

# MAKING THE INVISIBLE VISIBLE

## INTRODUCTION

We have created this project pack alongside Girlguiding as part of the 'Girls in Action' Project. 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 project packs 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 project packs in Girls in Action; girls can choose to do as many as they like. Once they have completed a project pack and taken action, members can be rewarded with one of the five Girls in Action badges. There is also a collectable generic Girls in Action badge available. The badges can be ordered from Girlguiding at [www.girlguidingshop.co.uk](http://www.girlguidingshop.co.uk), by calling 0161 941 2237, or from your local volunteer shop.

## NOTES FOR LEADERS:

The activities in this section are listed below, we would recommend that you familiarise yourself with the sources of support as highlighted in the Leader's Guidance, and remind yourself of Girlguiding's safeguarding procedures.

The issues covered in this pack may raise questions for the girls or may have resonance with situations that they or their peers are facing. Please be sensitive and observant of your group; you know them best and will be able to spot the signs of someone being affected by the issue.

The activities in this pack are suitable for all sections. Activities marked \* include suggestions on how to make the activity more challenging for older girls or slightly simpler for younger girls. Activities without the \* symbol are relevant for all ages.

### How to get your Making the invisible visible badge

1. The Issue: You'll find out more about what running away is, who runs away and why.  
Choose at least six activities.
2. Think, make, act: you'll explore the issue in more detail and...  
Choose three activities; one from each of Think, Make and Act.
3. Take action: your chance to do something to help make children who run away more visible.  
Choose one action.
4. Evaluation 'bodies' activity: finish off by going over everything you've done. Don't forget to input the results into the Girlguiding survey.

Ask girls to choose the activities that they would like to do - perhaps through voting for their favourite activity. Use the summary tables at the start of each section to help decide.

**WE HOPE THAT YOU AND YOUR UNIT FIND THIS PROJECT INTERESTING, INFORMATIVE AND FUN!**



# THE ISSUE

YOU'LL FIND OUT MORE ABOUT WHAT RUNNING AWAY IS, WHO RUNS AWAY, AND WHY. CHOOSE AT LEAST SIX ACTIVITIES TO COMPLETE.

ACTIVITY TYPE	AIM	TIME
<b>Discussion game</b>	<b>What is running away?</b> Develop a shared understanding of what running away is	<b>15mins</b>
<b>Relay game</b>	<b>Runaway relay:</b> To reinforce definition of running away	<b>5mins</b>
<b>Quiz</b>	<b>Running away quiz:</b> Learn some facts about running away	<b>10mins</b>
<b>Creativity</b>	<b>Who runs away?</b> An issue that affects all children and young people and is often invisible or unnoticed	<b>20mins</b>
<b>Discussion game</b>	<b>Why do young people run away?</b> To explore some of the issues that contribute to young people running away	<b>15mins</b>
<b>Physical game</b>	<b>Where do young people go to?</b> Find out about safe and risky places.	<b>10mins</b>
<b>Stepping stone game</b>	<b>What happens when young people are away?</b> To explore the risks and dangers	<b>20mins</b>
<b>Physical numbers game</b>	<b>Facts about running away in the UK:</b> To reinforce some of the statistics about the issue	<b>5mins</b>
<b>Web of support</b>	<b>Web of support:</b> How to give/get help and support	<b>5mins</b>

# WHAT IS RUNNING AWAY?



## NOTES FOR LEADER:

Every five minutes a child runs away from home in the UK. Running away is when a child or young person leaves their home or is forced from their home.

This may include:

- staying out overnight
- leaving home for days/weeks
- staying out past an agreed time or without permission
- going out and not telling their parents/carers where they are.

Running away doesn't always mean that someone ends up sleeping on the streets. In the UK lots of people don't even think that running away is an issue that young people face, and even more difficult to believe is that some young people end up with no safe place to sleep. The issue is invisible; we want to make it visible.

## ACTIVITY DESCRIPTION:

**Ask one of the Leaders, Young Leaders or a Rainbow/Brownie Helper to read out the appropriate story for your unit.**

### Mischa's story (Rainbows/Brownies)

"My name is Mischa, I'm 10 years old. I ran away from home last week because my big brother is always picking on me and having rows with me. My Mum and Dad always say he's right and it's my fault. I went to the swings in the park and stayed there for ages and then I ran to my Nan's and told her I wasn't going home. She let me stay with her and rang Mum and Dad to let them know where I was, even though I said they wouldn't be bothered. Nan took me home the next day."

### Ella's story (Brownies/Guides/The Senior Section)

"My name is Ella, I'm 14. I ran away from home last week because I was sick of always arguing with my mum. It's the first time I've ever done it. Things have changed since her new boyfriend moved in and we haven't got along. We have really bad arguments and after a really bad one I left the house. I didn't know where to go and I ended up staying with a friend for a couple of nights until her mum asked me to leave and I had to go back home."

Break into small groups and give one or two of the questions to each group. Ask them to discuss and answer the questions and then share their answers with the group. You can find sample questions on page 35.

For the younger age group you may want to consider keeping the whole group together and having a discussion based on the questions.

## ACTIVITY TIME:

**20MINS**

## ACTIVITY AIM:

**TO HAVE A SHARED UNDERSTANDING OF WHAT RUNNING AWAY IS**

## ACTIVITY TYPE:

**DISCUSSION**

## RESOURCES:

**QUESTIONS (PAGE 35)  
PRINTED AND CUT UP  
PENS AND PAPER**

# RUNAWAY RELAY



## ACTIVITY DESCRIPTION:

In teams, the girls run a relay race to collect words from the end of the room. When the group has all the words they have to rearrange them into the correct order to read:

“Running away is when a child or young person leaves their home or is forced from their home.”

## ACTIVITY ALTERNATIVE:

Leaders could hide the words around the room. Girls have to try and find the words and then rearrange them.

## \*EXTRA CHALLENGE:

To make things more difficult the Leader could choose words to omit and put some blank pieces of paper in their place. Girls have to come up with the missing words.

Girls could have a challenge to see who can rearrange the words in the fastest time.

After the girls have rearranged the sentence, discuss with the girls their understanding of the running away definition.

This activity could be repeated to reinforce what running away means.

## ACTIVITY TIME:

**10MINS**

## ACTIVITY AIM:

**TO HAVE A SHARED UNDERSTANDING OF WHAT RUNNING AWAY IS**

## ACTIVITY TYPE:

**PHYSICAL**

## RESOURCES:

**SET OF WORDS (PAGE 36)  
FOR EACH TEAM,  
PRINTED AND CUT UP  
BLANK PIECES OF  
PAPER (OPTIONAL)**

# RUNNING AWAY QUIZ



## ACTIVITY DESCRIPTION:

The quiz can be done in several ways:

- in a quiz show/game show style with a volunteer taking on the role of a presenter and individuals or groups making a noise to give their answer
- as a corner game where girls run to the named corner to select an answer
- as a stand up/sit down whole group answer.

The answers are in bold and there are some notes under each question to help with any discussions or queries that arise.

Q1) Is running away from home safe?

- Yes
- No**
- Maybe

*Notes for Leaders: On the whole the answer would be No, but for some circumstances where home is an extremely dangerous place then running away might be a safer option. However, even if a young person is running from danger, if they have no safe plan or safe place to run to it is still a very risky choice to make.*

Q2) How many young people under the age of 16 run away in the UK each year?

- 20,000
- 60,000
- 100,000**
- 10,000

*Notes for Leaders: That number would fill Wembley Stadium and still leave 10,000 outside.*

Q3) What is the main reason that young people run away?

- To be with friends
- Because of problems with family at home**
- Because they are in trouble with the police
- For fun

*Notes for Leaders: Family relationships are often the issue that young people say contributed to them running away. Many young people tell us that the reality of running away is scary, boring, cold, isolating - very few young people run away for fun.*

Q4) Over the age of 12, who runs away the most?

- Boys
- Girls**
- No difference

*Notes for Leaders: Boys do run away, but the statistics show that more girls run away than boys. However, boys tend to stay away for longer.*

## ACTIVITY TIME:

10/15MINS

## ACTIVITY AIM:

TO GET ACROSS FACTS ABOUT RUNNING AWAY

## ACTIVITY TYPE:

QUIZ

**Q5:** What would a young person need in order for them to feel safe and not think about running away from home?

- a. Locks on all of the doors in the house
- b. **Having support from family, friends and school**
- c. Having nowhere to go.

*Notes for Leaders: Having support and someone to talk to is a key issue for many young people and can often prevent them reaching a crisis point where they feel they have no other option other than to run away.*

**Q6:** Most young people who run away come back safely within...

- a. **48hrs/2 days**
- b. 1 week
- c. 1 month

*Notes for Leaders: Some young people run away more than once, some stay away longer. However long a young person runs away for they are still at risk of harm.*



# WHO RUNS AWAY?



## NOTES FOR LEADERS:

Children and young people who run away come from lots of different backgrounds, areas, cultures, this is an issue that could potentially affect all children and young people and is often an invisible or unnoticed issue. The mirror activity is making the invisible, visible.

## ACTIVITY DESCRIPTION:

Read out this information to the girls:

“A large number of children run away at young ages. One in every three young people who run away do so before they are 13. Young people are most likely to run away between the ages of 13 and 15, and girls run away more often than boys.

100,000 young people under the age of 16 run away from home or care every year in the UK.

That’s young people who come from all kinds of backgrounds, wealthy and not wealthy; from all types of families, cultures, ethnicity, and areas of the country. Girls just like you, who have the same interests, hopes and ambitions.”

Using the instructions on page 8, ask the girls to make a homemade mirror with their name on and their likes/interests/hobbies on it.

When they have completed their own mirrors, discuss what the girls think a young person running away might have on their mirror. Make sure they understand that young people who run away are just like them, and emphasise how risky it is to run away.

## ACTIVITY TIME:

**30MINS**

## ACTIVITY AIM:

**MAKING THE  
INVISIBLE VISIBLE**

## ACTIVITY TYPE:

**CREATIVE**

## RESOURCES:

**A4 CARD  
ALUMINIUM FOIL  
SCISSORS - PLEASE  
SUPERVISE YOUNGER GIRLS  
WHEN USING THESE  
GLUE  
PENS  
FELT TIPS  
PENCILS  
STRING  
STICKERS  
COLOURED PAPER FOR  
DECORATING  
SELLOTAPE**



## \*AS AN EXTENSION ACTIVITY FOR OLDER GIRLS, DISCUSS THESE REFLECTIVE QUESTIONS:

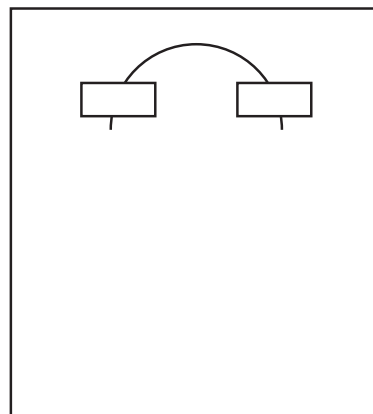
- What would you say to a friend who was thinking of running away?
- What feelings might a young person who is thinking of running away have?
- What would be a safer choice than running away?
- What does a young person who is running away look like?

## HOW TO MAKE THE MIRROR:

1. Cut out a piece of aluminium foil so that it is small enough to leave a border on the A4 card.
2. Stick the foil to the card.
3. Use pens, stickers and craft materials to decorate the outer border. Girls should make their mirrors personal with their names, hobbies and likes written or drawn on.
4. Cut a short piece of string and stick it to the back of the frame with tape to make a hanging loop.



Front



Back



# WHY DO YOUNG PEOPLE RUN AWAY?



## NOTES FOR LEADERS:

There are lots of reasons why young people run away or are forced to leave home; it's a sign that something's not OK at home. Young people don't run away from home just for fun. Lots of young people tell us that issues with their families have led to them to running away, but everyone's situation is different.

Remember to have your sources of support available so that you can signpost the girls to get more information or support if they need it. Some of the cards in this activity may be sensitive subjects for some of the girls.

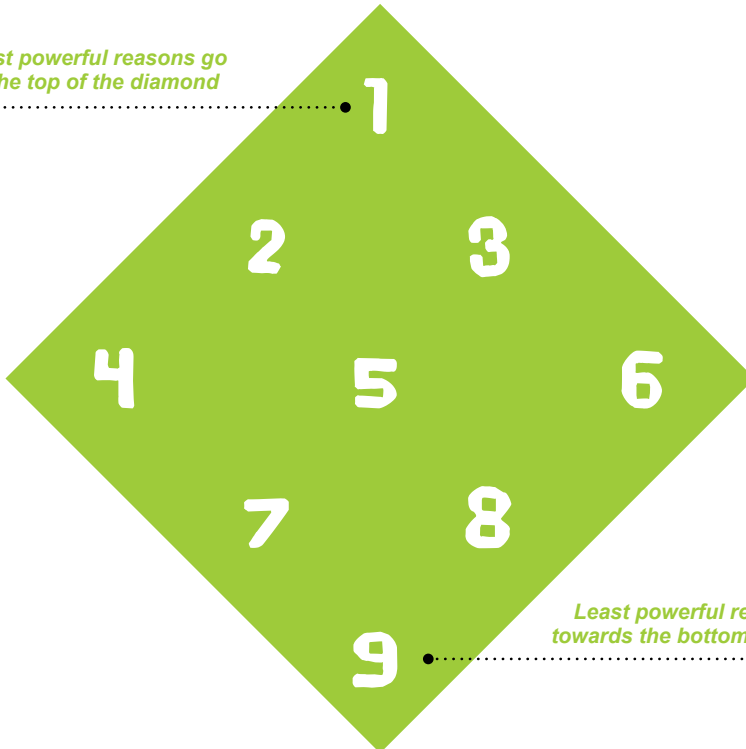
## ACTIVITY DESCRIPTION:

Ask the girls to work in groups to select nine reasons from the cards that they think could cause girls in their area to run away from home.

Next they should arrange the nine choices in a diamond shape to show which they think are the most powerful reasons that young people run away. Discuss the differences between each group's selections.

There isn't a set right or wrong answer to this, it's more about promoting discussion.

*Most powerful reasons go to the top of the diamond*



*Least powerful reasons go to the bottom of the diamond*

## ACTIVITY TIME:

20MINS

## ACTIVITY AIM:

TO EXPLORE SOME OF THE ISSUES THAT CONTRIBUTE TO YOUNG PEOPLE RUNNING AWAY

## ACTIVITY TYPE:

RANKING EXERCISE

## RESOURCES:

SET OF REASON CARDS (PAGE 37) FOR EACH GROUP  
PRINTED AND CUT UP

## ALTERNATIVE ACTIVITY:

Girls could pick out five reasons and rank them in a High - Low line.

## \*CHALLENGE ACTIVITY FOR OLDER GIRLS:

Once the girls have identified some of the reasons why they think young people run away, ask them to listen to the stories of the young people below and discuss the questions.

## REAL EXAMPLES:

### Sexuality: ““

I HAVEN'T EVER RUN AWAY FROM HOME YET BUT I HAVE THOUGHT ABOUT IT A LOT. I HAVEN'T GOT ON WITH MY MUM AND DAD SINCE I TOLD THEM I WAS GAY SIX MONTHS AGO AND NOW WE ROW A LOT. SOMETIMES I GO OUT FOR HOURS WITHOUT TELLING MY MUM AND DAD WHERE I'M GOING OR WHO I'M WITH, TO BE HONEST I DON'T THINK THEY CARE ANYWAY. ””

### School issues: ““

I'M 11, I DON'T GET ON WITH SOME OF THE PEOPLE IN MY SCHOOL AND I JUST CAN'T STAND BEING THERE SOMETIMES SO I JUST LEAVE AND DON'T TELL ANYONE WHERE I'M GOING. ””

You can use the scenario examples to ask the girls:

- Why might the young person run away?
- What could the young person do to avoid taking that step?
- Who could they turn to for help?

# WHERE DO YOUNG PEOPLE GO TO?



## NOTES FOR LEADERS:

When young people run away they go to lots of different places and they can sometimes seem invisible as they blend into the background. Young people who run away look like any other young person and it's very difficult for people to understand that children and young people do run away in the UK. Use this activity to get the girls to think about the places young people run to.

## ACTIVITY DESCRIPTION:

Make one area of the room a "safe space" and one area an "unsafe space", or create a line of risk with one end being "safe" and the other end "unsafe". Ask the girls move around the room or stand on the line to rate the locations as safe or unsafe. Follow up with the reasons why they have chosen safe or unsafe.

**Town centre**

**Local shops**

**Relative's house**

**Friend's house**

**Park**

**Stranger's house**

**School**

**Somewhere they have never been to before**

**Somewhere where there are lots of people**

**Somewhere quiet**

**A different city**

**Car park**

**Train/bus station**

## FOLLOW-UP DISCUSSION:

- Do you think it's ever necessary to run away?
- Discuss the types of places where young people go.
- What are the risks of running to these places?
- What are the alternatives to running away?
- Where can young people who are thinking of running away get help?

## ACTIVITY TIME:

**10MINS**

## ACTIVITY AIM:

**FIND OUT WHAT'S A SAFE CHOICE WHEN RUNNING AWAY**

## ACTIVITY TYPE:

**SAFE/UNSAFE GAME**

# WHAT HAPPENS WHEN YOUNG PEOPLE RUN AWAY?



## NOTES FOR LEADERS:

Young people who run away face dangerous situations and are at high risk. Often they go unnoticed and are invisible. They could be hurt, harmed, cold, hungry, unwell, tired, scared, exploited, etc.

## ACTIVITY DESCRIPTION:

Create some stepping stones which have either a risk or danger from the list below, or "Safe place", written on them. Ask the girls to work in small groups of four, with two girls crossing on the stones and two girls giving advice, to get across an area in the room using the stepping stones.

When they reach a risk or danger, girls should describe why this may be risky or dangerous and think about how a young person might feel.

When they reach a safe place stone, ask the girls for an example of what a safe place would be for a young person who may be running away, e.g. nan's house, phone line such as ChildLine, school etc.

Pick out age-appropriate stones for your group.

## RISK AND DANGER STONES:

<b>Violence</b>	<b>Harmed</b>	<b>Verbally hurt</b>
<b>Drugs</b>	<b>Hurt</b>	<b>Physically hurt</b>
<b>No money</b>	<b>Unwell</b>	<b>Cold</b>
<b>Exploitation</b>	<b>Hungry</b>	<b>Self-harm</b>
<b>Crime</b>	<b>Tired</b>	

*Don't forget to put in some "Safe place" stones.*

## \*EXTRA CHALLENGE FOR OLDER GIRLS:

Older girls could create their own game which highlights the risks and dangers that young people face when running away.

For example, they could make a flip coin, with one side marked as "safe" and one side marked as "risk". The girls stand in a line and take turns to flip the coin. Each time someone flips "safe" they take a step forward, each time they flip "risk" they stay in the same place or take a step back.

On each flip the girls could discuss what the risky things might be and what safety may be.

The challenge is to see who moves the furthest distance.

## ACTIVITY TIME:

**30MINS**

## ACTIVITY AIM:

**TO HIGHLIGHT THE RISKS AND DANGERS FOR YOUNG PEOPLE WHO RUN AWAY**

## ACTIVITY TYPE:

**GAME**

## RESOURCES:

**PAPER  
PEN**



## NOTES FOR LEADERS:

This activity could be repeated at different points in the Issue Section, to reinforce the importance of having a good idea of where to get support before reaching crisis point and running away.

We know that when young people make the decision to run away it is often unplanned and they have few resources with them, like money or appropriate clothing. They usually don't have an idea where they are running to.

There are national support services available, but each young person will have their own support network. Sometimes they may need help in identifying who that is, and this exercise is a good visual way to explore support and to think about who young people can turn to when in need. It's also a good way for the girls to be able to advise their peers.

## ACTIVITY DESCRIPTION:

As a group, sit in a circle and ask everyone to think of who they go to for help, to talk to or for advice. It could be someone in their family or extended family, a friend, someone at school, a guiding Leader, a professional etc.

When everyone has thought about this the Leader begins by saying who she goes to for help. It doesn't have to be a name, just the person, e.g. friend, nan, teacher. She then names someone else in the circle (ideally not someone sitting immediately next to her) and passes the wool on to her, keeping hold of the end.

The aim is to create a web of support. Each person holds onto the wool and passes on the ball, and the web starts to appear. Once everyone has named their personal support, ask the group to think about other places they think young people who run away or who are thinking of running away can get help, e.g. online, ChildLine, other helplines like Missing People, police, social work, youth projects etc.

At the end of the game there should be a big web. Reinforce to the girls that there is help and support available. The last challenge is to unravel the web without making a big knot!

**IF YOU WANT TO CONTINUE WITH THIS THEME, THERE ARE MORE ACTIVITIES IN THE THINK SECTION ABOUT CREATING A PERSONAL SUPPORT MAP.**

## ACTIVITY TIME:

**5MINS**

## ACTIVITY AIM:

**TO HIGHLIGHT WHERE YOUNG PEOPLE CAN GET SUPPORT/ADVICE**

## ACTIVITY TYPE:

**GAME**

## RESOURCES:

**BALL OF STRING OR WOOL  
THE LIST OF SUPPORT SERVICES IN THE GUIDANCE NOTES  
DETAILS OF ANY RELEVANT LOCAL SUPPORT SERVICES**



# FACTS ABOUT RUNNING AWAY IN THE UK



## NOTES FOR LEADERS:

Young people at risk on the streets in the UK is an invisible issue: often people don't know that young people run away from home and are at risk. Use the facts game below to learn more about the issue and to tell other people about it and make it more visible.

## ACTIVITY DESCRIPTION:

Split the girls into groups of four.

Ask the girls to assemble themselves into the shape of the numbers which are read out, eg make a number 11, 6, 4, 9 etc.

When each group has assembled, read out a fact relating to the number from the list below.

- 5 - Every five minutes a child or young person runs away from home.
- 9 - One in nine (11%) said they had been hurt or harmed while away from home.
- 6 - One in six (18%) slept rough or stayed with someone they just met.
- 8 - One in eight (12%) had stolen in order to survive.
- 11 - One in eleven (9%) had begged.
- 4 - One in four (26%) had been hurt or harmed, slept rough or with someone they just met, or had stolen or begged to survive.
- 70 - 70% of young people who run away are not reported missing.
- 5 - There are only five emergency refuge accommodation beds for young runaways in the UK.

(Taken from Still Running 3, The Children's Society, 2011)

## ALTERNATIVE WAYS TO COMPLETE THIS ACTIVITY:

Using the template on page 39, make paper doll chains with different numbers of dolls to represent each fact.

Smaller units could just focus on one of the facts, e.g. use the template on page 40 to make clocks with the "every five minutes" message.

## ACTIVITY TIME:

**5MINS**

## ACTIVITY AIM:

**TO HIGHLIGHT WHERE YOUNG PEOPLE CAN GET SUPPORT/ADVICE**

## ACTIVITY TYPE:

**GAME**

## RESOURCES:

**BALL OF STRING OR WOOL  
THE LIST OF SUPPORT SERVICES IN THE GUIDANCE NOTES  
DETAILS OF ANY RELEVANT LOCAL SUPPORT SERVICES**

# THINK, MAKE, ACT

IN THIS SECTION YOU'LL EXPLORE THE ISSUE IN MORE DETAIL WITH HANDS-ON ACTIVITIES TO GET YOU THINKING, MAKING AND DOING!

CHOOSE THREE ACTIVITIES, ONE FROM EACH OF THE THINK, MAKE AND ACT SECTIONS.

ACTIVITY TYPE	AIM	TIME
<b>Think</b> 	<b>Think about the issue of running away</b> <ul style="list-style-type: none"> <li>• My personal support map. Identifying key relationships in girls' lives.</li> <li>• Helping hands. Encouraging girls to give advice and help to others.</li> </ul>	<b>15mins</b> <b>25mins</b>
<b>Make</b> 	<b>Make the invisible visible through creativity</b> <ul style="list-style-type: none"> <li>• Home sweet home. Exploring the ups and downs of home life.</li> <li>• Invisible visible fortune teller. Exploring ways to tell others about the issue.</li> </ul>	<b>45mins</b> <b>15mins</b>
<b>Act</b> 	<b>Act on it! Do something to tell people about invisible children</b> <ul style="list-style-type: none"> <li>• Park bench drama. Exploring ways to spot risks, make decisions and choices and get support.</li> <li>• Cartoon. Exploring ways to spot risks, make decisions and choices and get support.</li> </ul>	<b>40mins</b> <b>40mins</b>

# MY PERSONAL SUPPORT MAP



## NOTES FOR LEADERS:

Through this activity the girls should identify who is in their lives at the moment and who they go to for support. There are a range of different options to complete this activity; you can choose which one you feel is most appropriate for your unit.

Please be mindful that this may be a difficult or sensitive activity for girls who find it hard to identify positive relationships in their lives. It's important to recognise that every girl is different and will have different sources of support. Some girls may need more help than others in identifying who supports them, so have a look at some of the following suggestions to help you: friends, family, neighbour, sports coach, youth worker, learning mentor, social worker, aunty, uncle, cousin, nan, youth club, teacher, guiding Leader, sibling, foster carer, key worker etc.

Have a look at the guidance pack for specific support lines and projects relating to running away.

## ACTIVITY DESCRIPTION:

Explain to the girls that often young people who go missing or run away go unnoticed - they are invisible. They experience lots of different emotions during this time and often feel like they have no one to turn to when things get tough. It's good to take some time to think about whom you go to for help and support, and how it feels to know you have people in your life who notice you and care for you.

Ask the girls to look at each of the four sections of the relationships map: School, Family, Friends and Home. In each section, ask the girls to write down who they have relationships with. They should write the name of the person closer to the centre if they have a strong/close relationship with them or further out of the circle if they aren't as close to them.

This isn't just about putting in best friends, but about everyone in their lives; it could be they have a pet, a teacher, etc. When the map is complete ask the girls to highlight which of these people they would go to for help.

## ACTIVITY TIME:

10/15MINS

## ACTIVITY AIM:

**IDENTIFY THE IMPORTANT RELATIONSHIPS IN THE GIRLS' LIVES AND WHO THEY HAVE TO SUPPORT THEM**

## ACTIVITY TYPE:

INDIVIDUAL

## RESOURCES:

PENS

PAPER

FELT TIPS

PRINTOUT OF TEMPLATE  
(SEE PAGE 41)

## ALTERNATIVE RELATIONSHIP MAP ACTIVITY

Girls draw out the relationship map as a spider chart, mood map or a tree of support.

## ALTERNATIVE ACTIVITY FOR YOUNGER GIRLS: FEELINGS BUBBLES

This activity can be completed using the 'feelings bubbles' (see appendix). Ask the girls to fill in the name of the feeling on each of the cards and who they go to when they feel that way.

## TAKING IT FURTHER WITH FEELINGS

Give the cards in the appendix out to the girls. In pairs or groups, ask the girls to act out the feelings on the card and describe what situations might make them feel this way.

Alternatively, get girls to make feelings puppets by drawing different facial expressions on paper plates and sticking them on to lolly sticks or garden canes. Girls can use them for role playing different feelings and who they would go to for help when they felt that way.





## NOTES FOR LEADERS:

Often young people who go missing or run away go unnoticed, they are invisible and feel unable to ask for help.

## ACTIVITY DESCRIPTION:

**Part One:** Ask the girls to work in pairs to identify what skills and qualities they each have that could help other young people. Examples could include: good at listening, helpful, friendly, approachable.

Ask the girls to draw around their own hand and write the skills and qualities down inside the hand shape.

### Older girls

**Part Two:** Ask the girls to listen to the young person's story below. Then they should fill another hand outline with helpful advice; this can be written or drawn.

## WHAT ADVICE WOULD YOU GIVE THIS YOUNG PERSON?

"I'm 13 and I live with my mum and step dad. I like my step dad but I don't get on with my step-brother - he always bosses me about, picks on me and tells me I'm stupid and makes up stuff about me. It's been going on for a while now and I don't know what to do. I can't tell my mum because I don't want to make trouble for her and I don't think she will believe me, but I can't stand it any more. I just need to get away."

If the girls are struggling to come up with ideas, read out the fact below. Also remind the girls of any national helplines/websites, e.g. ChildLine, Missing People, CEOP.

**FACT:** Only 5% of young people seek professional help while they are away from home, either because they don't know what help is available for them or because they are worried about the consequences of asking for help.

(Still Running 3, The Children's Society, 2012)

## ACTIVITY TIME:

25MINS

## ACTIVITY AIM:

**TO ENCOURAGE THE GIRLS TO THINK ABOUT WAYS IN WHICH THEY CAN HELP OTHER YOUNG PEOPLE.**

## ACTIVITY TYPE:

CREATIVE

## RESOURCES:

PENS

PAPER



The finished hands could be turned into a handprint wreath or a display.



# HOME SWEET HOME



## NOTES FOR LEADERS:

Home is often a place where we feel safe, but for some young people home can be very difficult. In this activity, identify some of the things that make home happy and some of the things that may make home difficult. Try not to personalise this activity too much, also reassure the girls and be realistic that home isn't always happy and that there are times where there may be arguments and difficulties. Reinforce the ideas they had about help and support and who they go to for help. Be aware that for some young people their home may be in looked after accommodation, foster care or supported accommodation.

## ACTIVITY DESCRIPTION:

The girls work together to build a "home sweet home" that is edible. This can be done in a number of ways depending on the time and resources available:

- gingerbread house
- sweets house – made from pre-made biscuits/cakes
- house shaped biscuits
- decorate basic biscuits by icing outlines of a house
- house made of fruit.

### Ideas:

- Use oblong shaped sponge cakes stuck together using icing or jam.
- Look for a gingerbread house kit in supermarkets or online.
- Find a house-shaped biscuit cutter in a kitchenware shop and make biscuits with the group.
- Use sweets to decorate your house.



*Jo's top tip:  
"After Eights are great to use for roof tiles!"*

## ACTIVITY TIME:

45MINS

## ACTIVITY AIM:

**TO EXPLORE THE UPS AND DOWNS OF HOME LIFE AND TO UNDERSTAND WHAT THINGS CAN CONTRIBUTE TO A YOUNG PERSON RUNNING AWAY FROM HOME**

## ACTIVITY TYPE:

CREATIVE

## RESOURCES:

BISCUITS  
ICING PENS  
DECORATIONS  
PENS  
PAPER  
FELT TIPS

## CAN YOU MAKE A FANTASTIC EDIBLE HOUSE LIKE THE ONE JO FROM RAILWAY CHILDREN MADE?

While you are making your house(s), have a discussion about what makes a happy home. Talk about how things that happen at home have a big impact on those young people who run away.

You could ask the girls:

- What makes a home happy for you?
- What could make someone's home an unhappy place?
- What do you think people do if their home isn't a happy place?
- How could you contribute to making a happy home?

### \*ALTERNATIVE ACTIVITY FOR RAINBOWS:

Ask girls to draw a house or colour the picture on page 44 . What words can they think of to describe a happy home? They might come up with words like safe, shelter, warmth, love.

Homes come in lots of different shapes and sizes - as an alternative to colouring in the picture, Rainbows could design their own unusual home.

# INVISIBLE VISIBLE FORTUNE TELLER



## NOTES FOR LEADERS:

In the UK many people don't know about the issue of children running away from home.

## ACTIVITY DESCRIPTION:

Ask the girls to work individually or in groups to make a fortune teller. Please use the template on page 45.

The completed fortune teller helps to get across the key messages about the issue of young people who run away and helps to make the invisible visible.

Under each of the number flaps ask the girls to write a piece of information about the issue. Use the messages below if the girls struggle to write their own. Challenge the girls to use the fortune teller to tell people about the issue. Ask the girls to come up with ideas about who they can use the fortune teller with, e.g. friends, family, school.

### Key messages could include:

- Every five minutes a child runs away from home in the UK.
- 70% of child runaways go unreported in the UK.
- 1 in 6 child runaways will sleep rough or with a stranger.
- 95% of young runaways do not seek help.
- 100,000 children under 16 run away from home in the UK every year.
- 1/3 of Britain's runaways are under 13.

Older girls could develop their own messages about the issue,

### Instructions

- Cut out the square template.
- Fold the paper from corner to corner, making a triangle.
- Unfold and do the same to the opposite corners, then unfold.
- Start at one corner and fold into the centre of the square where the x crosses. Do this for each of the four corners.
- Turn the paper over and repeat: starting at one corner, fold into the centre of the square where the x crosses Do this for each of the four corners.
- Fold and unfold the bottom edge of the square up to the top.
- Fold and unfold the left edge of the square over to the right.
- Push all four corners of the square into the centre and then slide your fingers into the flaps of your fortune teller.

## ACTIVITY TIME:

15MINS

## ACTIVITY AIM:

EXPLORE WAYS TO TELL  
OTHERS ABOUT THE  
ISSUE AND TO MAKE THE  
INVISIBLE VISIBLE

## ACTIVITY TYPE:

CREATIVE

## RESOURCES:

SCISSORS

PRINTOUT OF TEMPLATE  
(SEE PAGE 45)

FELT TIPS

PENS

# PARK BENCH DRAMA



## NOTES FOR LEADERS:

Set up the drama game below (this can be done in small groups). Be aware that the issues covered may be sensitive. Try to encourage the girls to be creative in their characterisation of the role cards, and not to make negative assumptions or stereotypes.

## ACTIVITY DESCRIPTION:

Set out a row of chairs - this is the park bench. Give one girl a "Girl on bench" character card and ask her to sit on the bench and become her character. Explain that different people will enter into the scene and sit in the bench to talk to her, while she plays the character on the card.

If the girls are struggling with how the characters will interact in the scene, there are some suggestions on each card. However, this activity also works well when the girls have more freedom to create their own interactions.

The rest of the girls watch carefully and must shout "FREEZE!" when they think something risky is happening. The role players freeze and the audience offer some suggestions about what the girl on the park bench should do. The Leader should monitor the "FREEZES" and ensure that risky situations are not missed by the girls.

## \*ALTERNATIVE FOR YOUNGER GIRLS:

Leaders, Young Leaders or Unit Helpers could act the drama out for them.

## ACTIVITY TIME:

40MINS

## ACTIVITY AIM:

**EXPLORE WAYS TO SPOT RISKS, MAKE DECISIONS AND CHOICES, AND GET SUPPORT**

## ACTIVITY TYPE:

**DRAMA**

## RESOURCES:

**PRINTOUT OF CHARACTER CARDS (SEE PAGE 46)**





## NOTES FOR LEADERS:


Remember to have your sources of support list from the Leaders' guidance available for this activity.

## ACTIVITY DESCRIPTION:

Girls are challenged to make a cartoon out of one of the stories (below) of a young person who has run away. They must tell the story and give some advice on what the young person should do and where they can get help. The template on page 47 might help. You can then reveal some of the real-life support that the young people received from Railway Children projects. These stories are based on some real-life situations; names and identifying features have been changed.

This activity could also be done as a writing a letter to one of the young people, performing a play, writing a story or creating a flick book.


### JESSIE'S STORY:

**I AM 11 AND LAST YEAR MY GRANDDAD DIED. WE WERE REALLY CLOSE AND I REALLY MISS HIM. I RUN AWAY AND GO TO HIS GRAVE. IT'S OFTEN LATE BUT I'M SO UPSET I DON'T CARE IF SOMETHING HAPPENS.** 

*Notes for Leaders: What really happened to Jessie...*

*Jessie was reported as missing and the police returned her home. She got referred to one of the projects supported by Railway Children, and got a 1:1 worker who arranged to meet up and talk about what was happening in Jessie's life. They worked out some ways to help Jessie deal with the bereavement and also ways in which she could communicate with her carers about visiting her granddad's grave safely.*


### PUSHPA'S STORY:

**I'M 16, AND I HAVE TO SPLIT MY TIME BETWEEN STAYING AT MUM'S AND AT MY GRAN'S. MY MUM AND DAD SPLIT LAST YEAR AND THINGS HAVE GONE A BIT DOWNHILL SINCE THEN. I SOMETIMES LEAVE SCHOOL EARLY AND COME TO THE PARK TO MEET MY MATES, AND LIKE TONIGHT I SHOULD HAVE BEEN HOME AT 6.30PM, BUT I WANTED TO STAY OUT. I'M GOING TO GET AN EARFUL WHEN I GO HOME, I MIGHT JUST NOT BOTHER GOING BACK UNTIL I KNOW MY GRAN WILL BE IN BED.** 

*Notes for Leaders: What really happened to Pushpa...*

*Pushpa got in touch with the project supported by Railway Children, via social work services; she started to work with a project worker on what she wanted to happen at home. They talked about boundaries and the risks that Pushpa had in her life. She worked with the project worker to agree some boundaries and ways to communicate with her mum and gran.*

### ALISHA'S STORY:

**I'M 15, I'VE BEEN LOOKING AFTER MY MUM SINCE I WAS YOUNG. SHE HAS REALLY BAD TIMES AND NEEDS HELP TO LOOK AFTER HERSELF AND MY YOUNGER BROTHER. I WENT OUT TODAY WITH SOME MATES FOR THE FIRST TIME IN AGES, THEY'VE BEEN TALKING ABOUT ALL THE STUFF THEY ARE DOING. I THINK I'M A BIT JEALOUS OF THEM, I'M REALLY FED UP OF HAVING TO LOOK AFTER OTHER PEOPLE AND I JUST DON'T WANT TO GO HOME RIGHT NOW.** 

*Notes for Leaders: What really happened to Alisha...*

*Alisha got in touch with one of the projects supported by Railway Children - she rang their helpline and got some advice on where she should go. She decided she wanted to go into the project's Refuge, and she stayed there for a couple of nights. The workers helped her with what was troubling her, got in touch with her mum and arranged for Alisha to go home and get some help for both her and her mum and brother.*

## ACTIVITY TIME:

40MINS

## ACTIVITY AIM:

**TO EXPLORE WAYS TO SPOT RISKS AND MAKE DECISIONS AND CHOICES**

## ACTIVITY TYPE:

CREATIVE

## RESOURCES:

PENS

PRINTOUTS OF TEMPLATES (SEE PAGE 47)

FELT TIPS



# ACTION

## PLEASE CHOOSE AT LEAST ONE ACTION TO GAIN A BADGE.

The purpose of these actions is to help make invisible children more visible. The girls can do this through raising awareness amongst their peers and within their local community, through supporting those invisible young people by writing to them, and through volunteering to be part of making a continuing difference for invisible young people. There are a range of actions so please choose which you feel are most suitable for your group, some of the actions include small group work.

Notes for Leaders: Below is the list of actions. We would recommend that you familiarise yourself with the sources of support as highlighted in the Welcome Pack letter, and remind yourself of Girlguiding safeguarding procedures.

The issues covered in this pack may raise questions for the girls or may have resonance with situations that they or their peers are facing, please be sensitive and observant of your group, you know them best and will be able to spot the signs of someone being affected by the issue.

It might be a good idea to get girls (only over 13yrs) to use social media to tell the world about the actions that they are taking part in. You can also email your action stories and pictures to [programme@girlguiding.org.uk](mailto:programme@girlguiding.org.uk).

ACTIVITY TYPE	AIM	TIME
<b>Action through peer education</b>	Tell peers in a younger unit about the dangers of running away and help them explore their choices.	<b>30 mins prep and attend another sections meetings</b>
<b>Action in your community</b>	Make invisible children visible – tell your local community about them.	<b>30 mins prep and an evening or afternoon event</b>
<b>Action through writing</b>	Write to encourage invisible children – tell them someone cares.	<b>15/20 mins</b>
<b>Action through awareness</b>	Tell 6 people that 1 in 6 invisible children sleep rough each year.	<b>30 mins plan – carry out outside of meetings</b>
<b>Action through acting</b>	Tell peers on-line about the dangers of running away.	<b>20/30 mins to plan and film</b>
<b>Action through art</b>	Tell peers about the dangers of running away – be creative.	<b>15/20 mins</b>
<b>Form an Action group</b>	To form a group who would take action for invisible children – through carrying out activities and continuing to raise awareness.	<b>Variable/continuous</b>
<b>Action through songs</b>	Sing a song to tell girls and parents/guardians about running away	<b>30mins</b>



## NOTES FOR LEADERS

**Suitable for Brownies, Guides and The Senior Section.**

This can be done as small-group work and girls could work as a team to deliver a session in a younger unit. Alternatively they could deliver this at their school, or at a community event. There is guidance on planning a community event within 'Action in your community' (page 26).

## ACTIVITY DESCRIPTION:

Ask girls to put together a session to tell other young people about the dangers of running away. They could use this project pack as a basis for activities during the session, and come up with their own ideas. The session might include:

- an activity that looks at trust and who you can trust (see relationship map activity section).
- a game or creative exercise.
- a quiz to find out how much younger members of the unit have learnt at the end of the session.

## ACTIVITY TIME:

**1 HOUR TO PLAN,  
PLUS ATTENDING YOUNGER  
UNIT MEETING**

## ACTIVITY AIM:

**TO TELL OTHER GIRLS  
ABOUT THE DANGERS OF  
RUNNING AWAY AND ABOUT  
WHAT OTHER CHOICES  
ARE AVAILABLE TO THEM,  
THROUGH RUNNING PART  
OF A SESSION IN ONE OF  
THE YOUNGER UNITS. TO  
MAKE INVISIBLE CHILDREN  
MORE VISIBLE AMONGST  
YOUR PEERS**

## ACTIVITY TYPE:

**MEETING/SHARING**



## ACTIVITY DESCRIPTION:

### **Suitable for Rainbows, Brownies, Guides and The Senior Section.**

Ask girls to plan an event of their choice and invite members of the local community to come; this might be held on the same evening that their unit meeting is usually held or at a weekend. At the event girls should do a talk, drama piece or show a Railway Children film to tell their local community about young runaways.

Girls should work together in small groups to plan part of the event and then come together as a unit to feed back their ideas to the group and work through the steps to plan the event.

## SMALL GROUP CHAT:

Who will we invite and how we will advertise the event?  
What time will the event start and finish? What time do girls need to arrive to set up?  
What is the purpose of the event and how will we get this across?  
Where will the event be held, and what equipment will we need?

## STEPS TO PLANNING AN EVENT:

1. Decide what event you want to hold.
2. Contact venues to find out what dates they have available.
3. Confirm the date of the event.
4. Make posters and invitations to advertise the event.
5. Put up posters and send out invitations.
6. Work with your PR Adviser to advertise your event and invite local opinion formers, eg councillors, head teachers and MPs.
7. Organise any equipment needed for the event.
8. Make sure all girls have a list of timings and what they need to bring.
9. Confirm roles: host, set up crew, clear up crew, welcome crew.
10. Decorate venue, set everything up for the event.

Some ideas for events are a comedy night, gig, quiz night, tea party, summer BBQ or a charity auction. For materials and resources for your event please go to the Railway Children website and see the Girlguiding section.

Remember that if you want to hold a large event in a community venue, you will have to start your planning six to eight weeks in advance.

Rainbows could combine this with another action (e.g. action through song) and invite non-Rainbow friends to come along to a meeting with their parents and bring their teddies.

Railway Children could provide groups with literature or materials for these events.

## ACTIVITY TIME:

**1 TO 2HRS TO PLAN AND  
2 HOURS TO CARRY OUT**

## ACTIVITY AIM:

**TO TELL PEOPLE IN YOUR  
LOCAL COMMUNITY ABOUT  
INVISIBLE CHILDREN AND  
YOUNG PEOPLE WHO HAVE  
RUN AWAY OR ARE AT  
RISK OF RUNNING AWAY  
FROM HOME**

## ACTIVITY TYPE:

**AWARENESS RAISING/FUN**



## ACTIVITY DESCRIPTION:

### Suitable for Rainbows, Brownies, Guides and The Senior Section.

- Ask girls to write a postcard to a young runaway, saying in their own words that they are sad that the young runaway is going through such a difficult time and that they are hoping that things get better for them.
- The postcards should be sent to Railway Children in an envelope by the Unit Leader (see address below) and would then be sent by Railway Children on to a project or displayed as part of a mosaic on our website.
- The postcards would then be displayed in a visible place so that young people are able to read them.
- Girls might want to use a postcard with a picture from their town on it – either drawn by themselves or bought locally - to show how many different girls all over the UK care about invisible children.

### Postcards can be sent to Railway Children at:

Railway Children  
1st Floor  
1 The Commons  
Sandbach  
Cheshire  
CW11 1EG

**POSTCARDS CAN BE SENT IN UP UNTIL THE END OF 2013 AND WILL BE DISPLAYED ON THE WEBSITE IN THE GIRLGUIDING SECTION.**

## ACTIVITY TIME:

15/20 MINS

## ACTIVITY AIM:

**WRITE TO INVISIBLE CHILDREN WHO HAVE RUN AWAY FROM HOME, TO ENCOURAGE THEM AND TO SHOW THEM THAT SOMEBODY CARES ABOUT THEM. THE WORDS OF THE GIRLS WILL BE DISPLAYED IN A REFUGE TO GIVE HOPE AND SUPPORT TO YOUNG PEOPLE WHO ARE FACING A TOUGH TIME**

## ACTIVITY TYPE:

WRITING







## ACTIVITY DESCRIPTION

### Suitable for Rainbows, Brownies, Guides and The Senior Section.

Railway Children is a small charity and we need Girlguiding members' help to raise awareness of invisible children in the UK. Ask girls to help to make a real difference through raising awareness locally and spreading the message that there are children out there who need our support. As a unit or in small teams, girls should come up with various different ways that they can tell 6 people about the issue. They will probably have lots of ideas, but here are some to get them started.

- Tell 6 of your friends that 1 in 6 invisible children sleep in unsafe places every year.
- Tell 6 people on Facebook/Twitter (over-13s only).
- Tell 6 people through pegging – write out '1 in 6 children who run away sleep rough or in unsafe places', stick it onto 6 pegs and 'peg' 6 people. Make sure that these are people you know!
- Use a whisper chain to tell 6 people.
- Use the fortune teller (see page 21).
- Post letters to 6 people, telling them about the issue.
- Make your own badges and give them to 6 people to tell them about the issue.
- Email/Facebook 6 people with the Railway Children film.  
Go to [www.railwaychildren.org.uk](http://www.railwaychildren.org.uk) to view and share our 'Making the invisible visible' film (over-15s only).

**MAKE SURE GIRLS GET TOGETHER WITH ANY OTHERS IN THEIR GROUP WHO ARE AT THE SAME SCHOOL AND MAKE A LIST OF WHO THEY ARE GOING TO TELL SO THAT THEY DON'T ALL TELL THE SAME PEOPLE!**



## ACTIVITY TIME:

1 HOUR

## ACTIVITY AIM:

**TO TELL 6 PEOPLE THAT 1 IN 6 CHILDREN WHO RUN AWAY SLEEP ROUGH OR IN UNSAFE PLACES**

## ACTIVITY TYPE:

**RAISING AWARENESS/  
CREATIVE**





## ACTIVITY DESCRIPTION

### **Suitable for Rainbows, Brownies, Guides and The Senior Section.**

Ask girls to put together a three-minute sketch to tell other young people about the dangers of running away. This could take one of several forms. They may have their own ideas, but here are some to get you started!

- Use a quote from Railway Children's research (see page 30) to act around, e.g: "I used to stay awake all night on the streets, you're scared not to."
- Use a film from one of our partners (see page 30) to inspire a short sketch.
- Hold up pieces of card with words that represented the street for many young people interviewed as part of our research – cold, dirty, scary etc.
- Use creative ways to tell other young people to stay safe and think about who they can trust. Ask the question: Who can you trust? Each shout out the name of someone they can trust - 'mum', 'grandma' etc.
- Perform a creative dance piece demonstrating how young people feel when they are safe and how they feel when they are unsafe and considering running away.

For the last 30 seconds of the sketch the girls might want to hold up a piece of card, write on a white board or use other creative ways to tell young people watching about help lines that they can contact.

Guides and Senior Section members over 13 could upload this on to your Facebook page to share it with your friends and raise awareness.

Brownies and Rainbows could share this on their unit's website or at a community event locally.

Alternatively you could perform this at a community event (see 'Action in your community' on page 26 for more information).

## ACTIVITY TIME:

**SPLIT OVER TWO MEETINGS  
OR 45 MINUTES LONG**

## ACTIVITY AIM:

**TO USE ACTING TO TELL  
OTHER YOUNG PEOPLE  
ABOUT THE DANGERS OF  
RUNNING AWAY AND ABOUT  
WHAT OTHER CHOICES ARE  
AVAILABLE TO THEM**

## ACTIVITY TYPE:

**DRAMA SKETCH/CREATIVE**

## QUOTES FROM OFF THE RADAR

### SUITABLE FOR ALL:

- “ THERE’S NO LOVE ON THE STREETS, JUST GRIME AND HATRED. ”
- “ IT WAS HORRIBLE, COLD, WET, SCARY, LOUD, DIRTY. I DIDN’T CARE IF ANYTHING BAD HAPPENED TO ME. ”
- “ I NEVER KNEW WHERE TO GO, I KNEW I SHOULDN’T BE ON THE STREETS BUT I NEVER KNEW WHERE TO GO. ”
- “ I’VE GOT MANNERS BUT I DON’T USE THEM ON THE STREETS, THE STREET HASN’T GOT MANNERS. ”
- “ I DON’T LOOK BACK I LOOK FORWARD, I JUST THINK ABOUT WHAT’S GOING TO HAPPEN TOMORROW AND THAT’S IT. ”

### SUITABLE FOR BROWNIES, GUIDES AND THE SENIOR SECTION:

I USED TO TRY AND STAY AWAKE ALL NIGHT ON THE STREETS...YOU’RE SCARED NOT TO.”

### SUITABLE FOR GUIDES AND THE SENIOR SECTION:

- “ IF MY PARENTS HADN’T TAKEN DRUGS, I’D HAVE HAD A DIFFERENT UPBRINGING. I WOULDN’T BE HERE LIVING ON THE STREETS. ”
- “ I LEFT HOME BECAUSE HE BURNT ME WITH CIGARETTES AND KNOCKED ME AROUND THE ROOM UNTIL I BOUNCED OFF THE WALLS.” ”
- “ I WAS SO COLD AND HUNGRY I WENT TO MY MUM’S AND BEGGED AND BEGGED HER TO LET ME STAY IN THE HOUSE, BUT SHE SHUT THE DOOR IN MY FACE. ”

## FILMS

We would suggest that Leaders watch these first to ensure that content is appropriate to their group.

My name’s Ellie, I’m 16 and I used to run away, basically I was a carer....

<http://campaigns.stv.tv/stv-appeal/why-were-doing-it/the-childrens-stories/271695-ellie/>

My name’s Dan. Well it’s not been very good, because my mum left when I was younger with my three brothers...

[http://www.youtube.com/watch?v=SJV\\_jTLCpnM&feature=plcp](http://www.youtube.com/watch?v=SJV_jTLCpnM&feature=plcp)

So this is my family, we are what you see....

<http://ceop.police.uk/missing/Young-people/My-Choice/>





## NOTES FOR LEADERS:

### **Suitable for Rainbows, Brownies, Guides and The Senior Section.**

Using words and pictures to inform other young people about the dangers of the streets will form the template for a postcard that Railway Children will send out to schools and other groups of young people, with the name of the winner on it. The resource will be sent out with a view to decreasing the numbers of invisible children on our streets.

These postcards will be handed out to children and young people and will tell them about their options, presenting each young person with an alternative to running away from home. They will be used for signposting, information and guidance and include national support helplines which Railway Children will put onto the other side of the postcards.

## ACTIVITY DESCRIPTION:

- Ask girls to draw a picture of what they think living alone and at risk on the streets would look like.
- Girls should write five words that they would associate with life on the streets.
- Groups should select the winning drawing from their unit, either by voting, picking it out of a hat or using another system.
- The Unit Leader can send the drawing to Railway Children (see page 27 for address) by November 15th 2013. It will be entered into a competition to be selected to go on to the postcard.
- One drawing and one set of words will be selected to be put onto the postcard and the winners will be announced in January 2014.

We suggest that girls give the remaining postcards out to friends at school and in their communities, to ensure that every girl feels she has taken action on the issue.

## ACTIVITY TIME:

20 MINS

## ACTIVITY AIM:

**TO USE WORDS AND PICTURES TO TELL OTHER CHILDREN AND YOUNG PEOPLE ABOUT SOME OF THE DANGERS ON THE STREETS**

## ACTIVITY TYPE:

**DRAWING/CREATIVE**





## ACTIVITY DESCRIPTION:

### Suitable for Rainbows and Brownies

Ask girls to make instruments from household items – tissue box guitar, rice pot shaker, bottles full of different amounts of water. They could also use any instruments of their own.

Girls should then use the following lyrics (or come up with lyrics of their own) to a tune they know such as 'I am the music man' or 'Down in the Jungle'

#### Me

- I'm sad
- I want to feel safe
- I'm scared

#### Others

- Talk to someone
- Look out for my friends

Girls would then perform this to their parents/guardians and friends or work with their PR Adviser to promote/advertise their song and perform it as an 'Action in the community' (see page 26).

## \*OLDER GIRLS (GUIDES/THE SENIOR SECTION):

Older girls could do a rap/songwriting version of this and either make instruments or use their own.

They might want to teach this song to a younger age group who haven't done the project to help spread the message further.

## ACTIVITY TIME:

**30 MINS TO WRITE AND  
30 MINS TO PERFORM  
TO PARENTS**

## ACTIVITY AIM:

**TO TELL PEOPLE HOW IT  
IS DANGEROUS IT IS FOR  
INVISIBLE CHILDREN  
ALONE AND AT RISK ON  
THE STREETS AND TO  
TELL PEERS THAT THEY  
HAVE CHOICES**

## ACTIVITY TYPE:

**MUSIC/CREATIVE**



## NOTES FOR LEADERS:

**Suitable for Rainbows, Brownies, Guides and The Senior Section.**

Railway Children is keen to see young people take action on behalf of children and young people alone and at risk on the streets. You'll show peer solidarity, as well as gaining really useful skills.

## WHAT YOU'LL DO:

Girlguiding members can become the first young people to set up groups that help Railway Children to raise awareness of children who run away. One of the main activities of the action groups will be peer education for other youth groups and perhaps within local schools and community groups.

## WHO CAN BE INVOLVED:

It doesn't have to be just your unit – if only a few girls in your unit are interested in taking their action further, why not create a District or Division action group?

In some areas, there are already adult Railway Children volunteer networks – in this case, the action group would be the youth arm of this group. Where there are no adult groups, the youth group can act independently.

## HOW TO FIND OUT MORE:

Visit [www.railwaychildren.org.uk/girlguiding](http://www.railwaychildren.org.uk/girlguiding) to request resources for your action group. Please see the appendix for a 'How to form your own Action Group' guide for the girls to follow. Although this action is particularly aimed towards older Guides and The Senior Section, all ages can be involved in an action group and play their part – for example Rainbows might have a teddy bears' picnic that raises awareness of running away and they could invite other girls who are not members to attend.

## ACTIVITY TIME:

**LONGER-TERM PROJECT**

## ACTIVITY AIM:

**TO FORM A YOUNG PERSONS ACTION GROUP**

## ACTIVITY TYPE:

**VOLUNTEERING**

## RESOURCES:

**HOW TO GET STARTED (PAGE 48)**





## HOW DID IT GO?

### BODIES EVALUATION ACTIVITY

Now you've learned all about Making the invisible visible and taken action to make a difference, 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 Railway Children and Girlguiding what you and your unit thought of the project. You can find the Leaders' survey here: [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, to make the voices of your girls and young women heard.

### YOU WILL NEED:

Large piece of paper, pens, sticky notes (optional)

#### What to do:

In groups or all together, draw a large Rainbow, Brownie, Guide or Senior Section member 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 Railway Children project.

- |                               |  |
|-------------------------------|--|
| <b>Brain:</b>                 | what you learned.                      |
| <b>Mouth (speech bubble):</b> | what you will tell people.             |
| <b>Heart:</b>                 | what you really loved doing.           |
| <b>Handbag:</b>               | what you will take with you/use again. |
| <b>Under feet:</b>            | what you didn't enjoy.                 |

*Tip: before you start it might help to go through all the activities you've done to refresh everyone's memory. 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.*

# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## WHAT IS RUNNING AWAY?

### PAGE 3

#### **Ella's story. Possible questions for Brownies/Guides/The Senior Section**

What's the reason that Ella has run away from home?

How do you think Ella was feeling before she ran away?

Who could Ella have talked to about what was happening at home?

Where did Ella go?

If Ella hadn't gone to a friend's house where else could she have ended up?

Who might be worried about Ella?

Who might be looking for Ella?

Was Ella's decision a safe choice?

Is running away from home safe?

#### **Additional questions for older girls**

What could Ella have done instead of running away?

What might have happened to Ella if she didn't have a friend to stay with when she ran away?

What do you think Ella and her Mum argue about?

What things can Ella and her Mum do differently to stop Ella running away again?

#### **Mischa's story. Possible questions for Rainbows/Brownies**

Why has Mischa run away from home?

How do you think Mischa was feeling before she ran away?

Where did Mischa go?

Where could Mischa have ended up?

(Encourage girls to think of a range of places e.g. friend's house, on the streets, with a stranger, somewhere unsafe, shops etc.)

What could have happened to Mischa while she was away from home?

Who might be worried about Mischa?

(Family, friends, teachers, school mates, neighbours etc.)

Who might be looking for Mischa? (The police as well as family)

Was Mischa's decision to run away a safe choice?

Is running away from home safe?

# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## RUNAWAY RELAY

PAGE 4

<b>FROM</b>	<b>OR</b>	<b>LEAVES</b>	<b>OR</b>	<b>WHEN</b>	<b>RUNNING</b>
<b>THEIR</b>	<b>IS</b>	<b>THEIR</b>	<b>YOUNG</b>	<b>A</b>	<b>AWAY</b>
<b>HOME</b>	<b>FORCED</b>	<b>HOME</b>	<b>PERSON</b>	<b>CHILD</b>	<b>IS</b>

# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## WHY DO YOUNG PEOPLE RUN AWAY?

PAGE 9

SUITABLE FOR ALL AGES

PEER PRESSURE	BULLYING	DEATH OF SOMEONE CLOSE TO THEM	PARENTS/GARERS ARGUING	NOT BEING LOOKED AFTER PROPERLY AT HOME
RACISM	PROBLEMS WITH BROTHERS OR SISTERS	PROBLEMS AT SCHOOL	TO BE WITH SOMEONE ELSE	BEING HURT BY SOMEONE AT HOME
PARENT/GARER'S HEALTH	TROUBLE WITH PARENT/STEP PARENT/GARER	FEELING ANGRY	FEELING UPSET	BULLYING

## GUIDES AND OLDER

<b>DRUG OR ALCOHOL PROBLEMS</b>	<b>WANTING MORE INDEPENDENCE</b>	<b>VIOLENCE IN THEIR FAMILY</b>
<b>TROUBLE WITH THE POLICE</b>	<b>BECAUSE THEY ARE BEING ABUSED</b>	<b>FEELING STRESSED</b>

## OLDER GIRLS

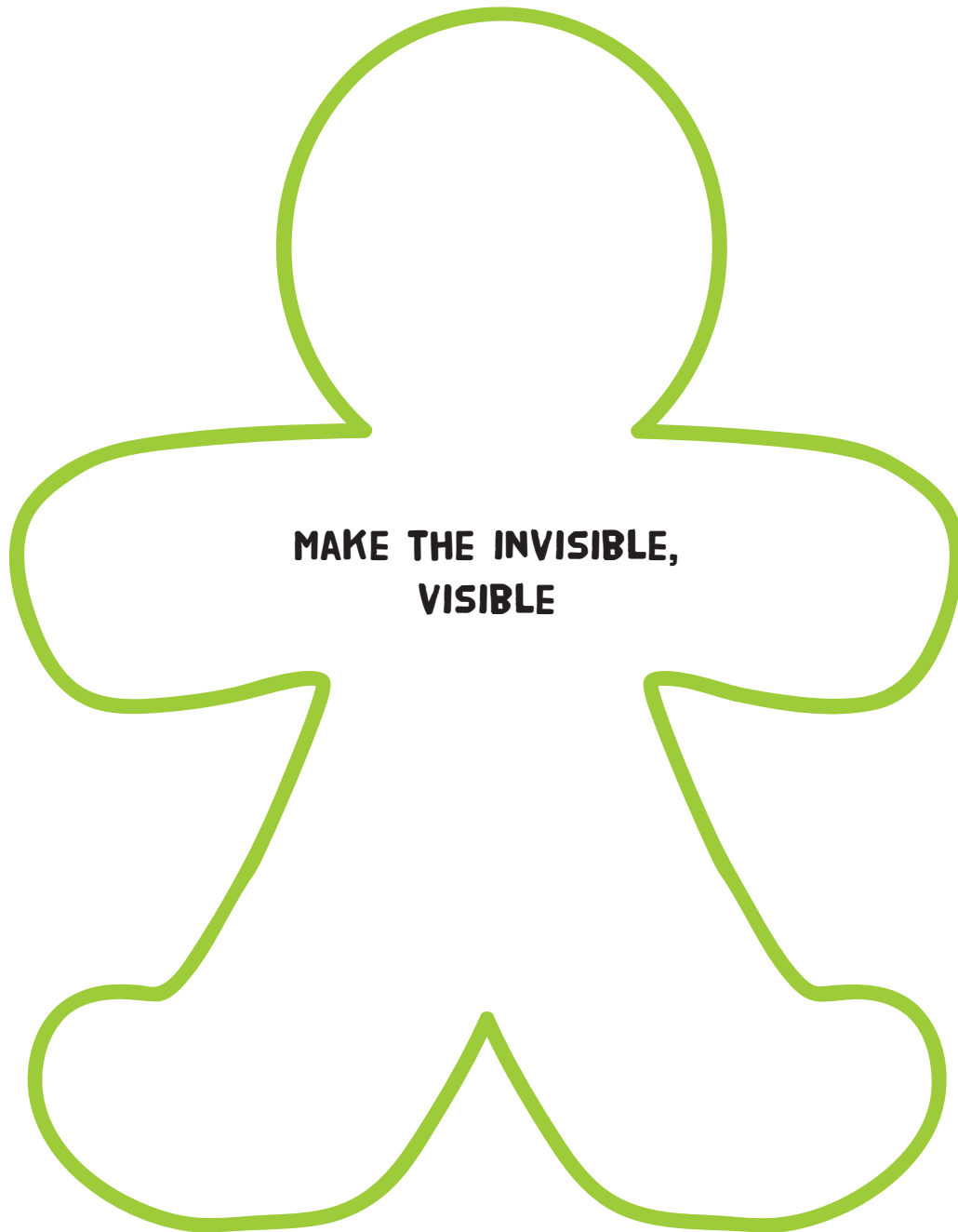
<b>BECAUSE THEY ARE UNHAPPY IN THEIR CARE PLACEMENT</b>	<b>PREGNANCY</b>	<b>SEXUALITY</b>
<b>MENTAL HEALTH ISSUES</b>	<b>SEXUAL EXPLOITATION/ GROOMING</b>	<b>GANG INVOLVEMENT</b>
<b>SEARCHING FOR PARENTS/ CARERS/ FAMILY MEMBERS</b>	<b>TO BE WITH A BOYFRIEND/ GIRLFRIEND</b>	



# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## FACTS ABOUT RUNNING AWAY IN THE UK

PAGE 14



# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## FACTS ABOUT RUNNING AWAY IN THE UK

PAGE 14

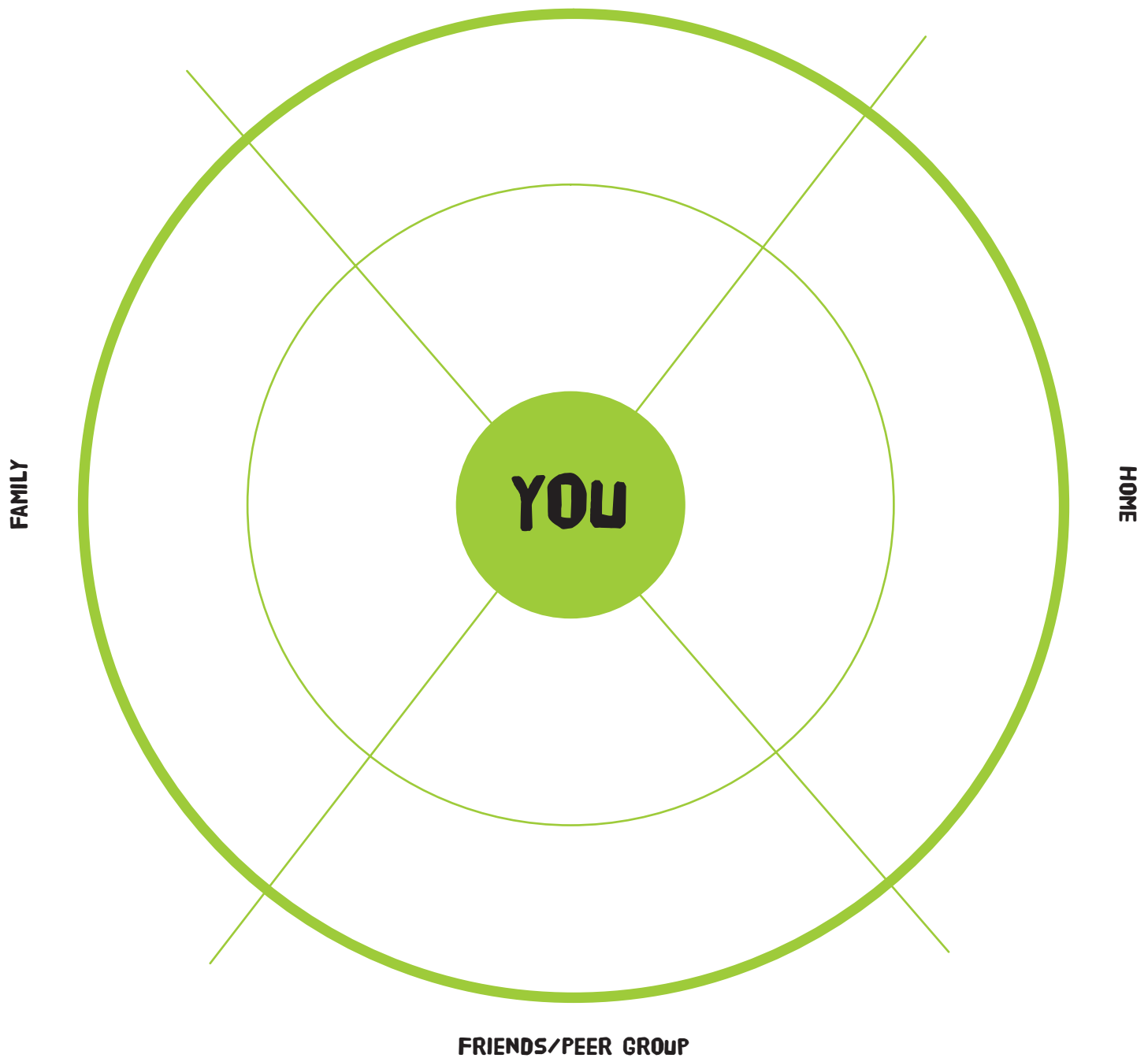


# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## MY PERSONAL SUPPORT MAP

PAGE 16

SCHOOL/COLLEGE



# APPENDIX: ACTIVITY CARDS AND TEMPLATES


## FEELINGS BUBBLES

PAGE 16

WHEN I AM FEELING  
U \_ S \_ T  
I TALK TO \_\_\_\_\_



WHEN I AM FEELING  
W \_ R \_ I \_ D  
I TALK WHEN I AM  
FEELING TO  
\_\_\_\_\_



WHEN I AM FEELING  
S \_ \_  
I TALK TO \_\_\_\_\_



WHEN I AM FEELING  
L O \_ N E \_ \_  
I TALK TO  
\_\_\_\_\_



WHEN I AM FEELING  
H \_ \_ \_ Y  
I TALK TO \_\_\_\_\_



WHEN I AM FEELING  
P R \_ \_ D  
I TALK TO  
\_\_\_\_\_



# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## TAKING IT FURTHER WITH FEELINGS

PAGE 17

AFRAID	EMBARRASSED	ANXIOUS	FRIGHTENED
BORED	GUILTY	JEALOUS	SILLY
GRUMPY	CONFUSED	SHY	CURIOUS
NERVOUS	MORRIED	ANNOYED	SURPRISED
CHEERFUL	SCARED	EXCITED	ANGRY



# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## HOME SWEET HOME

PAGE 20

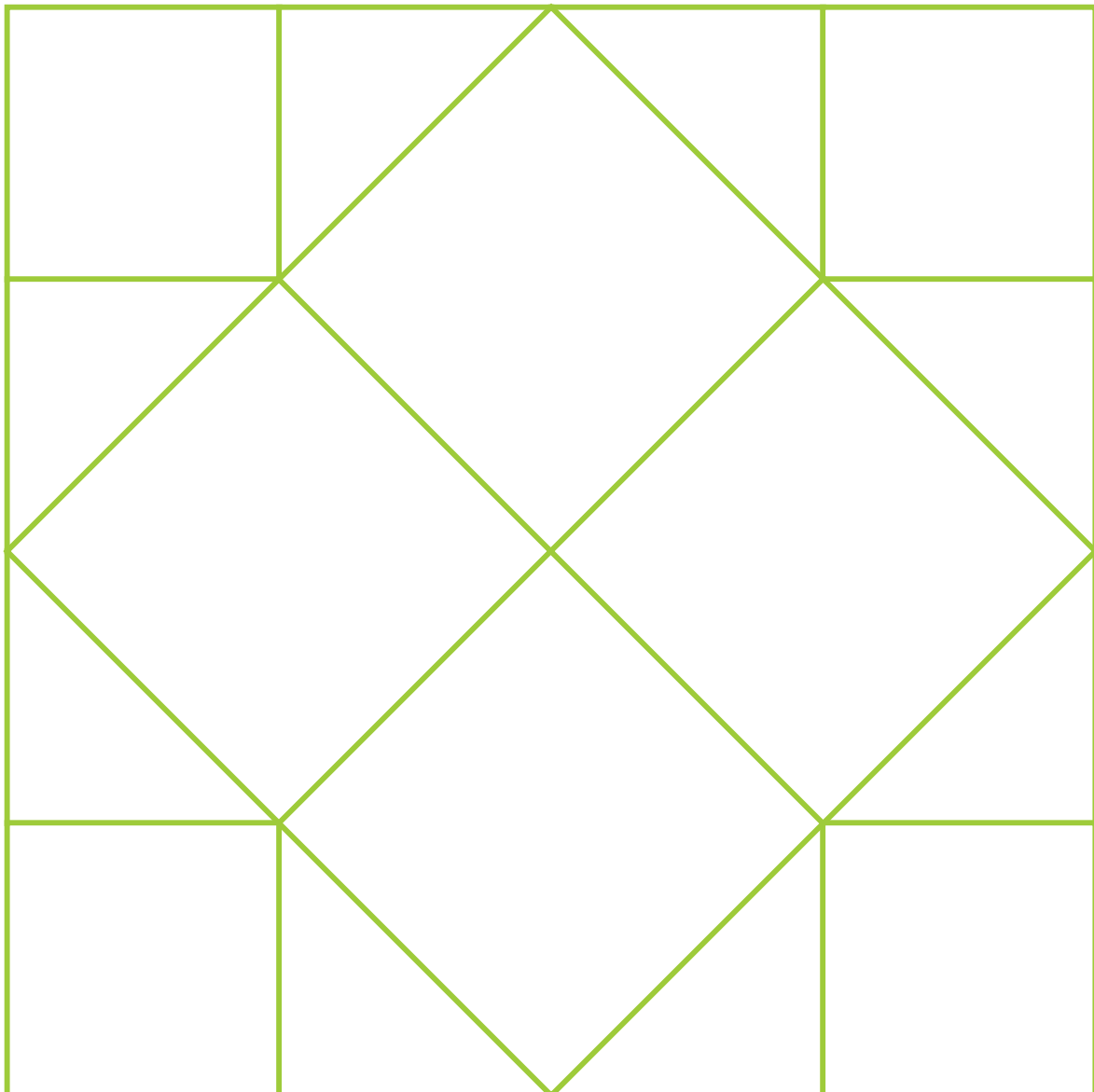


# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## INVISIBLE VISIBLE FORTUNE TELLER

PAGE 21

Blank fortune teller



# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## PARK BENCH DRAMA

### PAGE 22

#### Character cards

#### GIRL ON BENCH SCENARIO 1

You are 14 and you have been having arguments at home for a few months now. Things have changed at home since your new baby sister arrived, you feel that your mum and step dad don't have much time for you. You got home from school today and had an argument with mum, and you ran from the house.

You decide that you will join in with the older group of teens when they come over and that you will do whatever they are doing.

#### GIRL ON BENCH SCENARIO 2

You are 12, you have been playing with a friend in your house and you threw something which smashed the TV. You ran out of the house as you are scared about your dad's reaction.

You are scared in the park on the bench, you don't know who to trust and just want someone to help you feel better.

#### DOG WALKER

Approach the girl on the bench, sit down next to her, ask her if she is OK. Ask her if she likes dogs and would like to walk round the park for a bit with you and the dog to take her mind off things. Ask a few times, then when she says no a number of times, walk away.

#### GROUP OF GIRLS

You're the same age as the girl on the bench, you don't know her but she goes to the same school as you and you have seen her in school. You decide as a group to go and see if she is OK.

She tells you what's happening at home and you offer the use of your mobile phone so she can call someone to get some help. You may offer her some suggestions about who she can call, like another family member who doesn't live in her house, or a helpline number like ChildLine or Missing People.

#### GROUP OF OLDER TEENS

The group go over and sit on the bench and talk to the girl. The group start to be loud and say they're going to and hang out and have a laugh with a few drinks, do you wanna come?

#### OLDER WOMAN/MAN

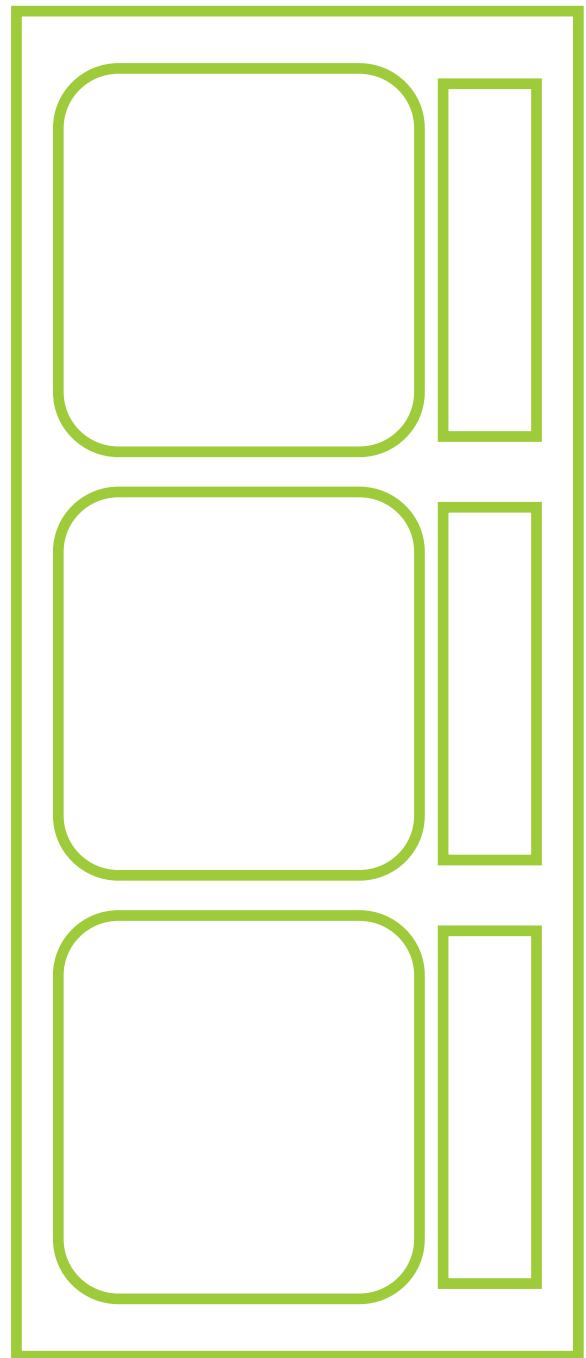
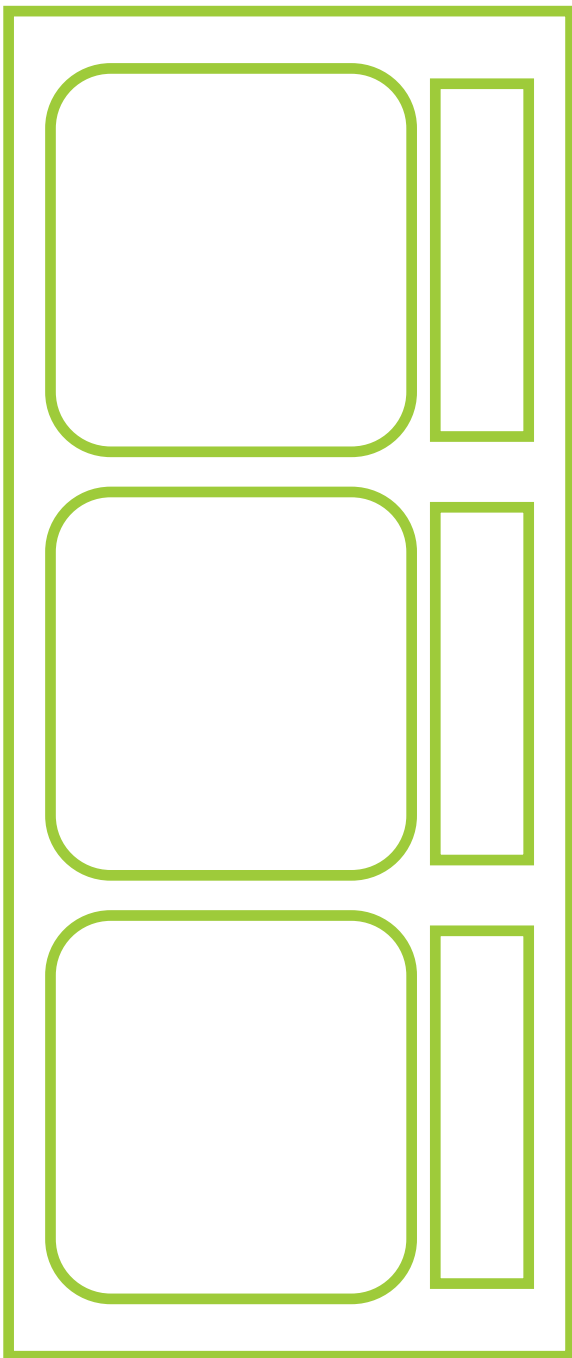
You see the girl on the bench. She doesn't look very happy, so you go over to her, remain standing, don't sit next to her, and ask her if there is anything you can do to help.

# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## CARTOON

PAGE 23

Cartoon Strip Template



# APPENDIX: ACTIVITY CARDS AND TEMPLATES

## ACTION GROUP

### PAGE 33

#### GET STARTED:

Speak to your Leader about forming an action group which can continue to raise awareness of vulnerable children and young people. If your action group meeting takes place outside the normal meeting time, your Leader will need to seek parents' permission.

Contact Railway Children for a pack to get you started, this will include leaflets, badges, stickers and some discs with our current films on and a PowerPoint presentation, which you'll be able to use to get the message out.

#### YOUR FIRST MEETING

Arrange to hold a meeting and invite other guiding members from your local area who are interested in taking action for vulnerable children and young people locally. If you're over 13 why not start a Facebook group or blog to stay connected? At your first meeting you will make your plans – what does your group aim to do? Who can you tell about the UK's invisible children, and what do you want them to do with the information? Will your group be permanent or get together for a limited amount of time?

Ideas of things you might plan: visiting local schools, groups or places of worship and speaking to them about Railway Children, using information from this project and showing films and PowerPoint presentations.

If you are visiting groups of younger children you may want to use some of the games from the Making the Invisible Visible pack to explore the issue.

You could look at organising an event and inviting the community or working on a piece of artwork or theatre which could be displayed in the local community to show what life is like for children and young people alone and at risk on the streets.

#### SUPPORT

Railway Children will be available for help and support. You'll be kept up to date on our new campaigns and keeping in touch with your Action group to find out what exciting things you have been up to.

