

**STOP  
THE  
VIOLENCE**

Speak out  
for girls' rights

I am valuable ↗

I AM VALUABLE ↖

YO SOY VALIOSA <<<<

J'ai de la valeur

J'ai de la valeur

yo soy valiosa ↘

J'ai de la valeur

**I am valuable!**

I am valuable

yo soy valiosa

J'AI DE LA VALEUR

I am valuable

J'ai de la valeur

Yo soy valiosa



Yo soy valiosa



# INTRODUCTION

## Welcome to 16 Days of Activism Against Gender-based Violence 2015!

16 Days runs from 25th November (International Day for the Elimination of Violence against Women) to the 10th December (Human Rights Day) and is officially recognised by UNiTE – the UN Secretary-General’s campaign to end violence against women and girls.

Every year, the World Association marks 16 Days with activities around our global advocacy campaign, Stop the Violence – Speak Out for Girls’ Rights, which we launched in 2011. That same year we started a conversation. We started with a whisper as Girl Guides and Girl Scouts around the world began to break the silence and demand an end to violence against girls. Across the globe you started standing up, raising your voices and refusing to stay silent any longer.

You’ve been whispering to each other, you’ve been telling your friends, you’ve been speaking out in your schools and communities. You’ve engaged decision-makers, you’ve spoken on high-level panels and some of you have even made a noise in public spaces. You’ve been amazing! But doesn’t it feel like despite all our talking the world isn’t taking action? We have people listening, but do we have people understanding? Have we really been heard?

Here in 2015 we’re still living in a world of silence, a world where people know violence happens but don’t understand why or what needs to change. We’ve rocked the boat, we’ve made some waves and we’ve planted many seeds, but still girls’ rights are being denied. Their right to a quality education, their right to make decisions on issues that affect their lives, their right to live free from violence and the fear of violence. In 2011 you started a conversation by telling everyone that “violence against girls is wrong and must stop.” Now in 2015 it’s time to continue the conversation. We need the world to understand what violence against girls looks like, why it’s wrong and what they can do to end it. 2011 was only the beginning, and we know that you’ve still got so much to give. We know that you have the power to make the world in 2020 a very different one to the world of silence we still live in today.

We’ve started the conversation but now it’s time to shout so loudly that the rest of the world has no choice but to listen. It’s time to change minds, bust myths, and make sure that the world goes beyond only knowing that violence takes place to understanding why it happens and what everyone can do to stop it. It’s time for those seeds you’ve planted to start to bloom. It’s time for 10 million Girl Guides and Girl Scouts not only to be heard but to lead the movement of action, understanding, and real long-lasting change

**Are you up for the challenge? Pick up your backpack, and let’s go!**

# UNDERSTANDING THE ISSUE

In our world, in every culture, there are clear and rigid expectations for boys and for girls – popular stereotypes about what is masculine and what is feminine.

## Common examples include:

- **Boys are strong; girls are weak.**
- **Boys are more rational thinkers; girls are more emotional.**
- **Boys are decisive, natural leaders; girls are hesitant and timid.**
- **Boys are better suited for employment and leadership; girls are better suited for child-care and domestic work.**

In all these examples, what is considered masculine is typically considered 'better' or more important and valued above what is feminine. Boys, in general, are valued above girls. Girls' potential isn't recognized, and girls' voices aren't heard or respected because, fundamentally, girls are valued less.

These pervasive stereotypes – found in our media, our textbooks, our families and communities – create strong pressure on both girls and boys to conform to these ideas. Boys are taught by what they see around them, and often then come to believe themselves, that they should be dominant and 'in charge'. Girls are similarly taught, and often then come to believe themselves, that they should be quiet, submissive, polite. These expectations create a profound and unhealthy imbalance in the way that men and women relate to each other and give men power over women. And when boys feel their sense of masculinity – of being 'in charge' – is challenged in some way, they can react violently, and take these feelings out on the women or girls around them. Violence is used as a mechanism for maintaining the unequal power relationship and asserting or restoring the man's authority. In this way, the stereotypical ideas we hold about boys and girls, and our failure, as a society, to value women and girls as equal to men and boys, is at the root of violence.

*“All girls should know that they are equal and they are valuable.”*

All girls – and all boys – should be valued equally as individuals. Girls and boys have the same capacities and abilities and should have the same opportunities to choose who and what they want to be. No girl should feel that she is 'less than' the boys around her or that her choices in life are constrained because she is a girl. All girls should know that they are equal and they are valuable.

# INSTRUCTIONS

This year we're asking you to start making noise about the fact that girls aren't valued. We believe that this is one of the key reasons why violence against girls and young women takes place, and therefore we have a responsibility to empower girls to stand up and say **"I am valuable"**. We want your family members, your communities, national decision-makers and global influencers to say **"you are valuable"** to every girl. We want all Girl Guides and Girl Scouts, and girls everywhere, to stand together and shout – **"we are valuable!"**.

We understand that this is a tricky subject and that it can be difficult to discuss if you don't feel confident. The materials below are meant to guide you through a three-step process:

- 1. Do the Activities.** This backpack contains activities for all age groups, taken and tailored from the Voices against Violence curriculum. These activities can be run in a 90 minute evening with your unit or troop to help you and your troop explore issues around gender stereotypes and inequality.
- 2. Have a conversation.** Taking part in the activities is only the beginning of this journey. We don't only want Girl Guides and Girl Scouts to gain a deeper awareness of violence against girls; we want to be able to reach people outside the movement with the message that girls are valuable. The more people who understand why violence happens, the more people there are who can take action to end it. So once you've taken part in the activities we want you to focus on having conversations. We've identified four different audiences and provided examples of conversations each age group could have with these audiences to spread the word.
- 3. Share your experience with WAGGGS.** Share your 16 Days experience on social media. Post on Twitter or Facebook using #16Days and #StoptheViolence. Tell us about the conversations you had on our Tumblr page: [www.girlsarevaluable.tumblr.com](http://www.girlsarevaluable.tumblr.com).

## Your conversations can inspire others!

If a Girl Guide or Girl Scout manages to have four conversations – one with each of the different audiences – and shares these conversations on our Tumblr page ([www.girlsarevaluable.tumblr.com](http://www.girlsarevaluable.tumblr.com)) she will have earned herself an electronic badge!

### Effective conversations

The perfect conversation would be one where the listener really hears and acknowledges what you've said, and is then inspired to have their own conversation with someone else. Don't worry, there is no right or wrong answer, or 'perfect' conversation. Change happens at many different speeds, and if you make your point clear and easy to understand your conversation is sure to make some sort of impact.

# UNIT/TROOP ACTIVITIES

The activities are split into four different age groups:

- **Early Years (5 - 6 years)**
- **Younger Years (7 - 11 years)**
- **Middle Years (12 - 16 years)**
- **Older Years (17 - 25 years)**

We would encourage you to use your judgement on the activities most appropriate for your group.

Please note that an important part of all of these activities is taking the time at the beginning of the session to set a **'safe space'** for the participants. This is a space where everyone feels heard, diversity is celebrated, and no one is judged for their thoughts, feelings, or opinions. However, it's also a space where harmful attitudes and comments are challenged and addressed so as to ensure that no discriminatory social norms are condoned or reinforced. Pages 22 – 24 of [the Leader's Handbook for the Voices against Violence](#) curriculum gives an extensive list of tips for setting a safe space, including advice on how to facilitate the writing of a group code of conduct.

# EARLY YEARS (5 - 6 YEARS) | Housework

(page 13 of the Voices against Violence curriculum – Early Years)

## Learning objectives

- To think about who does the work in the home.
- To think about the roles they would like in the future.

## Preparation and Materials

- A large piece of paper and pens, or a floor space and chalk.
- Cut out images of housework (see 'Household Tasks' in the Materials section).

## THINK:

For younger Girl Guides and Girl Scouts it may be tricky to explain the words 'valued' or 'valuable.' You could start by clarifying this concept through a brainstorming activity. Some examples of other words that communicate the same meaning/feeling are: 'held dear', 'precious', 'important' and 'appreciated'. If 'important' or 'appreciated' are used it should be pointed out that girls may be considered important or appreciated in certain roles (such as cooking for the family, or looking after younger siblings) but they're not always considered important or appreciated beyond those things.

## KNOW:

Gender inequality is not just in the public sphere; it is in the private spaces of the home. Around the world women and girls take on a much greater share of housework and childcare compared with men and boys. In the UK research shows that 8 out of 10 married women do more household chores than men, while just 1 in 10 married men does an equal amount of cleaning and washing as his wife<sup>1</sup>.



<sup>1</sup> UK Institute for Public Policy Research March 2012

<http://www.ippr.org/press-releases/111/8831/eight-out-of-ten-married-women-do-more-housework-than-their-husbands>

# EARLY YEARS (5 - 6 YEARS) | Housework

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## Delivery

### 1. Creating a safe space

- Read the Safety section of this backpack for a reminder on what to include when you're setting the safe space.

### 2. Home: To introduce the activity

- Explain that you're going to be looking at who does what housework in the family home.
- Begin by calling out a household task (See 'Household Tasks' in the Materials section). Participants have to mime each one.
- Alternative: Put household implements (like a broom, a cloth, a spanner, a paintbrush, a saucepan) around the room and encourage participants to try out the different tools.

### 3. Housework: To think about how men and women take on different roles within families

- Ask the children to collect the household tools, or use the cut-out images, and put them into piles – one pile for jobs which men are expected to do, one pile for jobs that women are expected to do, and one pile for chores that either men or women can do.

## Discuss

- Is one pile bigger than the other? Or are the piles equal?

Explain that in some households girls are expected to do much more housework than boys, and they are often not given a free choice but are forced to work hard within the home.

- Did everyone agree on which task goes where?

Different households and cultures sometimes have different tasks for girls and boys, but most will have more for girls than boys.

- Are the piles fair?

Explore the idea that boys are often given more time to play, to study, or to rest, while girls are forced to do extra chores. This is often because girls aren't valued or considered equal to boys. Explain that this is not fair and girls should have equal rights to boys. Girls and boys should share tasks equally and have equal opportunity to take part in other activities to develop their talents and skills.

### 4. 'I am valuable': To affirm girls' equality and value

- Finish the activity by encouraging the girls to share whether or not they think girls are valuable (you should aim for them to all to say 'yes', even if that requires some discussion).

Divide the group into pairs and ask them to tell the other person, **"I am valuable", "you are valuable", and "we are valuable"**.

# EARLY YEARS (5 - 6 YEARS) | Housework

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## 5. Taking it Further: Have a Conversation

- Talk with your group about how they could share what they've learned today with others. Encourage them to have conversations to share these ideas with their friends, family, and community. Examples of different types of conversations participants could have are included below. Discuss and plan as a group which conversations you will have and what you will do.

**Individual:** Find a female friend or family member – someone the same age as you – and speak to them about what you've learnt. Think of examples in your own lives of times when boys and girls are asked to do different tasks, jobs or activities. Ask your friend if you think these tasks or jobs are fair.

Explain to your friend what you understand 'valuable' to mean and explain to them that you have value, that you're special, and that you could do the tasks, jobs or activities the boys are asked to do.

Tell your friend that you think she's valuable and that she should believe that she could also do the tasks, jobs or activities that boys are typically asked to do. Encourage her to tell others – her friends, family and community members – what she's learnt about being valuable.

**Family and friends:** Speak to your parents, carers or guardians about the work you do around the house or the activities that you typically play as a family. Ask them what they think about the idea of swapping roles for a day in the family home – where men do what the women typically do, and girls do what the boys typically do. Explain

that you want to do this because you want to show that girls can do the same things boys do, and boys can do the same thing girls do. Encourage your parents to speak to others about how they value girls or what they've learnt about girls being valuable.

**Community:** Make up a drama, song, or dance with your friends that you can perform for your community or your class at school to show that girls are valuable. Make lots of noise! Ensure your sketch or dance is showing how girls can do activities or jobs in the home that boys are usually expected to do and vice versa. Show your audience that girls should be valued for what they can and want to do, not what is traditionally expected of them. At the end of the drama or dance, ask the members of your class to tell others what they've learnt and to promote the fact that girls are valuable.

**National:** Write a letter or film a video of yourself telling your President or Prime Minister that all girls are valuable and should have the same opportunities as boys to become whatever they want to be. Work with your Unit or Troop leader to come up with suggestions for actions you would like your government to take to create these opportunities. Consider whether girls are encouraged to attend school in your country. If girls are often not able to go to school where you live, tell your government what needs to be done to enable girls to get an education. Alternatively, if girls do attend school in your country in equal numbers to boys, consider the books and curricular materials that children read. Do these books reinforce narrow messages of what girls can be or achieve? Start or join a petition for books and educational materials that promote the idea that girls are valuable and girls are equal.

# EARLY YEARS (5 - 6 YEARS) | Housework

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## 6. Close session

Find out how the group is feeling following the session. Remind them who they can talk to about their own experiences if they want to (you can find this in the Safety section). You could even give out leaflets with numbers of local support services numbers. Also remember to follow up any concerns and give the group the opportunity to talk to you at the end of the session.

## Involving boys:

Think about how you can encourage boys to share equal responsibilities in the home. This session is an important opportunity to encourage boys to think about the inequality in families and the disadvantages to women and girls as they are often expected to take on sole responsibility for the household. It is also an opportunity to facilitate conversations with boys to think about the pressures that they can face to be the breadwinner within a family. It is important that they are given time to question these assumptions and think about the active, nurturing role that they can play within families.

The statements the boys could share at the end of the fourth activity could include, **“You are valuable”**, **“I believe you are as valuable as me.”**



# YOUNGER YEARS (7 - 11 YEARS) | What do you want to be?

(page 20 of the Voices against Violence curriculum – Younger Years)

## Learning objectives

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

## Preparation and Materials

- Flipchart or board, pens or chalks
- Post it notes or small squares of paper
- Ummi's story (see 'Ummi's story' in Materials section)

## THINK:

It may be difficult for children to challenge the existing roles of women and men in their home. They may feel frustrated that they cannot change things immediately. You need to listen to their concerns and remind them that Stop the Violence is a long-term campaign and that this is only the beginning of raising awareness on a deeper level of why violence happens.

## KNOW:

Girls and women have the right to receive an education, to choose the career that they like and to have the same opportunities and choices as boys and men. However women are still undervalued and discriminated against in many societies and are not equally represented in social, political and economic spheres. In a large number of countries, girls are less likely than boys to complete primary level of schooling. In other countries there are proportionately fewer girls and young women in secondary school than boys. In sub-Saharan Africa for example, 8 million boys are enrolled in secondary school compared to 6 million girls. In some countries girls and young women may achieve better than boys in school but this is not reflected in the world of work, where they may be restricted to certain career opportunities or be paid less for performing the same job. Only one in five members of parliament around the world is a woman.<sup>3</sup> In the UK women can earn 17 per cent less than men (median gross hourly pay)<sup>2</sup>. This session may also highlight barriers to education, such as lack of nearby schools, lack of female teachers or a lack of separate toilets. In many countries parents will not send their daughters to school for some of these reasons even if they do believe in the education of girls.

# YOUNGER YEARS (7 - 11 YEARS) | What do you want to be?

## Delivery

### 1. Creating a safe space

- Read the Safety section of this backpack for a reminder on what to include when you're setting the safe space.

### 2. Work: To explore stereotypes about girls and what they can/can't do

- Explain that you're going to be looking at different jobs that adults do, and thinking about what jobs should be done by men, which ones should be done by women and which ones can be done by both.
- Split the participants into small groups and provide each group with a pile of pictures with the names and pictures of different jobs on (see the 'Careers and Assumptions sheets' in the Materials section with names of jobs - you will need to add some of your own images to these). Ask them to divide the pictures up into three different piles – 'a man's job', 'a woman's job' and 'a job for either a man or a woman'.
- Once they've finished, encourage the whole group to share with one another and facilitate a discussion, coming to the conclusion that women can do any of those jobs. Use local examples, if you can, of women you know who are doing jobs they put into the 'men's' pile and vice versa. Acknowledge that there may be some jobs which we usually only see men doing, however that doesn't mean that a woman wouldn't be able to do it, or wouldn't have the skills to do it, or vice versa.
- Ask the groups to go back to their piles of jobs and to discard all of the jobs that would require attending school to be able to do it. Explain that some girls don't get to go to school – can they see how this limits their opportunities?

### 3. Education for girls: To explore the barriers keeping girls out of school

- Read Ummi's story (see 'Ummi's story' in Materials section) and explain that in some countries girls are denied an education.

#### Discuss Ummi's story:

- Why don't Ummi's parents send her to school?
- Do you think that it's fair that Ummi has to stay home to look after the children?
- Why do you think Ummi's brothers go to school and she doesn't?
- Provide some statistics on girls' access to education in different countries. If it helps, draw these as a pie chart or cake.

#### Discuss girls' access to education:

- Do you think that girls and boys have the same right to attend school?
- Why do you think fewer girls than boys attend school in some countries?
- Explain that some girls around the world are denied an education because of:
  - Discrimination against girls
  - An unsafe school environment
  - Early and forced marriage
  - Violence

Focus on the fact of discrimination and explain that this happens because girls aren't valued.

# YOUNGER YEARS (7 - 11 YEARS) | What do you want to be?

## 4. Girls are valuable: To help girls identify their goals and dreams for the future

- Allow the participants to go back to their small groups and give them some flipchart paper and marker pens.
- Ask groups to first draw the outline of one member of the group on the flipchart paper. Ask the group to then have a discussion in their group about what they want to be when they're older and what skills they feel they have (or could have if someone taught them) which would help to achieve that dream. Ask them to write/draw the dreams in the head and the skills around the body.
- Encourage the groups to share their drawings with the other groups and to celebrate girls' value and potential.

## 5. Taking it Further: Have a Conversation

- Talk with your group about how they could share what they've learned today with others. Encourage them to have conversations to share these ideas with their friends, family, and community. Examples of different types of conversations participants could have are included below. Discuss and plan as a group which conversations you will have and what you will do.

**Individual:** Tell a female friend or family member – someone the same age as you – Ummi's story. Ask them if they think this is fair. Talk about what you both want to be when you're older and explain what you learnt about girls being valuable and how they're capable of doing the jobs that some people think only men can do. Let your friend know that you think she's valuable and should be able to do whatever she wants to do. Encourage her to tell other girls how valuable they are and how they have the right to be valued for whatever they're good at, even if it's something that some people think only boys should, or can, do.

**Family and friends:** Speak to your family about what you want to be when you're older, and what skills you think you have, or could have if you were able to develop them, to do that job. Explain that you are valuable and you think all girls should be valued for whatever they're good at, or whatever skills they have, and they have a right to work towards their dream. Ask your family members to speak to their friends and colleagues about this and think of ways they can show other girls that they're valuable beyond the limited roles they often have available to them.

**Community:** Visit a place in your community (perhaps a place of worship, a clinic, or your community leader's office). Schedule a meeting with a professional there to speak to them about the jobs that men and women have in that place. Are there an equal number of men and women in each of the jobs? If there isn't, ask them why they think that is. Speak to the professional about how you've learnt that girls are valuable and should have the same opportunities as boys. Encourage the professional to speak to their staff about how girls are valuable and to think about how they could encourage more girls to take on a wider variety of jobs.

**National:** Do some additional research on girls' education in your country. Do girls have the same opportunities as boys to get a quality education? Write a letter or film a video of yourself telling your Prime Minister that all girls are valuable and should have the same opportunities as boys to get an education and to pursue whatever career they want. Work with your unit or troop to come up with concrete suggestions for what you think your government could do to improve opportunities for girls.

# YOUNGER YEARS (7 - 11 YEARS) | What do you want to be?

## 6. Close session

Find out how the group is feeling following the session. Remind them who they can talk to about their own experiences of violence if they want to (you can find this in the Safety section). You could even give out leaflets with numbers of local support services.

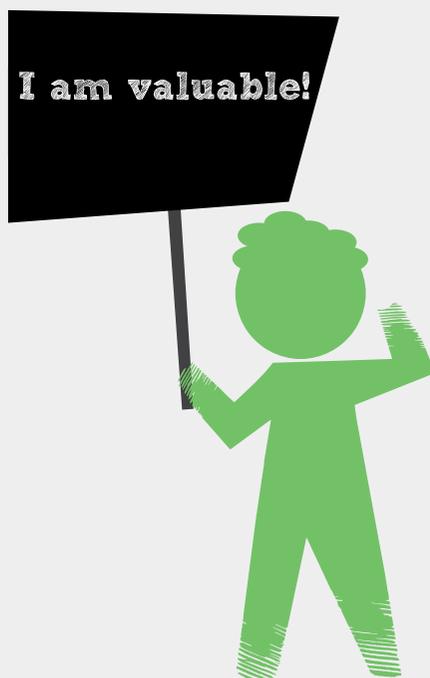
Also remember to follow up any concerns and give the group the opportunity to talk to you at the end of the session.

## Involving boys:

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

When activity 4 is being carried out it's a good idea for any boys in the group to form their own small group. It could then be an interesting exercise to compare the drawings from the girl groups and boy groups, and question the reality of whether or not girls are encouraged to develop some of the skills the boys highlight as needing for their future dreams.

The boys should be encouraged to validate the girls' dreams and ability to do those jobs. They could use statements such as, **“you are valuable”**, **“I believe you should be valued for your skills and your dreams”** and **“I believe you are as valuable and capable as me.”**



# MIDDLE YEARS (12 - 16 YEARS) | Gender assumptions

(page 18 of the Voices against Violence curriculum – Middle Years)

## Learning objectives

- To think about gender discrimination in careers, especially in the context of girls and women being considered not to hold certain skills that are valued in the workplace
- To think about our own gender assumptions and stereotypes

## Preparation and Materials

- Copies of the assumptions answer sheet (see Materials section)

## THINK:

Some participants may be affected by the content of this session. They may feel uncomfortable addressing their own assumptions about gender and it may be difficult to challenge roles that are so deeply rooted. You need to listen to their concerns and remind them that Stop the Violence is a long-term campaign and that this is only the beginning of raising awareness on a deeper level of why violence happens.

## KNOW:

Gender roles, norms and expectations limit women's and men's life choices and opportunities.

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

# MIDDLE YEARS (12 - 16 YEARS) | Gender assumptions

## Delivery

### 1. Creating a safe space

- Read the Safety section of this backpack for a reminder on what to include when you're setting the safe space.

### 2. When I grow up...: To encourage participants to identify goals and dreams

- Explain that the purpose of this activity is to build young people's self-esteem.
- Gather the group into a circle to fill in this statement: "In 10 years' time I want to be..." Participants could mime what their ambition is and the rest of the group could try and guess it.
- Explain that this session looks at different career options and what steps you can take to get there. Remember to congratulate everyone and encourage them to succeed.

### 3. Equality in work: To explore stereotypes about girls and what they can/can't do

- Bring the group into the middle of the room and explain that there is an imaginary line in the room with a man at one end, a woman at the other end and either in the middle.
- Read out the careers (See 'Careers' in the Materials section). Invite participants to move to a place on the line that describes whether they think that the job is most likely to be done by a woman, or by a man, or by either. Ask the participants why they are on a particular part of the line and encourage them to think

about possibly moving along the line. Ideally you want everyone to be in the 'either' section of the line. Remember to challenge any sexism or homophobia that you hear. A good way to do this is to open a comment up to the group to feedback on without singling out a particular person.

- Reaffirm that everyone can be whatever they want to be. If you can, use local examples of women and men that have gender atypical roles. If participants feel that the jobs are gender neutral, the discussion may revolve around how many women and how many men they know in these professions. Or, if they feel that the jobs should be gender neutral, but they are not in practice, the discussion can revolve around why not, and what can be done to change this.
- Brainstorm with the group the attributes that are typically attached to being a girl or woman (e.g. being caring). Then brainstorm the attributes that are typically attached to being a boy (e.g. being aggressive). You could record answers on flipchart paper or a board.

### Discuss:

- Which attributes are more valued in the workplace? How might these stereotypes restrict a woman in her life choices? Do these stereotypes suggest that girls and women are valued?
- Think about how women are often kept in low paid jobs like caring, retail, customer services, and men get jobs in IT and construction. Encourage the group to come to the conclusion that the skills and attributes typically considered to belong to girls and women are not valued in the workplace, and this therefore limits their opportunities, and creates a cycle where certain jobs (such as child care) are not valued as they are seen as jobs typically for women.

# MIDDLE YEARS (12 - 16 YEARS) | Gender assumptions

## 4. Reflecting: To recognise our own assumptions and stereotyping

- Tell participants that this is an exercise in listening. This is really an activity to identify our own gender assumptions and stereotyping, but participants should not be aware at the start that you are looking for assumptions made about gender.
- Hand out the Assumptions and Stereotyping answer sheets (see 'Assumptions and Stereotyping answer sheets' in the Materials section). Read out the scenario two or three times and then ask the questions. Ask participants to tick their answer in the boxes on the answer sheets.
- After the exercise, read the scenario and the questions again to the group. This time around, allow participants to feed back their responses.
- Go over the exercise with the group and discuss participants' answers and how we all make assumptions related to gender. Think about the assumptions made about women and girls – did these assumptions give them in a valued place in society? Do the participants assume the less 'valued' roles in the scenarios were female?
- If the group are comfortable this can then lead to a discussion about our own assumptions about the value of men and women, girls and boys:
  - Do we subconsciously believe that boys are more valuable? Does this value then also transfer over to the private sphere as well as the public sphere?
- Explain to the group that when men and boys are considered to be more valuable it means girls and women are placed in subordinate positions below men and boys and this leads to violence as a mechanism for keeping this hierarchy in place.

- All participants should then practise telling each other, "you are valuable" and thinking of ways that they could show how valuable girls are in their day-to-day lives.
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## 5. Taking it Further: Have a Conversation

- Talk with your group about how they could share what they've learned today with others. Encourage them to have conversations to share these ideas with their friends, family, and community. Examples of different types of conversations are included below. Discuss and plan as a group which conversations you will have and what you will do.

**Individual:** Ask a female friend, sibling or peer what they want to be when they're older. Did they want to be the same thing when they were younger? If not, what has changed? Have a discussion on whether or not they think men and women have the same job opportunities – if they do, ask them why there are more men in some jobs and more women in others? Explain what you learned about girls not being valued. Explain that this leads to girls and women not being able to take on certain jobs or roles, either because they themselves don't believe they can do it or because society doesn't believe they're capable. Leave the conversation by telling your friend that you believe she's valuable and has value to add in anything she wants to pursue. Encourage her to pass this message on to someone else.

**Family and friends:** Speak to your family about gender stereotypes – when they think of a girl what assumptions come to mind? Do these stereotypes encourage us to value girls? Explain what you've learnt about the limits placed on a girl when we don't value her. Encourage them to have conversations with their friends and other family members to think about what assumptions they have about girls and their value. Let your family know that you believe all girls are valuable.

# MIDDLE YEARS (12 - 16 YEARS) | Gender assumptions

**Community:** Write a poem about what you've learnt and perform it in your community. Ensure that the central message is that girls are valuable and that the poem encourages the people who hear it to pass the message on. Perhaps you could describe some of the stereotypes that we expect girls to conform to, and then talk about how this limits what a girl is able to do. Ensure your audience leave understanding that girls are valuable, and should be valued regardless of whether they fit into these stereotypes or not.

**National:** In every country, there are far more men in government positions than women. Organise a flashmob with other Girl Guides and Girl Scouts to take place outside an important national building in your country, where people with decision-making power at a national level will see and hear you. Decide on a noisy action that all of you can do together to tell decision-makers that there should be more women in leadership positions. Have clear recommendations for what actions your government should take to make that happen. Whatever you choose, make sure you speak to passers-by and the general public afterwards to explain why you were doing the flashmob. Encourage them to tell others that girls and women's voices are valuable and should be heard.

## 6. Close session

Find out how the group is feeling following the session. Remind them who they can talk to about their own experiences of violence if they want to (you can find this in the Safety section). You could even give out leaflets with numbers of local support services.

Also remember to follow up any concerns and give the group the opportunity to talk to you at the end of the session.

## Involving boys and young men:

Encourage young men and boys to question the roles, expectations and stereotypes that they face.

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

Both sexes should be encouraged to validate each other's experiences, however the boys in particular should be encouraged to validate the girls' value and think of ways they can validate the worth of girls and young women in their day-to-day lives. They could use statements such as, "**you are valuable**", "**I believe you are valuable beyond the assumptions and stereotypes about what it means to be a girl**" and "**I believe you are as valuable and capable as me**".

# OLDER YEARS (17 - 25 YEARS) | Respectful representation

(page 14 of the Voices against Violence curriculum – Older Years)

## Learning objectives

- To explore the representation of women and girls in the media and think about what these images say about the value of girls
- To create an alternative, realistic representation of women and girls that shows their true value

## Preparation and Materials

- Collect a range of different magazines and newspapers, perhaps ask your friends for help
- Paper, pens and pencils

## THINK:

It is hard to challenge ideas of representation and it may make young people think about their own body image and the pressures they face to live up to unrealistic expectations. This may bring up sensitive subjects like anorexia and bulimia, or perceptions of being pretty or not. Participants may want to talk about their experiences. Follow the advice on disclosure and if participants are over the age of 18 it is important to maintain confidentiality in most cases.

## KNOW:

It's important that young people are given the opportunity to develop their own media literacy, to be able to question the media representation of girls and young women and think about the agenda of the media. Images and the media tend to represent a narrow view of girls and boys, young women and men and of relationships. The media communicates messages about gender roles, norms and stereotypes. It does not reflect the complexities and diversity of real life. There is often very little space for same sex or mixed race relationships. In some countries they may represent women and girls as sexualised objects, whilst in others images may deny girls and women their sexuality. Participants should have the opportunity to question these messages.

# OLDER YEARS (17 - 25 YEARS) | Respectful representation

## Delivery

### 1. Creating a safe space

- Read the Safety section of this backpack for a reminder on what to include when you're setting the safe space.

### 2. Gender norms: Understanding terminology

Explain that this session will look at gender roles, norms and stereotypes.

- Go through the key terms with the participants – you can use the glossary and the factsheets in the Leader's Handbook to help you clarify any terms ([www.waggs.org/en/resources/resource-listing/voices-against-violence-leaders-handbook/](http://www.waggs.org/en/resources/resource-listing/voices-against-violence-leaders-handbook/)).

### 3. Media messages: To think about the limits media representation puts on what it means to be a man or a woman

- If possible, the week before this session, invite participants to collect news stories related to the role of men and women in society, or to at least read and look at different stories.
- Divide participants into small groups and hand out news stories and magazines. Ask the groups to cut out images and create a collage that explores the messages that are given about men and women. Participants might also want to create sculptures or other art pieces.

### Discuss:

- What do these images say about being a man/boy, woman/girl?
  - Are men and women valued for different roles and skills? Are those skills and roles valued equally in society?
  - Who is valued more, especially in a relationship? Who has the power?
  - Do the images reinforce what a 'good girl,' 'good wife,' or 'good mother' should be like?
  - How do these types of representations affect how people behave in real life?
- Note that when women and girls are limited to such strict roles and they then try to break out of these – because that isn't a representation of who they are – they are often subjected to violence. This violence is a reaction to the hierarchy of social norms (which place girls and women under the authority of boys and men) being broken – it is a mechanism for keeping that hierarchy in place.
  - Create a graffiti wall for participants to graffiti the messages that they hear from the media to summarize the key points from your discussion. Next, create an alternative 'wall of value' to collect messages that they want to hear about men and women, their skills and their value in society and relationships.

# OLDER YEARS (17 - 25 YEARS) | Respectful representation

## 4. Respectful representation: To think about respectful characteristics that promote someone's value

- Gather in small groups again and work together to create an advertisement based around the idea of telling the world that girls and women are valuable and that their self-worth is determined by much more than just the way they look (which is often the central theme in the way the media represents women and girls). This can be in the form of a drawing, collage, short sketch, drama, rap or poem.
- Ask each group to display or perform these positive advertisements.
- Discuss with participants their thoughts on how the media could represent girls and women in a way that shows their true value.

## 5. Taking it Further: Have a Conversation

- Talk with your group about how they could share what they've learned today with others. Encourage them to have conversations to share these ideas with their friends, family, and community. Examples of different types of conversations participants could have are included below. Discuss and plan as a group which conversations you will have and what you will do.

**Individual:** Speak to a female friend, sibling or peer about what they feel valued for. Do they feel the world values them for who they are or only for the parts of their self that fits in with society's stereotypes and assumptions of what it means to be a girl or young woman? Explain the link between girls not being valued and how this places them in a lower position in their relationships which makes them more vulnerable to violence.

Let your friend know that you think she's valuable for every part of herself, especially her personality and her achievements. Encourage her to talk to others about this and let you know how her conversations

go. Ask her to add her voice to the Stop the Violence campaign to continue building our global community of people who think girls are valuable.

**Family and friends:** Speak to your family about relationships and encourage them to think about who holds the power in relationships. Ask them to think about stereotypes they've come across in their life that dictate the way men and women should act within society and in their relationships – whose freedom is limited? Explain that you've been learning how this links to violence and encourage them to think about how they could promote equal representation and relationships, that value girls and women and are free of stereotypes, in their own lives.

**Community:** Write a letter to your local newspaper. Tell your community that girls should be valued for more than their appearance, and that girls should not be constrained by narrow, stereotypical ideas of what girls can be or achieve. Ask the newspaper to promote healthier representations of girls and women in its pages. Your suggestions could include featuring stories about women's achievements or removing advertisements or images that present sexualized or degrading images of women. In your letter, stress that media representation matters in shaping how girls are viewed and how girls view themselves.

**National:** Join or start a petition to submit to the most popular magazine in your country. Work with your unit or troop to come up with clear recommendations for what changes you would like to see in how the magazine represents women and girls. This may include asking for articles that focus on girls' achievements rather than their physical appearance, greater diversity and realism in what is presented as 'beautiful', removal of articles or images that represent unhealthy relationships between men and women. Tell the magazine that girls deserve to be valued as full and equal citizens of the world – not just as someone's girlfriend or wife – and that the magazine should represent and celebrate girls' value and potential.

# OLDER YEARS (17 - 25 YEARS) | Respectful representation

## 6. Close session

- Find out how the group is feeling following the session. Remind them who they can talk to about their own experiences of violence if they want to (you can find this in the Safety section). You could even give out leaflets with numbers of local support services. Also remember to follow up any concerns and give the group the opportunity to talk to you at the end of the session.



## Involving boys and young men

This session focuses on changing the dominant expectations and stereotypes placed upon young men into more diverse and respectful images of masculinities. Men and boys have an important role to play and should be encouraged to be agents of change. It is important for boys to question and challenge harmful notions of masculinity and to recognize the important role they play as positive role models and 'champions' for younger males.

It's important that when the fourth activity is closed and the link to violence is explained, the boys and young men do not feel blamed. It's important to position this as a societal issue, rather than an individual one.

Boys and young men should join in the creation of the advertisement and could consider sharing statements such as, **"I value you for much more than the media says you are"** and **"you are valuable and deserve equal respect in a relationship"**.

## CALL TO ACTION:

Share your conversations with the world! Join WAGGGS in amplifying our voices across social media!

The UN Secretary-General's UNiTE to End Violence against Women Campaign invites you to

## **“ORANGE THE WORLD: END VIOLENCE AGAINST WOMEN AND GIRLS”**

This 16 Days WAGGGS will be orangening the world by asking you to share a video of yourself, wearing orange, throughout the last day of 16 Days - 10th December - explaining how girls are valuable. Orange symbolizes a bright future and a world free from violence against women and girls. You can share your video using the hashtags #orangetheworld #girlsarevaluable and #16days. To accompany your videos WAGGGS will also be orangening the world through a “girls are valuable” Thunderclap, due to go out at 12pm GMT on 10th December. Keep an eye on WAGGGS' social media (@waggs\_world on Twitter) for more information about how to sign up to the Thunderclap. Encourage everyone you have a conversation with to sign up so we get enough people for it to spread around the world!



# **Make it visible, ORANGE your conversations!**

Here are some ways you can take your conversations to the next level by incorporating the colour orange:

- When you're performing your drama, dance or sketch to your community or school, showing them that girls are valuable, why not ask everyone to wear orange? Speak to your Headteacher and see if you can have a dedicated 'orange day' and then you can explain to everyone the power of the colour orange after your performance.
- Are you planning on writing a letter to a decision-maker in your country? Why not write the letter on orange paper? Or better yet, ask all of your unit or troop to write multiple letters on orange paper and then use it as an opportunity to explain why the colour orange is so important.
- When you organise a flash mob in your community declare the space as an 'orange zone' where all girls are valued. You could hand out orange ribbons to all the people you have conversations with during your flash mob which they can wear in support of a world where all girls are valued.
- Perhaps you're planning to write to the media in your country asking them to include respectful representation of girls and women in their publications? Why not ask them to 'orange' their magazine for a day to show their support for this brighter future?

If you choose to share your orange 16 Days of Activism activities online you can use the following hashtags:

**#orangetheworld #16days #girlsarevaluable**

# Safety

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We strongly encourage you to read pages 22 – 24 of the Leader's Handbook for the Voices against Violence curriculum, which provides an important list of tips for setting a safe space .

([www.waggs.org/en/resources/resource-listing/voices-against-violence-leaders-handbook/](http://www.waggs.org/en/resources/resource-listing/voices-against-violence-leaders-handbook/))

Some key points to remember when preparing to deliver these activities include:

## Code of Conduct

Create a safe and supportive space for participants by facilitating the writing of a group code of conduct that all participants agree to abide by. Questions to ask may include:

- How can we make this a safe and supportive session for everyone?
- How can we make sure that no one feels excluded or discriminated against?
- If there are boys in the group – how can we make sure that our discussions are respectful and constructive for both boys and girls?

Feel free to add your own questions based on your knowledge of the group. Make sure this code of conduct is stuck on the wall and visible to all participants.

## Dealing with emotions

Speak to participants and tell them they should feel free to take time out and leave the session if the subject matter is making them too upset or too confused to concentrate. Remind them that you will be available after the session to support them if necessary.

## Dealing with a disclosure

Following your association's Child Protection Policy, you should point out to the participants who they can talk to about their own experiences of violence if this comes up in the session. Be sure to do research in advance about the support services available in your community so that you are prepared to direct participants as appropriate. Participants should not be pressured in any way to share or to contact a support service if they don't want to. If your association doesn't have a Child Protection Policy, you can follow the reacting and reporting advice in the WAGGGS' Child Protection Policy: [www.waggs.org/en/resources/waggs-child-protection-policy](http://www.waggs.org/en/resources/waggs-child-protection-policy).

**Materials**

# HOUSEHOLD TASKS | PAGE 15 OF EARLY YEARS CURRICULUM



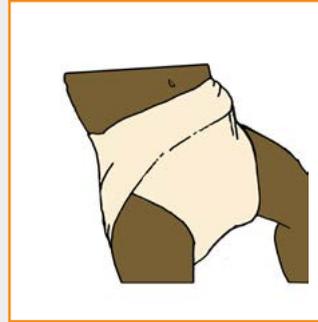
Cooking



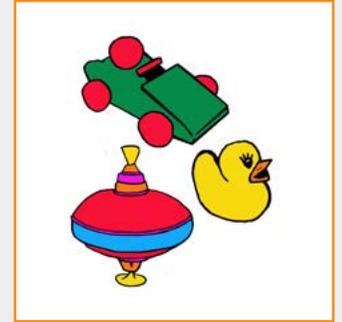
Cleaning the floor



Building work



Changing nappies



Tidying toys



Putting children to bed



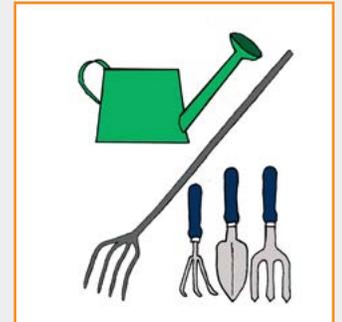
Washing the dishes



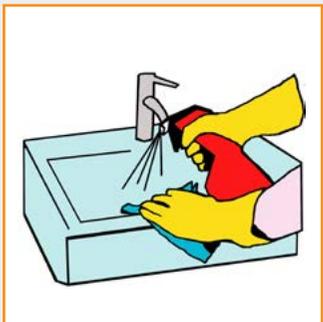
Cleaning the floor



Cleaning the car



Gardening



Cleaning the sink



Paying bills



Cleaning the toilet

# UMMI'S STORY | PAGE 23 OF YOUNGER YEARS CURRICULUM

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

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

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

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

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

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

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

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

*Umami's mother says: "I don't know what the future holds for her. I know that going to school would provide her with opportunities because education is needed in every occupation. I feel bad that she does not go to school but we don't have the finances to send her. And it is more important for my sons to be educated"*

## Further information

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

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

# CAREERS & ASSUMPTION SHEETS | PAGE 21-22 OF MIDDLE YEARS CURRICULUM

**A PILOT**

**AN ENGINEER**

**A POLITICIAN**

**A BUSINESS  
EXECUTIVE**

**A PLUMBER**

**A LAWYER**

**ACTING**

**A CHARITY  
WORKER**

**A FARMER**

**A NURSERY  
TEACHER**

**A CHEF**

**A HAIRDRESSER**

**A BUILDER**

**A DANCER**

**Add other roles that you can think of...**

# CAREERS & ASSUMPTION SHEETS |

## PAGE 21-22 OF MIDDLE YEARS CURRICULUM

### Scenario

1. A builder, leaning out of a van, shouts “nice legs” to a nurse cycling by

2. The same nurse arrives at work and casually mentions this to a senior doctor

3. The doctor says, “I’d never say that”

4. The doctor has two grown up children who are 22 and 30. They get on very well

5. One is a sergeant in the army; the other is training to be a hairdresser

6. The doctor divorced last year and is currently dating someone

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

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