

# AGENDA

A YOUNG PEOPLE'S GUIDE  
TO MAKING POSITIVE  
RELATIONSHIPS MATTER



Section 5:  
**YOUNG PEOPLE MAKING  
A DIFFERENCE IN WALES**

Go to p.35 for 11 case studies on how young people have addressed everyday sexism, sexual harassment and more.

**FOREWORDS**

Who supported this guide?

Section 1:  
**WHAT IS AGENDA?**

Find out the story behind AGENDA on p.5

Section 6:  
**PUTTING YOUR AGENDA INTO ACTION**

Put your ideas to work and start planning on p.67

**HOW TO USE AGENDA**

Discover how to navigate this booklet and find out more on p.10

Section 2:  
**GETTING STARTED**

Find activities to help you express what matters to you on p.11

Section 3:  
**KEEPING SAFE**

Go to p.15 for support, advice and people who can help

Section 4:  
**IDEAS FOR CHANGE**

The different ways you can raise awareness start on p.20

Section 7:  
**REMEMBER REMEMBER**

You'll find useful dates for your calendar on p.72

**THANK YOU**

See who helped make AGENDA happen on p.73

**VOICES  
OVER  
SILENCE**



The United Nations Convention on the Rights of the Child (UNCRC) gives every person under 18 years old the right to feel safe, to have their identity respected and to be part of a society that helps them be the best they can be. As our communities become more and more connected to one another, children and young people are growing up in an increasingly complicated and diverse world. Whilst this is to be embraced, it brings new perspectives that challenge the traditional relationships we have with ourselves, with each other and with the rest of world. Sometimes, this can be uncomfortable and we must find new ways to positively learn about one another and to make the most of every individual's talents, interests and abilities.



As the Children's Commissioner for Wales, I stand up and speak out for children's rights. Since taking over this role, I have seen children and young people all over the country finding new ways to express themselves and really drive forward a culture of acceptance, respect and support. A culture that accepts fluidity in the many different ways we see ourselves, respects who we grow to love and supports equality in all its forms. This is why I am so pleased to have been able to support children and young people in Wales to create 'AGENDA: A Young People's Guide to Making Positive Relationships Matter'. It celebrates diversity and I hope that the stories inside help and inspire you to create positive change in ways that matter to you.

**Sally Holland,**  
**Children's Commissioner**  
**For Wales**



In 2015 Wales enacted the Violence against Women, Domestic Abuse and Sexual Violence Act and, thanks to the efforts of young people, that Act means that schools and colleges and other education settings have to work to help protect and support you in your relationships with others. We know that healthy relationships matter and because of that, last year we published a "Whole Education Approach Good Practice Guide" for schools and colleges to help make sure that they are places where positive attitudes towards gender equality and healthy, respectful relationships can be fostered.



I am really pleased that we have supported this guide for children and young people as well and I hope that it will encourage you to take action and do something creative to make positive changes that will benefit you. I am sure that this will be a major step towards our goal of ultimately eradicating violence against women, domestic abuse and sexual violence.

**Carl Sargeant**  
**Cabinet Secretary**  
**For Communities**  
**And Children**



Llywodraeth Cymru  
Welsh Government



1

# WHAT IS AGENDA?

**AGENDA has been developed with young people for young people.**

**AGENDA supports your right to speak out about and change things that matter to you.**

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

**AGENDA connects you to the creative ways young people in Wales and beyond are challenging gender-based and sexual violence.**



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





# AGENDA IS FOR YOU!

AGENDA comes from the Latin - "to get things done". It is Wales' first national guidance for young people on how they can safely and creatively make positive relationships matter. Its aim is to help you exercise **your rights**, be inspired by the **stories of others** and support you in **getting started** to share and change **what matters to you**.

Created with a diverse group of **12 young people**, AGENDA has been designed so that you can explore different things at your own pace. Rather than bombarding you with facts, definitions and statistics, AGENDA hopes to connect you to the different ways in which other **young people in Wales and around the world** are raising awareness of how **gender-based and sexual violence** impact upon their lives and the lives of others.

Dip in and out of the stories that spark your interest. Click and follow the hyperlinks to organisations and websites when you want to find out more.

How you can make a difference can take many forms.

What you choose to do and how you do it is up to you.

Use your imagination. Anything is possible.

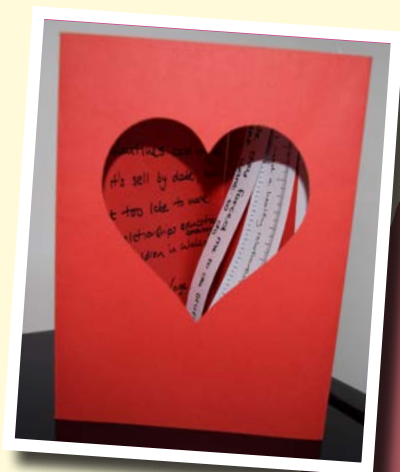
The smallest gesture can  
make the biggest change.



Research that listened to the everyday lives of **girls and boys growing up in Wales** showed that children and young people often felt anxious and angry about having to fit into gender stereotypes or put up with sexual harassment. While some

young people managed to cope with and sometimes challenge sexist comments or sexual harassment, most didn't know what to do about it. Others struggled to get the support they needed when they did want to change things. Something had to be done.





## HOW AGENDA BEGAN

In February 2015, over 40 young people took part in a youth-led protest to urge the Welsh Government to prioritise the importance of education in the new Violence against Women Bill. They **hand delivered Valentine's Cards** to every politician in the National Assembly for Wales. Each card included hand-written messages from young people on why they felt it was vital to have a real relationships education that addressed their needs and experiences.

### IT'S NOT TOO LATE

roses are red,  
violets are blue  
it's not too late  
for me and you

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

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

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

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

Their campaign was successful. In July 2015, when the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act was passed, the Welsh Government worked with Welsh Women's Aid to publish a **"Good Practice Guide"** for educational practitioners on how to promote gender well-being and gender equalities for respectful relationships.

A key part of this national guide encourages young people to actively start up or get involved in **local and global campaigns to stop gender-based and sexual violence** in their schools and community. This would only happen if young people had their own change-making tool kit to help them and others get started. As part of the campaign, a cheeky tweet to the Minister who passed the law asked for this. It sparked some interest and a few months later Cardiff University, NSPCC Cymru/Wales, Welsh Women's Aid and the Children's Commissioner for Wales, joined forces and *AGENDA: A Young People's Guide on Making Positive Relationships Matter* was born.





“Getting involved in local, national and international campaigns and awareness days can create opportunities for children and young people, staff and parents/care-givers to reinforce the learning and work together to end violence against women, domestic abuse and sexual violence”

**Good Practice Guide:** A Whole Education Approach to Violence Against Women, Domestic Abuse and Sexual Violence in Wales.

Wales is one of the few countries in the world to have a Violence Against Girls and Women Act that includes people of all ages, not just those aged over 16.

Children have the right to meet together and to join groups and organisations.

**Article 15, UNCRC**

When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

**Article 12, UNCRC**

Children have the right to get and share information.

**Article 13, UNCRC**

# HOW TO USE AGENDA

## Use these buttons to navigate through AGENDA

This button will take you to the previous page

This one will take you back to the contents page

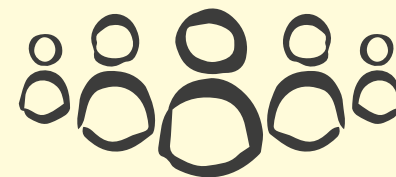
And this one will take you to the next page

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

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

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

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



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

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



Wherever you see this sign, you'll find a do-it-yourself activity

XXXXXXXX **DIY** XXXXXXXX

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



2

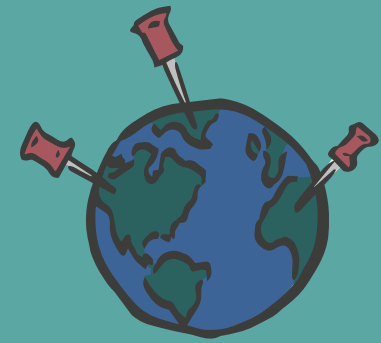
# GETTING STARTED

This section gives you three starter activities to think about **WHAT MATTERS TO YOU?**

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

If you do need some help, try out the activities opposite - click the pictures to jump right to them.

Or if you want to find out about how other young people have made a difference in these areas before you get started, take a look at the blogs written by young activists for the **16 Days of Activism to End Gender Based Violence** or go to **Section 4**.



**CHANGE-MAKERS  
AROUND THE WORLD**



**WHAT JARS YOU?**



**STOP-START**

11

# CHANGE-MAKERS AROUND THE WORLD

The young people who co-produced this booklet each wrote down their own inspirational change-makers.

Who or what would your inspirational change-maker be?

- 1 Choose someone or something addressing gender inequalities or gender-based and sexual violence. 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 and campaigns in **Section 4**.
- 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.

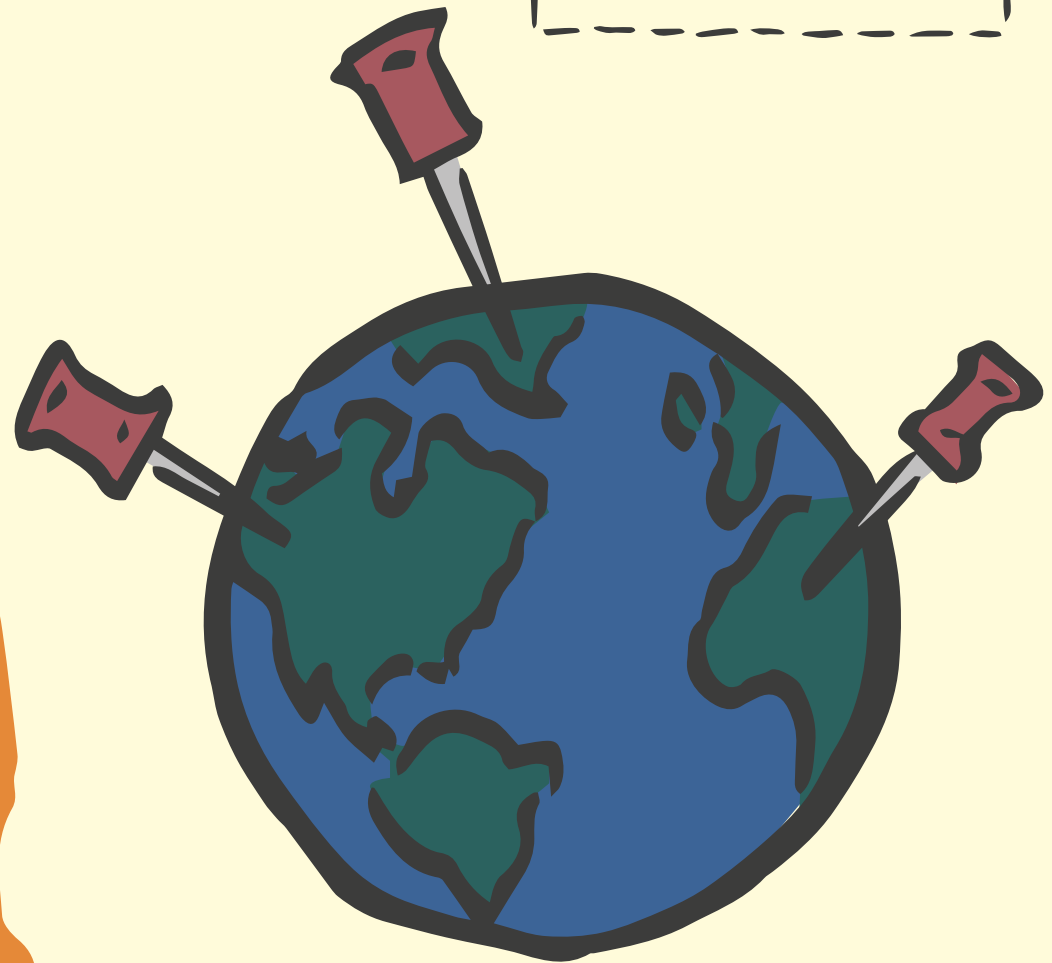
DIY

What you'll need:

Map of the world

Pen and Paper

Drawing pins





# DIY

## WHAT JARS YOU?



### What you'll need:

Large glass jar  
Slips of blank paper  
Coloured Marker Pens  
that can write on glass

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



Before you begin, read the section on **Keeping Safe**.



### 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.



# STOP-START

## DIY

### 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, advertisement or tweet 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 row and a START row.

### 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 **Section 4: Ideas for Change** and **Section 5: Young People Making a Difference in Wales**.

Before you begin, read the section on **Keeping Safe**.

Adapted from [girlsforgenderequity.tumblr.com/post/14065225237/sparkit](https://girlsforgenderequity.tumblr.com/post/14065225237/sparkit)

## 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 cat-calling me. START **respecting me and my body**.





3

# KEEPING SAFE

Creating change and raising awareness on sensitive issues can be tough. It might also bring up things that you hadn't expected, and you may want to talk to someone about how you are feeling.



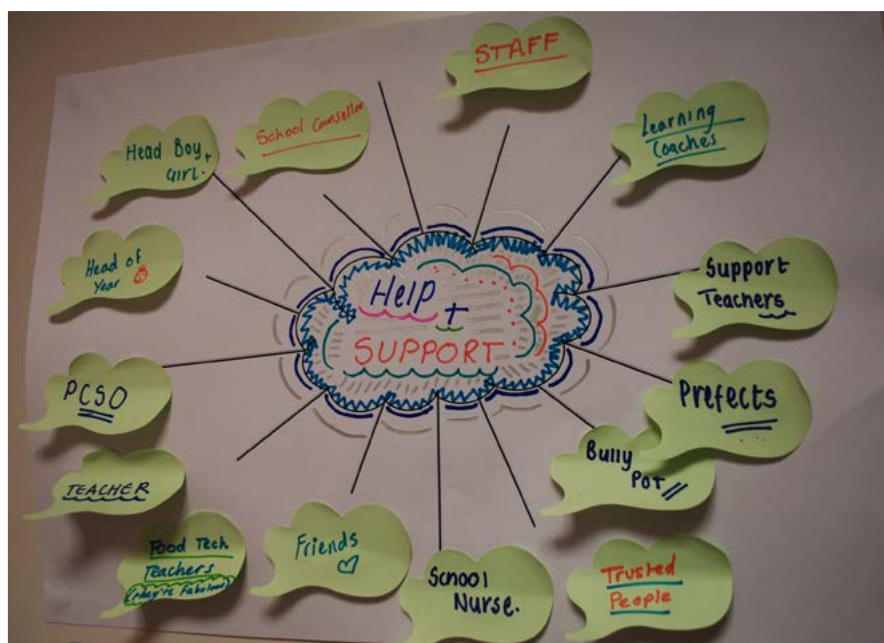
## SUPPORT CLOUD

Before you begin any awareness raising activities, it's useful to have a think about all the people you know you can turn to and rely on to be there for you if you need some extra support.

A simple way to get started is to make a support cloud which names all the people who you feel you could go to if you are worried about yourself or another person.

This could be a teacher, youth worker, support worker or social worker. If you don't know who this is, find out. These are the first people to go to if you think that someone is in immediate harm or danger. They will know what to do.

This is a support cloud created by young people before they began their projects that feature in this guidance.



## GOING PUBLIC WITH THE PERSONAL AND POLITICAL

You might have noticed that there are no faces or full names of young people in this guidance. We've taken a lot of care to protect the identities of individuals. This is because AGENDA is a booklet that addresses sensitive issues and is publicly available.

Wanting to change things often starts from personal experience, and the desire to share those experiences to a wider audience. There are lots of different ways of communicating experience, especially for those who might not feel confident or safe enough to do so. There are also some good reasons why you might keep your identity private.

Some of the projects in this guidance used creative methods to help them raise awareness of sensitive topics without revealing too much of themselves. Other projects found that their messages were a lot more powerful when they used unusual or creative methods (e.g. **the ruler-skirt**).

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

### Why keep your identity private?

Keeping your identity private can help to:

- 1 communicate personal experiences without revealing too much of yourself;
- 2 give you more control over when, where and how you want disclose your identity;
- 3 protect you from direct contact from online trolls or unwanted media attention more interested in sabotaging rather than supporting your ideas.



## KNOW YOUR RIGHTS

“Children’s rights are all the things that children and young people need to make sure that they are safe, have the things they need to survive and develop, and have a say in decisions that affect their lives”

### Children’s Commissioner for Wales

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

See all of your rights **here!**

If you want to find out **more about your rights**, how to access your rights, or if you feel your rights are not being met, the **Children’s Commissioner for Wales** can help you. She can:

- Support you to find out about your rights;
- Listen to you to find out what is important to you;
- Help you (and those who care for you) if you feel you’ve got nowhere else to go with your problems;
- Speak up for you about things that matter to you;
  - Work with government and other organisations who say they’re going to make a difference in children and young people’s lives to make sure they keep their promises.



## POLICY and LAWS

- In Wales there are special policies and guidance designed to address **sexist, sexual and transphobic bullying**, and prevent **violence against women and girls, sexual violence and domestic abuse** in educational settings.
- There are government policies and acts which have to sort out any **discrimination that causes inequalities** (including gender inequalities), **safeguard children** and young people’s health and **well-being**, and promote **children’s rights**.
- If you want to know more about sex, relationships and young people’s legal rights, go to **www.thinkuknow.co.uk**. Here you will find simple answers to questions like: What age can young people have sex? What is consent? What is rape? What is sexual assault? What is an indecent image? and more.
- If you want to get in touch with any of the politicians who represent you at a local, Wales, UK or EU level you can find their details **here**.



### Our Rights – Wales

Download this **bilingual app**, which was developed with and for the Welsh Government to help people living in Wales find out more about children and young people’s rights.



## SUPPORT AND ADVICE

If you or someone you know needs support on any of the issues raised in this booklet, here are some useful contacts:

### MEIC: Someone on your side – 0808 80 23456

SMS Text: 84001

IM/Online chat: [www.meiccymru.org](http://www.meiccymru.org)

Meic is the helpline service for children and young people up to the age of 25 in Wales.

### The Children's Commissioner for Wales – 0808 801 1000



The Children's Commissioner promotes and safeguards the rights and welfare of all children in Wales, and can give advice and support to children and young people or those who care for them. If you need to get in touch with the Children's Commissioner you can phone her office free on 0808 801 1000 or text 80800 and start your message with COM.

[www.childcomwales.org.uk](http://www.childcomwales.org.uk)

### Live Fear Free – 0808 8010 800

Welsh Government website and helpline, providing information and advice for those suffering with domestic abuse, sexual violence and other forms of violence against women.

[www.gov.wales/livefearfree](http://www.gov.wales/livefearfree)

Download the Young People's flyer on domestic abuse from **Live Fear Free website**.



# childline

AR-LEIN, AR Y FFÔN, UNRHYW BRYD  
ONLINE, ON THE PHONE, ANYTIME

[childline.org.uk](http://childline.org.uk) | 0800 1111

Call,  
chat online  
or email us

## GET SUPPORT

Exam stress or eating problems, sexting or self-harm, relationships or racism. We've got info to help you with all sorts of worries.

You can contact Childline about anything. Whatever your worry, it's better out than in. We're here to support you and help you find ways to cope.

There are lots of different ways to get in touch with us. And you can also get help from other young people through our site...

## ABOUT CHILDLINE

**Childline is yours – a free, private and confidential service where you can be you.**

Whatever your worry, whenever you need help, however you want to get in touch. We're here for you online, on the phone, anytime.

## THE MEDIA: SOMEONE TO COMPLAIN TO

If you come across something on TV, or on the Internet that you find offensive or discriminatory you have the right to complain.

In the Children's Commissioner for Wales' guide on **Challenging the Negative Media Reporting of the LGBT+ Community**, there is some really useful information on exactly who to contact, and how you can take action.

- TV and Radio
- Newspapers and Websites
- Adverts
- Twitter
- Facebook
- YouTube

### CHECKLIST

You can use this checklist at any time during your activities, whether you are working on your own, or if you are in a group:



## MORE ON KEEPING SAFE

For more information on violence against women and girls, domestic abuse and sexual violence, including:

- teenage relationship abuse;
- forced marriage;
- female genital mutilation (FGM);
- children and domestic violence;
- crimes in the name of so-called honour;
- sexual exploitation;
- sexual harassment and bullying, see:

AVA's (Against Violence and Abuse)  
**Prevention Platform**

S.T.A.R (Safety, Trust & Respect) and Welsh Women's Aid's **Children Matter Project**.  
Call 02920 541551 or email them **here**.



  
**Cymorth i Ferched Cymru**  
**Welsh Women's Aid**  
Rhoi Merched a Phlant yn Gyntaf  
Putting Women & Children First



# IDEAS FOR CHANGE

Increasing numbers of young people are finding different ways to share and take action on what matters to them. Raising awareness can take many forms, from hashtag campaigns on Twitter to dance flash-mobs in the street.

This section will give you lots of ideas from projects that have made a difference in Wales and beyond.

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







Youth Groups



Social Media



Drama



Posters



Visual Art



Poetry



Online  
Petitions



Zines and  
Comics



Music and  
Sound



Fan  
Activism



Research



Direct Action



Volunteering



Conferences



Movement  
and Dance



School  
Assemblies



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.

What you choose to do to create the change you want to make happen, is up to you.



# 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**.

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



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**.

Find out more about the legacy of feminist art and activism through the Museum of Contemporary Art, California exhibition **WACK**.



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 Cymru, Engage Cymru, National Youth Arts Wales, 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.



**These 8 steps from ArtsAwardVoice**

will help you create your own screen print poster.

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



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.



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 Price Tag** campaign **#endhumantrafficking** is a campaign by **BAWSO**. BAWSO are also running a **#blog2block** human trafficking campaign.

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



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

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

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

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



# # SOCIAL MEDIA

## TUMBLR

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

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

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

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



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

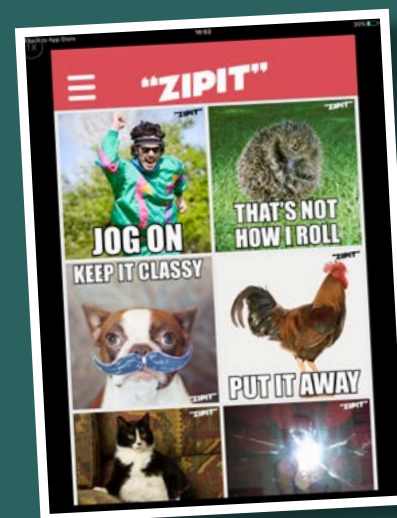
**heads above the waves (@HATW\_uk)** is a non-profit organization that raises awareness of **depression** and **self-harm** in young people. Their website includes young people's **blogs**, over 15 different **support sites and helplines**, and creative ways of coping with **self-harm and depression**.



## MEMES

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

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



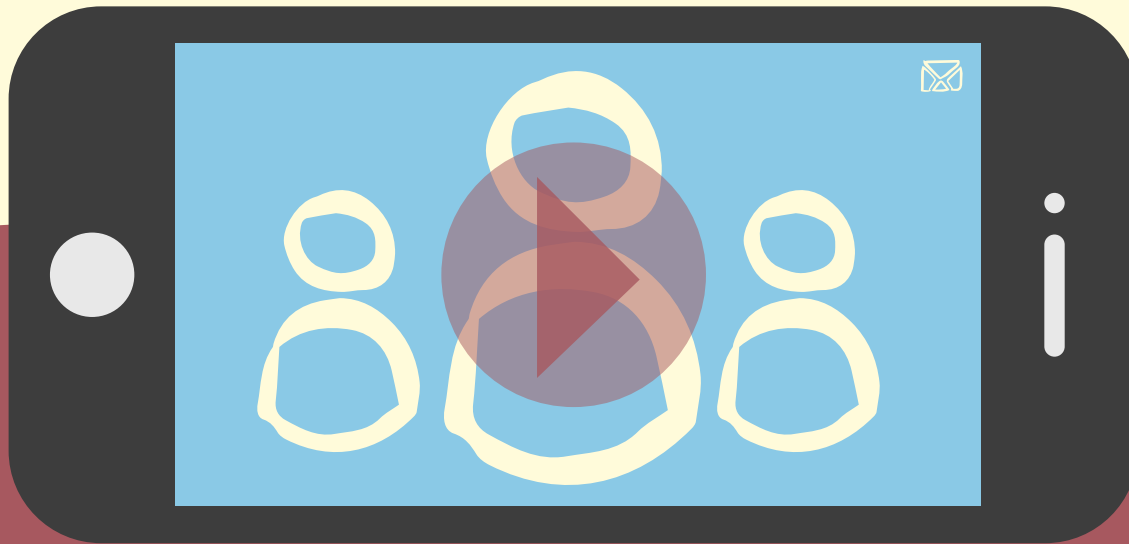
Check out the 'killer comebacks' **Ziplt** memes created by Childline to combat unwanted sexually explicit messages or requests.

What would you make?

# SOCIAL MEDIA

## VLOGGING

Vlogging is when people share their ideas through video.



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



What is  
**Slut  
Shaming?**

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

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



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 writing and singing, two teens from Cwmbran wrote the song **Just Be You** to celebrate **International Women's Day** and raise awareness of body confidence and mental health. Part of the proceeds will go to the **Go Girls** project (see **@gogirlswales**), an initiative set up by Charter Housing and Bron Afon which aims to empower and build the skills of young women and support them to tackle subjects that matter to them.



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

**Five teen girls are fighting against sexual assault at music gigs** – **@girlsagainst**. Check out one of their poems, **Glitter/Armour**.

**Find out more how music plays a role to speak out about injustice.**

**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.

View one young women's poetry slam **Pretty** on societal beauty standards and this powerful poem on **forced marriage**.

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**, and **SLAMBassadors UK**, the longest running national youth slam in Europe.

For short stories and poems written by young people (age 14-17) addressing LGBT+ equalities see **Young Stonewall's young writer's competition**.

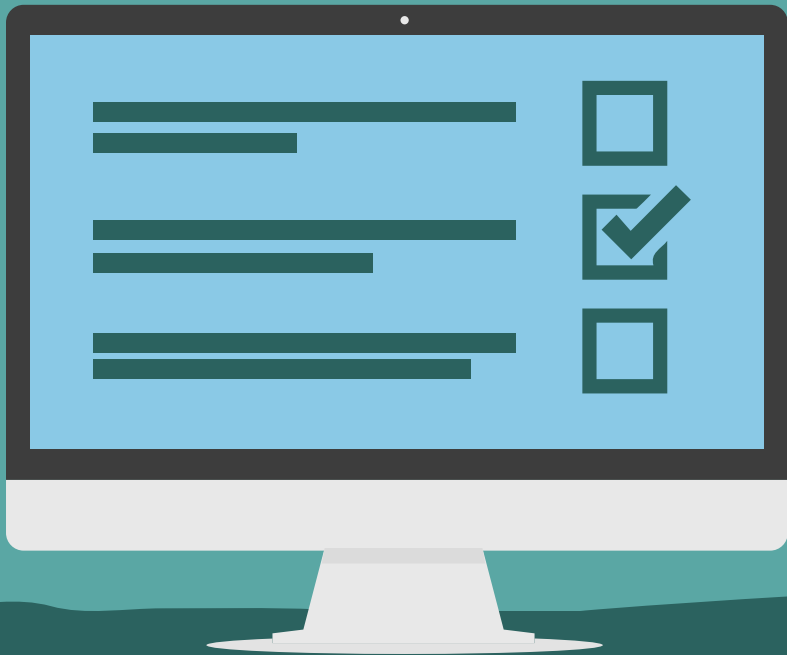
When pink was for boys and blue was for girls – find out about the **history of pink and blue**.

**How to write slam poetry.**

# ONLINE PETITIONS



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



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

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



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

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



## DRAMA

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

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

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 in Wales go to [www.arts.wales/drama](http://www.arts.wales/drama)

For more information on **sex, relationships and disability**, see [www.scope.org.uk](http://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.

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 can be described as giving your time and energy freely and by choice without concern for financial gain. It can describe hundreds of different activities that people choose to do to benefit or support others in the community"

[www.volunteering-wales.net](http://www.volunteering-wales.net)

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 **Wales Council For Voluntary Action**

# FEMINIST CLUBS



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

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

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

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

**One boy's story** of why fighting for gender equality is everybody's business.

**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** and the **Gender Equalities and Leadership in Schools (GELS) Network**.

# 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.

Merched Mentrus, a young teen girl-power group, made a short film with young people in their school to address sexual harassment and sexual double standards, based upon and parodying the BBC3 series Snog, Marry, Avoid. Read more about the film and other young people's performances on domestic abuse, respectful relationships and anti-homophobia at Wales' first conference to address **Children, Sexuality and Sexualisation: a matter of rights, equalities and voice.**

## WOW Women of the World

sometimes host their event in Wales, which includes workshops, art installations, inspiring talks, and speed mentoring on everything gender related.

## Pride Cymru hold a youth conference every year.

The charity **Full Circle Education** often host events that address gender equalities for young people, and often workshops for and by young people.

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.

@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?

# 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](#).



To find out more about joining a local youth group, and what different youth groups are getting up to in your area, see **YouthCymru**, a charity that works with youth groups, youth workers and young people throughout Wales, and the **Council for Wales of Voluntary Youth Services**.



# 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:

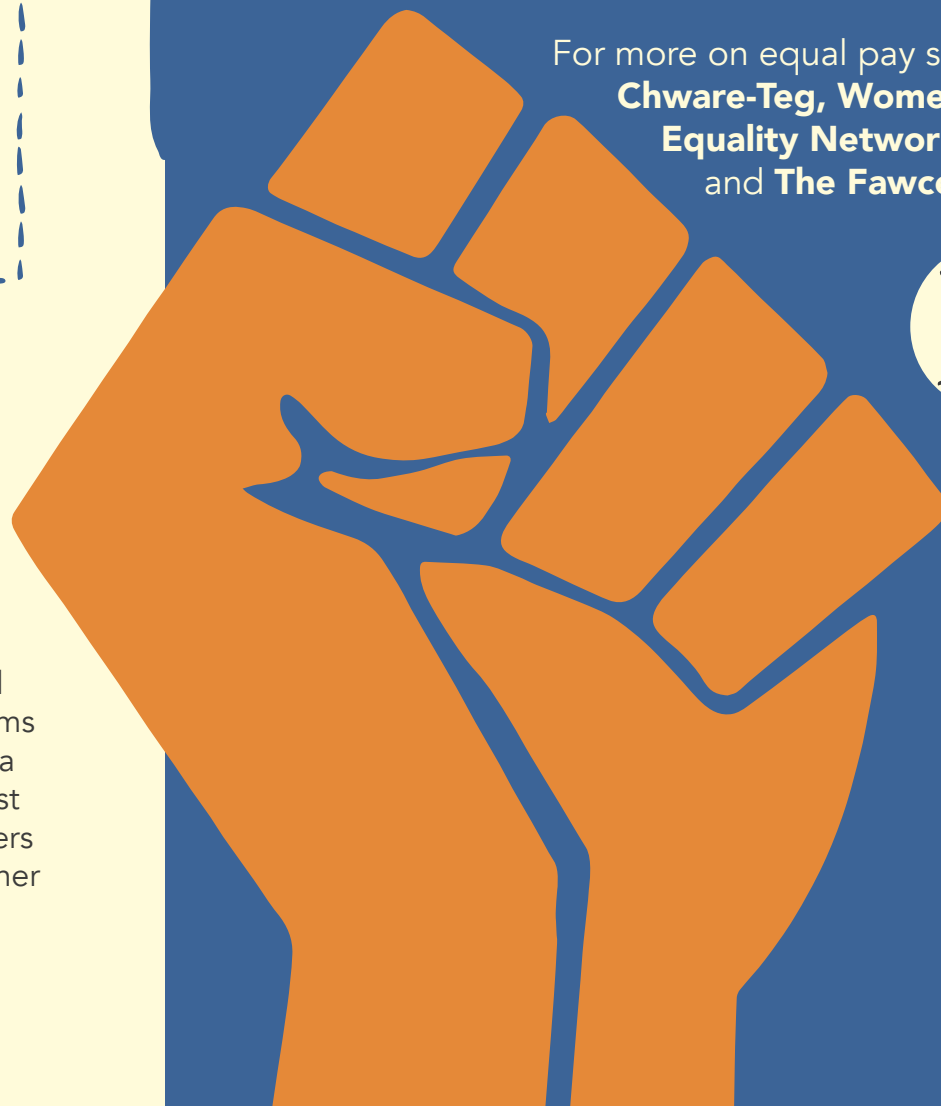
**Feminist Frequency** and **The Representation Project**.

**Find out how to challenge the negative media reporting of LGBT+ 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 **Chware-Teg, Women's Equality Network Wales** and **The Fawcett Society**.



# RESEARCH

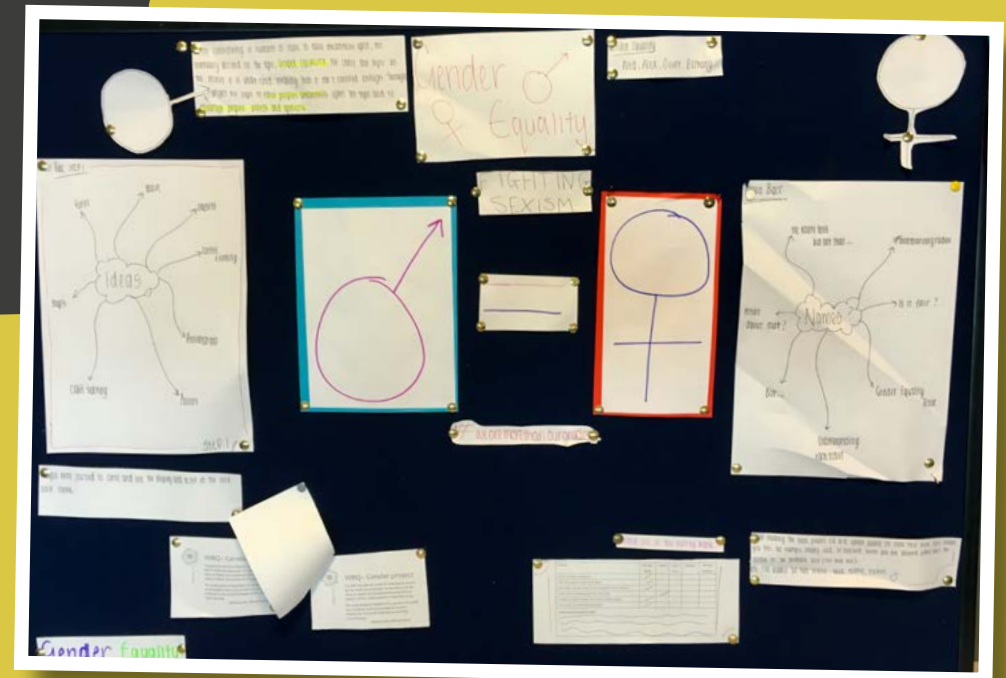


Social science researchers investigate how people relate to one another and try to use their findings to make the world a fairer place. There are many different ways to research the social world, from interviews and surveys to observations and creative methods, like drawings or digital story telling.

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**.

For more resources on how young people are doing their own research to create social change see the **Freechild.org** project



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 **Girl Guides** have developed a resource for carrying out a community research project, including how to take action with your research findings.



5

# YOUNG PEOPLE MAKING A DIFFERENCE IN WALES

Young people across Wales are raising awareness on lots of different issues to make positive relationships matter in their schools and communities.

From sexual harassment in online gaming, to everyday sexism and LGBT+ inclusive schools, this section is full of case studies which show just how creative you can be in communicating what matters to you.

**DIY**

Many of the case studies include examples of how you can use or adapt their activities or methods of raising awareness.



There are also further web resources to follow when things spark your interest.







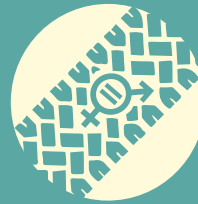
### Friends?

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



### More Than Our Grades

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



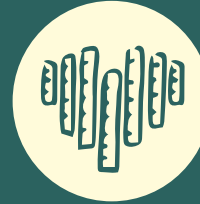
### Reclaiming Relationships

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



### Under Pressure?

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

VOICES  
OVER  
SILENCE

### Voices Over Silence

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

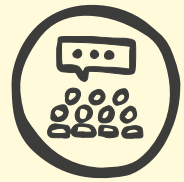


### Words Won't Pin Me Down

Making a film about street harassment in our local park

# FRIENDS?

USING DRAMA TO TAKE PRIDE IN CREATING  
AN INCLUSIVE RELATIONSHIPS EDUCATION



Members of DIGON meet every Thursday lunchtime. Sometimes it's just to talk and be together in a safe space but we also organize lots of different activities, from peer-led workshops on homophobia, heterosexism and gender norms to organizing LGBT+ Rainbow weeks. Our group is really passionate about the power of drama, especially physical and interactive theatre, to communicate difficult to talk about topics and experiences.



DIGON is a youth-led school-based anti-homophobic and anti-transphobic bullying group. LISTEN to us **here**.

## WHAT DIGON MEANS TO US

"Creating an inclusive community is at the heart of feeling safe. I feel that the school is a safer environment because of DIGON's work"

**"DIGON has become a safe and comfortable space to experiment with and develop our ideas"**

"DIGON has helped us learn how to manage lots of different projects that spread such a brilliant message"

**"DIGON has made me realize that my coming out is an irrelevance. My sexuality doesn't dictate my life, nor does my life dictate my sexuality"**

"I have loved talking with primary school pupils, especially because of how open they all are to our ideas and about what we want to achieve in our school with the work that we do in our group"

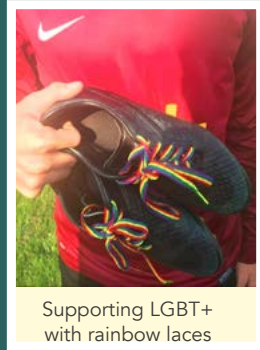


# DIGON'S ACTIVITIES

Created a script, "Just good friends", based upon children's quotes from the research, "Boys and Girls Speak Out".

Taken up invitations to present at government and practitioner conferences on healthy relationships, gender-based and homophobic bullying, and other LGBT+ events.

Organised Rainbow Weeks during **LGBT history month**.



Supporting LGBT+ with rainbow laces



Rainbow Week with Alex Drummond

Delivered workshops for teachers and students, in primary and secondary schools on friendship; inclusive school cultures; gender norms and homophobic language.

Made a guide on how to address media stereotypes of LGBT+ identities.

Created physical and interactive theatre on anti-homophobic bullying.

Translated Olly Pike's book, "**Prince Henry**" into Welsh – this is a fairy tale romance which delivers positive messages of both love and equality.



## FRIENDS?

a drama about the gendered pressures of young relationships

We had the opportunity to read children's stories about the pressures of gender norms and how they shape and control boy-girl friendships and young boyfriend girlfriend relationships in the research '**Boys and Girls Speak Out**'.

We wanted to communicate these findings to a wider audience, so we created the play, "Friends?". One of us wrote the script and our drama teacher helped us bring the script to life in a stage performance. Every line in the play is a direct quote from one of the children in the research. This makes it really powerful when we tell the audience that the play was based on real children's lives (aged 10, 11 and 12).

The play covers and complicates the issue of gender and sexual bullying. Our main storyline is to challenge societal assumptions that everyone is or will be straight (i.e. heterosexual).

We show how many children are teased or pushed together to couple up as boyfriend and girlfriend just because they hang out or share the same interests. We have performed the play in primary schools, secondary schools and at conferences and events for teachers and policy makers.

"We created a piece of physical theatre to challenge sexist and homophobic banter. Chairs were used functionally (to sit on) and symbolically (as a form of defence and attack)."



The Children's Commissioner's supports **Wales' first Lesbian, Gay, Bisexual and Trans\* youth conference**.

**How to take action** against the negative media stereotyping of LGBT+ communities

**Young Stonewall** supports all young gay, lesbian, bi and trans people, and those who are questioning. They host youth pride events and young writer's competitions. They also run young leaders and volunteering programmes.

**12 books for young people** that challenge homophobia and support sexuality diversity.

Every year, Cardiff hosts the International LGBT Short Film Festival, the Iris Prize Festival. This includes, the **Iris Education Day**. This is a day, free to schools, and dedicated to young people (age 14-18). It includes film-making, writing, directing and a chance to see some films and meet filmmakers and industry professionals.



# DIY 30 MINUTE DRAMA

## PREPARATIONS

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

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



## CHILDREN'S QUOTES (AGE 10-11)

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

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

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

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

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

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

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

For more quotes, go to **Boys and Girls Speak Out**.

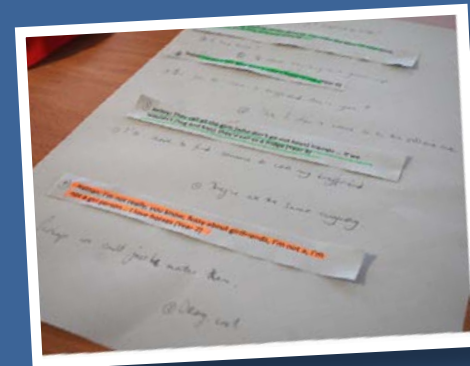
## MATERIALS YOU WILL NEED

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



## WHAT NEXT?

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



# GIRL-ZINE CHATTER

## STARTING A MAGAZINE TO COMMUNICATE THE ISSUES THAT MATTER MOST TO YOUNG WOMEN

We are a group of young women (age 11-16) who got the opportunity to create our own magazine to talk about the issues affecting us in our community. We meet each week after school and we get to research, write, edit and design our very own magazine, 'Eastern Chatter', which is produced online and in print.

Working on our girl-zine, 'Eastern Chatter' helps us to feel we can play an active role in our community, and have a voice to share the things that we and other young women are experiencing, from negative body image and peer pressure to gender equality and leadership.

We have invited a range of women to be interviewed and featured in our magazine, including a journalist and fashion photographer, and participants take part in workshops on themes to include in the magazine, including bullying, body image and relationships.



## WHAT DO THE CHATTER ZINE GIRLS THINK ABOUT GENDER EQUALITY?

"We should fight for people to make better decisions. There's no difference between men and women. But girls don't think they can be leaders and in charge— most girls just want to do make-up and hair, but it's a stereotype"

"I feel excited to come to the project. I feel I've become more confident, better at English and using computers, and I've made friends"

"We feel that gender equality is very important, but it is a subject that isn't talked about very often"



# 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**



For more information  
about gender equality  
in Wales, visit:

- Chwarae Teg  
**www.CTeg.org.uk**
- Women's Equality Network Wales  
**www.WENWales.org.uk**
- Full Circle Education  
**www.FullCircleEducation.org**
- Fawcett Society  
**www.FawcettSociety.org.uk**
- Find out about **Plan International's**  
**#becauseiamagirl** and **#learnwithoutfear**  
campaigns. Read their reports:  
– **The Unfinished Business of Girls' Rights**  
– **Girls' Rights in the UK**
- Follow **#whatireallyreallywant** and  
take part in action to End Extreme  
Poverty, Fight Inequality and Injustice  
and End Climate Change.
- In 2015 world leaders promised to  
put girls and women first when they  
signed up to the Sustainable  
Development Goals to end poverty,  
fix climate change and tackle inequalities.  
Follow their campaign:  
**www.globalgoals.org**





# grand theft equality



## A GENDER EQUALITY RESEARCH PROJECT INTO SEXISM AND SEXUAL HARASSMENT IN ONLINE GAMING.

NAME	BOB
Gender	Male
Level	113
Description	L.A. Police Department outfit without a hat; aviator glasses; blond hair
Car Type	Blue Lamborghini



NAME	JENNIFER
Gender	Female
Level	2
Description	Red tank top; grey skirt; brown hair
Car Type	White and blue Chevrolet

I am a year 11 student. Our Head of Personal and Social Education challenged us to carry out a piece of research on an issue of our choice that we thought was important to young people in contemporary society. We would then write up our project as an individual project for the Welsh Baccalaureate Qualification.

In order to learn about how to properly carry out research, our teacher modelled it, using the subject of Gender-Equality and Gender-Based Violence. During one of our lessons, we learnt about GamerGate (see next page). I thought that this was really interesting and, as a regular gamer, and a boy, I wanted to better understand how female gamers are treated.

It wasn't complicated to do; I created two characters on Grand Theft Auto (GTA) 5 and then played for an hour as each avatar. I decided to find out how players who present as women are treated, in comparison to players who present as men. The other players would not have had any clue that I was a boy presenting as a different gender.

I created two different avatars: for the first hour of my research I was Bob, and I recorded how many invitations, messages and friend requests I received. I then played again as Jennifer.

As Bob, I didn't receive anything. I got no attention! Within the first five minutes as Jennifer, I was sent a text saying 'Hi'. I was then followed by a white Jaguar [car], honking its horn and following me down alleyways. A lot of the other game characters at the time were men, although you can't tell what gender the player really is, and Jennifer definitely attracted more attention. I really got to experience how vulnerable women can be, even when playing for just one hour!

I had to carry out secondary research, as well as this practical primary research that I found out for myself. There is a lot of research that has been carried out by people at universities, as well as newspaper and online magazine articles about gaming and gender. It is also interesting to read people's comments on gaming forums.

# DIY AVATAR

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

- 1 Choose a video game which you think reinforces gender stereotypes, or other inequalities and discriminations (e.g. racism, homophobia, ableism, poverty etc.)
- 2 Design an avatar or avatar tribe whose mission it is to address these issues.  
**What would they be called?**  
**Would they have a motto?**  
**Where would they live?**  
**Would they have special powers?**
- 3 See if you can bring your avatar/s to life (e.g. through animation, film, dance, drama, e-zine)

#Gamergate was the hashtag used to refer to the controversy around an anonymous harassment twitter campaign that targeted several women in the video game industry.

Anita Sarkeesian, director of **Feminist Frequency**, was attacked online for launching a **YouTube series on sexism and the sexual objectification of women in video games**.



**Project Ada** is a website that covers all sorts of interesting news features, facts and interviews about girls, women and gender equality in technology. Why Ada? because nineteenth-century mathematician Ada Lovelace, was one of the world's first computer programmers. **@ProjectAda\_**

**Feminist Frequency** is a not-for-profit educational organization that analyses modern media's relationship to societal issues such as gender, race, and sexuality. Their site includes videos to encourage viewers to critically engage with mass media.

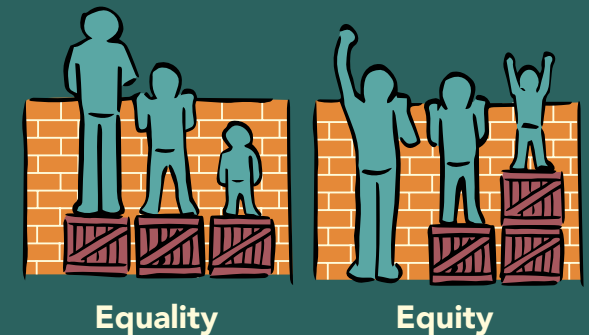
**www.shescoding.org** is a project with **resources and links** to organisations for anyone who wants to learn to code or help bridge the gender gap in the field of computer science.

## STAYING SAFE WHEN YOU'RE PLAYING GAMES ONLINE

Childline has lots of tips on **how to keep your online gaming safe and fun**:

- Games are meant to be fun
- Block players who harass you
- Not everyone will be friendly
- Keep your personal information safe
- What to do if you're feeling threatened

What's the difference between equity and equality?



# #MORE THAN OUR GRADES

## MAKING A FLASHCARD STORY TO PUT GENDER EQUALITIES AT THE HEART OF OUR SCHOOLS

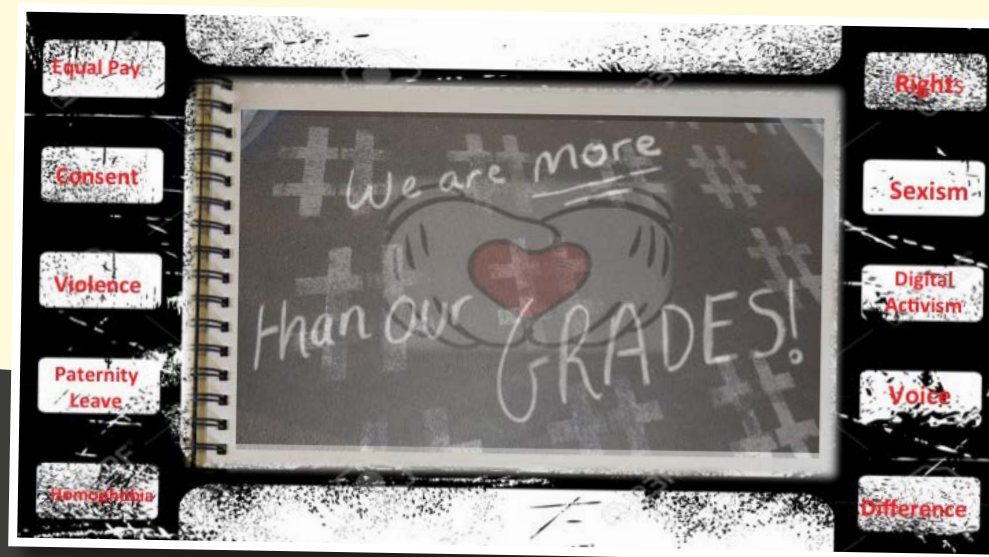


We are a mixed-gender friendship group in Year 10, and last term, we had a lesson on domestic violence delivered by our local Women's Aid charity. It was here that we realised how little we knew about this issue and so many other related issues.

We knew loads about every other curriculum subject, but next to nothing about healthy relationships, or on gender well-being and gender equalities. We didn't realize that challenging gender inequalities can help **address violence against girls and women**. We started to join up the dots and think about gender injustice and how unfair the world can be for boys, girls, men and women.

Inspired by YouTube flashcard stories where people hold up signs with hand written messages on for people to read, we decided to create our own story board, and spread the word that we are #morethanourgrades.

Making anonymous Flashcard stories can be a simple, safe and effective way of raising awareness about sensitive issues.



"#morethanourgrades became our community challenge Welsh Bacc project. We delivered leaflets and talked to community members about gender equality and designed a likert scale questionnaire to find out what students and staff thought about our flashcard story."

Schools these days seem to see and value us more as grades on paper, not as people. Our well-being is just as important as our GCSEs.

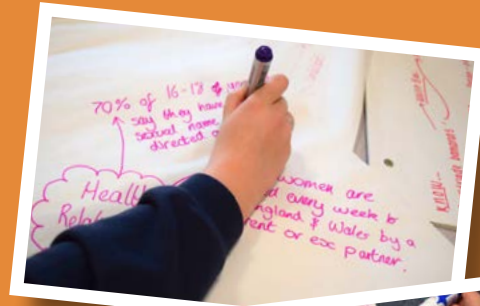




# WHAT DID WE DO?

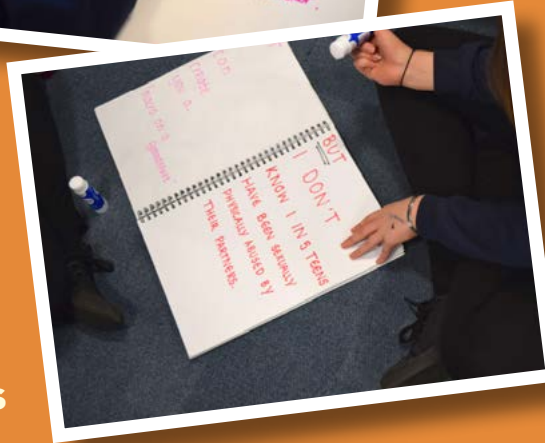
## 1 Working across the curriculum

We began working our way through each curriculum subject and took it in turns to speak out loud something we knew or remembered from different subjects, like Maths or P.E.



## 2 Researching what we didn't know

We mind-mapped all the things we didn't know about gender equalities and gender well-being, and used the AGENDA 'information' web resources to find out more.



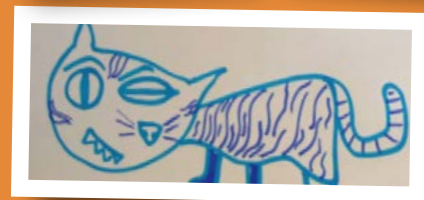
## 3 Making don't know/do know pages

We then created a flashcard story book, with one page highlighting things we 'did know' and one page highlighting things that we 'didn't know'.



## 4 Illustrating

We illustrated each page, and drew our favourite Disney characters on the front cover. Each character, for us, challenges or is constrained by gender, sexual or racial stereotypes.



## 5 Filming teacher's hands turning the pages

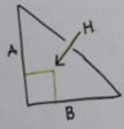
Using an ipad, we filmed teachers turning the pages that matched their own subject. This became a great way to spread the message about our project across the school. Lots of teachers asked us what we were doing and why. Many, like us, learned new things about gender equality or gender-based violence. A few teachers thought that we were taught enough already which led to some interesting discussions!

## 6 Tweeting #morethanourgrades flashcard story

We used movie maker to make our film. When it was finished, we played it on our school TV everyday day during our Welsh Bacc week. We tweeted each school subject's twitter account and asked them to pls RT (please retweet). We also set a student-staff form group challenge to guess which teacher turned which page. We will show the film again on **International Day for the Elimination of Violence Against Women** (25 Nov) and hope other students will make their own flashcard books next year.

Maths + - ÷ ×

I can tell you



'Pythagoras' Theorem'

$$H^2 = A^2 + B^2$$


BUT

I DIDN'T KNOW 2 WOMEN ARE KILLED EVERY WEEK BY A CURRENT OR EX PARTNER

RS-

I know about...

'Sexism'




EQUALITY IN SEX

We are #morethanourgrades. Our well-being is just as important as our GCSEs. Share this video if you support the campaign and think we are #morethanourgrades

Art

I can paint...

'a tiger in the style of Picasso in the blue period'



We have found out that there are hundreds of organisations and campaigns dedicated to promoting gender equality, gender and sexual violence...

ICT

I can create you a macro on a spreadsheet'

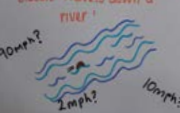
BUT

I DON'T KNOW 1 IN 5 TEENS HAVE BEEN SEXUALLY PHYSICALLY ABUSED BY THEIR PARTNERS.

Geography-

I know how...

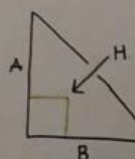
'to measure how fast a dog biscuit travels down a river'



We are beginning to understand the challenging sexism can help prevent gender-based and sexual violence.

Maths + - ÷ ×

I can tell you



'Pythagoras' Theorem'

$$H^2 = A^2 + B^2$$


BUT

I DIDN'T KNOW 2 WOMEN ARE KILLED EVERY WEEK BY A CURRENT OR EX PARTNER

Languages-

I can do...

'Mutations'




It took just a few weeks to put this video together. Just imagine what we could learn if gender equality and healthy relationships we taught across the curriculum.

Physical Education-

I can play...

'in a team and I know how to regulate my diet to keep my body healthy'



BUT

WE DIDN'T KNOW THAT MEN OUTNUMBER WOMEN AS EXPERTS ON TV AND RADIO BY 4:1.

English-

I can recite...

'Macbeth Soliloquies'

Stars hide your fires, let not light see my deep and dark desires'


BUT

I CANNOT TELL YOU A DEFINITION FOR CONSENT.

Welsh Bacc-

I know about

'Fairtrade Bananas'




We didn't know that some boys and girls pretend they are family to stay friends and to avoid being teased that they are 'going out'

Graphics-

I can...

'Use publisher to make a board game on the computer'




BUT

WE DIDN'T KNOW MOTHERS COULD TAKE UP TO 39 WEEKS OF MATERNITY PAID LEAVE. BUT- FATHERS OR PARTNERS CAN ONLY TAKE 2 WEEKS PAID LEAVE.

History-

I know all about

'Gustav Stresemann'




BUT

WE DIDN'T KNOW THAT OVER 90% OF SECONDARY SCHOOL STAFF IN WALES HEAR PUPILS SAY 'THAT'S SO GAY' OR 'YOU'RE SO GAY'

Cookery-

I can prevent...

'bacteria growth in food products'



BUT

WE DIDN'T KNOW THAT CHILDREN HAVE A RIGHT TO BE PROTECTED FROM ALL FORMS OF VIOLENCE (ARTICLE 19 UNCR).



## DO/N'T KNOW FLASHCARD STORY

### What you'll need:

A3 card for pages

Smart phone or tablet that can record still or moving images

Marker pens

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

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

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

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

"It was really fun running around getting all the teachers to turn the pages, and watching the looks on their faces when they realized what the book was all about!"

**"I loved illustrating the book – I love Disney!"**

"I really enjoyed this ... because we are more than our grades!"



Check out UK Feminista's "**Using Social Media in Campaigning**".

They have really useful tips on how to get your message across and stay safe online:

- what to do if things go viral
- dealing with trolls
- responding to comments

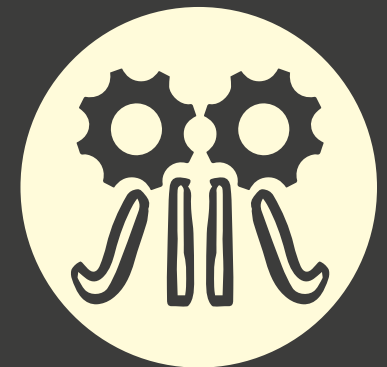
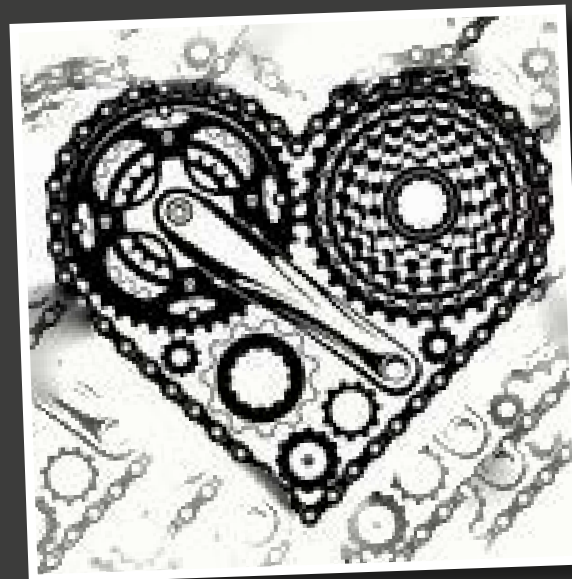


# RECLAIMING RELATIONSHIPS

## TRANSFORMING MATERIALS FROM A MOTORBIKE SALVAGE YARD TO MAKE A POSITIVE RELATIONSHIPS SCULPTURE

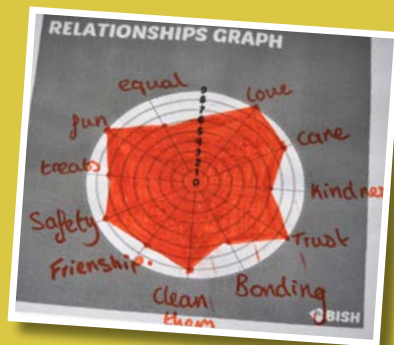
We are a group of 14 high school students who had the opportunity to meet Helen Walbey, managing director of Wales' only motorbike and scooter salvage yard. Together, with support from our Design and Technology teachers, our Art teacher, our head of year and our inclusion officer, we are creating our very own junk-art 'relationships tree'. This is a living sculpture that we hope other young people can add to over the years with their messages of what makes a positive relationship.

# THIS IS OUR STORY SO FAR...



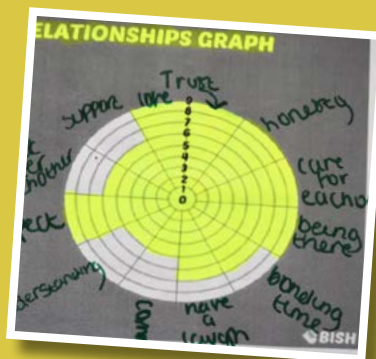
## 1 What makes a good relationship?

We mind-mapped all the different, positive relationships we enjoyed: boyfriends, girlfriends, friends, family, pets, or special places and objects.



## 2 Spinning relationship-webs

We picked our favourite relationship (e.g. our dog, or nan). We used this to complete an adapted version of **BISH.COM's relationships graph**. Choosing and ranking things that make our relationship a good one, we joined the dots to make a relationship-web.



## 3 Inventing micro scrap sculptures

Inspired by junk-artists and a small pile of scrap materials, in 10 minutes we created our own mini-sculptures.

## 4 Visiting the scrap-yard and sourcing our materials

Notebooks in hand, we took a mini-bus to Helen's scrap-yard. The materials gave us plenty of ideas. We made a list of everything we thought we might need. Tyres, wing mirrors, brakes, coloured cables, and indicator lights were a popular choice.

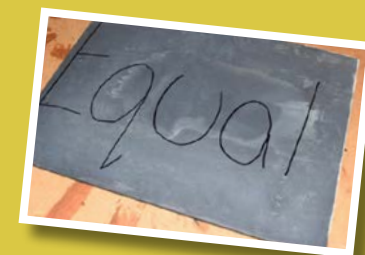
Back in the classroom, inspired by Karen Cusolito's 'Dandilion' (2010) and the words from our relationship-webs, we decided to create a living sculpture that could be personalized and added to by other young people over the years.

## 5 Drilling, sawing, laser-cutting, bolting

We had a lot of fun learning new skills to make our relationship tyre tree.

We used the hand drill and lathe to make the wooden base and an angle-grinder and hand-saw to cut the tyres. The laser-cutter helped us score our words onto slate tiles about what makes a positive relationship. We will hang these on our tyre tree using coloured electrical wires.

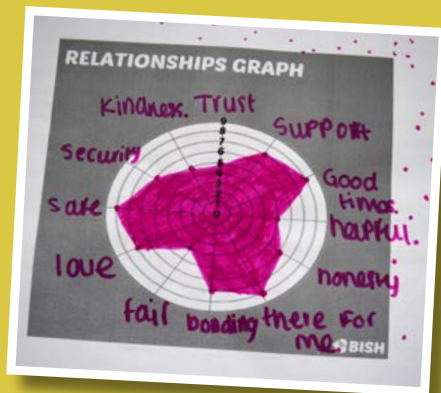
Along the way we created our R&R project logo from scrap, and a heart made out of chains and wing mirrors. Each mirror reflects someone or something special in our lives.





# DIY RELATIONSHIP-WEBS

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



## FEEL-GOOD WORDS

close  
equal  
being there  
memories  
trust  
care  
fun  
understanding  
bonding  
treats  
kindness  
security  
feel good  
softy  
friendship  
feel safe  
independence  
helpful  
having a laugh  
looked after  
love  
support

## Our relationship tree

We got special permission to place our living sculpture at the threshold of where the school entrance meets the local community. When we are finished, we hope that you will be able to see the wing mirrors shimmer in the sunlight from far and wide.

Our dream is that the tree will be a symbol of how important our relationships are and can be for us and our community.

Along the way, we shared our story on display boards in the canteen food hall, and on posters in the DTC classroom.

Click **here** for more ideas and resources on how visual art can raise awareness and create change.



## OTHER JUNK-ART ARTISTS WHO INSPIRED US

Asim Waqif  
Beverley Glover  
Chakai Booker  
Dilmprizulike  
Ivor Davies  
Jean Tinguely  
Marisa Merz  
Tim Noble and Sue  
Webster Cornelia Parker  
HA Shult  
Anne Carrington  
Margaret Hogan

## DANDILION

(2012)  
by Karen Cusolito

**"The Dandelion is one of many that has found its way through the cracks of urban sidewalks. It is as gregarious as it is beautiful, designed to survive even in the harshest conditions. It stands as a symbol of strength, hope, and endurance"**

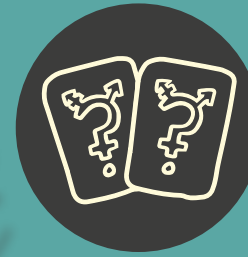
Height: 20ft  
Footprint: 14ft X 14ft  
Weight: 2 tonnes  
Composition: Salvage Steel  
Engineering: Free standing





# The ROTIFER Project

EDUCATING STAFF ABOUT GENDER DIVERSITY  
THROUGH A GAME OF GENDER-SNAP PAIRS  
AND A MUFFIN CHALLENGE.



**The aim of the Rotifer Project is to raise awareness of gender diversity.  
We want to make our school a safer place for all young people and staff.**

## GETTING BEYOND THE BINARY

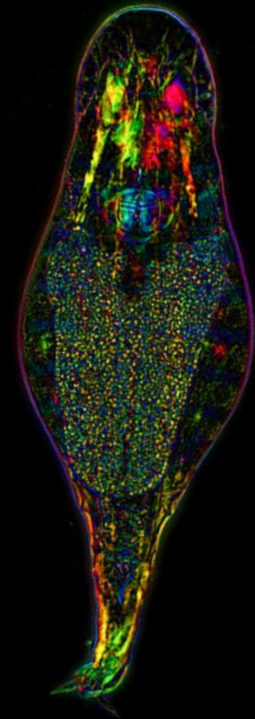
In our school some of us are expressing our gender in ways that challenge society's expectations of what a boy or girl might be or do. Some of us want to change our gender pronouns (e.g. from he to she). Some of us don't want to be identified as gendered at all (e.g. agender). Some of us are just fed up with how gender norms get under our skin and stop us doing things.

But it's hard when school rules and cultures reinforce gender norms everyday, by dividing us into 'boys' and 'girls' for class quizzes, sitting boys next to girls in tests, or have a gendered uniform policy and gender segregated toilets. We wanted to change this by showing how diverse gender already is and always has been and how damaging it can be for all young people and staff to put us into boxes that don't fit us.

"We wanted to let people know that in the animal AND human world sex is not just 'male' and 'female'. There are also many different genders and there is nothing natural about traditional gender roles"



**Rotifer**  
bacteria that live in an all-female world and reproduce by themselves



**REMEMBER REMEMBER**  
don't divide us by gender  
please welcome all genders  
that sex is not gender  
don't assume our gender  
and if we tell you our gender  
**REMEMBER REMEMBER**



# GENDER PLAY STAFF WORKSHOP

## 1 FACT FINDING: THE WONDERFUL NATURE OF GENDER

- We researched all the creatures on land and in water that were sex or gender-bending and sex or gender-switching. We also included species that challenged traditional gender roles, like the Seahorse and the Anglerfish.
- We then looked for cartoon and TV characters, celebrities and historical figures who are gender diverse in some way.
- Finding a fun way to tackle what is a serious issue was important, so we created two games to play with staff in our workshop:

## 2 MIXED-MUFFIN GENDER BERRY CHALLENGE

- We made some muffins with blueberries inside (to represent the stereotype of masculinity), some muffins with raspberries inside (to represent the stereotype of femininity) and some mixed muffins (to represent gender fluidity).
- Staff were asked to break open each muffin and stand by the coloured balloons that matched the inside of their muffin. There were only blue and pink balloons, placed in different corners of the room. There was no balloon or designated area of the room for the mixed muffin.
- After this activity we asked how they felt being categorized according to a muffin they did not choose, what it felt like to go to a gender-coded corner that they might not identify with, and what it felt like not to have a corner at all.
- This got us all talking about how we come into the world already coded through gender labels; how you can't assume someone's gender by how they look; what it feels like to be given a gender you might not choose; and not to have your gender represented at all.



## 3 GENDER-SNAP PAIRS

- We then played a game of GENDER-SNAP PAIRS with all the different images we had collected. As staff turned over each card, they got to learn a fact about each gender diverse creature, character or person.
- When we found a pair, and shouted SNAP, we felt we cracked open a little bit of those rigid gender binaries that constrain who we can be and what we can do.



## 4 POSTER & PLEDGE

At the end of the workshop we had a question and answer session. We invited staff to put up a poster on their classroom door. We also asked them to pledge to find different ways of dividing young people other than by their perceived sex or gender group (e.g. male/female, boy/girl) and to help raise awareness of gender diversity and inclusive, gender diverse relationships.

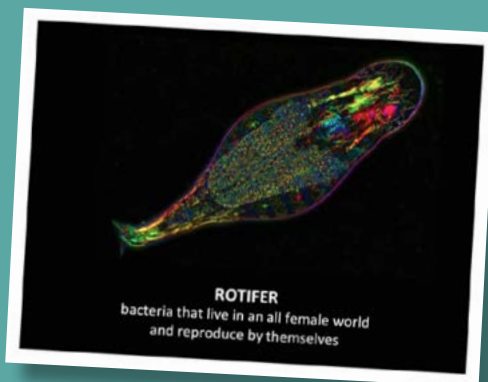
## 5 THANK YOU CARD TO 'REMEMBER REMEMBER'

Each staff member was given a thank you card for taking part, which included our 'Remember Remember' poem.



## GENDER-SNAP PAIRS

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



**"Schools have a legal duty to ensure that sexist, sexual and transphobic bullying is dealt with in schools"**

Welsh Government (2011)

**Respecting Others: Sexist, Sexual and Transphobic Bullying**



**Free to be me: taking action against transphobia – an online cartoon booklet for young people**

**Film by Trans\*Form Cymru featuring the stories of transgender young people in Wales**

**This TRANS\*FORM toolkit, created with young people, has lots of information on where to go for support and advice in Wales including how to be a trans\* ally, young trans\* rights and the importance of privacy**

**Check out the GENDER UNICORN to learn more about sex and gender**

**Transgender through history**

**How the animal kingdom challenges traditional gender roles**

**Individual and Family support for trans\* teens**

**5 trans-activists in the Islamic world**

## WHAT DID STAFF THINK ABOUT OUR WORKSHOP?

"Wow. What a beautiful start to the day. A brilliant presentation, very professionally ran. The ideas that were brought forward were amazing and a lot of work will be done after this morning"

**"Thought provoking excellent presentation. This is just the beginning of the journey of changing people's perceptions about gender"**

"Highly enjoyable, informative and thought-provoking"

**"Willingness of pupils to be candid provoked a very good discussion"**

"An amazing presentation, presenting simply what most adults over complicate. Being told 'it just is' gives teaching staff free reign to relax around issues of gender. Coming from pupils the message is infinitely louder and stronger – INSPIRING!"

**"Interesting presentation. Learnt a lot through the snap game"**

**Transgender Day of Remembrance is on the 20th of November every year**



# RULER HEART



## RULING OUT SEXUAL HARASSMENT USING THE VISUAL ARTS IN A SCHOOL ASSEMBLY

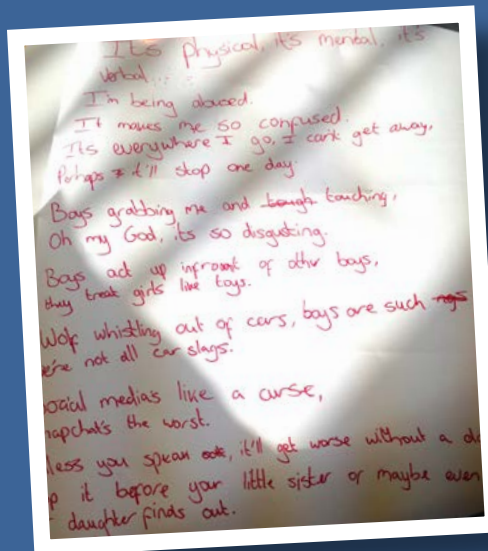
### TALK AND MAKE

We set up a Relationship Matters lunch club with Professor Emma Renold to talk about what makes a respectful relationship, and what kinds of problems young people face in school, online and in our communities. Emma recorded our conversations, typed up our words and we used them to make lots of different things, from mind maps and raps to tagged hearts and ruler skirts! This is our story...

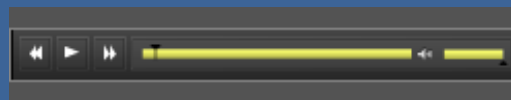


### MIND MAPS AND RAPS

We made mind maps and wrote poems. This one is called, 'Scream, Shout, Speak Out'.



Listen to us read it here!

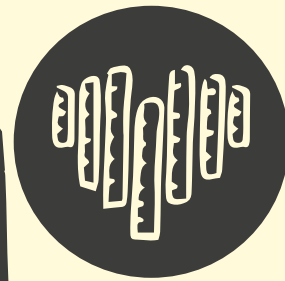


### TAGGED HEART



Some feelings are difficult to talk about. To help us express these feelings in different ways, Emma read out some of the words and phrases (from our group discussions and interviews) that we found hurtful. We ended up scrunching and ripping the paper to express how we felt without talking. In 10 minutes we had created a big pile of torn pieces. These pieces were not just "like our feelings" – they "were our feelings".

We didn't want to throw our feelings away. Instead, we collected them all up and decided to make a heart. We drew clocks on the hearts to show that time can heal. But the clocks also have cracks on them, to show that time can't heal everything. We put the hurtful words on the outside of the heart – we didn't want to hide what happens to girls any longer.



## THE RULER SKIRT

Some boys use rulers to lift up girls' skirts. The idea for the ruler skirt came from wanting to raise awareness and change the things that are used to shame girls. The skirt was a way of making visible the hurtful and often hidden experiences that can happen to girls and turn them into something positive – something that could create change. We wrote on the rulers both the negative things we wanted to stop hearing and some positive things that we wanted to hear and change. This skirt has been worn by us, by other young people, by practitioners and policy-makers around Wales and beyond. It has a force all of its own!



"the messages on the rulers are hard to read, just like girls' experiences of sexual harassment are hard to talk about and hard to hear"



## RUNWAY OF DISRESPECT

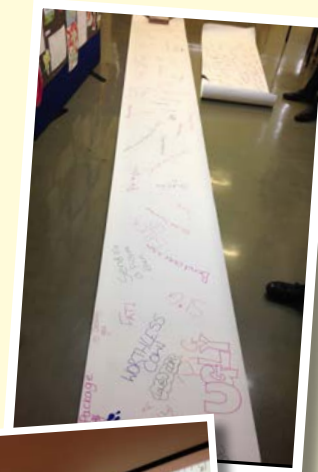
We used a long roll of paper and wrote down all the hateful words and comments that we hear everyday in school and out of school. We used this in our school assembly, asking students to "stamp out the hurtful words". We called this piece the 'runway of disrespect'.

The school should teach the true meaning of sexism and feminism at a younger age.

Max's term was still a pretty good one in defying the theocracy of a Mac

Being called "gay" because my best mates are girls

I've experienced hard times with boys during past relationships. I didn't have the support, it has affected my life and I hope it won't happen to anyone else.



## LISTENING, ASSEMBLING AND STAMPING

We delivered two school assemblies to students and staff in Years 7, 8 and 9 to raise awareness of sexual violence in relationships and peer cultures.

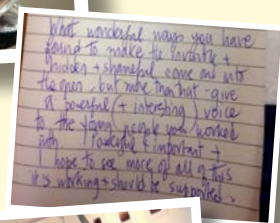
We shared all our art-works, from the 'tagged heart' to the 'ruler skirt'. We passed our tagged heart around so young people got the chance to feel our feelings and the kinds of hurtful words that go around school and online. We read out our poem, 'Scream, Shout, Speak Out' and students stamped out the hurtful words on our 'Runway of Disrespect'.



## RULER HEART: NEW CUTS AND S/MASH UPS

We developed our tagged heart by working with clay. We used the rulers, as tools, to cut, shape, score and stab the hearts. We twisted and fixed the rulers and words (from our original conversations about being safe and unsafe) in each heart. It was really cathartic.

The 'runway of disrespect' was laminated onto hardboard, with wooden rulers that can flip up and swivel to reveal the stamped out words.



We selected student comments from the 'relationship matters' school assembly, rolled them up, and inserted them into glass heart jars.

Our story and all our artefacts have been read, heard, touched and watched at local and national exhibitions around Wales. It's been a life changing experience – not just for us but for others, we hope, too.

## WHERE WILL OUR RULER HEART GO NEXT?

"We had no idea when we first started talking about what mattered to us, that we would end up making these amazing things – and things that opened people's minds on what sexual harassment can really feel like"



**What anonymous methods might you use to collect the views and experiences of students and staff on an issue you are raising awareness about?**

**How might you make your student-led school assembly more interactive?**



**Read about how dresses hanging from washing lines strung across a football pitch in Pristina, Kosovo, raise awareness for survivors of sexual violence during the Kosovo War.**

**16 art initiatives that address violence against girls and women.**

**Read more** about how to create **effective messages through the visual arts to raise awareness of everyday experiences of sexual violence.**

For more skirt activism by young people follow **#iammorethanadistracton**

**Are school dress codes sexist?**



# FLASHING commercial

## CHALLENGING COMMERCIAL SEXISM WITH YEAR 6 STUDENTS IN A LEGO WORKSHOP

In 2014 Newid-Ffem ran two workshops with over 40 Year 6 primary school children at a local children's conference on gender well-being and healthy relationships. In the morning we did a **presentation** on all the different issues we thought were important in our lives.

### OUR LEGO WORKSHOP

We began the 45 minute session by asking the Year 6s to write on a sticky note what their favourite toy to play with was when they were growing up. We then compared the girls' and boys' comments and asked if boys could like 'my little pony' or girls could like 'power-rangers'. This got us all talking about how many toys are marketed differently for girls and boys (e.g. colour, separate toy aisles, advertisements etc.)

We shared the fact that pink used to be the popular colour for boys and only became associated with girls and femininity in the 1950s! We then talked a bit about the gendered history of lego and how it is now marketed differently to girls (see the 'Lego Friends' brand). "Lego means *play well*," we said, "but how can we play well when Lego reinforces gender stereotypes?"



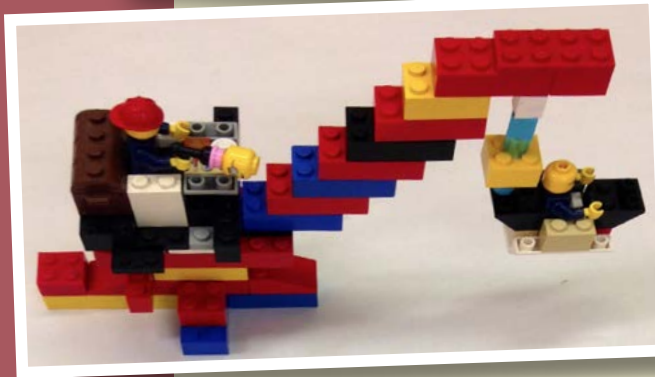
**GENDER  
EQUALITY  
MATTERS!**



We are a group of Year 11 students who started a feminist lunch time group, Newid-Ffem.

We meet once a week at lunchtime to rant about all things gender justice related.

Our goal is to raise awareness about gender inequalities and what we can do about them.



### WHY LEGO?

"We don't think it's fair that LEGO reinforces gender stereotypes by marketing their products differently for girls and boys. So we thought we'd have some fun asking students to create machines built out of lego that could break up gender stereotypes and combat sexism."



# DIY

## COMMERCIAL SEXISM CRUSHING MACHINES!

### What you'll need:

- Lots of Lego (blocks and figures)
- Sticky notes
- Coloured felt tips

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



Smasher-Crasher



The Sexist Comment Cleaner

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

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

Work in groups or on your own.

**ENJOY & DESTROY!**



Plank of Doom

"The lego workshop made me think that no matter what gender you are you can like whatever you want"

"It was amazing to see how something serious, like sexism, could be explored in a fun way"

"I was surprised at how open the Year 6s were to talk about gender"

"I really enjoyed seeing how they were thinking about gender stereotypes for the first time"

"Using lego to talk about gender stereotypes made it a lot more fun"

"I loved the way students would bring their own experiences to the task"

"I felt that children enjoyed the activity because they weren't being lectured at"



**Seven year old girl confronts Lego for building gender stereotypes**

**The gendered marketing of 'Lego Friends'**

**Lego gets political**

**How toy ads reinforce gender stereotypes**

**Gender stereotypes stop you doing stuff**

**Boys things and girls things?**

**Lesson plans for teachers**

**What do sexist comments have to do with domestic abuse? Watch this Australian TV advert to find out more**



92 **U** **n** **D.** **[** **r**

**P** **r** **e** **s** **s** **U** **R** **e** **?**



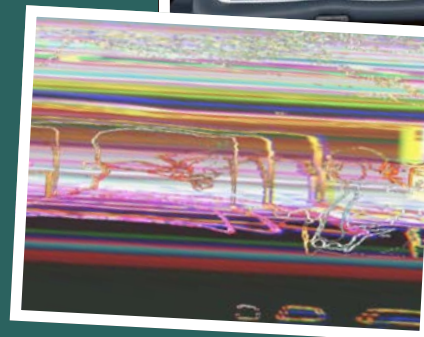
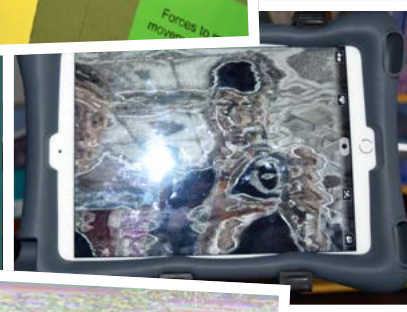
## USING 'FORCES' CONCEPTS IN THE THE PHYSICS CURRICULUM TO EXPLORE CONSENT AND COERCIVE CONTROL THROUGH SOUND, MOVEMENT AND A GLITCH-ART APP

### WELCOME TO THE UNDER PRESSURE? PROJECT

We are a group of Year 11 students who had the opportunity to work with a choreographer, a digital story-teller and an expert on young people's relationship cultures.

We met up for 5 weekly 1 hour sessions to experiment with how the 'forces' curriculum in physics could help us with explore our feelings about relationships through sound and movement.

- Can other areas of the curriculum help us explore our feelings about relationships?
- Can we express ourselves without revealing too much?
  - Can we have fun exploring serious issues like consent, coercion and control?



### What is a glitch?

In the digital world, when a machine has a fault, it is known as a glitch. A glitch is often understood as something that needs to be fixed.

### What are Glitch Apps?

Glitch apps can randomly (pure-glitch) or intentionally (glitch-alike) manipulate and corrupt digital data which makes up images, videos and/or sounds.

### What is Glitching?

Glitching can be a fun way to think differently about how you hear, see, think and engage with yourself, others and the world around you.





## FORCES THAT MOVED US

We printed out the physics concepts on 'forces'. They helped us think about how our relationships and interactions with others make us feel safe and unsafe, happy and sad, controlled and free. We thought about what forces make some feelings or movements possible or impossible:

### Elasticity

"when relationships become everybody else's business"

### Gravity

"carrying a worry"  
"feelings that hold you down"

### Stopping distance

"knowing when to stop"  
"not going too far"

### Atmospheric pressure

"when you're pressured to do something"  
"when you feel judged"

### Speed

"going too fast in a relationship"

We wrote down all the things we wanted to raise awareness of. The science concepts really helped us.



## MOVING WITH FORCES

We moved our bodies and played with sound to experiment with our thoughts and feelings on forces.

The glitch app provided new ways for us to see and hear our sounds and movements. We created a performance to bring our feelings and concepts to life.

Watch our final piece here:



"If you're not a talker you can show it through movement"

"We needed something like this"

"I loved making the soundscapes with our voices"

"It gets you thinking about stuff"



## What is a healthy relationship?

Check out [#lovedontfeelbad](#) and the **Womens Aid** interactive guide to healthy relationships:

**Find out what makes a healthy relationship**

**Is this a healthy relationship?**

**Myths about coercive control and domestic abuse**

**Everything you need to know about coercive control**

**How much do you know about coercive control?**

**What the law says about coercive control**

**Download this Live Fear Free poster on unhealthy and healthy relationships**

## How can the arts help promote healthy relationships?

**TENDER** [www.tender.org.uk](http://www.tender.org.uk)

Tender is a charity that works to promote healthy relationships based on equality and respect. They use theatre and the arts to engage young people in violence prevention and enabling them to recognize and avoid abuse and violence.

## Online support to help you understand relationship abuse, and how to take positive action if it's happening to you.

**The Hideout**

**This Is Abuse**

**Live Fear Free**

**Broken Rainbow**

**The Spectrum Project**

This project works in primary and secondary schools across Wales to teach children about healthy relationships, abuse and its consequences and where to seek help.

This poem was created from all our spoken or written thoughts:

## UNDER PRESSURE?

### [FORCE]

Trapped  
Can't speak  
Scared to tell

### [PRESSURE]

Feelings and  
emotions build up  
inside ourselves  
our bodies,  
the universe

### [GRAVITY]

A word  
A look  
A worry  
Weighs us down

### (SOCIAL) ATMOSPHERE

Relationships  
become  
everybody's  
business  
Who to tell?  
Who might judge?  
Too embarrassed

### [FRICTION]

Feeling stuck  
Like it's only  
happened to us  
Not knowing what  
might happen

### [SOLIDS, LIQUIDS and GASES]

Feelings can lift us up  
and hold us down  
Pulled apart and  
divided like cells  
Vibrating against  
each other  
Feeling free and  
connected at the  
same time  
Bonded in our  
divisions

### [CONSERVATION OF ENERGY]

Feelings, like energy,  
will always flow  
They are neither  
created nor  
destroyed  
Always transforming  
from one form to  
another  
Always connecting us  
Always more than us

Let's work together with  
the forces that make  
movement possible

In our relationships  
In our lives  
For our futures

"you didn't know you  
could move in a certain  
way!"

"you learn things through  
your body"

"it was really fun"

"it really helped bring  
things to life"

"Sometimes it's hard  
to talk about personal  
stuff. The workshops  
helped us express and  
share our feelings with  
others, without having  
to name them out loud"



## XXXXXXXXXXXXDIYXXXXXXXXXXXX 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?







Our project was based on 8 sessions. We were lucky that we had 6 months – so we had an evening or a full day session every couple of weeks. These sessions could be done by other groups during a school term or at a youth club.

We held 3 information sessions where we had speakers come in and we looked at FGM through different themes and angles like health, child rights and child protection.

We did lots of activities that can be adapted and used to think about any aspect of rights and gender equality. We also think other young people could use what we have done for projects for their Welsh Bac.

### 3 'A Woman's Lifecycle'

A midwife came in and she told us in more detail about FGM and how it affects a woman's lifecycle... affecting older women as well as younger women. Each group were given a different age group to think about how FGM affects women throughout their whole life.



### 1 'The Rights Tree'- Children's Rights and the UN Convention of the Rights of the Child (UNCRC)

We had a speaker who came in and told us about the 54 articles of the UNCRC. This helped us explore how FGM is against children's rights. We then used the UNCRC to draw our 'rights trees' – the roots were the problem, the trunk was the issue, the branches were the rights and the apples were where we would go for help...



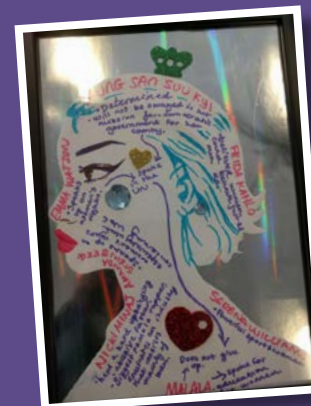
### 2 'Body Truthers' Child Safeguarding & Child Protection

Each group drew an outline of a human body to explore how FGM is abuse. We wrote all over the body to show either what FGM represented or how the victims felt. For example next to the heart there's feeling lonely or that you don't belong. We used different words or phrases placed around the body to represent FGM and how the victims felt.



### 4 'Inspirational Women' Activity

We watched clips and were given a booklet to learn the stories of lots of inspirational women like Aung San Suu Kyi, Mary Seacole and Malala. We each had a silhouette of a woman (which reflected our own silhouette design idea) and we each chose an inspirational woman who personally motivates us to stand up and make a change. We enjoyed being really creative and decorating our inspirational women using colour, glitter and stickers.



### 5 Suffragette Movie

We got to go and see Suffragette which was in the cinema at the time. It was amazing to learn about how women fought for the vote and Emily Wilding-Davidson sacrificed her life. It was a really emotional movie that made us cry and showed how important it is to fight for our rights.

# DIY MOOD BOARDS

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

Here's how to do it:

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



## What you'll need:

Paper  
Magazines/Newspapers  
Scissors



**"We wanted to give people who don't have a voice, a voice"**

"We want our materials to show there is always light at the end of the tunnel. There are ways you can get help"

**"The whole point of the project was to show people that they matter and that they have a say in what happens to them"**



## SCRIPTING AND SHOOTING THE FILM...

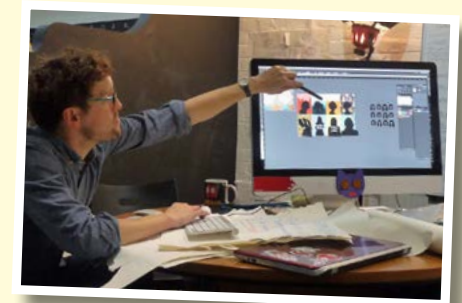
Using all our ideas from all of the project sessions and our mood-boards we each wrote a small piece about what we thought about FGM. We practiced them and put them all together to make the script for the film. We each did a 'take' in the studio to shoot the video of our silhouettes. We were each recorded performing the piece we had written. We sat in a special booth with a microphone and lighting designed to make the silhouettes.



We needed quite a few takes to get used to the equipment and to not fluff our lines! Our words made clear what we thought of FGM and girl's rights. We used our voices in the film to say what we want to see changed and how we can end practices like FGM.

## Fonts, colours, design concept...

- We picked fonts and colours that are bold, bright and colourful, to show that out of darkness there is always hope.
- The design is clean and precise, bold and clear - so the message comes across to people and they understand straight away what we mean by it.
- Our poster is open to interpretation, so people can see what they want to see in it, there's no right answer. We wanted the colours, fonts and the design to reflect that.



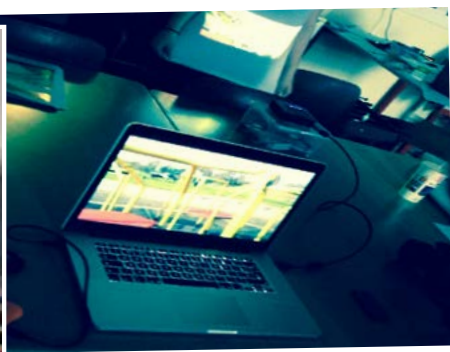


# Words won't pin us down

## MAKING A FILM ABOUT STREET HARASSMENT IN OUR LOCAL PARK



We are a group of Year 11 girls who had worked together on the Relationship Matters project. We had the opportunity to develop our ideas about feeling safe and unsafe in our community. This is the story of what we did.



- We circled places on a local map where we felt safe and unsafe.
- We chose to film in our local park as this is a place that can be both safe and unsafe.
- We collected footage and sound: our conversations, car horns, sirens, squeaky gates, laughter, footsteps, playing on the swings and roundabouts.
- We filmed the movement and sound of 'the ruler skirt' that we made in our Relationship Matters Lunch-club

- We watched the footage and projected images onto our faces, hands and stomachs using a mini-projector.
- We created the poem, "Words Won't Pin Me Down".
- Our short 5 minute film became part of a bigger film about where we live. This film is called GRAPHIC MOVES. We worked with professional film-makers, but you could easily make it yourself.
- 'Graphic Moves' has been shown in school assemblies, arts-based venues and events for people who work with children.



"You shouted something to me and I wanted to fight back, but I was too afraid"

"It was really good making other kids aware of what girls go through – and it made us feel better"

"This was a life-changing experience – not just for ourselves, but for others"





## WHAT IS STREET HARASSMENT?

"Gender-based street harassment is unwanted comments, gestures, and actions forced on you in a public place without your consent and is directed at you because of your actual or perceived sex, gender, gender expression, or sexual orientation. It can include unwanted whistling, leering, sexist, homophobic or transphobic slurs, persistent requests for your name, number or destination after you've said no, sexual names, comments and demands, following, flashing, groping, sexual assault, and rape".

Adapted from [www.stopstreetharassment.org/about/what-is-street-harassment](http://www.stopstreetharassment.org/about/what-is-street-harassment)



**hollaback!** is an international movement to end harassment in public places.

Watch **this powerful video** from Imkaan and EAW on young black and minority ethnic women in the UK speak out about sexual harassment in public places.

[imkaan.org.uk](http://imkaan.org.uk)

[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)



## WORDS WON'T PIN ME DOWN

You shouted something to me  
and I wanted to fight back  
I was too afraid because I  
thought you would attack

Don't judge me  
Don't rule me  
Don't read me  
Don't beep me

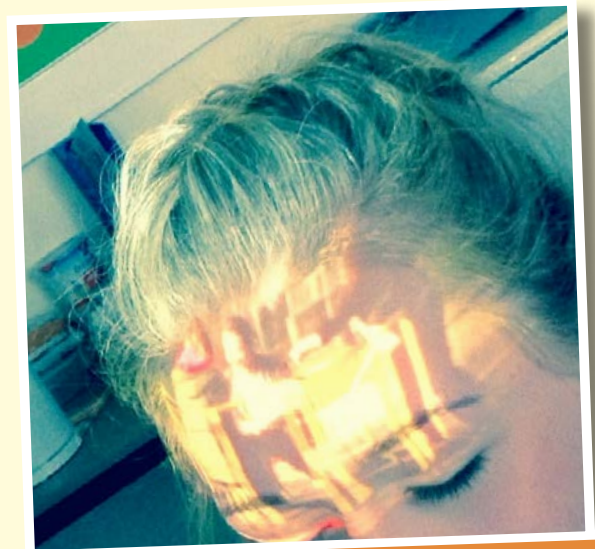
Until you've walked a mile  
in my shoes  
But even then  
You'll never know  
What I've been through

Talk to me  
Listen to me  
Understand me  
Feel what I feel

A conversation doesn't  
hurt nobody  
In fact  
It might make me  
a little less angry

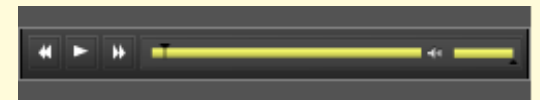
**FEEL WHAT I FEEL**

**90% of British girls  
experience street  
harassment before they  
turn 17. #firstharassed**



**"I projected images of the spinning  
roundabout onto my forehead  
to free my mind"**

**Listen to us read  
our poem here:**



6

# PUTTING YOUR AGENDA INTO ACTION

**Do you want to change people's minds about something? Encourage people to feel differently about an issue? Ask people to support a campaign you've organised?**

**However you want to make a difference, this section will help you put your ideas into action and start planning. But plan lightly. Not all ideas will take off. Make space for the unpredictable. Sometimes the most exciting things happen when and where you least expect them.**



## 1 How do you want to make a difference?

What is your overall aim? What are you trying to achieve? The **STOP-START** and **WHAT JARS YOU** activities in Section 2 might help you get started. Click the images below to jump right to them!

**STOP START**

**WHAT JARS YOU**



## 5 What's your next move?

You have an idea, you've done your research, now you need a plan. What actions will help you reach your goal? Think about short, medium and long-term goals. Are you trying to change people's minds about something, getting them to feel differently about an issue that gets overlooked or asking people to post their support for a campaign you have organized? Are you planning something larger, like a petition to the school governing body or local council? The bigger the goal, the more planning is often needed.

## 2 Research research research

Why this idea? What more do you need to find out? Are there any organisations or websites that might help you? Take another look at **Section 4**. Why not do your own **research**? Interview students or community members or design a short questionnaire to see if your ideas are shared by others. There are many **free online surveys** available for you to use.



## 3 Do you have a target audience?

Who are you aiming your change-making or awareness raising activities at? Other students? Teachers? Community members? Local youth group? Online community forums? Policy-makers? Business leaders? Politicians?

## 4 Who can help you?

If you've come up with your own idea, it might help to have a small team to work with. Think about the different skills you might need. Is there a trusted community member, youth worker, key worker or teacher who can help you draw up a list of people to support you?

## 6 Keeping safe

Your safety and the safety and well-being of others around you is very important. Creating change and raising awareness on sensitive issues can be tough. To make sure you have all the support you need, go to the **Keeping Safe** section. Create your own **support cloud** and share your plan with a teacher, youth worker, support worker or social worker before you get started. This section also lists a number of helplines of where to go if you need someone to talk to.

## 7 Share your story

When your activity or campaign is over, think about what worked well and what didn't. You might like to share what you did with others in your school and youth group or in your local community via your local radio or newspaper. You might write a blog about your experience or set up a project website. You could begin by interviewing each other about what you've done and what you've learned.





# THREE WAYS TO GET STARTED

- 1 If your goal is to **find out if your problem is shared by others** you could start up a single issue club or private Facebook group based upon your idea.

- 2 If you want to **raise awareness** about something how might you get your message across?

Get creative, and use the **visual arts, dance, drama** and **poetry**.



Set up an **e-zine**, or **vlog** about your idea. You could display and share your ideas using **social media**, or in a **school assembly**.



Connecting to national and global **annual awareness raising days** is also great way to get more support for your ideas.



- 3 If your goal is to **campaign for change**, sections **4** and **5** are full of examples and resources.

You could:

- invite students to sign an **online petition**
- design a **poster** or **meme campaign** and display on your school TV, or **youth club** website.
- host a community event or party and invite speakers who share your overall aim.
- invite students and staff to make graffiti balloons with messages that support your campaign.

Take a look at this **Youth Activist Resource** kit for more ideas of how to get started.

The **Problem Tree** is a great activity to help you address not just the symptoms of a problem facing you or your community, but the power structures that might be keeping the problem in place.



**DO** involve your teachers, youth workers, community members – if they know what you're planning they might be able to help you! Maybe they can let you host an event to promote your ideas, or put up posters around your school or youth centre. Involve them early on to win their support.

**DO** think big – but also remember that the smallest gestures can make the biggest impact.

**DO** plan, but plan lightly. It's always good to make space for the unpredictable. Sometimes the most exciting things happen when and where you least expect them.



# TACKLING THE DREAM-BUSTERS!

## They say / you say



### **"You're being disruptive"**

Young people are often dismissed for their lack of active political engagement. When you do act on what you believe in you can sometimes be told you're being disruptive.



**"Disruptions have been at the heart of the biggest social and legal changes all over the world"**

Disruption and resistance is often the core ingredient to most liberatory social movements: think of the struggle to end slavery, the right of women to vote, and the decriminalisation of LGB+ sexualities.



### **"That won't work"**

Sometimes young people who are thinking up creative ways to resist and raise awareness of unjust policies or behaviours are told that their approach will be ineffective or fail.



**"It's not about success or failure, and sometimes the smallest gestures can make the biggest difference"**

Young people have been at the forefront of innovative social movements, spreading their messages across cyberspace, through the DIY music industry, YOUTUBE, blogs and vlogs, and pioneering hashtag activism.





**"You're too young and too idealistic"**

Young people can be powerful agents of social change, yet far too often their ideas are undermined as being over-ambitious and naïvely idealistic.



**"Malala Yousifzai began her fight for girls' educational rights when she was 11 years old"**

All young people have the potential to transform a socially unjust world, and are always on the look out for how to do this. Young people have been key actors in nearly every major social movement in modern history, from the youth-led Occupy movement to the bravery of Malala Yousifzai's fight for girls' education, which started with a blog she wrote when she was 11 years old. Take a look at the blogs by young activists for the **16 Days of Activism to End Gender Based Violence**.



**"We already have a policy on that"**

There are lots of **acts and policies** that directly address sexist, sexual and transphobic harassment, gender equality, and the promotion of children's rights to live their lives free from discrimination and abuse (UNCRC, articles 2, 13 and 24), including all forms of gender-based and sexual violence.



**"Then why has nothing changed?"**

Laws and policies don't necessarily change behaviour or stop things from happening. They need to be ANIMATED. They need to be acted on and inspire others to act. Most schools have a reporting process, where they record the number of times something happens (e.g. sexual assault or racist bullying). They also have to show what they are doing about it, and if their initiatives or interventions have been successful or not. Your involvement could be vital to support this process.



**"You need to focus on your school work"**

A common response to taking part in, or starting up a change-making or awareness-raising activity is that it might take you away from spending time on your school work.



**"We are more than our grades" or "this is school work!"**

A core part of your education and a key aim of the Welsh Baccalaureate and the Health and Well-Being curriculum is to empower you to become 'active citizens' by providing you with opportunities to get involved in local, national and global projects that address social injustices. This can include gender injustices and discriminations. Doing something you are passionate about, can also lift you up and increase your sense of well-being. It can also enable you to put into practice a whole range of skills demanded by most core curriculum subjects and future employers.



**"You can't do that, it's too risky"**

Censorship on what can and can't be said, done or campaigned on can protect young people, but it can also silence them and create barriers to change.



**"It's too risky not to do something and there are lots of creative ways of raising awareness on sensitive issues"**

Children and young people are the experts on their own lives. If supported, they can get their message across on a whole range of sensitive issues in the most creative and powerful ways. Take a look at the case studies of young people using creative methods to help raise awareness of sensitive issues from **street harassment** and **consent** to **FGM**.



# REMEMBER REMEMBER

## 28 AWARENESS RAISING AND REMEMBRANCE DATES

There are many annual awareness raising and remembrance dates each dedicated to addressing gender and sexual inequalities, discriminations and violence around the world.

Relating your own activity to one or more of the annual awareness raising or remembrance dates will link you to like-minded projects and causes.

Sharing your awareness-raising project at the same time as others on a similar topic, will also provide you with additional local, national and global support.

If you type them into a search engine, they will also provide you with further resources, stories and ideas of how to raise awareness on a particular issue.

January	February	March	April
<b>11th</b> Human Trafficking Awareness day  <b>25th</b> Dydd Santes Dwynwen	<b>LGBT History Month</b> <b>6th</b> International Day of Zero Tolerance to FGM <b>10th</b> Safer Internet Day <b>14th</b> One Billion Rising / St Valentine's Day <b>20th</b> World Day of Social Justice	<b>Women's History Month</b> <b>8th</b> International Women's Day <b>18th</b> Child Sexual Exploitation National Awareness Day <b>31st</b> International Transgender Day of Visibility	<b>20th-24th</b> National Stalking Awareness Week
May	June	July	August
<b>17th</b> International Day Against Homophobia, Transphobia, and Biphobia	<b>LGBT Pride month</b> <b>1st</b> International Children's Day	<b>7th-11th</b> Forced Marriage Awareness Week  <b>30th</b> International Day of Friendship Day	<b>12th</b> International Youth Day
September	October	November	December
<b>21st</b> Peace Day  <b>23rd</b> Bi-visibility Day	<b>Black History Month</b> <b>11th</b> International Day of the Girl Child  <b>19th-25th</b> Asexuality awareness raising week	<b>16th-20th</b> Anti-bullying week <b>17th-22nd</b> Gender Diversity Awareness Raising Week <b>20th</b> Universal Children's Day <b>20th</b> Transgender Day of Remembrance <b>25th</b> International Day for the Elimination of Violence Against Women, and the following 16 Days of Activism to End Gender-based Violence which end on International Human Rights Day	<b>10th</b> International Human Rights Day

# THANK YOU

## YOUNG PEOPLE'S ADVISORY GROUP\*

We would like to acknowledge and thank everyone from The Starter Project that helped co-produce this guidance.

### "The Starter Project": Safe To Act, Right To Engage and Raise

Led by Professor Emma Renold, The Starter Project, enabled 12 young people and six adults to meet and work together to make this young people's guide.

### Academic, Practitioner and Policy Advisory Group

**Emma Renold** – Professor of Childhood Studies, Cardiff University (project lead)

**Dr Sarah Witcombe-Hayes** – Senior Policy Researcher, NSPCC Cymru/Wales

**Ruth Mullineux** – Policy Lead, NSPCC Cymru/Wales

**Tina Reece** – Public Affairs Manager, Welsh Women's Aid

**Siriol Burford** – Safe-guarding and Well-being Consultant

**Representatives from the office for the  
Children's Commissioner for Wales**

Albert

Bethany

Frosty

Erwan

Gwen

Libby

Lottie

Mac

Mackenzie

Olivia

Riaz

Walt

\*Some young people used their real first names, some used fictional first names.

**Thank you to all the schools, youth groups, artists, organisations and funding councils who supported some of the case studies and provided examples of how young people in Wales are making a difference:**

Aberdare Community School  
Bryntirion Comprehensive School  
Dwr-y-Felin Comprehensive School  
Pen y Dre High School  
Ysgol Gyfun Gymraeg Plasmawr  
BAWSO

Port Talbot and AFAN Women's Aid  
Wales National Strategic Leadership Group on FGM  
Burning Red  
Fizzi Events  
Full Circle Education

POSSIB Arts Project, Canolfan & Theatr Soar  
Spectacle Theatre  
Citizens Cymru  
Economic and Social Research Council  
Arts and Humanities Research Council

**VOICES  
OVER  
SILENCE**

**This guide was supported by:**



**Cymorth i Ferched Cymru**  
**Welsh Women's Aid**



Llywodraeth Cymru  
Welsh Government

**Special acknowledgements go to:**

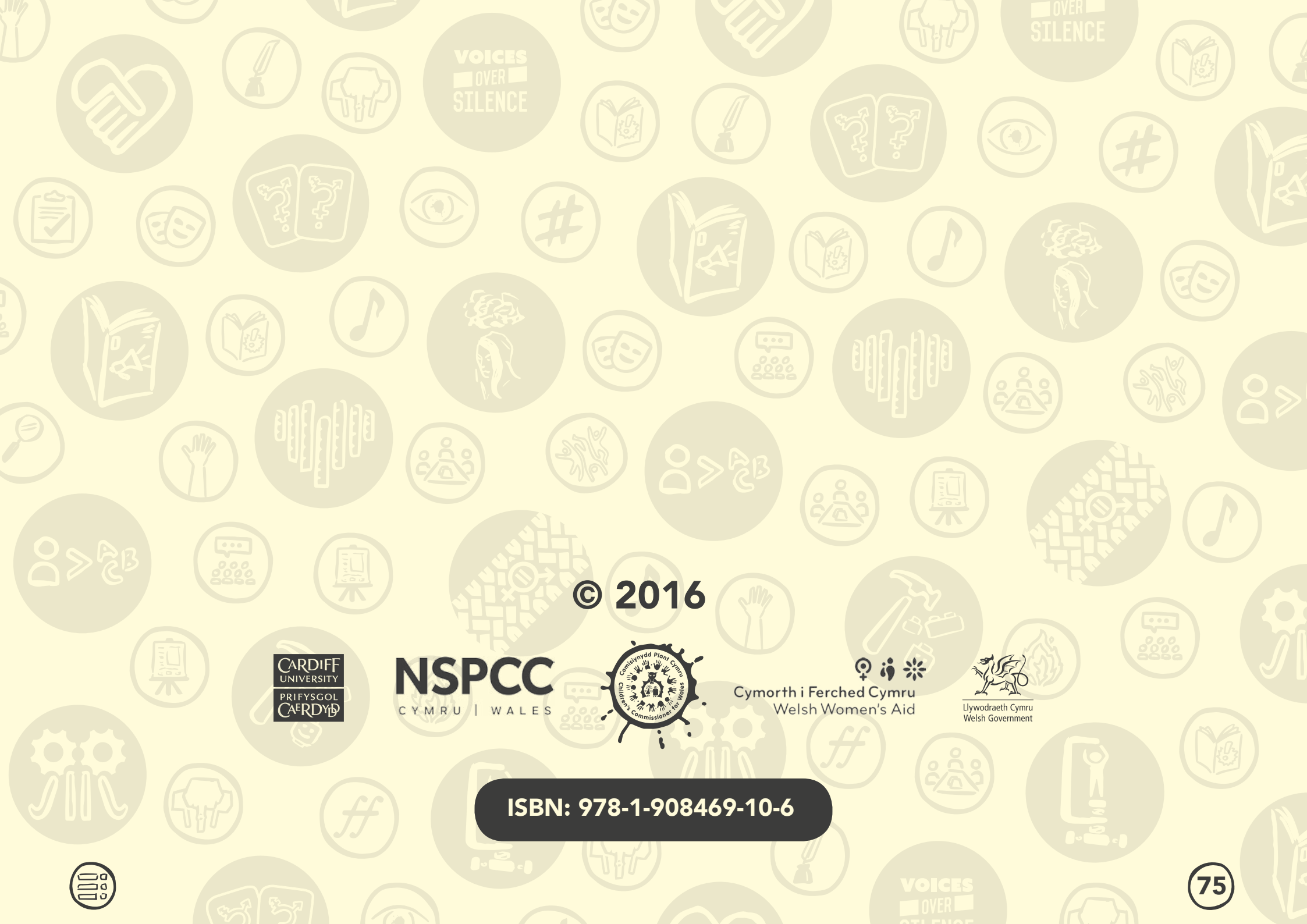
Matthew Abraham, Jên Angharad, Jonathan Cox, Victoria Edwards, Eva Elliott, Samantha Evans, Nikki Giant, Adam Griffiths, Gabrielle Ivinson, Marc Lewis, Rhiannon Lord, Keith Maher, Leigh Medlicott, Seth Oliver, Catrin Pallot, Sarah Powell, Tamasine Preece, Rowan Talbot, Julia Rooney, Heloise Godfrey-Talbot, Gareth Thomas, Helen Walbey, Daniel Watkeys and Sian Williams.

This guide was designed by Adam at **Croatoan Design** with input from the young people's advisory group.

**How to reference this guide**

Renold, E. (2016) *A Young People's Guide to Making Positive Relationships Matter*, Cardiff University, Children's Commissioner for Wales, NSPCC Cymru/Wales, Welsh Government, and Welsh Women's Aid.





© 2016



Cymorth i Ferched Cymru  
Welsh Women's Aid



Llywodraeth Cymru  
Welsh Government

ISBN: 978-1-908469-10-6



[www.agenda.wales](http://www.agenda.wales)



[agendawales@gmail.com](mailto:agendawales@gmail.com)



[#YPAgenda](https://twitter.com/YPAgenda)

