



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

16

Days Of Activism
Against
Gender-based Violence
.....
2021

Her Story, Our Story

Creating Brave Spaces to
Speak Truth - For her Voice,
her Strength, her Story

#HerStoryOurStory
Activity Pack

**STOP
THE
VIOLENCE**

Speak out
for girls' rights



16 Days Of Activism Against Gender-based Violence 2021

This year marks the 10th Anniversary of WAGGGS' flagship Campaign - Stop the Violence. The programme came about after consultation with girls and young women about what concerns them the most and what they most want to take action on. During the global pandemic, over the last two years we have seen a greater explosion of violence against women and girls globally. As girls have become increasingly isolated, they have been prevented from being able to attend school or carry out guiding activities, the risk and exposure to violence has increased.



**The Stop the Violence Campaign is
needed now more than ever!**

This 16 Days of Activism we want to talk about the global nature of violence against women and girls. We want to hear about the experiences of girls and young women and we want to build solidarity and connection across the world with survivors. We also want to support Member Organisations and girls in creating safe and brave spaces.

16 Days Of Activism Against Gender-based Violence 2021



2021 marks 30 years since the launch of the Global 16 Days Campaign: A universal call of solidarity to stand against, shine a light and take action against gender based violence. Things are changing but we won't stop fighting until there is justice and equality. This International Day for the Elimination of Violence against Women and the first day of 16 Days of Activism, can we count on you to be part of the WAGGGS chorus and send a strong message? To stop the violence and end the silence. We ask you:

"If there was no Gender-based violence in this world, what extra thing would you do tomorrow?"

In your own way, share this new world experience with us and respond by creating your own art / photograph / content and post on social media alongside this message below:

"30 years strong and still standing strong for change. We will end GBV! Bearing witness, standing for change, taking action, listening to her voice. Changing #HerStoryOurStory."

Use the additional hashtags: #16 Days #orangetheworld #endGBV #orangeday #HearMeToo #wewontstopfighting #StopTheViolence

To hear our powerful and united Girl Guide & Girl Scout roar on social media, as 1 shining light in 10 million, please prepare and post this specific message on 25 November.



Find all the 16 Days of Activism Resources

CHILD SAFETY DISCLAIMER



This session may cause some participants discomfort. Sometimes discussions and activities surrounding child safety may be upsetting and cause emotional distress for some participants. 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 protection or safeguarding 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 your WAGGGS Member Organisation needs to develop or update their Safeguarding and Child Protection policy, during the 16 Days 2021, we'll be providing an introductory webinar with all the initial information and guidance you'll need. Look out for the information across WAGGGS social media channels and the Stop the Violence - 16 Days of Activism website.

If you are not part of an organisation you can find referrals to local support services in your country using these links:

- Europe Region: <https://ec.europa.eu/justice/saynostopvaw/helpline.html>
- Asia-Pacific Region: <https://asiapacific.unwomen.org/en/focus-areas/end-violence-against-women/shadow-pandemic-evaw-and-covid-response/list-of-helplines>
- Africa Region: <https://philanthropycircuit.org/insights/10-african-organizations-working-to-end-violence-against-women/>
- Arab Region: Hotline numbers for victims of abuse https://www.instagram.com/p/CCQ4pSrjNy/?utm_source=ig_embed
- Western Hemisphere Region:
 - USA: <https://victimconnect.org/resources/national-hotlines/>
 - Latin America and Caribbean: <https://cladem.org>

If you know of local women's organisations supporting survivors we recommend you create a list that can be shared with anyone needing support.

WHAT IS A BRAVE 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 that is supportive, sensitive and understanding of diversity and difference. We want children and young people to feel safe but also encouraged to speak out and share their experiences, concerns and points of view. We want participants to feel encouraged, that's why we are setting not only a safe space but a 'brave space'.



Agree on the Ground Rules

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

- How can we make this a safe space?
- How can we support you or your friends if you or they experience violence?
- How can we empower everyone to participate in the sessions?

Don't forget to remind participants:

- They always have the right to say NO to things that make them feel uncomfortable, including any aspect of the following session.
- Anything discussed during your session will be kept confidential, but do explain that if information is shared that requires action to protect the child, this information may be shared with people that can help to protect the child.

GUIDELINE FOR SETTING A BRAVE SPACE



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 or please refer to the [WAGGGS Safeguarding Policy](#).

2 DO NOT ACCEPT OR TOLERATE ANY ABUSIVE LANGUAGE OR BEHAVIOUR.

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. For example, avoid using general statements such as 'girls that like dolls' and 'women are good at cooking'. Another example, words that are not gender-specific and refer to people in general, with no reference to women or men ('chairman' is replaced by 'Chair' or 'chairperson', 'policeman' or 'policewoman' by 'police officer', 'spokesman' by 'spokesperson', 'stewardess' by 'flight attendant', 'headmaster' or 'headmistress' by 'director' or 'principal', etc.).

GUIDELINE FOR SETTING A BRAVE SPACE

(CONTINUED)



3

BE INCLUSIVE
- Remember to be inclusive of all types of gender identities and sexualities.



4

RESPECT CULTURAL AND RELIGIOUS BELIEFS CHALLENGING 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 and the local context you are working with.

GUIDELINE FOR SETTING A BRAVE SPACE

(CONTINUED)



5

Identify a space in the room away from the main session where participants can go if they are feeling overwhelmed or upset during the session. Monitor if any child goes to this space and talk to them more to see how they are feeling and if they need additional help and support.

We invite you to run the following activities with your girls and encourage them also to involve their friends male and female. Please make sure you follow local regulations on whether you are allowed to meet with people. The following activities can be delivered also online.

If you are delivering Girl Guiding and Girl Scouting online, you should still follow your Association's policies and procedures for activities taking place outside your regular meetings, including your Association's child protection policies. [Here are](#) some tips and advice by WAGGGS on online safety.

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) campaign for 16 Days of Activism 2021. WAGGGS is the largest movement in the world for any girl and every girl and they work with 10 million girls in 152 countries. We are part of WAGGGS.

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 session you are joining other girls and young women around the world creating more Brave Spaces for survivors to share their story, as we are standing with them."

The activities in this pack are from the Voices against Violence curriculum. The Curriculum is part of the Stop the Violence Campaign's education programme, that uses non-formal education as a tool to help end violence against girls and women. The curriculum supports children and young people to learn about violence; to understand their rights; and to develop the skills and confidence to speak out and take action against violence in their own lives and in their communities.

**STOP
THE
VIOLENCE**

**Speak out
for girls' rights**

PART 1 - KEEPING SAFE



In this section, the activity aims to help you explore your personal space and know how to protect it. Leaders can use this activity to generate discussion with participants.



Time: 40min



Material:

- Chalkboard or flip chart
- Chalk or markers, pens or pencils.
- Copies of the hand-outs ([see link](#)):
Notes on Consent for Leaders,
Touch Statements, My Space Rules &
Definition of Violence.



	Activity	Notes for Leaders
1	<p>Ask everyone to lie on the ground with enough room around them. Reach their arms up straight and bring them down along the floor to your side. Open and close your legs. Make the shape of an angel.</p> <p>If you don't feel comfortable lying down, feel free to do this part standing.</p>	<p><i>Explain that this session will look at your own personal space.</i></p>

PART 1 - KEEPING SAFE

(CONTINUED)



Activity

Notes for Leaders

2

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

Ask them to do this in small groups for a few minutes. After a few minutes bring the group together and talk about their findings.

You can talk through each scenario and use the notes to explain each situation. Introduce the concepts of consent and age to the discussion – is the child safe, respected, comfortable and informed and free to say 'yes' or 'no'.

Explain that because an adult is older they are therefore more powerful than a child. If a child is ever touched inappropriately by an adult or even by a peer, this is always 'unsafe touch' as there will never be a situation where the child has free and informed consent (See notes on consent in tools). Record the participants' thoughts and ideas on how to find out if the child is safe or unsafe.

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

For Younger Years:

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

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

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

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

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

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

Younger Years NOTES

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

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

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



PART 1 - KEEPING SAFE

(CONTINUED)



	Activity	Notes for Leaders
3	<p>Hand out the space rules and talk them through as a group. Add the name and details of support services on the leaflet and give everyone a minute to write down the name of someone who they can talk to if they are worried. If any children look upset (they may feel that they have no one to talk to) explain that they can always trust you.</p> <p>In pairs practice the space rules and add to them. If participants have any questions they can ask the leader.</p> <p><u>For Younger Years:</u></p> <p>Read out one by one the space rules and ask participants to make a human statue with their body, depending how they feel every time they hear each statement. Then invite them to draw a picture for each of the statements. Help them to add their name and the name of someone who they can talk to if they are worried. Take photos of their drawings and create a collage for the "space rules" board you can have also at your meeting space.</p>	<p><i>Explain that all children have the right to say NO and to be listened to.</i></p> <p><i>Ask participants to think of ways to say no to someone.</i></p>



PART 1 - KEEPING SAFE

(CONTINUED)



	Activity	Notes for Leaders
4	<p>Explain that it is OK to say YES to things that participants understand and that they want. Ask for volunteers to take it in turns to ask the group if they would like something and for the rest of the group to say YES or NO.</p> <p>Think of questions like –does anyone want a tasty sweet? Or does anyone want to have a party with all their friends? Or go to the cinema and watch a really popular, age appropriate film? Remember to give people the option, not to take part. Take it further and talk about peer pressure, the pressure that you feel to behave in a certain way because your friends or people in your group expect. Ask the participants to vote again reflecting on how sometimes they say “yes” to something they won’t really enjoy or feel comfortable just for the fear of being “left out” or isolation.</p>	<p><i>Make this a fun activity and encourage the young people to recognize their right to say YES.</i></p> <p><i>Please note that in some countries, children may not be ‘legally’ able to give ‘free and informed consent’ at this age. Check the legal framework of your country and make sure this is explained if necessary.</i></p>
5	<p>Explain that many girls and women around the world experience unsafe touches that cause them harm. Give participants the handout with the definition and forms of violence against girls and young women.</p> <p>Explain that violence can happen in different places. Draw a big house, a street, or a school. Invite participants to write forms of violence against girls and young women that may occur in that place. Add other places that you or the participants can think of.</p>	

Want to know more about staying safe online?

Visit our free

[Surf Smart 2.0: Generation Digital](#)

PART 2 - HELP A FRIEND



In this section, the activity aims to identify how to support a friend that is upset and may need your support.



Time: 30min



Material:

- Flipchart or board.
- Paper, pens or pencils.
- Copies of the hand-outs [\(see link\)](#):
Tips for helping a friend



	Activity	Notes for Leaders
1	<p>Ask the group to move around the room and introduce themselves to a different person. Imagine as they are introducing themselves, that they are that person's best friend.</p> <p>Start conversations about what it means to be a friend. Do people trust their friends?</p> <p>Who do they talk to if they have problems with their friends?</p> <p>How would they listen to their friends' problems?</p>	<p><i>Did participants do anything different when they pretended that the person was their best friend?</i></p>

PART 2 - HELP A FRIEND

(CONTINUED)



	Activity	Notes for Leaders
<p style="font-size: 48pt; font-weight: bold; color: #c00000;">2</p>	<p>Gather everybody into the centre of the room and ask them on the count of three to all whisper 'Help' then ask them to say 'Help' and then all shout 'Help.'</p> <p>Do this again until everybody is loud and proud.</p>	<p><i>Explain that many young people find it hard to ask for help Or they may feel embarrassed to do so, they may not recognize the harm or violence, and they may believe that they deserve it or that it is a normal part of life.</i></p>
<p style="font-size: 48pt; font-weight: bold; color: #c00000;">3</p> 	<p>Ask the group to work in pairs and talk through how they would like a friend to respond if they wanted to talk to them about harm or violence they were experiencing. Work together to create tips for helping a friend. It is important that their safety is prioritized and they should be careful not to make things worse for their friend.</p> <p>Bring the group back together and discuss participants' suggestions.</p> <p>Hand out the tips for helping a friend.</p> <p><u>For Younger Years</u></p> <p>Ask how participants can create supportive friendships so that their friends can talk to them if they are upset or hurt. Ask them to think about what they would do if a friend was upset. Talk about how sometimes a friend may be upset because they are being hurt or harmed in some way. Explain that it is important to not keep things a secret if someone feels their friend could be harmed or in danger.</p> <p>Explain that if anyone has a friend who could be harmed or in danger, they should:</p> <ul style="list-style-type: none"> • Listen to their friend and be there for them... • Tell a trusted adult or the group leader who will tell... • Tell their friend about helplines... • Do not put themselves into any danger... 	<p><i>Explain that people are often silent about harm or violence and it can be difficult to engage in a conversation about it. Explain to participants that they are never solely responsible for helping their friends and that they must always speak to a trusted adult if they are worried. Explain that their role is to listen and give their friend information on how to access support, but not to "tell" them what to do.</i></p> <p><i>Their friend experiencing the violent circumstances knows her/his situation best.</i></p> <p><u>NOTES for Younger Years</u></p> <p><i>Give the children the opportunity to think about how to help support a friend but make sure that they do not think that they have to do it on their own. Ensure that they know that they will be supported by others.</i></p>

PART 3 - THE POWER OF STORYTELLING



Time: 10min



Material:

- Internet Connection.

Explain to participants that storytelling can be a powerful tool for girls and women that have experienced violence. It can help raise awareness and demonstrate the impact violence against women and girls has on a community. It empowers survivors, giving them a **voice** to share and make sense of their personal experiences. *Storytelling also has healing power.*

It is a catalyst for gender-based violence survivors experiencing a variety of emotions – pain, fear, guilt, confusion – **and reminds survivors that they are not alone.** By telling and listening to stories, survivors can connect with others who had similar experiences. Through this experience, survivors can build life-long relationships, and develop a louder, collective voice.

As part of our 16 days activity for change and solidarity, we have created an online message board where girls and young women from across the movement are invited to:

- Share their survivor stories anonymously.
- AND/OR
- Share messages of support solidarity and light with survivors.

To share your story or message of support please visit: [16 Days of Activism Website](#)

More on storytelling: check out the International Day of the Girl 2021 [Activity Pack #WriteHerStory](#)

Creating Space to Speak your Truth

“Storytelling is a tradition based on the continuity of wisdom, and it functions to assert the voice of the oppressed. Storytelling is not merely a means of entertainment. It is also an educational tool, and for many, it is a way of life. For others, it is the only way to comprehend, analyze, and deal with life.”

The Road to Black Feminist Theory, Jewel Amoah

PART 3 - THE POWER OF STORYTELLING

(CONTINUED)



Pictures and videos:

Please take lots of pictures and share them with WAGGGS. Remember to tag WAGGGS on all of your posts so that we can amplify!

Explain to participants that these images will be shared with WAGGGS to add to the stories and messages. We will be receiving content from girls all over the world as part of the campaign. Tell participants that WAGGGS wants to share their messages of support for survivors with Member Organisations and the wider public to raise awareness and create change on the issue of gender-based violence.

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

Photograph/ video your groups action of 16 Days and share it with WAGGGS. You can email images and videos to us for use on social media. Emails should be sent to: stoptheviolence@waggggs.org

You can connect with us and send us pictures via:

 Facebook - <https://www.facebook.com/wagggsworld>

 Twitter - [@wagggsworld](https://twitter.com/wagggsworld)

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

Use the following hashtag - #HerStoryOurStory #16Days

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

Consent

Please seek consent before sharing images with us. By sharing images with us you consent for these images to be shared externally, on social media and on our website. Make sure girls are not taking pictures of each other and sharing them on social media or other channels without permission.

If you have any questions please contact the Stop the Violence team at the World Association of Girl Guides and Girl Scouts via email: stoptheviolence@waggggs.org

