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

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It's my job as Children's Commissioner for Wales to safeguard and promote children's human rights. An important part of my role is to spend time with children and listen to their concerns and experiences. When I ask children in primary schools what they would like me to speak up about they often tell me that the following issues, covered by this resource, are important to them: gender stereotyping and closing down of opportunities – for example who can play certain sports, bullying based on looks or perceived identity and lack of fairness for some groups.

This resource provides safe, creative and hugely EXCITING ways to help children understand, explore and express their opinions on these vital issues. We mustn't underestimate the ability of younger children. I find children of primary school age to be passionate, creative, curious and with a huge sense of social justice.

Schools and individual young people have told me about the transformative effect the secondary school age AGENDA resource has had on them. I am delighted that we now have a tried and tested resource for those working with children of primary school age.

Please use this resource. It's an important way of ensuring that the children in your care learn about their human rights and experience them too. I can't wait to share Primary AGENDA with primary schools in Wales!

Sally Holland,
Children's
Commissioner
For Wales

Comisiynydd Plant Cymru

Children's Commissioner for Wales

It's an exciting time for education in Wales. We are in the process of developing a new curriculum. Health and Well-being will feature as one sixth of the core provision, and will be used in all schools by September 2022. In May 2018, I announced we would be changing the name of this area of study from Sex and Relationships Education to 'Relationships and Sexuality Education (RSE)' and that it would become a statutory element of our new curriculum.

RSE represents a new approach to learning in this area because it broadens this field of study and places an emphasis on forming and maintaining healthy, happy and fulfilling relationships and understanding the way that culture and society influence our behaviour. I want all learners to be able to have the advantage of learning about RSE, which is why we are making these changes now.

It's fantastic to see that there is now a 'Primary AGENDA' resource – the first 'AGENDA' resource has been hugely successful and has been used widely throughout Wales. This new resource will contribute to this goal by supporting teachers to provide comprehensive, relevant and inclusive RSE, under both the current and future curriculum arrangements.

I am delighted to be supporting Primary AGENDA and would encourage all teachers and practitioners to use it to support and empower children to make positive relationships matter in all aspects of their lives from family, friends, community and the world.

Kirsty Williams
Minister for Education

Llywodraeth Cymru
Welsh Government

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
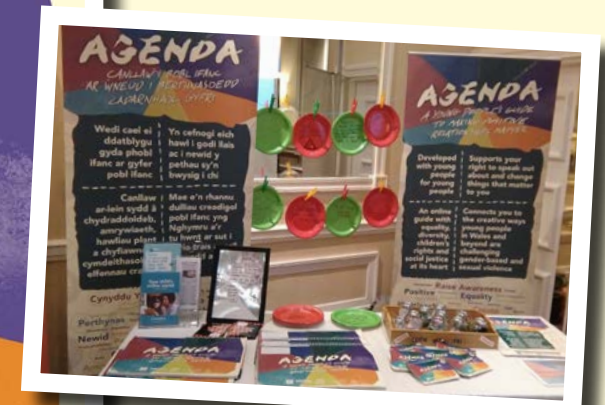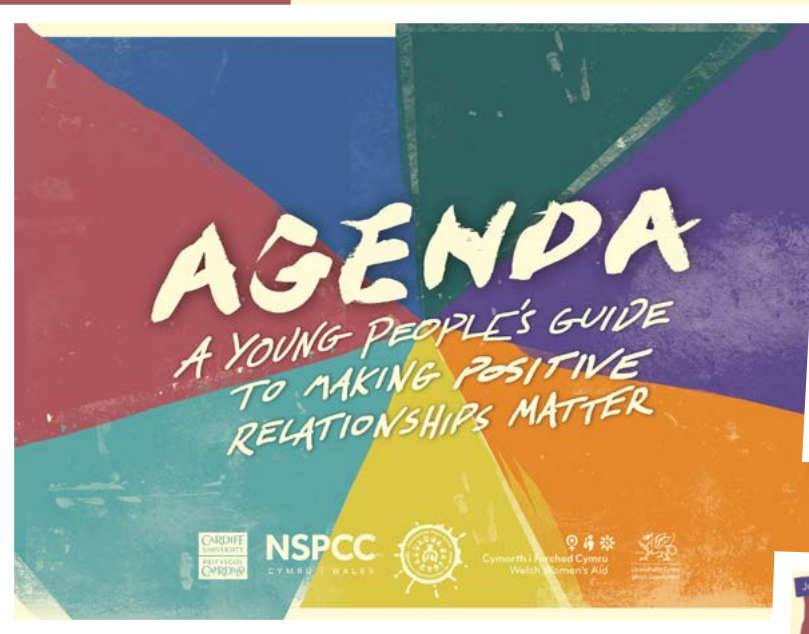
Positive relationships

HOW PRIMARY AGENDA BEGAN

In November 2015, **AGENDA: A Young People's Guide for Making Positive Relationships Matter** was launched.

This is a free, national, bilingual resource for young people (age 11-18) to support them to raise awareness of gender-based and sexual violence in the context of rights, equality and social justice.

The resource has been very popular, and not just with young people. Practitioners were asking if some of the creative activities could be adapted for primary schools so that teachers could support children to safely and creatively speak out and make a difference on what mattered to them.

With new content and case studies, Cardiff University, Children's Commissioner for Wales, NSPCC Cymru /Wales and Welsh Women's Aid joined forces again to create **Primary AGENDA: Supporting Children in Making Positive Relationships Matter**.

AGENDA
A YOUNG PEOPLE'S GUIDE TO MAKING POSITIVE RELATIONSHIPS MATTER

CARDIFF UNIVERSITY PRIFYSGOL CAERDYDD • NSPCC CYMRU / WALES • Cymorth i Ferched Cymru Welsh Women's Aid

AGENDA ONE YEAR ON

Since November 2016, **over 700** young people have used **AGENDA: A Young People's Guide to Making Positive Relationships Matter**

AGENDA has reached **over 3000** people in 12 months:

- **over 1400 young people** in Wales
- **over 500 teachers** in Wales
- **over 100 academics** in the UK
- **over 1000 youth practitioners** in Wales

November — Over 40 AGENDA youth ambassadors were trained at the launch of AGENDA

January — Case studies from AGENDA were submitted to the **Women and Equalities Select Committee Inquiry on Sexual Harassment and Violence in Schools**

March — Over 20 young people showcased AGENDA-inspired work to over 2000 people on International Women's Day at the Millienium Centre, Cardiff and National Waterfront Museum, Swansea

National press: AGENDA case studies appeared in The Guardian

June — Voices Over Silence Project won **The Royal College of Midwifery Award for Partnership Working**

July — The first 'Educating Agenda' conference was opened by the Cabinet Secretary for Education, Kirsty Williams and showcased the AGENDA-inspired work of over 50 young people

Mountain Ash Comprehensive: WAM (we are more) created a flashmob dance in their school canteen, a silent statue and a drama to raise awareness of body shaming, skirt length, sexual harassment and gender equalities

Tonyrefail Comprehensive: 13 year old Charlie wrote and performed the song 'Face to Face' accompanied by Mountain Ash Comprehensive male voice choir

Ysgol Plasmawr: DIGON (anti-HBT bullying group) created and performed a new drama, 'Hidden?', to address the harmful effects of heteronormativity and homophobic banter

Tonypandy Community College performed their AGENDA inspired drama 'Outlook' to speak out about sexism, abusive sexting and mental health

August — AGENDA was shortlisted for the **Children & Young People Now PSHE Education Award**

'What Jars You?' activity completed by 400 young people to gather views for **Welsh Government's National Online Safety Action Plan** for children & young people

September — The Children's Commissioner for Wales and AGENDA youth ambassador, Georgia, shared the AGENDA resource with over 70 participants at the **European Network of Ombudspersons for Children** in Helsinki as they develop their manifesto for Sex and Relationships Education

AGENDA case studies featured on BBC Newsbeat

October — AGENDA reached a global audience with the American launch of an expanded and interactive AGENDA tool-kit in partnership with the New York based **SPARK Movement**. This goes live in collaboration with the United Nations' **International Day of the Girl 2017: 11 Days of Action**

SPARK is an intergenerational activist organization working to ignite and foster an antiracist gender justice movement to end violence against women and girls and promote girls' healthy sexuality, self-empowerment and well-being

The Hafan Cymru Spectrum Project, who have delivered over 1600 healthy relationships education sessions to primary and secondary schools across Wales, now use many of the AGENDA activities in their lessons

The figures in this infographic reflect the estimated number of children and young people reached through events, conferences and training days. These figures are likely to be underestimates as they do not include social media interactions, newsletter advertising and AGENDA downloads.

HOW TO USE PRIMARY AGENDA

Wherever you see this sign, you'll find a do-it-yourself activity to adapt for your own practice

✂✂✂✂✂ **DIY** ✂✂✂✂✂

Use these buttons to navigate through Primary AGENDA

This button will take you to the previous page

Click icons like these to jump to different sections and find out more:
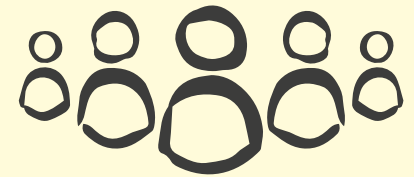
Wherever you see this icon, you can read about children and young people's thoughts and opinions from their case studies.

This one will take you back to the contents page

And this one will take you to the next page

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

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.

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

1 WHAT IS PRIMARY AGENDA?

Primary AGENDA is a resource for practitioners who want to empower children (age 7-11) to make positive relationships matter in their schools and communities.

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

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

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

Bullying

Raise Awareness

Consent

Equality

Inequity

Coercion

Sexuality

Feminism

Diversity

Racism

Sexualisation

Difference

Stereotype

E-safety

Change

Inequality

Domestic abuse

Gender

Love

Sexism

Friendship

Norms

FGM

Homophobia

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.

PRIMARY AGENDA PRINCIPLES

PRIMARY

Children learn about gender, relationships and sexuality long before they start school (e.g. from advertising, books, social media, television and from family members, peers, in their communities). Schools are key sites to learn from and respond to children's evolving ideas, questions and needs on a range of RSE issues, from body image to consent.

AGENDA

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

MAKING

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

PRIMARY AGENDA
SUPPORTING CHILDREN IN MAKING POSITIVE RELATIONSHIPS MATTER

SUPPORTING

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

POSITIVE

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

RELATIONSHIPS

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

MATTER

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

RELATIONSHIPS

Relationships can be formed within and between people, but also with, for example, deities, places, objects, animals and nature (e.g. pets, a favourite toy, the environment).

Inter-personal relationships can include a range of associations and bonds between, for example, family members, peers, relatives, adult civil and marriage partnerships and with a whole range of others (e.g. neighbours, shopkeepers etc.). Relationships introduce children to a range of feelings (e.g. affection, closeness, care, fear, love, obligation, power, powerlessness, respect, trust) which shift and change throughout the course of their contact with others. Some relationships are very brief, others are life long. Some relationships are regulated by law, customs, rituals and mutual agreement.

Human relationships are shaped by a range of societal norms (e.g. gender norms) and operate in the context of shifting, uneven, unequal or abusive power relations.

GENDER

'Gender' is used in this resource to refer to how sexed bodies are lived (e.g. as identity, as expression, through social interaction), represented (e.g. in language, media, popular culture) and regulated (e.g. by socio-cultural norms, such as the stereotypes of 'masculinity' and 'femininity', and in law).

While the concept gender can include the different ways societies assign chromosomes or body parts to sex categories, it is not synonymous with sex, and does not only refer to gender identity or gender expression.

It is a concept that allows for analyses of gender as an organising principle of society (e.g. how gender shapes and is shaped by economic, environmental, political, cultural, legal, historical, religious and spiritual factors). As a concept, it also enables an exploration of how different societies address the intersection of biological, socio-cultural and psychological processes.

Gender identity

'Gender identity' is used in this resource to refer to a person's inner sense of self. Gender identity does not necessarily relate to the sex a person is assigned at birth. Feelings about gender identity start early, around the age of 2-3.

Sex

'Sex' is used in this resource to refer to the biological processes and attributes that societies use to assign sex categories (e.g. male, female, intersex). These biological attributes include chromosomes, hormones and internal and external physical sexual and reproductive anatomy.

Gender expression

'Gender expression' is used in this resource to refer to the outward signs that people use to communicate their gender identity (i.e. inner sense of self). This can include, for example, preferred pronouns, choice of name, style of dress and appearance, mannerisms and behaviour.

SEXUALITY

The World Health Organisation's (WHO) definition of **sexuality** informs this resource. They define sexuality as "… a central aspect of being human throughout life that encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors." (WHO 2006, 2010). See further WHO definitions of sexual health and sexual rights **here**.

Read more about the **future vision** for **relationships and sexuality education in Wales** as…

Empowering and transformative

Gender Equity and Rights-Based

Inclusive and holistic

Creative and curious

Experience-near and co-produced

Protective and preventative

BE CREATIVE

IN MAKING PRIMARY AGENDA MATTER

Creativity is at the heart of the resource. Primary AGENDA has been written as a series of suggestions for you to build on creatively.

A key aim of Primary AGENDA is to show you how working creatively can support children in sharing what matters to them across a range of RSE issues.

We can start by asking the question, 'What does it mean to get creative?'

All the activities and case studies in this resource combine creative methods (e.g. drama, drawing, dance) with creative pedagogy (i.e. when uncertainty and curiosity are folded into the mix).

Working in the creative mode, such as story-telling, crafting, movement or music enables us to become more aware of what matters to children.

They will enable you to find out what children do and don't know, and what they would like to learn more about and why. This process is sometimes referred to as 'age appropriate' or 'developmentally appropriate' teaching.

Being creative involves the six elements outlined in this section.

Imagination

Working creatively and critically can enable children to imagine other lives, identities, families, experiences and ways of being in the world. This is often achieved through fictional stories, drama and visualisation.

Imagination – the process of forming new images in the mind that have not been previously been seen, heard, or felt before.

Humans are **sensate** creatures: sight (vision), hearing (audition), taste (gustation), smell (olfaction), and touch (somatosensation) are the five most commonly recognized senses. The ability to detect other stimuli beyond these senses also exists.

Curiosity

Being creative very often involves learning to unlearn what we think we know, so that we can be curious about 'what matters' to children. This requires an openness to listen to what children tell us, and being able to adapt activities to their interests and needs.

Curiosity: from Latin cūriōsus, meaning "careful, diligent, curious" and cura "care" - a quality related to inquisitive thinking such as exploration, investigation, and learning.

Sensory

Working in the creative mode can encourage new responses to familiar or unfamiliar feelings, ideas, movements, concepts or situations. Objects and artefacts crafted through a creative process on what matters to children can also be shared for others to interact with in multi-sensory ways.

DIY

WHAT JARS YOU?

What you'll need:
Large glass jar
Slips of blank paper
Coloured Marker Pens that can write on glass

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.

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.

Art-ful

What makes something **art-ful** is the way an event, artefact or experience unfolds to show you the potential of what more it might become. **Runaway creativity** is the process whereby grey areas can be opened up for expression and discussion, where ideas take off and new connections are made.

Safe and inclusive

Creative methods and pedagogy can support you to create safe and inclusive environments where all children are listened to. By using a wide range of expression you can create spaces for children to feel, think, question, and share sensate, sensitive or difficult issues, without revealing too much of themselves, such as **what jars them**, what is harmful, what is **fair** or what is **consensual**.

Tender.org.uk is a charity that uses arts-based methods to deliver healthy relationships education in primary schools, secondary schools and alternative educational settings.

Ethical

Using creative methods isn't a matter of anything goes. Allowing ideas and expressions to flourish is important, but so is keeping a check on how power relations, norms and inequalities play out (e.g. how are gender or racialized stereotypes reinforced, questioned or challenged).

Want to learn more about creative methods and creative pedagogy?

The signature pedagogies project

How the expressive arts can enhance health and well-being

Creative approaches to relationships and sexuality education around the world

3

SAFETY AND SUPPORT

This section includes ideas on how to create safe and supportive spaces with children and young people.

It also directs practitioners to specialist organisations and forums for support and advice on children's rights, child protection and safe-guarding issues.

BEFORE YOU BEGIN

Below are some suggestions on how to create safe and supportive spaces in the context of a rights-respecting school or educational setting BEFORE you begin engaging with the activities in this resource.

Do...

ensure that senior leaders and governing bodies, (and parents/carers, if appropriate) are aware of what you are doing

To gain the support of senior leaders, governing bodies, and parents/carers, use this section to signpost where they can find out more about why and how the resource can support whole school approaches to the Welsh Government's revised (2019) sexuality and relationships education guidance for schools.

Do...

have clear safeguarding and support strategies, including for yourself

Refresh your knowledge on all your school's safe-guarding and child protection protocols and procedures. Get in touch with relevant external agencies for additional support and advice. Consider building an activity into and/or following a specific lesson or programme of work (e.g. see **Crafting Equality**).

Do...

ensure children know where to go for support

Raising awareness on sensitive issues can be empowering but might also bring up personal issues that children need additional support with from specialist agencies and organisations, many of which are included in this section. Use or adapt the 'support cloud' activity over the page.

Do...

know the law (e.g. equalities duty, violence against girls and women, sexual violence and domestic abuse, hate crime etc)

Knowledge of relevant legislation is important in being able to respond to children's questions with up to date and accurate information. However, recognise that the law does not help children and young people deal with the social injustices and violence they see around them.

The Sex Education Forum has many resources for educational practitioners on Relationships and Sexuality Education, "underpinned by evidence, a rights-based approach and the expressed needs of children and young people"

www.sexeducationforum.org.uk

Do...

create a safe, inclusive and confidential environment in which a wide range of views and feelings can be shared and explored

Many of the starter activities in this resource can be modified according to context, and are well-suited to exploring sensitive issues. Using creative methods can support you to create safe, ethical and inclusive environments where all children are listened to (See **Section 2** to find out more).

Consider creating a set of rights-respecting 'ground-rules' with children before you begin an activity or awareness raising campaign on what makes a safe, welcoming and confidential environment for all. Children will also have the best ideas for what might make a good 'time-out' reflection space or activity, or how to use an anonymous comments box for those tricky or embarrassing questions without being identified.

Do...

believe in children and young people

Children and young people will value an environment in which they can negotiate, discuss and come to their own understandings. Very often this involves learning to unlearn what we think we know, so that we can be curious about 'what matters' to children. This requires an openness to listen to what children tell us, and being able to adapt activities to their interests and needs.

Do...

use your professional judgement on how to use and adapt the activities in your setting

Most of the activities in this resource are suitable or can be adapted for primary school age children age 7-11. Some of the activities are suitable to adapt with young people with additional learning needs. See **Section 2** for how creative methods support child-centered, developmentally appropriate practice.

Do...

localize issues that are raised by children

Reflect on how the issues raised in this resource relate to children's local context - now and in the past. Doing this might help put some of the big issues into context and support children's meaning-making and understanding.

✂✂✂✂✂✂✂ DIY ✂✂✂✂✂✂✂
SUPPORT CLOUD

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.

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

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.
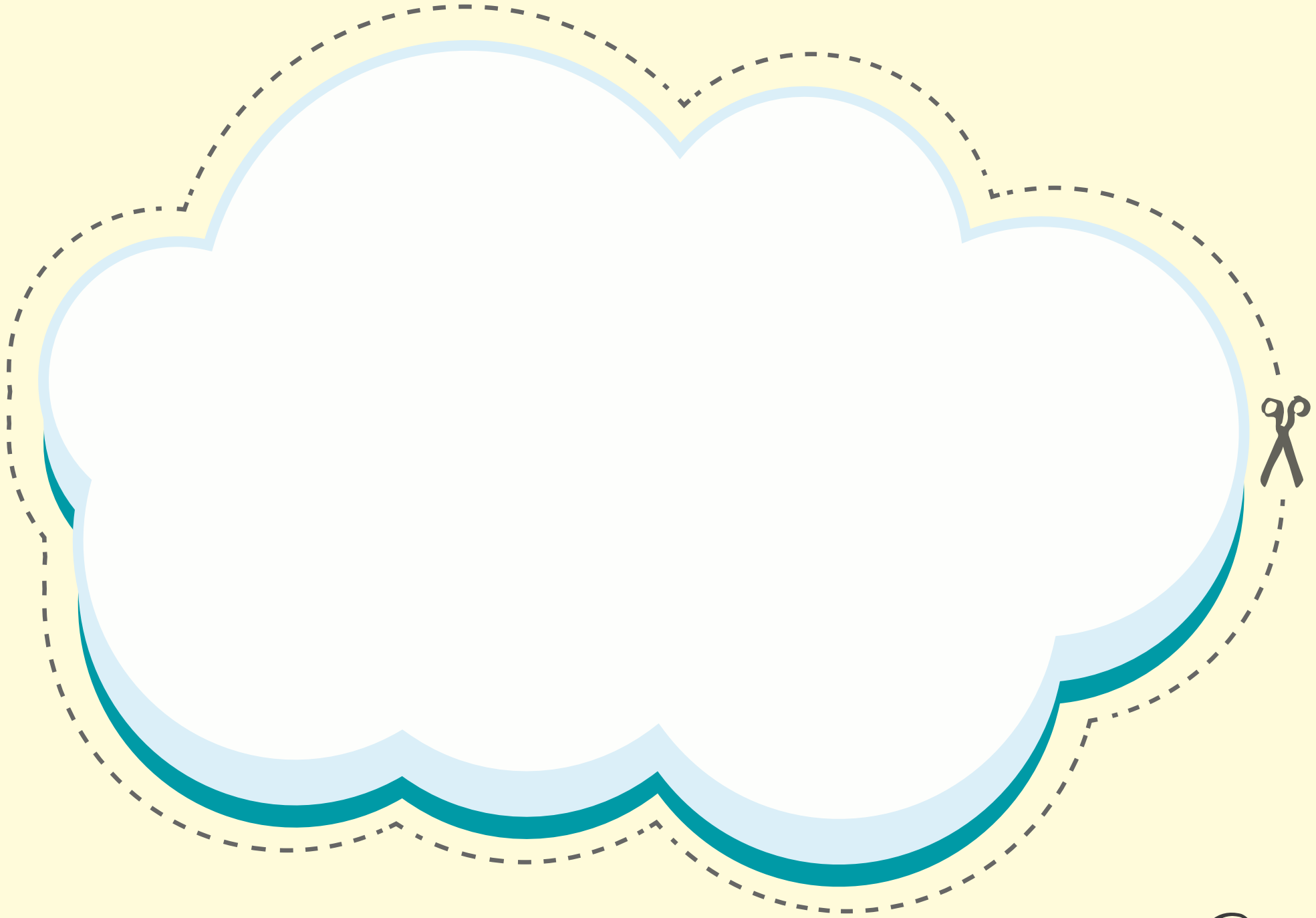
SHARING WHAT YOU DO

You might have noticed that there are very few faces of children and young people in this resource. We've taken a lot of care to protect the identities of schools and individuals. This is because Primary AGENDA 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 children and young people's identities are kept private, from legal reasons to a child's right to privacy.

Some of the projects in this resource used creative methods to help them raise awareness of sensitive topics without children and young people 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. **Re-assembling the rules**).

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

POLICY and LAWS

- In Wales there are dedicated 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 specifically address any **discrimination that causes inequalities** (including gender inequalities), **safeguard children** and young people's health and **well-being,** and promote **children's rights**.

- To find out more about how the Health and Well-being Area of Learning and Experience (AoLE) can support new developments in relationships and sexuality education in Wales for primary schools look for updates **here**.

- If children and young people want to get in touch with any of the politicians who represent them at a local, Wales, UK or EU level you can find their details **here**.

Why keep children and young people's identity private when sharing their stories on social media (e.g. school's twitter account)?

Keeping children and young people's identity private can help to:

1 communicate personal experiences without revealing too much of themselves;

2 give children and young people more control over when, where and how they want to disclose their identity; and for those children who have to keep their identity private, they are not obviously absent in group photos;

3 protect children and young people from direct contact from online trolls or unwanted media attention more interested in sabotaging rather than supporting their ideas.

SUPPORT AND ADVICE

Comisiynydd Plant Cymru

Children's Commissioner for Wales

The Children's Commissioner for Wales and the team promote and safeguard the rights and welfare of children and young people in Wales. **The United Nations Convention on the Rights of the Child (UNCRC)** is an international agreement that protects the human rights of children under the age of 18 – this Convention underpins all the Commissioner's work. Sally Holland is the current Children's Commissioner. You can read more about her work **here**.

WHAT DOES THE CHILDREN'S COMMISSIONER FOR WALES DO?

- Supports children and young people to find out about their rights under the United Nations Convention on the Rights of the Child (UNCRC)
- Listens to children and young people to find out what's important to them
- Advises children, young people and those who care for them if they think they've been treated unfairly
- Influences government and other organisations who say they're going to make a difference to children's lives, making sure they keep their promises to children and young people
- Speaks up for children and young people in Wales on important issues

HELPING CHILDREN TO UNDERSTAND AND ACCESS THEIR 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"
Sally Holland - Children's Commissioner for Wales.

Children have the right to:

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

AMBASSADORS SCHEMES

The Children's Commissioner for Wales' **ambassadors schemes** and community groups enable children and young people to inform the Commissioner's work through completing 'missions'. Ambassadors are children and young people in primary and secondary schools and in community groups who inform other children and adults about children's human rights and inform the Children's Commissioner about issues that are important to them in their communities.

ADVICE AND SUPPORT

The Children's Commissioner for Wales' Investigation and Advice service is free and confidential. It's there as a source of help and support if children and young people or those who care for them feel that a child's been treated unfairly.

Officers can either point you in the right direction to another organisation or, in other circumstances, they can look at individual complaints. 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.

HAFAN CYMRU'S SPECTRUM PROJECT

Hafan Cymru's Spectrum Project is funded by Welsh Government (and therefore free to schools) to raise awareness of Domestic Abuse and associated issues in all secondary and primary schools in Wales.

All Spectrum sessions:

- Promote the importance of healthy relationships and raise the awareness of children, young people and adults about the issues of Violence against Women, Domestic Abuse and Sexual Violence.
- Are delivered by qualified and experienced teachers. Sessions can be delivered in Welsh or English and all resources are bilingual.
- Are cross curricular and are designed to promote peer discussion, using a range of techniques.
- Use materials that are thought provoking, but are not designed to be so emotive as to cause distress.
- Are designed to promote discussion not disclosure.
- Conclude with information for children and young people on where they can access help and support both inside and outside the school.

Topics covered include:

- Foundation Phase – Gender Stereotyping, Identifying Emotions, Safety Zone
- KS2 – Healthy Relationships, Safety Zone, Appropriate/Inappropriate Images, Peer Education Programme
- KS3/4 – Healthy Relationships, Commercial Sexual Exploitation (CSE) and Female Genital Mutilation (FGM), Consent, Sexting, Stages of Abuse, Modern Slavery

The Project also delivers training for all school staff and for parents on:

- Raising awareness of domestic abuse
- Understanding the effects of domestic abuse on a child
- A Whole School Approach to tackling Violence against Women, Domestic Abuse and Sexual Violence.

In addition the Spectrum Project offers a free consultation/audit to assist schools with meeting the requirements of the Estyn Framework regarding Healthy Relationships Education.

For more information please contact:

Tel: 01267 266924 / 01267 266932   Email: spectrum@hafancymru.co.uk

www.spectrumproject.co.uk • www.hafancymru.co.uk
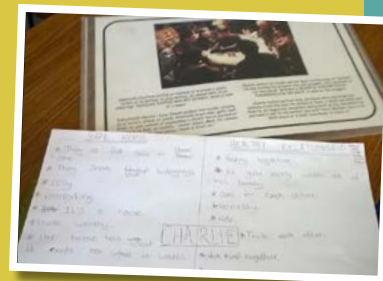
LIVE FEAR FREE

Live Fear Free is a Welsh Government website, providing information and advice for those suffering with violence against women, domestic abuse and sexual violence.

You can find a wide range of guidance and resources for workers and professionals in the field of violence against women, domestic abuse or sexual violence.

National Training Framework
The National Training Framework on violence against women, domestic abuse and sexual violence outlines the Welsh Government's requirements for training on these subjects across the public service and specialist third sector.

Live Fear Free Campaigns
There are a number of campaigns that each raise awareness of different aspects of violence against women, domestic abuse and sexual violence, from 'Don't be a bystander' and **'Voices Over Silence: a youth call to action on FGM'** to 'This is me'.

THIS IS ME is a campaign that aims to challenge gender stereotypes in a positive way by starting conversations about gender and to encourage people to 'live fear free' from gender constraints and gender norms.

Why focus on gender stereotypes?

Outdated notions still exist of how we should all act and what behaviours and achievements we should expect as a result, putting pressure on people to conform to society's 'norms'.

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 THIS IS ME campaign recognises that we are all so much more than just our gender.

The campaign recognises that we must acknowledge the link between gender and violence against women, domestic abuse and sexual violence.

It acknowledges that 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.

Everyone in Wales deserves to live fear free of gender stereotypes –to be whoever they want to be and reach their full potential.

Find out more about the campaign and its resources

See the Ribbons 4 Gender Equality DIY

Live Fear Free Helpline / Llinell Gymorth Byw Heb Ofn
0808 80 10 800

WELSH WOMEN'S AID

Welsh Women's Aid supports practitioners and children (aged 7-11) who have experienced abuse in Wales by:

- Offering training and resource packs to specialist services in a range of trauma informed, needs led group programmes including the **S.T.A.R** group work programme. This 10 week therapeutic intervention is designed to help children and their mothers recover from their experience of domestic abuse together.

- Offering resources and training to specialist services to support children one to one as well as specific resources to help staff working with children in refuge.

- Providing **training** to schools on VAWDASV and the impact on children including trauma informed working, coercive control and practical ways to support children in school settings.

- Encouraging and developing links between specialist services and schools to support the **Whole Education Approach** to VAWDASV.

- Supporting specialist services to deliver one off awareness raising sessions through carousel days, for example, Crucial Crew.

Cymorth i Ferched Cymru
Welsh Women's Aid

STONEWALL CYMRU

Children prosper academically and developmentally in classrooms where they feel welcome and safe. Unfortunately, hurtful language is very commonplace in primary schools. This sort of homophobic language can affect any students perceived as different including boys who apply themselves academically, girls who play sports and children with same-sex parents. All teachers want what is best for their students and often they are aware of the problem that homophobic language presents to their classrooms. But many simply feel ill-equipped to deal sensitively and effectively with it.

Stonewall Cymru's Education Programmes empower teachers to tackle bullying and support pupils in their schools, as well as lead a whole school approach to celebrating difference. Through our **Train the Trainer** programmes we equip teachers with the skills knowledge and experience to be leaders in this work, whether it is tackling homophobic, biphobic and transphobic bullying, celebrating different families, or supporting trans young people in the school.

Our School Champions programme then helps them embed this work and sustain cultural changes in the school, and our resources ensure they have access to advice, guidance and best practice that they need to create a school were all young people can reach their full potential.

To find out more email **education@stonewallcymru.org.uk**

See other useful organisations in the **Gender Watch Bingo** activity.

NSPCC

HELPING PROFESSIONALS TO PROTECT CHILDREN

As the UK's leading child protection charity, we're committed to supporting professionals to help prevent abuse and keep children safe.

Our **Speak Out Stay Safe** programme is free to all primary schools in the UK, and aims to equip children with the knowledge they need to stay safe from harm and speak out if they're worried.

We have **free resources and lesson plans** for teachers on PANTS, Share Aware, E-Safety and more, to help schools keep children safe. Some teaching resources are available bilingually.

We can provide **safeguarding and child protection training** courses to help professionals recognise abuse and be confident in responding to concerns. Our expert education safeguarding consultants can help address gaps in safeguarding arrangements or assist with strengthening of policies and procedures.

Our free **Knowledge and Information Service** provides access to the latest child protection research, policy and practice in the UK. We can help professionals with child protection queries or support research.

We help parents, professionals and families protect children 24 hours a day, through our free **NSPCC Helpline** - 0808 800 5000. We listen to concerns, offer advice and support and can take action if a child is in danger.

For more information visit:
nspcc.org.uk / @NSPCC

GETTING STARTED

WHAT JARS YOU?

CHANGE-MAKERS AROUND THE WORLD

GENDER WATCH BINGO

FELTING OUR FEELINGS

FEMINIST WORDSEARCH

REASSEMBLING THE RULES

STOP-START

This section gives you different starter activities to support children to think and feel about WHAT MATTERS TO THEM.*

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

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

To find out about different activists around the world, why not start with our **feminist word-search**. Or read one of the case studies of children making a difference in **Section 6**.

* The activities and case studies are written in different styles for you to adapt and make your own. Some are written with and directly address children, some are written with and directly address practitioners.

CHANGE-MAKERS AROUND THE WORLD

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**.

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.

25

✂✂✂✂✂✂✂✂✂✂✂✂✂ **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**.

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 words to describe emotions

Feminist Felting

Felt and Fibre Arts Activism

40 books on managing emotions

Living With Feelings Project

History of Emotions Blog

De-bunking the myth about boys and emotions

Emotional labour around the world

50 Ways People Expect Constant Emotional Labour from Women and Femmes

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

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

FEELINGS CLOUD

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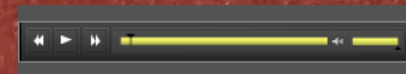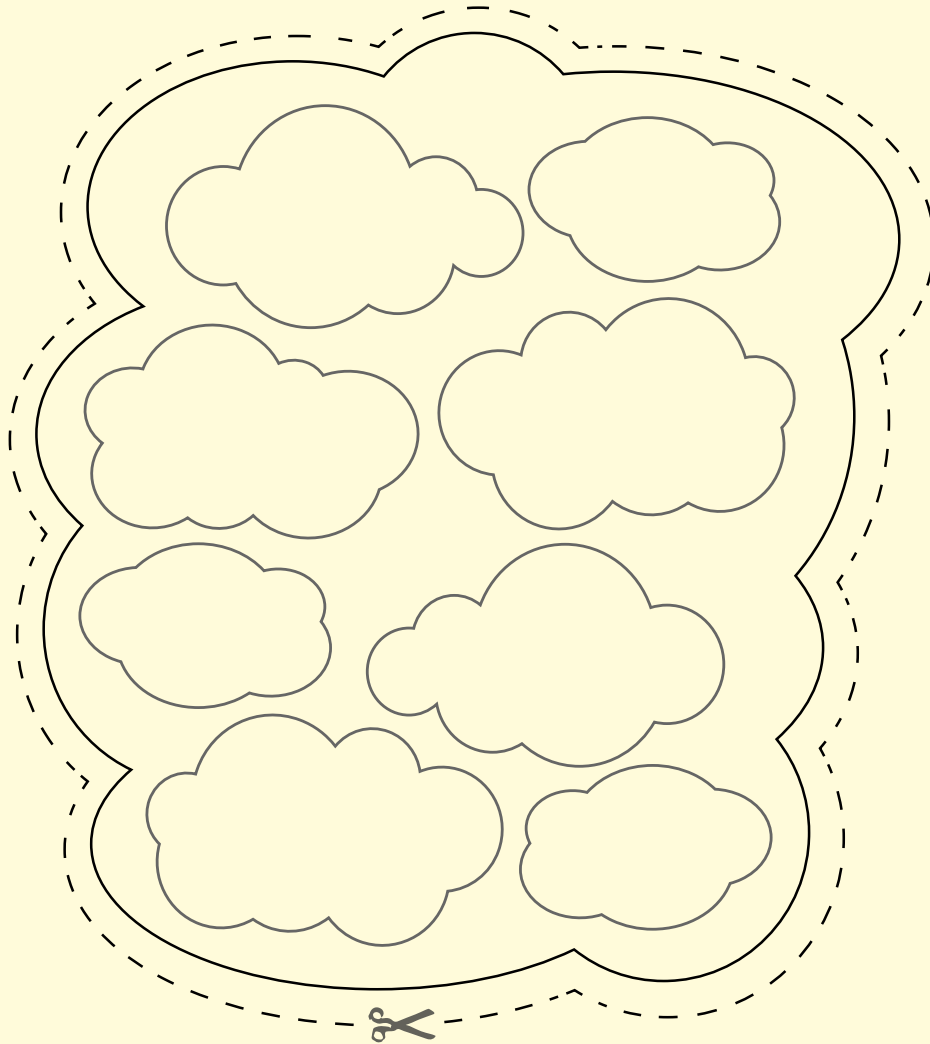
Making Felt – feelings and fibres are shredded and matted together

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

Feelings are personal, but also thoroughly social and cultural

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

RUNWAY 4 CHANGE

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

1
Rolling rolling rolling
Roll out the paper to the desired length. It could be rolled across a table, or across the floor of a classroom or assembly hall.

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

3
Light up and Stamp Out
Join up the rolls, using the sticky tape. Turn off the lights. With your torches, read the messages on the runaway rolls, and light up the issue that you want to find out more about and raise awareness of. Turn on the light. Form a line at one end of the roll. Walk on the roll, loudly stamping out the all the things that you want to stop from happening in the world.

4
Run(a)way Ban/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**.

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

#EQUALITY AND PEACE

UNITED NATIONS

BLM

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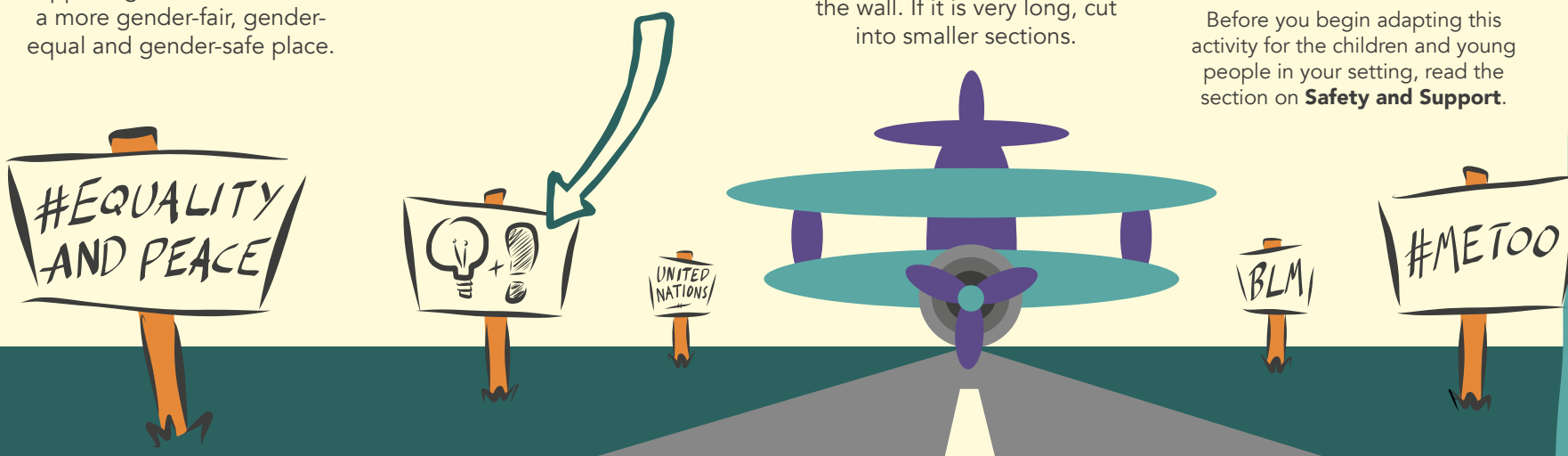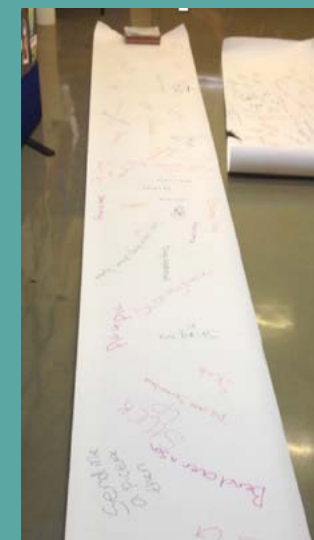
"an idea is a thought, opinion or belief. It can also be a suggestion as to a possible course of action"

Reassembling the Rules!

NO GENDER PAY GAP

STEREOTYPES EQUALITY

Break The Rules, To Change The Rules, To Make The World More Gender Equal! Respect is Here!

EMPOWER WOMEN
LET US SAY NO.
NORMALISE LGBT+ DISCUSSIONS
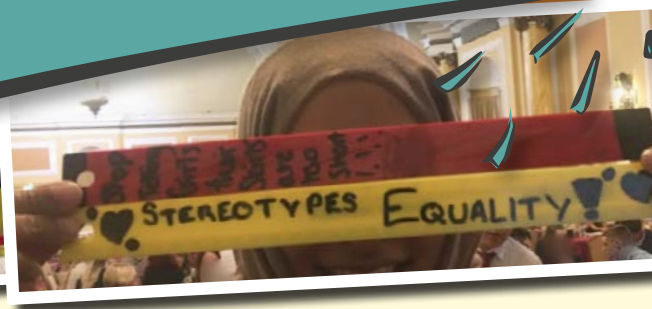
1 PICK A RULE In groups, discuss what rules you want to change to make the world a more gender-equal and gender-fair place to live. Or choose any topic you feel strongly about where the rules need changing!

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

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.

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

P	S	G	W	E	L	T	O	S	C	V	N	N	U	Z	R	O	E	O	I	Z	E
U	U	R	T	A	V	I	O	J	L	A	Z	C	I	R	K	E	L	R	U	I	T
O	F	E	I	I	G	I	S	I	N	R	N	G	S	U	I	S	A	F	H	I	A
R	F	E	E	H	K	E	F	T	R	D	I	O	W	U	N	D	A	C	G	E	R
G	R	N	Y	P	M	P	S	T	E	Y	M	G	S	H	O	A	I	B	N	O	G
T	A	B	F	A	B	K	Q	F	S	N	S	E	A	H	Z	D	M	T	O	N	E
N	G	E	R	R	U	K	O	I	O	I	T	S	A	L	A	X	C	E	O	R	T
I	E	L	N	E	K	Q	N	Z	I	R	N	S	U	I	L	E	G	V	N	Q	N
O	T	T	X	V	M	U	S	A	W	A	H	I	Z	P	O	I	T	R	T	O	I
P	T	M	F	I	G	H	T	I	N	G	W	O	M	E	N	G	R	O	U	P	S
X	E	O	L	R	E	I	D	J	K	C	G	R	U	E	J	R	N	R	W	U	T
I	S	V	S	A	G	U	L	M	R	N	R	T	F	S	F	Y	U	X	E	K	O
S	J	E	Y	I	K	C	A	B	A	L	L	O	H	I	E	Z	B	J	T	U	R
C	C	M	J	V	Y	M	Q	D	V	P	O	O	S	C	T	W	G	S	G	X	G
M	V	E	K	L	Z	Q	N	H	M	T	Y	B	M	Y	S	Q	O	A	H	G	Z
O	O	N	P	Y	R	A	P	M	U	J	E	R	E	S	L	I	B	R	E	S	H
C	E	T	F	S	M	A	G	O	R	A	J	U	N	T	A	S	J	I	K	G	A
I	A	Z	F	A	S	U	O	Y	A	L	A	L	A	M	I	M	Z	S	Z	D	F
N	I	K	M	T	U	C	N	U	S	R	E	T	S	I	S	O	B	Q	I	Z	L
V	Z	I	J	R	N	B	R	A	U	M	Z	S	C	P	Q	Y	W	U	D	B	Y
P	H	E	O	W	R	J	S	L	E	N	R	L	S	I	Y	R	D	A	K	J	Z
C	S	K	G	U	G	W	T	T	C	Q	W	L	J	C	A	S	Q	D	I	N	Y

1. Malala Yousafzai, Pakistani activist for female education and the youngest ever winner of the Nobel Peace Prize for her work on children's rights

2. Listen, An Australian organisation that promotes the visibility of women and minorities in music. Their name is a word for being ready to hear something.

3. Six Point Group, A group, founded by Lady Rhondda in 1921, that campaigned for equality between men and women, and the rights of the child.

4. Wages for Housework, A campaign for money for unpaid work in the home such as childcare, cleaning and cooking and its importance in supporting those who work outside of the home.

5. Guerrilla Girls, A group of female artists formed in New York City. They hide their identity with gorilla masks and fight sexism and racism in the art world.

6. Chimamanda Ngozi Adichie, Nigerian author of 'We Should All Be Feminists' who also featured on the Beyonce song Flawless.

7. Suffragettes, A group of British women who campaigned for women's right to vote in the late 19th century and early 20th century.

8. Sari Squad, A group of women of South Asian heritage who helped defend multicultural clubs in the UK in the early 1980s. Their name draws on a South Asian item of clothing made of a length of cotton or silk draped around the body.

9. Sisters Uncut, A direct action group that opposes funding cuts to services for victims of gender-based violence in the UK.

10. Hollaback, A global movement to end street harassment and ensure equal access to public spaces. Their name means to call attention to something.

11. Ni una menos, A Latin American campaign against gender-based violence. Their name is the Spanish for 'Not One Less'.

12. Green Belt Movement, Founded by Professor Wangari Maathai, this group organizes women in rural Kenya to plant trees and defend the environment.

13. Musawah, A global movement spearheaded by twelve Muslim women fighting for justice and equality from within Islamic tradition. Their name is the Arabic word for equality.

14. Feminist Five, A group of Chinese women arrested for staging public demonstrations against harassment on public transport such as buses and trains.

15. Fighting Women Group, A group of women activists in Japan who campaigned against oppressive family structures through public protests in the 1970s

16. Sahodari, An Indian organisation working for the rights and welfare of transgender women. Their name is a Hindi word for sisterhood or sibling.

17. Pussy Riot, A Russian punk rock group that staged public performances criticsing President Vladimir Putin and his policies against the rights of women and lesbian, gay, bisexual and transgender people.

18. Integrate, A youth led charity in the UK challenging gender-based violence. Their name is a word for bringing people together equally.

19. Agora Juntas, A network of young feminist activists in Brazil. Their name is the Portuguese for 'Now Together'.

20. Mujeres Libres, A Spanish collective that aimed to empower working class women during the 1930's. Their name is the Spanish for 'Free Women'.

21. Sylvia Rivera, A Puerto Rican American who fought for the rights of transgender women.

"Activism comes from the Latin *agere*, 'to do' and *actus* 'a driving force or an impulse'. People who do or act on something they believe in that benefits the lives of others around them are activists"
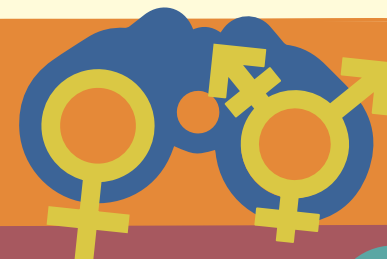
You found them all? Why not try plotting each activist on the 'Change Makers Around the World' DIY StARTer Activity.
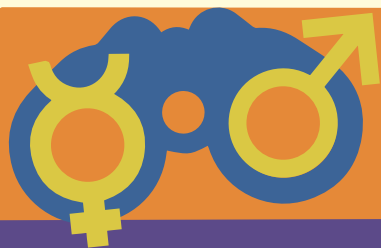
Gender Watch Bingo

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 opportuniy) 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?
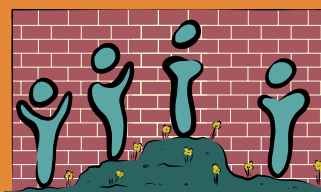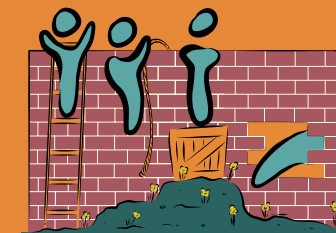
Injustice   **Equality**   **Equity**

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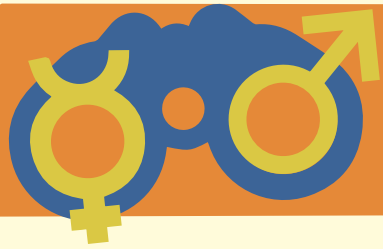
Gender Watch Bingo
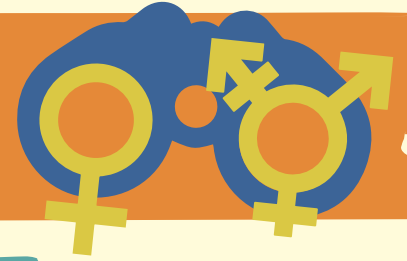
Afterschool clubs for all genders

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

Gender inclusive toilets

Visible leadership on gender equality and diversity

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

Gender inclusive uniform

Gender equality and diversity posters around the school

Learning about gender equality and equity in the curriculum

School plays which challenge gender stereotypes

Student-led assemblies on gender equality and diversity

Visits from equalities champion role models

Feminist books in the library

Challenging sexist bullying

Gender balance of authors in the library

Students doing their own Gender Watch research projects

School policy on advancing gender equality

Raising money for gender equality charities and organisations

Regular staff training on gender equality
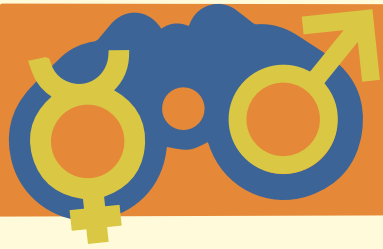
Gender Watch Bingo
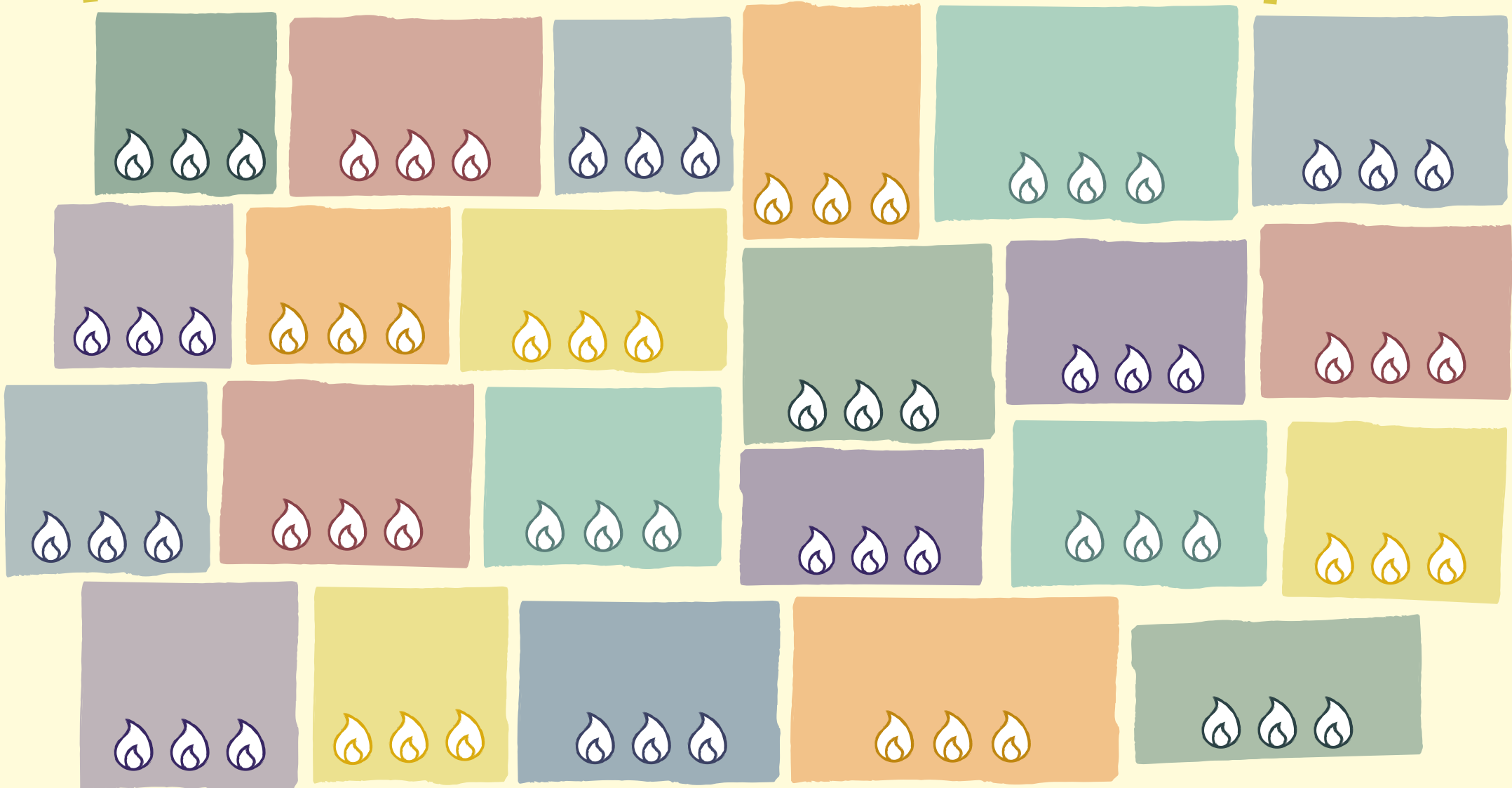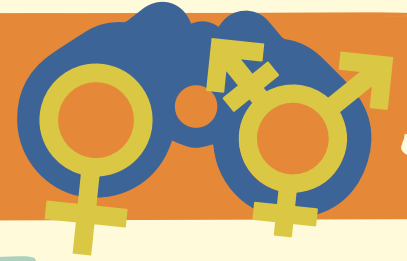
IDEAS FOR CHANGE

Raising awareness can take many forms, from online petitions to movement and dance. 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.

Posters

Visual Art

Poetry

Online Petitions

Zines and Comics

Music and Sound

Vlogging

Drama

Direct Action

Movement and Dance

Conferences

Youth Groups

Research

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.
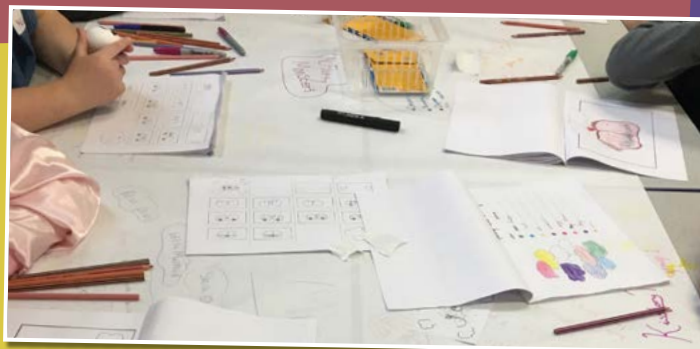
CONFERENCES

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."

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

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

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**.

STOP HOMOPHOBIC BULLYING!

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.

STORI SAM
Fe fydd e'n gwella

SAM'S STORY
It will get better

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

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**.

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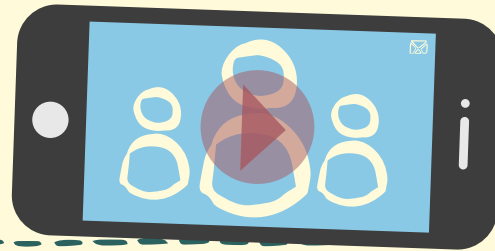
Using their voice, text, images and a glitch-art app, a group of Year 6 students created a vlog about how the media focuses on negative stories, like violence and terror, and filters out what people are doing to change things.

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

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.

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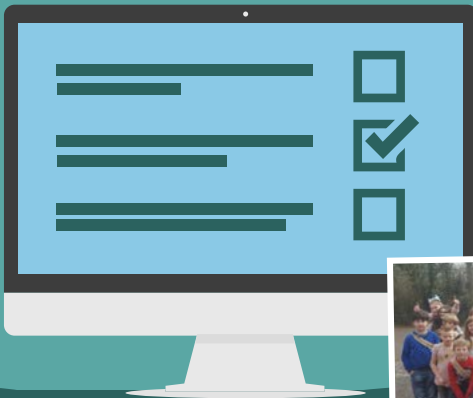
A group of year six students have been learning about gender and sexual equality and rights all year. They designed a campaign that got people to think about the harmful impact of gender stereotypes. The students dressed up in pink and blue for a day to raise awareness of stereotypical colours. The group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

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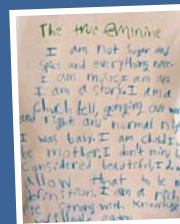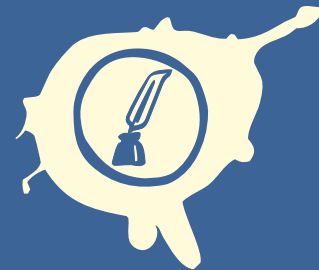
'I am not sugar and spice and everything nice. I am music, I am art, I am a story …' An anonymous 8 year old's feminist poem was posted by her teacher online and went viral on Twitter, especially the final line: "I am a rich pie strong with knowledge. I will not be eaten".

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

6 MAKING POSITIVE RELATIONSHIPS MATTER WITH CHILDREN IN WALES

From consent and body image to gender and sexuality equalities and rights, this section is full of case studies which show just how creative you can be in supporting children to explore and express what matters to them.

DIY Many of the case studies include examples of how you can adapt different activities in your own practice.

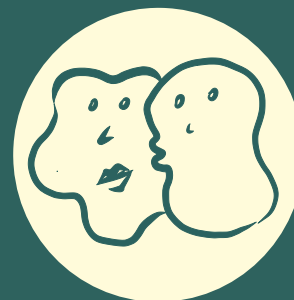There are also further web resources to follow when different issues and methods spark your interest.

SPEAK OUT!

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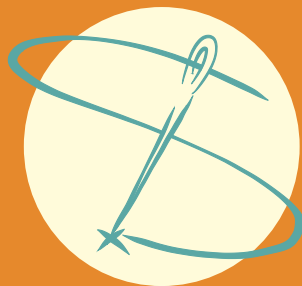
CRAFTING EQUALITY

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
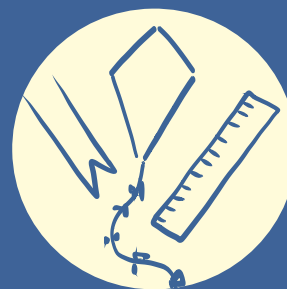
WHAT IF #THISISME?

Making gender justice matter with rulers, ribbons and kites
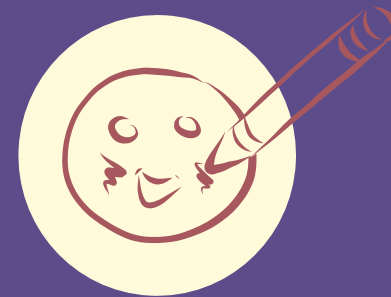
SAM'S STORY

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

SPEAK OUT!

CO-PRODUCING A GENDER WELL-BEING AND HEALTHY RELATIONSHIPS PRIMARY SCHOOL TRANSITIONS EVENT WITH YOUNG PEOPLE

KEY MESSAGES FROM THE 'SPEAK OUT' RESEARCH (10-12 year olds)

Children are learning about gender and sexuality as soon as they enter the social world – Children are actively negotiating and learning about the contradictory ways in which sex, gender and sexuality shapes who they are, how they feel in their bodies, what they can do, where they can go, how they relate to others and how others relate to them.

Putting up with everyday sexism – The pressure to conform to gender norms are pervasive in children's lives, both online and offline.

Boyfriend and girlfriend cultures are prevalent in children's social worlds, but experienced in diverse ways – Some children feel the pressure to participate in boyfriend-girlfriend cultures in primary school, making boy-girl friendships in school difficult to sustain. Some children pretended they were cousins so they weren't forced to 'couple up'.

Young children do experience sexual harassment – Verbal sexual harassment (in school & in public places) was widespread but few children could talk about it with a parent, carer or teacher and were ill equipped to know how to deal with abusive comments.

Many children were angry about having to live in a sexist peer culture and society – While some children found creative ways of managing and/or challenging gender and sexual stereotypes, most children didn't know what to do or how to change things, even when they wanted to. Individual attempts to combat sexism were either futile or too risky.

Policy and practice needs to be informed by children's own experiences – Only by developing policies and practices which speak to children's own gender and sexual cultures can practitioners fully support children's own understanding and experiences of why they feel the way they do, what it means for the way they act, and how things can change.

Why creative and participatory workshops?

Creative and interactive methods (e.g. drama, visual art, poetry) have the potential to open up spaces to feel, think, question, embody and share often sensitive or difficult personal issues without children and young people revealing too much of themselves. This can be achieved through inviting children and young people to create scenarios that connect to the personal but provide opportunities for collective thought, understanding, debate and action for change. Read more **here**.

POPULAR CULTURE AND SOCIAL MEDIA

DIWYLLIANT POBLOGAIDD A CHYFRYNGAU CYMDEITHASOL

EVERYDAY SEXISM RHYWIAETH POB DYDD

SEXUAL HARASSMENT AFLONYDDU RHYWIOL
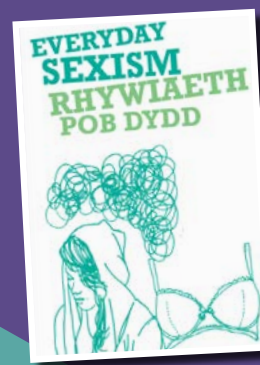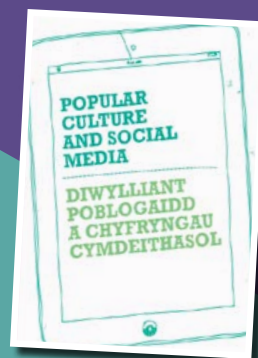
1 Growing up in a sexist and sexualising culture

This one-day event was informed by the findings of a Welsh research project that explored what pre-teen (age 10-12) children had to say about how gender and sexuality mattered to them.

One of the key findings was how angry children felt about having to live in a sexist and sexualised peer culture and society. Many children said that they wished they could talk more freely about the pressures that they were facing at age 10 and 11 and not just talking or learning about what might happen in the future. This was especially the case in relation to early relationship cultures, body image and safety.

2 Bridging the silence, challenging age-based assumptions

The day was specifically designed to provide a platform, via a series of creative and participatory workshops, which enabled children to have their say and learn what other children think about gender inequalities and gender stereotypes, including gender-based and sexual bullying, friendships and relationships in school, in communities and online.

An important outcome was to bridge the silence, and challenge some of the age based assumptions between teen and tween worlds, and between student-teacher worlds. It was also a prime opportunity to experiment with co-producing and delivering a personal and social education (PSE) transitions day, with academics, teachers, young people and artists.

3 Organising the day

All the children from the 6 feeder primary schools interacted with each other through a series of workshops. Some of these were peer-led by the host secondary school's feminist and anti-homophobia youth groups, and others were run by university students and artists with an interest and expertise in gender equalities and sexualities education. The day began with students from the host secondary school, delivering presentations, poems and a short drama inspired by the key findings from the 'Girls and Boys Speak Out' research.

4 Everybody's Learning: teachers too!

Very few teachers recieve any training on **how to address gender in/equalities in school**.

While the children participated in their workshops, their primary school teachers participated in a separate inset-style workshop on '**Challenging Gender Stereotypes in Primary Schools**'.

GIRLS & BOYS SPEAK OUT

A conference for children and teachers on gender well-being and healthy relationships

FRIDAY 11TH JULY
9.30-3.30
UNIVERSITY HALL
SCHOOL OF SOCIAL SCIENCES,
CARDIFF UNIVERSITY

CARDIFF UNIVERSITY
PRIFYSGOL CAERDYDD

Practitioners places are limited. To find out more and reserve your place contact: D.Watkins.crt.ac.uk

NUT CYMRU

NSPCC

BERA

5 Just friends? a peer-led lesson on gendered relationship cultures

Based upon the **'just good friends'** drama performed in the morning session, children were encouraged to explore the gendered dynamics of mixed and single-sex friendships and the complexity of young relationship cultures.

6 Camping Out: making gender feel-good shelters in a tent decorating workshop

Children decorated small pop-up tents with words and pictures of 'when a body worries' (on the inside of the tent) and 'when a body feels good' (on the outside of the tent) using sticky notes. They then explored ways of addressing body image stereotypes.

7 Body Talk: moving through stereotypes

This workshop invited children to explore how the body communicates through movement in everyday routines. Based around the theme, "in their shoes", children (in small groups) had the opportunity to experiment with peer pressure in peer cultures. They incorporated 'gendered' objects (e.g. heeled shoes, scarves, lipsticks, combs, mirrors, baseball caps) into their movement piece.

8 Crushing corporate gender stereotypes: a lego workshop

Children mind-mapped all the ways in which the media creates and challenges gender stereotypes. They then made their own 'gender stereotype smashing machines' with **lego and post-its**.

The Sexist
Comment Cleaner

Smasher-Crasher

Plank of Doom

Wall of thoughts

Wall Of Thoughts

Young people had the chance to comment on what they were doing and learning throughout the day by populating the 'Wall of Thoughts'.

Policing each other

Two children took it upon themselves to scribble out one anti-gay comment, stating "don't be homophobic".
A couple of hours later, a "sorry" appeared next to the original comments.

Sharing knowledge

At the end of the day students were reunited with their teachers and shared their creations, including their "Wall of Thoughts" of what they would like to change.

DIY TOYS "Я" US FOR ALL OF

Becoming gender stereotype detectives in the toy world and wider world

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).

5 **Gender stereotype detectives:** 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.

Extension activities: this activity can be explored through any area of society and culture (e.g. jobs, music, hobbies, identity, TV adverts, gaming sites etc.). Children can also create their own adverts or write a poem or song to communicate their findings.

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

What is a stereotype?
Stereotypes come from, and are rooted in deeply engrained attitudes, values, norms and prejudices. They will vary across culture, place and time.

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 **'Felting Our Feeings'** Starter Activity for more ideas).

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

Breaking the mould: challenging gender stereotypes

STEREOTYPES STOP YOU DOING STUFF — NUT

IT'S CHILD'S PLAY — NUT

BOYS' THINGS AND GIRLS' THINGS? — NUT

HEN!

Loosening the gender straight jacket for children in Sweden: 'Hen' is a gender neutral pronoun
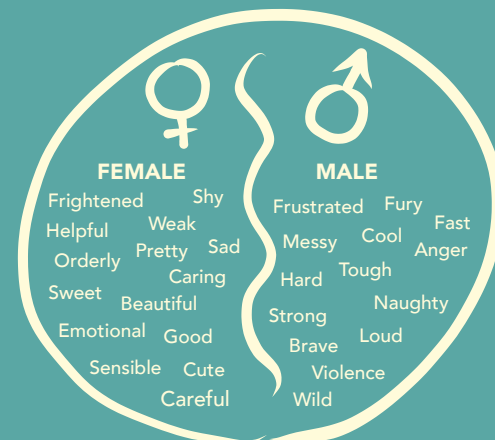
FEMALE
Frightened Shy
Helpful Weak
Orderly Pretty Sad
Caring
Sweet Beautiful
Emotional Good
Sensible Cute
Careful

MALE
Frustrated Fury
Messy Cool Fast
Hard Tough Anger
Strong Naughty
Brave Loud
Violence
Wild

Addressing gender stereotypes in the early years

Gender Respect Project: supporting children and young people to understand, question and challenge gender inequality and violence

Why gendered marketing matters

Biology doesn't justify gender divide for toys

Lesson plans to help schools challenge gender stereotypes

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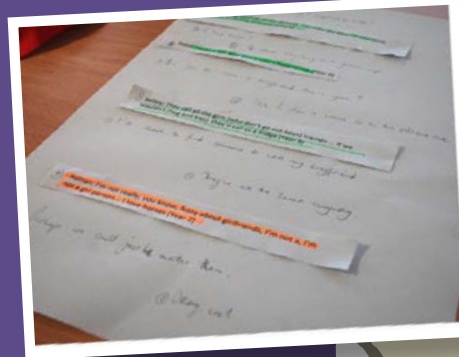
Before you begin adapting this activity for the children and young people in your setting, read the section on **Safety and Support**.

DIY

COMMERCIAL SEXISM CRUSHING MACHINES

Addressing commercial sexism using Lego

What you'll need:
Lots of Lego (blocks and figures)
Sticky notes
Coloured felt tips

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

Smasher-Crasher

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

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

Work in groups or on your own.

ENJOY & DESTROY!

The Sexist Comment Cleaner

Plank of Doom

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

Comments from secondary school students who delivered this workshop with primary school students:

"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 stereotoypes

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

CRAFTING EQUALITY

STITCHING OUR RIGHTS TO MAKE A SAFE, FAIR AND MORE EQUAL WORLD FOR ALL

CRAFT + ACTIVISM = CRAFTIVISM

We are a class of Year 5 (age 9 and 10) students who wanted to work with our feelings after a healthy relationships lesson on FGM (female genital mutilation). We spent a whole day learning about craftivism and cross-stitch activism.

Using the AGENDA starter activities (What Jars You, & Runway 4 Change) we created a cross-stitch banner in the shape of a heart for everyone to read.

THIS IS OUR STORY...

"Craftivism is to tackle issues not with anger and shouting, but with gentle protest. Gentleness is not weak, it requires self-control in the face of anger, injustice and sadness. Gentle protest lets us have conversation instead of an argument, debate instead of shouting, and collaboration instead of opposition"

by Sarah Corbett

1. Learning about human rights, gender equality and FGM (female genital mutilation)

We learnt about FGM from our lesson with the **Spectrum Project** and how it is against human rights. Some of us already knew about FGM from our parents and also from T.V. and social media.

VOICES OVER SILENCE
A YOUTH CALL TO ACTION ON FGM

2. Making P.A.N.T.S. Bunting

At the end of the lesson we learnt about our rights to privacy and how our body belonged to us and nobody else. We used the NSPCC resource P.A.N.T.S. to make our own P.A.N.T.S bunting. This really helped us remember our rights to privacy, protection, safety and speaking up!!
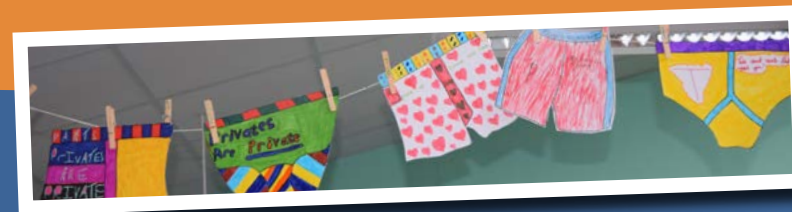
3. Making our feelings matter

Learning about FGM made us feel angry, worried, shocked and sick. We had lots of questions. Many of us wanted to do something with what we felt.

5. Our runway 4 change

We mind-mapped all the changes we wanted to see in the world on our Runway 4 Change banners. We wrote about our rights and what is fair and unfair and what makes us mad.
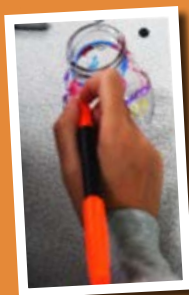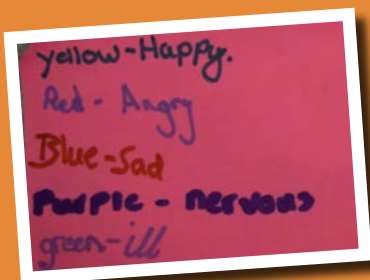
4. Making moody jars & unbuttoning our feelings

We talked about how we felt when people's rights ARE heard and protected and when they are NOT heard and protected. To help us express our feelings we made a mood board using coloured buttons to represent each feeling. We then placed the buttons in our jars and decorated them.

CRAFTIVISM IN THE CLASSROOM!

STITCHING OUR RIGHTS

We chose one or more issue to put on our cross-stitch squares. Some of us used staples, some of us used needles. We took photographs of them. We then carried them into the hall and shaped them into a huge heart using safety pins.

Our **HEART EQUALITY** banner is now displayed on our classroom wall for everyone to see.
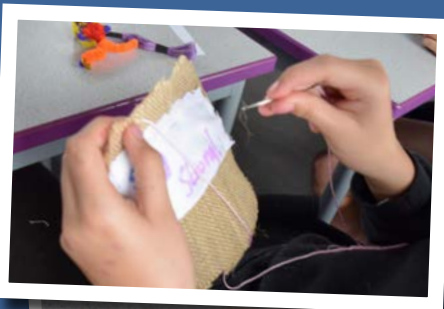
DON'T GET ANGRY, GET CROSS-STITCHING

"It was really important for us to learn about how our body belongs to us and what rights we have"

"It was good that we got to choose our own colours for our own emotions because people might have different colours for different feelings"

"You can add buttons to your jar of the different emotions like you felt throughout that day"

"I loved the heart. I loved making things"

"It was a good way to get rid of all your angry emotions by putting them into the jar"

"We drew a sad face because people want to change something but maybe they can't change it...and we have a sick face because the things people do to each other make us feel sick"

"We got to make more friends because we helped each other. We were getting closer as friends by doing this"

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.

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

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

MORE CROSS-STITCH and CRAFTIVISM PROJECTS

Craftivism Manifesto

Quilting Craftivism

Yarn bombing 101

Stitched Voices

The Footprint Project

WHEN THE WHOLE WORLD IS SILENT, EVEN ONE VOICE BECOMES POWERFUL

Spectrum Project: Educating Schools in Wales about Healthy Relationships

Let's talk P.A.N.T.S. resource

Children's books on themes of equality, diversity, politics and activism

Live Fear Free: guidance for teachers and teaching resources on VAWDASV

What is FGM?

Read Our Messages 4 Change

Love matters...
because everyone should be loved and appreciated

Peace matters...
because everyone needs peace

Equality matters...
because we want the world to be equal

Gender equality matters...
people should have the same rights whatever their gender (identity or expression)

Race equality matters...
because whatever you look like or whatever colour skin you have everybody should be equal

LGBTQ+ matters...
because we think that anybody can like or love whoever they want

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KISSTORY

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

WHAT IS THE KISSTORY PROJECT?

In 2017 Professor Emma Renold worked with a researcher in Finland (Dr. Tuija Huuki), a visual artist (Seth Oliver) and an animation company (Spin the Yarn) in Wales to create a series of seven animations and comic strips based upon research findings of children's relationship cultures (age 5-11).

Each animation features the journey of a kiss in young children's worlds. The animations are stripped back without sound or talk or text. The idea is that teachers and peer-educators can enable children to create their own storylines as a starting point for discussions on issues of power and consent in a range of relationships and contexts.

The research team, including Vicky Edwards, invited students and teachers from two secondary schools in Cardiff and Rhonnda Cynon Taf to co-produce the design and delivery of a peer-led workshop with children in Year 5 and 6 (age 9-11). Their aim was to create an interactive workshop for children to learn about consent and develop their own kisstories on how consent matters to them.

What is peer education?

"Peer education approaches value the views and experiences of young people, making them the experts and recognising that they can positively influence and support each other. Involvement can enhance peer educarors' confidence and their sense of engagement with their school and communities. They can benefit all young people, but may have particular value as a way of including young people who are often excluded from the mainstream"

A guide to establishing sex and relationships peer eduction, Dept of Health

DID YOU KNOW...

What is consent?
Consent: seeking and giving permission for something to happen
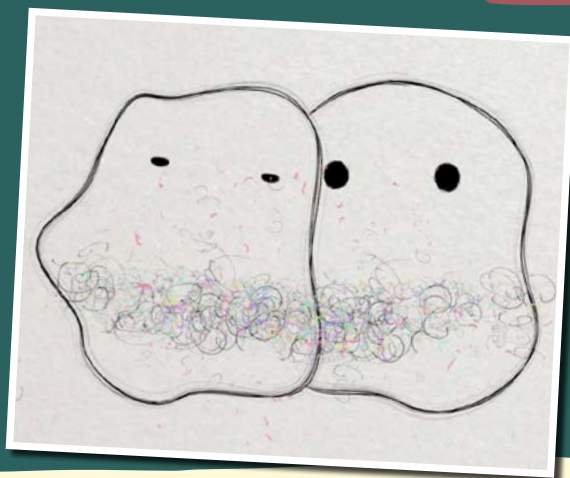
CONSENT comes from the latin Con (connectivity) Sent (feelings)

Consent is all about being able to share and connect with the feelings of others when we seek permission for something to happen. This can be communicated through *what* we say, *how* we say it, and what we *do* (e.g. body language).

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1 #WAM meets Newid-Ffem

When two school-based feminist youth groups get together from different parts of Wales there is A LOT to share. Some of us had met before at the **Educating Agenda 2017** conference and on **International Women's Day 2017**. It was great to meet again and learn about each other's passion for gender and sexual equality, diversity and rights and talk about the challenges of making a difference on these issues in our different schools. Watch #WAM in action **here** and read about Newid-Ffem **here**.

3 Creating the comic strips

We selected four of the animations that we thought would work best for our workshop: YES, NO, THE CHANT and THE GIFT. YES and NO would enable children to create story lines and feelings about seeking and refusing consent; the CHANT around gendered peer pressure to couple up as boyfriend and girlfriend; the GIFT as a developmentally appropriate way to begin to explore control and (sexual) exploitation.

We then selected freeze frames from the animations to create the comic strip books. We also worked up the idea to include a feelings cloud colour pallete. The design team (Seth and Dan) created and printed them for us to edit. We also created our own.
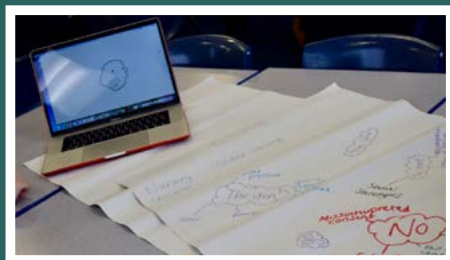
2 What power and consent means to us

On the first day, we watched the **KISSTORY animations** and talked about what **power and consent** means to us at our age, and when we were at **primary school**. Hwyel shared what he'd been reading from the **Everyday Feminism** website about teaching kids consent and addressing **rape culture** and its **gendered dynamics**. Emma and Vicky shared their knowledge with students and teachers from the **consent research** in this area.

We agreed that it's important to learn about consent from an early age. We realised that it wasn't something that we got to talk about much as kids. The KISSTORY animations were a fun way into this, and we loved that they were designed to be inclusive! And it was so interesting when we flipped the gender of each character from boy to girl and considered non-binary and gender fluid characters or differently abled characters. Creating our own storylines also got us to think about place, context, faith and culture. **INTERSECTIONALITY** and CONTEXT was KEY!

4 Research research research

Day two involved sketching out the broad structure and content of our workshop. Breaking out into three groups, we each took an area of research: what is consent; kissing in Disney films; and kissing cultures around the world.

Emma shared the **CONSENT FOR KIDS** video and we thought this might work well at the end of the lesson.

We then spent two afternoon sessions preparing our lesson plan and powerpoint and rehearsing our lesson with Emma, Vicky and our teachers.

OUR KiSSTORY PRIMARY SCHOOL WORKSHOP

1. THE KISSTORY PROJECT
2. WHAT IS CONSENT? HOW DO YOU GIVE OR GET CONSENT? WHAT ARE THE DIFFERENT WAYS TO SHOW CONSENT? BODY LANGUAGE
3. DISNEY KISSES
4. DIFFERENT KINDS OF KISSES AROUND THE WORLD?
5. CREATING YOUR OWN KISSTORIES!! BRING ON THE COMIC STRIPS …
6. CONSENT KIDS
7. FEELINGS AND REFLECTIONS
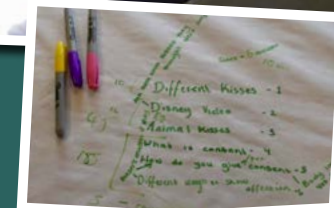
REFLECTIONS FROM WORKSHOP LEADERS

"I loved seeing year 6 responses to our lesson activities. I think more lessons like this are needed in our school"

"I loved working as part of the kisstory team, and enjoyed developing the lessons, meeting students from the other school was a fantastic experience and I enjoyed seeing the (year 6) pupils respond so well to the lesson on consent which is such an important topic to learn about at a young age"

"I found this project really insightful. Consent is so important because we need it in all aspects of our lives and I thoroughly enjoyed engaging young pupils on this"

"I feel like in response to current events, like the #MeToo movement, it is very important to teach children about consent"

KiSSTORY WORKSHOP REFLECTIONS in WORDS and EGGS (age 10/11)

"Good, because this happened to me!"

"It's fun … makes you think about stuff .. yeah"

"I think we should do stuff like this a lot more"

"I enjoyed doing it"

"I reckon it's a good lesson. It's better when we're in Year 6. Because we're older and we can understand more"

"I liked all of it"
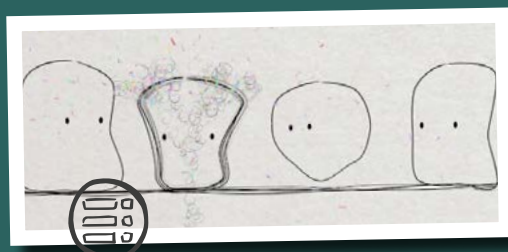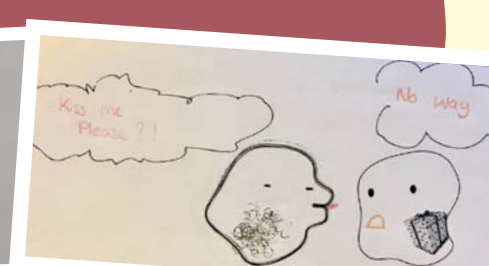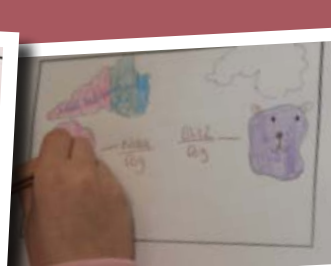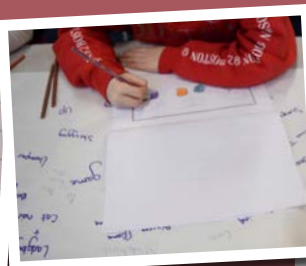
Watch the digital story of our KiSSTORY workshop **here**
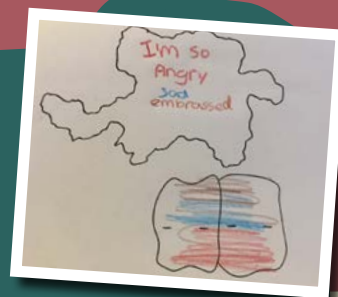
Go to **IDEAS FOR CHANGE** for more ideas on making comics and zines and learn about their rich political history in expressing subversive and sensitive issues

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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?

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

Watch the KISSTORY Animations

kisstories

DOWNLOAD THE KISSTORY COMIC STRIPS

the chant

the line

the gift

yes

no

the den

chase
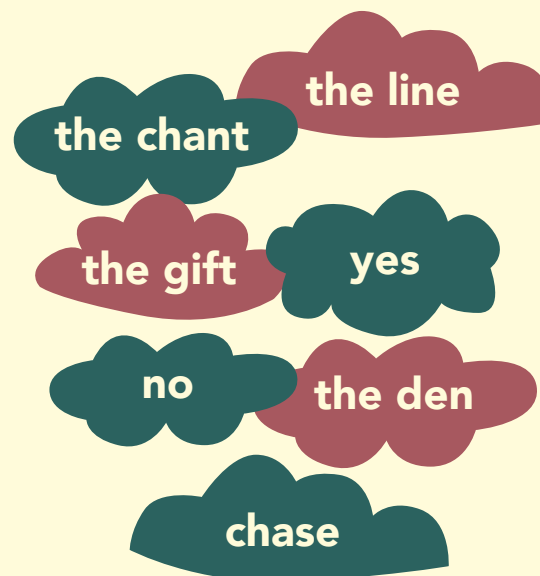
Practice how consent feels in a hand-shake!!

Check out the **Three Handshakes Activity** by Meg John Barker & Justin Hancock

Consent for kids educational animation

How to teach consent to kids

Teaching consent in the early years classroom

5 ways we ignore children's agency that perpetuate rape culture

40 Books on managing emotions

3 Mistakes Parents Make when teaching consent and bodily autonomy – and how to fix them

research on young people & sexual consent

research on children's relationship cultures & consent

KISSING RESOURCES

Kissing in art

How people kiss around the world

Kissing through history: a timeline

Kissing in Disney cartoons

FEELING DIFFERENCE AND DIVERSITY WITH MOVEMENT, SOUND AND IMAGE

everyBODY matters

The EveryBODY Matters Project

Some children find it difficult to name or express the feelings they have about gendered societal pressures to look or move in a certain way. Some need safe spaces to express difficult feelings (e.g. anger, powerlessness, frustration) in their own peer cultures and wider relationships. These include feelings about real world issues that they have little control over (e.g. social injustice, poverty, discrimination).

Building upon a previous AGENDA case study "Under Pressure", the EveryBODY Matters project invited two primary schools in the south Wales valleys to support children and their teachers to create a safe and inclusive environment to explore a range of emotions through movement. Children were offered different creative activities, from making wire-figures to body-mapping, to help them notice and share these emotions with others. The wider aim was to explore, embody and connect children's awareness of micro and macro politics: or as one girl put it, "STOP KICKING. STOP TERRORISM. BE NICE. START MAKING PEACE IN THE WORLD" or as one boy put it, "LET GIRLS DO BOYS' SPORTS. STOP SEXISM. START MAKING THE WORLD A MORE EQUAL PLACE".

Jên Angharad, a choreographer, Heloise Godfrey-Talbot, a visual artist and film-maker, and Emma Renold a Professor at Cardiff University co-created eight 2 hour sessions over four months to explore what it means to feel and move with how EVERY BODY MATTERS, in all their difference and diversity.

"When I feel happy it starts inside my mouth and comes out my cheeks. When I'm sad I can feel a prickling on my legs. When I'm not sure if I'm sad or happy I can feel it in my tummy"

Watch the digital story of the EveryBODY Matters Project

Research tells us that **many children struggle with developing a positive body image** and gender, sexual and racial norms play a big part in this struggle, along with **other differences that make a difference (e.g. differently abled bodies or neuro-diverse bodies)**.

However, despite the **many resources available** to enhance children's critical media literacy or social justice activism on bodily harm and violence, few projects or resources work directly **with or on the body**.

1 Wiring our bodies

Each class created little people out of coloured pipe-cleaners to express how they felt about starting the EveryBODY Matters project. They placed them into a little box and Jên and Emma gifted them to the children in the partner school. The first movement session began with opening the boxes. Each child selected a wire body and were encouraged to try on its pose and imagine the emotion it be might be expressing. Taking care of this fragile body form and its feelings was an important aim for this activity.

2 Feelings Run(a)way

During each session a feelings run(a) way was rolled out and taped to the floor of the school hall or classroom. Coloured felt tips were placed around its edge.

At the beginning and end of each session (or for those that wanted a bit of time-out from the movement work) children were invited to share the feelings through words and pictures.

3 Moving (with) our feelings

"Attunement (verb) – to make aware, or become responsive to …"

How do we feel when we move a certain way? Through a series of movement activities (e.g. walking, bending, stretching), Jên invited the children to attune first to how movements make them feel in their bodies. She then invited them to move with different feelings (e.g. joy, sadness, anger) and how these feelings travelled across different places on their body (e.g. arms, fingers, heads, tummies).

SASSY SHAKY AWESOME PRICKLY HAPPY SQUASHED LONELY GLORIOUS DEFIANT HURT EXCITED!

4 Body Lines: what feels ok and not ok

Working with a partner, one person lies down in a shape or pose that represents when they feel happy in their bodies. Each person draws around the outline of their partner's bodies, being careful not to touch clothing or skin. The body outlines are flipped over and the pair begin again by creating a shape of when they feel sad or angry in their bodies.

Some children started to populate their body outlines with words or stories to express their chosen feeling. Jên asked us how what we felt on the inside, looked on the outside.

5 Moving with the feelings of others

Taking photos of the body outlines, Jên printed and laminated each shape. Like the Wired Bodies, each class received the body outlines of their partner school, and were invited to step into and move with the positive and negative feelings of each body shape. They did this by copying the shape with their bodies – a body freeze frame – and through creating a story about each outline.
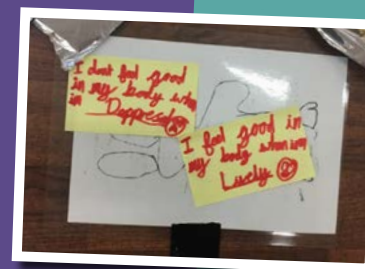
Foil (noun and verb) - anything that serves by contrast to call attention to another thing's positive qualities

6 Foiling our feelings so that everyBODY matters

Feelings can be easier or harder to express depending on where we are and who we are with (e.g. at home, with friends, in school, online).

Each child is given a shiny piece of tin foil. It reflects an image back to them if they look into it. Not a mirror image, a diffracted image. Exploring how feelings are felt in the body, each person presses the foil onto any area of their body (e.g. faces, arms, tummies) to create new shapes and new feelings.

We work towards understanding 'foiling' in ways that consider and call attention to every body's unique and positive qualities – we begin to move with how EveryBODY Matters, in all their difference and diversity.

Some feelings are foiled (disturbed, lost, changed) when communicated to others.

7 Feel how I feel

Guess what I'm feeling?
Have you ever had to work out how someone is feeling just by looking at them? No words, just body language. Working with partners, we dedicated one of our movement sessions to guess how the other partner might be feeling from how they looked and moved. What was this like? Was it difficult? Did you guess right?

Is this how you're feeling?
We then flipped this idea. We asked one partner (partner A) to tell the other partner (partner B) how they are feeling (e.g. unsure). Partner B then shows Partner A what that feeling might look like through a movement or a pose, and then asks, 'is this how you're feeling?' Partner A then directs Partner B to alter their movement to show more accurately how they are feeling. They then swap, so each gets a turn to "feel how I feel".

We explore how it is difficult to understand someone's feelings by how they look or act. For example, one person's expression of 'pain' might be another's 'joy'.

8 One body / every body

We place all the laminated body outlines in the shape of one large body. The children see the body as they enter the hall and spontaneously get inside. Some curl up in a leg or arm. Some sit in the head. Others lie in the tummy.

Each child places a sheet of foil inside the body. The body lights up, shining back at us. We peer in. We see ourselves and each other in new distorted & diffracted ways. Who am I? Who are you? Who are we? Weird! Wyred!

Using post-its each child selects a laminated body and chooses moments or activities of what makes their bodies smile or feel sad.

> **I feel good in my body when …**
> I'm on my bike
> I'm at nan's house
> I help people
> I play with my friends
> I'm excited
> I'm acrobatic
> I do the splits
> I'm swimming
> I'm climbing
> I play my PS4
> I'm dancing
> I go somewhere fun
> I go to bed

Listen to us read our STOP START plates **here**

9 Making activist selfies with the #stop-start plates

How we move, feel and act is influenced by our social, material and cultural environment.

From talking about the different ways in which gender stereotypes affect our own and people's lives around the world, we used the STOP START agenda activity to write down what we wanted to prevent (stop) and change (start).

In this short 20 minute activity, children shared and connected their micro (e.g. being shouted at, or bullied) and macro (e.g. equality and peace) messages for change.

They recorded these messages into a smart phone and then made selfie plate portraits.

Sound artist Rowan incorporated their voices into a soundscape. Emma made a short vimeo and shared their messages for change at a United Nations event in New York on Advancing Gender Equality in Wales.

In the next movement session, they got to dance to their change-making message.

Attunement (noun)
"bringing into harmony"

Go to

and

for more ideas and school case studies on making working with movement, image and sound to express and explore sensitive or difficult issues and feelings.

Performing how everyBODY matters

We performed our final piece in front of our families and friends. Watch our movement film on the screen behind us **here**

At the end of the evening, we invited them to share how they felt about our performance on a big roll of paper.

Here are some of their comments

ACCEPTANCE

END RACISM! END BULLYING! END SEXISM!

my heart is BURSTING with pride that our son is such a caring, emotional & loving child who cares about equality & celebrates difference Da iawn we love you xxxx

Proud Full of Pride

Fantastic! Never lose it You are the Future!
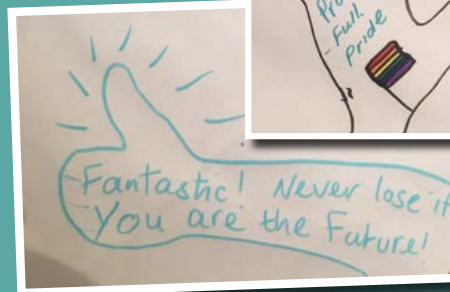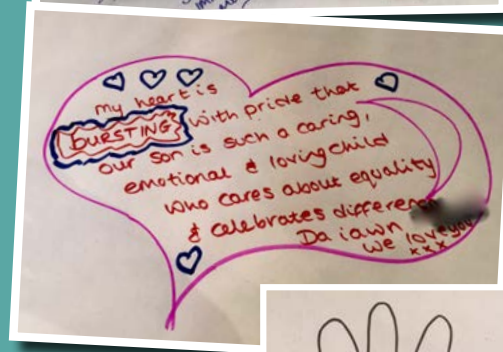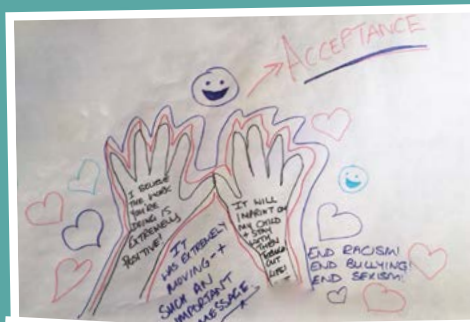
What EveryBODY Matters meant to us...

I liked making shapes with our feelings

It was all really fun and is one of the best things I've done in school

I enjoyed the one where we had to express our feelings to our partners and then they had to do it back to us

I also like it when we traced around each other. If you were sad you had to trace around a sad spot and if you were excited or happy you had to trace around a happy spot

I liked the movement, because it's getting everyone active

I liked when we done the big body out of the images

I liked doing the dances and different moves

I liked the part where we like got our shapes and we made little poses with them.

I liked how we walked with the plates and then you strike a pose

I enjoyed tracing bodies and when we were talking about equality and happiness and Donald Trump and all that!

I liked when we made our model with our faces with the tin foil, and when we had to draw our bodies out and put our feelings in it

Watch and listen to these comments here

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DIY
WYRED BODIES

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

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.

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 cardboard 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.

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

Extension activities:

Try out the 'body line' activity (see EveryBODY Matters) to explore positive and negative feelings around bodies and body image

Create a body sculpture (with wire bodies or real bodies) of all the different feelings expressed on the boxes

Use the message to **script and perform a drama**, using the wire bodies as puppets!

Ask each group what else the wire bodies could be useful to explore in other health and well-being focused sessions.

MakeaMove.org.uk– wellbeing through movement and music

See the annual **BIG DANCE** festival, where people of all ages learn a piece of origianl choerography, make it their own, then perform it wherever they are as part of a worldwide performance day.

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

Why young kids learn through movement

Why movement matters @ themovingchild.com

Welsh Government's **#thisisme** campaign challenges the impact of gender stereotypes **for healthy relationships**

Try the Felting Our Feelings starter activity

Find out how One Billion Rising used movement and dance to address violence against girls and women.

Examples from around the world on movement and dance activism

61

iMotion

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

We are a group of Year 6 students (age 10-11). This is our story of working with a researcher from Cardiff University to explore friendships, feelings and healthy relationships.

IN THE BEGINNING

At first, we found it hard to talk about and express our feelings.

We realized that sometimes this made us react in unpleasant ways;

"arguing when we couldn't explain to our friends what was wrong" (Leo)

"pretending to be ok when really we were feeling sad, annoyed or angry" (Sarah)

HOW OUR THOUGHTS DEVELOPED

We found out that sometimes we are not always in control of how we feel.

We realised that this is ok and that we can do something about and with these feelings.

We took part in workshops which helped us to talk about and express our feelings through crafts and arts. Using iPads, Cameras and GoPros we made videos, took photos and used the 'Glitch app' to visualise and change our thoughts and feelings.

This was really important for us and helped us to ''make feelings come to life'' (Moktar, aged 11)

AT THE END AND AFTER THE PROJECT

Now we are getting better at expressing how we feel in ways which do not hurt or annoy other people.

We also realised that we experience lots of feelings, not just 'good or bad', 'ok or not ok', 'sad or happy'.

Sometimes we feel all of these at the same time, or a bit of one and a lot of another!

What is a glitch app?

WATCH our vimeo here

"Before this project we kept feelings inside, we didn't talk about feelings, now we can tell people about how we feel" (Samara, aged 10)

The Imaginators

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Glitching feelings, thoughts and friends, through movement, atoms and sonigraphs

1 We used a movement glitch app to make feelings come to life. In our friendship groups we explored the different glitch effects. This let let us see and listen to our feelings differently.
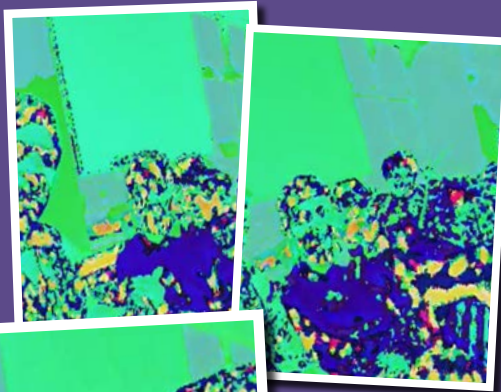
2 We found that if we get too close, we blur into one;

''it was harder to move''

''Harder to see each other

''Information gets blurred''

This app allowed us to explore physical and personal boundaries
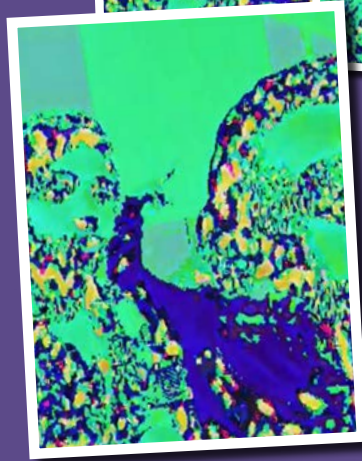
3 We were also able to visualize how feelings are connected and travel across our bodies.

''if someone is sad it goes onto another person, and then another person''

4 Next, we used the **atom flow** app to think about how movement shapes feelings:

''feelings, like particles, float around in the air"

"Our bodies and behaviors help feelings travel"

''when I see someone tickled I get tickled as well, I can feel it''
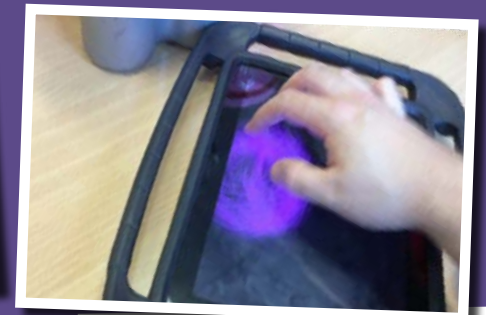
''it's like Wi-Fi connection, we connect together''

'Feelings travel like Wifi'
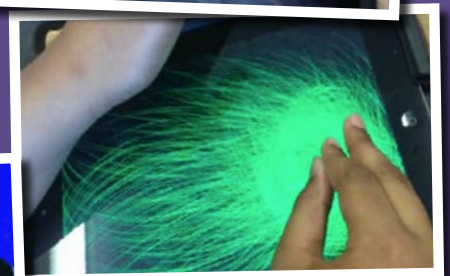
Khalid, aged 10

5. The 'Sonograph' app made the camera filters change depending on the sounds we made. We explored how words affect our bodies and feelings.
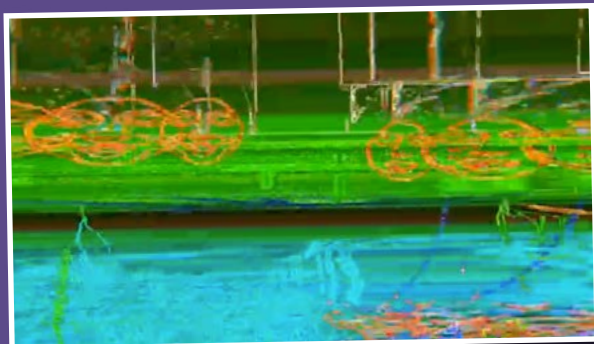
This is us when silent/before saying anything.

This is us when we spoke different words out loud. Different words affected our bodies differently.

"They can hurt us"

"they restrict us"

"they can feel good"

Materials we used

iPad/tablet devices: there are many apps out there to explore, but we found that the 'sonograph', 'El alef' and 'Atom flow' were our favourites

Glitch apps like Sonograph and 'El alef' allowed us to explore movement and sound

The glitch app filters also allowed us to remain anonymous

Video cameras/iPads: using the video camera you can create videos which can then be edited, filtered, slowed down and sped up to help explore your own topics!

Safety and anonymity

The different digital technologies we used allowed us to explore our own (and others') feelings in different ways, and, using the glitch app, in safe and comfortable ways. Lots of children judge each other, on what we say, wear, do, think and feel. Working with cameras (image and video) and the glitch app we were able to work in groups and talk about topics that we wanted to without revealing too much, and, using the glitch filters, we were able to talk, move and think anonymously.

Feelings in space and time

We also used technology to explore *how* feelings travel in (and across) difference spaces

1   First we drew a map of the playground and where we move. We explored how different places in the playground make as think, feel and do different things.

2   Different filming techniques create different 'viewing perspectives'. We used cameras to explore the perspectives of others!

3   The GoPro camera was our favorite because it moved with our bodies; shaking, jolting and moving all the time as we moved around the playground

4   Using iPads we sped up and slowed down the video to explore how skillful we are at moving. Slowing our videos down allowed us to notice that some people get the ball more than others and that some people play too rough!

5   We explored the perspectives of people feeling; left out, new to the school, scared, worried

Glitching Terror

1   We used the glitch to explore and transform our many feelings around topics which concerned us. These are some of the feelings that emerged out of terrorism for us.

''Terrorism filters out good feelings''

2   Exploring the role of the media in shaping our understandings and feelings

'' the media helps this filter by not telling us the whole story''

"They were only telling us the bad part and they weren't telling us about the marches''
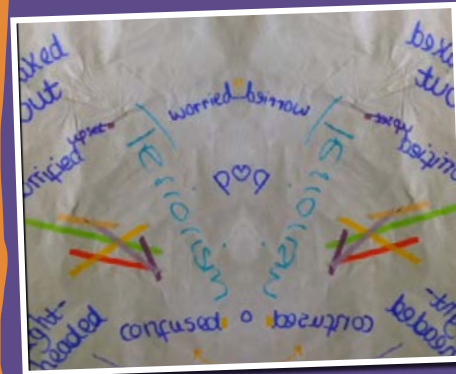
3   We want to hear and share more positive stories, so we explored some demonstrations with the glitch app

"We were not old enough to go to the marches, but Glitching and talking about them made us feel good"

Transforming feelings through collages and mood tape

1. We wrote down all the things we don't like and wanted to change.

2. Then, we ripped them up and made a collage out of 'our feelings', transforming them into something new.

3. We also created a chart of feelings and emotions with pens and colored tape.

4. The mood tape allowed us to explore the many feelings we have and how strong they feel.

5. We created names for the many different feelings we have, sometimes one, sometimes many (picture below).
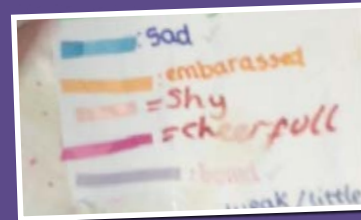
6. Now we can say SHACPE – Sad, Horrified, Anxious, Cold, Panicky, Empty. "This helped us to explore, change and transform feelings!"

7. Topics we covered included:
   - not being listened to by; our friends, adults, society
   - Being teased for talking or being near to a boy ('oh you fancy so and so")
   - The London bridge terrorist attack
   - Gender stereotypes ("that's not for girls')
   - Racism, Donald Trump, terrorism

How to talk to children about terrorism

How to challenge racism in British Schools

Black Lives Matter: a reading list for children and families

26 children's books to support conversations on race, racism and resistance

40 children's books about human rights and social justice

#UnderstandMe - NSPCC campaign to challenge xenophobia and prejudice and empowers young people to speak out and seek help.

Sam's Story: Listening to children's experience of bullying in Wales

Respecting others: Bullying around race, religion and culture

Seeing through new eyes: Refugee children paint the wars they've survived, and who they want to be now

The rise of glitch art

See **'Felting our Feelings'** for more resources on exploring emotions through creative pedagogy

DIY

GLITCH RELATIONSHIP ART

Experimenting with physics concepts to explore relationship pressures

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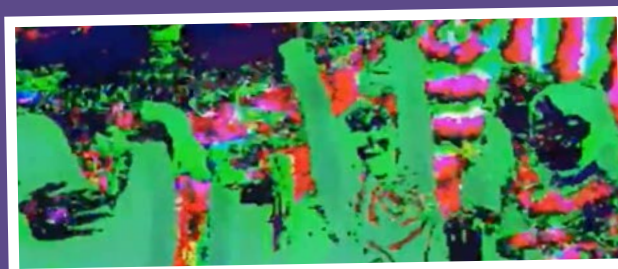
4 Do the concepts and glitch images help you express your feelings about friendships and relationships? Note down some of these feelings onto a large piece of paper.

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**.

ALL OF US

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

This year we have been learning about gender and sexual equality and rights across the curriculum, and all around the world.

Using the **'Runway 4 Change'** we mind-mapped all the awesome activities we have got up to so far.

"Doing this project, I felt amazed by all we have done"
(student, age 11)

Social JUSTICE is about equality, fairness and well-being for all. It's about distributing the wealth, opportunities, and privileges within a society.

"Individuality gives way to the struggle for social justice"

"One of the goals in our school is to nurture pupils who are aware of their role in society, who embrace diversity and tolerance for all regardless of gender, sexual orientation, race or religion.

The display in our foyer fosters our ethos, with the words 'Being different is the only thing we have in common. Come and celebrate our community"

(Headteacher)

Addressing gender stereotypes through campaigning (*expressive arts*)

We designed a campaign that got people to think about the harmful impact of gender stereotypes. We dressed up in pink and blue for a day to raise awareness of stereotypical colours.

We also created sashes in the style of the suffragettes to highlight how our campaign was about the wider issues of equal rights.

We then started a petition on **change.org** to raise awareness of gender stereotyping. We aim to continue to develop our campaign during our entrepreneur week, and present what we have achieved to a whole school assembly!

Making an iMovie to address gender stereotypes in advertising (*Digital competence and ICT*)

We made an advert using iMovie to draw attention to different types of stereotyping in terms of gender – in clothing, in sports, in hobbies, in the world of advertising and much more.
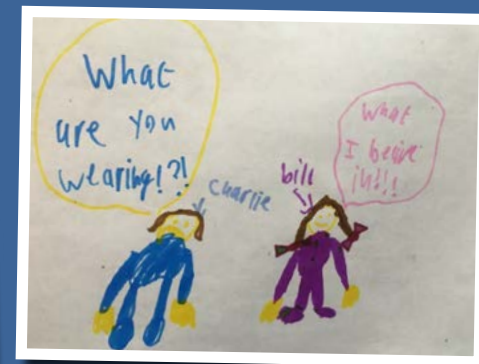
Click the image to read more about how 11 year old Mali is addressing gender inequalities in education, employment, relationships and more...

Debating gender & sexual rights in our philosophy session *(health and well-being)*

In our philosophy for children (P4C) sessions we have been debating the impact of gender stereotyping; gender and sexuality rights, body image, gender and sexual identity; equal access to education.

We sit in a circle. And we follow our rules, some of which are:

• Hand out palm up if you want to say something

• Listen to the person who is speaking.

• Respect the opinion of all others even if you disagree with them.

As children we create our own philosophical questions to discuss in response to a stimulus:

"Why are some girls and women in the world still denied an education"

"Why don't people feel they can truly be themselves?"

"Should women be able to choose to marry who they want to? "

Why can't women choose their future? #equal rights

Who is Claudette Colvin?

Is it difficult to be "me"? Why don't people always feel that they can truly be themselves?

Equality

Be you

Lgbt + ♥ + ♥ = equal rights!!!
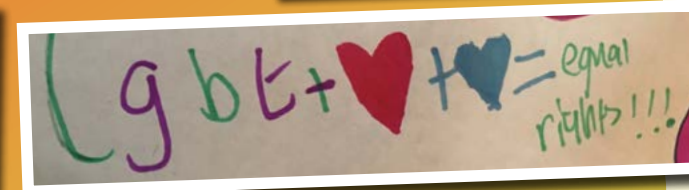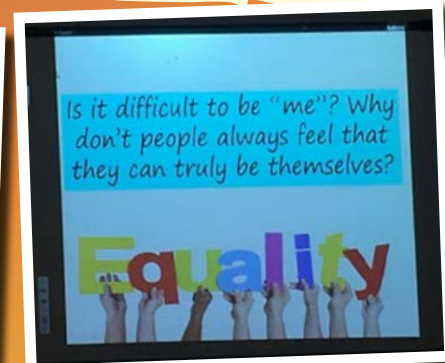
Girls' Rights to Education

We studied the story of Malala Yousafzai and researched girls' rights to an education around the world.

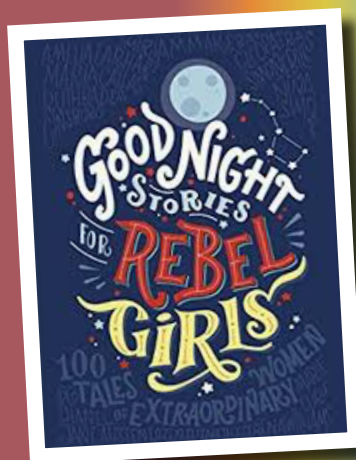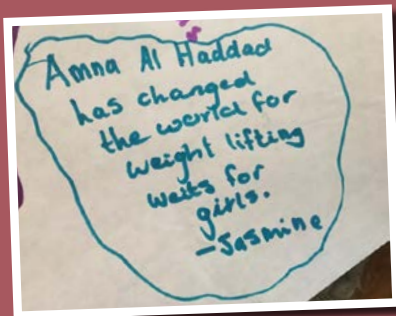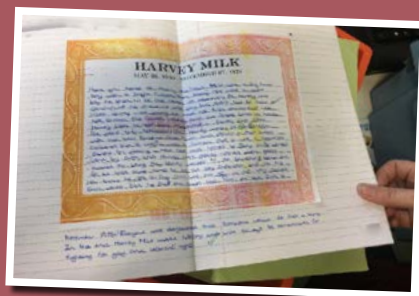We used persuasive language to respond to a range of quotes made by Malala including:

"One child one teacher, one book, one pen, can change the world."

"I'm stronger than fear."

Using the education tree we explored what makes education grow.

We all wrote a speech on women's rights.
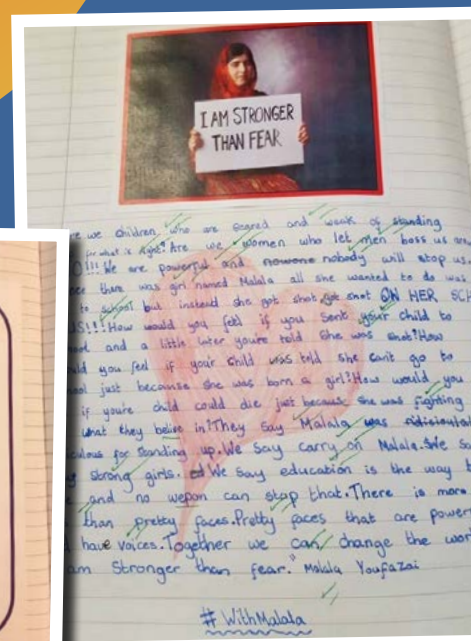
Rebel Girls and Boys Who Dare to be Different *(Language and Literacy)*

We have been reading the books **Rebel Girls** and **Stories for Boys Who Dare to be Different**. They include biographical portraits and facts about heroic people who have changed the world, and defied or challenged gender and sexual stereotypes in some way.

Some of us have created pamphlets on boys and men we admired.

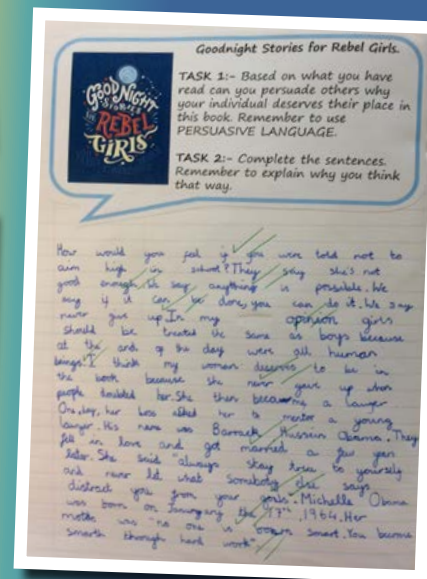Choosing one heroic figure, we created cartoon strips and also wrote about why they deserved their place in the books.

Find out more about the **powerful roles Women have played in Welsh life and history**

Amna Al Haddad has changed the world for weight lifting waits for girls. -Jasmine

Boys Who Dare to be Different

...ship: our pioneer
..., Science, Maths
...)

... on understanding the ... We researched how men ... social justice and human ... far, they include Martin L... arks, Amelia Earhart, H... es.

W... eeches and activisms. W... ur written work, in speeches, in diary extracts and drama.

We also used our numeracy skills to fact find how many people attended their speeches or were affected by their change-making activism.

Goodnight Stories for Rebel Girls.

TASK 1:- Based on what you have read can you persuade others why your individual deserves their place in this book. Remember to use PERSUASIVE LANGUAGE.

TASK 2:- Complete the sentences. Remember to explain why you think that way.

Women in Science (*Science and Technology, Maths and Numeracy*)

Continuing our leadership theme, we explored the pioneering roles that women have played in Science, creating an i-movie about their different impacts on society.

For example, we learnt about air resistance by making paper aeroplanes as we discussed the incredible achievements of **Amelia Earhart**.
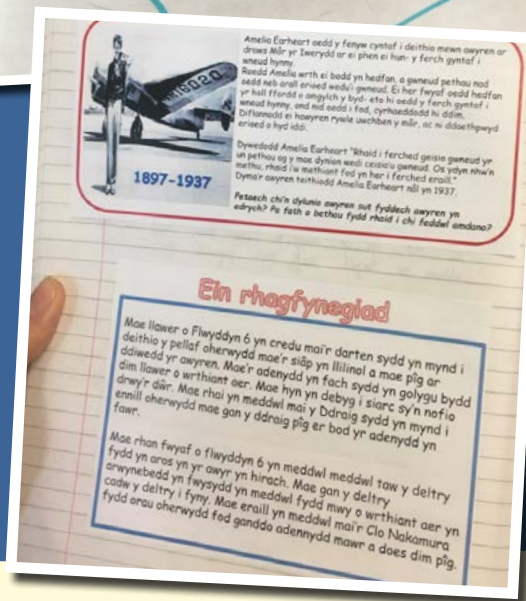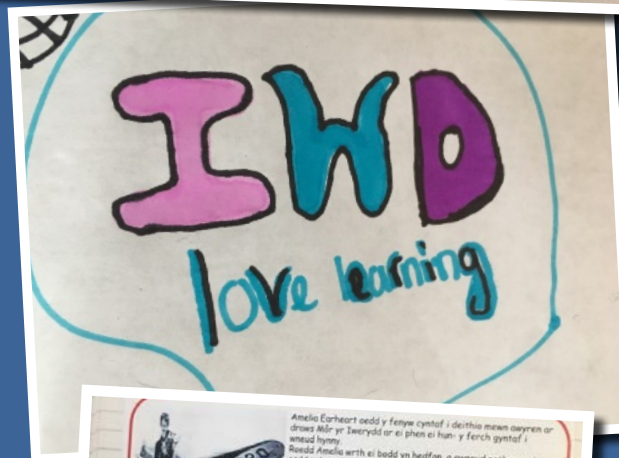
The **history of women in science** shows the fight is worth it.

Girls into STEM - a new generation of women in science in Wales

"Women and girls continue to suffer discrimination and violence in every part of the world.

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large" (UNESCO)

We have learnt about different women who were pioneers in the world of Science and created an i-movie about a particular woman and her impact on the world.

See the **Gender Respect Project**, for teacher resources aimed to help children and young people to understand, question and challenge gender inequality and violence.

For more ideas and resources on how to embed a whole school approach to gender equalities for healthy relationships, go to **Gender Watch Bingo**.

Try out our children's **Feminist Activist Word-search**

30 Feminist Children's Books That Every Child Should Read

Gender Equality is the United Nations 5th Sustainable Development Goal. Find out more about it **here**.

See the **#THISISME** campaign, that addresses harmful gender stereotypes **@livefearfree** as a great way to start a debate on individual and collective ways to fight for gender justice in a P4C lesson.
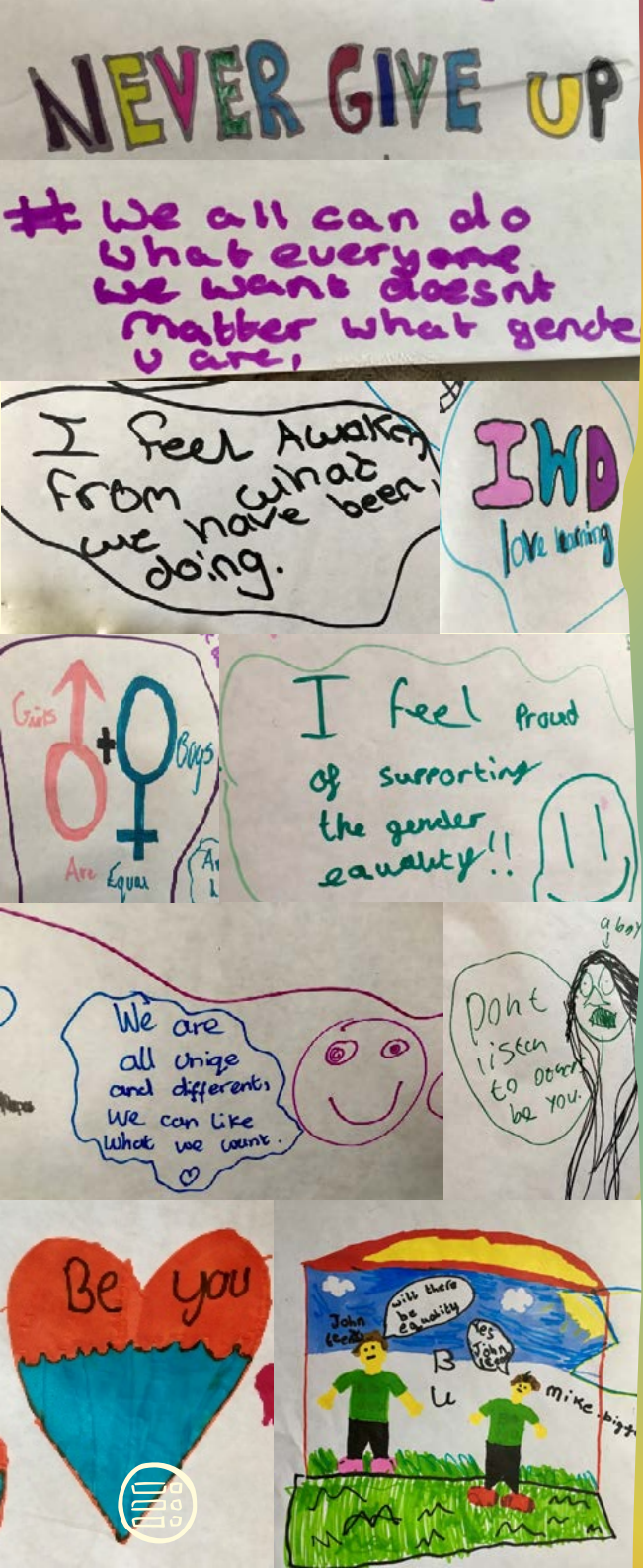
It's important to learn about how other people have changed the world, because it inspires other people.

I feel so proud when doing this.

Out of all the projects we've done I think Harvey Milk is the BEST.

I feel awakened by what we've been doing.

I adored doing this project, because of my difference. I don't like pink dresses and I prefer playing football. And these lessons have shown that I can.

I loved every part of it!

I'm happy because people are doing something about this problem.

It makes me sad when I hear people stereotyped by their gender.

I loved celebrating International Women's Day because it shows the passion of everyone who likes different things, whether you're boy, girl, women or man.
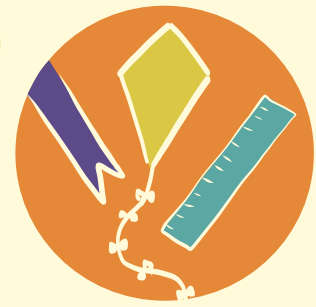
I loved making the gender rights sashes, because everyone in year 6 wore them!

I felt happy learning about this because it's inspiring to people who are gay or lesbian.

WHAT IF #THISISME?

Making gender justice matter with rulers, ribbons and kites

Gender norms - a common culture of how perceived gendered expectations and stereotypes regulate people's lives.

Gender cultures - the meanings, values and norms that are part of people's everyday lives and how these are negotiated, reproduced, subverted and challenged.

Gender Justice - a world where everybody is valued equally, regardless of sex or gender identity and expression, and are able to share equitably in the distribution of power, knowledge and resources.

1. HOW GENDER MATTERS IN CHILDREN'S EVERYDAY LIVES

Watch the video here!

"Gender inequality present in our society can be a cause and consequence of violence against women, domestic abuse and sexual violence"
#THISISME @livefearfree

Childhood research has explored the complex and contradictory ways in which gender norms and gender inequalities shape how children feel about themselves, **what they can do with their bodies, how they interact with others, who they can form relationships with**, how **safe and unsafe** they feel, **what jobs they might want to do** and how they dream themselves and each other into the world.
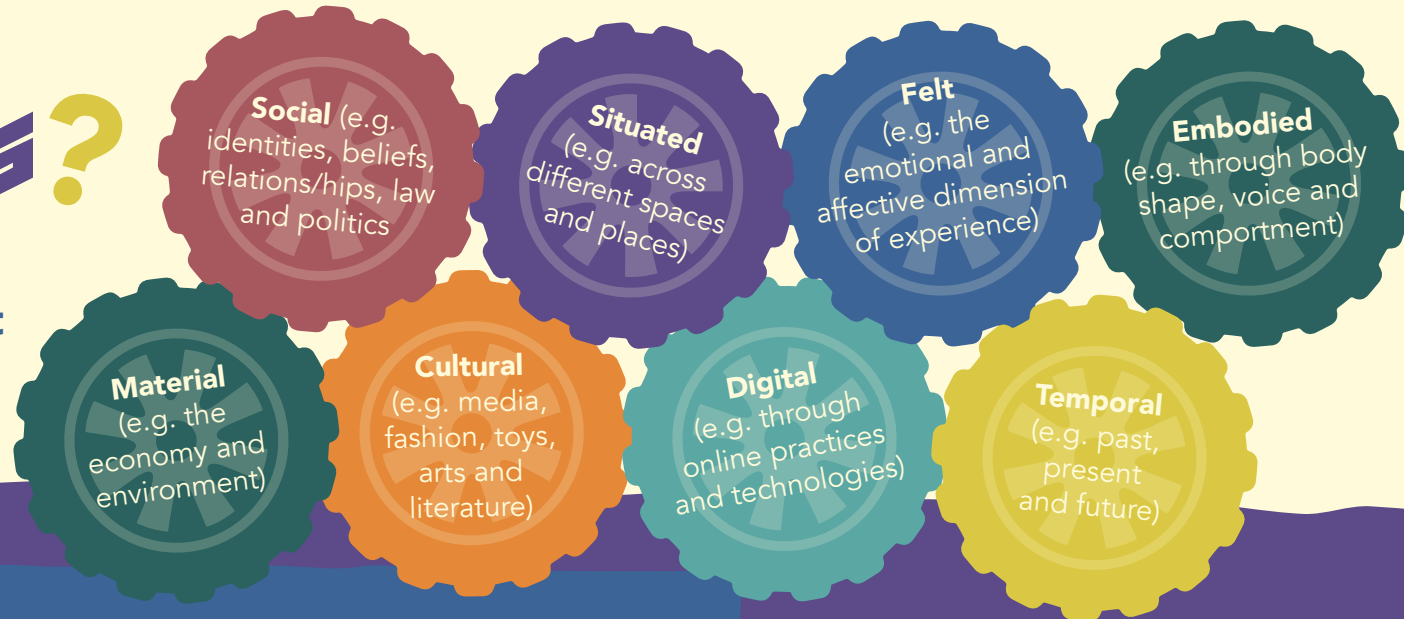
"Although gender is one (important) analytic lens and a difference that matters, we acknowledge that it is how it works in combination with other differences (such as social class, sexuality and ethnicity, in particular times and places) that gives it meaning and power" **(Thomson, Berriman and Bragg 2018)**

"The 'doing' of gender is much more contradictory and much more of a struggle, than popular representations on children's gender identities and experiences might suggest" **(Renold 2013).**

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GENDER ASSEMBLAGES?

The notion of 'assemblages' helps us to explore the dynamic, divergent and contested ways in which gender is produced in the world.

Social (e.g. identities, beliefs, relations/hips, law and politics)

Situated (e.g. across different spaces and places)

Felt (e.g. the emotional and affective dimension of experience)

Embodied (e.g. through body shape, voice and comportment)

Material (e.g. the economy and environment)

Cultural (e.g. media, fashion, toys, arts and literature)

Digital (e.g. through online practices and technologies)

Temporal (e.g. past, present and future)

Research has found that

- How gender shapes children's lives can be both constraining and empowering in different institutional, environmental and online contexts.

- Gender binaries are often strongly felt and upheld in childhood, particularly middle childhood, as they entangle more visibly with sexuality (Renold 2013)

- 'Doing gender' differently... in non-normative ways – involves grappling with powerful socio-historical legacies, all of which will be experienced differently when social, economic, cultural, religious and other markers of difference come into play.
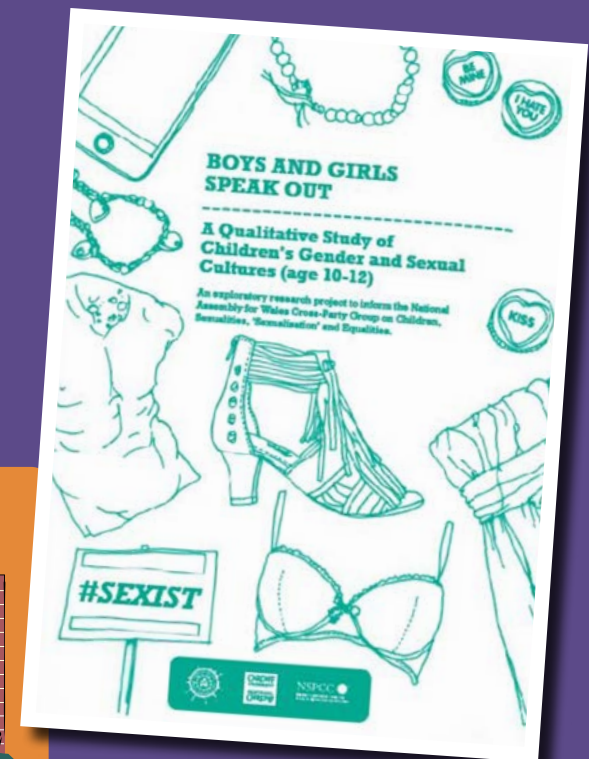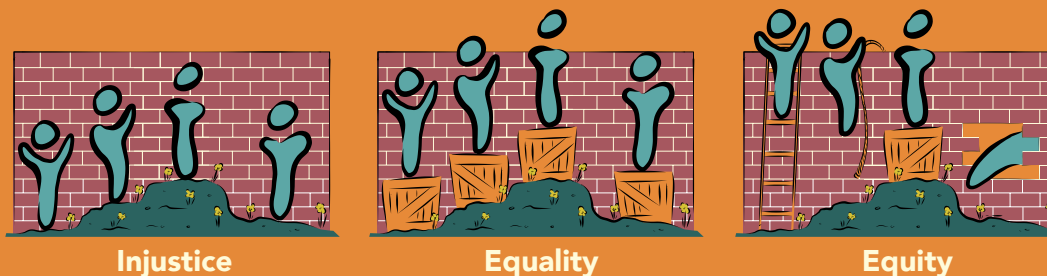
What is Gender Equality?
Gender equality means that regardless of sex group assigned at birth, gender identity or gender expression people realise the same social, economic and political rights, resources, opportunities and protections.

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?

What's the difference between equity and equality?

Injustice	Equality	Equity

BOYS AND GIRLS SPEAK OUT
A Qualitative Study of Children's Gender and Sexual Cultures (age 10-12)

An exploratory research project to inform the National Assembly for Wales Cross-Party Group on Children, Sexualities, 'Sexualisation' and Equalities.

#SEXIST

2. HOW GENDER JARS FOR PRIMARY SCHOOL-AGED CHILDREN

Researchers from Cardiff University (Emma Renold, Vicky Edwards and Catherine Phillips) asked 50 primary school children in South Wales (age 10-11) what JARS them (positively or negatively) about gender equality/inequality today.
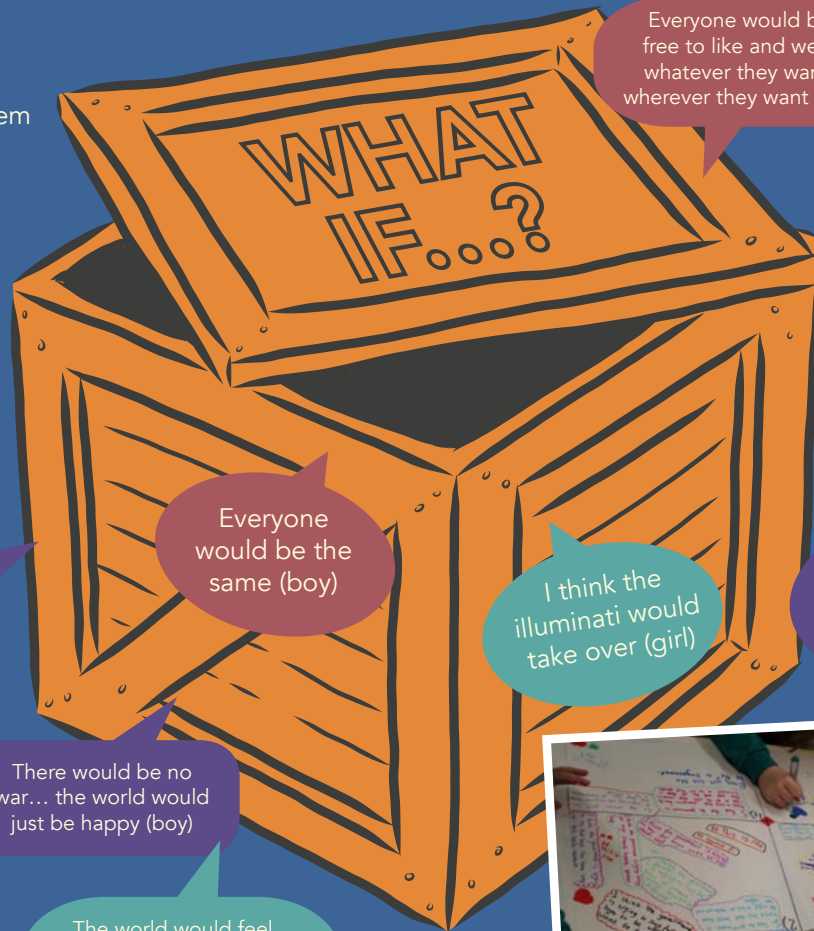
I would like to change how the world will be

Stop stereotyping! Start getting used to things!

I want to change the way people think about girls and boys

I am part of the LGBTQI community and I'm proud of it

I hate the cruel things about stereotyping!

I wonder when stereotyping will stop?

Stop judging

Dare to be different

We want change!!

Just because I am a girl I have to hate mud, but I love it!

I don't like the fact that I get criticised by my dream job!

I feel affected by men being paid more for the same job that men and women do!

Just because I am a boy I can't like make up. Just be you!

It does not matter if you are transgender

All genders should have rights

Don't be scared to share your own ideas

No one needs a partner to be happy

3. WHAT IF...

The researchers also asked them to imagine a world without gender stereotypes.

If there were no gender stereotypes in the world …

WHAT IF…?

> Everyone would be free to like and wear whatever they want, wherever they want (girl)

> The world would be a better place (girl)

> I would go out with Tom if there were no gender stereotypes (boy)

> I think I could just live happier … without thinking that somebody's gonna not want me to do that or somebody's gonna try and stop me (girl)

> The world would be a mess (girl)

> There would be no arguing and no one would be like 'ohh yeah you have to do that because you're a girl' (boy)

> Everyone would be the same (boy)

> I think the illuminati would take over (girl)

> I would feel more confident… but I can't see it happening for very long because of like Donald Trump and people like that (girl)

> The world would be better, the world would be nicer and the world would change dramatically actually, the world would change quite seriously (boy)

> There would be no war… the world would just be happy (boy)

> The world would feel empty, because there wouldn't be that to argue about anymore (boy)

> Life would be peaceful (boy)

What is a stereotype?

Stereotypes come from, and are rooted, in deeply engrained attitudes, values, norms and prejudices. They will vary across culture, place and time.
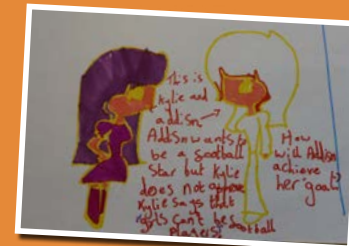
4. #THISISME

Three classes of children age 10-11 were then invited to explore the four images from the Welsh Government's #THISISME gender equality poster campaign.

Each group discussed which stereotypes they thought the campaign was trying to raise awareness of or challenge. Some children went on to create their own poster.

We talked as a class about how advancing gender equality and freedom of expression involves the support of all of us and is harder for some people than others to achieve.

DYMA FI
#dymafi bywwhebofn.llyw.cymru/dymafi

THIS IS ME
#thisisme livefearfree.gov.wales/thisisme

THIS IS ME

Every boy and girl can wear makeup

5. RE-ASSEMBLING THE RULES 4 GENDER JUSTICE

We watched the short film of young people speaking out about gender justice at Wales' Youth Gender Equality Assembly in City Hall in Cardiff.

Inspired, we wrote on rulers what needed to be changed to make the world a more gender-safe and gender-fair world.

We created a line of action. It kept breaking! Every time it broke it made one of us think how "there are so many gaps in gender equality around the world" and we need to "do something about it" (Girl, age 10).

We rattled the rule(r)s. We took ruler-relfies. And we danced to the rhythm of new rules in our corridors and on the playground and field.
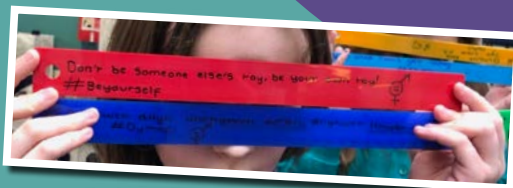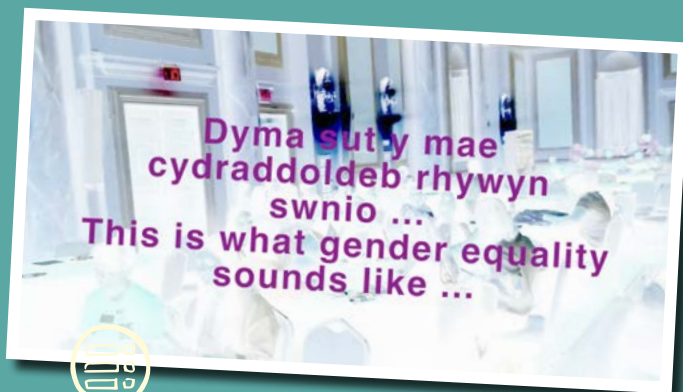
6. OUR RAINBOW RIBBONS

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

We used our ribbons to share a moment when someone or something has helped address the harmful impact of gender norms and wider inequalities.

We used lots of different coloured ribbons to highlight the diversity of gender expression across the world.

7. MAKING GENDER EQUALITY FLY!

Each group was given a kite that you could graffiti your own slogans for awareness or messages for change. Each ribbon was stapled to the tail of our kite. We taped them to a long bamboo stick, and we took it in turns to run with our gender justice kites, and make gender equality fly!
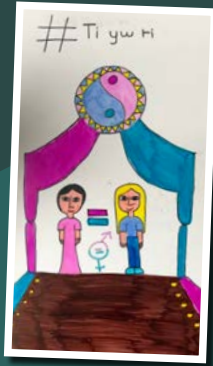
8. ♥ GENDER EQUALITY

Some of us spoke our own messages for change with some 'record your own message' cards, which we decorated and shared at the Primary AGENDA launch.
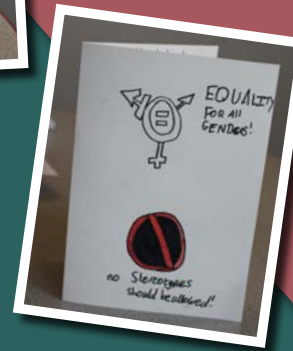
9. REFLECTIONS

Throughout the workshop and afterwards we shared our thoughts and comments in a rainbow post-box.

I am having so much fun making a ruler! You be YOU

I learnt that you should not judge people by their looks

This is a day I will never forget. I wish today was everyday

I learnt that boys can do things that girls can and girls can do things that boys can. I now know that I can do girl things without judged (boy)

It's amazing what we are doing!

It was really good the way you show your gender equality work through art because when i first found out about gender stereotypes I misjudged people but now realise that we can be who we want to be

This is amazing. I can let my creative juices flow wildly!

I liked making the kites and putting the rulers on the ribbon

This is the time for us to use our voices and stand up to stereotyping

I liked learning about gender equality. After your lesson I decided to write to the Urdd and complain that boys were not allowed to play netball and I have now had my voice heard on twitter BBC online news

I learned to be myself wherever I am

(I learnt that) gender is not a weakness

I had a lot of fun today. My favourite part of the day was when we flew the kite. Really want to do it again

#thisme #iloveit

I loved today because the activities were amazing!

I loved and cared about everything that we done today

We are all human. So why is stereotyping a thing?

Be you and don't let anyone take control of you.

I enjoyed today with every scrap of myself

For more case studies to support children in making gender equality matter, see **Gender Watch Bingo, Smashing Commerical Sexism, All of Us**

Or adapt the following DIY activities: **Cross-Stitch your Rights, Identity Cwtch**

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

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

RESOURCES FOR PRACTITIONERS

Addressing gender stereotypes in the early years

Gender Respect Project: supporting children and young people to understand, question and challenge gender inequality and violence

Lesson plans to help schools challenge gender stereotypes

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.

Breast cancer

Men and boys working to end male violence against women and girls

HIV/AIDS

Mental health

International women's day

Extension activity
Make gender equality fly!

Invite each group to make a simple kite **(see here)**. Write the rules that need to be changed to make the world a more gender-safe and gender-fair place to live. Tie the ribbons with affirmative messages to make the kite's tail. Find an outside space, catch a breeze, and let your kite soar!

Make a short **digital story** of the process, invite other children around the school, and parents and governors to read the ribbons and spread the word across the school and into the community.

*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.
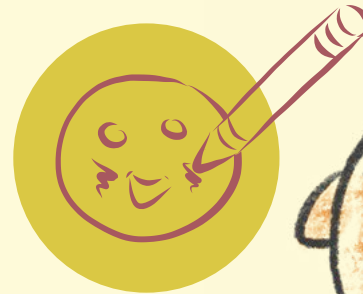
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SAM'S STORY

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

'Sam's Story' is the culmination of a large-scale consultation by the Children's Commissioner for Wales, with over 2,000 children and young people and nearly 300 professionals' views about contemporary experiences of bullying in Wales. An analysis of the material from children and young people and professionals produced key findings in a report with recommendations for the Welsh Government, schools and local authorities published in July 2017.

'Sam's Story: Listening to children and young people's experiences of bullying in Wales.'

This case study shares some of the process and provides practitioners with ideas of how to use 'Sam's Story' to explore gender-based and sexual bullying in the wider context of children's rights and equity.

When a child is bullied their rights, under the UN Convention on the Rights of the Child (UNCRC), are being violated. Key to preventing bullying is instilling a rights-based approach in schools. See the Children's Commissioner for Wales' report **'A Right Way, a children's rights approach for education in Wales'** for further information.

Gathering experiences through stories

To explore children's perceptions of bullying, 'Sam's Story' engaged children and young people in projective exercises which allowed them to express their feelings and experiences through an imaginary character called 'Sam'. The Commissioner's team asked children to tell 'Sam's Story', specifying that Sam was their age, from their community and was experiencing bullying. Sam's gender was not specified. For primary-aged children a range of simple templates were provided to support them to create a picture, cartoon or written narrative. Alongside the templates, the Commissioner's team provided scaffolding questions which could be used to help children structure their responses to include possible solutions for change as well as Sam's experiences.

'Sam's Story' enabled the Commissioner's team to understand what identity-based bullying looks and feels like. **Identity-based bullying** refers to any form of bullying related to the characteristics considered part of a person's identity or perceived identity group (Equality and Human Rights Commission, 2010). This can include their disability, gender, gender identity, race, religion or belief or sexual orientation. These are referred to as protected characteristics by the Equality Act 2010.

An insight into Sam's experience: stories and drama workshops

Through the many visual images and written stories that were received about 'Sam', 'Sam' became the voice of the bullied, the bully and the bystander, and a complex social world of bullying cultures emerged. 'Sam' was often portrayed as being different to other children in some way and this was implicitly or explicitly linked to being the target of bullying cultures. Social pressures to conform to a range of norms included issues such as physical appearance, disability, poverty, ethnicity, religion, sexuality and not conforming to gender stereotypes. Some children talked about how difficult it was to break free of social norms, even if they wanted to.

As well as gathering written and visual material, the Commissioner's team engaged groups in freeze frame drama workshops. This enabled participants to place themselves within scenarios that might reflect Sam's experiences. Groups discussed the impacts of bullying and possible solutions for change. To try this out go to the DIY activity, **Freeze Framing Bullying**. All the written and visual material as well as notes recorded form the freeze frame workshops were analysed and presented as findings along with recommendations for Welsh Government, Schools, and Local Authorities in the report **'Sam's Story: Listening to children and young people's experiences of bullying in Wales.'**

Example: Story written by a primary school pupil

Once upon a time, there was a little girl called Sam and she was new to her school. She was friends with all the popular girls, until suddenly, she saw a football outside.

She said, "Do you want to play footy?" to the popular girls

"Ewww, no. That's a boys game, you weirdo" the popular girls said "Why do you even like that?"

Sam began to feel sad and worried. She wanted to tell someone but she was worried it would make it worse. She kept feeling mixed emotions because they kept following her around and calling her mean names.

So then she classed it as bullying because they were doing it constantly. She wanted to tell someone, but she was afraid that if she did, it would change from verbal bullying to physical bullying.

Sam sat down at lunch, on her own, then another girl who was sat on her own came over.

She said "Hello, do you want to be friends?"

Sam said "Yes, but I'll warn you…I'm a bit of a tomboy"

"That's OK, me too"

A number of children's rights in the UNCRC are threatened or denied in the many descriptions of bullying that we received as part of 'Sam's Story'.

Particularly relevant are:

All children and young people have rights and no child or young person should be treated differently.
Article 2

You have the right to be protected from all forms of violence, abuse, neglect and bad treatment.
Article 19

You have the right to an education.
Article 28

The right to survive and the right to develop.
Article 6

Children have the right to an identity.
Article 8

"Everyone needs educating on why people are different, awareness raising e.g. my friend has spasms and makes involuntary noises and people think she is stupid because she can't talk so they laugh at her – she understands all this and is very intelligent *(community ambassador group)*

"All students should do anti-bullying weeks where they think through the consequences of bullying and how it makes people feel and talk through solutions and how important it is to talk – we did this at my school and it helped" *(community ambassador group)*
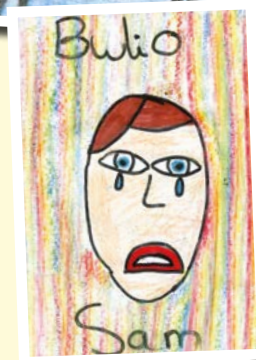
Locating 'Sam's Story' in a whole school approach to healthy relationships education

After listening to young people's experiences of bullying, one of the Commissioner's key recommendations from this work was that children and young people of all ages have time to reflect on and discuss their relationships. Children benefit from opportunities like circle time and other fora in which they can reflect and discuss peer relationships and behaviour.

'Sam's Story' activities created space for further discussion and reflection on the experiences that children shared through taking part in the activities. In November 2017, the Commissioner published resources for both Primary and Secondary Schools, these resources provide practical ideas and activities for teachers and pastoral support officers linked to the curriculum.

Penygawsi Primary School took a whole school approach to delivering the original 'Sam's Story' **special mission**, developing a series of differentiated lesson plans for each key stage and adapting existing resources. The Commissioner's team worked with a teacher at the school to co-produce an anti-bullying resource which showcased the whole school teaching approach Penygawsi took. Read it **here**.

In our shoes: Taking Sam's Story messages to the National Assembly for Wales

In November 2017, the Commissioner exhibited a selection of images and words, created and authored by children and young people, gathered as part of the 'Sam's Story' consultation. This was an opportunity to highlight the real impact that being bullied is having on children's lives in Wales, bringing these messages directly to public visitors to the National Assembly for Wales and decision makers based there.
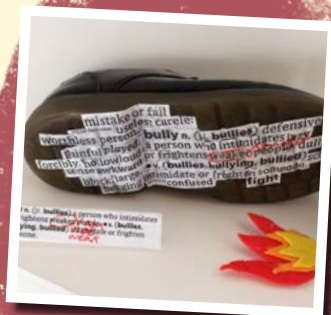
A group of young artists as part of the group, Criw Celf, contributed an artistic response to the material we originally gathered, exploring the idea of putting themselves in 'Sam's shoes'. The group of young artist were provided with a selection of the visual images, written stories and blogs we received for the group to reflect on and discuss. The group used an old pair of shoes as a starting point for their individual responses, adapting and adding new materials and objects to create their own contemporary three dimensional art.

The Public Sector Equality Duty (PSED)

The Public Sector Equality Duty requires schools to take action to improve outcomes for pupils with different protected characteristics. It is a legal requirement, under the Equality Act 2010. The PSED can be used as a helpful mechanism to tackle identity-based bullying and implement a preventative whole school approach that teaches children good relationships and conflict resolution skills from an early age and ensure clear strategies for recognising and tackling identity-based bullying when it occurs.

Addressing Bullying Cultures in School

What is bullying?

Bullying is the abuse of social and cultural power relations that are persistently directed towards targeted people or groups of people over time. It can be covert or overt and expressed in verbal, physical, psychological, material, or technological ways.

What can schools do?

Bullying behaviours frequently reinforce what is socially and culturally acceptable (e.g. what a 'boy' can wear or where a child should live). Individual or groups of children and young people who are perceived as 'different' from the 'norm' are frequent targets of bullying.

If bullying behaviours are understood as the micro-expression of wider persistent social inequalities, best practice for schools is to work towards interventions that address bullying cultures in the context of rights, equity and social justice.

Best practice includes developing whole-school policies and practices *with* children, parents/carers and the wider community to develop **proactive and affirmative** interventions that:

Advance awareness of **children's rights** to be safe and free from discrimination and harm

Celebrate (not tolerate) **difference and diversity,** and understand how bullying behaviours, related to protected characteristics, are interconnected.

Measure progress of successful activities that promote difference, diversity, rights and social justice more widely, as part of a **whole-school equalities plan**

Situate anti-bullying work in the wider context of an **equity and social justice** approach to health and well-being.

Support and celebrate whole-school **child-led action campaigns** and research projects to evaluate progress

(NB. student ownership is paramount to successful interventions, and allows them to raise areas of change that matter to them)

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.)

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?

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

Why are identity rights important?

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

How might we share what we have learned with others?

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)

Extension activities

Make a Cwtch Identity wall, or hanging mobile, from the boxes; display in a space for others to view (e.g. you could make the shape of a large shoe, and call it 'Walk in Sam's Shoes'). Accompany the display with inspirational quotes about children's right to an identity; and freedom from identity-based discrimination or abuse (Article 8 of the UNCRC).

Make a **poem**, **song** or **drama** from some of the stories that each describe a different protected characteristic.

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

FREEZE FRAMING BULLYING

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

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

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

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

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

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

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

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

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

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

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.

What you'll need:
Pens and Paper

Extension Activity

Visit another class in your school, or a neighbouring school. Share what you've been doing.

Make a silent statue from all the freeze frames (i.e the bullying scenario freeze frame to communicate *what's happening*, and the external pressures freeze frame to communicate *why it's happening*).

Each group could place sticky-notes with how members of the frame are feeling or the pressures they are facing on their body for others to read and ask questions about.

Pass around the 'helping hands' to the audience. Say, 'will you give them a helping hand?'. As they give the hands to the frozen statues, it breaks the freeze.

Reflecting on the process, and using the helping hands, discuss the what, why and how of bullying cultures, and where children can access help and support if any of the issues that have been discussed in the session have concerned them.

Suite of **primary anti-bullying lesson plans and activities** to accompany 'Sam's Story' that provide practical ideas for teachers and pastoral support officers

Live Fear Free / This is Me is a Welsh Government campaign that challenges gender stereotypes in a positive way aiming to start conversations about gender and to encourage people to 'live fear free' from gender constraints and gender norms.

Challenging gendered cultures in childhood to address school bullying

Why zero tolerance approaches for LGBTQ bullying can become part of the problem

How boys and girls are taught different things about violence

How to challenge racism in British schools

Bullying that relates to gender or sexuality is the most common form of violence that students encounter in schools, but often goes unchecked

Why telling kids homophobia is wrong won't stop bullying in schools

Getting Started: A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in primary schools, Stonewall.

Celebrating Diversity Through Pupil Voice: A guide for primary schools

Primary Best Practice Guide: how primary schools are celebrating difference and tackling homophobia, biphobia and transphobia.

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

SUPPORTING CHILDREN TO PUT THEIR AGENDA INTO ACTION

For those children who want to get more active and make a difference on issues that matter to them, this section will help you support putting their agenda into action.

Encourage children to 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 What matters to children?

What is their overall aim? What do they want to achieve? The **STOP-START**, **WHAT JARS YOU** and **RE-ASSSEMBLING THE RULES stARTer** activities in **Section 4** might help you support them. Click the images below to jump right to them!

STOP-START

WHAT JARS YOU?

RE-ASSEMBLING THE RULES

2 Research research research

Why this idea? What more do children need to find out? Are there any organisations or websites that might help them? Why not encourage children to do their own **research**? You could skype or invite community members in to be interviewed. You could support children to develop a short questionnaire and distribute to a neighbouring school or youth group to see if their ideas are shared by others. There are many **free online surveys** available for children to adapt.

3 Do they have a target audience?

Discuss who they are aiming their change-making or awareness raising activities at? Other students? Teachers? Community members? Local youth group? Business leaders? Politicians? **The retail industry?**

4 Working with others

If they've come up with their own idea, it might help to have a small team to work with. Is there a trusted community member, youth worker, key worker or teacher who can support you and them with particular skills, or expertise?

5 What's your next move?

They have an idea, they've done their research, now they need a plan. Encourage reflection on short, medium and long-term goals. Are they 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 they planning something larger, like a petition to the school governing body or local council? The bigger the goal, the more planning is often needed.

6 Safety, support and well-being

Children's safety and the well-being of others around them is very important. Creating change and raising awareness on sensitive issues can be empowering and challenging. To make sure you all have the support you need, go to the **Safety and Support** section. Children can create their own **support cloud**. This section and **Gender Watch Bingo** also list a number of organisations if you need support or advice from a specialist on particular issues.

7 Share your story

When their activity or campaign is over, discuss 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 co-author a blog about what happened or set up a special website. Interviewing each other about what they've done and what they've learned is a great way to begin.

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REMEMBER REMEMBER

28 AWARENESS RAISING AND REMEMBRANCE DATES

There are many **annual awareness raising and remembrance dates** each dedicated to making positive relationships in the world matter.

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

Sharing children's awareness-raising projects 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

11th Human Trafficking Awareness day
25th Dydd Santes Dwynwen
20th World Religion Day
21st National Hug Day
25th Young Carers Awareness Day

February

LGBT History Month
4th Children's Mental Health Week
6th International Day of Zero Tolerance to FGM
10th Safer Internet Day
14th One Billion Rising / St Valentine's Day
15th Care Day
20th National Love Your Pet Day
20th World Day of Social Justice

March

Women's History Month
8th International Women's Day
18th Child Sexual Exploitation National Awareness Day
31st International Transgender Day of Visibility

April

1st Family Safety Week
7th World Health Day
16th World Voice Day
20th National Siblings Day
29th International Dance Day

May

12th National Children's Day
13th May Foster Care Fortnight
15th International Day of Families
15th World Meditation Day
17th International Day Against Homophobia, Transphobia, and Biphobia
21st World Day for Cultural Diversity

June

Pride month
1st International Children's Day
8th National Best Friend's Day
8th Children's Art Week
18th Autistic Pride Day
20th World Refugee Day

July

7th-11th Forced Marriage Awareness Week
30th World Friendship Day

August

7th Playday
19th World Humanitarian Day

September

9th Sexual Health Week
21st International Day of Peace
23rd Bi-visibility Day

October

Black History Month
10th World Mental Health Day
11th International Day of the Girl Child
19th-25th Asexuality awareness raising week

November

16th-20th Anti-bullying week
17th-22nd Gender Diversity Awareness Raising Week
20th Universal Children's Day
20th Transgender Day of Remembrance
25th 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

December

1st Anger Awareness Week
1st World Aids Day
2st International Day for the Abolition of Slavery
3rd International Day of Persons with Disabilities
10th International Human Rights Day
18th International Migrants Day

THANK YOU

Thank you to all the schools, youth groups, artists, organisations who supported some of the case studies and provided examples of how children and young people in Wales are making positive relationships matter:

Big Lottery

Children and Young People of the Gellideg Foundation Group

Darrenlas Primary School

Fizzi Events

Gwaunfarren Primary school

Grangetown Primary School

Hafan Cymru's Spectrum Project

Mountain Ash Comprehensive School

Pantyscallog Primary School

POSSIB Arts Project, Canolfan & Theatr Soar

Ysgol Golwg Y Cwm

Ysgol Gyfun Gymraeg Plasmawr

Ysgol Gymraeg Casnewydd

How to reference this guide

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