

16

DAYS
OF

ACTIVISM

GIRLS ARE UNSAFE

Safe Space Sketch Session

@waggs_world www.stoptheviolencecampaign.com

#GirlsAreUnsafe #ThroughHerEyes



Goal:

To get girls and young women worldwide to participate in a simple activity to gather information about the spaces and places where girls and young women feel most unsafe in their communities.

Length of Activity:

Approx. 1 hour

Supplies Needed:

You can complete this session with a few supplies, but it could be helpful for younger participants to have ready some simple images of faces showing various feelings, as well as some images of various people, places and situations for some of the activities.

The Activity Structure:

This session has been structured in 4 parts (warm-up, main activity, follow-up activity, and closing & discussion) to help ease the participants into the discussion and then to ease them back out again in a safe and supportive way.

Child Safety Disclaimer

This session may cause some participants discomfort, and discussions and activities surrounding child safety may be triggering for some children. It is crucial that you prepare appropriately before beginning this session. If you are from an organisation that works with children and young people, familiarise yourself with your organisation's child safety policies and know the correct procedures to follow in the case that a child chooses to disclose an incident of abuse during the session. If you are not part of an organisation you can find referrals to local support services in your country using this link [gbvhelpmap.crowdmap.com](https://www.gbvhelpmap.crowdmap.com)

Remind participants that they always have the right to say NO to things that make them feel uncomfortable, including any aspect of the following session. Remind the group that anything discussed during your session will be kept confidential, but do explain the limits of confidentiality.

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Setting a safe space

It is important that you create a space for children and young people to feel supported and comfortable to talk about their experiences, rights, gender equality and violence against girls and young women. It is important to have an agreed code of conduct which is supportive and sensitive and to be understanding of diversity and difference. Here are some guidelines on how to create safe and supportive, equal and ethical spaces.

1. FOLLOW YOUR CHILD PROTECTION POLICY IF YOU HAVE ONE
2. DO NOT ACCEPT OR TOLERATE ANY ABUSIVE LANGUAGE OR BEHAVIOUR
3. USE APPROPRIATE LANGUAGE - Use clear communication and age-appropriate words to ensure that everyone understands you. Check in with the group to find out if they need extra explanation. Use gender-neutral language and be careful not to reinforce any gender stereotypes or use any discriminatory language.
4. BE INCLUSIVE - Remember to be inclusive of all types of gender identities and sexualities.
5. RESPECT CULTURAL AND RELIGIOUS BELIEFS BUT CHALLENGE HARMFUL ATTITUDES THAT SUPPORT VIOLENCE AGAINST GIRLS AND YOUNG WOMEN - Be aware that changing attitudes takes time. It must be done sensitively and in partnership with the community.

Warm-Up

Explain the following to participants:

This session is being run as part of the World Association of Girl Guides and Girl Scouts (WAGGGS) and UN Women's campaign for 16 Days of Activism 2017. WAGGGS is the largest movement in the world for any girl and every girl and we work with 10 million girls in 150 countries.

16 Days of Activism against gender-based violence runs from 25 November – 10 December each year. It is a time in the year when people around the world raise their voice and unite to call for an end to all forms of violence against girls and women. By participating in this this session they are joining other girls and young women around the world in telling the story of girls experiences so that work can be done to improve their lives.

This session focuses on safety, so before you begin, you must first discuss with the group what "safety" actually feels like. Explain that the spaces in their community where they feel safe and unsafe are not the same for girls in other communities or even within the same community. Going to the police station might not be a reality or safe possibility for some girls, and going home to family might be the least safe place for other girls. It is important to point out that it isn't necessarily the place itself that makes us feel unsafe, but the people in the space that makes it feel unsafe, and vice-versa.

Show/tell the group different places, people and situations and have them respond with how it makes them feel.

- Ex.
- School (content, nervous, stressed)
 - Walking to school (excited, anxious)
 - Selling cakes to a neighbour (excited, nervous, happy, proud)
 - Visiting the gym (excited, lonely, intimidated)

Explain to the participants that their artwork will be collected and sent to the World Association of Girl Guides and Girl Scouts and UN Women to be made into a world map of unsafe spaces for girls. This information will be presented to various decision makers in their countries, at the United Nations and internationally. We will be using the information we obtain from their drawings to advocate for improved safety for girls worldwide.





Main Activity

Ask the participants to draw an image of a space or place in their community or country where they feel that a girl wouldn't be safe. **Remind them that it should be a space or place where a girl would feel unsafe, not specifically themselves.** It is also important to remind them that the focus is on feeling unsafe, not necessarily scared (otherwise they may all turn in pictures of the 'haunted house' down the street!) You can use any variety of materials for this project, but it should be clear to the viewer where that space or place is and participants can also write the place or space on the picture if they wish to. Some girls may wish to take pictures or present the information in other creative ways. We are happy to receive these images as long as it is clear from looking at the picture where that space is.

Participants should remain anonymous and should **NOT** write their names on their drawings. We just want to know their age and their country.

At the end of the activity, gather the creations and display them for discussion.

Follow-Up Activity

Talk about and show images of the safe spaces girls and young people in your community **can** go to for help. This will vary in each community, so make sure you research it and see if you can provide the girls

with any handouts or resources so they know where to go if they're in trouble.

As a group, draw a map/image of what an ideal safe community would look like for the girls. What buildings/services/people are included? Which ones have been left out/removed? What steps would your town have to take to make some of these changes happen?

Alternate Activity

An alternate activity has been provided for younger participants:
ALWAYS – SOMETIMES – NEVER:

Show/suggest various places/people/situations to your group, and have them tell you if that place/person/situation is ALWAYS safe, SOMETIMES safe, or NEVER safe. Does the safety of the place change depending on who is in it? Does the safe feeling change at different times of day? Discuss why or why not.



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Discussion and Closing

Discuss the activities above, and how the participants feel about the results. Did they all draw the same or different places? Why might there be similarities or differences? What factors might cause different participants to feel unsafe in different places (i.e. socio-economic or racial background, body type, etc.)?

The closing activity for this session should be calming and positive, with participants leaving feeling safe and empowered. You could sing a song or read a poem. You could also create something more permanent like a 'Wish Tree' – have each participant write a wish for girls and women and tie the wish to a tree or string (i.e. I wish for girls to have the ability to attend a safe school, etc.).

Follow-Up for Leader

Photograph the images your group has created for archival purposes. The original artwork should be collected by the session facilitators and sent to WAGGGS. Here are the options for how to send us your work:

Online: Please email images to stoptheviolence@waggs.org

Mail: FAO: Jean-Ann Ndow, WAGGGS, World Bureau, 12C Lyndhurst Road London NW5 3PQ

Deadline: We want to collect as many images as possible before 16 Days starts on 25 November 2017 so if you are able to run the session in advance please send us your images by 13 November. We also encourage you to run the session during 16 Days and email your images to us for sharing.

Sharing of images

Once 16 Days kicks off on the 25 November we will be sharing the images online via WAGGGS' and UN Women's social media platforms.

Please note: Make sure girls are not taking pictures of each other and sharing them on social media or other channels without permission.

You can connect with us and send us more images from that date via

Facebook: [facebook.com/waggs](https://www.facebook.com/waggs) [facebook.com/unwomen](https://www.facebook.com/unwomen)

Twitter: [@waggs_world](https://twitter.com/waggs_world) [@un_women](https://twitter.com/un_women)

Instagram: [@waggs_world](https://www.instagram.com/waggs_world)

For more information on the 16 Days of Activism campaign, please visit www.waggs.org/16-days

If you have any questions please contact Jean-Ann Ndow, Advocacy Manager at World Association of Girl Guides and Girl Scouts via email jean-ann.ndow@waggs.org



ANNEX

Know your child protection procedure

It is essential that you know the procedures for protecting children and young people from harm and for handling a disclosure. Familiarize yourself with your National Association's child protection policy. Find out the local and national procedures for referring a child you are concerned about or for dealing with a situation where a child discloses an experience of violence. Follow your local child protection procedure and the advice below when dealing with a disclosure. Make sure that you provide information about relevant local and national helplines and support services during your sessions. If there are none find out if there is an alternative provision and consider carefully whether it is appropriate to deliver the curriculum.

Attend training on the local child protection procedure

Your National Association, your local children's services department or a local voluntary organization may hold training events for leaders working with children. You must attend one of these training courses to find out more about recognizing signs of child abuse and to become familiar with the procedure if you suspect a group member is experiencing violence. If there is no child protection training provided locally, your Member Organisation should provide it.

Dealing with disclosure

It can feel like a heavy responsibility to deal with people telling you about their experiences of violence but you have the ability to transform a person's life. This may be through the small but very important step of showing the person that you believe them. Through listening you can help them to recognize that what they have experienced is violence. Through telling them about support services you can help them to access the right support. Remember to try not to take on solving their issues yourself and refer to the child protection lead to discuss next steps. Once a child has disclosed to you, be careful you do not question them too much. This may interfere with any future official investigation and may re-traumatize them if not handled adequately. Remember that if relevant support services are not locally available you should not deliver the curriculum. If you are in any doubt, contact your National Association or WAGGGS (stoptheviolence@wagggs.org) for guidance.

It is also important to recognize that leaders may be affected by the content of the curriculum. There will be some leaders that have experienced violence in the past or are currently experiencing it. Ensure that adults know who to talk to and have the opportunity to opt out of delivering the curriculum. Talk to your National Association to find out what policies are in place to support group leaders.

A Safe Space: what to do if a child (under 18) tells you about their experience of violence

When a person under 18 discloses violence the group leader needs to report this to the local child protection representative and/or make a direct referral if this is the law of the country. In the process of disclosure the group leader must listen carefully, not ask too many questions and make sure that they support the young person throughout the process of referral. Inform the child that you have to tell an appropriate authority about the abuse as this is required by law and the child protection procedure, but that you will only share the information with an adult who will know how to help.



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You may recognize some indicators that a child or young person in your group is experiencing violence. For example a child may present with physical injuries, truancy from school, drug taking, or depression or anxiety. However, these may indicate other issues for the child and it may still be important to talk to the child and refer them to the child protection lead.

If a child under 18 tells you about their experience of violence follow these simple steps:

RESPOND THINK REFER REPORT

RESPOND

- Listen carefully, stay calm, and try not to show signs of anxiety or shock.
- Take it seriously and ensure him/her that you are on their side, but do not make promises that you cannot keep.
- Offer immediate support, understanding and reassurance. Explain that if they are in danger you cannot keep it secret but you will only tell the necessary people to access help, support and protection.
- Thank her/him for talking to you, validate her/his feelings but do not tell her/him what to feel.
- Do not judge her/him or the abuser.
- Avoid asking questions or pushing her/him to talk about her/his experiences as this might undermine any official interviews and it is better that she talks to a professional.
- Explain the next steps, and let the child know if you need to talk to the child protection lead or make a referral. If they at risk of immediate harm ensure that they remains with you or in a safe place with a supportive adult.
- Act as soon as you can.

REFER

- For older children, provide him/her with information of relevant support services such as child help lines that they can contact him/herself but if they are in danger or at risk explain why and how you are contacting the services or authorities.
- Stay with her/him until you have made the contact and you have transferred her/him to be cared for.

THINK AND MAKE AN ASSESSMENT WITH THE CHILD PROTECTION LEAD

- Are they suffering or being harmed?
- Are they currently at risk of further harm?
- Is anyone else at risk of harm?
- Do they need medical attention?
- Should an external referral be made immediately?
- If the answer to any of these questions is yes then agree and implement a plan of action.

REPORT

- Make a detailed confidential written record of the disclosure and actions in collaboration with your child protection lead – your association may have a template but below are some important details to consider when drafting your report.
- Include in your report the name, date of birth, nationality and sex of the child; their address and telephone numbers. Include the reasons for your concerns, your name and role, and contact details for you. Outline the injuries and/or other injuries that you have observed, the child's first language, any disabilities that are relevant, and the child's doctor's details. If you know about other family members include details of these, particularly if they are children.
- Give the report to the child protection lead in your association who will keep it secure.



- Make sure that confidentiality is maintained and that information of the intervention with this child is not discussed with anyone who is not involved in the child protection procedure. Discussion amongst other adults and young people is gossip and can be very hurtful, damaging and dangerous.
- Make sure that you get support for dealing with a disclosure as it is often very distressing. If the disclosure is around past abuse, with no assessed risk of that abuse recurring to the child, this should still be referred to local child protection services which may discuss with the protective carer as to whether further action needs to be taken. You need to be clear with the child that you may still have a duty to report the matter to the relevant statutory body.

Handling disclosure from adults

Whilst it is important to report disclosures of violence of children under 18 to safeguard them from harm, maintaining confidentiality when adults disclose violence could mean the difference between life and death for a woman. When adults disclose violence therefore confidentiality is maintained. There is no duty to report but if you have concerns and need someone to discuss appropriate procedures and support that should be provided talk to your association's child protection representative.

A Safe Space: what to do if a young person or adult (over 18) tells you about their experience of violence

Respond

- Listen carefully, stay calm, and validate her/his feelings
- Take it seriously and ensure her/him that you are on her/his side, but do not make promises that you cannot keep.
- Do not push her/him to talk about it if they do not want to.
- Do not judge her/him or the abuser.
- Maintain confidentiality
- If the adult does is not able to seek support but you are concerned for her/his safety, then make a referral.
- Inform
- Encourage her/him to seek some form of support.
- Provide her/him with information of relevant support services that they can contact or refer directly if requested.
- Inform her/him of next steps and possible options.
- Support
- Offer immediate support, understanding and reassurance.
- Find support for yourself as it can be distressing to deal with a disclosure.

Handling disclosure about abusers

When abuse by people involved in delivering the curriculum is disclosed or suspected, or there are suspicions about their behaviour which may meet the criteria for abuse, then the following procedure will take place:

- The matter will be immediately referred to the Chief Executive of the National Association.
- In all instances, the police will be informed as a criminal offence may have been committed.
- Follow the procedures for the protection of children who are at risk of harm outlined above.
- The staff member or volunteer who is alleged to have abused or is suspected of abuse will be suspended immediately from their role. Such action does not assume that the allegations are true but is designed to protect any child/children allegedly involved and also to prevent further allegations.

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- Any internal investigation according to disciplinary procedures will be held in abeyance until the police, social services or statutory body have indicated that they have no further involvement.
- Inform participants about how to access support at every session. Include the limits to confidentiality for children under 18.

Give all children and young people information on local support services. Do this at the start and at the end of every session. Distribute information posters, helpline numbers and leaflets. Communicate the limits of confidentiality to children and young people (under 18). Do this when setting the ground rules. If a child under the age of 18 discloses violence, the group leader must follow the association's procedure and report disclosures to the local child protection representative or make a direct referral. When adults disclose violence confidentiality is maintained.

Confidentiality

Do not promise confidentiality to children under the age of 18 and where possible seek their agreement for the referral. Remember a referral must always be made in order to allow for the social services or statutory body to decide the appropriate action.

SOURCE: Voices against Violence. Handbook for Group Leaders. WAGGGS, UN Women. Available at <https://www.waggs.org/en/resources/resource-listing/voices-against-violence-leaders-handbook/>
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