WHITE RIBBON .ORG.UK

Education Resources: *Primary School*

THREE ACTIVITIES

#ChangeTheStory in the classroom and help children understand the importance of allyship.

Intro-duction

GET READY FOR WHITE RIBBON DAY

Thank you for supporting White Ribbon Day, 25th November. We hope this education pack will help you mark the day in your school in a meaningful, informative, and engaging way.

White Ribbon Day is the internationally recognised day where men show their year-long commitment to ending violence against women and girls.

White Ribbon Day takes place the same day as the United Nations International Day for the Elimination of Violence Against Women. The **16 Days of Activism against Gender-Based Violence** that follow are globally recognised as the 'days of action to end gender-based violence'. This is a great time to introduce White Ribbon, and concepts about ending violence against women and girls.

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#ChangeTheStory

The theme for White Ribbon Day 2023 is '**#ChangeTheStory**'. On the 25th of November, and throughout the 16 Days of Activism, White Ribbon UK are encouraging schools and pupils to make consistent choices and actions to help #ChangeTheStory for women and girls to live their lives free from the fear of violence and abuse.

This year we are calling on individuals and organisations to challenge the seemingly 'harmless' attitudes and behaviours that perpetuate violence against women and girls. This could include anything from sexist name calling and harmful stereotyping, to street harassment and unhealthy behaviours in relationships.

Culture change doesn't happen overnight, but by changing what behaviours we are willing to accept, we can help end violence against women and girls for the next generations to come.

The activities in this pack provide an opportunity for young people to discuss issues such as equality, stereotypes, and the importance of knowing where and how to get help, in a safe and age-appropriate way. By using awareness and allyship as tools for change, together, boys and girls can feel empowered to play a role in shaping a safer, more equal society for women and girls.

ABOUT WHITE RIBBON UK

White Ribbon is the UK's leading charity working to engage men and boys to end violence against women and girls. Our aim is to prevent violence against women and girls by addressing the root causes. We do this by raising awareness about all forms of violence against women and girls, and the links between harmful norms, gender inequality, and violence against women and girls.
Through our work, we aim to shift societal attitudes, systems, and behaviours around masculinity that perpetuate gender inequality and therefore men's violence against women.

White Ribbon UK's work takes place on an individual and institutional level with our overall aim being to end violence against women and girls *before* it even starts.

What is violence against women and girls?

At White Ribbon UK we use the United Nations definition of violence against women which states that: “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”. (United Nations (1994))

One in three women worldwide experience violence, mostly by someone known to them. Men’s violence towards women and girls in public places, workplaces and intimate relationships causes devastating physical, emotional, and psychological harm. It affects women’s education and employment, health and mortality, economic independence, participation in public life, and relationships.

OFSTED’s 2021 review of sexual abuse in schools and colleges revealed that the sexual harassment and online sexual abuse of children and young people is more prevalent than we ever could have imagined. The frequency and institutionalised nature of these harmful physical and sexual behaviours means that some children and young people consider them a normal part of their daily lives.

THE WHITE RIBBON PROMISE

At White Ribbon UK, we encourage everyone, especially men and boys, to make the White Ribbon Promise, to never use, excuse or remain silent about men’s violence against women.
By making the White Ribbon Promise, individuals show their commitment and acknowledge their responsibility in ending violence against women and girls.

This White Ribbon Day, we hope that your school will make the White Ribbon Promise. This is a significant symbol and holds responsibility, because of this we are not expecting children under the age of 14 to make it.

An alternative idea for pupils under the age of 14 is to instead discuss the principles linked to the White Ribbon symbol and the White Ribbon Promise. For example, not hurting others, challenging gender stereotypes, and standing up for and supporting others. That way we can use the White Ribbon and Promise in an age-appropriate way to build young people’s confidence and understanding of the topic as they grow.

MAKE THE PROMISE

Teaching Notes

It's important that we create a safe space for young people when talking about sensitive topics such as violence against women and girls. Although these activities focus on behaviours and equality, it is worth considering how the children may react to the content.

Some children may not feel comfortable confronting topics such as gender roles or harmful behaviours towards others. They may have experienced violence or be someone who perpetrates it. Consider the young people in your class and put the right boundaries in place to keep everyone safe, such as by reinforcing classroom rules, sticking to your organisations safeguarding procedures, and informing certain children about what they'll be learning about before the class so they can process it.

You may wish to display contact details for organisations that can offer help and support during your lessons, or have a way of signposting them after the session:

- Childline (0800 1111)
- 24hr National Domestic Abuse Helpline (0808 2000 247)

HOW TO USE THIS RESOURCE

All the activities in this pack can be used interchangeably and do not have to be used in any specific order. It is also not necessary for all activities to be undertaken – you may choose which ones suit your classroom best and repeat them as many times as needed.

You may wish to change some of the materials and formats of the activities to suit your classrooms and the children in front of you. Teachers know their pupils best and factors such as the age, size, and needs of a particular group must be considered before engaging in any of these activities.

Some of the activities and specific resource materials in this pack will require a higher level of understanding and maturity for productive engagement and therefore will likely only be suitable for older primary school children.

All these activities have been designed to be used in both mixed-group and single sex group settings. Teachers facilitating these activities may choose to decide how they would like the children to engage with them.

Assembly Presentation is available to download here to help you introduce these resources to your colleauges.

ACTIVITY ONE

#ChangeTheStory Blurb

Activity 1

1 If the children are unlikely to know, briefly explain what a ‘blurb’ on a book cover is. You could use an example of a book the children are likely to be familiar with to demonstrate.

2 Separate the children into pairs or groups and give each pair/group one of the ‘Blurbs’ from the page below - each blurb defies gender stereotypes and supports them to #ChangeTheStory on traditional views about boys and girls that can often be found in children’s books.

3 It might be helpful to go through an example blurb first together, before allowing the children to work on the activity.

4 Ask the children to read their blurb in their pairs/groups, making sure they know to ask questions if they have any.

5 Ask the children to draw the front cover of the blurb they have been given. Let the class know they can be as imaginative as they want and that there is no wrong or right way of drawing the book cover.

6 When the children have finished, ask them to show the rest of the class what they have drawn and ask them to explain: Why do you think we should all read your book?

Learning outcomes

The aim of this activity is to allow pupils to engage with and learn about non-stereotypical ideas of what boys and girls can do and be, in a fun and creative way. By allowing children to create their own covers of books that defy gender norms, they are being given agency and empowerment to shape the stories they consume.

The blurbs also provide an opportunity to discuss gender norms with young people and get them thinking about different ways boys and girls, such as themselves, can be in an age-appropriate way.

'Morris Micklewhite and the Tangerine Dress' ***by Christine Baldacchino***	Morris is a little boy who loves using his imagination. He dreams about having space adventures, paints beautiful pictures and sings the loudest during circle time. But most of all, Morris loves his classroom's dress-up center — he loves wearing the tangerine dress. But the children in Morris's class don't understand.
'The Paper Bag Princess' ***by Robert Munsch***	Elizabeth and Ronald are preparing to marry, but a dragon comes and takes Ronald away. Leaving everything burnt and destroyed but a paper bag, Elizabeth transforms the paper bag into a dress and goes to rescue Prince Ronald. She gets to the dragons lair, and persuades him to come out to see her.
'Rosie Revere, Engineer' ***by Andrea Beaty***	Rosie Revere dreams of becoming a great engineer. She creates wonderful gadgets and gizmos - but only when no one is watching. She's kept her inventions a secret ever since, when she was very small, her uncle Zookeeper Fred laughed at the special cheese hat she designed him to keep snakes at bay.

More activity resources on the next page.

'Dogs Don't Do Ballet' ***by Anna Kemp***	Meet Biff, an adorable little puppy who will stop at nothing to become a ballet dancer. My dog is not like other dogs. He doesn't do dog stuff like weeing on lampposts or scratching his fleas, or drinking out of the toilet. No, this dog likes moonlight and music and walking on his tiptoes.
'10,000 Dresses' ***by Marcus Ewert***	This is a story of a trans girl (someone who is born a boy but does not feel like a boy, and would like to be known as a girl) Bailey, who is trying to make her dreams a reality. Each night, Bailey dreams of a different mystical dress, which she in turn asks each of her family members if they can help her find the next morning.
'And Tango Makes Three' ***by Justin Richardson and Peter Parnell***	In the zoo there are all kinds of animal families. But Tango's family is not like any of the others. This illustrated children's book fictionalizes the true story of two male penguins who became partners and raised a penguin chick in the Central Park Zoo.

ACTIVITY TWO

‘Agree’, ‘Disagree’, or ‘Unsure’

Activity 2

1 Place three pieces of paper in a row on a wall or table. The pieces of paper should have ‘agree’, ‘disagree’, and ‘unsure’ written on them. Leave space underneath each one for the flash cards to be placed.

2 Tell the children you are going to read out some statements/sentences. Make sure they understand not to copy their friends and that they should choose what they think is best. There are no right or wrong answers.

3 Read out 3 or 4 selected statements from the flash cards below and ask the children which answer they think the statement should go under each time.

4 If most of the children choose a ‘stereotypical’ answer, for example the majority say they would ‘agree’ with the statement ‘women should stay at home and look after the children’, teachers should challenge the assumption by asking:Do you think this statement is very
5 fair? Who might it be unfair to?

6 If space is limited, teachers could place the statements with answers chosen by the children digitally on a board.

Learning outcomes

The aim of this activity is to provide an opportunity for the children to discuss harmful assumptions and gender-stereotypical attitudes in a safe and supportive space by focusing their attention on specific views and statements. By challenging harmful assumptions with gentle questioning, the children are learning critical thinking skills by questioning why we might have certain views, and the reasons behind them.

This activity also provides an opportunity to find out the kinds of views their pupils may have on certain topics, and how affected they are by other childrens’ opinions. This activity raises awareness of social norms and assumptions and provides a useful starting point for young people in their knowledge-journey around equality and provides a way for young people to engage in peer learning.

‘Women should stay at home and look after the children.’

‘Boys can wear nail varnish and dresses if they want to.’

‘Football is a boys sport - girls can try, but they won’t be good at it.’

‘Girls cannot grow up to become chefs or scientists - they’re boy jobs.’

‘Girls are better at reading and boys are better at maths.’

‘Men are better at driving than women.’

‘Women and girls should always try to look pretty.’

‘Boys shouldbe tough, and strong, and never cry - that’s for the girls.’

ACTIVITY THREE

Helping Hands

Activity 3

1 Let the children know that some of the story that you're about to read might be upsetting and to let a teacher know if they feel upset at all.

2 Give the pupils a piece of plain paper and some pens.

3 Ask the children to draw around their own hand on the piece of paper. Ask them to leave their drawing on the table while you go through the scenario, assuring them that you will come back to it shortly. You can refer to these as 'helping hands'.

4 Read through a scenario , this could be one or several of the scenarios provided below, with the class, along with the adjoining questions. Teachers may choose to use their own scenarios that are more relevant to the children, for example, using characters or a situation from a book the class is currently reading.

5 It might be helpful to have the scenario written digitally/on a board so that you can underline key words or emphasise anything brought up in discussion with the children.

6 After reading through the scenario/s and a brief discussion, ask the children what they think they could do in this situation to help.

7 Questions to ask to inspire the children into a response could be: *Who could you go to for help? How do you think you could be a 'friend' to the person in this situation?*

8 After the discussion, ask the children to write 5 ways that they could help someone who found themselves in a harmful situation on each of the fingers of the 'helping hand' they drew earlier.

9 Pupils could draw pictures to symbolise ways to help and be encouraged to use bright colours to reflect the positivity of being a friend and helping others. The resulting 'helping hands' could be used in a display.

Learning outcomes

The main theme in this activity is harmful and unfair behaviours. This activity allows for young people to learn about difficult behaviours and situations that they might see or experience throughout their lives. This activity gives the children agency in deciding what is a harmful or unfair way of behaving and gives them the practical strategies of how they can help in a context relevant to their experiences.

This activity should raise the awareness of young people around the problematic and disrespectful behaviours that can occur in friendships and relationships, and gives the children proactive ways to engage with allyship.

Activity 3 resources are on the next page.

Scenario 1: 'New Girl'

'One of your friends starts calling a new girl that has joined the class names, and has started saying mean things about her appearance, even sending her nasty text messages saying that she is 'ugly' and that 'nobody likes them'. You don't feel good when you see and hear these things happen.'

How does this situation make you feel? What do you think you could do?

Scenario 2: 'Embarassing Video'

'A group of students in your class are spreading hurtful rumours about someone else in class by sending text messages around to other students. Many students now won't play with that person, or even speak to them. There is a rumour that there is an embarrassing video of that person that might be shared soon.'

Do you think what is happening is OK? What could you do to help in this situation?

Scenario 3: 'Older Boys'

'A group of older boys from another school like to pick on younger students from your school. They wait to catch these students when they are walking home or waiting for the bus, surround him or her, and take money, food, or possessions from them. They call the person names and threaten to hurt them physically if they don't give them what they want.'

Why do you think these older boys are behaving this way? What could you do if you saw or heard about this?

Scenario 4: 'Chasing Girls'

'One of the boys in your class keeps chasing many of the girls around the playground during lunchbreak shouting that he's going to 'lift up their skirts'. The girls are always very upset about this behaviour. Everyone is a scared this boy will do it to them so nobody feels comfortable enough to say or do anything when it happens.'

Do you think what the boy is doing is OK? What do you think you could do in this situation to help?

What can your school do now?

Thank you for supporting White Ribbon Day 2023 – we hope you have enjoyed helping to **#ChangeTheStory** for women and girls.

Preventing violence against women and girls isn't just important only on White Ribbon Day. We encourage you to embed White Ribbon Day, and White Ribbon UK's principles throughout the year and continue the journey with us.

Here are some ideas for what you can do to continue to create a culture of gender equality, safety, and respect for all at your school. More information about all the following is available on our website via the QR code below.

Encourage staff, and the wider school community, to become White Ribbon Ambassadors and Champions and gain exclusive access to resources. Your school may be interested in becoming White Ribbon Accredited or a White Ribbon Supporter Organisation. More information is also available here.

Consider the whole school approach to embedding gender equality and preventing sexism, stereotyping and sexual harassment. There are many fantastic toolkits available to help guide you through implementing this, such as the White Ribbon Schools Learning Resource which you can access here. The Women's Aid 'LoveRespect' young person's relationship toolkit can also be accessed here.

Purchase White Ribbons from the Shop for your staff to wear, as well as other White Ribbon awareness raising materials to display around your school all year round. You can do this here.

Ensure there is always information available for pupils to know where they can access support.

Glossary of sector terms

TERM	DEFINITION
Gender	The attributes, roles, activities, and behaviours that society says are appropriate for a boy/man and a girl/woman. In reality, most people express a mixture of these different traits and behaviours. Gender exists on a spectrum and some people identify with a different gender than the one society has assigned to them (trans), or outside of the gender binary altogether (non-binary).
Gender Norms	Rules that tell us how to 'be a boy' or 'be a girl', that lots of people feel under pressure to follow. General comments about people that group them together based on certain attributes, roles, activities, or behaviours, and ignore all the individual differences between those people.
Masculine	The traits that society often links only to men, for example strong, in control, powerful, competitive.
Feminine	The traits that society often links only to women, for example weak, pretty, caring.
Intersectionality	The interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.
Gender equality	When people of all genders have equal rights, responsibilities, and opportunities.
Gender inequality	Discrimination based on gender causing one gender to be routinely privileged or prioritised over another.
Gender-based violence	Violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately.

TERM	DEFINITION
Violence against women and girls	"'Violence against women' means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women". (A/RES/48/104 – Declaration on the Elimination of Violence against Women)
Misogyny	Dislike of, contempt for, or ingrained prejudice against women.
Sexism	Prejudice, stereotyping, or discrimination, typically against women, based on sex.
Primary prevention	Intervening before negative effects of something occurs, through measures that address the root cause of the issue. Stopping something from developing before it happens.
Intervention	Specific services or activities developed and implemented to change or improve individuals' risk, attitudes, behaviour, and awareness.
Toxic Masculinity	A set of attitudes and ways of behaving associated with fostering domination, the devaluation of women, homophobia, and violence. It is regarded as having a negative impact on women, men and on society.
Ally	Active support for the rights of a marginalised group without being a member of it. Actively educating themselves and working towards breaking down barriers, to build equal access to rights and opportunities.
Culture change	The way society is changed. The society (community, or group of people) takes on new cultural traits, behaviour patterns, social norms, and creates new social structures as a result.
Domestic Abuse	An incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in most cases by a partner or ex-partner, but also by a family member or carer. The people involved are 16 and over. Domestic abuse can include, but is not limited to, the following: Coercive control; Psychological and/or emotional abuse; Physical or sexual abuse; Financial or economic abuse; Harassment and stalking; Online or digital abuse (Domestic Abuse Act 2021)
Victim blaming	Someone saying, implying, or treating a person who has experienced harmful or abusive behaviour like it was a result of something they did or said, instead of placing the responsibility where it belongs: on the person who harmed them.

Terms related to White Ribbon UK's work

TERM	DEFINITION
White Ribbon Ambassador	White Ribbon Ambassadors are men and non-binary people who take on responsibility to reflect on their own behaviour and look to positively influence others to prevent violence against women.
White Ribbon Champion	White Ribbon Champions are women and non-binary people, who encourage and challenge men to get involved by finding opportunities to inspire and inform through presentations, conversations, and social media. Most importantly our Champions hold us to account and ensure that women's voices are heard in our work.
White Ribbon Accredited Organisation	White Ribbon Accredited Organisations are workplaces that make a commitment to a tailored Action Plan working towards changing harmful cultures and work towards fostering an environment where women can thrive.
White Ribbon Supporter Organisation	White Ribbon Supporter Organisations are workplaces with under 250 staff, showing their support of ending violence against women through awareness raising.
White Ribbon Promise	A declaration that people over the age of 14 can make: "I promise to never use, excuse or remain silent about men's violence against women."
White Ribbon	A White Ribbon is the internationally recognised symbol of ending violence against women and is worn by people who are working towards achieving this.