PRIMARY AGENDA

SUPPORTING CHILDREN IN MAKING POSITIVE RELATIONSHIPS MATTER

Cardiff University / Prifysgol Caerdydd

In partnership with NSPCC

Comisiynydd Plant Cymru / Children's Commissioner for Wales

Cymorth i Ferched Cymru / Welsh Women's Aid

Llywodraeth Cymru / Welsh Government

www.agenda.wales agendawales@gmail.com #primaryAGENDA

Feelings and emotions

Friendships

Gender norms in society

WELCOME TO PRIMARY AGENDA

Primary AGENDA is a resource for educational practitioners who want to support children (age 7-11) to make positive relationships matter in their school and community. Through starter activities and case studies, Primary AGENDA invites you to explore inclusive, creative and rights-based approaches to a range of issues including:

Consent

Gender equality and equity

Body image

Gender, sexuality and relationship rights

Positive relationships

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

Bullying
Raise Awareness
Consent
Equality
Inequity
Sexuality
Feminism
Diversity
Coercion
Racism
Stereotype
Sexualisation
Difference
E-safety
Gender
Change
Inequality
Domestic abuse
Norms
FGM
Homophobia
Love
Sexism
Friendship
E-rights
Ableism
Equity
Transphobia
Role model
Create
Mental health
Rights
Education
Relationship
Voice
Body image
Children

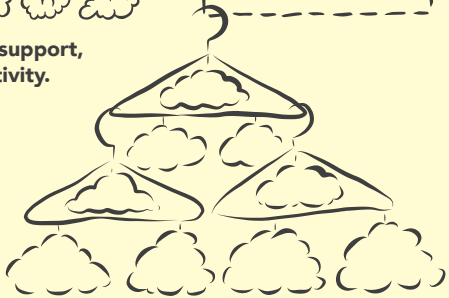
Take a look at **UNESCO's guidance** for how you can explore these areas as part of a holistic relationships and sexuality education (RSE) for primary school aged children.

UNESCO offers evidence-based developmentally appropriate aims and objectives for practitioners to adapt and make their own.

DIY SUPPORT CLOUD

What you'll need:
Print-outs of support clouds
Pens
Coat hangers
String
Hole-punch

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



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

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

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

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

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

CHANGE-MAKERS AROUND THE WORLD

DIY

What you'll need:

Map of the world

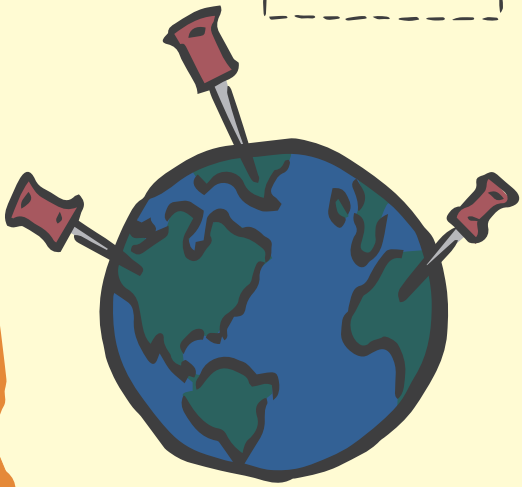
Pen and Paper

Drawing pins

Who or what would your inspirational change-maker be?

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

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



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 relationships, gender and sexuality.
2. Fold up the paper slips, and put them inside the glass jar.
3. When you've finished, take each comment in turn and think about what needs to change to turn what is unfair to fair, for an equal and more inclusive world.
4. Decorate the jar with your messages for change.

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

Jar (verb)

to jolt, shake, vibrate

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

DIY

STOP-START

What you'll need:
Red and green paper plates
Marker pens / String / Pegs

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

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

3. **Once your STOP and START plates are complete...**
Use the pegs and string to attach each plate to form a stop/start line of action.

4. **Ask volunteers to read their STOP/START plates aloud.**

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

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

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

Adapted from **girlsforgenderequity.tumblr.com/post/140652252327/spark-it**

Here are some Stop and Start examples:

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

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

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

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

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

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

FELTING OUR FEELINGS

What you'll need:

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

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

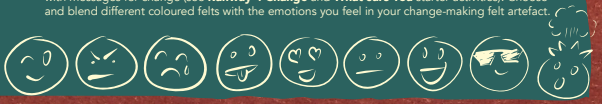
As one Welsh primary schools motto reads: **"it's ok, not to be ok"**. But how do we make a space for feeling, naming and expressing the emotions in our change-making activities?

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

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

FELT FEELING CLOUD

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



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

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

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

FLASHOVER – the moment a conversation becomes real and alive

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

Beautiful new wor to describe emotions

Feminist Felting

Felt and Fibre Arts Activism

40 books on managing emotions

Living With Feelings Project

History of Emotions Blog

De-bunking the myth about boys and emotions

Emotional labour around the world

50 Ways People Expect Constant Emotional Labour from Women and Femmes

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

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

RUNWAY 4 CHANGE

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

What you'll need:

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

1

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

2

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

3

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

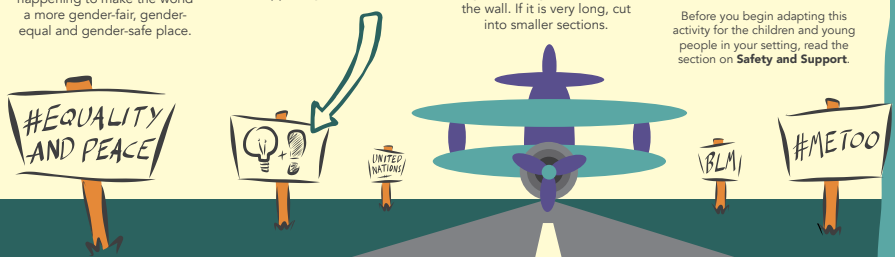
4

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

5

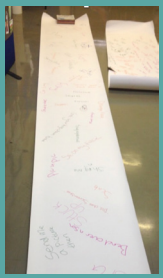
What next?
Now you've spot-lighted an area for change, use the **AGENDA resource** to find out more about your issue. Try out the **Feminist Wordsearch** and see if there are any organisations or groups who can help you. Do your own **research**. Click on **"Ideas for Change"** for creative ways to get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

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

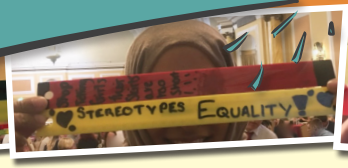


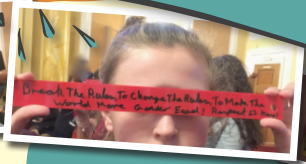
**"an idea is a thought, opinion or belief.
It can also be a suggestion as to a possible course of action"**

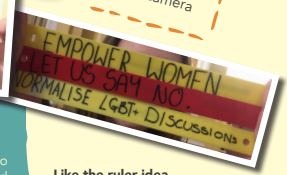
Read about how the Ruler HeART project used the runway for change



Reassembling the Rules!







What you'll need:

- Lots of rulers, preferably with holes in the top
- Permanent marker pens
- Digital camera

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

A **RELFIE** is a relationship selfie.

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

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

Watch Unity's Gender Equality Youth Assembly ruler-activism
#thisiswhatafeministassemblysoundslike
vimeo.com/276544847

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

Like the ruler idea but need an alternative?

Print out paper rulers. Lay them on every seat in an assembly hall or classroom space. Invite others to write on the backs of the paper rulers what rules they want to change. Collect them up, and deliver them to the organisation who holds the decision making powers on your chosen issue.

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

Gender Watch Bingo

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

DIY

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

4 Stories on how teachers are addressing sexism in primary schools

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

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

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

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

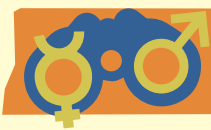
For more information, training and resources on advancing gender equality and equity in schools and society, see:

Chware Teg and Fair Foundations
Equality and Human Rights Commission
Fawcett Society
Full Circle Education
Gender and Education Association
Gender Respect Project
Gendered Intelligence
Hafan Cymru's Spectrum Project
Let Toys be Toys
National Education Union
PlanUK
Stonewall Cymru
The Classroom (LGBTQ+ Teaching)
UK Feminista
Umbrella Cymru
Women's Equality Network Wales

What's the difference between equity and equality?

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

Gender Watch Bingo



Afterschool clubs for all genders

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

Gender inclusive toilets

Visible leadership on gender equality and diversity

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

Gender inclusive uniform

Gender equality and diversity posters around the school

Learning about gender equality and equity in the curriculum

School plays which challenge gender stereotypes

Student-led assemblies on gender equality and diversity

Visits from equalities champion role models

Feminist books in the library

Challenging sexist bullying

Gender balance of authors in the library

Students doing their own Gender Watch research projects

School policy on advancing gender equality

Raising money for gender equality charities and organisations

Regular staff training on gender equality

agendawales www.agenda.wales #YPAgenda

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

VISUAL ART

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

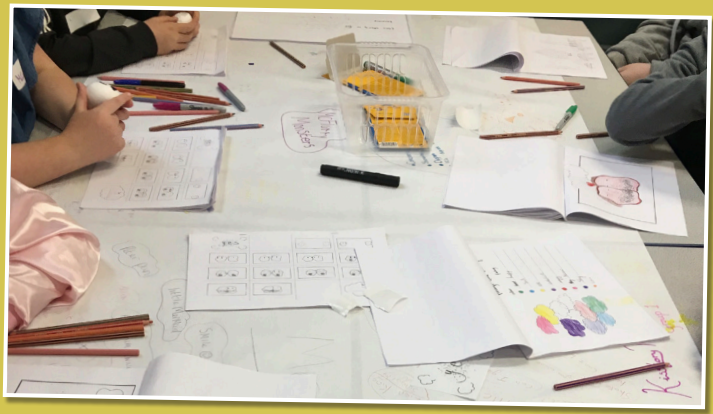
Visual art can include all sorts of things, from **mixed-media** to junk. It can be a great way to express yourself and share those expressions with others. You can display it. You can wear it! (see **Vivienne Westwood's fashion activism**).

Working with their feelings, after a healthy relationships lesson on FGM (female genital mutilation), Year 5 and 6 students spent a day learning about craftivism and cross-stitch activism. They created a cross-stitch banner in the shape of a heart. This heART shares their messages for gender and sexuality rights and equalities and hangs in the school hall.

ZINES AND COMICS

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

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



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.

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

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

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

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

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

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

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.

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

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.

During anti-bullying week, and inspired by the Children's Commissioner for Wales' **'Sam's Story: Listening to children's experiences of bullying in Wales',** children planned and performed a role play drama. Each role play demonstrated some of the key behaviours children had discussed to explore bullying behaviours.

Find out more about what a rights-respecting whole school approach to healthy relationships looks like using Sam's Story **here**.

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.

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

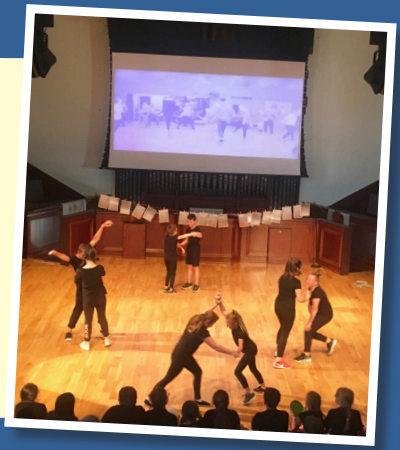
Read more about their research and its impact **here**.

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.

Over 30 children (age 8-11) created a dance to show their families and community how they are using movement to explore body image pressures and what a positive relationship with their own bodies and the bodies of others looks and feels like.

Find out more about the **EveryBODY Matters** project here.



DIRECT ACTION

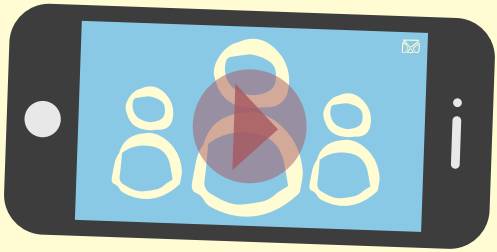
Protesting with others about something that you object to and that you want to change can take many forms. Protests can be local or global and take place online or offline. They are often a mixture of both.

Inspired by the **youth-led Valentine Card Activism** in Wales for better healthy relationships education, over 120 children, aged 11-12, from 10 school classes in Oulu, Finland designed their own creative activism.

They posted 210 valentine cards to each member of the Finnish Parliament, and included anonymised examples of sexual harassment to let politicians know that the **#MeToo** campaign affected children of their age.

VLOGGING

Vlogging is when people share their ideas through video.

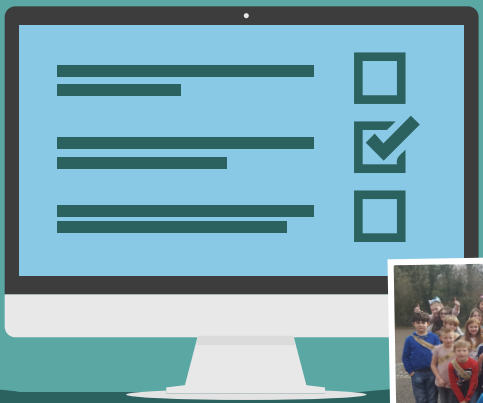


Using their voice, text, images and a glitch-art app, a group of Year 6 students created a vlog about how the media focuses on negative stories, like violence and terror, and filters out what people are doing to change things.

Watch their video 'Filtering Our Feelings' **here**. Read more about the **i-motion** project **here**.

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.



A group of year six students have been learning about gender and sexual equality and rights all year. They designed a campaign that got people to think about the harmful impact of gender stereotypes. The students dressed up in pink and blue for a day to raise awareness of stereotypical colours. The group also created sashes in the style of the suffragettes to highlight how their campaign was about the wider issues of equal rights. Then, they started a petition on **change.org** to raise awareness of gender stereotyping and invited others to join their cause.

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.

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

YOUTH GROUPS

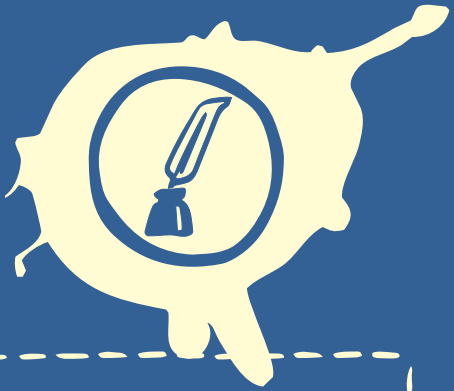
Youth groups have a long history of engaging in awareness raising and change-making activities.

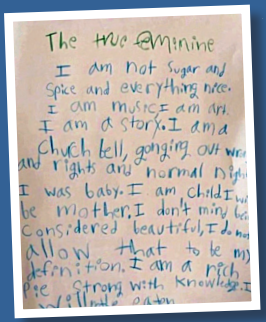
Children from a local valleys youth group travelled by bus to Cardiff city centre to celebrate 100 years of female suffrage with thousands of others. They waved their hand-made flags with messages for 'peace', 'freedom', 'strength' and 'girl power' to passers by all the way there.

Find out more about the UK suffrage processions **here**. Go to **ALL OF US** for more resources on girls' and women's rights and activism across the globe.

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.





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

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

SPEAK OUT!

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

CRAFTING EQUALITY

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

KISSTORY

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

EVERYBODY MATTERS

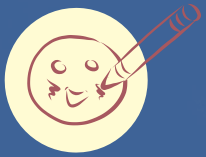
Feeling Difference and Diversity with Movement, Sound and Image

i-MOTION

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

ALL OF US

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



SAM'S STORY

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

DIY

TOYS "R" US FOR ALL OF

Becoming gender stereotype detectives in the toy world and wider world

What you need

2 containers (e.g. bottles, buckets)

Art materials to decorate each container

Beads or buttons (if you want to explore feelings alongside the task, see Starter Activity for more ideas).

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

1. If working in a large group, split the class into small groups.

2. **Containing gender:** Give each group 2 containers. Decorate one container with the letter R and one with the letter C.

3. **What is a gender stereotype?** Discuss what a gender stereotype is and what it means to **challenge** or **reinforce** gender stereotypes in the toy world and in the wider world (e.g. clothes, jobs, identities, music, adverts etc.). For more ideas, resources and lesson plans on how to do this, see **Gender Watch Bingo**)

4. Ask each group to choose a shop they have been to recently or seen online. Each group explores their chosen website (if it is possible, take a fieldtrip to the store). **Gender stereotype detectives:**

5. Investigate together how the toys are marketed and displayed. Can you tell which products are for 'girls' and 'boys'? How do you know? (e.g. colours, font, images). Are any products challenging gender stereotypes?

6. **Collecting the Evidence:** Using the two containers, place a button in the R container each time you spot a gender stereotype being REINFORCED and place a button in the C container each time you spot a gender stereotype being challenged. Take a screen shot of 'challenging' and 'reinforcing' examples. Count up how many buttons you collected in each container. Display your findings creatively (e.g. sticking the buttons on the container, hanging them from ribbon or string)

7. **Toys are for (all of) us:** invite each group to write a letter or email to the retailer expressing either their concern for reinforcing gender stereotypes OR praising their gender inclusive marketing. Include photos. Maybe insert some buttons if you are using paper and envelopes.

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

DIY 30 MINUTE DRAMA

Exploring unwanted heteronormative pressures through drama.

PREPARATION
Organise your class or group into small groups (no more then 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.

What is heteronormativity?

Heteronormativity is a term that is used to raise awareness of and challenge the assumption that heterosexuality is the default and 'normal' sexuality, and that anything other than heterosexuality is abnormal or deviant.

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

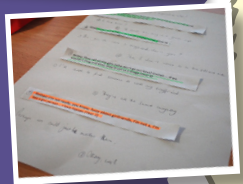
The (dinner staff) go "the more the boys hit you, the more they love you"

For more quotes, go to **Speak Out.**

MATERIALS YOU WILL NEED

- Print the 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 a play. Or offer the scripts to your secondary school drama department, or local drama group to work with and develop into a piece of **interactive physical or forum theatre**.



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

DIY

CROSS-STITCH YOUR RIGHTS

Using craftivism to promote gender and sexual equality and rights.

1. **Ideas 4 Change –** Using ideas from any of the AGENDA starter activities (e.g. Runway 4 Change, What Jars You etc) choose one issue or message to share on your cross-stitch square. See the "Crafting Equality' case study for ideas and resources of different craftivism and cross-stitch projects around the world.

2. **Mock-up –** Working individually or in pairs, mock-up your design on scrap paper. You can cross-stitch a slogan (e.g. Gender Equality for All, Malala Rocks!) or symbol (e.g. the peace symbol). Perhaps cut-out the light coloured cloth into a favourite shape, write a message with felt tips and stitch this to your square.

3. **Get Stitching –** Make and decorate your squares (e.g. with bells, beads, sparkles)

4. **All together –** When the cross-stitch squares are complete, discuss how you might bring them together to make a whole piece (e.g. a heart-shape collage, a rectangle banner, a cape)

5. **Pin-up –** Using the safety pins to connect each square, work together to form your final piece.

6. **Display –** Choose where to display your cross-stitch artefact. Give it a name! Share in an assembly, or on twitter.

What you need:

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

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

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

DIY

What is consent?
Consent: seeking and giving permission for something to happen

KISSTORY COMICS

What you'll need:

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

PREPARATION

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

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

COMIC MAKING

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

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

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

DIY

WYRED BODIES

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

What you'll need:

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

Preparation

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

B. Read the EveryBODY Matters case study for ideas and links to resources on gender, bodies and body image.

Consider how gendered expectations of the way people look, feel and move will always be shaped by other social, cultural and physical differences.

C. Put a handful of craft wire strips in each box and lightly seal with sticky tape.

Activity

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

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

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

DIY

GLITCH RELATIONSHIP ART

Experimenting with physics concepts to explore relationship pressures

WHAT YOU'LL NEED

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

A3 paper

Pens

Physics text book, app or website

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

PRESSURE

GRAVITY ATMOSPHERE

FRICTION

ELASTICITY

SPEED

STOPPING & THINKING DISTANCE

ACCELERATION

DECELERATION

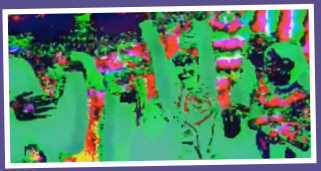
VELOCITY

MASS

DRAG FORCE

2. Select 10 concepts and find out what they mean.

3. Speak your concepts into the glitch app.



4. Do the concepts and glitch images help you express your feelings about friendships and relationships? Note down some of these feelings onto a large piece of paper.

5. Take a look at what you have written. Cut up each word or phrase. Move them around, add to them. You might end up with a string of single words around a theme, one core phrase, or pages of raps and rhymes.

6. Speak your poem/s into the glitch app. Play around with pitch, repetition and rhythm. You can slow words down, say things over and over, whisper or shout them out loud. What happens when you touch the screen?

7. Glitch apps allow you to record your interactions as still (picture) or moving (video) images. If you like what you see and hear, why not record your final piece by making a digital story of your Glitched Relationships Journey.

8. When you're done, will you share it, delete it or Glitch again?

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

DIY

#THISISME #ALLOFUS

Making Rainbow Ribbons 4 Gender Equality

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

What you'll need:

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

Preparation

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

Read the **ALL OF US** case study for ideas and links to resources on gender identity, gender expression and gender rights. See **GENDER WATCH BINGO** for the difference between gender equality and equity.

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

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

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

1 #thisisme

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

2 #thisisus

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

3 Rainbow Ribbon

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

4 Sticking up for Gender Equality

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

5 Flagging the importance of Gender Equality for #allofus

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

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

DIY

IDENTITY CWTCH

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

What you'll need:

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

1. Introduce the fictional character 'Sam'. Specify that Sam is their age and from their community, but do not specify any other details, such as gender or faith or disability.
2. Discuss the multiple meanings of CWTCH (i.e. a cupboard, a cuddle, a safe place).
3. Provide each child (or pair of children) with a box and a coloured pipe-cleaner. Let them know that they will be making a stick figure of Sam and a 'Cwtch' for Sam to live in.
4. Make a human figure from the pipe cleaner. This will be Sam. As they are making Sam, encourage children to reflect on what Sam's Story might be. Who is Sam? What does Sam look like? Where does Sam live and who with? What does Sam really enjoy doing? Is Sam scared of anything? What dreams might Sam have about the future?
5. Place the box on its side, so that the two opening flaps become the entrance doors. Decorate the outside of the box (but not the doors) with all the different things, people and places, that make up Sam's life.
6. On the outside of the doors write what someone might think or say to Sam if they saw Sam on the street. Choose to write two or more things.
7. On the inside of ONE of the doors, write two (or more) things someone could find out about Sam if they spoke with Sam for 5 minutes.
8. On the inside of the other door, write two (or more) things that an acquaintance (e.g. neighbour, classmate, family friend) could know about Sam.
9. Inside the cwtch write something that only someone who knows Sam really well would know, or that Sam themself might only know [if it is difficult to write inside, open up the box and tape back up again]
10. Using the shredded paper, place Sam (pipe-cleaner figure) somewhere inside or outside the Cwtch. If there are enough pipe cleaners and time, children could make other figures to be with Sam (e.g. friends, family, pets, bikes etc.)

Close

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

Reflections

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

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

How might we share what we have learned with others?

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

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

Why are identity rights important?

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

DIY

FREEZE FRAMING BULLYING

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

1. Explain to the group that you are going to introduce an imaginary character called 'Sam'. Give them the following information about Sam: Sam is ** years old [choose the age relevant to the group] and is a child in your group or class at school. Sam is being bullied.

2. Divide the group into small groups of 4-5, to discuss the following questions:
   Who is Sam?
   What is happening to Sam?
   Where is this taking place?
   Why is this happening?

3. Ask each small group to create a freeze-frame showing a scenario that they are discussing. It could be the bullying itself, or a scene before or after. Set ground rules before they set the frame, e.g. no physical contact.

4. Groups show their freeze frames to each other. First one group shows and the rest of the class discusses what could be happening while the group stay frozen. Then they come out of role and explain what was happening.

5. Ask the groups to consider what advice they would give to 'Sam', if Sam was someone they knew. During discussion, identify and explore with children the underlying values of how and why being picked on/bullied/harassed happens. Why are certain differences targeted? What wider pressures might be at work here? (e.g. gender and sexual stereotypes, poverty).

6. **Vital here is to shift the discussion away from blaming or shaming the 'bullies' 'victims' or 'bystanders' and locate each scenario with the wider social, cultural and economic pressures that underpin all bullying cultures.**

7. Pair up the groups in the class. Invite one pair to return to their original freeze frame and invite the other pair to create a freeze frame that shows some of the external pressures acting upon the original scenario. Share and discuss as above. What can we do?

8. Distribute A4 paper and coloured pens to each child. Invite the group to consider how they can lend a hand to prevent bullying cultures in their peer groups. Ask each participant to draw around their hand on the paper. Invite them to write an action they can do or attitude they can have that will help prevent bullying on each finger. Some examples of statements are: 'Be proud of my identity'; 'Respect Equality'; 'Stand up for rights'; 'Report bullying if I see it', 'Celebrate difference' and 'Speak Up'.

What you'll need:
Pens and Paper

9. Children can then decorate their hands and put their completed hand pictures on a table or on the floor. Invite the group to look at the different actions on the hands and consider: how can these actions change our community or school? Which ones can we action now?

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

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