinions -f



Going viral with our Instagram account is a fun multi-media way to use image, video and text to rapidly spread affirming messages about LGBTQA+ matters from person to person. Our content disrupts Instagram's familiar visual displays of stylised bodies with humorous, hopeful and healing messages for equality. Our LGBTQA+ positivity radiates outward effecting change in our own school communities and beyond.

Travelling offline

We were nervous at first about what would happen if other people from school followed us, but over time we found more and more of our peers started to engage with and post supportive comments on the account. Many of our peers go to the account to educate themselves about LGBTQA+ matters and it has even been instrumental in attracting more students to our school Diversity Club. We have even been invited to contribute to a Gender Equality conference on behalf of our Diversity Club, which gave us a chance to share what we have learnt from social media.





Staying safe on social media

Before you begin an awareness raising social media account, it's useful to think about all the people you can turn to and rely on if you need extra support. We often turn to a parent or teacher when we need a little more guidance. Our top tips include don't engage when posters on your account refuse to listen and are spreading hate of other groups of people (e.g racism, sexism, homophobia). You may want to delete posts that spread hate. It's important to realise that it is not going to be possible to change the minds of all people. Our focus is on spreading positive messages for people that appreciate our diversity account and discuss issues in a constructive way.

Trigger Warning

A small gesture of solidarity at the start of a piece of writing, video, or picture alerting your followers to the fact that it contains potentially distressing material.

Content Warning

Content warnings may be used for material considered less harmful, graphic or threatening (or more broad) than trigger warnings, but the severity of responses can vary.



DIY SOCIAL MEDIA MOOD BOARDS

Use pictures, graphics and words from social media to help capture and represent content that celebrates diverse relationships and challenges inequalities and discriminations (e.g homophobia, biphobia, transphobia, ableism, gender norms).

- 1 Choose an issue that you would like to raise awareness of and find out more about how it is talked about on social media (e.g Instagram, Tumblr, YouTube)
- 2 Screenshot content that you connect with (e. g a meme, post, image) and that communicates a powerful message
- 3 Pick out words, quotes and images that help express people's feelings and emotions about the topic you are addressing
- 4 Collate your screenshots into a social media mood board using PowerPoint, **Padlet** or similar applications.
- 5 Once you are finished, see if there is a place in your school that you can display your mood board. Why not display it for one of the awareness raising dates or use it as a basis for a talk in class, assembly or at a conference?

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

On digital youth activism

Youth digital Activism,
by United Nations World Youth Report

Social media for activists,
by Amnesty International

**Young people are angry: the teenage activists
shaping our future,** by Candice Pires

**Making Digital Cultures of Gender and Sexuality
With Social Media,** by Jean Burgess, Elija Cassidy,
Stefanie Duguay and Ben Light.

**Snapchat has its risks but it's a powerful tool
for youth creativity and socialisation,**
by Jennifer Charteris and Sue Gregory

**LGBTQ youth cultures
on social media**

On online safety

CEOP Command

Think U Know

Safer Internet Centre

Safety Net Kids

Better Internet for Kids

Online Safety, NSPCC

**Sexplain Digital
Defence Lessons**



On sexuality

Disabled LGBT+ young people face a battle just to be taken seriously, by Alex Toft

Why you should think twice before you talk about the LGBT community by Eleanor Formby

**So much for dutch tolerance: life as an LGBT asylum
seeker in the Netherlands,** by Sarah French-Brennan

**What asexuality can teach us about sexual
relationships and boundaries,** by Catriona
Jones, Julie Jomeen and Mark Hayter

**Global Series, Talking Sex Changing
Cultures: New data shows sexual
boundaries are changing – but what
do we really know?** by Megan Todd.

LGBT youth in the global south
by Advocate for Youth

Why I joined #500queerscientists
by Adam Frew

On supporting LGBTQI young people

Stonewall's guide for **'Setting up an LGBT Youth
Group'**

Pride Youth Network: A guide for schools, by
Educate and Celebrate

The Beyond Bullying Project: stories of LGBTQ
sexuality in schools and **further online resources** to
help you think about gender, sexuality and youth.

Also see **The Proud Trust**
youth activism programme.

On gender

What is gender queer? By Jessica Kean and Rillark Bolton

A trans review of 2017: the year of transgender moral panic,
by Meg John Barker

We must celebrate gender and sexual diversity in our schools,
by Lucy Nichols

**Our ancient ancestors may have known more about
gender than we do,** by Karina Croucher

**How neuro-sexism is holding back gender equality
and science itself,** by Nina Ripon.

Beyond pink and blue – the quiet rise of gender neutral toys,
by Jason Bainbridge

See also connected case studies, **The Rotfier Project;**
All of Us; EveryBODY Matters; and **Sam's Story.**

Finding

Outdoor adventures for making girls' and women's rights matter

Balance



Tying in with the celebrations for the International Day of the Girl Child, the Water Adventure Centre in Manchester ran a one day event of water-based workshops and art activities, inviting girls from local youth groups across the area.



The Water Adventure Centre (WAC) uses the water as a way to engage with Young People and to help them develop positive relationships with themselves and others.

As we kneel or make an attempt to stand or sit in the water on a vessel, a range of unfamiliar forces have to be navigated. Some are activated automatically by our bodies' capacities to work out how to balance.

The aim of the day was promoting awareness of self, others and the environment and opening up a space for girls aged 12-19 years to talk about girls' rights, engaging them through activities designed to foster trust and team building.

Finding balance on the water means experiencing your own body in relation to other's bodies and the environment with real time feedback from every movement you make.

Balancing is not a voluntary or cognitive process. While we are consciously able to think 'I need to balance', managing balance is part of the body's automatic work. Balance is under the control of the somatic nervous system.

The Water Adventure Centre regularly run events for young people and a 'Young Women's Evening' once per week. Find out more [here](#).



The canal centre youth workers see rapid transformations in group functioning following just one outing onto the water on a giant Stand Up Paddle board. Girls may not have known each other before hand and may have little in common. Factions are quickly overcome once on the Stand up paddle board in the canal. The need to survive in an unfamiliar milieu forges bonds. Those bonds last once back on solid ground where the groups become so much more than a series of individuals. The experience lingers and becomes a resource that can be called on in the future. This can help young people to work together collectively, a physical activity can mediate the process of creating bonds.

The sensations that we feel through our bodies do not work in the same way as talk and language. Our bodies work in ways that are involuntary (unconscious or automatic) as well as in voluntary (conscious ways). Physical activities such as being on a boat or on a Stand Up Paddle board on the water activate forms of communication through the capacities of our bodies to feel.



Back on dry land

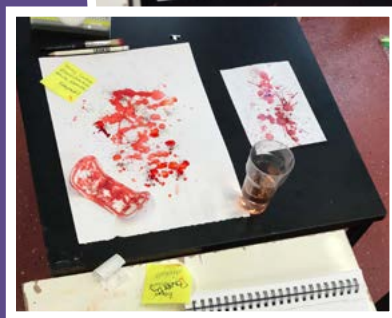
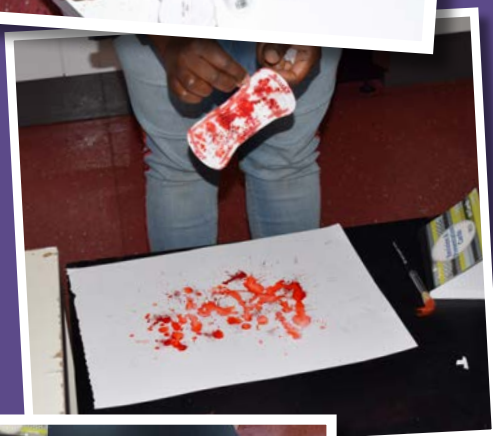
Period poverty activism

Following on from the canal session, over drinks and biscuits a range of arts-based activities were offered with the aim of talking about issues faced by many young girls and women.

One activity, in particular, offered quick but striking results. Using crystal paint and water, shapes and patterns were created first on paper, before being blotted with Sanitary pads.



Period poverty has made the headlines as both a national and international issue faced by many girls and women with one youth worker noting that "Around 40% of our girls miss school when they're on their period".



www.ukyouth.org is a good place to start to find youth work projects in your area.

The Red Box Project: aims to provide free sanitary products to girls in schools nationwide.

See Plan International's Research on **Period Poverty and Stigma**

Students against period poverty: why young activists are seeing red, by Emma Jacobs

About Bloody Time: Meet the Period Poverty Activists

Menstrual art

Research Blog: The Great Wall around periods: Beliefs and attitudes towards menstruation in China, by Jessica Lin

On Twitter: **@feministwebs** (an online group promoting good youth work practice and resources for women and girls) The campaigns: **#endperiodpoverty #freeperiods**

Research carried out by the Mayor of London Sadiq Khan found that around 80,000 women and girls are affected by period poverty and 17% of girls in London miss school when they're on their period. Read the press release about it [here](#).

Teenage campaigner Amika George started the campaign **#freeperiods** and an online government petition to tackle period poverty. Watch her TedX talk "Period Poverty : Breaking The Silence" [here](#).

Off Balance

Using the body's capacities to feel, find and create balance

- Read the **Finding Balance** case study.
- Consider abandoning the tables and chairs and setting up a situation that involves physical movement and balance.
- To imitate the milieu described in the Finding Balance case study, the situation should include a connection between bodies that does not involve direct physical touch.
- The floating Stand Up Paddle board was the mediating resource in this activity. A mattress, trampoline or crash mat could work.
- The motivation to bond in the Water Park example was the fear that they would fall over board and there was a real danger of that happening.
- To mimic real physical danger is difficult, it is more effective if the situation actually involves an element of reasonable risk that is nonetheless not dangerous or endangering. You could enlist the support of colleagues in the PE department to design this into the activity.
- Asking a group to carry something small and fragile (see **Felting our Feelings** for ideas) or a heavy object across a terrain could be one way to simulate the waterpark experience. Alternatively, asking the group to forgo talk as the primary medium of communication might also work.
- Ideally, though, resource permitting getting young people out into the environment, promoting movement, activity and collaboration is a great way to plan a session on bodies, relationships or a particular area of Relationships and Sexuality Education (RSE).

Creating spaces to have conversations about sensitive topics can be difficult and useful learning can be elusive without bonds of trust and mutual respect.



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

FUELLING FEMINIST FIRES

A feminist lunchtime club that explores how sexism impacts upon young women's lives and the lives of others, and promotes feminist solidarity amongst our peers.



We are a group of students from years 7 - 11 who helped set up a

FEMINIST FRIDAYS

lunchtime club at our school.

We began by ranting about all the sexist behaviour we encountered in school, such as sexual harassment and body shaming. This helped us realise that we are not alone and made us feel more capable of speaking back to others.

The group provides a positive space for us to talk, lift each other up and vent but we also channel this energy into different activities, such as charity fundraising, assemblies and poster campaigns.

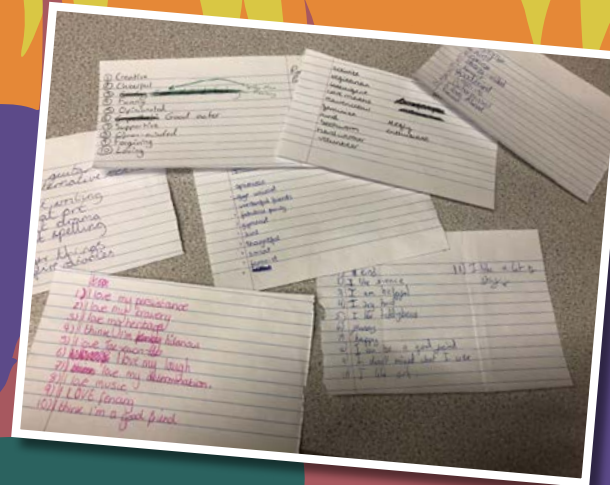


OUR FEMINIST ACTIVISM

Fund-raising

We are really proud of our fundraising efforts for local and international women's rights charities. So far we have hosted a bake sale as well as designed and painted gender equality t-shirts. The money we raised has supported survivors of domestic violence.

It was great to work together and see the positive impact we could make in the world. The bake sale and our t-shirts have also helped raise the profile of our Feminist Fridays club around the school.



What FEMINIST FRIDAYS means to us

"I've had a chance to talk about my experience and now I want to hear others point of view"

"It gives me a chance to fight catcalling and raise money for various charities"

"It's great to feel like I'm making a change, even if it's little"

"Feminist Club really gives me something to look forward to in the week"

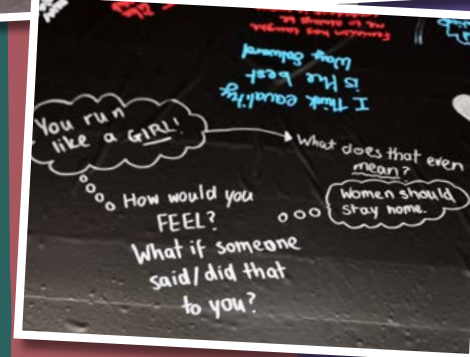
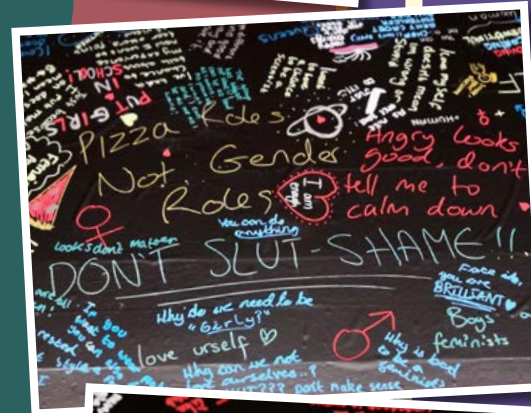
"I love being in the feminist group because...it lifts me and other girls up instead of shattering my self-esteem"

Teacher: 'I think one of the things I first noticed, was the sort of fire that they had which grew in every meeting that we had.'

School assemblies and social media

We have also promoted feminist solidarity through an assembly we planned for Year 11. Each of us wrote an anonymous message about how life can be incredibly difficult for girls alone, without having to tear each other down and how we could be so much stronger if we worked together.

Inspired by the 'I Weigh' social media campaign, our group has also created our own posters that challenge body shaming and **fatphobia**, as well as celebrates attributes that make us feel good in our bodies such as great friends, laughter, feminism, pizza, science, music and more.



Think pieces to fuel

FEMINIST FIRES

NEU's research into Sexism in Schools

A teenage feminist guide to the world right now

Why feminism still matters to young people

Teen Spirit: Young Feminist Heroes

We Speak to Teen Feminists of the Year

Championing Teenage Feminism - One Blog Post at a Time

The F-Word, What feminism means to teens now

Fourth-Wave Feminism

High School Boys Video about Why Feminism is Important Goes Viral

Inter-generational feminism

Fight school sexism: feminist theory hits the classroom

Why our feminism must be intersectional and 3 ways to promote it

#Arthoe: the teens who kickstarted a feminist art movement



First person accounts, interviews and case studies

Talking with fierce feminists

Don't be a feminist cos boys won't like that

An interview with feminist activist Perla Vasquez, by Mama Cash

I call myself a feminist, by Amy Annette, Yas Necati, Isabel Adomakoh Young

Teen feminist school group case studies

Follow the twitter threads #YOURVOICE2019 #FHSfemco at this high school Feminist Collective in Australia conference, 'Unite, Empower and Disrupt' designed by young people to inspire YOUNG PEOPLE to create a community, to deepen their understanding of feminism and to contemplate changing the world.

Feminist Websites

Young Feminist Wire - is an online community for and by young feminists working on women's human rights, gender equality and social justice around the world

SPARK movement is a girls and young women's intergenerational activist organization working online to ignite an anti-racist gender justice movement

Youth Culture Magazine DAZED page on 'Feminism'

Teen Feminists: feminist from a teenage perspective

The FBomb.org is a blog/community created by and for teen and college-aged individuals who care about their rights and want to be heard.

www.feministing.com is an online community run by and for young feminists. Offers feminist analysis of everything from pop culture to politics and inspiring young people to make real world feminist change, online and off.

UK Feminista

Feminist Teacher



Books

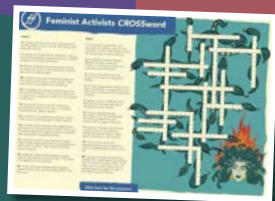
50 feminist YA novels

Teen opinion: my top 5 books about feminism

14 slam poems that pack a serious feminist punch

Here We Are: Feminism for the Real World

Try out our feminist stARTer activities!



Feminist CROSSword



Gender Watch Bingo



Raging Relfies

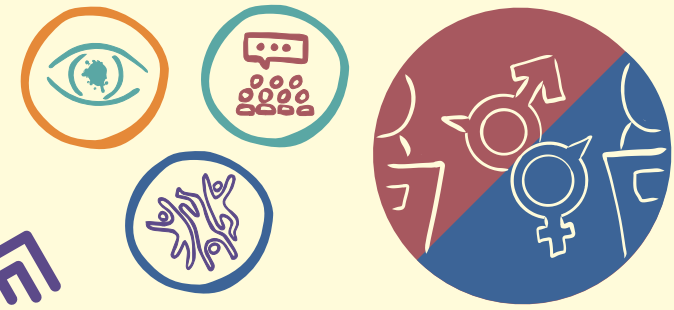
GENDER STEREOTYPES ARE

Exploring how gender norms shift and change over time and around the world

Some young people struggle to name and express the feelings they have about gendered societal pressures to look or move in a certain way. Most young people benefit from safe spaces to express difficult feelings (e.g. anger, powerlessness, frustration) in their own peer cultures and wider relationships. These include feelings about real world issues that they have little control over such as social injustice, poverty, discrimination.

This case study is from an inner city primary school in London. The school has around 1000 pupils almost all of whom are from minority ethnic backgrounds and for most of them English is an additional language. The school already do a lot of Relationships and Sexuality Education (RSE) work but wanted to listen and learn more about children's understandings of gender stereotypes. So, they invited Nicole Rodden, from Same Difference to plan and deliver some activities with year 5 pupils to explore this.

DEBATABLE



Nicole Rodden from Same Difference facilitates workshops on topics such as gender stereotyping and understanding emotions.



Did you know?

The idea that pink is a girl's colour is a recent invention. As recently as 1927 American magazines linked pink to boys.

This is a good example of stereotypes changing over time

When did girls start wearing pink?



'Gender' is used in this resource to refer to how sexed bodies are lived (e.g. as identity, as expression, through social interaction), represented (e.g. in language, media, popular culture) and regulated (e.g. by socio-cultural norms, such as the stereotypes of 'masculinity' and 'femininity', and in law).

While the concept gender can include the different ways societies assign chromosomes or body parts to sex categories, it is not synonymous with sex, and does not only refer to gender identity or gender expression.

It is a concept that allows for analyses of **gender as an organising principle of society** (e.g. how gender shapes and is shaped by economic, environmental, political, cultural, legal, historical, religious and spiritual factors). As a concept, it also enables an exploration of how **different societies** address the intersection of biological, socio-cultural and psychological processes.

Did you know?

The idea that boys don't cry has changed throughout history.

It used to be expected that boys and men would cry. It was unremarkable for men to cry in the bible. Achilles cries in the Iliad. Oliver Cromwell cried in public.

Read more about it [here](#).

In a classroom activity where children were asked to think about gender stereotypes we came to learn that stereotypes shift and change over time. For some children traditional ideas came up and for others they didn't. This might indicate that some of these things are not fixed and so it is important to work with children's own understandings of these issues.

We shouldn't assume that we know what a stereotype is because we don't, but we need to find out in ways that don't reinforce them.

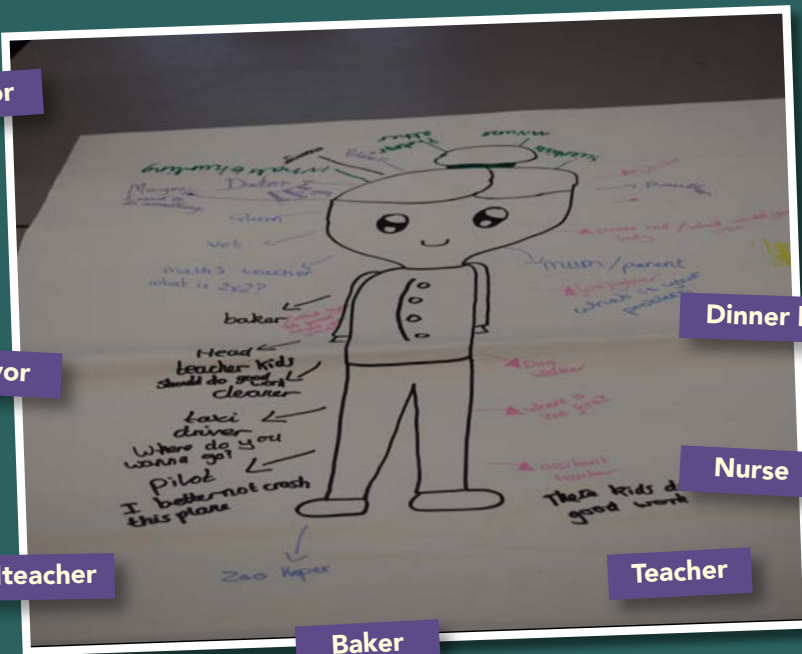
Find out more about sex and gender

World leading academic research evidence
Anne Fausto-Sterling

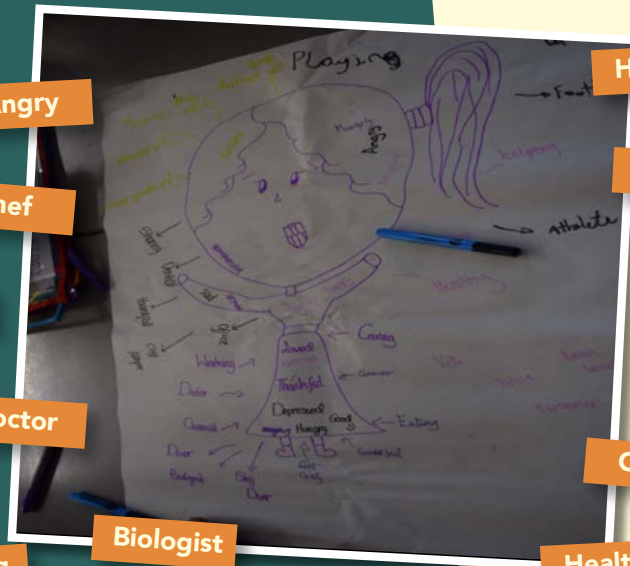
Raewyn Connell

The Work of Gender for Children, by Rachel Thomson, Liam Berriman and Sara Bragg

In this task children were asked to think about gender stereotypes. This is a way to explore stereotypes with children, without reinforcing them.



- Doctor
- Pilot
- Firefighter
- Mayor
- Police Officer
- Headteacher
- Taxi Driver
- Queen
- Baker
- Teacher
- Nurse
- Dinner lady



- Angry
- Chef
- Diver
- Doctor
- Working
- Biologist
- Sky diver
- Helping
- Athlete
- Caring
- Vet
- Office
- Healthy
- Sad

She likes playing sport, playing football in her job.

She feels thankful, happy, she feels love.



STANDING UP TO STEREOTYPES

- We were given a number of statements to think about.
- We stood up if we thought they were true and stayed seated if not. Those of us who felt comfortable to do so explained the reasoning behind our thinking.
- This got us moving around and thinking on our feet.
- We listened to each other's views respectfully and took it in turns to explain our opinions.
- This was good preparation for the debate line (you can see how to adapt this for your school on the next page).
- We imagined a line through the class room, each end representing opposing strong opinions with all the degrees of certainty plotted in between

Again we reflected on how we felt about stereotypes and took a stand in the place that represented our views. We then took turns to raise our points in favour or against. We were encouraged to move along the line as our views changed.

Check out **P4C – philosophy for children** for ideas on how to run debates and encourage critical thinking skills



Open to debate

Debate has a long history and, in its broadest sense, relates to the exchange of ideas on a particular topic. If we say something is 'open to debate' this means that it is unproven and requires further discussion.

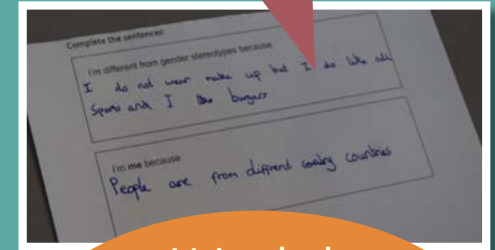
When we say that something is 'debatable' we are acknowledging the slippery and multi-faceted nature of the topic and that ideas are open to change over time and place. Globally, many parliaments, function by debating policies and ideas.

A debate is a formal discussion, usually with a speaker or arbiter to oversee the arguments for and against.

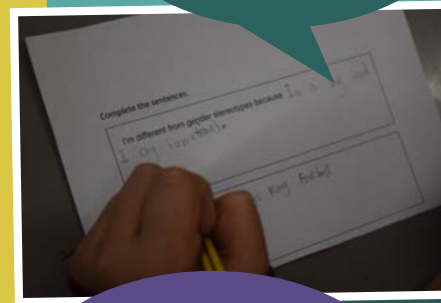
Read more about debating on **BBC bitesize**

In a task where we reflected upon how we all conform to and are different from gender stereotypes, these statements came up:

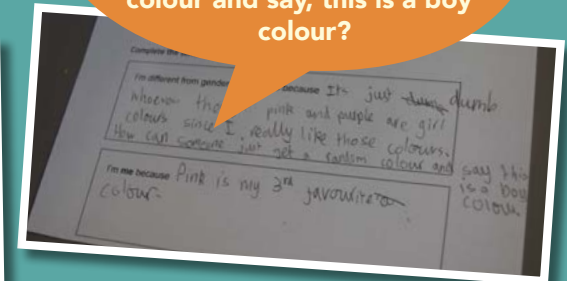
I do not wear makeup but I like all sports and I like burgers



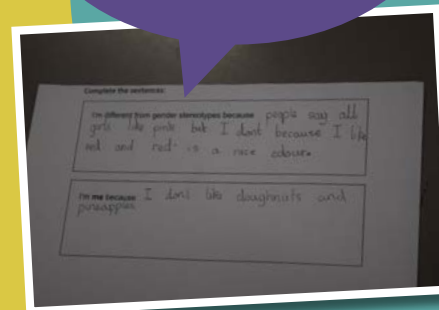
I'm a boy and I cry



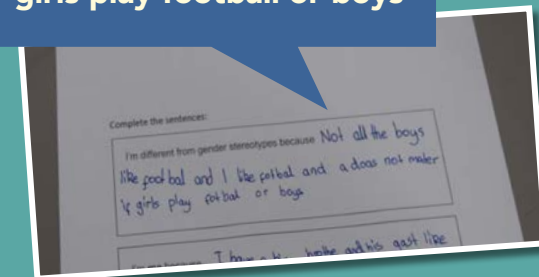
It's just dumb whoever thought pink and purple are girl colours since I really like those colours. How can someone just get a random colour and say, this is a boy colour?



People say all girls like pink but I don't



Not all the boys like football and I like football and it does not matter if girls play football or boys



DIY

THE DEBATE LINE

A whole-class activity for exploring the changing nature of gender stereotypes through history and around the world



Learn more about the importance of challenging gender stereotypes from [Save the Children and Educate a Child](#)

Learn about the importance of an **intersectional** approach to addressing gender stereotypes [here](#)

Ten ways to challenge stereotypes in the classroom

Let toys be toys is a campaign aimed at gender stereotyping by toy manufacturers, the stores that sell toys and marketing campaigns

The National Education Union has fantastic resources, see **Breaking the Mould**, and Gender Stereotypes Stop You Doing Stuff.

Parliament resources for running debates can be found [here](#).

More debating resources

A Guardian article about the benefits of promoting debate in the classroom

Philosophy for Kids P4C have lots ideas on how to run debates and encourage critical thinking skills

The Welsh Government campaign **This is Me** aims to target harmful stereotypes and empower young people

The unstereotype alliance aims to challenge corporate and media stereotypes

Try out AGENDAs DIY resources: **Smashing Commercial Sexism; Making Rainbow Ribbons 4 Gender Equality; Gender Snap Pairs; Toys R For All of Us.**

PREPARATION

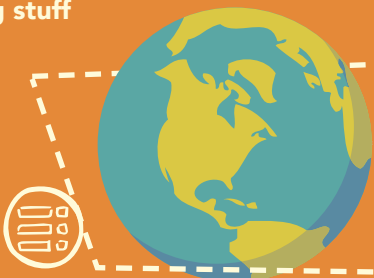
Before you get started read the **safety and support section**. It is essential to plan a debate that does not reinforce existing stereotypes

See the section '**Understanding Gender**' in **UNESCO's 2018 Guidance for Comprehensive Sexuality Education** for developmentally appropriate learning objectives and the relationship between gender norms, gender inequalities and gender-based and sexual violence.

Gather resources from trusted sources such as these (there are more listed at the end):

Let toys be toys

Stereotypes stop you doing stuff



1 Pick a stereotype you didn't know about before, for example: 'All children wear dresses'. (There are some surprising ones summarised [here](#)).

2 With the class, research this and other stereotypes from around the world and through history.

3 Create two imaginary lines intersecting your classroom or space. One is a line of history and it intersects with another line of global locations. Stick post-it notes around to identify eras and locations.

4 Share your surprising stereotypes and then ask pupils to position themselves on the lines in time and space.

5 Open up a debate by taking the stereotype around the world and through history. Are stereotypes useful? If they're not fixed what does this tell us?

Use visual aids and interesting facts to prompt the discussions, like [this article on breaching boys](#).

To work more with gender stereotypes **read and watch the Welsh Government #thisisme campaign** which is all about recognising how gender norms and gender inequalities can have an impact on our lives.

Try out **GENDER WATCH BINGO!** A participatory creative audit of a whole school approach to gender equality.

DO ensure you use positive language when introducing stereotypes. Instead of saying 'people don't', or 'school children can't', make the statement affirmative, such as 'everyone can'. Introducing topics this way ensures that no one feels singled out if they are already awesome enough to be busting that stereotype!

What you'll need

Resources or IT with access to search engines
String (if an imaginary line feels a bit difficult)
Post-it notes to mark global locations and time frames on the strings



EXTENSION

Find a stereotype you didn't know before and learn all about it, how long it has existed and if it exists across the world.

Use this as your inspiration and fill a time capsule with the stereotypes that you think will disappear in the future and the reasons why.

Take your time capsule on a journey and share it with a class in a different year group.

Help them to join the debate and create and share their own time capsules!

ACTIVITY

INTERSECTIONALITY MATTERS



Getting creative in bringing people and ideas together for an inclusive sexuality education.

We are a group of five students aged 13 – 17 who have spoken at and hosted conferences on issues around gender and sexuality in schools. All of us are passionate about the need for change in the way sex education is taught to young people. Our joint feminist and LGBTQ+ society has provided an opportunity to learn more about the interconnected gender and sexual injustices in mainstream sex education, and to think about how we can activate change.



PLAITING FOR PROGRESS

With support from our teacher, we had the opportunity to host a conference at our school for International Women's Day. This event brought together different people, including other young feminist activists, gender equality campaigners, teachers and researchers. We all got to hear a range of young people's ideas about what would help make society more gender equal and gender fair.

One of the highlights of the day was getting all the conference attendees creatively involved by participating in a #plaitforprogress:

- 1 On strips of fabric we each individually wrote down how we would like to see intersectional feminist progress in our schools and then plaited these strips together in small groups

- 2 Each of these plaits were joined together to create a giant five stranded plait
- 3 The giant plait stretched up through the conference audience, taking up space, weaving amongst us as we discussed our ideas for change.

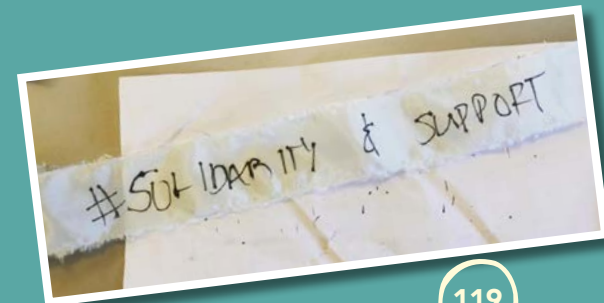
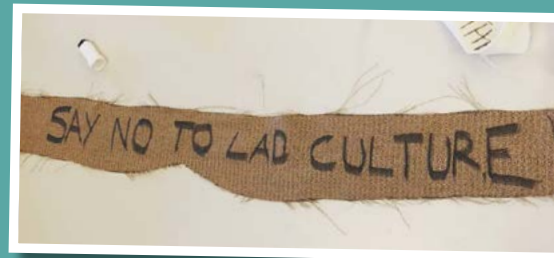
Plait for Progress set out to reclaim weaving, a domestic handcraft historically considered to be women's work and inferior to other artistic mediums such as painting or sculpture. Inspired by the actions of feminist artists during the **Women's Liberation Movement**, Plait for Progress aimed to challenge these aesthetic hierarchies and activate the transgressive and political potential of artistic methods such as weaving.

Conference (n) 1550s
'act of consulting together'
Latin conferre 'to bring together'



"The plait created a nice sense of supportive community"

"I liked being hands-on, like everyone was getting involved because you could touch it. There is something about touching stuff that makes it more real"





What is **intersectionality**?

Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.

(Kimberlé Crenshaw)

TURBO TALKS

As a result of the conference, we were invited to share our ideas about overhauling sex education at another gender equality conference. Each of us prepared a two-minute turbo talk on the topics that mattered to us most, why we wanted them to be taught and their importance to the sex education curriculum.

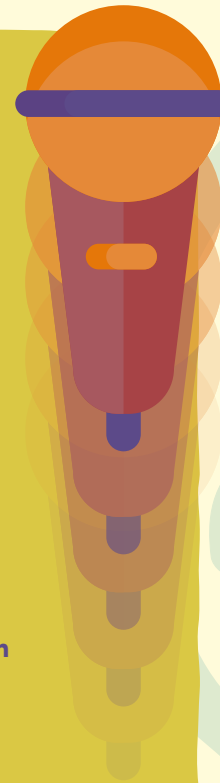
Our topics included:

The rights of women to learn about sexual pleasure and masturbation without shame

Why we should be taught about sexual assault, abuse and violence, and the differences between them

How you get to the moment of consent

Alternative reproduction and LGBTQ+ identities and relationships



WHY CONFERENCES?

"I hadn't really gone to conferences like this before, and I thought it was really good to be able to talk with people and focus on trying to change the issues."

"I really like the break-out sessions where you could decide who you listen to because maybe you're not as interested in one topic as you are another."

"It was good to hear from other students, I think a good conference takes a range of perspectives."

"At conferences you get to listen to other people's opinions and what they have to say which broadens your view and understanding of the topic."

"It gets people talking. After the conference I went home and told my dad about it, and then my dad went into work and told other people about it. It gets everyone talking whether you were there or not."



"A lot of people came up to us afterwards and told us how much they enjoyed our talks"

"Afterwards we were invited to get involved in other campaigns for inclusive sex education"



OUR TIPS FOR SPEECH WRITING

Write it in a style that feels right for you

Don't overthink it

If it's a topic that you really love and have strong opinions on it, then don't worry what other people might think

DIY

PLAITING FOR FEMINIST PROGRESS

- 1 Select a range of coloured strips of cloth. Scraps of fabric, old clothes or bed sheets would work
- 2 Write down how you would like to see feminist ideas and practices progress in your schools. Spend some time reading each other's messages.
- 3 Then working in pairs or small groups plait your fabric together
- 4 Once you have your plait, join it together with others to create a larger plait. You may want to leave key messages visible for others to read.
- 5 Find a place in your school to display your ribbons that will encourage discussion of the issues you want to change. You could wrap them around a tree, hang them from a fence – or wear them!
- 6 Perhaps leave some blank fabric strips for others to join your #plaitforprogress with their own messages of support

Extension activity

1 Photograph the message before you plait, and create a photo-story of your #pressforprogress activity.

2 Try creating a poem from some of the messages.

3 Select 3 messages that you can get started on straight away, next month and next year. Use the [agendaonline](#) resource to put your plans into action.



What you'll need:
Fabric strips
Felt tips

If you want to host your own conference, **this guide** might be useful.

Watch young people's AGENDA conference on inclusive RSE in Wales **here**

Check out the "ruler rattle" feminist activism at Wales' first Gender Equality Youth Assembly **here**

See the **SPEAK OUT** case study for ideas on involving young people in running a conference for primary schools on gender and sexuality well-being.



Follow the twitter threads #YOURVOICE2019 #FHSfemco at this high school Feminist Collective in Australia conference, 'Unite, Empower and Disrupt' designed by young people to inspire YOUNG PEOPLE to create a community, to deepen their understanding of feminism and to contemplate changing the world.



Young Feminist Fund have published the free to download "**Brave Creative Resilient: the global state of young feminist organising**" which maps the innovative ways in which young feminist groups are addressing a range of issues around the world and the challenges they face, including lack of capacity, backlash and fundamentalism, and threats to safety and security.

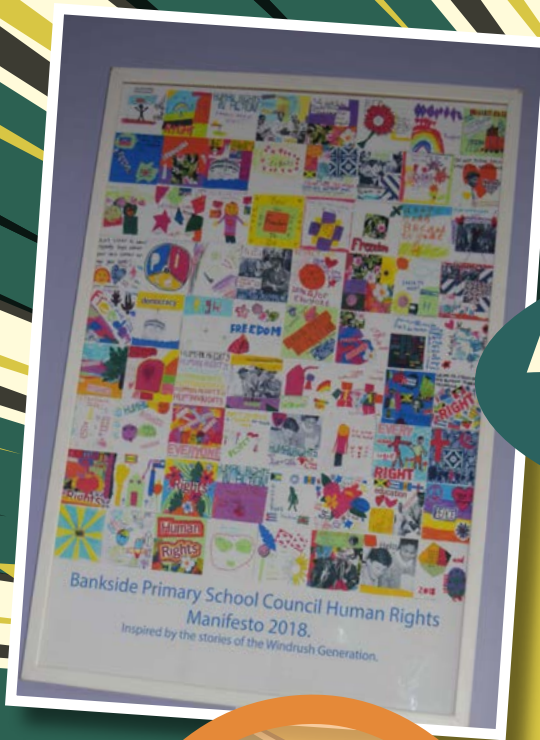


For more feminist youth group and website resources, see **Fuelling Feminist Fires**

See the intersectional feminist **SPARKmovement.org** including **SPARKits for Activists**.

For research blogs on sexuality and gender issues, go to **www.sexgenlab.org**

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.



MAKING VOICE MATTER



pARTicipatory activities to listen to what really matters to children, from ask-it baskets to wall-art activism

We are a large Primary school on the outskirts of one of the bigger Northern cities in England. Approximately 700 pupils attend our school, 97% from black & minority-ethnic backgrounds and for many English is an additional language. Our whole school PSHE curriculum 'Living and Growing' is committed to learning together with our young people about the issues that they face in their lives. We encourage input from our young people as an integral and essential part of this process and we do so in a number of key ways.

ASK IT BASKET

"Our 'Ask it basket' can help us to explore those issues that young people may not want to bring forward in person. Questions are written on a piece of paper and placed in the basket. Those questions are collected up and then via lessons, form time, the school council or perhaps a school assembly they are addressed." (School Nurse)



Guerrilla Girls use art activism and protest art to great effect you can find out about them [here](https://www.tate.org.uk).

Activist Art

"Activist art is a term used to describe art that is grounded in the act of 'doing' and addresses political or social issues"

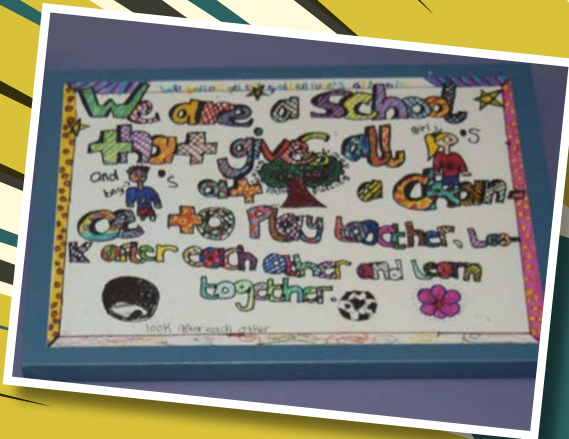
www.tate.org.uk

"We also operate a **NO TABOO** policy in our school. And this means that whatever the topic, no exceptions, we provide our young people with the information they want, drawn from national guidance, best practice and current research.

We recognise that in a media saturated society we can be a source of reliable and safe information for our young people. To do this effectively we have to listen to the questions they ask us"

(Assistant Head-teacher)





We maintain an ongoing dialogue with our young people. During form time young people can raise issues they feel they need information on with class teachers who feed forward to the school council.

With staff support in focus sessions the council members develop a resource, discussing ideas and gathering information before developing a lesson plan on the topic. The information is shared back to the form classes with peer training from school council members who deliver the session. This allows us to look at current topics from the media and our local communities and explore them with peer training in a way that feels comfortable and experience appropriate.

The minutes from the school council meetings are shared with the school governors and the parent's council keeping everyone informed of the work we are doing.



The school council room is filled with examples of the protest art that has been produced.

Councillors pick an issue that they want to highlight and work towards. These images on a broad range of topics reflect that the learning that happens in school is leading to a growing awareness of a range of social issues.

See some examples of very famous protest art [here](#).





"One of our very successful strategies is taking 'Student Voice' seriously"
 (Assistant Head-teacher)



"They know they can make a difference"
 (Parent council member)



Look at other examples of activist art
 Find out more about children's rights
 Learn more about the creative arts for health and wellbeing
 Read about creative, art based protest

There are good **books** on posters for change

The Tate on activist art
 Activist artist Ai Wei Wei

Activism isn't just for adults and teens
 Bristol based activist artist Katy Bauer introduces other popular activist artists

Read more about critically engaging with student voice in our section, **"Making Voice Matter Differently"**.

To find out how this school works creatively on some of the more sensitive and challenging areas of RSE, see **NO TABOOS**.



"Their voice is always heard"
 (Parent council member)



"Our school council has been proactive and productive on a range of issues. They worked with a local university's graphic design department to produce an image-based school manifesto"
 (Assistant Head-teacher)



MELT DOWN?

re-imagining challenging behaviour with masks, crystal paints and cabinets of curiosity

Working along side the art teacher at a Pupil Referral Unit (PRU) in Northern England this project engaged with 9 young people in weekly sessions over eight weeks. We worked creatively with their energy, encouraging them to find ways to express themselves by offering materials and techniques for making artefacts that might enable new forms of expression.

Education with vulnerable young people requires different approaches that can re-imagine challenging behaviour. We needed to develop pedagogic approaches that recognise the extra psychic work required when young people have been traumatised by life's events. When effort is required to shore up the world against pain there is less mental space for academic work.

Vulnerable children often do not feel safe in the world. And when children and young people have grown up with many adverse experiences, they can sometimes become traumatised. In schools a very simple event can re-trigger the extreme fear, anxiety or loss of control that is part of trauma. Sometimes an outburst or 'melt-down' can occur.

An outburst is one kind of challenging behaviour, others might render a child or young person speechless. These defences aim to save the child from pain yet, at the same time, often isolate them from the social world. These can be very frightening events to witness. While teachers often feel a responsibility to control or close down the outburst there are, there are many productive approaches that work with and not against the challenging behaviour.



This short video from **artswork** shows the impact that creativity can have on young people's lives.



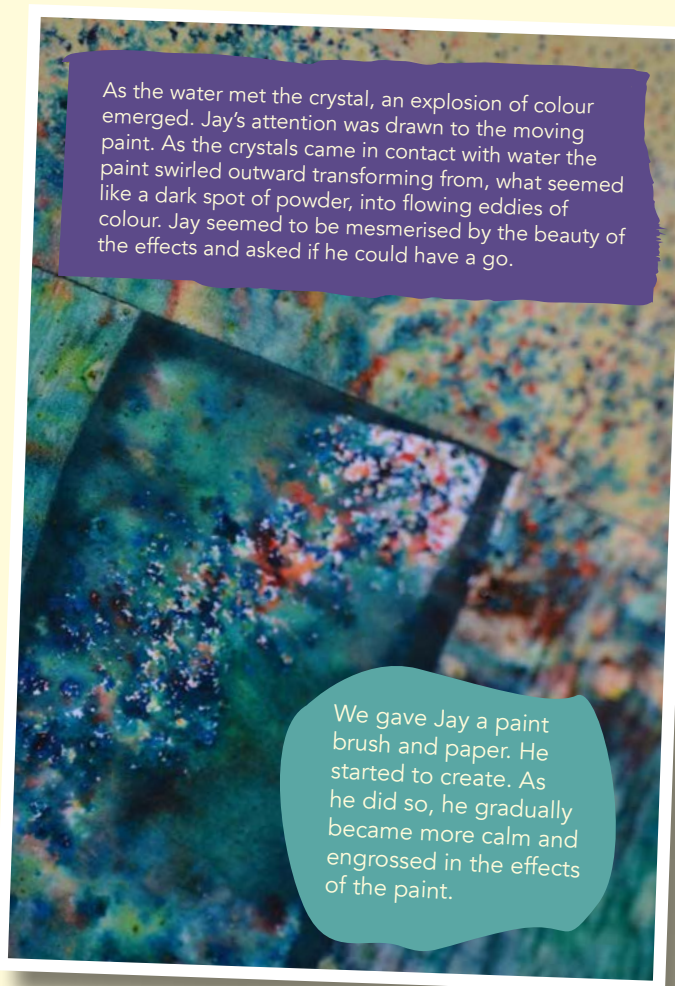
It is, sometimes, possible to work with strong energy and redirect it creatively enabling a form of expression that could reconnect a vulnerable child to the social world.

WORKING WITH ENERGY CREATIVELY

Jay [pseudonym] had just had a complete melt down. He was exhausted and when he came back into the classroom he seemed to be in a fog, as if not connected to the world in front of him. He could not fully pay attention to what the teacher was asking him to do.

We cover the desk with newspapers and laid out a piece of watercolour paper (which is more absorbent than ordinary paper). We had pots of crystal paint in many colours. Crystal paint is a powder paint that creates unpredictable and beautiful effects when it comes in contact with water.

We chose Jay's favourite colour and sprinkled crystal paint onto the paper... then we took a paint brush, dipped it into water and spattered it across the paper.



As the water met the crystal, an explosion of colour emerged. Jay's attention was drawn to the moving paint. As the crystals came in contact with water the paint swirled outward transforming from, what seemed like a dark spot of powder, into flowing eddies of colour. Jay seemed to be mesmerised by the beauty of the effects and asked if he could have a go.

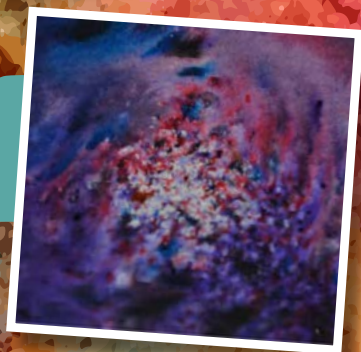
We gave Jay a paint brush and paper. He started to create. As he did so, he gradually became more calm and engrossed in the effects of the paint.



1 The force of an outburst is translated into the movement of paint.

2

Jay starts to create



The characteristics of crystal paint create abstract patterns which give children and young people plenty of room to use their imaginations to express feelings.

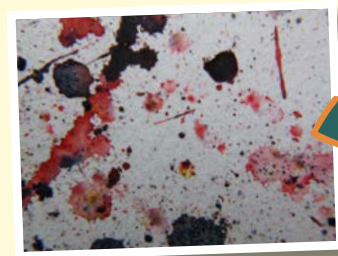


3 Jay continued to experiment with the crystal paint and chose a template that we had created of various figures. He made a picture of a turtle swimming in the sea. Maybe this illustrates the course of his emotional journey over the one-hour lesson.

Another young person, Hayley, told us that in her picture, she saw lots of different emotions.



In this section of her painting she pointed to 'death, anger, sadness, frustration, evil and despair'.



In this section she pointed out happiness, love and friendship.



The crystal paint activity is just one example of our creative engagements with young people. Over the course of six workshops we used lots of materials and methods to enable creative expression...

THE CABINET OF CURIOSITY

The plan for the first workshop was to create a 'cabinet of curiosity' to depict different emotions. Using cardboard, scissors, paint, tissue paper, magazines, fabric, small plastic and natural objects the young people were invited to represent four emotions in sections of the box. The completed curios were curated by the young people and arranged in a cabinet. The arrangement opened up a space to consider how those emotions were related and unrelated. We found that designing the cabinet also provided a mode of expression for young people. One boy was able to express his desire for clear boundaries and straight lines by dividing up the spaces into equal sections.



OUR SECRET LANGUAGE

In this session the young people choose signs, logos, motifs (such as Maori and Celtic symbols) as well as pictures of tattoos and coats of arms that felt meaningful in some way. We then imagined this system of signs as a secret language of emotions. Once the symbols had been selected we carved them in to lino boards. The completed designs were then printed on to colourful paper.



MASKING OUR FEELINGS

In this session we put the artefacts and images created in the first two sessions to work. We used the materials that had been selected to represent emotions to build a body. We added materials such as song lyrics and the symbols and stuck them onto large body forms. The body forms were created by drawing round a boy's body as he lay on a large piece of paper. All of these materials transformed in to a body form collage. Next, using coloured pens, we inscribed blank masks with our symbols.

Make your own masks following the DIY activity at the end of this case study!



SAME SCHOOL, DIFFERENT PLACE

In this workshop we created storyboards for short films, populated with the characters we had developed over the preceding sessions. We used the footage from the school grounds to develop the themes. We were able to reimagine and reframe features of the school's buildings in new and interesting ways. Focusing on grills, grids, pieces of graffiti, dark cupboards, locked doors and pipes to create gothic re-imaginings of the school. Finally we added a soundtrack with a horror ambience.

SUPER-ABILITIES

In the final session we drew together the threads of the previous workshops adding one final ingredient, super-powers! Working with each young person in turn we explored aspects of their behaviour that were deemed challenging or fell within the realms of disability. Then we re-imagined them, instead, as a super-ability - a different way of paying attention to the world!

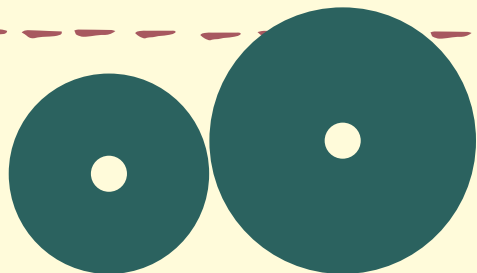


FILMING FEELINGS

We mobilised in this session! Young people went out to explore the material fabric of the school, the buildings and the grounds. Using Go-Pro and video cameras they took pictures and footage of objects and places that caught their interest or felt meaningful. This footage was used to reflection on experiences of schooling and as a way to look at the familiar space of the school grounds differently. We then, collaboratively, edited the footage into short films for use in the next session...

"Finding a way to express themselves enables a passage to be built that could reconnect a vulnerable child to the social world. Children often express themselves through the freedom of choosing an object or a colour. We see this in their fashion, music tastes, favourite colours etc. Teachers can pay close attention to, for example, what a child's favourite colour is and use this in activities".

Professor Ivinson



To understand more about the young people's energy this creates and how to work with this energy creatively, view the film "Re-imagining play" that was made in an alternative school with Mr Forbes the art teachers, Professor Gabrielle Ivinson, Dr Mark Sackville-Ford and film maker Matt. You can find a film about this project [here](#).

The Tate museum have interesting resources on mask making [here](#)

The Brooklyn museum hosted an exhibition where 25 contemporary artists engage with masks and global art

David Henry Nobody Jr is an artist and instagrammer who makes elaborate masks. Watch a video about his work [here](#)

We also created a story in which one of the students uses their super powers to investigate a mysterious fictional event that took place in the school. The fictional event was inspired by things they had noticed during the workshops that might strike others as 'bad behaviour' but which we think demonstrated different energies, sensibilities and perceptions.



DIY

MASKING EMOTIONS

Working alone or in pairs start by researching masks and gathering resources. Look at the uses of masks around the world and locations and occasions where masks are still popular. Invite students to think about the possible benefits of masks and if they can think of any situations where a mask would come in handy!

Give each student a mask or a mask stencil and materials to work with get them to think about symbols or signs that might be relevant to the function of their mask.

Invite participants to work with colour, extra materials if available and shape and design of the mask. They could make one that would be of benefit to them now, or in the past or in the future.

When everybody has finished their masks gather the group together, those who want to share can wear their masks and as a group take it in turns to guess the function of each other's masks.



What you'll need

- Masks or mask templates - like [these](#)
- Paints, colouring pens
- Craft materials (fabric, Polymer clay, sequins, magazine pages etc)
- Scissors
- Glue

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

THE CABINET OF CURIOSITY

making feeling matter

- 1 Make sure that everyone, or every group or pair has a box.
- 2 Divide the box in to spaces and explain that each space or room within the box will represent a different feeling or emotion.
- 3 Find objects and images that represent or reflect emotions or situations that might feel emotional.
- 4 Ask young people to think about the different ways that those spaces might be connected and what might connect them.

What you'll need:

Boxes (old packaging boxes or cardboard to make one)
 Scissors
 Glue
 Paint
 Images (printed or from magazines)
 Found objects such as natural or small manufactured objects
 Fabric
 Pens

Dean (aged 15)



For inspiration check out **the work of Joseph Cornell** who made art from found objects in boxes



artsworld.org.uk engages with young people from all backgrounds.

www.artconnect.co.uk in the midlands aims to increase access to the arts and culture for children aged 0-25

Brooklyn museum Masks and global art exhibition teacher's resource pack

Free resources and further information from Children and the arts

This Birmingham project uses music to engage young people in alternative provisions

The Challenging Behaviour Foundation

Fantastic examples of the power of art to engage young people in difficult circumstance

More about contextual safeguarding

Mask inspiration from ceramic artist Peggy Bjerkan

CRYSTAL PAINT POWER

creative ways to explore forceful emotions

- 1 Ask the group or groups to imagine forceful emotions that can be hard to express or name (if you find this difficult imagine a situation instead, things like the first time you rode a bike or the moment before your favourite programme starts)
- 2 Choose paint colours and patterns that match those feelings
- 3 Stipple, dab, smear or sprinkle the paints on your paper
- 4 Blow, finger trace, brush or smear the paint in ways that feel connected to those emotions.

What you'll need

Paper
 Paint brushes
 Crystal or powder paint
 Water
 Newspapers for protecting surrounding surfaces



- 5 Cut shapes out of the pictures to make more art and explore feelings further, what shapes can those feelings take?
- 6 Make a note for yourself or others of what your painting represented

Before you begin adapting these activities for the children and young people in your setting, read the section on **Safety and Support**.

NO TABOOS

Exploring Child Sexual Exploitation inside a whole school 'spiral' approach to PSHE



We build on this phase by looking at anatomy and physiology so that all young people are comfortable using the correct words and names for their body parts. We feel that this is really important for two main reasons.

First, it allows us all to deal maturely with substantive, sensitive topic areas without the embarrassment of using these unfamiliar words for the first time.

Secondly, it is a very important safeguarding strategy; this knowledge and use of the proper language enables the vocabulary for reporting abuse should it arise.

Our PSHE curriculum starts with the topic of changing. How we are changing, how our bodies are changing, how our relationships with family and friends are changing and what changes we can look forward to in the future. Every year the students evaluate these sessions which are revised and refined year on year to make sure that we cover what is timely and relevant.

“Our approach to living and growing consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school’s stated aims and objectives. It helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.”

Every year we return to recap on what we have learned so far, we build on this knowledge as part of our school council work, we take cues from our students, the local community and global issues. Laying these solid foundations allows us to tackle topics like FGM, breast ironing, rape and sexual violence and forced marriage in a mature and sensitive way. This case study explores how we learn about CSE.

Top tips from the Assistant Head-teacher

DO make sure that PSHE is embedded in your school curriculum from the start. It is the only safe way to have conversations about sensitive topics.

DO plan carefully, timing the delivery of this session on CSE is essential, there needs to be time to process what they’ve covered with support in the school. There needs to be space in the term and in the school week for follow-up conversations. So, not on a Friday afternoon or the last day of term and try to avoid clashes with other stressful times.

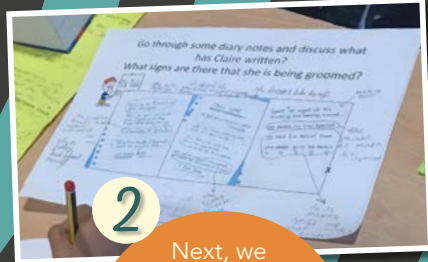
DO involve parents. We do this through our open-to-all parents council (separate from the PTA or parent governors who are also welcome of course). We share the minutes from the student’s council and the parent’s council with both groups and in this way open up a dialogue

DO plan coordinated and consistent approach with clear objectives that involves parents, carers and all professional staff and visiting agencies is key to the success of delivering education on sensitive topics. Build and maintain links within your local community, ask for help and involve your local community.

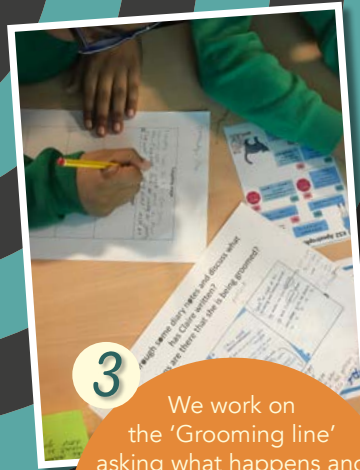
CLAIRE'S STORY: A CSE DAY

1 The day starts with the reading of Claire's story to the whole year group. Back in form room classes young people work in pairs and reflect on what exploitation means, why Claire spoke to the men, why she went with the men and how the men knew that she would.

- "They used violence to exploit her"
- "They gave her gifts"
- "She became scared of him"
- "She thought they would help her"
- "She didn't recognize what love was"
- "He gained her trust"
- "She thought he was the only one who liked her"
- "She felt lonely"
- "She thought they were trusted adults"
- "Secrets, layers of secrets"



2 Next, we read extracts from Claire's diary and discuss as a class the signs and clues that Claire is being groomed.



3 We work on the 'Grooming line' asking what happens and exploring how the young person being groomed might be feeling. Find out more about Barnardo's model The Grooming line [here](#).

All the Year 6 pupils spend a whole day learning about the true story of a local girl called Claire.

They learn that when Claire was nine she was abused by her father.

She was groomed by two men when she was 12 years old and left the North of England for London when she was 13.

She spent the next ten years trying to escape the grooming gang, the sex trade and the substance use issues that she developed.

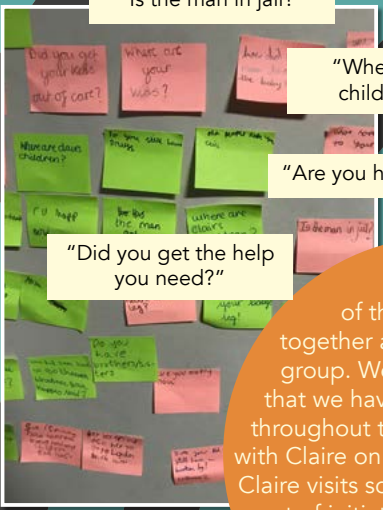
After coming together as a year group to hear the story we return to our form rooms to undertake a number of different activities that help us to reflect on what we have heard.

These activities invite us to think about the story from different perspectives enabling us to identify the risks and signs of CSE that were apparent in Claire's story.

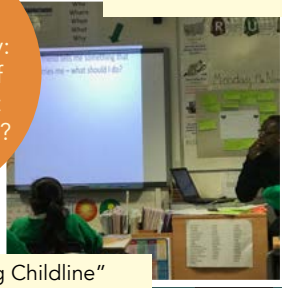
Post-it notes are made available, throughout the day, for the young people to make a note of any questions they think of that they would like to ask Claire.

6

At the end of the day we meet together again as a whole year group. We share the questions that we have wanted to ask Claire throughout the day. Finally we meet with Claire on whom the story is based. Claire visits schools in our local area as part of initiative with our local police service and police and community support workers. This gives us a chance to ask her our questions.



5 This is followed by a whole class activity: what should I do if I'm worried about something like this?



"Ring Childline"
0800 1111
www.childline.org.uk

CSE stands for 'Child Sexual Exploitation'. Read more here from academic experts in this field.



4

In this activity the class were split into two groups. Half of the class worked on ideas of what makes a good relationship completing the sentence: 'Healthy adult relationships have...'. The rest of the class focused on completing the sentence 'Unhealthy adult relationships have...'. And then we feedback as a whole class. This activity is a good introduction to a discussion about what all relationships should look like.

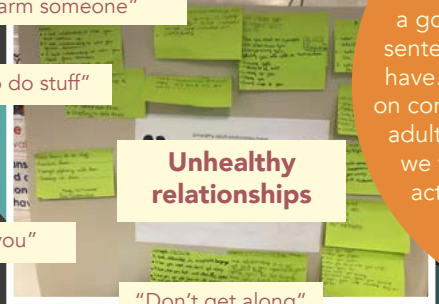
"A bad relationship is when you harm someone"

"Force them to do stuff"

Unhealthy relationships

"Hitting you"

"Don't get along"



If you are interested in arranging a CSE day for your school there are links and resources in the information section opposite, and a very important list of things to put in place first in the 'Do' section at the beginning of this section.

However, It is also worth remembering that there is a current debate on whether and how to use sensitive materials, such as survivor stories and experiences. Read more about this [here](#). Victim Focus are founders of the campaign #nomoreCSEfilms.

"It [CSE] can happen to any one of us and if we know what it is we can stop it happening" (Y6 girl)

"It can happen to male and female" (Y6 boy)

"I learnt what abuse is" (Y6 girl)

"I learnt even trusted adults can let you down" (Y6 boy)

"I didn't know that people pay money for sex" (Y6 girl)



WE LEARNED A LOT!

"The key thing is that we underestimate what our children can do. We should be looking outwards, we are part of a global community."

(Assistant Head-teacher and dynamic PSHE lead)

"It's not consent when you're frightened."

(Year 6 Teacher)

"This isn't everyone and some of the nicest people you meet will have been strangers at one time. But it is better for us to be able to talk about bad things rather than pretend they don't happen."

(Year 6 Teacher)

To find out how this school works creatively to promote pupil voice, see [Making Voice Matter](#)

Banardos resource pack that includes information on how to plan and facilitate CSE sessions

Some of the resources from this case study come from here:

<http://basistraining.org.uk/resources/>

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

Childline resources on grooming

NSPCC resources on CSE

Find out about the UK CSE campaign, Its Not Okay

Take a look Banardos **REAL LOVE ROCKS** website, the online space all about raising awareness around Child Sexual Exploitation.

The Sex Education Forum's 12 principles of good Sex and Relationship Education

Accessible pieces on CSE from academic experts

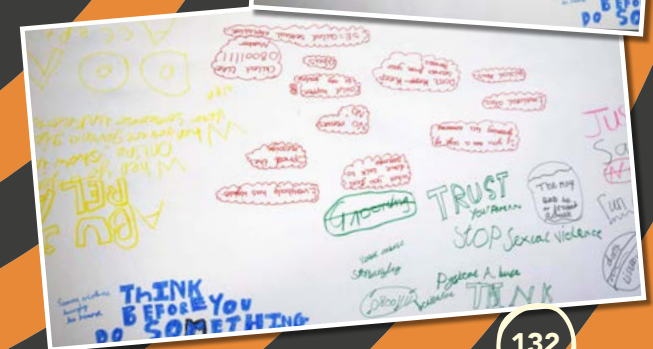
Making sense of child sexual exploitation, by Sophie Hallet

Blamed for being abused: an uncomfortable history of child sexual exploitation by Pamela Cox

We have to learn more about the victims of child sexual exploitation, by Pam Lowe

How sexual exploitation of men and boys is overlooked and dismissed: new research by Carol MacNaughton Nicholls

Please stop using all CSE resources: here's why by Jessica Eaton



WeMove

DANCE PROJECT

Using the power of dance and sisterhood to celebrate black cultural history and challenge misogynoir.

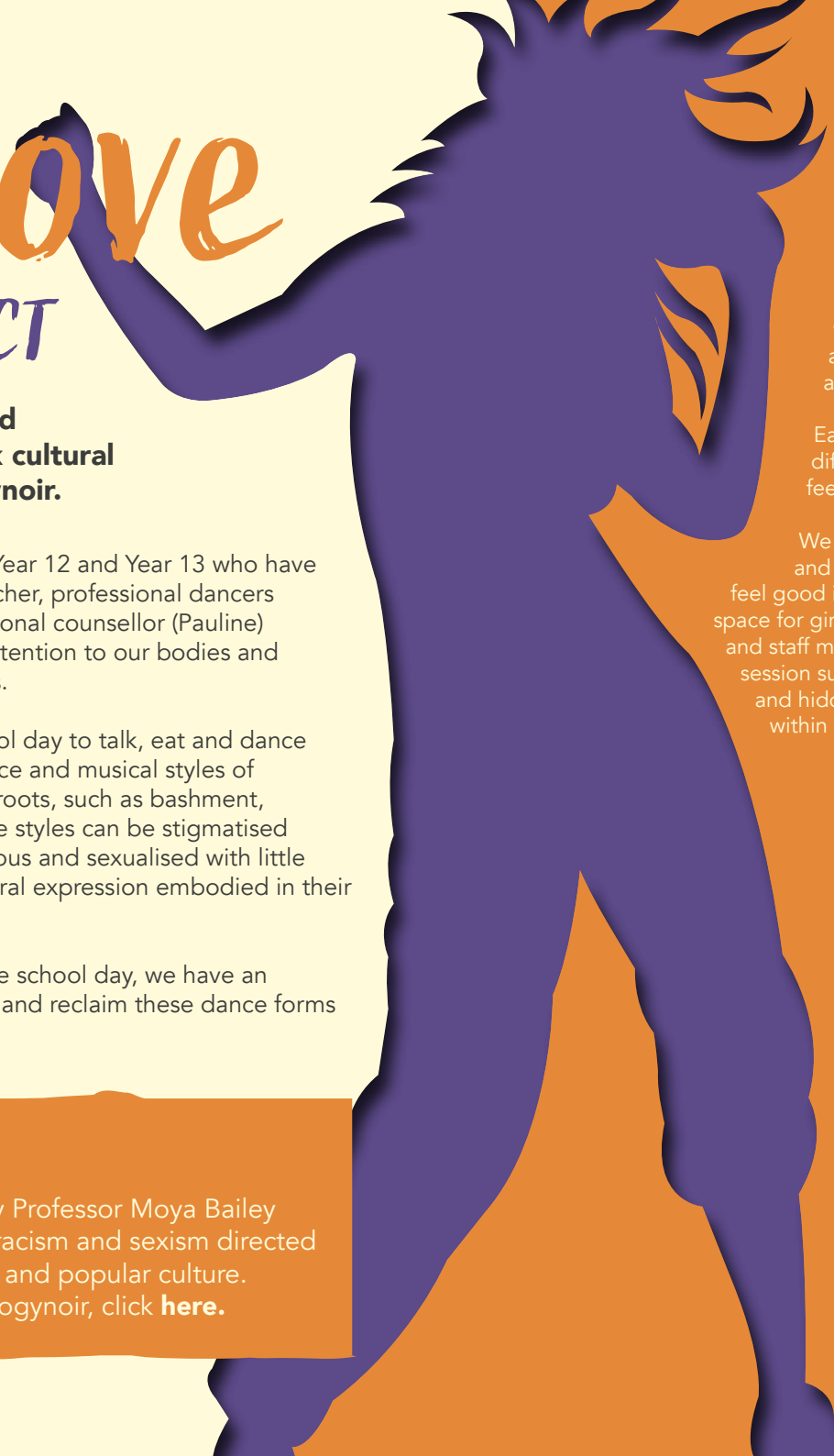
We are a group of young women in Year 12 and Year 13 who have the opportunity to work with our teacher, professional dancers (Fumy, Chanelle and Kloe), a professional counsellor (Pauline) and women's rights activists to call attention to our bodies and feelings in safe, lively and joyful ways.

We meet once a week after the school day to talk, eat and dance together. We work with different dance and musical styles of West African and African-Caribbean roots, such as bashment, afrobeats, dancehall and more. These styles can be stigmatised by the mainstream media as scandalous and sexualised with little attention to the rich histories of cultural expression embodied in their movements.

By dancing together at the end of the school day, we have an opportunity to relax, restore balance and reclaim these dance forms for ourselves.

What is misogynoir?

Misogynoir is a term coined by Professor Moya Bailey to address the intersection of racism and sexism directed towards black women in visual and popular culture. For more on the origins of Misogynoir, click [here](#).

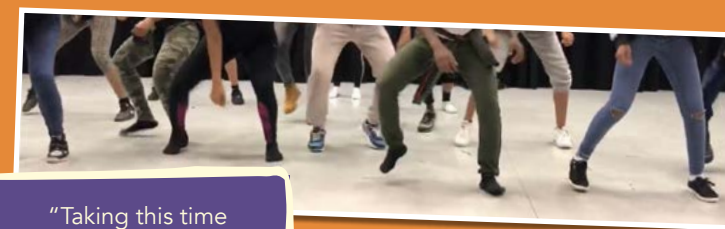


Reworking the routine

Meeting up weekly to dance, eat and talk together provides a place to discuss the problems we face in school, online and in our peer communities, a place to celebrate our power and achievements, and to explore what makes a positive relationship.

Each session begins with a warm up and exploring a different dance style, which allows us to move with our feelings from the day, and celebrate our identities.

We have talked about how our bodies can be invaded by unwanted touch and comments in the world around us, but dancing together allows us to feel good in our bodies. We move together to foster a supportive and celebratory space for girls and women, as well as to breakdown some of the barriers between us and staff members at the school. Talking and debating together at the end of the session supports this connection, enabling us to share and critically unpick hurtful and hidden experiences, and explore ways that we can create change, both within ourselves and the communities we are part of.



"Taking this time together is uplifting"

"It's a place to clear our heads"

"It's a space to express your body"

"It's ok to make mistakes"

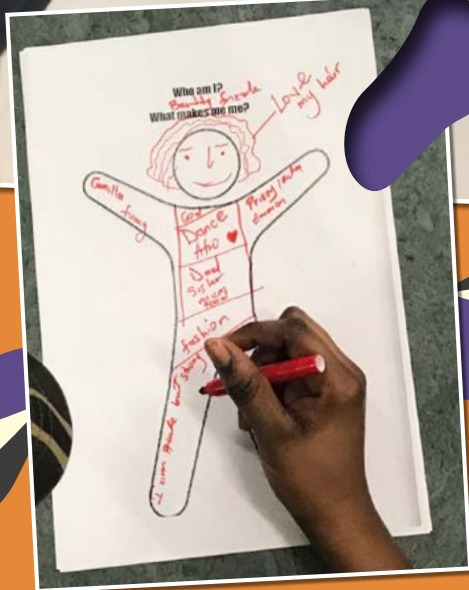
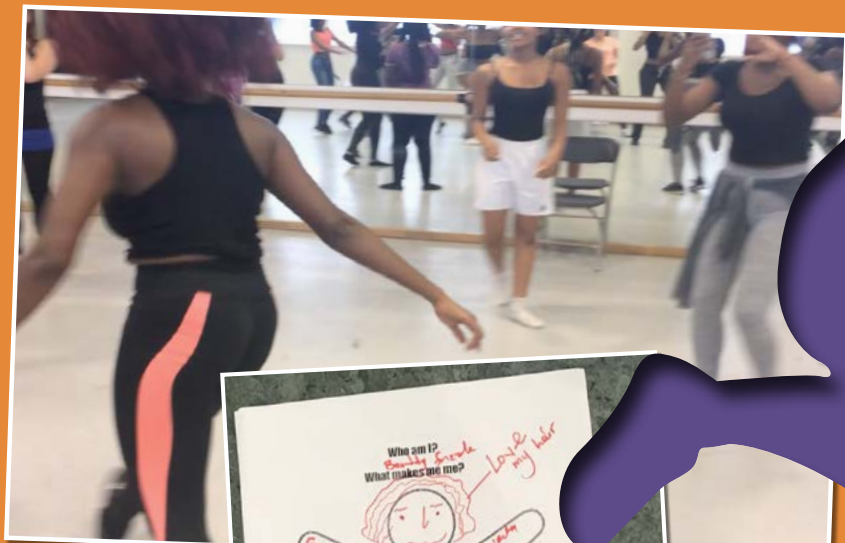
"Every week we remind ourselves of our worth"



Modelling supportive friendships through Year 8 and 9 dance workshops

One of the ways we have been working to create change is through delivering workshops to Year 8's and 9's at local schools. We are passionate about the power of dance to bring people together and rebalance relationships. Working together with a professional dancer, in these sessions we play games, share dances and creatively talk through the things that matter to us.

We help the younger girls know that they are understood, and work with them to create performance pieces based around the challenges and joys we encounter as young women, especially in our friendships. Co-leading these workshops enables us to model supportive and collaborative relationships in a fun and creative way.



Our dance teachers and their work

Chanelle Hall

Kloe Dean

Fumy Opeyemi



Some songs we've loved dancing to and interpreting for ourselves:

- 'Get Bodied' by Beyonce
- '16 Shots' by Stefflon Don (original or Afrobeats remix)
- 'Walking Trophy' by HoodCelebrity
- 'Praying' by Kesha



DIY

MOVING TOGETHER AGAINST MISOGYNOIR



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

Working together as a whole group

- 1 Select a song in an upbeat musical style you love. It should also have lyrics you feel are empowering.
- 2 Play the song a few times over and freestyle to the music and the lyrics: on your own, in pairs, small groups – mix it up! Just do whatever comes naturally. Turn the lights down low to create a vibe if you like. Taking time to chill and listen is ok too.
- 3 Now come together as a whole group and create a routine by piecing together your freestyle ideas.
- 4 Consider what formations, levels and relationships you will create between people in the space in order to reflect the particular feeling of empowerment the music brings.



Working in pairs or small groups

- 1 Choose a music video which you think reinforces misogyny and/or other inequalities and discriminations (e.g homophobia, transphobia, ableism, poverty etc)
- 2 Play the video and write down all the sexist and racist stereotypes referenced by the music video on sticky notes
- 3 Create a movement or frozen scene that combats or re-works the stereotypes referenced in the video
- 4 Share your movement or scene with other groups in your class, see if you can sequence them together into a performance or a digital story
- 5 Print out the lyrics to the song and read them silently to yourself
- 6 Discuss the lyrics you feel most strongly about with your group and note down some of these feelings
- 7 Take it in turns to underline a key word or phrase from the lyrics and cut them out
- 8 Place all the cut up words and phrases from the group together, move them around and play with the order to create different meanings and rhythms
- 9 When you've finished you might end up with a phrase, a poem or a new song.
- 10 See if you can combine your new words and movement to make your own music video challenging misogyny or other stereotypes



Explainer: What is contemporary dance?

Crunk Feminist Collective

The Origins of Twerking: What It Is, What It Means, and How It Got Appropriated

Hip-hop dance Vs Donald Trump: how robot moves just got political

When does borrowing become cultural appropriation in dance?

We don't need macho stereotypes to entice boys onto the dance floor

Black Lives Matter activist teaches political activism through dance

Social Activists use Dance to combat racism

Dancing with Disability

Dance, Disability and Intersectionality

See more AGENDA case studies on bodies and movement: **Under Pressure; EveryBODY Matters; Finding Balance.**

FRIENDS?



USING DRAMA TO TAKE PRIDE IN CREATING AN INCLUSIVE RELATIONSHIPS EDUCATION



Members of DIGON meet every Thursday lunchtime. Sometimes it's just to talk and be together in a safe space but we also organize lots of different activities, from peer-led workshops on homophobia, heterosexism and gender norms to organizing LGBT+ Rainbow weeks. Our group is really passionate about the power of drama, especially physical and interactive theatre, to communicate difficult to talk about topics and experiences.

DIGON translated into English means 'Enough'.



DIGON is a youth-led school-based anti-homophobic and anti-transphobic bullying group. LISTEN to us [here](#).

WHAT DIGON MEANS TO US

"Creating an inclusive community is at the heart of feeling safe. I feel that the school is a safer environment because of DIGON's work"

"DIGON has become a safe and comfortable space to experiment with and develop our ideas"

"DIGON has helped us learn how to manage lots of different projects that spread such a brilliant message"

"DIGON has made me realize that my coming out is an irrelevance. My sexuality doesn't dictate my life, nor does my life dictate my sexuality"

"I have loved talking with primary school pupils, especially because of how open they all are to our ideas and about what we want to achieve in our school with the work that we do in our group"

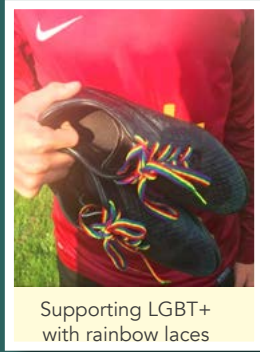


DIGON'S ACTIVITIES

Created a script, "Just good friends", based upon children's quotes from the research, "Boys and Girls Speak Out".

Taken up invitations to present at government and practitioner conferences on healthy relationships, gender-based and homophobic bullying, and other LGBT+ events.

Organised Rainbow Weeks during **LGBT history month**.



Supporting LGBT+ with rainbow laces



Rainbow Week with Alex Drummond

Delivered workshops for teachers and students, in primary and secondary schools on friendship; inclusive school cultures; gender norms and homophobic language.

Made a guide on how to address media stereotypes of LGBT+ identities.

Created physical and interactive theatre on anti-homophobic bullying.

Translated Olly Pike's book, "**Prince Henry**" into Welsh – this is a fairy tale romance which delivers positive messages of both love and equality.



FRIENDS?

a drama about the gendered pressures of young relationships

We had the opportunity to read children's stories about the pressures of gender norms and how they shape and control boy-girl friendships and young boyfriend girlfriend relationships in the research '**Boys and Girls Speak Out**'.

We wanted to communicate these findings to a wider audience, so we created the play, "Friends?". One of us wrote the script and our drama teacher helped us bring the script to life in a stage performance. Every line in the play is a direct quote from one of the children in the research. This makes it really powerful when we tell the audience that the play was based on real children's lives (aged 10, 11 and 12).

The play covers and complicates the issue of gender and sexual bullying. Our main storyline is to challenge societal assumptions that everyone is or will be straight (i.e. heterosexual).

We show how many children are teased or pushed together to couple up as boyfriend and girlfriend just because they hang out or share the same interests. We have performed the play in primary schools, secondary schools and at conferences and events for teachers and policy makers.

"We created a piece of physical theatre to challenge sexist and homophobic banter. Chairs were used functionally (to sit on) and symbolically (as a form of defence and attack)."



The Children's Commissioner's supports **Wales' first Lesbian, Gay, Bisexual and Trans* youth conference**.

How to take action against the negative media stereotyping of LGBT+ communities

Young Stonewall supports all young gay, lesbian, bi and trans people, and those who are questioning. They host youth pride events and young writer's competitions. They also run young leaders and volunteering programmes.

26 LGBT young adult books that challenge homophobia and support sexual diversity.

Every year, Cardiff hosts the International LGBT Short Film Festival, the Iris Prize Festival. **Iris Education** is a project which allows the Iris team to work with pupils from around Wales to tackle homophobic bullying through creating, developing and producing their own short film.



DIY

30 MINUTE DRAMA

PREPARATIONS

Organise your class or group into small groups (no more than 4 people per group).

- 1 Read the quotes silently.
- 2 Discuss the quotes you feel most strongly about. Each group member highlights one quote each and then chooses a quote to cut out with scissors provided.
- 3 Take it in turns to read out the quotes you have selected.
- 4 Put the quotes on a separate piece of A3 paper allowing spaces in between. Move the quotes around in ways that might help you to make a storyline.
- 5 Think about a storyline that can link the quotes together. Write up your script and ensure everyone can have a turn at reading.
- 6 Develop the reading into a short performance.
- 7 Play around with tempo, tone and volume and think about gesture, expression and movement.
- 8 Act out your script to each other if you want to. Give it a title if you like.

CHILDREN'S QUOTES (AGE 10-11)

At my primary school you just had to go out with someone. It was a virtual rule!

They call the girls who go out with boys, 'tramps' and the girls who don't want to hug and kiss, 'fridge'.

They ask someone to ask the same girl out again and again. They like pass you round.

I'm not really, you know, fussy about girlfriends. I'm not a girl person ... I love horses.

In primary school, me and this girl used to always hang out. We made up a lie that we were cousins, and that lasted for like a year before we told anyone. When it was her birthday, I'd get her Happy Birthday Cousin cards.

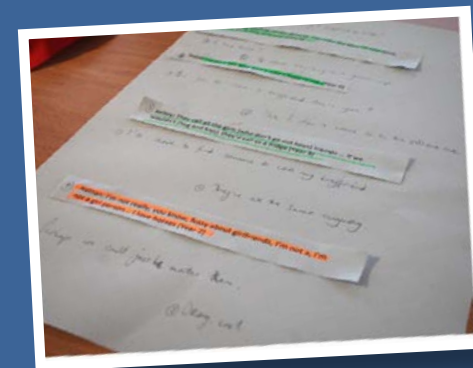
Boyfriends are extra time, that I don't want to give

The (dinner staff) go "the more the boys hit you, the more they love you"

For more quotes, go to **Boys and Girls Speak Out**.

MATERIALS YOU WILL NEED

- Print the Girls and Boys Speak Out CHILDREN'S QUOTES for each person, OR collect your own quotes in an anonymous suggestion box or survey on a topic of your choice.
- Scissors for each person
- A3 paper for each person
- Marker pens
- Highlighter pens



WHAT NEXT?

Why not work with what you've created to make your own play. Or offer the scripts to your school drama department, or local drama group to work with and develop into a piece of **interactive physical or forum theatre**.



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

GIRL-ZINE CHATTER

STARTING A MAGAZINE TO COMMUNICATE THE ISSUES THAT MATTER MOST TO YOUNG WOMEN

We are a group of young women (age 11-16) who got the opportunity to create our own magazine to talk about the issues affecting us in our community. We meet each week after school and we get to research, write, edit and design our very own magazine, 'Eastern Chatter', which is produced online and in print.

Working on our girl-zine, 'Eastern Chatter' helps us to feel we can play an active role in our community, and have a voice to share the things that we and other young women are experiencing, from negative body image and peer pressure to gender equality and leadership.

We have invited a range of women to be interviewed and featured in our magazine, including a journalist and fashion photographer, and participants take part in workshops on themes to include in the magazine, including bullying, body image and relationships.



WHAT DO THE CHATTER ZINE GIRLS THINK ABOUT GENDER EQUALITY?

"We should fight for people to make better decisions. There's no difference between men and women. But girls don't think they can be leaders and in charge- most girls just want to do make-up and hair, but it's a stereotype"

"I feel excited to come to the project. I feel I've become more confident, better at English and using computers, and I've made friends"

"We feel that gender equality is very important, but it is a subject that isn't talked about very often"



DIY

GENDER EQUALITY MAGAZINE

It's easy to create your own youth-led magazine. Here are some simple tips:

- 1 Get ownership of your magazine by creating a name and logo. We used a website to design a free logo – www.LogoGarden.com
- 2 Invite people and organisations in to be interviewed by your magazine or conduct workshops on key themes.
- 3 Save money on expensive printing costs by producing your magazine online for free. We used JooMag which allows you to design and edit your mag and creates a web link for people to browse through like a real magazine.
- 4 Create a Facebook page to advertise your magazine.
- 5 Check out www.teenink.com for magazine ideas and resources for young writers and youthjournalism.org
- 6 For grrl and feminist zine resources see www.grrrlzines.net/about.htm

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.



For inspiring youth-led magazines, take a look at:

- Gal Dem Magazine
- Man Dem Magazine
- Muslim Girl
- Black Girl Dangerous
- Spare Rib

For more information about gender equality, visit:

- Fawcett Society

Find out about **Plan International's** **#becauselamagirl** and **#learnwithoutfear** campaigns. Read their reports:

- **The Unfinished Business of Girls' Rights**
- **Girls' Rights in the UK**

Follow **#whatireallyreallywant** and take part in action to End Extreme Poverty, Fight Inequality and Injustice and End Climate Change.

In 2015 world leaders promised to put girls and women first when they signed up to the Sustainable Development Goals to end poverty, fix climate change and tackle inequalities. Follow their campaign: www.globalgoals.org



grand theft equality



A GENDER EQUALITY RESEARCH PROJECT INTO SEXISM AND SEXUAL HARASSMENT IN ONLINE GAMING.

NAME	BOB
Gender	Male
Level	113
Description	L.A. Police Department outfit without a hat; aviator glasses; blond hair
Car Type	Blue Lamborghini



NAME	JENNIFER
Gender	Female
Level	2
Description	Red tank top; grey skirt; brown hair
Car Type	White and blue Chevrolet

I am a year 11 student. Our Head of Personal and Social Education challenged us to carry out a piece of research on an issue of our choice that we thought was important to young people in contemporary society. We would then write up our project as an individual project for the Welsh Baccalaureate Qualification.

In order to learn about how to properly carry out research, our teacher modelled it, using the subject of Gender-Equality and Gender-Based Violence. During one of our lessons, we learnt about GamerGate (see next page). I thought that this was really interesting and, as a regular gamer, and a boy, I wanted to better understand how female gamers are treated.

It wasn't complicated to do; I created two characters on Grand Theft Auto (GTA) 5 and then played for an hour as each avatar. I decided to find out how players who present as women are treated, in comparison to players who present as men. The other players would not have had any clue that I was a boy presenting as a different gender.

I created two different avatars: for the first hour of my research I was Bob, and I recorded how many invitations, messages and friend requests I received. I then played again as Jennifer.

As Bob, I didn't receive anything. I got no attention! Within the first five minutes as Jennifer, I was sent a text saying 'Hi'. I was then followed by a white Jaguar [car], honking its horn and following me down alleyways. A lot of the other game characters at the time were men, although you can't tell what gender the player really is, and Jennifer definitely attracted more attention. I really got to experience how vulnerable women can be, even when playing for just one hour!

I had to carry out secondary research, as well as this practical primary research that I found out for myself. There is a lot of research that has been carried out by people at universities, as well as newspaper and online magazine articles about gaming and gender. It is also interesting to read people's comments on gaming forums.

DIY

AVATAR

Design an avatar who infiltrates video games where sexism, sexual harassment or other discriminations are present.

- 1 Choose a video game which you think reinforces gender stereotypes, or other inequalities and discriminations (e.g. racism, homophobia, ableism, poverty etc.)
- 2 Design an avatar or avatar tribe whose mission it is to address these issues.
What would they be called?
Would they have a motto?
Where would they live?
Would they have special powers?
- 3 See if you can bring your avatar/s to life (e.g. through animation, film, dance, drama, e-zine)

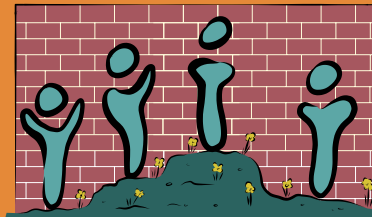


STAYING SAFE WHEN YOU'RE PLAYING GAMES ONLINE

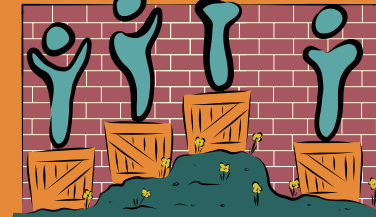
Childline has lots of tips on **how to keep your online gaming safe and fun:**

- Games are meant to be fun
- Block players who harass you
- Not everyone will be friendly
- Keep your personal information safe
- What to do if you're feeling threatened

What's the difference between equity and equality?



Injustice



Equality



Equity

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.



#Gamergate was the hashtag used to refer to the controversy around an anonymous harassment twitter campaign that targeted several women in the video game industry.

Anita Sarkeesian, director of **Feminist Frequency**, was attacked online for launching a **YouTube series on sexism and the sexual objectification of women in video games**.

Project Ada is a website that covers all sorts of interesting news features, facts and interviews about girls, women and gender equality in technology. Why Ada? because nineteenth-century mathematician Ada Lovelace, was one of the world's first computer programmers. **@ProjectAda_**

Feminist Frequency is a not-for-profit educational organization that analyses modern media's relationship to societal issues such as gender, race, and sexuality. Their site includes videos to encourage viewers to critically engage with mass media.

www.shescoding.org is a project with **resources and links** to organisations for anyone who wants to learn to code or help bridge the gender gap in the field of computer science.



#MORE THAN OUR GRADES

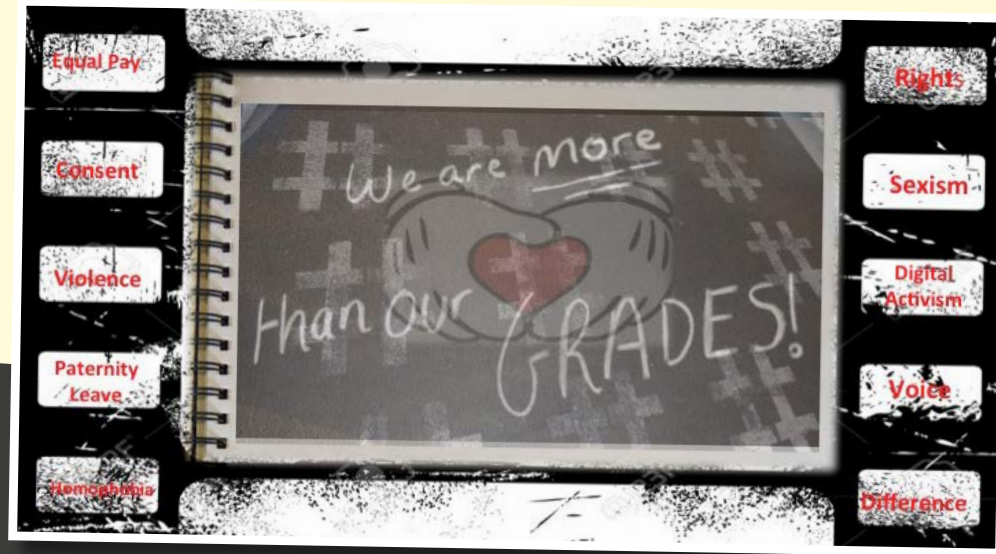
MAKING A FLASHCARD STORY TO PUT GENDER EQUALITIES AT THE HEART OF OUR SCHOOLS



We are a mixed-gender friendship group in Year 10, and last term, we had a lesson on domestic violence delivered by our local Women's Aid charity. It was here that we realised how little we knew about this issue and so many other related issues.

We knew loads about every other curriculum subject, but next to nothing about healthy relationships, or on gender well-being and gender equalities. We didn't realize that challenging gender inequalities can help address violence against girls and women. We started to join up the dots and think about gender injustice and how unfair the world can be for boys, girls, men and women.

Inspired by YouTube flashcard stories where people hold up signs with hand written messages on for people to read, we decided to create our own story board, and spread the word that we are #morethanourgrades.



Making anonymous Flashcard stories can be a simple, safe and effective way of raising awareness about sensitive issues.

"#morethanourgrades became our community challenge Welsh Bacc project. We delivered leaflets and talked to community members about gender equality and designed a likert scale questionnaire to find out what students and staff thought about our flashcard story."

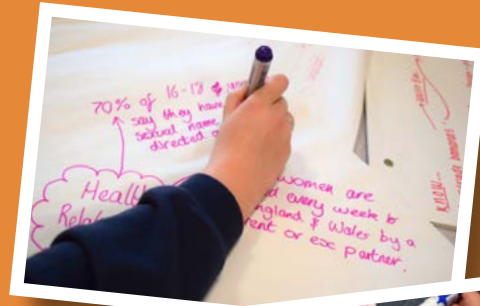
Schools these days seem to see and value us more as grades on paper, not as people. Our well-being is just as important as our GCSEs.



WHAT DID WE DO?

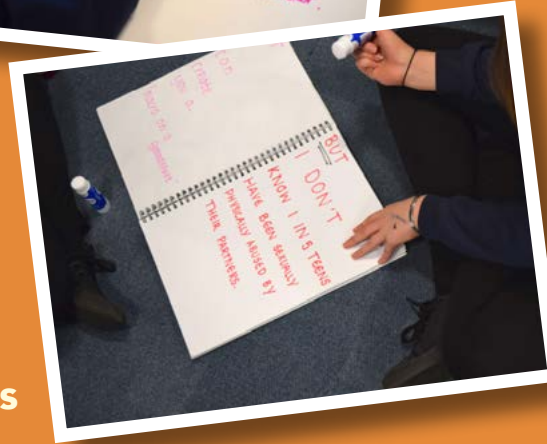
1 Working across the curriculum

We began working our way through each curriculum subject and took it in turns to speak out loud something we knew or remembered from different subjects, like Maths or P.E.



2 Researching what we didn't know

We mind-mapped all the things we didn't know about gender equalities and gender well-being, and used the AGENDA 'information' web resources to find out more.



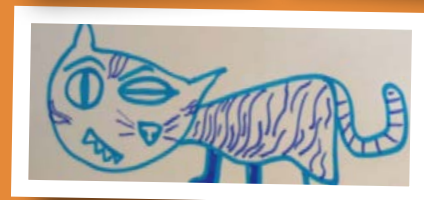
3 Making don't know/do know pages

We then created a flashcard story book, with one page highlighting things we 'did know' and one page highlighting things that we 'didn't know'.



4 Illustrating

We illustrated each page, and drew our favourite Disney characters on the front cover. Each character, for us, challenges or is constrained by gender, sexual or racial stereotypes.



5 Filming teacher's hands turning the pages

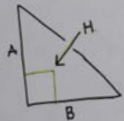
Using an iPad, we filmed teachers turning the pages that matched their own subject. This became a great way to spread the message about our project across the school. Lots of teachers asked us what we were doing and why. Many, like us, learned new things about gender equality or gender-based violence. A few teachers thought that we were taught enough already which led to some interesting discussions!

6 Tweeting #morethanourgrades flashcard story

We used movie maker to make our film. When it was finished, we played it on our school TV everyday during our Welsh Bacc week. We tweeted each school subject's twitter account and asked them to pls RT (please retweet). We also set a student-staff form group challenge to guess which teacher turned which page. We will show the film again on **International Day for the Elimination of Violence Against Women** (25 Nov) and hope other students will make their own flashcard books next year.

Maths + - ÷ ×

I can tell you



'Pythagoras' Theorem'
 $H^2 = A^2 + B^2$


BUT

I DIDN'T KNOW 2 WOMEN ARE KILLED EVERY WEEK BY A CURRENT OR EX PARTNER

RS-

I know about...

'Sexism'




EQUALITY IN SEX

We are #morethanourgrades. Our well-being is just as important as our c/ssex. Share this video if you support the campaign and think we are #morethanourgrades

Art

I can paint...

'a tiger in the style of Picasso in the blue period'



We have found out that there are hundreds of organisations and campaigns dedicated to promoting gender equality, gender and sexual violence...

ICT

I can create you a macro on a spreadsheet'


BUT

I DON'T KNOW 1 IN 5 TEENS HAVE BEEN SEXUALLY PHYSICALLY ABUSED BY THEIR PARTNERS.

Geography-

I know how...

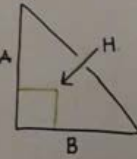
'to measure how fast a dog biscuit travels down a river'



We are beginning to understand the challenging sexism can help prevent gender-based and sexual violence.

Maths + - ÷ ×

I can tell you



'Pythagoras' Theorem'
 $H^2 = A^2 + B^2$


BUT

I DIDN'T KNOW 2 WOMEN ARE KILLED EVERY WEEK BY A CURRENT OR EX PARTNER

Languages-

I can do...

'Mutations'




It took just a few weeks to put this video together. Just imagine what we could learn if gender equality and healthy relationships we taught across the curriculum.

Physical Education-

I can play...

'in a team and I know how to regulate my diet to keep my body healthy'



BUT

WE DIDN'T KNOW THAT MEN OUTNUMBER WOMEN AS EXPERTS ON TV AND RADIO BY 4:1.

English-

I can recite...

'Macbeth Soliloquies'


Stars hide your fires, Let not Light see my deep and dark desires'

BUT

I CANNOT TELL YOU A DEFINITION FOR CONSENT.

Welsh Bacc-


I know about 'Fairtrade Bananas'



We didn't know that some boys and girls pretend they are family to stay friends and to avoid being teased that they are 'going out'

Graphics-

I can... 'use publisher to make a board game on the computer'




BUT

WE DIDN'T KNOW MOTHERS COULD TAKE UP TO 39 WEEKS OF MATERNITY PAID LEAVE. BUT- FATHERS OR PARTNERS CAN ONLY TAKE 2 WEEKS PAID LEAVE.

History-

I know all about 'Gustav Stresemann'




BUT

WE DIDN'T KNOW THAT OVER 90% OF SECONDARY SCHOOL STAFF IN WALES HEAR PUPILS SAY 'THAT'S SO GAY' OR 'YOU'RE SO GAY'

Cookery-

I can prevent... 'bacteria growth in food products'



BUT

WE DIDN'T KNOW THAT CHILDREN HAVE A RIGHT TO BE PROTECTED FROM ALL FORMS OF VIOLENCE (ARTICLE 19) UNCR.



DO/N'T KNOW FLASHCARD STORY

What you'll need:

A3 card for pages

Smart phone or tablet that can record still or moving images

Marker pens

- 1 Look through AGENDA's 'ideas for change' and note down all the things that interest you.
- 2 Follow the links or use the search function to find out more about a particular issue (e.g. gender diversity, sexism in the music industry, misogyny).
- 3 Choose an issue you would like to raise awareness of. Do some more research so that you have enough information to make 10 short sentences that begin with "I didn't know that..."
- 4 Choose a topic you know lots about.
Make 10 short sentences about this topic beginning with "I know that ..."

- 5 You are now ready to make your "do know/don't know" flashcard story. Using the coloured markers, write up one 'do know' page and one 'don't know' page. Continue until you have 10 double-pages.

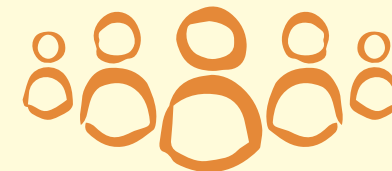
EXAMPLE: "I know that racism and sexism overlap, BUT, I didn't know that some people call this misogyny."

- 6 Illustrate each page, using photos, drawings, emojis.
- 7 Choose a quiet and private space to film your flashcard story. Try and avoid using any identifiable features (e.g. faces).
- 8 Keep safe, and upload onto a school, youth group or trusted adult's Vimeo or YouTube account.
- 9 Create a hashtag and tweet your flashcard story via your school council, or group's twitter account. Or, ask the Children's Commissioner in **England** or **Wales** to tweet your story for you.

"It was really fun running around getting all the teachers to turn the pages, and watching the looks on their faces when they realized what the book was all about!"

"I loved illustrating the book – I love Disney!"

"I really enjoyed this ... because we are more than our grades!"



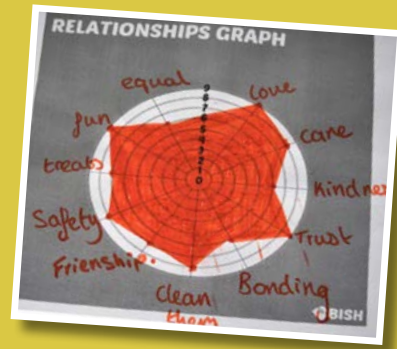
Check out Amnesty International's **guide to social media activism**, as well as Feminist Frequency's **guide to protecting yourself from online harassment**.



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

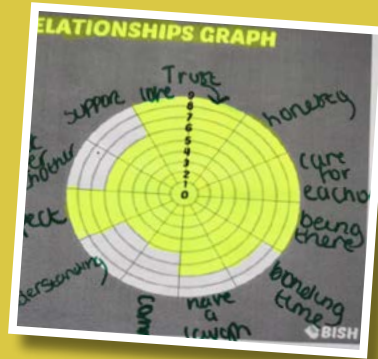
1 What makes a good relationship?

We mind-mapped all the different, positive relationships we enjoyed: boyfriends, girlfriends, friends, family, pets, or special places and objects.



2 Spinning relationship-webs

We picked our favourite relationship (e.g. our dog, or nan). We used this to complete an adapted version of **BISH.COM's relationships graph**. Choosing and ranking things that make our relationship a good one, we joined the dots to make a relationship-web.



3 Inventing micro scrap sculptures

Inspired by junk-artists and a small pile of scrap materials, in 10 minutes we created our own mini-sculptures.

4 Visiting the scrap-yard and sourcing our materials

Notebooks in hand, we took a mini-bus to Helen's scrap-yard. The materials gave us plenty of ideas. We made a list of everything we thought we might need. Tyres, wing mirrors, brakes, coloured cables, and indicator lights were a popular choice.

Back in the classroom, inspired by Karen Cusolito's 'Dandilion' (2010) and the words from our relationship-webs, we decided to create a living sculpture that could be personalized and added to by other young people over the years.

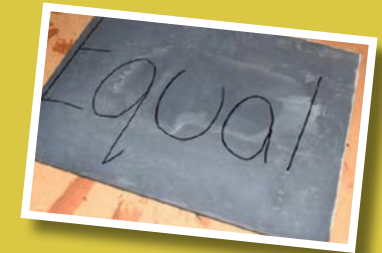


5 Drilling, sawing, laser-cutting, bolting

We had a lot of fun learning new skills to make our relationship tyre tree.

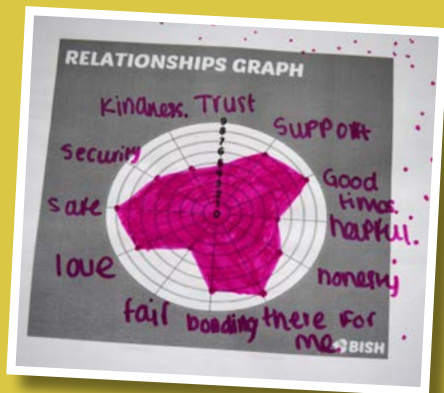
We used the hand drill and lathe to make the wooden base and an angle-grinder and hand-saw to cut the tyres. The laser-cutter helped us score our words onto slate tiles about what makes a positive relationship. We will hang these on our tyre tree using coloured electrical wires.

Along the way we created our R&R project logo from scrap, and a heart made out of chains and wing mirrors. Each mirror reflects someone or something special in our lives.



DIY RELATIONSHIP-WEBS

- 1 Think about what's important to you in a relationship. What do you want, and why?
- 2 Pick a relationship that is special to you. It could be someone you are dating, a friend, a family member or pet. It could be an object (e.g. photograph or cuddly toy) or place (e.g. a den or local hang-out).
- 3 Go to www.bishuk.com and print off a relationship graph. Work your way around the segments and write down some of the things that makes a good relationship. Rank them from 0-9.
- 4 Join the dots to create your personalized relationship web.
- 5 Cut out the final shape and use as a template to make your own decorations. This could be from wood, acrylic, card – whatever materials you can find.
- 6 Is there a tree in your school ground or community centre that you can hang your decorations on? Perhaps you can make your own hanging structure from wire, or sticks? Why not display them on one of the **awareness raising days**.



FEEL-GOOD WORDS

close
equal
being there
memories
trust
care
fun
understanding
bonding
treats
kindness
security
feel good
softy
friendship
feel safe
independence
helpful
having a laugh
looked after
love
support

Our relationship tree

We got special permission to place our living sculpture at the threshold of where the school entrance meets the local community. When we are finished, we hope that you will be able to see the wing mirrors shimmer in the sunlight from far and wide.

Our dream is that the tree will be a symbol of how important our relationships are and can be for us and our community.

Along the way, we shared our story on display boards in the canteen food hall, and on posters in the DTC classroom.

Click [here](#) for more ideas and resources on how visual art can raise awareness and create change.



OTHER JUNK-ART ARTISTS WHO INSPIRED US

Asim Waqif
Beverley Glover
Chakai Booker
Dilmprizulike
Ivor Davies
Jean Tinguely
Marisa Merz
Tim Noble and Sue
Webster Cornelia Parker
HA Shult
Anne Carrington
Margaret Hogan

DANDILION

(2012)

by Karen Cusolito

"The Dandelion is one of many that has found its way through the cracks of urban sidewalks. It is as gregarious as it is beautiful, designed to survive even in the harshest conditions. It stands as a symbol of strength, hope, and endurance"

Height: 20ft
Footprint: 14ft X 14ft
Weight: 2 tonnes
Composition: Salvage Steel
Engineering: Free standing



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

The ROTIFER Project

EDUCATING STAFF ABOUT GENDER DIVERSITY THROUGH A GAME OF GENDER-SNAP PAIRS AND A MUFFIN CHALLENGE.



The aim of the Rotifer Project is to raise awareness of gender diversity. We want to make our school a safer place for all young people and staff.

GETTING BEYOND THE BINARY

In our school some of us are expressing our gender in ways that challenge society's expectations of what a boy or girl might be or do. Some of us want to change our gender pronouns (e.g. from he to she). Some of us don't want to be identified as gendered at all (e.g. agender). Some of us are just fed up with how gender norms get under our skin and stop us doing things.

But it's hard when school rules and cultures reinforce gender norms everyday, by dividing us into 'boys' and 'girls' for class quizzes, sitting boys next to girls in tests, or have a gendered uniform policy and gender segregated toilets. We wanted to change this by showing how diverse gender already is and always has been and how damaging it can be for all young people and staff to put us into boxes that don't fit us.

Rotifer
bacteria that live in an all-female world and reproduce by themselves

"We wanted to let people know that in the animal AND human world sex is not just 'male' and 'female'. There are also many different genders and there is nothing natural about traditional gender roles"



REMEMBER REMEMBER
don't divide us by gender
please welcome all genders
that sex is not gender
don't assume our gender
and if we tell you our gender
REMEMBER REMEMBER



GENDER PLAY STAFF WORKSHOP

1 FACT FINDING: THE WONDERFUL NATURE OF GENDER

- We researched all the creatures on land and in water that were sex or gender-bending and sex or gender-switching. We also included species that challenged traditional gender roles, like the Seahorse and the Anglerfish.
- We then looked for cartoon and TV characters, celebrities and historical figures who are gender diverse in some way.
- Finding a fun way to tackle what is a serious issue was important, so we created two games to play with staff in our workshop:

2 MIXED-MUFFIN GENDER BERRY CHALLENGE

- We made some muffins with blueberries inside (to represent the stereotype of masculinity), some muffins with raspberries inside (to represent the stereotype of femininity) and some mixed muffins (to represent gender fluidity).
- Staff were asked to break open each muffin and stand by the coloured balloons that matched the inside of their muffin. There were only blue and pink balloons, placed in different corners of the room. There was no balloon or designated area of the room for the mixed muffin.
- After this activity we asked how they felt being categorized according to a muffin they did not choose, what it felt like to go to a gender-coded corner that they might not identify with, and what it felt like not to have a corner at all.
- This got us all talking about how we come into the world already coded through gender labels; how you can't assume someone's gender by how they look; what it feels like to be given a gender you might not choose; and not to have your gender represented at all.



3 GENDER-SNAP PAIRS

- We then played a game of GENDER-SNAP PAIRS with all the different images we had collected. As staff turned over each card, they got to learn a fact about each gender diverse creature, character or person.
- When we found a pair, and shouted SNAP, we felt we cracked open a little bit of those rigid gender binaries that constrain who we can be and what we can do.



4 POSTER & PLEDGE

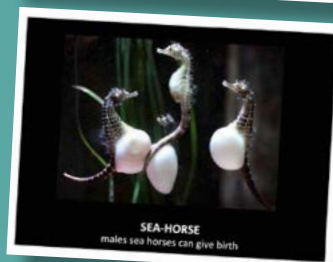
At the end of the workshop we had a question and answer session. We invited staff to put up a poster on their classroom door. We also asked them to pledge to find different ways of dividing young people other than by their perceived sex or gender group (e.g. male/female, boy/girl) and to help raise awareness of gender diversity and inclusive, gender diverse relationships.

5 THANK YOU CARD TO 'REMEMBER REMEMBER'

Each staff member was given a thank you card for taking part, which included our 'Remember Remember' poem.

GENDER-SNAP PAIRS

- 1 Decide which sex-switching or gender-bending worlds you want to explore (e.g. animal kingdom, cartoon characters; historical figures; celebrities; people in power; books; films; jobs etc.) and how many cards you want to make (e.g. 20).
- 2 Do some research using the web resources on this page or elsewhere in this guide. Select an image to go with the fact you want to share.
- 3 Insert the images and text into powerpoint and save as a jpeg. Print two copies of each (e.g. 40).
- 4 Design your own cover. Print enough so you can laminate each card, back to back with your design.
- 5 Lay them out, cover side up. You're ready to play gender-snap pairs!



Free to be me:
taking action against
transphobia – an online
cartoon booklet for
young people

**Film by Trans*Form Cymru
featuring the stories of
transgender young people
in Wales**

**This TRANS*FORM toolkit,
created with young people,
has lots of information on
where to go for support and
advice in Wales including
how to be a trans* ally,
young trans* rights and the
importance
of privacy**

**Check out the GENDER
UNICORN to learn more
about sex and gender**

Transgender through history

**How the animal kingdom
challenges traditional gender
roles**

**Individual and Family support
for trans* teens**

**5 trans-activists in
the Islamic world**

**How To Understand
Your Gender**

**Take a look at MyGeneration
- an ongoing film project about
trans lives and experiences**

WHAT DID STAFF THINK ABOUT OUR WORKSHOP?

"Wow. What a beautiful start to the day. A brilliant presentation, very professionally ran. The ideas that were brought forward were amazing and a lot of work will be done after this morning"

"Thought provoking excellent presentation. This is just the beginning of the journey of changing people's perceptions about gender"

"Highly enjoyable, informative and thought-provoking"

"Willingness of pupils to be candid provoked a very good discussion"

"An amazing presentation, presenting simply what most adults over complicate. Being told 'it just is' gives teaching staff free reign to relax around issues of gender. Coming from pupils the message is infinitely louder and stronger – INSPIRING!"

"Interesting presentation. Learnt a lot through the snap game"

**Transgender Day
of Remembrance is on
the 20th of November
every year**



Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

RULER HEART



RULING OUT SEXUAL HARASSMENT USING THE VISUAL ARTS IN A SCHOOL ASSEMBLY

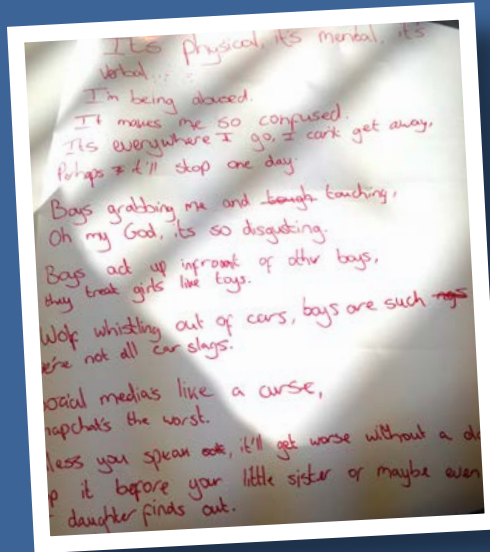
TALK AND MAKE

We set up a Relationship Matters lunch club with Professor Emma Renold to talk about what makes a respectful relationship, and what kinds of problems young people face in school, online and in our communities. Emma recorded our conversations, typed up our words and we used them to make lots of different things, from mind maps and raps to tagged hearts and ruler skirts! This is our story...

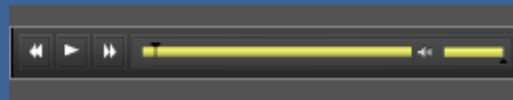


MIND MAPS AND RAPS

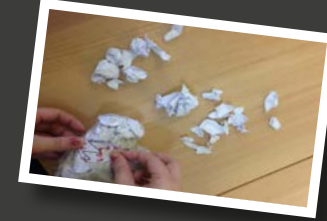
We made mind maps and wrote poems. This one is called, 'Scream, Shout, Speak Out'.



Listen to us read it here!

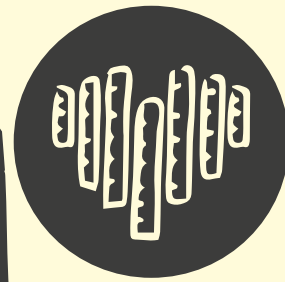


TAGGED HEART



Some feelings are difficult to talk about. To help us express these feelings in different ways, Emma read out some of the words and phrases (from our group discussions and interviews) that we found hurtful. We ended up scrunching and ripping the paper to express how we felt without talking. In 10 minutes we had created a big pile of torn pieces. These pieces were not just "like our feelings" – they "were our feelings".

We didn't want to throw our feelings away. Instead, we collected them all up and decided to make a heart. We drew clocks on the hearts to show that time can heal. But the clocks also have cracks on them, to show that time can't heal everything. We put the hurtful words on the outside of the heart – we didn't want to hide what happens to girls any longer.



Try the Reassembling the Rules stARTer activity!



THE RULER SKIRT

Some boys use rulers to lift up girls' skirts. The idea for the ruler skirt came from wanting to raise awareness and change the things that are used to shame girls. The skirt was a way of making visible the hurtful and often hidden experiences that can happen to girls and turn them into something positive – something that could create change. We wrote on the rulers both the negative things we wanted to stop hearing and some positive things that we wanted to hear and change. This skirt has been worn by us, by other young people, by practitioners and policy-makers around Wales and beyond. It has a force all of its own!



"the messages on the rulers are hard to read, just like girls' experiences of sexual harassment are hard to talk about and hard to hear"



RUNWAY OF DISRESPECT

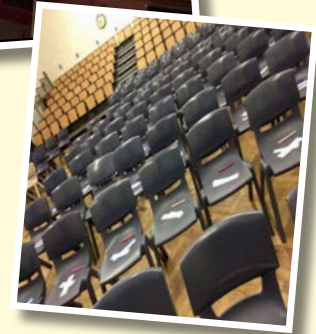
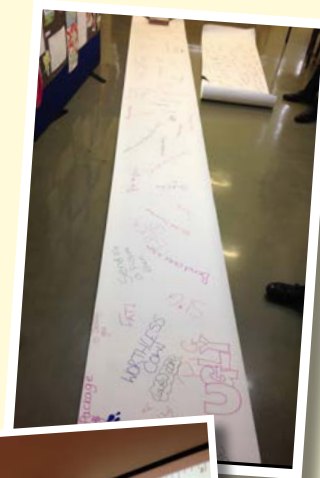
We used a long roll of paper and wrote down all the hateful words and comments that we hear everyday in school and out of school. We used this in our school assembly, asking students to "stamp out the hurtful words". We called this piece the 'runway of disrespect'.

The school should teach the true meaning of sexism and feminism at a younger age.

Maer tarmaw slett a swtly yn cael ei defnyddio'n rhywiol a nac

Being called "gay" because my best mates are girls

I've experienced hard times with boys during past relationships. I didn't have the support, it has affected my life and I hope it won't happen to anyone else.



LISTENING, ASSEMBLING AND STAMPING

We delivered two school assemblies to students and staff in Years 7, 8 and 9 to raise awareness of sexual violence in relationships and peer cultures.

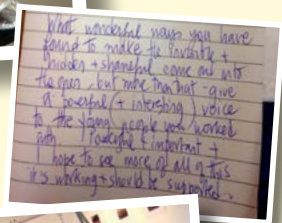
We shared all our art-works, from the 'tagged heart' to the 'ruler skirt'.

We passed our tagged heart around so young people got the chance to feel our feelings and the kinds of hurtful words that go around school and online. We read out our poem, 'Scream, Shout, Speak Out' and students to stamped out the hurtful words on our 'Runway of Disrespect'.

RULER HEART: NEW CUTS AND S/MASH UPS

We developed our tagged heart by working with clay. We used the rulers, as tools, to cut, shape, score and stab the hearts. We twisted and fixed the rulers and words (from our original conversations about being safe and unsafe) in each heart. It was really cathartic.

The 'runway of disrespect' was laminated onto hardboard, with wooden rulers that can flip up and swivel to reveal the stamped out words.



We selected student comments from the 'relationship matters' school assembly, rolled them up, and inserted them into glass heart jars.

Our story and all our artefacts have been read, heard, touched and watched at local and national exhibitions around Wales. It's been a life changing experience – not just for us but for others, we hope, too.

WHERE WILL OUR RULER HEART GO NEXT?

"We had no idea when we first started talking about what mattered to us, that we would end up making these amazing things – and things that opened people's minds on what sexual harassment can really feel like"



What anonymous methods might you use to collect the views and experiences of students and staff on an issue you are raising awareness about?

How might you make your student-led school assembly more interactive?



Read about how dresses hanging from washing lines strung across a football pitch in Pristina, Kosovo, raise awareness for survivors of sexual violence during the Kosovo War.

16 art initiatives that address violence against girls and women.

Read more about how to create effective messages through the visual arts to raise awareness of everyday experiences of sexual violence.

For more skirt activism by young people follow **#iammorethanadistracton**

Are school dress codes sexist?

STRAIGHT TALKING commercial SEXISM

CHALLENGING COMMERCIAL SEXISM WITH YEAR 6 STUDENTS IN A LEGO WORKSHOP

In 2014 Newid-Ffem ran two workshops with over 40 Year 6 primary school children at a local children's conference on gender well-being and healthy relationships. In the morning we did a **presentation** on all the different issues we thought were important in our lives.

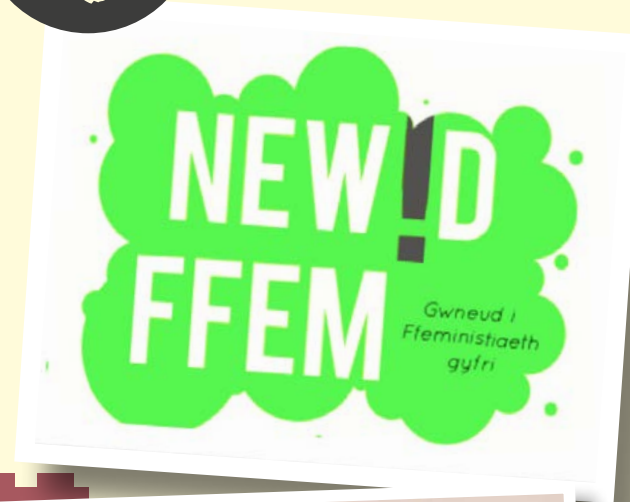
OUR LEGO WORKSHOP

We began the 45 minute session by asking the Year 6s to write on a sticky note what their favourite toy to play with was when they were growing up. We then compared the girls' and boys' comments and asked if boys could like 'my little pony' or girls could like 'power-rangers'. This got us all talking about how many toys are marketed differently for girls and boys (e.g. colour, separate toy aisles, advertisements etc.)

We shared the fact that pink used to be the popular colour for boys and only became associated with girls and femininity in the 1950s! We then talked a bit about the gendered history of lego and how it is now marketed differently to girls (see the 'Lego Friends' brand). "Lego means *play well*," we said, "but how can we play well when Lego reinforces gender stereotypes?"



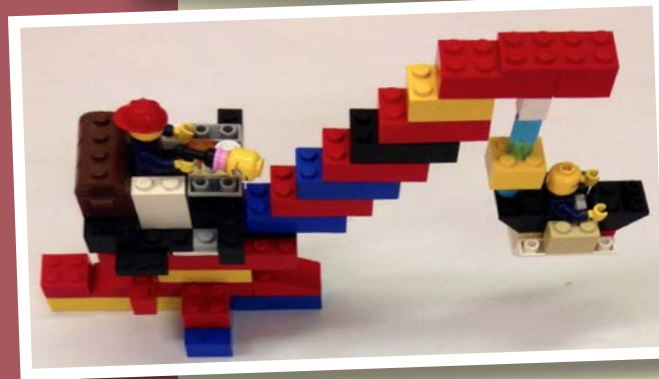
**GENDER
EQUALITY
MATTERS!**



We are a group of Year 11 students who started a feminist lunch time group, Newid-Ffem.

We meet once a week at lunchtime to rant about all things gender justice related.

Our goal is to raise awareness about gender inequalities and what we can do about them.



WHY LEGO?

"We don't think it's fair that LEGO reinforces gender stereotypes by marketing their products differently for girls and boys. So we thought we'd have some fun asking students to create machines built out of lego that could break up gender stereotypes and combat sexism."

DIY

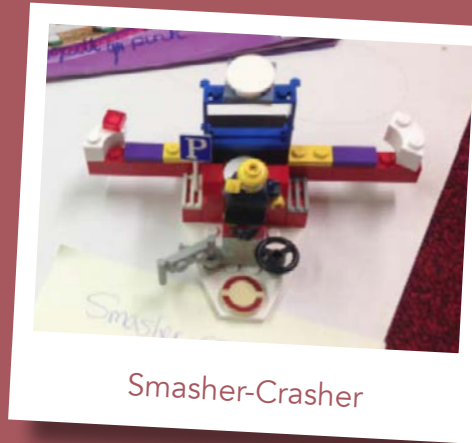
COMMERCIAL SEXISM CRUSHING MACHINES!

What you'll need:

- Lots of Lego (blocks and figures)
- Sticky notes
- Coloured felt tips

1

Using the sticky notes, write down a gender stereotype used by the commercial world to sell products.



Smasher-Crasher

2

Make a machine or create a scenario that combats corporate or commercial sexism using the lego blocks and characters.

3

Name your machine or scene. Draw around your construction if you want to.

Work in groups or on your own.

ENJOY & DESTROY!

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

"The lego workshop made me think that no matter what gender you are you can like whatever you want"

"It was amazing to see how something serious, like sexism, could be explored in a fun way"

"I was surprised at how open the Year 6s were to talk about gender"

"I really enjoyed seeing how they were thinking about gender stereotypes for the first time"

"Using lego to talk about gender stereotypes made it a lot more fun"

"I loved the way students would bring their own experiences to the task"

"I felt that children enjoyed the activity because they weren't being lectured at"



Seven year old girl confronts Lego for building gender stereotypes

The gendered marketing of 'Lego Friends'

Lego gets political

How toy ads reinforce gender stereotypes

Gender stereotypes stop you doing stuff

Boys things and girls things?

Lesson plans for teachers

What do sexist comments have to do with domestic abuse? Watch this Australian TV advert to find out more



The Sexist Comment Cleaner



Plank of Doom



92 **U** **n** **D.** **E** **r**
URANIUM
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P **r** **e** **s** **s** **U** **R** **e** **?**



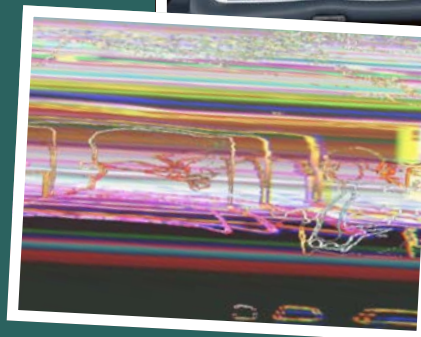
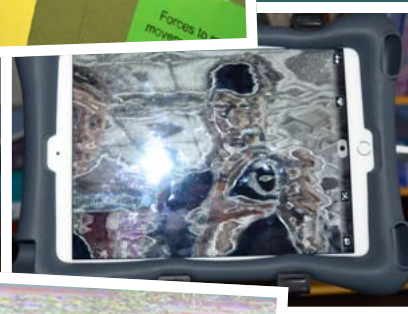
USING 'FORCES' CONCEPTS IN THE THE PHYSICS CURRICULUM TO EXPLORE CONSENT AND COERCIVE CONTROL THROUGH SOUND, MOVEMENT AND A GLITCH-ART APP

WELCOME TO THE UNDER PRESSURE? PROJECT

We are a group of Year 11 students who had the opportunity to work with a choreographer, a digital story-teller and an expert on young people's relationship cultures.

We met up for 5 weekly 1 hour sessions to experiment with how the 'forces' curriculum in physics could help us with explore our feelings about relationships through sound and movement.

- Can other areas of the curriculum help us explore our feelings about relationships?
- Can we express ourselves without revealing too much?
 - Can we have fun exploring serious issues like consent, coercion and control?



What is a glitch?

In the digital world, when a machine has a fault, it is known as a glitch. A glitch is often understood as something that needs to be fixed.

What are Glitch Apps?

Glitch apps can randomly (pure-glitch) or intentionally (glitch-alike) manipulate and corrupt digital data which makes up images, videos and/or sounds.

What is Glitching?

Glitching can be a fun way to think differently about how you hear, see, think and engage with yourself, others and the world around you.



FORCES THAT MOVED US

We printed out the physics concepts on 'forces'. They helped us think about how our relationships and interactions with others make us feel safe and unsafe, happy and sad, controlled and free. We thought about what forces make some feelings or movements possible or impossible:

Elasticity

"when relationships become everybody else's business"

Gravity

"carrying a worry"
"feelings that hold you down"

Stopping distance

"knowing when to stop"
"not going too far"

Atmospheric pressure

"when you're pressured to do something"
"when you feel judged"

Speed

"going too fast in a relationship"

We wrote down all the things we wanted to raise awareness of. The science concepts really helped us.



MOVING WITH FORCES

We moved our bodies and played with sound to experiment with our thoughts and feelings on forces.

The glitch app provided new ways for us to see and hear our sounds and movements. We created a performance to bring our feelings and concepts to life.

Watch our final piece here:



"If you're not a talker you can show it through movement"

"We needed something like this"

"I loved making the soundscapes with our voices"

"It gets you thinking about stuff"



What is a healthy relationship?

Check out [#lovedontfeelbad](#) and the [Womens Aid](#) interactive guide to healthy relationships:

Find out what makes a healthy relationship

Is this a healthy relationship?

Myths about coercive control and domestic abuse

Everything you need to know about coercive control

What the law says about coercive control

Download this Live Fear Free poster on unhealthy and healthy relationships

How can the arts help promote healthy relationships?

TENDER www.tender.org.uk

Tender is a charity that works to promote healthy relationships based on equality and respect. They use theatre and the arts to engage young people in violence prevention and enabling them to recognize and avoid abuse and violence.

Online support to help you understand relationship abuse, and how to take positive action if it's happening to you.

The Hideout

This Is Abuse

Live Fear Free

Galop LGBT

Brook

Brook is a sexual health and wellbeing charity that works in primary and secondary schools to teach children and young people about sex and relationships, including consent, healthy relationships, sexual harassment, sexting and more.

This poem was created from all our spoken or written thoughts:

UNDER PRESSURE?

[FORCE]

Trapped
Can't speak
Scared to tell

[PRESSURE]

Feelings and emotions build up inside ourselves
our bodies,
the universe

[GRAVITY]

A word
A look
A worry
Weighs us down

(SOCIAL) ATMOSPHERE

Relationships become everybody's business
Who to tell?
Who might judge?
Too embarrassed

[FRICTION]

Feeling stuck
Like it's only happened to us
Not knowing what might happen

[SOLIDS, LIQUIDS and GASES]

Feelings can lift us up and hold us down
Pulled apart and divided like cells
Vibrating against each other
Feeling free and connected at the same time
Bonded in our divisions

[CONSERVATION OF ENERGY]

Feelings, like energy, will always flow
They are neither created nor destroyed
Always transforming from one form to another
Always connecting us
Always more than us

Let's work together with the forces that make movement possible

In our relationships
In our lives
For our futures

"you didn't know you could move in a certain way!"

"you learn things through your body"

"it was really fun"

"it really helped bring things to life"

"Sometimes it's hard to talk about personal stuff. The workshops helped us express and share our feelings with others, without having to name them out loud"



DIY

GLITCH RELATIONSHIP ART

Experimenting with physics concepts to explore relationship pressures

WHAT YOU'LL NEED

Smart phone or tablet with a Glitch App downloaded and ready to use (e.g. Sonograph and El Alef)
A3 paper
Pens
Physics text book, app or website

- 1 Choose an area of the physics curriculum with concepts that grab your attention. If you're not sure, use the list here on 'forces' and 'motion':
PRESSURE - GRAVITY - ATMOSPHERE
FRICTION - ELASTICITY - SPEED
STOPPING & THINKING DISTANCE
ACCELERATION - DECELERATION
VELOCITY MASS - DRAG FORCE
- 2 Select 10 concepts and find out what they mean.
- 3 Speak your concepts into the glitch app.
- 4 Do the concepts and glitch images help you express your feelings about friendships and relationships? Note down some of these feelings onto a large piece of paper.
- 5 Take a look at what you have written. Cut up each word or phrase. Move them around, add to them. You might end up with a string of single words around a theme, one core phrase, or pages of raps and rhymes.
- 6 Speak your poem/s into the glitch app. Play around with pitch, repetition and rhythm. You can slow words down, say things over and over, whisper or shout them out loud. What happens when you touch the screen?
- 7 Glitch apps allow you to record your interactions as still (picture) or moving (video) images. If you like what you see and hear, why not record your final piece by making a digital story of your Glitched Relationships Journey.
- 8 When you're done, will you share it, delete it or Glitch again?

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

VOICES OVER SILENCE

CREATING MOOD BOARDS, POSTERS AND A FILM TO SPARK A CONVERSATION ABOUT GIRLS' RIGHTS AND FGM

WHY VOICES OVER SILENCE?

Our name 'Voices over Silence' came out of our idea that 'nothing exciting happens in silence'. It shows our belief that each of us already owns the greatest weapon of all to fight for change – our voice.

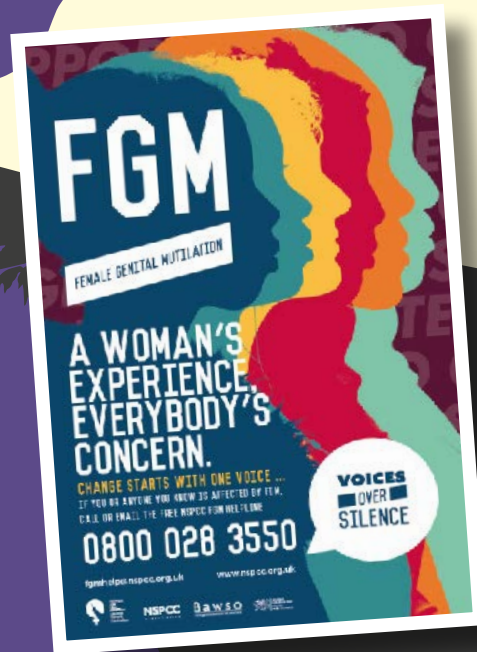
We used mind-mapping with a white-board to create our name. Everyone was shouting out their ideas – just anything that came into their heads. We had traffic-light signs– green, amber, and red and we held them up to vote on what we liked and what we didn't.



WE ARE VOICES OVER SILENCE

A group of 15 young women, we have come together from schools and colleges all around Cardiff over the last 6 months. We are united by our wish to be involved in something bigger than ourselves and to fight for a better future for every child, woman and girl.

Our mission is to help young people, families and communities to spark a conversation on girls' rights and harmful practices like Female Genital Mutilation (FGM). We are here because we want to educate and we want to challenge and ultimately eradicate FGM.



Sparking one conversation at a time, Voices over Silence are determined to make FGM everyone's business. We didn't all know each other before the project but the activities and journey we have been on is a map for activism that we want other young people to use to create change on issues of gender equality or any issue they choose!

We want young people to know they have THE RIGHT to create change and to show them how WE did it.



Our project was based on 8 sessions. We were lucky that we had 6 months – so we had an evening or a full day session every couple of weeks. These sessions could be done by other groups during a school term or at a youth club.

We held 3 information sessions where we had speakers come in and we looked at FGM through different themes and angles like health, child rights and child protection.

We did lots of activities that can be adapted and used to think about any aspect of rights and gender equality. We also think other young people could use what we have done for projects for their Welsh Bac.

1

'The Rights Tree'- Children's Rights and the UN Convention of the Rights of the Child (UNCRC)

We had a speaker who came in and told us about the 54 articles of the UNCRC. This helped us explore how FGM is against children's rights. We then used the UNCRC to draw our 'rights trees' – the roots were the problem, the trunk was the issue, the branches were the rights and the apples were where we would go for help...



2

'Body Truthers' Child Safeguarding & Child Protection

Each group drew an outline of a human body to explore how FGM is abuse. We wrote all over the body to show either what FGM represented or how the victims felt. For example next to the heart there's feeling lonely or that you don't belong. We used different words or phrases placed around the body to represent FGM and how the victims felt.



3

'A Woman's Lifecycle'

A midwife came in and she told us in more detail about FGM and how it affects a woman's lifecycle... affecting older women as well as younger women. Each group were given a different age group to think about how FGM affects women throughout their whole life.



4

'Inspirational Women' Activity

We watched clips and were given a booklet to learn the stories of lots of inspirational women like Aung San Suu Kyi, Mary Seacole and Malala. We each had a silhouette of a woman (which reflected our own silhouette design idea) and we each chose an inspirational woman who personally motivates us to stand up and make a change. We enjoyed being really creative and decorating our inspirational women using colour, glitter and stickers.



5

Suffragette Movie

We got to go and see Suffragette which was in the cinema at the time. It was amazing to learn about how women fought for the vote and Emily Wilding-Davidson sacrificed her life. It was a really emotional movie that made us cry and showed how important it is to fight for our rights.



DIY MOOD BOARDS

Using pictures, graphics and words, mood boards can help capture and represent feelings and ideas.

Here's how to do it:

- 1 Get a big blank piece of paper, the bigger the better.
- 2 Think of a topic and write it at the top of the sheet.
- 3 Use magazines and/or newspapers or find images online – basically anywhere you can find a mixture of different text and pictures.
- 4 Pick out words and quotes and images that help to express people's emotions. Used in this way images help to express feelings and emotions.



What you'll need:

- Paper
- Magazines/Newspapers
- Scissors

Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.



"We wanted to give people who don't have a voice, a voice"

"We want our materials to show there is always light at the end of the tunnel. There are ways you can get help"

"The whole point of the project was to show people that they matter and that they have a say in what happens to them"



SCRIPTING AND SHOOTING THE FILM...

Using all our ideas from all of the project sessions and our mood-boards we each wrote a small piece about what we thought about FGM. We practiced them and put them all together to make the script for the film. We each did a 'take' in the studio to shoot the video of our silhouettes. We were each recorded performing the piece we had written. We sat in a special booth with a microphone and lighting designed to make the silhouettes.



We needed quite a few takes to get used to the equipment and to not fluff our lines! Our words made clear what we thought of FGM and girl's rights. We used our voices in the film to say what we want to see changed and how we can end practices like FGM.

Fonts, colours, design concept...

- We picked fonts and colours that are bold, bright and colourful, to show that out of darkness there is always hope.
- The design is clean and precise, bold and clear - so the message comes across to people and they understand straight away what we mean by it.
- Our poster is open to interpretation, so people can see what they want to see in it, there's no right answer. We wanted the colours, fonts and the design to reflect that.



Words won't pin us down

MAKING A FILM ABOUT STREET HARASSMENT IN OUR LOCAL PARK



We are a group of Year 11 girls who had worked together on the Relationship Matters project. We had the opportunity to develop our ideas about feeling safe and unsafe in our community. This is the story of what we did.



- We circled places on a local map where we felt safe and unsafe.
- We chose to film in our local park as this is a place that can be both safe and unsafe.
- We collected footage and sound: our conversations, car horns, sirens, squeaky gates, laughter, footsteps, playing on the swings and roundabouts.
- We filmed the movement and sound of 'the ruler skirt' that we made in our Relationship Matters Lunch-club
- We watched the footage and projected images onto our faces, hands and stomachs using a mini-projector.
- We created the poem, "Words Won't Pin Me Down".
- Our short 5 minute film became part of a bigger film about where we live. This film is called GRAPHIC MOVES. We worked with professional film-makers, but you could easily make it yourself.
- 'Graphic Moves' has been shown in school assemblies, arts-based venues and events for people who work with children.



"You shouted something to me and I wanted to fight back, but I was too afraid"

"It was really good making other kids aware of what girls go through – and it made us feel better"

"This was a life-changing experience – not just for ourselves, but for others"



WHAT IS STREET HARASSMENT?

"Gender-based street harassment is unwanted comments, gestures, and actions forced on you in a public place without your consent and is directed at you because of your actual or perceived sex, gender, gender expression, or sexual orientation. It can include unwanted whistling, leering, sexist, homophobic or transphobic slurs, persistent requests for your name, number or destination after you've said no, sexual names, comments and demands, following, flashing, groping, sexual assault, and rape".

Adapted from www.stopstreetharassment.org/about/what-is-street-harassment



hollaback! is an international movement to end harassment in public places.

Watch **this powerful video** from Imkaan and EAW on young black and minority ethnic women in the UK speak out about sexual harassment in public places.

imkaan.org.uk

www.endviolenceagainstwomen.org.uk

Read about **misogyny as a hate crime and the criminalisation of upskirting**



WORDS WON'T PIN ME DOWN

You shouted something to me
and I wanted to fight back
I was too afraid because I
thought you would attack

Don't judge me
Don't rule me
Don't read me
Don't beep me

Until you've walked a mile
in my shoes
But even then
You'll never know
What I've been through

Talk to me
Listen to me
Understand me
Feel what I feel

A conversation doesn't
hurt nobody
In fact
It might make me
a little less angry

FEEL WHAT I FEEL

We submitted our story to the Women and Equalities Select Committee inquiries into **sexual harassment in public places** and **sexual harassment and violence in schools**.

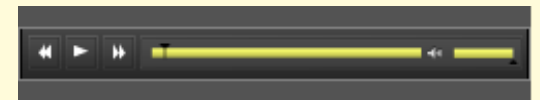
90% of British girls experience street harassment before they turn 17.

#streetharassment
#catcalling



"I projected images of the spinning roundabout onto my forehead to free my mind"

Listen to us read our poem here:



7

SUPPORTING CHILDREN AND YOUNG PEOPLE TO PUT THEIR AGENDA INTO ACTION

For those children and young people who want to get more active and make a difference on issues that matter to them, this section will help you support putting their agenda into action.

Encourage children and young people to plan lightly. Not all ideas will take off. Make space for the unpredictable. Sometimes the most exciting things happen when and where you least expect them.

1 What matters to children?

What is their overall aim? What do they want to achieve? The **STOP-START, WHAT JARS YOU** and **RE-ASSEMBLING THE RULES** starter activities in **Section 4** might help you support them. Click the images below to jump right to them!

STOP-START



WHAT JARS YOU?

RE-ASSEMBLING THE RULES



5 What's your next move?

They have an idea, they've done their research, now they need a plan. Encourage reflection on short, medium and long-term goals. Are they trying to change people's minds about something, getting them to feel differently about an issue that gets overlooked or asking people to post their support for a campaign you have organized? Are they planning something larger, like a petition to the school governing body or local council? The bigger the goal, the more planning is often needed.



2 Research research research

Why this idea? What more do children need to find out? Are there any organisations or websites that might help them? Why not encourage children to do their own **research**? You could skype or invite community members in to be interviewed. You could support children and young people to develop a short questionnaire and distribute to a neighbouring school or youth group to see if their ideas are shared by others. There are many **free online surveys** available for children to adapt.



3 Do they have a target audience?

Discuss who they are aiming their change-making or awareness raising activities at? Other students? Teachers? Community members? Local youth group? Business leaders? Politicians?
The retail industry?

4 Working with others

If they've come up with their own idea, it might help to have a small team to work with. Is there a trusted community member, youth worker, key worker or teacher who can support you and them with particular skills, or expertise?

6 Safety, support and well-being

Children's safety and the well-being of others around them is very important. Creating change and raising awareness on sensitive issues can be empowering and challenging. To make sure you all have the support you need, go to the **Safety and Support** section. Children can create their own **support cloud**. This section and **Gender Watch Bingo** also list a number of organisations if you need support or advice from a specialist on particular issues.

7 Share your story

When their activity or campaign is over, discuss what worked well and what didn't. You might like to share what you did with others in your school and youth group or in your local community via your local radio or newspaper. You might co-author a blog about what happened or set up a special website. Interviewing each other about what they've done and what they've learned is a great way to begin.

REMEMBER REMEMBER

AWARENESS RAISING AND REMEMBRANCE DATES

There are many **annual awareness raising and remembrance dates** each dedicated to making positive relationships in the world matter.

Relating activities to one or more of the annual awareness raising or remembrance dates will link you to like-minded projects and causes.

Sharing children's awareness-raising projects at the same time as others on a similar topic, will also provide you with additional local, national and global support.

If you type them into a search engine, they will also provide you with further resources, stories and ideas of how to raise awareness on a particular issue.

January	February	March	April
<p>11th Human Trafficking Awareness day</p> <p>20th World Religion Day</p> <p>21st National Hug Day</p> <p>25th Young Carers Awareness Day</p> <p>25th Dydd Santes Dwynwen</p>	<p>LGBT History Month</p> <p>4th Children's Mental Health Week</p> <p>6th International Day of Zero Tolerance to FGM</p> <p>10th Safer Internet Day</p> <p>14th One Billion Rising / St Valentine's Day</p> <p>15th Care Day</p> <p>20th National Love Your Pet Day</p> <p>20th World Day of Social Justice</p>	<p>Women's History Month</p> <p>8th International Women's Day</p> <p>18th Child Sexual Exploitation National Awareness Day</p> <p>31st International Transgender Day of Visibility</p>	<p>1st Family Safety Week</p> <p>7th World Health Day</p> <p>16th World Voice Day</p> <p>20th National Siblings Day</p> <p>20th-24th National Stalking Awareness Week</p> <p>29th International Dance Day</p>
May	June	July	August
<p>12th National Children's Day</p> <p>13th May Foster Care Fortnight</p> <p>15th International Day of Families</p> <p>15th World Meditation Day</p> <p>17th International Day Against Homophobia, Transphobia, and Biphobia</p> <p>21st World Day for Cultural Diversity</p>	<p>Pride month</p> <p>1st International Children's Day</p> <p>8th National Best Friend's Day</p> <p>8th Children's Art Week</p> <p>18th Autistic Pride Day</p> <p>20th World Refugee Day</p>	<p>7th-11th Forced Marriage Awareness Week</p> <p>30th World Friendship Day</p>	<p>7th Playday</p> <p>12th International Youth Day</p> <p>19th World Humanitarian Day</p>
September	October	November	December
<p>9th Sexual Health Week</p> <p>21st International Day of Peace</p> <p>23rd Bi-visibility Day</p>	<p>Black History Month</p> <p>10th World Mental Health Day</p> <p>11th International Day of the Girl Child</p> <p>19th-25th Asexuality awareness raising week</p>	<p>16th-20th Anti-bullying week</p> <p>17th-22nd Gender Diversity Awareness Raising Week</p> <p>20th Universal Children's Day</p> <p>20th Transgender Day of Remembrance</p> <p>25th International Day for the Elimination of Violence Against Women, and the following 16 Days of Activism to End Gender-based Violence which end on International Human Rights Day</p>	<p>1st Anger Awareness Week</p> <p>1st World Aids Day</p> <p>2nd International Day for the Abolition of Slavery</p> <p>3rd International Day of Persons with Disabilities</p> <p>10th International Human Rights Day</p> <p>18th International Migrants Day</p>

9

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Feminist Activists CROSSword Answers

Across:

- 2. Suffragettes
- 7. Feminist Five
- 8. Malala Yousafzai
- 10. Hollaback
- 12. Wages for housework
- 13. Integratez
- 14. Agora Juntas
- 16. Pussy Riot
- 17. Musawah
- 18. Mujeres Libres
- 19. Ni una menos

Down

- 1. Listen
- 3. Green Belt Movement
- 4. Sylvia Rivera
- 5. Sahodari
- 6. Chimamanda Ngozi Adichie
- 9. Six Point Group
- 11. Guerrilla Girls
- 15. Sisters Uncut
- 20. Sari Squad

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