



**WE FEEL UNSAFE  
LET'S TACKLE VIOLENCE  
AGAINST WOMEN AND GIRLS**

**CrimeStoppers.**



# OPENING COMMENTS

This resource is brought to you by the charity West Country Crimestoppers and creative provider, Unique Voice CIC. With over 10 years of working in partnership through the youth crime prevention project 'What Would You Do?', we want to share our knowledge and resources with communities far and wide. We hope this resource will be used by teachers, educators, youth workers, police and many more organisations who have a front row access to the younger generation.

As a society, we hold a vital responsibility in shaping values and behaviours to address and reduce violence against women and girls.

Early education on respect, equality and consent lays a crucial foundation for young people, fostering essential interpersonal skills. By instilling principles of communication, empathy, and conflict resolution from an early age, we equip individuals with the tools necessary to build healthy connections and contribute to the prevention of violence.

Recognising that early experiences significantly impact emotional intelligence and social awareness, as well as focusing on respect and kindness in education can positively shape and influence attitudes. Adults play a pivotal role in cultivating positive behaviours that form the basis for violence prevention and the establishment of healthy, respectful relationships.

Empowering young people to articulate their feelings and needs not only boosts confidence but also helps them in establishing and asserting boundaries. This, in turn, contributes to overall well-being and resilience, enabling them to navigate challenges and conflicts constructively—essential skills for addressing and preventing violence in relationships during childhood and into adulthood.

Devoting time to teach young people about the importance of healthy relationships serves as a fundamental principle for building a society that values inclusivity and safety. By providing the necessary tools and knowledge, we empower the younger generation to actively contribute to the reduction of violence against women and girls, fostering a path towards a more fulfilling and successful collective life.

**“WE FEEL UNSAFE.  
BECAUSE WE ARE SEEN AS  
THE WEAKER GENDER.  
BECAUSE WE ARE MORE  
LIKELY TO BE A TARGET.  
BECAUSE WE ARE MORE  
LIKELY TO BE A VICTIM.  
BECAUSE OF OUR GENDER,  
WE FEEL UNSAFE.”**

# ABOUT CRIMESTOPPERS

**Crimestoppers is an independent charity that gives you the power to speak up to stop crime, 100% anonymously.**

**Whoever you are, wherever you live, from communities to companies.**

**by phone and online, 24/7, 365 days a year.**

We also share advice on how to protect the people you care about from crime, so everyone can feel safe.

After receiving your call or a completed anonymous online form, we create a report that brings together all the information you gave us, making sure it doesn't contain any information that could identify you.



**Click image to watch clip about Crimestoppers**

# Everyone has the right to feel safe.

71% of UK women have experienced sexual harassment when out in public. We all need to challenge unacceptable behaviour and report crimes against women and girls.

**#Challengeittochangeit**

**If you suspect something isn't quite right, talk to us.**

You can speak up and remain 100% anonymous. Always.

**[crimestoppers-uk.org](https://www.crimestoppers-uk.org)**

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**CrimeStoppers.**

**0800 555 111**

100% anonymous. Always.

# Why do people use Crimestoppers?

Our research confirms that nearly a fifth of the public have known about a crime, but chose not to talk to the police (according to insights drawn from various research projects commissioned by Crimestoppers).

Last year we sent police forces over 185,000 anonymous crime reports - that's 507 per day and 21 per hour... but what do we mean by anonymous?

You may be thinking about using our service, or just want a deeper understanding of our anonymity promise so that you can reassure someone else. Crimestoppers employs around 100 members of staff who are supported by a huge number of volunteers working at national and regional level.

We are proud to welcome volunteers from all communities across the UK to support our charity. Because, at Crimestoppers, we believe in the power of people to stop crime.

## Some of the reasons for people not speaking out include:

- I do not want to talk to the police
- I need to report someone I know
- I am worried that others will know if I speak out
- I am not sure if what I know will help
- I do not want to get involved with courts

## How can you report sexual harassment?

Is it happening right now?

No matter where you are, in an emergency, always call 999.

Do you have info about it happening in public?

If you want to remain anonymous you can speak up to our charity online or on the phone 24/7.

100% anonymous. Always. **CrimeStoppers.**

**The power is in speaking up, silence allows criminals to prosper, to hurt us and those we care about.**

**The power is also in helping others speak up, letting everyone know that they do not need to be silenced, that through Crimestoppers' anonymity they can be safe and stop crime.**

# ABOUT UNIQUE VOICE



We are a Community Interest Company delivering creative programmes in Bristol, South Gloucestershire and across the South West using the Arts as a medium to make a positive and long-lasting social impact. We create programmes designed to enable young people to learn, develop and grow in all aspects of their educational and emotional development whether that is through classroom-based learning or through our holiday provisions for vulnerable young people.

Here at Unique Voice, we believe that social and emotional education is the most important learning that children and young people can receive. We want to enable young people to thrive with the resilience to overcome adversity, the confidence to make positive decisions and a strong moral compass to guide them on their journey through life.

*We have been recognised by UNESCO to be successfully using the medium of drama and creativity to tackle conflict amongst young people. The work we deliver links to DFE guidelines, PSHE framework and Global Goals and has been acknowledged by the Centre for Excellence in Outcomes for Young People. We have worked with over 100,000 young people.*

The work at Unique Voice shows that drama and creative activities are excellent tools to achieve peace in communities and schools. No technical knowledge of drama or the Arts is needed to implement these practices, provided the educators involved believe in the principles of Global Citizenship themselves and have a willingness to play with their participants.

We proudly work with organisations across sectors to ensure programmes presented to the younger generation are relevant, impactful and full to the brim with creativity.

**FIND OUT MORE ABOUT THE WORK  
WE DO HERE: [UNIQUEVOICE.ORG](https://uniquevoice.org)**



give us a feel

# It's NOT ok to shout abuse

Sexual harassment can start at any age - it's not OK. Let's put a stop to it.



For more information on tackling violence against women and girls visit:

[crimestoppers-uk.org/VAWG-Report-Launch](https://crimestoppers-uk.org/VAWG-Report-Launch)

**CrimeStoppers.**

## HOW THIS RESOURCE CAME ABOUT

This resource was influenced and inspired by the crime prevention programme 'What Would You Do?'. The 'What Would You Do?' programme, piloted in 2014, is the first of its kind and has now been delivered across the whole of the South West. It is known that many children, parents and carers are aware of crimes being committed and who the perpetrators are in their communities but they will not go to the police with that information.

Having worked in several communities with this project over the years we have unlocked a model that works in ensuring that the key messages of Crimestoppers are understood and help to keep everyone safe. This has involved young people at the heart of the delivery design. After taking part in creative workshops, young people are inspired to deliver / perform / record these messages back to the community. During the pandemic, we adapted the model so that the final showcase could involve young people starring in their own films, made and produced with their opinions and aligned with the Crimestoppers message of speaking up, stopping crime and staying safe whilst remaining 100% anonymous.

The film "We Feel Unsafe", on which this resource is based, was made with young people who attended Bridge Learning Campus in Bristol. In 2023 it was shown at the CineWorld in Hengrove to families, community members and local figures in attendance, prefaced by our patron Sir Patrick Stewart. The legacy of the film continues with this resource as it calls for educators and professionals to consider using it to tackle violence against women and girls.

This resource is funded by:

**THE NISBET TRUST**

# OVERVIEW OF FILM



## CLICK TO WATCH THE FILM HERE

The film was made with the amazing young people and school community of Bridge Learning Campus and explores the important topic of violence against women and girls.

The young people worked hard to explore challenging and sensitive topics surrounding respect, equality and safety, and used their own experiences to help shape this film's style and approach. They believed that the voices of young people are instrumental in addressing and challenging the norms that lead to violence and wanted to promote a culture of respect, communication and kindness.

**THANK YOU BRIDGE LEARNING CAMPUS FOR YOUR HARD WORK AND IMPORTANT MESSAGE.**

# TOP TIPS ON HOW TO USE THE RESOURCE

The activities in this resource are categorised into 3 outputs, encouraging you to consider using the film in different ways. The film itself creates an engaging stimulus for all of the activities and discussions within this resource.

The resource will work best in tackling this topic when presenting in an early intervention style. This is an important way to safeguard and advise young people ahead of possible future challenges.

## THINGS TO PREPARE

### OUTPUT 1 USING THE FILM IN AN ASSEMBLY / PRESENTATION

50 minute assembly plan/ presentation with activities and talking points for KS3 young people.

### OUTPUT 2 USING THE FILM IN A WORKSHOP STYLE SESSION

65 minute workshop plan with engaging activities; think KS3 PSHE style session or youth session.  
*NB: the content would be suited to explore the topic of violence against women and girls with upper KS2 students, at the educator's discretion.*

### OUTPUT 3 USING THE FILM IN THE COMMUNITY

55 minute script and talking points for professionals to use at a parent/ carer evening and/or community event.

- Decide on which output you plan to use and which group you will work with.
- Download any supporting presentations attached to the activity (*these can be found at [www.wwyd-wccs.co.uk](http://www.wwyd-wccs.co.uk)*).
- Ensure that the group you are presenting to is ready for this type of activity. You may wish to consider sending letters out to parents/carers or informing your manager that you plan to run this activity to ensure all emerging conversations or potential disclosures by young people are well supported and managed.

# THINGS TO CONSIDER

This is a creative scheme of work that uses public speaking, games, drama, art and discussions to underpin the learning in an accessible and fun way. This resource complements the PSHE curriculum and, in addition to this, the learning objectives have been linked to the four pillars of learning created by UNESCO:

## LEARNING TO KNOW:

To provide the cognitive tools required to better comprehend the world and its complexities and to provide an appropriate and adequate foundation for future learning.

## LEARNING TO DO:

To provide the skills that would enable individuals to effectively participate in the global economy and society.

## LEARNING TO BE:

To provide self-analytical and social skills to enable individuals to develop their fullest potential psycho-socially, effectively as well as physically, for an all-round complete person.

## LEARNING TO LIVE TOGETHER:

To expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

## IT HAS ALSO BEEN BASED ON THE PRINCIPLES LISTED BELOW:

**CHILDREN'S FEELINGS ARE VALID AND SHOULD BE HEARD.**

**CHILDREN HAVE THE RIGHT TO FEEL SAFE.**

**CHILDREN HAVE THE RIGHT TO KNOW WHERE TO GO FOR HELP.**

**“GLOBALLY 1 IN 3 WOMEN EXPERIENCE PHYSICAL AND/OR SEXUAL VIOLENCE IN THEIR LIFETIME.”**

WORLD HEALTH ORGANISATION. 2021.

The resource therefore focuses on women and girls particularly. This is not intended to exclude anyone who does not identify as a woman or a girl. This is because women and girls are disproportionately more likely to be victims of violence. We recognise that trans people, non-binary people, boys and men can be and are victims of violence too. This resource has been specifically designed to support KS3 aged young people. Aspects of the workshop resource could be used to explore the topic of violence against women and girls with upper KS2 students, at the educator's discretion.

# IMPORTANT GUIDANCE

- We recommend that as the educator you watch the film and read the resource in depth before presenting this to the young people you work with. That way you can make informed decisions about what will be most appropriate based on knowing the cohort.
- The resource contains historic and current references of violence against women and girls and language that although age appropriate, may be distressing. Ensure that you prepare with the young people what to do if they feel uncomfortable. This could include stepping out of the room or visiting the named adult.
- It's important that at the start of delivering this resource, throughout and at the end that you signpost trusted adults and safeguarding leads within your setting. This is to ensure that young people are alluded to safe places to express themselves and anything this resource may trigger them to share. Please ensure this is a named and available individual/s.
- In addition to encouraging young people to share with trusted adults, we recognise that not everyone with a story to share will be ready to do so. You may wish to also support your signposting to the young people by advising social media processes for reporting abuse of this kind to ensure that young people are empowered despite not being ready to talk.
- Even if the young people do not disclose personal experiences of this issue, debating and taking part in discussions may unlock further questioning surrounding this issue. We encourage the resource to be delivered both respectfully and curiously with young people emphasising the main concepts in a clear but balanced way.
- The workshop needs to be delivered at a pace which ensures young people feel they can contribute but do not feel responsible or overwhelmed by tackling the issue.



# OUTPUT 1

## USING THE FILM IN A 50 MINUTE ASSEMBLY/ PRESENTATION

### THINGS TO PREPARE:

- **DOWNLOAD THE SUPPORTING PRESENTATION**
- **INPUT THE NAMES OF THE RELEVANT PEOPLE/ ORGANISATIONS IN YOUR SETTING THAT YOUNG PEOPLE (YP HEREAFTER) CAN GO TO FOR SUPPORT ON SLIDE 26**
- **PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE**
- **HAVE A CHAIR, PEN AND STICKY NOTES (SUCH AS POST-ITS) AT HAND, READY FOR STEP 4.**

# STEP 1

## INTRODUCTION

**AIM:** To welcome participants and set the tone for the session.

1. Welcome the YP to the assembly by displaying the introductory image [slide 1].
2. Inform the YP that in today's assembly they will be exploring what can be challenging topics [slide 2].
3. Invite the YP to share any additional things they may need from each other to ensure productive participation and learning. You may wish to write their suggestions on a flip-chart or board.
4. Inform the YP that some of the following themes will focus on women and girls specifically but that these themes can affect people who do not identify as women or girls as well [slide 3].
5. Please reassure the YP that today's session aims to explore these challenging topics in a sensitive way.

# STEP 2

## A HISTORY OF GENDER REPRESENTATION

**AIM:** To contextualise gender based imbalances in terms of history and culture.

1. Inform the YP that to introduce the topic of the assembly, they will need to travel back in time.
2. Invite the YP to view the following resource. *You may wish to turn the lights off or dim them for a fully immersive experience* [slide 4].
3. Once the short film has ended, invite the YP to turn to someone they are sitting with and to discuss the following questions [slide 5]:
  - What do you think?
    - Did words or images stand out to you in the film?
    - Have people been portrayed differently over time?
    - What do you think the film is about?
4. Having given the YP some time to discuss their thoughts, invite the group to hold on to these and to refocus their attention by reading the following reflection stimuli to them: *Over time in art, in the news, in advertisements and on social media, people have been portrayed differently depending on their gender* [slide 6].
5. Invite the YP to consider the following questions for themselves, without answering them directly.
  - Could this impact how someone sees themselves?
  - Could this impact how someone values themselves?
  - Could this impact how someone behaves?
6. Having given the YP a few moments to reflect, invite them to share answers for the final question: *Could this impact how people behave?*
7. Use the following slide to illustrate how gender representations over time can affect people's behaviour [slide 7].
8. Having given the YP time to read the words on the slide, consolidate this section using the following slide as a springboard for discussion [slide 8].
9. Encourage the YP to believe in their abilities to work towards the best versions of themselves, for themselves and for those around them.

# STEP 3

## WE FEEL UNSAFE. THE FILM

**AIM:** To introduce the learning concepts of the "We Feel Unsafe" film.

1. Inform the YP that they are going to watch a short film made with Year 8 students from Bristol, with the help of Unique Voice and Crimestoppers which explores how different people feel about the safety of women and girls [slide 9].
2. Play the film to the YP. *You may wish to turn the lights off or dim them for a fully immersive experience* [slide 10].
3. Once the film has ended, invite the YP to turn to someone they are sitting with and to discuss the following questions [slide 11]:
  - What do you think?
    - What words or lines stood out to you?
    - Did anything surprise you?
    - Did anything make you uncomfortable?
4. Having given the YP some time to discuss their thoughts, invite the group to hold on to these and to refocus their attention considering the following statement: *We heard from different points of view in this film, young women, young men, adults...* [slide 12]
  - What do you think?
    - How does it feel to listen to these different points of view?
    - Is there a narrative that you resonate with more than others?
    - Why does the film focus on the safety of women and girls?
5. Discuss answers for each question.
6. Consolidate your discussion by sharing with the YP the definition of safety: *to be safe means to be protected from the risk of danger, harm or suffering* [slide 13].
7. Invite the YP to reflect on the proposed question: *whose responsibility is it to ensure everyone's safety?*
8. Having taken a few suggestions from your group, transition into the next section by reminding the YP that we all have a responsibility to ensure each other's safety, tackling violence against women and girls (VAWG hereafter) at the root. This can be achieved by a better understanding of what we mean by violence [slide 14].

# STEP 4

## WHAT WE MEAN BY VIOLENCE

**AIM:** To appreciate and empathise with the state of play regarding the safety of women and girls

1. Inform the YP that the United Nations defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering of women [...] whether occurring in public or in private life.” [slide 15]

2. Having read out loud the United Nations’ definition, invite the YP to reflect on their understanding of VAWG [slide 16].

### What do you think?

- Does violence have to be something physical?
- Is the harm and suffering of women and girls always visible?
- How can violence happen in both public and private life?

3. Take a few answers from your group for each question.

4. Consolidate your discussion using the following statement: **Violence can be experienced in public spaces and in private life, as well as online versus offline. Gender-based violence is experienced by different people in different ways depending on their lived experiences and should never be tolerated.** [slide 17]

5. Inform the YP that all over the world, women and girls experience VAWG on a sliding scale from daily micro-aggressions to extreme forms of violence [slide 18].

*Note for the facilitator: examples of micro-aggression are unwanted attention and disrespectful portrayal in media. Examples of extreme forms of violence are domestic abuse and rape.*

6. Inform the YP that in the next section, you will be focusing on the experience of daily micro-aggressions.

7. Place an empty chair at the centre of the space in front of your group and invite the YP to immerse themselves in the following audio clip, imagining that the person they are going to hear the experiences of is sitting in this chair.

8. *You may wish to invite the YP to close their eyes or soften their gaze as well as dim or turn the lights off for a fully immersive experience.*

9. Play “The Walk of Women” soundscape to the YP [slide 19].

10. Once the audio clip has ended, give your group some time to take in what they have just experienced.

11. Invite the YP to reflect on the following questions as a springboard for discussion [slide 20].

### What do you think?

- What are some of the things you heard in the audio clip?
- How might someone experiencing this feel?
- How would this impact their self-esteem and behaviour?

12. As the YP are answering these questions, jot down some of their answers on sticky notes, placing them on the empty chair. *You may wish to ask a colleague or volunteer to support you with this.*

13. Once you have a sufficient amount of sticky notes stuck to the chair, review the YP’s contributions by reading out the words on the chair.

14. Give the YP some time to reflect on the following question: Is it ever okay for someone to experience these things?

15. Invite the YP to think about what they could do to support this person [slide 21].

16. Inform the YP that you would like them to share ideas of what they can do, on an individual level, to tackle these sorts of experiences.

17. When someone has an idea, they can make their way to the front of the room and remove a sticky note by saying out loud what action they could take on.

18. *You may wish to demonstrate this with an example such as “I can support this person by showing respect” or “I can support this person by listening to them and doing my best to help them” or “I can support this person by being an active bystander and calling out harmful behaviours when I witness them”.*

19. Repeat this activity until every sticky note has been removed from the chair.

20. Conclude by emphasising the need to reduce our tolerance of micro-aggressions and celebrating the contributions that the YP have made, highlighting the individual and collective power they have in tackling VAWG [slide 22].

# STEP 5

## WE HAVE THE POWER

**AIM:** To consolidate a common understanding of how safety can be achieved and maintained collectively.

1. Invite the YP to consider where their influences come from and how these influences impact our behaviour [slide 23].

2. Having given the YP some time to consider their own influences, invite them to consider how they can positively influence others around them through their own actions.

3. Share with the YP some examples of the actions they can take on to tackle VAWG in their school community/ setting by clicking through the presentation and commenting on each idea, perhaps asking for a concrete example for each [slide 24].

4. Remind the YP that the actions they take on at their school/setting level have an impact on the wider community and a positive ripple effect in tackling VAWG.

# STEP 6

## SPEAK UP, STAY SAFE

**AIM:** To outline avenues for reaching out and seeking help.

1. Click to reveal the penultimate reflection, discussing it with your group [slide 25].

2. Conclude the assembly by sharing the final slide [slide 26].

3. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.

4. Inform the YP that Crimestoppers are 100% anonymous and that they can report to this charity if they are concerned about someone they know.

5. Remind the YP that there are instances when it is not safe to tackle VAWG and that if they or someone they know is in immediate danger, they should call the police.

6. Thank the YP for their contributions, celebrating their investment and ability to overcome challenges. NB: Remind the YP that they can always speak to your setting’s staff if they have any worries or concerns. *Please be aware that you may receive disclosures from certain YP following this session.*

# OUTPUT 2

USING THE CONCEPTS OF THE FILM IN A WORKSHOP STYLE SESSION.

WORKSHOP PLAN WITH ENGAGING ACTIVITIES, THINK PSHE STYLE SESSION OR YOUTH SESSION.

## THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- INPUT THE NAMES OF THE RELEVANT PEOPLE/ORGANISATIONS IN YOUR SETTING THAT CHILDREN AND YOUNG PEOPLE (CYP HEREAFTER) CAN GO TO FOR SUPPORT ON SLIDE 26
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- PRINT OR HAVE THE GLOSSARY AT HAND READY FOR STEP 3 (PAGE 39)
- ENSURE THAT YOU HAVE THE MEANS TO CLARIFY ANY VOCABULARY QUESTIONS, PERHAPS USING THE GLOSSARY OR A DICTIONARY.
- PRINT TREASURE HUNT SHEETS (1 PER CYP), READY FOR STEP 4 (PAGE 33)
- HAVE 1 PEN/PENCIL AVAILABLE (1 PER CYP), READY FOR STEP 4
- HAVE CREATIVE RESOURCES AT HAND, READY FOR STEP 5 (PAPER, COLOURING CRAYONS/PENS, SCISSORS, GLUE, MAGAZINES, STENCILS...)

CLICK TO SKIP TO PRINTABLE RESOURCES

# STEP 1

## INTRODUCTION

**AIM:** To welcome participants and set the tone for the session.

1. Welcome the CYP to the workshop by displaying the introductory image and inviting them to join you in a seated circle [slide 1].
2. Inform the CYP that in today's workshop they will be exploring what can be challenging topics that will need them to work together sensitively [slide 2].
3. Invite the CYP to share any additional things they may need from each other to ensure productive participation and learning. You may write their suggestions on a flip-chart or board.
4. Inform the CYP that some of the following themes will focus on women and girls specifically but that these themes can affect people who do not identify as women or girls as well [slide 3].
5. Please reassure the CYP that today's session aims to explore these challenging topics in a sensitive way.

# STEP 2

## STEREOTYPES AND UNSAID RULES

**AIM:** To highlight the prevalence of power imbalances and inequalities in society.

1. Invite the CYP to stand and to find a space in the room where they can move freely without bumping into each other or occupying each other's personal space [slide 4].
2. Inform the CYP that you are going to play some music and that you would like them to move around the room [slide 5].
3. When you turn the volume down, you will call out different adjectives and would like them to represent these with their facial expressions and body language, creating a frozen image of the adjective [slide 5].
4. After a few rounds, thank the CYP for their work and invite them to sit on the floor where they are.
5. Share the reflections slide with the CYP, taking a few answers for each question [slide 6].
  - What do you think?
    - Did any of these words feel positive/negative?
    - Are any of these words used more to describe girls/boys?
    - What happens when certain characteristics are labelled to certain genders?
6. Briefly consolidate your discussion using the following statement: **The language we use to talk about people has an impact on how they feel about themselves and how they treat other people** [slide 7].
7. Transition into the next activity by asking the CYP to stand in a single file line in the middle of the room [slide 8].
8. Explain that one side of the room represents "agree" and the other side "disagree".
9. Inform the CYP that you are going to call out different statements and that you would like them to move to the side of the room they think is appropriate, depending on if they agree or disagree with this statement. If any CYP are unsure, they can stay in the middle.

10. After each statement, invite volunteers to share why they have placed themselves where they are, briefly discussing their answers.
11. Invite the CYP to regroup in their single file line for each new statement.

12. Please select statements from the following options or amend these to suit your group's needs and lived experiences:

- Boys shouldn't cry...
- Women should stay at home and look after the house and children...
- Boys should always make the first move in a relationship...
- Girls should not go out late at night...
- Boys should never walk away from a fight...
- Girls should be gentle and agreeable...
- Men should be the head of the family...
- Girls should wear make-up...
- Boys should be tough...
- Girls should be pretty...
- Boys shouldn't talk about their feelings...

13. Once you have explored the statements of your choice, invite the CYP to sit down and to reflect on the following questions [slide 9].

What do you think?

- How could the expectations and labels we have explored impact someone's identity?
  - Imagine if someone assumed things about you that weren't true - how would that feel?
  - What is the potential harm of stereotypes and unsaid rules?
14. Having discussed answers for each question, consolidate your discussion with the following statement: **Stereotyping is harmful because it doesn't recognise what makes each person unique. Treating someone differently because of their gender is never ok because it can lead**

# STEP 3

## WHAT WE MEAN BY VIOLENCE

**AIM:** To myth-bust the concept of “violence”.

1. Ask the CYP if anyone feels confident to share the definition of the word “violence” [slide 11].
2. Having taken a few answers from your group, consolidate their answers by clicking to reveal the following definition: **actions or words that are intended to hurt people** [slide 11].
3. Invite the CYP to consider if violence can happen online, taking a few suggestions from you group.
4. Highlight to the CYP that actions or words that are intended to hurt people can also happen online. This does not make them any less serious and they should be reported [slide 12].
5. Ask the CYP who they could report any form of violence to, both online and offline. *Examples may include trusted adults, parents and carers, help centres online...*
6. Inform the CYP that women and girls experience violence on a sliding scale from daily micro-aggressions to extreme forms of violence [slide 13].

*Note for the facilitator: examples of micro-aggression are unwanted attention and disrespectful portrayal in media. Examples of extreme forms of violence are domestic abuse and rape.*

7. Invite the CYP to share examples of micro-aggression and extreme forms of violence women and girls can experience.
8. Depending on your group’s maturity and lived experience, new vocabulary may arise.
9. Ensure that you have the glossary at hand to support your discussion. *You may also wish to invite the CYP to use a dictionary to support any new vocabulary or questions.*
10. Invite the CYP to consider the following questions to consolidate your discussion [slide 14]:
  - What do you think?
    - Are these forms of violence connected in any way?
    - How can micro-aggressions lead to extreme forms of violence?
    - Where would be a good place to start challenging this?
11. Remind the CYP that any form of violence, whether happening in public or in private, online or offline, is never ok.
12. Summarise the CYP’s contributions and consolidate your discussion using the following statement: **No form of violence, however big or small, is ever ok. Addressing violence against women and girls begins by challenging and changing attitudes. By promoting empathy and respect, we can create a world where everyone feels safe and valued** [slide 15].

# STEP 4

## STRENGTHS AND QUALITIES TREASURE HUNT

**AIM:** To support participants in recognising and appreciating their unique strengths and qualities.

1. Invite the CYP to consider how they can promote empathy and respect, briefly taking a few answers from your group.
2. Hand each participant a treasure hunt sheet and a pen/pencil.
3. Review the sheet together, ensuring everyone understands the different strengths, qualities and positive attributes on the sheet [slide 16].
4. Once you have reviewed the terms, invite the CYP to walk around the room and find peers who they believe have these qualities.
5. These people will sign their name/ initials in the relevant square. They can only put their name/ initials in one square per sheet though.
6. The goal is to get a full sheet. Once a CYP gets a full sheet, invite them to share a little about the people they met and their qualities.
7. Invite the CYP to consider their own and each other’s strengths, qualities and positive attributes using the following questions as a springboard for discussion [slide 17]:
  - What do you think?
    - How does it feel to look for positive qualities in ourselves and other people?
    - Did anyone discover any qualities about themselves or someone else?
    - How does recognising strengths and qualities help to building safety and respect?
8. Having discussed answers for each question, consolidate your discussion using the following statement: **Think of all of your skills as unique tools that can help you to tackle difficult situations. By recognising what you and other people are good at, you are improving your problem-solving abilities for now and the future** [slide 18].
9. Invite the CYP to take a moment to celebrate themselves and each other, repeating the affirmations of your choice [slide 19].

## STEP 5

(ADDITIONAL STEP FOR CYP THAT HAVE NOT YET SEEN THE FILM)  
WE FEEL UNSAFE. THE FILM

**REMINDER:** if the CYP have already seen the film, please skip to slide 24 and onto step 6.

**AIM:** To introduce the learning concepts of the “We Feel Unsafe” film.

1. Inform the CYP that they are going to watch a short film made with Year 8 students from Bristol, with the help of Unique Voice and Crimestoppers which explores how different people feel about the safety of women and girls [slide 20].
2. Play the film to the CYP. You may wish to turn the lights off or dim them for a fully immersive experience [slide 21].
3. Once the film has ended, reveal the question slide [slide 22]:
  - **What do you think?**
    - What was the film about?
    - How did it make you feel?
  - Why does the film focus on the safety of women and girls?
4. Discuss answers for each question. *This could be done as a hands up, or think, pair, share activity.*
5. Consolidate your discussion by sharing with the CYP the definition of safety: **to be safe means to be protected from the risk of danger, harm or suffering** [slide 23].
6. Invite the CYP to reflect on the proposed question: **whose responsibility is it to ensure everyone’s safety?**
7. Having taken a few suggestions from your group, transition into the next section by reminding the CYP that we all have a responsibility to ensure each other’s safety and to tackle VAWG. This starts here.

## STEP 6

CHANGE, IT STARTS WITH US

**AIM:** To synthesise the learning creatively, building confidence and resilience.

1. Briefly ask the CYP to share what they have learnt so far. *You may wish to jot some of their answers down on a board or flip chart as inspiration for this next activity.*
2. Having taken answers from your group, invite the CYP to get into small groups and hand out the creative resources you have selected [slide 24].
3. Remind the CYP that their ideas and voices matter, and have a huge impact in tackling VAWG.
4. In their groups, invite the CYP to create posters/ slogans/ campaigns that outline their calls to action to put an end to VAWG.
5. Give the groups some time to get creative before inviting confident groups to share their work.

*You may wish to display the calls to action in your setting and share them on your social media/ newsletters.*
6. Thank the CYP for their work, reiterating the collective power they have in addressing and tackling VAWG.

## STEP 7

SPEAK UP, STAY SAFE

**AIM:** To synthesise the learning creatively, building confidence and resilience.

1. Bring the session to a close by reminding the CYP that VAWG is never ok.
2. Inform the CYP that if they ever witness or experience any form of violence, in public or in private, online or offline, they have the right to speak up and to stay safe [slide 25].
3. Conclude the assembly by sharing the final slide [slide 26].
4. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.
5. Inform the CYP that Crimestoppers are 100% anonymous and that they can report to this charity if they are concerned about someone they know.
6. Remind the CYP that there are instances when it is not safe to tackle VAWG and that if they or someone they know are in immediate danger however, they should call the police.
7. Thank the CYP for their contributions, celebrating their investment and ability to overcome challenges.

NB: Remind the CYP that they can always speak to your setting’s staff if they have any worries or concerns. Please be aware that you may receive disclosure from certain CYP following this session.

# OUTPUT 3

## USING THE FILM IN THE COMMUNITY

40 MINUTE SCRIPT AND TALKING POINTS FOR  
PROFESSIONALS TO USE AT A PARENT/CARER  
EVENING OR COMMUNITY EVENT

### THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- INPUT THE NAMES OF THE RELEVANT PEOPLE/ORGANISATIONS IN YOUR SETTING THAT CYP CAN GO TO FOR SUPPORT ON SLIDE 22
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- PRINT OR HAVE THE GLOSSARY AVAILABLE (PAGE 37)
- PRINT THE THREE WORKSHEETS, READY FOR STEP 5 (PAGES 34-36)
- HAVE PENS/PENCIL AVAILABLE, READY FOR STEP 5 (ROUGHLY ONE PER PARTICIPANT)

CLICK TO SKIP TO PRINTABLE RESOURCES

## STEP 1

### INTRODUCTION

**AIM:** To welcome participants and introduce the theme of the session.

1. Welcome participants to the session by displaying the introductory image [slide 1].
2. As an icebreaker, invite participants to reflect on the following questions by briefly discussing their thoughts with someone they are sitting next to [slide 2]:

*As a young person, who were your female role models? What were their qualities?*

3. Now click to reveal the following question, inviting participants to consider it with the same person [slide 2]:

*Who are your young person's female role models? What are their qualities?*

4. Having given participants a few moments to discuss their thoughts, invite them to hold these thoughts in their minds during the course of the session.
5. Transition into informing participants that today's session will be exploring what can be challenging topics surrounding violence against women and girls (VAWG hereafter) [slide 3].
6. Please highlight to participants that the themes of the session will focus on women and girls specifically but that these themes can affect people who do not identify as women or girls as well [slide 4].
7. Please reassure participants that this session is not intended to blame or shame anyone, but to provide tools to tackle VAWG alongside children and young people (CYP hereafter) and in the wider community.
8. Discuss how we as parents/carers and community members can support our CYP to develop healthy relationships and to show respect to people of all genders.
9. Share the agenda for the session with your participants by going through the points on the slide [slide 5].

## STEP 2

### WE FEEL UNSAFE. THE FILM

**AIM:** To introduce the learning concepts of the "We Feel Unsafe" film.

1. Inform participants that they are now going to watch a short film made with Year 8 students from Bristol, with the help of Unique Voice and Crimestoppers which explores how different people feel about the safety of women and girls [slide 6].
2. Invite participants to reflect on the following points while they watch the film:
  - What does it mean to be safe?
  - What is it like to listen to young people talk about safety?
  - Why must we listen to the voices of young people to tackle violence against women and girls?
3. Play the film to your participants. *You may wish to turn the lights off or dim them for a fully immersive experience* [slide 7].
4. Once the film has ended, refer back to the questions and allow participants to share their thoughts [slide 8].
5. Discuss answers for each question.
6. Consolidate your discussion by sharing with your participants the definition of safety: **To be safe means to be protected from the risk of danger, harm or suffering** [slide 9].
7. Invite participants to reflect on the proposed question:

*Whose responsibility is it to ensure everyone's safety?*
8. Having taken a few suggestions from your group, transition into the next section.

## STEP 3

### A HISTORY OF GENDER REPRESENTATION

**AIM:** To contextualise gender based imbalances in terms of history and culture.

1. Inform participants that it is important to look at history and culture in order to understand where VAWG comes from and why it is so common.
2. Invite participants to view the following resource considering their initial conversations about the importance of positive role models and how these impact our young people. *You may wish to turn the lights off or dim them for a fully immersive experience* [slide 10].
3. Once the short film has ended, invite participants to consider the following questions [slide 11]:

#### What do you think?

- What did you see in this short film?
    - How did it make you feel?
    - How might this impact our young people?
4. Discuss answers for each question. *This could be done in small groups or as an interactive group discussion.*
  5. Invite participants to share how someone may believe they need to behave in order to fit in with this culture.
  6. Take a few suggestions from your group and use the following slide to illustrate how gender based inequalities can affect people's behaviour [slide 12].
  7. Having given participants time to read the words on the slide, consolidate this section using the following statement as a springboard for discussion:

**How people have been treated and how they have treated each other throughout history has an impact on the relationships and identities of today. We are not responsible for what has happened in the past but we can change our actions to impact the future, for ourselves and for our young people** [slide 13].

## STEP 4

### WHAT WE MEAN BY VIOLENCE

**AIM:** To myth-bust the concept of “violence”.

1. Share with participants the definition of violence: **actions or words that are intended to hurt people** [slide 14].
2. Invite participants to consider if violence can happen online as well. Highlight to participants that actions or words that are intended to hurt people can also happen online. This does not make them any less serious or harmful [slide 15].
3. Inform participants that women and girls all over the world experience violence on a sliding scale, from daily micro-aggressions to extreme forms of violence [slide 16].

*Note for the facilitator: examples of micro-aggression are unwanted attention and disrespectful portrayal in media. Examples of extreme forms of violence are domestic abuse and rape.*

4. Briefly ask participants to discuss examples of micro-aggressions versus extreme forms of violence.
5. Having given participants a few moments to do so, use the following questions as a springboard for discussion [slide 17]:  
**What do you think?**
  - Are micro-aggressions and extreme forms of violence connected?
    - How can accepting small, hurtful behaviours lead to normalising more severe violence?
  - Where would be a good place to start challenging this issue?
6. Consolidate your discussion using the following statement: **Violence can be experienced in public spaces and in private life, as well as online versus offline. Tackling these forms of violence begins by challenging and changing attitudes. By promoting empathy and respect, we can create a world where everyone feels safe and valued** [slide 18].

## STEP 5

### IT CAN CHANGE

**AIM:** To share the importance of positive role models for CYP, as well as the value of everyday actions to tackle VAWG.

1. Remind participants of the adult voices in the “We Feel Unsafe” film [slide 19]
2. Reassure participants that there are lots of ways in which we can support CYP and tackle VAWG at an individual and community level.
3. Inform your group that the final activity of the session is threefold [slide 20]
4. Split participants into three groups and hand each group a worksheet and some pens/pencils.
5. Invite participants to complete their worksheets in their groups, following the instructions on the sheet.
6. Please be on hand to support participants if they need it.
7. Once the groups have been given some time to work together, invite confident participants to share their findings and overarching pledges.
8. Conclude by highlighting the value of small shifts in attitude and whole community action.
9. Remind participants we can support CYP to be inclusive and tolerant of others by acting as positive role models.
10. Our attitudes, behaviours and language are crucial in shaping how CYP see and treat themselves and each other.

## STEP 6

### SPEAK UP, STAY SAFE

**AIM:** To outline avenues for reaching out and seeking help.

1. Remind participants that small actions have a big impact on tackling what can feel like an overwhelming issue.
2. Bring the session to a close by reminding participants that VAWG is never ok.
3. Inform participants that if they ever witness or experience any form of violence, in public or in private, online or offline, they have the right to speak up and to keep their young person safe [slide 21].
4. Conclude the session by sharing the final slide, signposting people and organisations CYP may choose to turn to for support [slide 22].
5. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.
6. Inform participants that Crimestoppers are 100% anonymous and that they can report to this charity if they are concerned about someone they know.
7. Highlight to participants that some of today’s content may have resonated with them, perhaps it made them think of a neighbour, friend or family member... These organisations are also there to support adults.
8. Remind participants that there are instances when it is not safe to tackle VAWG and that if they or someone they know are in immediate danger, they should call the police.
9. Invite your participants to stay for any further discussion or questions as you play the final clip [slide 23].

# WITH THANKS TO

BRIDGE LEARNING CAMPUS, BRISTOL

AND THE FUNDERS OF THIS PROJECT:

THE NISBET TRUST

CrimeStoppers.



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We hope that you've found this resource useful.  
We'd love to hear your feedback, thoughts or questions,  
Please do not hesitate to get in touch.

This resource is funded by:

THE NISBET TRUST



# Strengths and Qualities Treasure Hunt

dedicated

driven

inspiring

hard-working

kind

generous

team-player

strong

resilient

caring

mature

responsible

creative

thoughtful

motivated

loyal

# How can we change the language we use?

The language we use to talk about women and girls has a huge impact. Empowering and respectful language can help in creating supportive environments and challenging norms that contribute to violence. Have a go at changing this language to make it positive:

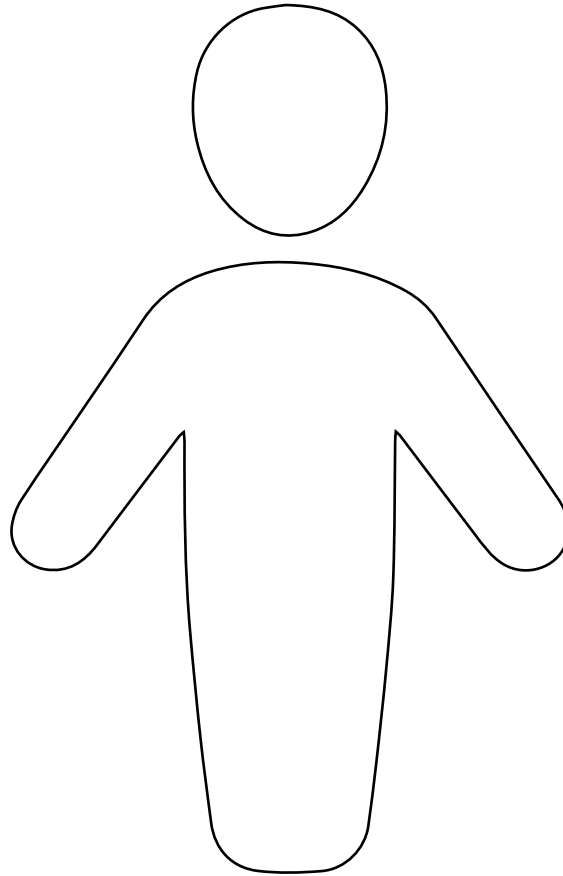
Negative Language	Changed Language
bossy nag hysterical fishwife gossip diva feisty prude moody high maintenance slag frigid easy asking for it female [insert job title]	

As a group, what is your pledge to change the language we use? Write it here...



## How do we present ourselves as trusted adults and role models?

Trusted adults and positive role models play an important role in addressing violence against women and girls. Their influence helps young people to challenge harmful behaviours and promote a culture of respect and equality. Add notes to this outline with the qualities and attributes you would like to see in the adults of your young person's life.



As a group, what is your pledge to present yourself as a trusted adult and role model? Write it here...

# What are the everyday actions we can undertake to tackle VAWG?

Everyday actions play a crucial role in tackling violence against women and girls. These small, consistent efforts add up to create a culture where violence is not ok and equality and respect are the norm. Here are some examples of everyday actions we can undertake to tackle violence against women and girls:

- Avoid harmful influences by unfollowing negative accounts on social media.
- Be active bystanders: call out harmful behaviours when you witness them.
- Listen to women and girls, believe them.
- Consider the language you use and hear around you.
- Treat others the way you want to be treated.
- Show respect to everyone, no matter their gender identity.
- Reach out when you need support, don't hesitate to report.
- Never put yourself in danger or at risk of danger.

What everyday actions can you can you make to tackle violence against women and girls?

As a group, what is your overarching pledge to tackle violence against women and girls? Write it here...



# Glossary

We have outlined some key terms used in the resource and additional vocabulary which may be useful for you in delivering this resource.

## **Belittling**

To put down, or to make another person feel as though they aren't important.

## **Biological sex**

The biological differences between women and men. Different to gender.

## **Catcalling**

Harassing people in the street.

## **Coercing**

To persuade someone forcefully to do something that they may not want to do.

## **Controlling**

Pressuring someone to do things they don't want to do.

## **Cultural violence**

When someone harms or injures someone else because of practices tied to their culture, religion or tradition. May also be tied to so-called "honour crimes."

## **Domestic abuse**

Any type of controlling, bullying, threatening or violent behaviour between people who are or have been in a relationship.

## **Domestic violence**

Includes acts of physical, sexual, psychological or economic violence that happens within a family or domestic unit.

## **Female genital mutilation (FGM)**

When a female's genitals are deliberately altered or removed for non-medical reasons.

## **Flashing and cyber-flashing**

When someone shows their genitals without the other person's agreement, either face to face or online.

## **Forced marriage**

When one or both people do not, or cannot, consent (agree) to the marriage.

## **Gender**

The different characteristics, behaviours and activities that women and men learn and are expected to follow as members of society. Different to biological sex.

## **Gender-based violence**

Umbrella term for harmful actions perpetrated against a person or a group of persons because of their gender.

## **Groping**

Touching another person in a sexual manner without their consent.

## **Harassing**

Repeatedly behaving in a way that makes people feel scared, distressed or threatened.

## **Manipulating**

To control or influence someone.

## **Masculinities**

The different ideas a society has for what it means to be a man, including ideals about men's characteristics, roles and identities, which are constructed based on cultural, social and biological factors and change over time.

# Glossary

## **Misogyny**

Hatred and prejudice against women.

## **Non-binary**

Describes those whose gender identity falls outside of the gender binary of male and female.

## **Patriarchy**

A social system that (unjustly) allows men to hold power and dominance over women.

## **Physical violence**

When someone uses physical force or a weapon to cause harm, injury or death, or to control someone else's actions.

## **Psychological violence**

When someone uses threats or force to make someone else feel afraid, stupid, worthless, isolated, humiliated, etc.

## **Trans woman**

A person who was registered as male at birth but who lives and identifies as a woman; a transgender woman.

## **Rape**

Unwanted, forced or non-consensual sex.

## **Rating**

To categorise people in order of skill, attractiveness or other attributes.

## **Sexual exploitation and abuse**

When someone takes advantage of a position of power, trust or vulnerability for sexual reasons, or to coerce or force sexual acts that the victim finds humiliating or degrading.

## **Sexual violence**

When someone tries to force or forces someone else to take part in a sexual activity that is unwanted, against their will or without their consent.

## **Shaming**

To humiliate, publicly criticise or negatively draw attention to someone.

## **Stalking**

Fixated, obsessive, unwanted and repeated behaviour that makes someone feel pestered and harassed.

## **Stereotyping**

Making assumptions about people based on the way they look or act.

## **Teasing**

To laugh at or make jokes about someone in order to embarrass, annoy, or upset them. Undermining: to make someone feel less confident, less powerful, or like they are less likely to succeed.

## **Up-skirting**

Taking a photograph (also known as a "creepshot") under a person's clothing without their permission.