



AGENDA

SUPPORTING CHILDREN
AND YOUNG PEOPLE IN MAKING
POSITIVE RELATIONSHIPS MATTER



www.agendaonline.co.uk



agenda.online.uk@gmail.com



[@agenda_matters](https://twitter.com/agenda_matters)

Feelings and
emotions



Friendships



Gender norms
in society



Gender-based
and sexual violence



WELCOME TO AGENDA

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

Consent



Gender equality
and equity



Body image



Gender, sexuality and
relationship rights



Positive
relationships

WHAT IS AGENDA?

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

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

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

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

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



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

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

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

AGENDA

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

MAKING

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

MATTER

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

SUPPORTING

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

POSITIVE

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

RELATIONSHIPS

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

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

AGENDA
SUPPORTING CHILDREN
AND YOUNG PEOPLE IN MAKING
POSITIVE RELATIONSHIPS MATTER

DIY

SUPPORT CLOUD

What you'll need:

Print-outs of support clouds
Pens
Coat hangers
String
Hole-punch

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

1 Empowering and challenging: Reflect with children on how and why exploring sensitive issues can be tough. It might feel empowering and challenging. Discuss how the activity you are about to do might bring up issues or feelings that they hadn't expected. They also might want to talk to someone about how they are feeling.

2 Identifying Support: As a whole-group, invite children to name all the people they would go to if they were worried about themselves or another person. Fill in the gaps for children who don't know. Discuss what they can do if they think that someone is in immediate harm or danger.

3 My Support Cloud: Hand out the Support Clouds (or they can draw their own). Invite children to identify at least 5 trusted people they can talk to if they want help and support on something and write the names inside the cloud. Ensure that no personal names are used (e.g. my aunty, my teacher, my best friend). As an extension activity, children can include places, objects or animals that make them feel safe and secure.



4 Making Support Matter: Hand out the scissors, string and coat hangers. Invite children to decorate their cloud (e.g. colour in, sprinkle with glitter etc) cut it out, and make a hole in the top. Thread the string through the hole.

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

STARTER ACTIVITIES



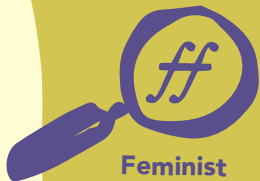
Gender Watch Bingo



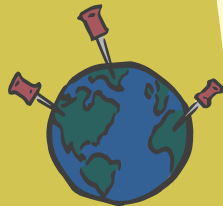
Felting Our Feelings



RUNWAY 4 CHANGE



Feminist Wordsearch



Change-Makers Around the World



Feminist CROSSword

CHANGE-MAKERS AROUND THE WORLD

Who or what would your inspirational change-maker be?

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

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

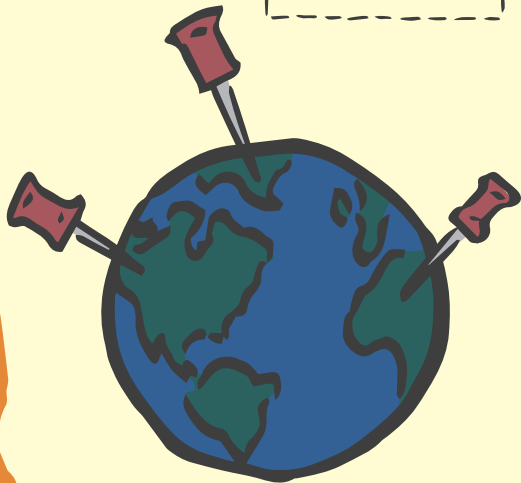
XXXX **DIY** XXXX

What you'll need:

Map of the world

Pen and Paper

Drawing pins



WHAT JARS YOU?



What you'll need:

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

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

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



Jar (verb)

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



DIY STOP-START

What you'll need:

Red and green paper plates
Marker pens / String / Pegs

1

STOP and START plates!

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

2

Create STOP and START phrases

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

3

Once your STOP and START plates are complete...

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

4

Ask volunteers to read their STOP/START plates aloud.

5

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

6

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

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

Here are some Stop and Start examples:

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

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

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

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

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

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

FELTING OUR FEELINGS

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

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

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

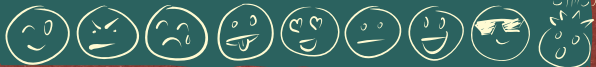
Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

What you'll need:

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

FELT FEELING CLOUD

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



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

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

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

FLASHOVER – the moment a conversation becomes real and alive

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

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



Beautiful new words to describe emotions

Feminist Felting

Felt and Fibre Arts Activism

40 books on managing emotions

Living With Feelings Project

History of Emotions Blog

De-bunking the myth about boys and emotions

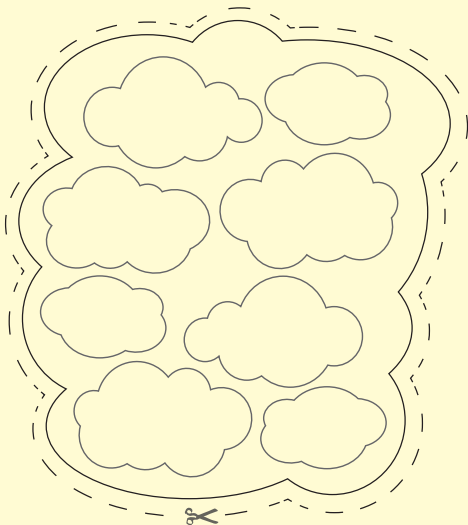
Emotional labour around the world

50 Ways People Expect Constant Emotional Labour from Women and Femmes

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

FEELINGS CLOUD

FEELING USE WORDS OR EMOJIS



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Making Felt – feelings
and fibres are shredded
and matted together

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

Feelings are personal,
but also thoroughly social
and cultural

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



RUNWAY 4 CHANGE

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

1

Rolling rolling rolling

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

2

2. Run(a)way mindstorm

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

3

Light up and Stamp Out

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

4

Run(a)way Ban(n)er

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

5

What next?

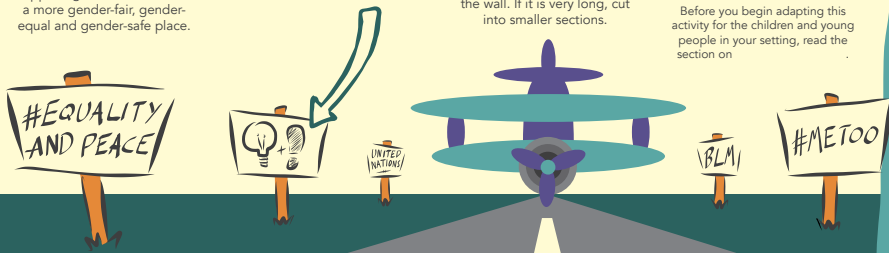
Now you've spot-lighted an area for change, use the to find out more about your issue. Try out the **Feminist** and see if there are any organisations or groups who can help you. Do your own . Click on for creative ways to get started.

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

What you'll need:

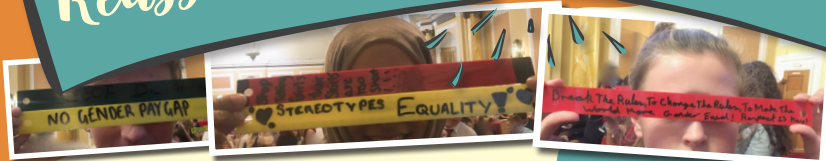
- Large roll of paper
- Sticky tape
- Coloured felt-tips or crayons
- Highlighter pens
- A room that can block out the light
- Torches

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



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

Reassembling the Rules!



What you'll need:
Lots of rulers,
preferably with
holes in the top
Permanent
marker pens
Digital camera

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

A **RELFIG** is a relationship selfie.

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

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

Watch Unity's Gender Equality Youth Assembly ruler-activism
[#thisiswhatafeministassemblysoundslike](https://www.vimeo.com/276544847)
[vimeo.com/276544847](https://www.vimeo.com/276544847)

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

Like the ruler idea but need an alternative?

Print out paper rulers. Lay them on every seat in an assembly hall or classroom space.

Invite others to write on the backs of the paper rulers what rules they want to change. Collect them up, and deliver them to the organisation who holds the decision making powers on your chosen issue.

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

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

RAGING RELFIES

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

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

What you'll need:

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

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

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

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

Felting your feelings

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

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

It's OK for girls to be angry

White privilege explained in one simple comic

Teen girls, depression anger and powerlessness

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

Why Selfies can be a form of social good

How artists are using selfies as a radical weapon for change

The rise of selfless selfies in online activism





Gender Watch Bingo

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



XXXXXXXXXXXXXXXXXXXX **DIY** XXXXXXXXXXXXXXXXXXXX

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

4 Stories on how teachers are addressing sexism in primary schools

What is Feminism?

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

What is Gender Equality?

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

What is Gender Equity?

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

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

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

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



What's the difference between equity and equality?



Injustice



Equality



Equity

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



Gender Watch Bingo



Afterschool clubs for all genders



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



Gender inclusive toilets



Visible leadership on gender equality and diversity



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



Gender inclusive uniform



Gender equality and diversity posters around the school



Learning about gender equality and equity in the curriculum



School plays which challenge gender stereotypes



Student-led assemblies on gender equality and diversity



Visits from equalities champion role models



Feminist books in the library



Challenging sexist bullying



Gender balance of authors in the library



Students doing their own Gender Watch research projects



School policy on advancing gender equality



Raising money for gender equality charities and organisations



Regular staff training on gender equality





Posters



Visual Art



Poetry



Fan
Activism



Online
Petitions



Zines and
Comics



Music and
Sound



Social Media



Direct Action



Drama



Movement
and Dance



Conferences



Youth
Groups



Volunteering



School
Assemblies



Research



Feminist
Clubs

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

VISUAL ART



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

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

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



Working with their feelings, after a healthy relationships lesson on FGM (female genital mutilation), Year 5 and 6 students spent a day learning about craftivism and cross-stitch activism.

They created a cross-stitch banner in the shape of a heart. This heART shares their messages for gender and sexuality rights and equalities and hangs in the school hall.



The **Ruler Skirt** was created by six teenagers from Merthyr. The idea for the ruler skirt sprang from an awareness that some boys use rulers to lift up girls' skirts. They graffitied over 20 rulers with all the negative things they wanted to stop hearing and some positive things that they wanted to see change. The ruler skirt became a way of making visible the hurtful and often hidden

experiences of **sexual harassment**. The skirt has been worn in school assemblies, at the Senedd and at the 2015 Welsh Women's Aid conference. Read more about the girls' creative activism **here**.

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



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

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

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

POSTERS

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



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

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



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

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



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



ZINES AND COMICS

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

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



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



SOCIAL MEDIA

#HASHTAG CAMPAIGNS

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

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

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

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

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

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

The hashtag for this guide is

#YPagenda

Use it to share your change-making stories!



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

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

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

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





SOCIAL MEDIA

TUMBLR

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

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

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

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



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

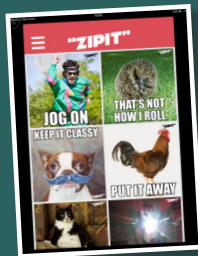
heads above the waves (@HATW_uk) is a non-profit organization that raises awareness of **depression** and **self-harm** in young people. Their website includes young people's **blogs**, over 15 different **support sites** and **helplines**, and creative ways of coping with **self-harm** and **depression**.



MEMES

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

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



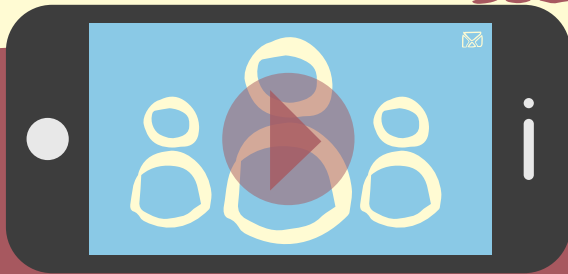
Check out the 'killer comebacks' **ZipIt** memes created by Childline to combat unwanted sexually explicit messages or requests.

What would you make?

SOCIAL # MEDIA

VLOGGING

Vlogging is when people share their ideas through video.



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

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

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

What is
**Slut
Shaming?**

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



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

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

MUSIC



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

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

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



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

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

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

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

POETRY



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

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

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

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

Read more about it **here**. **#Iwillnotbeaten** **#richpie**

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

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

World Poetry Day
is 21 March.

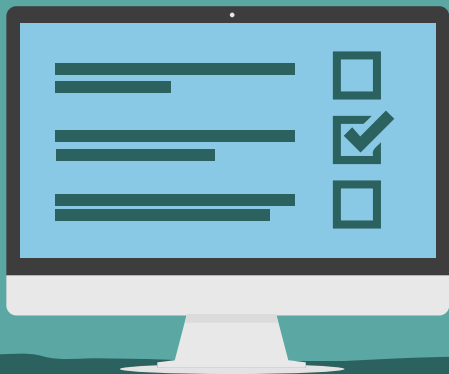
For more on the power of poetry, poetry slams and the spoken word see the **young people's laureate website**, **@litwales**, **The Young Poets Network**, and **@youngpoetsnet**

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



ONLINE PETITIONS

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



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

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

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



A group of year six students have been learning about gender and sexual equality and rights all year. They designed a campaign that got people to think about the harmful impact of gender stereotypes. The students dressed up in pink and blue for a day to raise awareness of stereotypical colours. The group also created sashes in the style of the suffragettes to highlight how their

campaign was about the wider issues of equal rights. Then, they started a petition on **change.org** to raise awareness of gender stereotyping and invited others to join their cause.



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

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



DRAMA

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

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

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



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



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

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

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

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

MOVEMENT AND DANCE



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

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

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

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



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

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



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

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

VOLUNTEERING



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

vinspired.com

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

Who is
Frida Kahlo?

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



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

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

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

FEMINIST CLUBS



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

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

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

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

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



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

SCHOOL ASSEMBLIES



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

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

To show that younger generations are fighting inequality

It's important to spread the word throughout our school

I'm intrigued and I support it

Because feminism isn't discussed enough in school

To change perceptions of women

CONFERENCES



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

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

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

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

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

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



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

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

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

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

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

DIRECT ACTION

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



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

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

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

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

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

Read about other change-making protests around the world.

What is an abusive relationship?

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

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

YOUTH GROUPS



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

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

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



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



FAN ACTIVISM



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

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

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



For more on sexism in popular culture, see:

Feminist Frequency and **The Representation Project**.

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

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

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

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



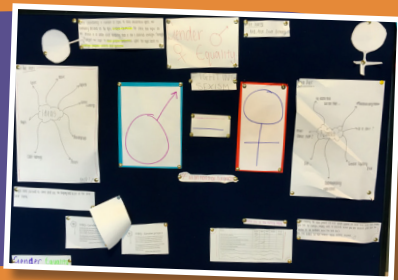
RESEARCH



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

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

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



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

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



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

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



SPEAK OUT!

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



CRAFTING EQUALITY

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



KISS STORY

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



EveryBODY Matters

Feeling Difference and Diversity with Movement, Sound and Image



FRIENDS?

Using drama to take pride in creating an inclusive relationships education



GIRLZINE CHATTER

Starting a magazine to communicate what matters most to young women



GRAND THEFT EQUALITY

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



I-MOTION

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



ALL OF US

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



SAM'S STORY

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



RECLAIMING RELATIONSHIPS

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



THE ROTIFER PROJECT

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



RULER HEART

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



SMASHING COMMERCIAL SEXISM

Challenging commercial sexism with Year 6 students in a lego workshop



WHAT IF #THISISME?

Making gender justice matter with rulers, ribbons and kites



BODY (RE)FORMING

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



DIGITAL DIVERSITY CLUB

Supporting and celebrating gender and sexual inclusivity in school and online



GENDER STEREOTYPES ARE DEBATABLE

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



VOICES OVER SILENCE

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



UNDER PRESSURE?

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



FUELLING FEMINIST FIRES

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



WORDS WON'T PIN ME DOWN

Making a film about street harassment in our local park



FINDING BALANCE

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



MAKING VOICE MATTER

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



MELT DOWN

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



INTERSECTIONALITY MATTERS

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



NO TABOOS

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



WE MOVE

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



MORE THAN OUR GRADES

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



TOYS 'R' US

FOR ALL OF

Becoming gender stereotype detectives in the toy world and wider world

What you need

2 containers (e.g. bottles, buckets)

Art materials to decorate each container

Beads or buttons (if you want to explore feelings alongside the task, see

Starter Activity for more ideas).

Digital tablets (for website searching and taking screen-shots)

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

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

DIY

CROSS-STITCH YOUR RIGHTS

Using craftivism to promote gender and sexual equality and rights.

- 1 Ideas 4 Change** – Using ideas from any of the AGENDA starter activities (e.g. Runway 4 Change, What Jars You etc) choose one issue or message to share on your cross-stitch square. See the 'Crafting Equality' case study for ideas and resources of different craftivism and cross-stitch projects around the world.
- 2 Mock-up** – Working individually or in pairs, mock-up your design on scrap paper. You can cross-stitch a slogan (e.g. Gender Equality for All, Malala Rocks!) or symbol (e.g. the peace symbol). Perhaps cut-out the light coloured cloth into a favourite shape, write a message with felt tips and stitch this to your square.

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

- 3 Get Stitching** – Make and decorate your squares (e.g. with bells, beads, sparkles)
- 4 All together** – When the cross-stitch squares are complete, discuss how you might bring them together to make a whole piece (e.g. a heart-shape collage, a rectangle banner, a cape)
- 5 Pin-up** – Using the safety pins to connect each square, work together to form your final piece.
- 6 Display** – Choose where to display your cross-stitch artefact. Give it a name! Share in an assembly, or on twitter.

What you need:

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

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



What is consent?

Consent: seeking and giving permission for something to happen



What you'll need:

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

PREPARATION

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

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

COMIC MAKING

- 1 Watch one or more of the KISSTORY animations and discuss potential storylines in groups or pairs.
- 2 Individually or in pairs, select one of the six comic strips or a blank comic strip.
- 3 Look at the first page which sets out the story line frame by frame.

Taking each frame in turn, talk about what might be happening. Who are the characters? Will they have names? What are they thinking? How might they be feeling?

- 4 Using the thought and speech bubbles, make your own story about how consent matters to the characters in the comic strip.
- 5 Colour in the characters using the feelings cloud colour palette.
- 6 When you've finished your comic, why not film or screenshot each page so others can view and read. Or choose another comic, or a blank comic book.
- 7 You could create a soundscape, with dialogue for one of the moving animations. What story do you want to tell about how consent matters for positive relationships?

DIY WYRED BODIES

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

What you'll need:

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

Preparation

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

Consider how gendered expectations of the way people look, feel and move will always be shaped by other social, cultural and physical differences.
- C** Put a handful of craft wire strips in each box and lightly seal with sticky tape.

Activity

- 1** Working in small groups (e.g. 4-6), give each group a card board box and set of felt tips.
- 2** Ask the group to decorate the box with feelings about gendered societal pressures on people (any age) to look or move a certain way in different areas of their lives (e.g. sports, school, work, at the park; online etc.).
- 3** Play the sound track. Ask a volunteer from each group to pick up their box. Ask them to move in between the groups. Like musical chairs, when the music stops, the volunteers give their box to the nearest group (but not their own). Encourage discussion of the messages in small groups and as a whole class.



- 4** Ask a different volunteer to open the box, and another volunteer to reach inside and pull out the wire strips. A final volunteer distributes the wires so that every member of the group has three each.
- 5** Demonstrate first, and then invite children to make a body structure from the wire strips. There are youtube videos on how to make wire persons **here**.
- 6** Invite children to choose one of the feelings on the box, and then shape their wire bodies to express that feeling. This session could be accompanied by music.
- 7** Turning to the person next to them, see if their partner can 'guess the feeling' expressed by the wire body.
- 8** Repeat with different feelings. Take it in turns to share and guess feelings.

WYRD (n) - in Old English wyrd came from the verb weorpan, meaning "to come to pass, to become". The term then developed into the modern English adjective weird.



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

DIY #THISISME #ALLOFUS

Making Rainbow Ribbons 4 Gender Equality

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



Preparation

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

Read the case study for ideas and links to resources on gender identity, gender expression and gender rights. See for the difference between gender equality and equity.

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

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

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

1 #thisisme

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

2 #thisisus

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

3 Rainbow Ribbon

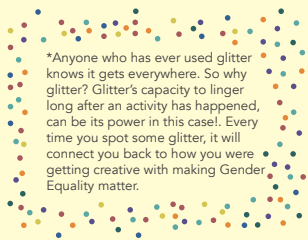
On their own or in groups invite children to think about a positive moment where someone or something has helped take the pressure off people having to conform to gender norms or has helped address gender inequalities? (e.g. gender inclusive uniform policy, a supportive comment from a friend to play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

4 Sticking up for Gender Equality

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

5 Flagging the importance of Gender Equality for #allofus

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



*Anyone who has ever used glitter knows it gets everywhere. So why glitter? Glitter's capacity to linger long after an activity has happened, can be its power in this case! Every time you spot some glitter, it will connect you back to how you were getting creative with making Gender Equality matter.



IDENTITY CWTCH

Supporting children to explore different aspects of identity and belonging in the context of Article 8 (UNCRC) - children's rights to have an identity

- 1 Introduce the fictional character 'Sam'. Specify that Sam is their age and from their community, but do not specify any other details, such as gender or faith or disability.
- 2 Discuss the multiple meanings of CWTCH (i.e. a cupboard, a cuddle, a safe place).
- 3 Provide each child (or pair of children) with a box and a coloured pipe-cleaner. Let them know that they will be making a stick figure of Sam and a 'Cwtch' for Sam to live in.
- 4 Make a human figure from the pipe cleaner. This will be Sam. As they are making Sam, encourage children to reflect on what Sam's Story might be. Who is Sam? What does Sam look like? Where does Sam live and who with? What does Sam really enjoy doing? Is Sam scared of anything? What dreams might Sam have about the future?
- 5 Place the box on its side, so that the two opening flaps become the entrance doors. Decorate the outside of the box (but not the doors) with all the different things, people and places, that make up Sam's life.
- 6 On the outside of the doors write what someone might think or say to Sam if they saw Sam on the street. Choose to write two or more things.
- 7 On the inside of ONE of the doors, write two (or more) things someone could find out about Sam if they spoke with Sam for 5 minutes.

- 8 On the inside of the other door, write two (or more) things that an acquaintance (e.g. neighbour, classmate, family friend) could know about Sam.
- 9 Inside the cwtch write something that only someone who knows Sam really well would know, or that Sam himself might only know [if it is difficult to write inside, open up the box and tape back up again]
- 10 Using the shredded paper, place Sam (pipe-cleaner figure) somewhere inside or outside the Cwtch. If there are enough pipe cleaners and time, children could make other figures to be with Sam (e.g. friends, family, pets, bikes etc.)

What you'll need:

- Plain cardboard box with one side that opens (e.g. like a cupboard door)
- Coloured pipe cleaners
- Coloured pens/pencils
- Shredded paper

Close

Remind everyone that each person has a unique identity of which they can feel proud. Remind them that each person's individuality is important to the community and relate this to your group or school values. Ensure all children know who they can go to talk to for support or advice (see the section)

Reflections

Ask for volunteers to share their cwtch with the group. Explore differences and similarities. Discuss how they found the task:

Did they think their version of Sam or their cwtch would be the same as anyone else's in the class? in the world?

How might we share what we have learned with others?

What do people miss when they look at the outside only?

What do children need so that their identity rights are protected and realised?

Why are identity rights important?

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



FREEZE FRAMING BULLYING

Addressing the social and cultural pressures that underpin bullying cultures through movement and drama.

- 1 Explain to the group that you are going to introduce an imaginary character called 'Sam'. Give them the following information about Sam: Sam is ** years old [choose the age relevant to the group] and is a child in your group or class at school. Sam is being bullied.
- 2 Divide the group into small groups of 4-5, to discuss the following questions:
Who is Sam?
What is happening to Sam?
Where is this taking place?
Why is this happening?
- 3 Ask each small group to create a freeze-frame showing a scenario that they are discussing. It could be the bullying itself, or a scene before or after. Set ground rules before they set the frame, e.g. no physical contact.
- 4 Groups show their freeze frames to each other. First one group shows and the rest of the class discusses what could be happening while the group stay frozen. Then they come out of role and explain what was happening.
- 5 Ask the groups to consider what advice they would give to 'Sam', if Sam was someone they knew. During discussion, identify and explore with children the underlying values of how and why being picked on/bullied/harassed happens. Why are certain differences targeted? What wider pressures might be at work here? (e.g. gender and sexual stereotypes, poverty).
- 6 **Vital here is to shift the discussion away from blaming or shaming the 'bullies' 'victims' or 'bystanders' and locate each scenario with the wider social, cultural and economic pressures that underpin all bullying cultures.**
- 7 Pair up the groups in the class. Invite one pair to return to their original freeze frame and invite the other pair to create a freeze frame that shows some of the external pressures acting upon the original scenario. Share and discuss as above. What can we do?
- 8 Distribute A4 paper and coloured pens to each child. Invite the group to consider how they can lend a hand to prevent bullying cultures in their peer groups. Ask each participant to draw around their hand on the paper. Invite them to write an action they can do or attitude they can have that will help prevent bullying on each finger. Some examples of statements are: 'Be proud of my identity'; 'Respect Equality'; 'Stand up for rights'; 'Report bullying if I see it'; 'Celebrate difference' and 'Speak Up'.
- 9 Children can then decorate their hands and put their completed hand pictures on a table or on the floor. Invite the group to look at the different actions on the hands and consider: how can these actions change our community or school? Which ones can we action now?

What you'll need:
Pens and Paper

Invite and create one large hand from all the little hands to represent how addressing bullying cultures and standing up for our rights is never achieved alone and affects us all. We are more, together.

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

DIY

BEAUTY MASH-UP

Re-framing our feelings about the beauty industry



Preparation: Select a range of beauty products (eyeliner, lipstick, nail varnish, hair extensions, fake tan, lashes etc) that you might find in your online or local store.

Get a big piece of thick card and use the beauty products to write, draw and make marks that express your feelings about the beauty industry.

- 1 Mash, Stir and Frame:** cut up the images and text in the magazines that annoy or upset you. Empty the pieces into the bucket or carton. Stir with the sticks. Add the dye. Collect up small handfuls of mache and create a frame around your card. Sprinkle with glitter*

- 2 Un/titled?:** Does your final piece have a name? A hashtag?

- 3 Body mash-up gallery:** once you've finished your beauty map why not photograph the piece. Hold an exhibition or create an online gallery on Instagram, Flickr or another image hosting website, so others can view and read them.

Why not create a soundtrack of uplifting body positive songs to accompany your body-mashing workshop?

What you'll need

Thick card (e.g. one side of a cardboard box)
Beauty products
Beauty magazines / online adverts
Bucket or Carton
Sticks
Mache glue (**make your own** with flour, sugar, water and vinegar)
Natural Dye
Biodegradable glitter

* Anyone who has ever used glitter knows it gets everywhere. So why **glitter**? Glitter's capacity to linger long after an activity has happened, can be its power! Every time you spot some glitter, it will connect you back to how you were getting creative with mashing-up normative body ideals.

Extension activity

Find out more about how the beauty industry is trying to make-over the gender and sexual norms it has created over the years. How far does the beauty industry both work for and against normative ideals? Can the beauty industry advance social justice? Or is their promotion of inclusivity and justice just cosmetic? What new beauty norms are you seeing around you? Is the subversion of beauty ideals being commodified?

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

DIY

CLAY BODY SCULPTURES

What more can a body do?

What you'll need
Clay or play-doh

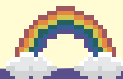
- 1** Using clay or play-doh begin squeezing, shaping and sculpting it into a body
- 2** Discuss the bodies that you are making with the people you are with:
 - Is it human, animal, cyborg?
 - Are they smooth and / or bumpy?
 - Hard and / or squishy?
 - What can your body do?
- 3** See if you can bring your body to life (e.g. through animation or film)
- 4** Who would you most want to share the story of your body-sculpture with? (friends, beauty agency, everyone, no-one)



"Clay is an interesting material to think with as it can be pounded, pressed and pulled into various forms, but it is also difficult to make it conform to the images in our heads"

"Working with the clay created space for mistakes and laughter, as well as connected with our own bodily struggles to achieve societal standards of perfection"





SOCIAL MEDIA MOOD BOARDS

Use pictures, graphics and words from social media to help capture and represent content that celebrates diverse relationships and challenges inequalities and discriminations (e.g homophobia, biphobia, transphobia, ableism, gender norms).

- 1 Choose an issue that you would like to raise awareness of and find out more about how it is talked about on social media (e.g Instagram, Tumblr, YouTube)
- 2 Screenshot content that you connect with (e. g a meme, post, image) and that communicates a powerful message

- 3 Pick out words, quotes and images that help express people's feelings and emotions about the topic you are addressing
- 4 Collate your screenshots into a social media mood board using PowerPoint, **Padlet** or similar applications.
- 5 Once you are finished, see if there is a place in your school that you can display your mood board. Why not display it for one of the awareness raising dates or use it as a basis for a talk in class, assembly or at a conference?

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



Creating spaces to have conversations about sensitive topics can be difficult and useful learning can be elusive without bonds of trust and mutual respect.



XXXXXXXXXX **DIY** XXXXXXXXXX

Off Balance

Using the body's capacities to feel, find and create balance

- Read the **Finding Balance** case study.
- Consider abandoning the tables and chairs and setting up a situation that involves physical movement and balance.
- To imitate the milieu described in the Finding Balance case study, the situation should include a connection between bodies that does not involve direct physical touch.
- The floating Stand Up Paddle board was the mediating resource in this activity. A mattress, trampoline or crash mat could work.
- The motivation to bond in the Water Park example was the fear that they would fall over board and there was a real danger of that happening.
- To mimic real physical danger is difficult, it is more effective if the situation actually involves an element of reasonable risk that is nonetheless not dangerous or endangering. You could enlist the support of colleagues in the PE department to design this into the activity.
- Asking a group to carry something small and fragile (see **Felting our Feelings** for ideas) or a heavy object across a terrain could be one way to simulate the waterpark experience. Alternatively, asking the group to forgo talk as the primary medium of communication might also work.
- Ideally, though, resource permitting getting young people out into the environment, promoting movement, activity and collaboration is a great way to plan a session on bodies, relationships or a particular area of Relationships and Sexuality Education (RSE).

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

DIY THE DEBATE LINE

A whole-class activity for exploring the changing nature of gender stereotypes through history and around the world

PREPARATION

Before you get started read the **safety and support section**. It is essential to plan a debate that does not reinforce existing stereotypes

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

Gather resources from trusted sources such as these (there are more listed at the end):

Let toys be toys

Stereotypes stop you doing stuff



- 1 Pick a stereotype you didn't know about before, for example: 'All children wear dresses'. (There are some surprising ones summarised [here](#)).

- 2 With the class, research this and other stereotypes from around the world and through history.

- 3 Create two imaginary lines intersecting your classroom or space. One is a line of history and it intersects with another line of global locations. Stick post-it notes around to identify eras and locations.

- 4 Share your surprising stereotypes and then ask pupils to position themselves on the lines in time and space.

- 5 Open up a debate by taking the stereotype around the world and through history. Are stereotypes useful? If they're not fixed what does this tell us?

Use visual aids and interesting facts to prompt the discussions, like [this article on breeching boys](#).

To work more with gender stereotypes which is all about recognising how gender norms and gender inequalities can have an impact on our lives.

Try out **GENDER WATCH BINGO!** A participatory creative audit of a whole school approach to gender equality.

DO ensure you use positive language when introducing stereotypes. Instead of saying 'people don't', or 'school children can't', make the statement affirmative, such as 'everyone can'. Introducing topics this way ensures that no one feels singled out if they are already awesome enough to be busting that stereotype!

What you'll need

Resources or IT with access to search engines
String (if an imaginary line feels a bit difficult)
Post-it notes to mark global locations and time frames on the strings

EXTENSION

Find a stereotype you didn't know before and learn all about it, how long it has existed and if it exists across the world.

Use this as your inspiration and fill a time capsule with the stereotypes that you think will disappear in the future and the reasons why.

Take your time capsule on a journey and share it with a class in a different year group.

Help them to join the debate and create and share their own time capsules!

ACTIVITY



Learn more about the importance of challenging gender stereotypes from [Save the Children and Educate a Child](#)

Learn about the importance of an **intersectional** approach to addressing gender stereotypes [here](#)

Ten ways to challenge stereotypes in the classroom

Let toys be toys is a campaign aimed at gender stereotyping by toy manufacturers, the stores that sell toys and marketing campaigns

The National Education Union has fantastic resources, see **Breaking the Mould**, and Gender Stereotypes Stop You Doing Stuff.

Parliament resources for running debates can be found [here](#).

More debating resources

A Guardian article about the benefits of promoting debate in the classroom

Philosophy for Kids P4C have lots ideas on how to run debates and encourage critical thinking skills

The Welsh Government campaign **This is Me** aims to target harmful stereotypes and empower young people

The unstereotype alliance aims to challenge corporate and media stereotypes

Try out AGENDAs DIY resources: **Smashing Commercial Sexism; Making Rainbow Ribbons 4 Gender Equality; Gender Snap Pairs; Toys R For All of Us.**

DIY

PLAITING FOR FEMINIST PROGRESS

- 1 Select a range of coloured strips of cloth. Scraps of fabric, old clothes or bed sheets would work
- 2 Write down how you would like to see feminist ideas and practices progress in your schools. Spend some time reading each other's messages.
- 3 Then working in pairs or small groups plait your fabric together
- 4 Once you have your plait, join it together with others to create a larger plait. You may want to leave key messages visible for others to read.
- 5 Find a place in your school to display your ribbons that will encourage discussion of the issues you want to change. You could wrap them around a tree, hang them from a fence – or wear them!
- 6 Perhaps leave some blank fabric strips for others to join your #plaitforprogress with their own messages of support

What you'll need:

Fabric strips
Felt tips



Extension activity

- 1 Photograph the message before you plait, and create a photo-story of your #pressforprogress activity.
- 2 Try creating a poem from some of the messages.
- 3 Select 3 messages that you can get started on straight away, next month and next year. Use the **agendaonline** resource to put your plans into action.

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

XXXV **DIY** XXXV

MASKING EMOTIONS

Working alone or in pairs start by researching masks and gathering resources. Look at the uses of masks around the world and locations and occasions where masks are still popular. Invite students to think about the possible benefits of masks and if they can think of any situations where a mask would come in handy!

Give each student a mask or a mask stencil and materials to work with get them to think about symbols or signs that might be relevant to the function of their mask.

Invite participants to work with colour, extra materials if available and shape and design of the mask. They could make one that would be of benefit to them now, or in the past or in the future.

When everybody has finished their masks gather the group together, those who want to share can wear their masks and as a group take it in turns to guess the function of each other's masks.

What you'll need

- Masks or mask templates - like **these**
- Paints, colouring pens
- Craft materials (fabric, Polymer clay, sequins, magazine pages etc)
- Scissors
- Glue

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



DIY

THE CABINET OF CURIOSITY

making feeling matter

- 1 Make sure that everyone, or every group or pair has a box.
- 2 Divide the box in to spaces and explain that each space or room within the box will represent a different feeling or emotion.
- 3 Find objects and images that represent or reflect emotions or situations that might feel emotional.
- 4 Ask young people to think about the different ways that those spaces might be connected and what might connect them.

For inspiration check out **the work of Joseph Cornell** who made art from found objects in boxes



Dean (aged 15)

What you'll need:

Boxes (old packaging boxes or cardboard to make one)
Scissors
Glue
Paint
Images (printed or from magazines)
Found objects such as natural or small manufactured objects
Fabric
Pens



artsworld.org.uk
engages with young people from all backgrounds.

www.artconnect.co.uk
in the midlands aims to increase access to the arts and culture for children aged 0-25

Brooklyn museum Masks and global art exhibition teacher's resource pack

Free resources and further information from Children and the arts

This Birmingham project uses music to engage with young people in alternative provisions

The Challenging Behaviour Foundation

Fantastic examples of the power of art to engage young people in difficult circumstance

More about contextual safeguarding

Mask inspiration from ceramic artist Peggy Bjerk

DIY

CRYSTAL PAINT POWER

creative ways to explore forceful emotions

- 1 Ask the group or groups to imagine forceful emotions that can be hard to express or name (if you find this difficult imagine a situation instead, things like the first time you rode a bike or the moment before your favourite programme starts)
- 2 Choose paint colours and patterns that match those feelings
- 3 Stipple, dab, smear or sprinkle the paints on your paper
- 4 Blow, finger trace, brush or

What you'll need

Paper
Paint brushes
Crystal or powder paint
Water
Newspapers for protecting surrounding surfaces



- 5 smear the paint if ways that feel of connected to make emotions art and explore feelings further, what shapes can those feelings take?
- 6 Make a note for yourself or others of what your painting represented



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

DIY

MOVING TOGETHER AGAINST MISOGYNOIR



Working together as a whole group

- 1 Select a song in an upbeat musical style you love. It should also have lyrics you feel are empowering.
- 2 Play the song a few times over and freestyle to the music and the lyrics: on your own, in pairs, small groups – mix it up! Just do whatever comes naturally. Turn the lights down low to create a vibe if you like. Taking time to chill and listen is ok too.
- 3 Now come together as a whole group and create a routine by piecing together your freestyle ideas.
- 4 Consider what formations, levels and relationships you will create between people in the space in order to reflect the particular feeling of empowerment the music brings.

Working in pairs or small groups

- 1 Choose a music video which you think reinforces misogyny and/or other inequalities and discriminations (e.g homophobia, transphobia, ableism, poverty etc)
- 2 Play the video and write down all the sexist and racist stereotypes referenced by the music video on sticky notes
- 3 Create a movement or frozen scene that combats or re-works the stereotypes referenced in the video
- 4 Share your movement or scene with other groups in your class, see if you can sequence them together into a performance or a digital story
- 5 Print out the lyrics to the song and read them silently to yourself
- 6 Discuss the lyrics you feel most strongly about with your group and note down some of these feelings
- 7 Take it in turns to underline a key word or phrase from the lyrics and cut them out
- 8 Place all the cut up words and phrases from the group together, move them around and play with the order to create different meanings and rhythms
- 9 When you've finished you might end up with a phrase, a poem or a new song.
- 10 See if you can combine your new words and movement to make your own music video challenging misogyny or other stereotypes

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

DIY

30 MINUTE DRAMA

PREPARATIONS

Organise your class or group into small groups (no more than 4 people per group).

- 1 Read the quotes silently.
- 2 Discuss the quotes you feel most strongly about. Each group member highlights one quote each and then chooses a quote to cut out with scissors provided.
- 3 Take it in turns to read out the quotes you have selected.
- 4 Put the quotes on a separate piece of A3 paper allowing spaces in between. Move the quotes around in ways that might help you to make a storyline.
- 5 Think about a storyline that can link the quotes together. Write up your script and ensure everyone can have a turn at reading.
- 6 Develop the reading into a short performance.
- 7 Play around with tempo, tone and volume and think about gesture, expression and movement.
- 8 Act out your script to each other if you want to. Give it a title if you like.

CHILDREN'S QUOTES (AGE 10-11)

At my primary school you just had to go out with someone. It was a virtual rule!

They call the girls who go out with boys, 'tramps' and the girls who don't want to hug and kiss, 'fridge'.

They ask someone to ask the same girl out again and again. They like pass you round.

I'm not really, you know, fussy about girlfriends. I'm not a girl person ... I love horses.

In primary school, me and this girl used to always hang out. We made up a lie that we were cousins, and that lasted for like a year before we told anyone. When it was her birthday, I'd get her Happy Birthday Cousin cards.

Boyfriends are extra time, that I don't want to give

The (dinner staff) go "the more the boys hit you, the more they love you"

For more quotes, go to **Boys and Girls Speak Out:** <http://bit.ly/1X0c8i8>

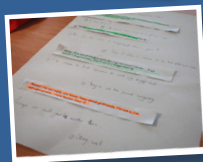
MATERIALS YOU WILL NEED

- Print the Girls and Boys Speak Out CHILDREN'S QUOTES for each person, OR collect your own quotes in an anonymous suggestion box or survey on a topic of your choice.
- Scissors for each person
- A3 paper for each person
- Marker pens
- Highlighter pens



WHAT NEXT?

Why not work with what you've created to make your own play. Or offer the scripts to your school drama department, or local drama group to work with and develop into a piece of **interactive physical or forum theatre**.



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

XXXXXXXXXX **DIY** XXXXXXXXXX

GENDER EQUALITY MAGAZINE



It's easy to create your own youth-led magazine. Here are some simple tips:

- 1** Get ownership of your magazine by creating a name and logo. We used a website to design a free logo – **www.LogoGarden.com**
- 2** Invite people and organisations in to be interviewed by your magazine or conduct workshops on key themes.
- 3** Save money on expensive printing costs by producing your magazine online for free. We used JooMag which allows you to design and edit your mag and creates a web link for people to browse through like a real magazine.
- 4** Create a Facebook page to advertise your magazine.
- 5** Check out **www.teenink.com** for magazine ideas and resources for young writers and **youthjournalism.org**
- 6** For grrl and feminist zine resources see **www.grrrlzines.net/about.htm**

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

DIY
AVATAR

Design an avatar who infiltrates video games where sexism, sexual harassment or other discriminations are present.

- 1 Choose a video game which you think reinforces gender stereotypes, or other inequalities and discuss these.
- 2 Design an avatar or avatar tribe whose mission it is to address these issues.

What would they be called?

Would they have a motto?

Where would they live?

Would they have special powers?

- 3 See if you can bring your avatar/s to life (e.g. through animation, film, dance, drama, e-zine)



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



DO/N'T KNOW FLASHCARD STORY

What you'll need:

A3 card for pages

Smart phone or tablet that can record still or moving images

Marker pens

- 1 Look through AGENDA's **'ideas for change'** and note down all the things that interest you.
- 2 Follow the links or use the search function to find out more about a particular issue (e.g. gender diversity, sexism in the music industry, misogynoir)
- 3 Choose an issue you would like to raise awareness of. Do some more research so that you have enough information to make 10 short sentences that begin with "I didn't know that..."
- 4 Choose a topic you know lots about. Make 10 short sentences about this topic beginning with "I know that ..."

- 5 You are now ready to make your "do know/don't know" flashcard story. Using the coloured markers, write up one 'do know' page and one 'don't know' page. Continue until you have 10 double-pages.

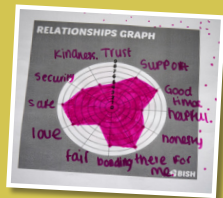
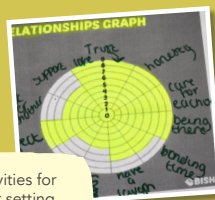
EXAMPLE: "I know that racism and sexism overlap, BUT, I didn't know that some people call this misogynoir"

- 6 Illustrate each page, using photos, drawings, emojis.
- 7 Choose a quiet and private space to film your flashcard story. Try and avoid using any identifiable features (e.g. faces).
- 8 Keep safe, and upload onto a school, youth group or trusted adult's Vimeo or YouTube account.
- 9 Create a hashtag and tweet your flashcard story via your school council, or group's twitter account. Or, ask the Children's Commissioner @childcomwales to tweet your story for you.

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

DIY RELATIONSHIP-WEBS

- 1 Think about what's important to you in a relationship. What do you want, and why?
- 2 Pick a relationship that is special to you. It could be someone you are dating, a friend, a family member or pet. It could be an object (e.g. photograph or cuddly toy) or place (e.g. a den or local hang-out).
- 3 Go to **www.bishuk.com** and print off a relationship graph. Work your way around the segments and write down some of the things that makes a good relationship. Rank them from 0-9.
- 4 Join the dots to create your personalized relationship web.
- 5 Cut out the final shape and use as a template to make your own decorations. This could be from wood, acrylic, card – whatever materials you can find.
- 6 Is there a tree in your school ground or communitycentre that you can hang your decorations on? Perhaps you can make your own hanging structure from wire, or sticks? Why not display them on one of the awareness raising days.



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

GENDER-SNAP PAIRS

- 1 Decide which sex-switching or gender-bending worlds you want to explore (e.g. animal kingdom, cartoon characters; historical figures; celebrities; people in power; books; films; jobs etc.) and how many cards you want to make (e.g. 20).
- 2 Do some research using the web resources on this page or elsewhere in this guide. Select an image to go with the fact you want to share.
- 3 Insert the images and text into powerpoint and save as a jpeg. Print two copies of each (e.g. 40)
- 4 Design your own cover. Print enough so you can laminate each card, back to back with your design.
- 5 Lay them out, cover side up. You're ready to play gender-snap pairs!



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

DIY

COMMERCIAL SEXISM CRUSHING MACHINES!

What you'll need:

Lots of Lego (blocks and figures)

Sticky notes

Coloured felt tips

- 1 Using the sticky notes, write down a gender stereotype used by the commercial world to sell products.



Smasher-Crasher

- 2 Make a machine or create a scenario that combats corporate or commercial sexism using the lego blocks and characters.



The Sexist
Comment Cleaner

- 3 Name your machine or scene. Draw around your construction if you want to.

Work in groups or on your own.

ENJOY & DESTROY!



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

DIY

GLITCH RELATIONSHIP ART

WHAT YOU'LL NEED

Smart phone or tablet with a Glitch App downloaded and ready to use (e.g. Sonograph and El Alef)

A3 paper

Pens

Physics text book, app or website

- 1 Choose an area of the physics curriculum with concepts that grab your attention. If you're not sure, use the list here on 'forces' and 'motion':

PRESSURE - GRAVITY

ATMOSPHERE - FRICTION

ELASTICITY - SPEED

STOPPING & THINKING

DISTANCE - ACCELERATION

DECELERATION - VELOCITY

MASS - DRAG - FORCE



- 2 Select 10 concepts and find out what they mean.
- 3 Speak your concepts into the glitch app.
- 4 Do the concepts and glitch images help you express your feelings about friendships and relationships? Note down some of these feelings onto a large piece of paper.
- 5 Take a look at what you have written. Cut up each word or phrase. Move them around, add to them. You might end up with a string of single words around a theme, one core phrase, or pages of raps and rhymes.
- 6 Speak your poem/s into the glitch app. Play around with pitch, repetition and rhythm. You can slow words down, say things over and over, whisper or shout them out loud. What happens when you touch the screen?
- 7 Glitch apps allow you to record your interactions as still (picture) or moving (video) images. If you like what you see and hear, why not record your final piece by making a digital story of your Glitched Relationships Journey.
- 8 When you're done, will you share it, delete it or Glitch again?

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

DIY MOOD BOARDS

Using pictures, graphics and words, mood boards can help capture and represent feelings and ideas.

Here's how to do it:

- 1 Get a big blank piece of paper, the bigger the better.
- 2 Think of a topic and write it at the top of the sheet.
- 3 Use magazines and/or newspapers or find images online – basically anywhere you can find a mixture of different text and pictures.
- 4 Pick out words and quotes and images that help to express people's emotions. Used in this way images help to express feelings and emotions.



What you'll need:

Paper

Magazines/Newspapers

Scissors

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