



Change the Story

For Rainbows and Brownies

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, 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.

Rainbows and Brownies will do activities and take action that will get them thinking about their relationships and whether things are fair between girls and boys; exploring why it's OK to be different; and deciding who they can go to if they need help, whether to keep secrets and how to be a good friend.

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

1. Once girls have chosen this project, read the Leaders' Guidance.
2. Do the 'Get started' activity to help you decide which main activities to do.
3. Once you've done the main activities, girls can choose one or more actions to take.
4. Evaluate it! Use the 'Bodies' evaluation activity at the end of the pack.

To gain the Girls in Action Change the Story badge, Rainbows and Brownies must complete:

- the 'Get started' activity
- three main activities
- one action
- the 'Bodies' evaluation activity.

Both sections can complete more actions if they would like to!

You can do one, or more than one, activity per meeting, in any order, over however many weeks you like - it's up to you and your unit.





Get started



Aim

To start thinking about the issues this project will introduce and to consider relationships that girls have.

Time

20 minutes

You will need

- A large piece of paper
- Pens

Tip

Make clear that it's fantastic that we all have relationships with lots of different people. Most relationships are positive and life would be miserable without all the people around us! Explain that you are all going to find out what makes a relationship safe and why it's really important that everyone is treated equally and given the same choices.



What to do

1. Read the following story to your unit:

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

- 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
 - 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 are more for girls.*'
- *Girls' Attitudes Surveys 2009 and 2011

2. Ask the girls, 'Where do you think Ava lives?'

3. After the girls have made lots of guesses, tell them that Ava lives in the UK. Ask them, 'What do you think about that?'

4. Repeat the third point from the story and ask the girls, 'What is a relationship?' Some words that might help explain are: someone to depend on, someone you share things with, or spend time with. It's not always someone you get on with all the time!

5. Ask each girl to write or draw on the piece of paper one person they have a relationship with, such as sister/brother, friend, mum/dad/carer, grandparent, teacher etc. Alternatively girls could do this separately and paste them on to the paper. Ask them to draw around the person the links they have with them - for example if it's their friend, they might both like ice cream and be in the same class at school.

6. Stick up the paper on the wall or put it on the floor, and ask the girls to notice all the different people we have relationships with. Explain that you're going to do some activities that look at relationships between people, and then do something to change the story of Ava's country, the UK, for the better so that girls are more equal and relationships are safer.

7. Print off the grid on page 4 and ask girls to pick one activity from section 1 and two activities from section 2.



Section 1

What is your favourite colour?

Is pink for girls and blue for boys? You'll need to think quickly and run around the room for this activity.

Toys

Try out 'boys' toys' and think about whether it should be only boys who can play with them.

Characters

Make up your own exciting stories about girl characters, and act them out.



Section 2

When I grow up

What do you want to be? Play a fun game, and think about what you could do when you're older.

Secrets


Shhh! Play a very quiet game, then see whether there are some secrets you should tell.

Help!

Sometimes you need help - but do you know who to ask? Make up a song to help you remember.

A good friend

What makes someone a good friend? Make a beautiful display showing what you think.

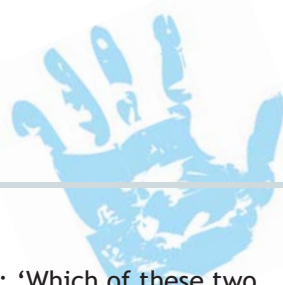




Section 1



What is your favourite colour?



Aim

To change girls' attitudes to the accepted idea that pink is for girls and blue is for boys, and learn that it's good to be different!

Time

15 minutes

You will need

- Something pink and something blue: pieces of paper, balloons, scarves - anything you can find!

Tip

Gently challenge any beliefs that boys and girls should stick with 'their' colours. If girls are more open-minded, congratulate them and ask them always to stick up for people who don't follow the crowd - it's part of their Promise to be kind or to help other people.

What to do

1. Hold up the pink and blue items. Ask the girls: 'Which of these two colours stands for girls and which one stands for boys?' Why do they think this is? Does it surprise them to learn that before the 1940s people thought that baby boys should wear pink and baby girls should wear blue?
2. Sit in a circle (Brownies can do this in their Sixes) and play a game. The girls should take it in turns to name things that are pink, until they run out of ideas. Then take it in turns to name things that are blue.

To make the activity more active you could:

- make it a quick-fire game, where girls jump up as quickly as they can when they think of something that's pink or blue. How quickly can the group get everyone standing up?
- split the unit into small groups and give them a limited amount of time to think of as many pink and blue things as they can - the winning group is the one that thinks of the most!

Here are some suggestions if you need help.

- The sky, bluebell flowers, blue eyes, jeans, a whale, the ocean, a Guide top.
- Candy floss, marshmallows, pigs, ballet shoes.

(Girls can use things they own, like 'my pink rucksack'.)

3. Now take a vote! Divide the room into sections: 'yes' on one side, 'no' on the other and 'maybe' in the middle. Ask the following questions.
 - Do you think girls can like blue?
 - Do you think girls can wear blue?
 - Do you think boys can like pink?
 - Do you think boys can wear pink?

Girls should move to the area of the room that represents what they think. Encourage girls to be brave and say what they believe.

You could ask girls to try to convince each other to change position. Does anyone decide to move?

Take it further

Of course, it is not just about pink and blue. Try putting together a rainbow using girls' favourite colours, and talk about the reasons why they like them. (We often associate yellow with the sun, so why not associate blue with the sky or pink with flowers rather than with girls or boys?) Wouldn't the world be a boring place if we all liked the same things?





Section 1



Toys

Aim

To explore 'girls' toys' and 'boys' toys', and question whether there should be a difference between the two. Do the toys they play with affect the way girls and boys think they should behave?

Time

20 minutes - you'll need extra time if you have toys to play with

You will need

- Toys (optional)
- Toy catalogue (optional)

Tip

To make this more interactive, you could ask girls to bring along toys from home (either their own or some belonging to their brothers or other male friends or relatives) and sort them into piles.

What to do

1. Ask the girls to stand in a line. Call out the following list of toys. Ask girls to take a step forward if they think the toy is aimed at girls; take a step back if it is for boys; and stay still if it is for both. Why not ask everyone to vote with their eyes closed?

- Pirates
- Playhouse
- Soldiers
- Teddies
- Kitchen
- Xbox
- Trucks
- Cars
- Dinosaurs
- Lego
- Board game
- Skipping rope
- Drum kit
- Jigsaw
- Dolls



2. Ask girls why they made the choices they did. Why do they think some toys are made for girls and some for boys? Is this fair? Are girls and boys missing out on things they might want to play with?

3. If you have a selection of toys in the room, put them all back into one pile and challenge girls to play with one they wouldn't normally pick up.

Take it further

- Bring in a toy catalogue and discuss whether it shows girls and boys playing equally with different sorts of toys or not. What do the girls think of this?
- Take two examples, like soldiers and kitchens. Ask what girls who only play with kitchen toys and boys who only play at soldiers are likely to think men and women should be doing when they grow up. Do girls think what you play with could affect what you become later in life?



Section 1

Characters

Aim

To think about how girls are represented in images and stories, and give girls a chance to show their individuality through creating their own stories or plays.

Time

30 minutes - more if you decide to put together plays

You will need

- Character pictures on page 18 (or you could cut out similar images from a catalogue or magazine, or draw them)

What to do

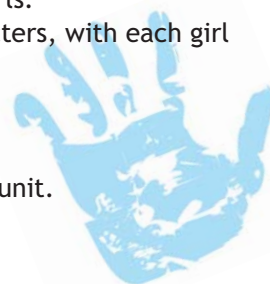
1. Print off the character pictures, cut them out and lay them out for the girls to see.



2. Now divide the unit into small groups and share the characters between them.
3. Ask the groups to give names to each of their characters. Notice whether they assume the characters are male or female. Ask them which are girls and which are boys, and why.
4. Ask the girls (as a unit, in small groups or in their Sixes) to pick three of the characters that they assumed were boys and do one of these options.
 - Write a story or perform a play where they are girls.
 - Sit in a circle and create a story about the characters, with each girl contributing a word or sentence.

Take it further

Perform your play to friends and family, or to another unit.





Section 2



When I grow up

Aim

To consider whether men and women should have to do certain jobs just because of their gender, through a fun game.

Time

30 minutes

You will need

- Three boxes or containers, labelled 'Jobs for boys', 'Jobs for girls' and 'Jobs for both'
- Pens
- Small pieces of paper with jobs written on them - see examples (right)

What to do

Set out your three boxes on a table. Explain that the challenge is to put the types of job into the boxes that society would say they fit into best. Try it one of these ways.

- Volunteers act out the job for the others to guess, then they can put the job into the box they think it fits into best.
- Divide the group into teams and make it into a relay - the team decides where each job goes and then sends team members up one at a time to put them in the boxes.

The list of jobs could include:

Builder, nurse, lawyer, chef, cleaner, surgeon, teacher, soldier, receptionist, pop singer, actor, scientist, bank manager, shop assistant, bus driver, builder, hairdresser, cook, ballet dancer, author.

After the game, gather everyone together to look at what has ended up in each box. What do you notice?

- Are there any differences of opinion?
- Are there any jobs that boys or girls can't do (there may be some like 'mother')? Challenge any ideas they have that are incorrect, such as 'boys can't be ballet dancers' or 'girls can't be soldiers'.
- So, should any of the jobs actually be in the girl or boy box?
- Ask what might happen if girls try to do jobs that are normally in the boy box. And what happens if boys try to do jobs that are normally in the girl box? Emphasise that girls and boys can grow up to be anything that they want to be.

Take it further

Fact: While 87 per cent (almost nine out of ten) of primary and nursery school teachers in the UK are women, only 65 per cent (just over six out of ten) of primary school head teachers are women.

- Chat about why girls think this might be.
- Could Brownies take it even further and find out about what they would have to do to get the job they want?
- You could ask a woman in your community who has a stereotypically 'male' job to come and talk to the girls about what she does.
- Watch some of Girlguiding's Real Role Models videos for inspiration here: http://www.girlguiding.org.uk/our_research/real_role_models/meet_our_real_role_models.aspx





Section 2



Secrets

Aim

For girls to examine their relationships with friends. To consider when it might be OK to tell a secret, eg when someone's personal safety is at risk.

Time

30 minutes

You will need

- Secrets (page 19)
- Response cards (page 19)

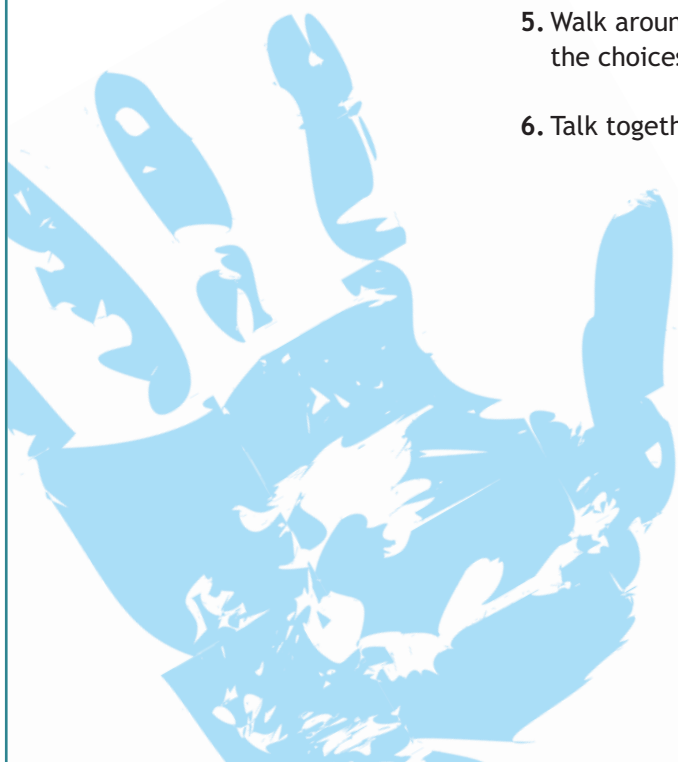
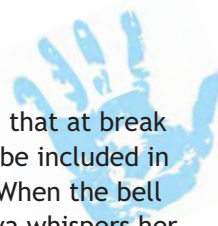
What to do

1. Play a game of 'Pass the whisper'. See whether the whisper you begin with is the one you get back after it's been whispered all round the circle! Afterwards, explain that you'll be talking about which secrets we should pass on to someone else and which we shouldn't.
2. Read the story 'Ava tells you a secret' aloud to the girls or ask them to read aloud themselves.

Ava tells you a secret

Ava is your best friend. One morning at school, she tells you that at break time she wants to tell you a secret. You are very excited to be included in her secret. You watch the clock count down to break time. When the bell rings you run out into the school playground and find Ava. Ava whispers her secret in your ear.

3. Cut up the secrets from page 19 and give one to each girl, pair or three. (If there are more girls than secrets you can repeat the secrets.) Alternatively, read them out for younger girls. Cut up the response cards from page 19 and place them all around the unit meeting place.
4. Ask the girls to walk around the room and put their secret with the response they most agree with. Be aware that sometimes children may say what they think adults want to hear rather than what they really think. Make sure they understand that this is a discussion to think about the options and what would happen for each one.
5. Walk around the room together and ask everyone what they think about the choices they have made.
6. Talk together about when it is OK to tell a secret and when it isn't.





Section 2



Help!

Aim

For girls to consider why they might call the emergency services, learn about 999 and think about other things they can do if they are feeling unsafe.

Time

30 minutes

You will need

- Emergencies list (right)
- Paper
- Pens
- Decorations

What to do

1. Ask girls if anyone knows what numbers you dial to call the police, fire brigade or ambulance service.
2. Ask girls to consider what counts as an emergency. Read out the following list of situations and ask them to make siren noises if they think it is an emergency.
 - Someone is stealing a bicycle.
 - You have burnt some toast, causing your fire alarm to sound.
 - Someone is hurting someone.
 - Someone has just stolen some money.
 - Your friend has a cold.
 - Someone has fainted.
 - There's been a car accident.
 - Your cat is stuck up a tree.



Note: An emergency is when someone's life is in danger or a crime is happening now.

3. Tell the girls that they have ten minutes to write words for a song, rhyme or rap that would help people remember to call 999 in an emergency. Their song must include the phrase 'call 999'.

Some ideas for the song.

- Words that rhyme with 999 include 'fine', 'line', 'mine' and 'sign'.
- Girls could include examples of reasons you might call the emergency services, ways to remember the number, or messages about keeping safe.

4. Girls can perform these songs to the whole unit, to another group or to the Leaders.

5. Ask each group to make a poster for your unit meeting place that displays their song and is decorated with pictures. While they are producing their posters, ask girls about where they could go or what else they could do if they were in danger or felt unsafe, using the situations when you shouldn't call 999 from the list above.

Suggestions for things girls could do if they are in danger or feel unsafe include:

- tell an adult
- go somewhere safe in your house - like your bedroom
- tell a friend
- call ChildLine on 0800 1111.

There is more information on helplines and guidance in the Leaders' Guidance.



Section 2



A good friend

Aim

For girls to consider qualities that are important in a friend 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 friend' and the other 'Bad friend'. (Depending on your unit numbers you could divide your unit into smaller groups; you would then need two coat hangers per group.)
2. Ask the girls: 'What makes a good friend?'
3. Rainbows and Brownies should write down the characteristics of a good and bad friend on pieces of paper or card, then carefully make a hole in each piece and thread them on to pieces of string. They can then take it in turns to 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.

Some suggestions for questions you may want to ask during the activity.

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





Actions

Now that you have completed three activities, you can go on to take action to keep girls in the UK safe and make sure they are treated equally.

Girls can spread the word about what children who are feeling unsafe could do or about which secrets to keep. Or they might like to show the world that girls and boys shouldn't have to stick with stereotypes, but can follow their dreams! Try one of these ideas, or come up with your own. Everything you do will help to change the story for girls and young women in the UK.

Why not join up with another Rainbow or Brownie unit to take action together? This will make your voices even louder.

Action	How you will change the story
Secrets: Keep or tell?	Show other children who haven't done this project what kind of secrets to keep and which to tell, through drama.
What do you think?	Find out whether children and adults you know think certain things are for men or women. You'll get people talking about equality and show people in charge of education that they need to make sure girls and boys know they should be treated, and treat each other, equally.
Girls can do anything!	Get creative and come up with a story or cartoon that shows girls standing up for girls and boys to be treated equally. Then tell the world the story and get them thinking.
Keeping your friends safe	Pass on the message about how to keep safe to your friends and children you know.





Secrets: Keep or tell?

How you will change the story

By raising awareness for other children who haven't done this project about what kind of secrets to keep and which to tell, through drama.

Time

One meeting to practise, plus performance time

Tip

It's best to do the 'Secrets' activity first if girls choose this action.

What to do

1. Ask girls to discuss what they know about the kinds of secrets you should keep and the ones you should tell someone else. Collect examples of different secrets.
2. Get into small groups and ask the groups to come up with one secret each. For example 'You've just made an amazing present for your friend's birthday' or 'You're worried because your friend never wants to go home after school'. Try to get a wide range of different secrets.
3. Now each group should make their secret into a short play or mime - the action should stop just when the person who has the secret is about to decide whether to tell someone else.
4. Challenge the girls to perform these plays to an audience of other girls - why not invite another unit to join your meeting, or perform this at a County event? The audience should decide and then vote on whether they would tell the secret to someone else, or keep it to themselves.
5. After the audience vote, Leaders or older girls should follow up each mini-play with the reasons why the secret should or shouldn't be kept.





Actions



What do you think?

How you will change the story

Survey children and adults to find out whether they think certain things are more for men or women. The results will get people talking about equality and can be sent to people in charge of education to show that they need to make sure girls and boys know they should have the same opportunities.

Time

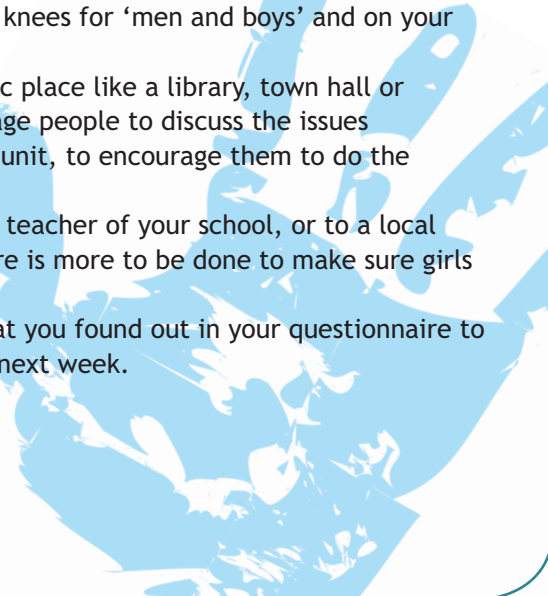
30 minutes to come up with the survey, time away from the meeting to conduct surveys and at least 30 minutes during next meeting

What to do

1. Put together a survey as a unit to find out from girls' families and friends what they think boys and girls/men and women should and shouldn't do. For example you could ask about careers, toys, jobs around the house or interests - who do people think they are for now, and who should they be for? See this example survey.

Career/ toy/ colour/ job round the house	Who it is usually for now (tick one)			Who I think it should be for (tick one)		
	Men/ boys	Women/ girls	Both	Men/ boys	Women/ girls	Both
Hairdressing		x				x
Fishing	x					x

2. Ask the girls to take questionnaires home and ask their friends and family to fill them in. Bring the questionnaires back to the next meeting and work out the results together. Younger girls will need assistance from Leaders or Young Leaders.
3. What have you found out? Do people you know think boys and girls should be treated the same, or differently? Play a quick game with the results, where you put your hands on your head if you think most people said 'women and girls', on your knees for 'men and boys' and on your nose for 'both'. Now you could:
 - display your results in a public place like a library, town hall or community centre to encourage people to discuss the issues
 - play your game with another unit, to encourage them to do the Change the Story project too
 - send your results to the head teacher of your school, or to a local councillor or MP, to show there is more to be done to make sure girls and boys have equal choices
 - each agree to chat about what you found out in your questionnaire to at least two people over the next week.





Girls can do anything!

How you will change the story

Girls can get creative and come up with a story or cartoon that shows girls standing up for girls and boys to be treated equally. Then tell the world the story and get them thinking.

Time

One meeting

What to do

Either as a whole unit or in small groups, come up with a story about a girl standing up for what she believes in and asking for girls and boys to be treated the same. Here are some ideas for your story.

- A group of boys have started up a football game, and some Brownies or Rainbows have put together a team and ask to play too.
- A boy is being picked on at school for saying he wants to be a nurse when he grows up, and a Brownie or Rainbow steps in.
- A group of children are chatting about what they're going to make for the science competition. A girl says she's going to make a rocket. The boys tell her rockets are not for girls - then a Brownie or Rainbow answers back!
- A Brownie or Rainbow comes along to a fancy dress party dressed as an astronaut, and other children tell her she shouldn't have because she's a girl. What does she say?

You could write this as a story or draw it as a cartoon. Hold a competition in the unit to decide which is the best one.

The creation voted the best could be displayed in a local public place, for example a library, school or community centre. Or ask for it to be printed in a local newspaper or newsletter, or put up on a community website. Ask your local PR Adviser to help you with this.





Keeping your friends safe



How you will change the story

Pass on the message about how to keep safe to other children.

Time

Depends on action chosen
- up to one meeting

Tip

You'll need to have done the 'Help!' activity on page 10 before trying this action.

What to do

Discuss together what a good friend is - or if you did the 'A good friend' activity, get out your coat hangers and talk about them. Bring the discussion round to the idea that a good friend thinks about keeping her friends safe. What we can do to keep our friends safe? Answers could include:

- making sure they look when crossing the road
- standing up for them if someone is being nasty to them
- telling them their shoelace is undone!
- helping them up if they fall over - and telling an adult if they've hurt themselves
- listening to them if they are worried or upset.

As well as all these things, we can tell our friends what we've learned from this project. Here are some ideas for doing this.

- Make up a quiz to test your friends' knowledge of what to do when they're feeling unsafe. Make sure you give them the answers to keep!
- Put up the posters you made during the 'Help!' activity in a public space.
- Make mini leaflets or pretty gifts you can give out with short, simple messages on them, for example:
'Girls and boys can be anything they want to be!'
'A good friend listens and keeps her friends safe.'
'A good friend treats everyone kindly.'

Give these out at a local fair or event, or visit a unit that is doing a different Girls in Action project and give out your gifts.





How did it go? 'Bodies' evaluation activity

You will need

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

Tip

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

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 an opportunity 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 > 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 Rainbow or Brownie on a piece of paper. If it's a big enough piece of paper, draw around a person!

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

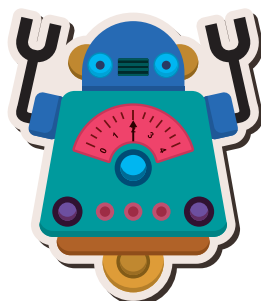
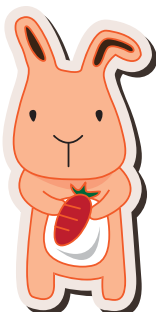
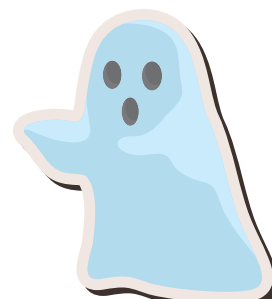
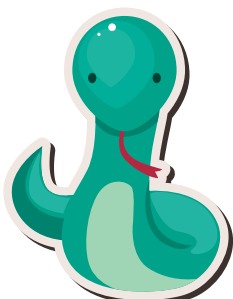
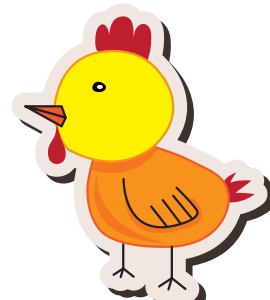
Under feet: what you didn't enjoy



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.







Secrets

Ava is scared
to go home

Ava has stolen
something

Ava feels
poorly

Ava is planning
a surprise
birthday party
for her friend

Ava's brother
was mean
to her

Ava came out
to play even
though she had
not tidied her
room yet

Ava's mummy
shouted at her

Ava has not
done her
homework



Responses

Shhhh! Keep
the secret and
tell no one

Tell your
family

Tell an adult
(teacher, family,
best friend's
mum, Brownie
Leader)

Tell the police

Tell a friend

