



# Change the Story

*For Guides and The Senior Section*



## What is Girls in Action?

Girls in Action is a project for all sections of Girlguiding. It is an opportunity to learn about issues that affect other girls and young women in the UK and around the world, using projects created by expert charities at the forefront of this work. Most importantly, Girlguiding members can take action by advocating, raising awareness and volunteering to make a real difference.

There are five projects in Girls in Action; girls can choose to do as many as they like. Once they have completed a project and taken action, members can be rewarded with one of the five Girls in Action badges. A generic, collectable Girls in Action badge is also available.

The badges can be ordered from the Girlguiding shop at [www.girlguidingshop.co.uk](http://www.girlguidingshop.co.uk), 0161 941 2237, or your local depot/volunteer shop (Code 8464, 80p).



## What is Change the Story?

Change the Story looks at the experiences of girls and young women living in the UK today and asks girls to consider the world around them and the relationships they have. Guides and Senior Section members will do activities that will get them thinking about the differences between how men and women experience the world and how this has changed over time, and exploring what makes a healthy, or unhealthy, relationship.

After that we are asking your unit to go out and take action on these issues: from challenging local services or writing to people in authority to helping their guiding friends and checking how their school, college or university measures up.

Many activities in this project are focused around fairness and equality between girls and boys, women and men. Gender inequality is a major cause of violence against girls and young women, because men and boys are less likely to respect women and girls if they are not encouraged to treat them as equals with the same abilities and opportunities. Women and girls are also less likely to realise that they are experiencing violence and remove themselves from violent relationships if they are used to being treated differently and put in a 'box' because they are female.



# How to use Change the Story

- Once girls have chosen the pack, read the Leaders' Guidance.
- Ask your unit to complete the 'How clued up are you?' quiz.
- Do the 'Get started' activity to help you decide which main activities to do.
- Once you've done the main activities, girls can choose one or more actions to take.
- Ask the unit to do the 'How clued up are you?' quiz again.
- Evaluate it! Use the 'Bodies' evaluation activity at the end of the pack.

To gain the Girls in Action Change the Story badge, Guides and Senior Section members must complete the 'Get started' activity, four main activities, one action and the 'Bodies' evaluation activity.

If you're aged 13 or over, you can tell AVA what you're up to on its Facebook site ([www.facebook.com/AvaGirlsInActionProject](http://www.facebook.com/AvaGirlsInActionProject)). Or you can check out the AVA website ([www.avaproject.org.uk/our-projects/children--young-people's-project/girlguiding--and-ava.aspx](http://www.avaproject.org.uk/our-projects/children--young-people's-project/girlguiding--and-ava.aspx)).



## How clued up are you?

### Aim

The first thing you need to do, in your Patrols, unit or small groups, is find out how clued up you are!

### Time

15 minutes

### You will need

- Quiz sheet for your section (see pages 22-23)

### What to do

Do the quiz that is designed for your section. Decide whether you 'Agree', 'Disagree' or are 'Not sure' for each of the statements.

When you've finished, put your 'How clued up are you?' quizzes somewhere safe, because when you finish Change the Story you will be asked to do the quiz again to see if anything has changed. Then don't forget to put both copies in the post to AVA! (See Leaders' Guidance for more information.)



# Get started

## Aim

Get your unit to start thinking about the issues in this resource and about who they have relationships with.

## Time

20 minutes

## You will need

- A large piece of paper
- Pens

## What to do

1. Read the following story to your unit.

### The Senior Section version

'Once upon a time there was a girl called Ava. She lived in a country where:

- 50,000 children were known to be at risk of abuse
- 40 per cent of teenagers were abused by their boyfriends
- two women were killed every week by current or former partners
- 30,000 women lost their jobs each year as a result of being pregnant
- women aged 16 or over were five times as likely as men to feel very unsafe walking alone in their area after dark
- men earned 20 per cent more than women for a similar job
- girls and women were often treated differently from boys and men
- the top career choice for girls was hairdressing or beauty; 43 per cent of girls thought this was because some jobs were more for girls.\*
- four out of five children who ran away from home said they did so to escape arguments and fighting in their families.'

\* Girls' Attitudes Surveys 2009 and 2011

### Guide version

'Once upon a time there was a girl called Ava. She lived in a country where:

- 40 per cent of teenagers did not have healthy or equal relationships with their boyfriends
- men earned 20 per cent more than women for a similar job
- more than 50,000 children were at risk of being hurt by a grown-up (about the same number of people that would fit in a big football stadium)
- four out of five children who ran away from home said they did so to escape arguments and fighting in their families
- women aged 16 or over were five times as likely as men to feel very unsafe walking alone in their area after dark
- most of the time when people were hurt by another person, they were hurt by someone they knew well - someone they had a relationship with
- girls and women were often treated differently from boys and men
- the top career choice for girls was hairdressing or beauty; 43 per cent of girls thought this was because some jobs were more for girls.\*

\* Girls' Attitudes Surveys 2009 and 2011

Ask the girls:

- Does this story need to change? Why?
- Where do you think this is?

After the girls have made lots of guesses, tell them that Ava lives in the UK. Ask them what they think about that.

Explain that they are going to do some activities that look at relationships and equality. Show the girls the grid below and ask them to pick four activities they want to do.

### What's being a girl got to do with it?

Explore the differences between girls and boys. Should we have to stay in our box?

### Then and now

1960: 'Women should tidy the home and have a clean pinafore on before their husband comes home.' Times have changed! Find out how - and consider whether we need more to change.

### What makes a good boy/girlfriend?

Get creative and put your opinion forward - and find out what your friends think.

### You're hired!

Create your own 'job description' for your ideal friend or partner.

### What is a good or bad relationship?

How many times should your partner or friend text to ask where you are? Consider this and other questions - then decide what they mean in a relationship.

### Know the signs...

It's not just physical violence that makes a relationship unsafe - find out more and act it out.

### Where is the line? (The Senior Section only)

It's your call. Read the stories and decide for yourself what's OK and what's going too far.

# What's being a girl got to do with it?

## Aim

Begin thinking about the differences between girls and boys and question whether we should act or be treated differently depending on our gender.

## Time

30 minutes

## You will need

- Large piece of paper or two larger and two smaller boxes
- Pens

## What to do

1. Draw boxes like the ones below on a large piece of paper, or make the same arrangement using real boxes, by placing two small boxes inside two larger boxes and putting them side by side.
2. Ask girls to write or place in the smaller boxes words that are usually used to positively describe a boy/man, or a girl/woman.
3. In the bigger boxes around the outside, ask girls to write or place words that can be used to describe a girl or boy who doesn't fulfil the ideals in the smaller boxes.

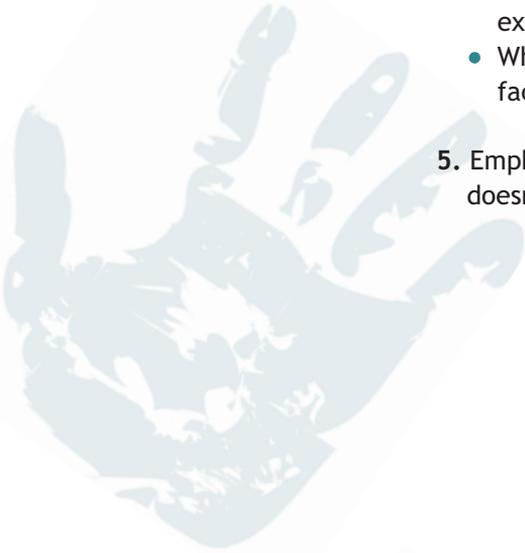
Here are some examples.

- We might describe a boy or man as strong, smart, big, aggressive.
- We might describe a girl or woman as sweet, cute, maternal, caring, kind.
- Words we might use to describe a girl who doesn't fulfil the ideals in the smaller box are selfish, aggressive, assertive, independent (note that some of these are negative but some are actually quite positive).

Girls

Boys

4. Look over the words together or tip out the boxes one by one. What do you notice?
  - Are there any similarities between the outer box for boys and the inner box for girls and vice versa?
  - Is it OK for someone not to be like the words used to describe boys and girls?
  - What does it mean for us if we don't behave in a way that people expect us to?
  - Which group do you think has the most freedom and which group faces the most discrimination?
5. Emphasise that girls and boys can be any way they want to be and that doesn't make them less of a girl or boy.





# Then and now

## Aim

For girls to think about how things have changed for women over time and consider the effect that law and social attitudes have had on women's roles in society.

## Time

30 minutes

## You will need

- Question and date cards (see page 24)
- Large piece of paper
- Pens

## Take it further

- Find out more about one of these laws/ views and do a presentation or play about it.
- Find out about the improvements to women's rights since these dates.

## What to do

1. Cut out the question and date cards and match each historical question to the right year. Alternatively, give one or two cards to each Patrol or group and ask them to act or read them out in character (eg pretend to be a judge reading out a law) to the rest of the group, for them to guess which year this happened.

[Answers: 1. 1860 2. 1991 3. 1895 4. 1984 5. 1960 6. 1905 7. 1857]

2. What do the group think about these laws/views? How have things changed? Is there anything else that still needs to change?



# What makes a good boy/girlfriend?

## Aim

For girls to consider qualities that are important in a boy/girlfriend and to think about healthy versus unhealthy relationships.

## Time

30 minutes

## You will need

- Coat hangers
- String/wool
- Pens
- Paper/card
- Hole punch (or scissors to make a hole in the card)
- Decorating materials (optional)

## What to do

1. Take two coat hangers. Label one 'Good boy/girlfriend' and the other 'Bad boy/girlfriend'. (Depending on your unit numbers you could divide into smaller groups; you would then need two coat hangers per group.)
2. Ask the group: 'What makes a good or bad boy/girlfriend?'
3. Everyone should write down characteristics of a good and bad partner on pieces of paper or card, make a hole and then thread through the string. They can then hang these on the corresponding coat hanger.
4. If you have decorating materials available, girls can decorate their pieces of card and the coat hangers.
5. If you divided into smaller groups, ask girls to go round and look at other groups' hangers. Remind the group that they should make an effort to spot these characteristics. If their friends or partners have lots of the 'bad' characteristics and not many of the 'good', are they the right people to be spending time with?

Remember to keep the conversation general and remind the girls to do so. It is not appropriate to talk about boy/girlfriends that you know and their characteristics!

*Note for Leaders: Be aware that these conversations may result in disclosures of abuse from girls - please refer to the Leaders' Guidance for help with this.*

Some questions you may want to ask during the activity.

- Is a partner who hits you a good or bad partner?
- Is a partner who buys you presents a good or a bad partner?
- Is a partner who remembers your birthday a good or a bad partner?
- Is a partner who calls you names a good or a bad partner?
- Does a good partner keep your secrets?
- Does a good partner steal your things?
- Does a good partner listen to you?



# You're hired!

## Aim

For girls to consider qualities that are important in a partner and to think about healthy versus unhealthy relationships.

## Time

30 minutes

## You will need

- 'Job description' handout (see page 25)
- Pens
- Paper

## What to do

1. Using the handout, ask girls (in their Patrols or small groups) to come up with a job description for their ideal partner or friend.

You can make this less personal (to account for the different experiences of the group) by asking them to come up with an ideal partner or friend for our character Ava.

2. Once they have filled in the handout, bring all the girls together as a bigger group and discuss what they came up with.

Here are some questions you can ask.

- Which were the most important sections for them on the job description?
- Do they think that any sections are influenced by media such as magazines and TV?
- What should we all expect from a boy/girlfriend? What is it unrealistic to expect?

3. Ask girls to go back into their Patrols or small groups. Using their job descriptions, ask the girls to write five 'interview' questions that could be used with a prospective boy/girlfriend. (What would you want to know about someone if you were thinking about having a relationship with them? How would you find this out?)

4. Return to the larger group and share the questions the girls have come up with. Groups or Patrols could act out the interviews to each other, deciding whether to show a perfect interview or a bad one!

Think about these questions.

- How realistic is it to interview a potential boy/girlfriend?
- As we can't really interview people like this, what other signs could you look for to indicate how someone might behave in a relationship? How else can you learn about a potential boy/girlfriend?

5. If time allows, ask the girls to spend a few minutes thinking how they would answer their own questions.



# What is a good or bad relationship?

## Aim

For girls to learn what 'abuse' means and what it could look like.

## Time

30 minutes

## You will need

- String
- Clothes pegs
- Behaviours cards (page 26)
- Signs saying 'Good relationship/Bad relationship' (Guides), 'Abusive/Non-abusive' (The Senior Section)

## Tip

You may need to do this in groups or Patrols rather than all together. Once all the cards are on the line, ask one or two people from one group to move to another and bring their line with them. It's up to them to defend where they have put their cards and to see whether the next group agrees.

## What to do

1. Hang up a washing line in your meeting area. If you can't fasten it to walls you can hang it off two chairs. Place your two signs at opposite ends of the line.
2. Give out the behaviours cards. If there are more girls than cards, they can pair up and work together.
3. Ask the girls to attach the cards on the correct side based on whether they think the behaviour is part of a good or bad relationship (Guides), or abusive/non-abusive relationship (The Senior Section). Girls may feel there are degrees of good or bad in each point - they can place them closer to or further away from either end.
4. When the cards are all hanging on the line, ask the girls if they want to move any. Does everyone agree with each other?

The behaviours are listed below with some prompt questions in brackets to help facilitate discussion. You can choose which cards are appropriate for your unit.

## Behaviours

- Phones to ask where you are (*How many times a day is acceptable? Some girls get several phone calls an hour asking where they are, who they are with, what they are wearing - is this OK?*)
- Buys you flowers (*Is it different if they are out of the blue or to say sorry for something?*)
- Wants to meet your friends (*is this because they want to make friends with them also because they care about you, or because they want to check up on who you hang out with?*)
- Surprises you by meeting you from school/college (*Is this different if they do it every day?*)
- Listens to your problems
- Buys you presents (*Would they want something in return?*)
- Makes you feel safe
- Keeps your secrets
- Makes you laugh
- Wants to see you every day (*When is this appropriate or not appropriate?*)
- Wants to have sex (*What if you don't want to?*)
- Does not get angry if you have an argument
- Hits you
- Calls you names
- Scares you
- Would understand if you didn't want to be in the relationship any more

- Has different interests to you
- Has your Facebook/email password (*Does this show trust and respect?*)
- Checks your text messages
- Tells you what to wear (*Is this controlling? What if you don't agree? Does it affect your body image?*)
- Tells you they love you (*What if they do this all the time?*)
- Gets on with your family
- Respects your privacy
- Makes you feel comfortable around them
- Respects you

Make sure girls consider that many of these behaviours can mean different things in different contexts. This activity is designed to help girls understand that they do not have to accept attentions they don't want (eg being bombarded with lots of calls and presents), but to balance this with accepting the attentions that they do want (eg the occasional bunch of flowers or friendly text)!

## Aim

For girls to learn which behaviours can be considered abusive.

## Time

20 minutes

## You will need

- Signs that say 'Physical', 'Emotional', 'Financial' and (for The Senior Section only) 'Sexual'
- Behaviours cards (page 27)

## Tip

You could play this as a game by splitting into small groups and challenging them to be the first to have guessed all the cards and separated them into the four corners of the room.

# Know the signs...

## What to do

1. Put each of your signs in a different corner of the unit meeting place. Make sure you only use the 'Sexual' sign for Senior Section groups.
2. Explain to your unit that domestic violence can happen in young people's relationships too. But do they know what domestic violence is? Explain that the UK Government defines domestic violence as including physical, sexual, emotional, psychological and financial harm.
3. Cut up the behaviour cards and give one to each girl. (If there are more girls than words, you can repeat them.)
4. Girls should act out the card they have to the rest of the group. Once the group has guessed it, decide together which corner of the room to put the card in.

Don't worry if you don't all agree - some may fit into more than one category. For example, you could say that all of these behaviours cause emotional abuse as they will all have an emotional impact on the victim, which can last longer than physical injuries.

## Tip

Leaders should choose the cards they feel are appropriate for younger girls - and leave out the sexual type cards if it is felt more appropriate.

## Behaviours

### Physical

- Hitting, pushing, poking, punching, kicking
- Spitting at you
- Hair pulling
- Biting
- Slapping
- Throwing or smashing things
- Punching the wall, smashing windows
- Strangling

### Financial

- Not allowing you to work or earn money
- Taking your money
- Making you spend lots of money
- Making you tell them exactly how you spend your money

### Emotional

- Stopping you from seeing your friends or family
- Going everywhere with you
- Not allowing you to leave the house or go out somewhere
- Calling you names or making you feel bad about yourself
- Threatening to leave, threatening to throw you out, threatening to kill themselves if you leave
- Checking up on you and monitoring where you go and what you do

### Sexual

- Pressuring you to do something sexual that you don't want to
- Forcing you to terminate a pregnancy
- Controlling your use of contraception



# Where is the line?

## Aim

For girls to learn which behaviours can be considered abusive.

## Time

20 minutes

## You will need

- List of scenarios (right)

THIS ACTIVITY IS FOR SENIOR SECTION MEMBERS ONLY.

## What to do

Ask everyone to start walking quickly around the room while a Leader or another Senior Section member reads out a scenario. Ask girls to keep walking at the same speed, but to slow down if they start feeling that the situation is getting dangerous, and to stop completely at the point in the story when they feel the line has been crossed and the situation shouldn't go any further.

After each scenario, ask what it was that made them slow down or stop walking. Encourage mature discussion if there are differences of opinion, and keep the discussion general.

## Scenarios

1. Ava and X are at a party. Ava really likes X and is enjoying hanging out with him. They have a few drinks together and dance for a while. X asks Ava to go upstairs so they can be alone as there are a lot of people around. They find an empty room upstairs and sit on the bed. X starts to kiss Ava. At first it feels nice, but then he starts to try to take her top off. Ava isn't sure that she wants him to and pulls away. He says that she is being weird. He starts to kiss her and tries to undo her jeans. Ava tells him to stop; he doesn't. She starts crying and he tells her to relax. He has sex with her.
2. Ava has been going out with X for six months. She really likes him and they spend a lot of time together. They have not had sex yet but have done other things. One night they are on their own at his house, and he asks her if she is ready to sleep together. She feels nervous but says yes.
3. Ava and X are at a friend's house; there are a few other people there. They are all drinking and listening to music. Ava doesn't usually drink much but wants to fit in. She starts to feel dizzy and a bit sick. X tells her she needs to lie down and takes her into a bedroom. She lies on the bed and passes out. When she wakes up X is on top of her, having sex with her. She cries out but he says that she said she wanted to. She can't remember.
4. Ava has been sleeping with her boyfriend for over a year now and she feels like she is in love. All her friends think he is really cool. One night she is supposed to be staying at his place, but she is not feeling that well. She has a headache and is worried about an exam she has the next day. X says he can help her relax and starts to kiss her. She says she is not in the mood. He says, 'You would if you loved me.' She feels bad and thinks that maybe she should - after all, he is her boyfriend and maybe it will relax her.



# Actions

Now it's time to take some action and help to change the story for girls and young women across the UK. Choose one or more of the actions below, and make a real difference.

Action	How you will change the story
Rewrite the future	Consider what is needed to make Ava's story change and improve the UK for girls and young women - then share the story with decision makers.
What's out there?	You'll map services available in your area to improve support for girls and women experiencing abuse.
Challenge services	Find out about services that aren't providing enough support to girls and women who experience abuse, and challenge them to change.
Tell your MP or councillor	Let those in charge know Ava's story, and challenge them to use their influence to make a difference.
Competition: Help your guiding friends	Produce a leaflet for other girls and young women that will explain how to help a friend who is in an unhealthy, abusive relationship
Check it out	Investigate how positive and safe the environment is for girls and young women in your local school, college or university, and encourage change for the better.



## Rewrite the future

### How you will change the story

Consider what is needed to make Ava's story change and improve the UK for girls and young women - then share the story with decision makers.

What might the future look like if we all worked together to end violence against women and girls? How could the story of Ava's country, the UK, change?

### What to do

1. Read Ava's story from the 'Getting started' activity (page 3) again and then work together to rewrite it. Write it as a story, act it out, make a film, create a piece of art - whatever suits you.

Think about the following things.

- What would it be like to live in a country with no dangerous (abusive) teenage relationships?
- How would it benefit the UK if women did not lose out on jobs because they are pregnant, or get paid less or do less powerful jobs because they are female?
- What would society be like if women and men were treated more equally?

Once you've rewritten the story, include at the end your ideas about how the story could be changed and who could make it happen. For example, schools could make sure that all teenagers learn how to recognise unsafe relationships.

## Tip

You can take this further with the 'Tell your MP or councillor' action on page 17.

## 2. Share your story!

You could try one of these ideas, or come up with your own.

- Put on an exhibition of all the work you have done. Invite parents/carers, local youth leaders and your MP or local councillor to visit.
- Make an audio recording on your mobile phone or film yourselves reading or acting the story.
- Act out the story as a play and perform it for another unit, at your school or in your community.
- Write and illustrate your story.
- Arrange to meet your MP or local councillor and read the story to them.

3. Send it to AVA by post (see page 20 for our address). Your stories, and the stories from lots of other Girlguiding UK units, will be used in campaigns, as well as being read out when we train professionals and when we speak at events, to show what girls and young women across the UK want their future to look like.



## What's out there?

One of the biggest problems for all women and girls who are in bad relationships or experiencing abuse is that they often cannot get the help they need. Sometimes the right help isn't available, sometimes they don't know if it is available and sometimes it is not possible for them to access it (for example it is 30 miles away and they don't have a car, or the service doesn't provide childcare and a woman has three young children).

### What to do

Find out what services are available in your local area to help girls and young women your age who are experiencing any form of unhealthy relationship or abuse.

Here are some examples of services.

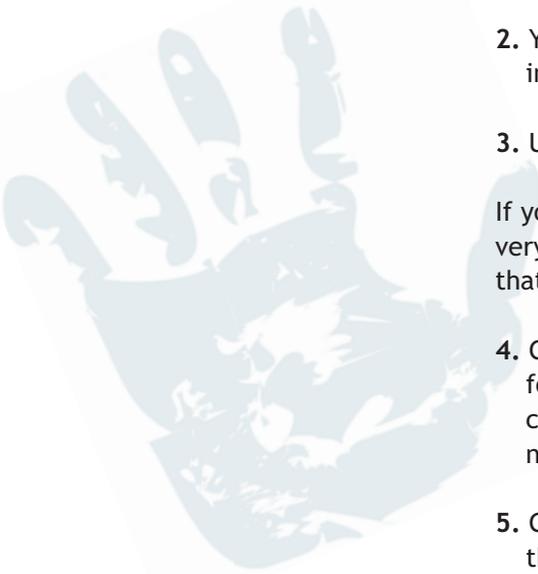
- Specific counselling for women and girls who have experienced abuse.
- Support for young women in youth centres and schools.
- Online support services.
- Lessons in schools about healthy relationships.
- Support services provided by faith groups.
- Support for young women with multiple needs (domestic abuse and substance use or mental health support).
- Safe housing for young women who are escaping an abusive relationship.

By doing this you will:

- find out how easy it is for you to get support - is it easy enough?
- find out if there is no, or not enough, support available
- find out what kinds of support are available and what is missing

## How you will change the story

You'll map services available in your area to improve support for girls and women experiencing unhealthy relationships/abuse.



How can you do this?

1. You can do this in your unit meeting, together or in small groups.
2. You can walk around your local area, make phone calls or use the internet.
3. Use the checklist on page 28 to record the information you find out.

If you find that there are no services in your area that you could use, this is very useful information as it is evidence for us to show the Government that they need to provide these services.

4. Go to [www.avaproject.org.uk](http://www.avaproject.org.uk) and enter the information you have found. AVA will feed this information into a giant map for the whole country that can be used to show the UK Government where services are needed and to tell them what you think of the services that exist.
5. Go to the AVA Girlguiding Facebook page or website page. You will see the map of the UK where we will have added the information you send us about local services. Have a look at the map to see your information on it.

*Note for Leaders: When approaching services the girls will need to find out who they should speak to. Encourage them to set up an appointment or make a phone call. They should explain that they have been learning about violence against women and girls and want to find out what support is available locally for young women under 25. They can explain that this information will be entered into a national database run by a national charity that works to end violence against girls and young women (AVA).*



## Challenge services

### How you will change the story

Find out about services that aren't providing enough support to girls and women who experience unhealthy relationships (abuse), and challenge them to change.

Women and girls experiencing abuse live normal lives: they go to school, they go to the doctor, they might hang out at a youth club. Sometimes they report a crime to the police and sometimes they need the local council to provide them with some support. But sometimes these services haven't considered that young people can experience abuse too. We think they should and we want you to tell them that.

### What to do

Decide which of the following services you want to challenge.

- A local GP surgery (The Senior Section).
- The local council (Guides and The Senior Section).
- A school/college (Guides and The Senior Section).
- A youth club (Guides and The Senior Section).
- A hospital A&E department (The Senior Section).
- A sexual health clinic (The Senior Section).

You can pick more than one if you want to! Ensure that the service challenged is appropriate; suggested sections are next to each service.

Go to one of these types of service and ask them what they do to raise awareness and support girls and young women experiencing abuse.

We suggest you look at the following.

- Do they have posters or leaflets available that raise the issue of domestic violence or any other form of abuse?
- Ask them whether they feel their staff are able to provide help to a girl/young woman experiencing abuse.
- Ask them if they know the National Domestic Violence Helpline number. (You will need to know it to know if they are correct - its 080 8200 0247.)

You might also like to suggest that other more generic services like libraries think about displaying posters and books about healthy relationships and support services. Many people will go there to look for information that they may be too worried to ask about.



## Tell your MP or councillor

You could use this to extend the 'Rewrite the future' action.

### What to do

Send a tweet or an email (or make an appointment to go in person) to your MP or councillor to tell them what you have learned about violence against women and girls, explain what you have done and ask them what they are doing about it.

You can start by telling them Ava's story from the 'Get started' activity and then tell them what the alternative story should be.

Ask them: 'What are you doing to end violence against women and girls in the UK?'

If you tweet this, use the hashtag #changethestory.

Better yet, why not contact the Prime Minister or the Minister for Children and ask them what they are doing about this issue. Do you think this should be taught in schools? If you do, tell them! Your combined voices can be very powerful.

You can find details of your local MP at [www.theyworkforyou.com](http://www.theyworkforyou.com).

### How you will change the story

Let those in charge know Ava's story, and challenge them to use their influence to make a difference.



# Competition: Help your guiding friends

## How you will change the story

Produce a leaflet for other girls and young women that will explain how to help a friend who is in an unhealthy, abusive relationship.

In small groups, produce a leaflet that could help Guides and Senior Section members in the UK to support a friend who is experiencing violence in their relationship (see the 'Know the signs...' activity on page 11 for the four main types of violence). You can enter your unit's best leaflet into a national competition - the winning one will be made available online to girls and young women all over the UK.

### What to do

1. Use the brief below to help you plan what to include.

Here are some things to think about.

- Making it unique to Girlguiding members - what about when you have sleepovers? What about when you go to camp? What about when you move up to a new section; for example from Brownies to Guides?
- The design of your leaflet - what does it look like?

2. Leaders should collect the leaflets and the unit should jointly decide on the best one. (If other local units are also doing this activity, you could swap and vote on each other's.)

3. Please send the winning leaflet to AVA at the address below by 1 December 2013. It will be scanned and put on our website, and the AVA team will decide which leaflet is the overall winner. The best leaflet will be used by Girlguiding UK and AVA to provide support to all Guides and Senior Section members in the UK!

Our address is: AVA, Development House, 56-64 Leonard Street, London, EC2A 4LT

4. Make your unit's winning leaflet available to other girls and young women in your area. You could adapt it for a more general audience and ask local schools and services to provide them. Or link up with local Peer Educators and ask them to hand out your leaflets to those they visit.

### Brief

Make sure you include the following pieces of information.

- What domestic violence is.
- Who you can talk to.
- Where they can go to get help.
- Things you can say to your friend to help them without judging them.

Other information you could include.

- If you are unsure whether your friend is in an unsafe relationship, you could look out for these signs. Remember, finding some might not necessarily mean that they are experiencing domestic violence.
  - Depression and anxiety.

- Cancelling plans at the last minute.
  - Argumentative or upset.
  - Fearful or withdrawn.
  - Unexplained injuries.
  - Use of drugs and alcohol.
  - Receiving constant texts and calls.
  - Afraid of making partner angry.
  - Makes excuses for partner's behaviour.
  - Early sexual activity/risk taking (The Senior Section only).
- Making a safety plan. This is a list of things your friend can do to keep safe.
    - Know how to ring the police or a trusted adult.
    - Think of safe places to go.
    - Always have phones charged.
    - Make up a code word that they can use to ask for help if they are scared.
    - Try not to go home on their own, and make sure someone always knows where they are.
    - Think about when things are likely to be most scary, and plan when and how to leave.
    - If they want to end their relationship, do it with other people around.
    - Keep important items in a bag that is kept safe somewhere (keys, money, passport, ID, medication etc).
  - It can be very hard to talk about abuse and it can also be hard to support someone. Make sure you look after yourself as well as them. Here are some tips for ways to talk about this.
    - If you want to approach them, do it in a sensitive way, such as 'I am worried about you because...'
    - Don't judge them, believe them.
    - Let them know they are not alone, that it is not their fault and that you know how hard it can be to talk about it.
    - Help them to recognise that what is happening is unacceptable and that they don't have to put up with it.
    - Decide together what to do to make things safer - this can involve making a safety plan.
    - Think up a code word that your friend can use on the phone to let you know they need help.
    - Make a list of all the good things about your friend to help improve their confidence.



## Check it out

### *How you will change the story*

Investigate how positive and safe the environment is for girls and young women in your local school, college or university, and encourage change for the better.

We want you to check out your school, college or university and guiding unit to find out how positive the environment in these places is. Do they feel safe? Are girls treated equally to boys? Is appropriate support information available? Is there someone you trust who you can talk to about issues that concern you?

### What to do

Take a look at the checklists on pages 29-30. Go through each point in turn and discuss it. Make sure everyone's views are heard, as some people may have differing opinions about what feels safe.

If you do not know the answers to some of the questions, discuss how you might find this information out. You could ask your Leader or teachers/ tutors for advice.

If you answer 'no' to any of the questions, think of things that you could do. Even if you answer 'yes', are there ways that these could be improved?

Finally, take your completed checklist to your Leader, Head Teacher, Dean or whoever you feel most comfortable approaching. Tell them what you have found and provide them with your suggestions.

Remember, this is supposed to challenge your school, college or university and guiding unit but isn't supposed to be critical!



## How clued up are you now?

In your Patrols or unit or in small groups, find out how clued up you are now by doing the quiz you did at the start of the project again (see pages 2 and 22-23).

Do you think you are more clued up than when you started Change the Story? Have your opinions changed?

Remember to send them to: AVA, Fourth Floor, Development House, 56-64 Leonard Street, London, EC2A 4LT



## How did it go? 'Bodies' evaluation activity

### You will need

- Large piece of paper
- Pens
- Sticky notes (optional)

Now you've learned all about keeping safe and standing up for girls, and had the chance to change the story, it's time to look back over what you've done. This last activity is a chance for you all to reflect on what you enjoyed and what you didn't, what the challenges were, and what you can learn for the future.

### Tell us about it!

Tell AVA and Girlguiding what you and your unit thought of the project. You can find the Leaders' survey at [www.girlguiding.org.uk](http://www.girlguiding.org.uk) > Members' area > What's happening? > Girls in Action, which includes space for you to fill in the results of the interactive evaluation activity below and make the voices of your girls and young women heard.

### What to do

In groups or all together, draw out a large Guide or Senior Section member on a piece of paper - if it's a big enough piece of paper, draw around a person!

## Tip

Before you start it might help to go through all the activities you've done to refresh everyone's memory.

Stick or write on different areas of the body your thoughts about what you've been doing on the Change the Story project.

Brain: what you learned.

Mouth (speech bubble): what you will tell people.

Heart: what you really loved doing.

Hands: what you will take with you/use again.

Under feet: what you didn't enjoy.

## Upload it!

After this activity, one of the Leadership Team should fill out the online Girls in Action survey for your unit, where there is also a space to fill in the outcomes of this 'Bodies' evaluation at the same time.

# Further ways to get involved with AVA

There are lots of interesting things that you can go on to do if you want to carry on learning more about this issue.

- Volunteer at the AVA office in London. This would involve coming to the office and helping with some of the Girlguiding projects, including collating evaluation data, working on the 'Help your guiding friends' competition or helping build the national map of support services. Please contact AVA for more details: AVA, Fourth Floor, Development House, 56-64 Leonard Street, London, EC2A 4LT ([www.avaproject.org.uk](http://www.avaproject.org.uk)).  
*Volunteering opportunities are open only to over-18-year-olds.*
- Like and add your comments and ideas to the Change the Story Facebook page ([www.facebook.com/AvaGirlsInActionProject](http://www.facebook.com/AvaGirlsInActionProject)).
- Visit AVA's website ([www.avaproject.org.uk/our-projects/children--young-people's-project/girlguiding--and-ava.aspx](http://www.avaproject.org.uk/our-projects/children--young-people's-project/girlguiding--and-ava.aspx)).
- Follow AVA on Twitter.  
*You must be over 13 to access Facebook and Twitter.*
- Sign up to our mailing list ([www.avaproject.org.uk/newsletter-sign-up.aspx](http://www.avaproject.org.uk/newsletter-sign-up.aspx)) to participate in activities for young people interested in ending violence against girls and women.



# Appendix

## How clued up are you? (pages 2 and 20)

### The Senior Section: How clued up are you?

BEFORE/AFTER (please circle)

1. Violence against women in the UK is a big problem.  
Agree  Disagree  Not sure
2. If my partner hit me, I would dump them.  
Agree  Disagree  Not sure
3. Boys are naturally more aggressive than girls.  
Agree  Disagree  Not sure
4. A girl who stands up for herself won't get a boyfriend/girlfriend.  
Agree  Disagree  Not sure
5. I can be angry with someone without getting into a fight.  
Agree  Disagree  Not sure
6. A girl shouldn't leave her partner just because he/she sometimes frightens her when he/she is drunk.  
Agree  Disagree  Not sure
7. If you don't have sex with someone you don't really love them.  
Agree  Disagree  Not sure
8. In a family, the man is in charge of making the decisions.  
Agree  Disagree  Not sure
9. If the person you are going out with acts jealously it shows they really love you.  
Agree  Disagree  Not sure
10. Usually when a girl says she doesn't want to have sex, she doesn't really mean it.  
Agree  Disagree  Not sure
11. Sex between partners doesn't count as rape.  
Agree  Disagree  Not sure
12. Most rapes are carried out by strangers.  
Agree  Disagree  Not sure
13. It's OK for someone to hit their partner if they are cheating on them.  
Agree  Disagree  Not sure
14. If I had a friend whose partner kept putting her down, I would talk to her about it.  
Agree  Disagree  Not sure

## Guides: How clued up are you?

BEFORE/AFTER (please circle)

1. Violence against women in the UK is a big problem.  
Agree  Disagree  Not sure
2. If my partner hit me, I would dump them.  
Agree  Disagree  Not sure
3. Boys are naturally more aggressive than girls.  
Agree  Disagree  Not sure
4. A girl who stands up for herself won't get a boyfriend/girlfriend.  
Agree  Disagree  Not sure
5. I can be angry with someone without getting into a fight.  
Agree  Disagree  Not sure
6. In a family, the man is in charge of making the decisions.  
Agree  Disagree  Not sure
7. If the person you are going out with acts jealously it shows they really love you.  
Agree  Disagree  Not sure
8. It's ok for someone to hit their partner if they are cheating on them.  
Agree  Disagree  Not sure
9. If I had a friend whose partner kept putting her down, I would talk to her about it.  
Agree  Disagree  Not sure

## Then and now (page 7)

<p><b>7. In what year was this last used in UK law?</b> It is legal (and therefore perfectly acceptable) for a man to beat his wife, providing that the stick he uses is no thicker than his thumb.</p>	1857
<p><b>1. In what year was this last used in UK law?</b> Upon marriage a husband becomes legally responsible for the actions of both his wife and children, therefore he can physically and verbally chastise them in order to control their behaviour.</p>	1860
<p><b>3. In what year was this last used in UK law?</b> Wife beating is prohibited between the hours of 10pm and 7am, because the noise keeps the neighbours awake.</p>	1895
<p><b>6. In what year was this reported in the Manchester Evening News?</b> ‘A woman giving evidence against her husband at Salford yesterday, on a charge of assault, was admonished by the magistrate. Mr Makinson said: “This is the way with you women. You chatter, chatter, chatter until you irritate. You get the man mad, then you get struck and come here. Try to keep your mouth shut and you will get on better.”’</p>	1905
<p><b>5. In what year did a women’s magazine give this advice?</b> ‘Before your husband comes home: brush your hair, put a ribbon in, tidy the home, have his tea ready and put on some lipstick, a smile and a clean pinny [pinafore]. Don’t bother him with your day. He has had a busy day and his day is more important than yours. Don’t ask questions if he is late or stays out all night.’</p>	1960
<p><b>4. In what year did a Metropolitan Police Commissioner say this?</b> ‘Domestic violence and stray dogs... rubbish work for police officers.’</p>	1984
<p><b>2. In what year was this last used in law in England and Wales?</b> Marriage implies consent for sexual intercourse; it is deemed as a husband’s legal right. Therefore no criminal offence is committed if a husband ‘rapes’ his wife.</p>	1991



## You're hired! (page 9)

### 'Job description' for a boy/girlfriend



Age:

Description of looks:

Personal qualities (including values, attitudes etc):

How does this person make you feel when you are with them?

How does this person act and talk with you when you are alone with him/her?

How does this person act and talk to you in front of friends?

How does this person resolve differences, problems or conflicts?

What would you like your parent(s)/carer(s) and/or friends to think of this person?



## What is a good or bad relationship? (page 10)

### Behaviours cards

Phones to ask where you are	Buys you flowers	Wants to meet your friends
Surprises you by meeting you from school/college	Listens to your problems	Buys you presents
Makes you feel safe	Keeps your secrets	Makes you laugh
Wants to see you every day	Wants to have sex	Does not get angry if you have an argument
Hits you	Calls you names	Scares you
Would understand if you didn't want to be in the relationship any more	Has different interests to you	Has your Facebook/ email password
Checks your text messages	Tells you what to wear	Tells you they love you
Gets on with your family	Respects your privacy	Makes you feel comfortable around them
	Respects you	



## Know the signs... (page 11)

### Behaviours cards



Hitting, pushing, poking, punching, kicking	Spitting at you	Hair pulling
Biting	Throwing or smashing things	Punching the wall, smashing windows
Strangling	Not allowing you to work or earn money	Taking your money
Making you spend lots of money	Making you tell them exactly how you spend your money	Stopping you from seeing your friends or family
Going everywhere with you	Not allowing you to leave the house or go out somewhere	Calling you names or making you feel bad about yourself
Threatening to leave, threatening to throw you out, threatening to kill themselves if you leave	Checking up on you and monitoring where you go and what you do	Pressuring you to do something sexual that you don't want to
Forcing you to terminate a pregnancy	Biting	Controlling your use of contraception



## What's out there? (page 15)

### Checklist

What is the name of the service you found?

What do they do?

Do they clearly advertise their service and what support they offer?

Do they have posters/leaflets you can take?

What is their postcode?

Do they provide services for girls and young women under 25 years old?

How easy were they to find?

If you needed to, would you use their service?



## Check it out (page 19)

### Checklists

Does your unit...	Yes/No	If No, what can you do?
Have support information clearly displayed?		
Meet in a place where everyone feels safe?		
Involve everybody, no matter how different we all are?		
Regularly talk about how you are feeling?		
Have an adult that you trust to talk to if you are worried about anything?		
Have a policy about what to do if a girl needs support for something that is going on at home/in a relationship?		
Feel like a place where everyone is looked after?		



Does your school/ college...	Yes/No	If No, what can you do?
Have support information clearly displayed?		
Feel like a safe place to be in terms of the location?		
Feel like a safe place to be in terms of how it feels to go there?		
Have a member of staff that you could talk to if you were worried about anything?		
Have a policy about what to do if a girl needs support for something that is going on at home/in a relationship?		
Have an anti-bullying policy (that includes sexual bullying)?		
Have lessons about abuse that happens in relationships?		
Train teachers about abuse that happens in relationships?		
Challenge inappropriate behaviour?		

