

White Ribbon Day Schools Pack

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A guide for schools to start the conversation around gender-based violence with activities aligned with the RSE Statutory Guidelines. Developed by the Motherwell Cheshire Inspire Project.



Who are these activities for?

These topics are aimed at high school aged young people.

The RSE guidelines state that by the end of secondary school, pupils should know:

- how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

The activities in these packs aim to address some of these topics.



What is White Ribbon Day?

White Ribbon Day is an international day observed on November 25th each year, dedicated to raising awareness about and taking a stand against violence against women and girls. The campaign encourages individuals, communities, and organizations to unite in the effort to eliminate all forms of violence, including physical, emotional, and verbal abuse, that women and girls may experience.

The white ribbon itself symbolizes a commitment to never commit, condone, or remain silent about violence towards women. It serves as a reminder that everyone has a role to play in creating a safe and equal society for all.

This year, White Ribbon Day encourages men & boys to hold themselves accountable, so we can affect positive behaviour change to transform harmful cultures. 'Gender equality is key to making this culture change happen. Gender equality is achievable if men and boys understand and assume their responsibility as allies'.

This activity pack is designed to help get the conversation started around gender-based violence. It's important to recognise that this can be a tough topic and may be upsetting for some young people. Prior to undertaking these activities with your group, familiarise yourself with your organisations safeguarding and child protection policies. Additionally, identify what support is available to young people within your setting and consider highlighting these to your group ahead of time.

We have provided a handout for young people on the next page, detailing emotional support organisations.



SUPPORT ORGANISATIONS



**Shout - Crisis Text Line - 24 hour textline -
Text 85258**

**<https://www.giveusashout.org/>
Text if you are feeling unable to cope**

**Childline - 24 hour help - 0800 1111
Children and Young People struggling with
anything.**

<https://www.childline.org.uk/>

**Bullying Advice and helpline
0808 800 222**

<https://www.bullying.co.uk/>

**Cheshire Without Abuse - 24 hour helpline -
01270 250390**

**<https://www.cheshirewithoutabuse.org.uk/>
Advice and Crisis Support/accommodation**

**Papyrus - National Charity Prevention of
Young Suicide**

HopeLine 0800 068 4141

<https://papyrus-uk.org/>

**CentrePoint - Homelessness Risk aged 16-25
Free 0808800 0661 (Mon-Fri 9-5)**

<https://centrepoin.org.uk/>

**UK Safer Internet Centre - Internet Safety
Advice**

<https://www.saferinternet.org.uk/>



Group Agreement

It is important that young people feel supported and safe when discussing sensitive topics. Violence against women and girls is an emotive topic and many young people may have direct, personal experiences.

We encourage you to create a group agreement that considers some of the following values and qualities:

- Respect
- Confidentiality (discuss limits)
- Kindness
- Non-discrimination
- Inclusivity
- Support
- Consent & autonomy
- Activism



That's not funny

What is the impact of misogynistic comments and how can young people be part of the solution?



Instructions

Topic: Catcalling, Inappropriate Language, and 'Jokes'

Objective: Help teens recognize and challenge inappropriate language and behaviours that contribute to a culture of disrespect and violence.

Activities:

1. Warm-Up (10 mins):

- **Word Association:** Write words like "respect," "catcalling," "harassment," and "banter" on the board. Have students write the first word or thought that comes to mind on sticky notes and place them next to each word. Facilitate a short discussion on the associations made.

1. Role-Play Scenarios (20 mins):

- Divide students into small groups. Each group receives a scenario card (e.g., overhearing a friend making a sexist joke, witnessing someone being catcalled, noticing a friend sharing inappropriate comments online).
- **Activity:** Each group discusses how they would feel and how they might respond in the situation, then role-plays a positive way to address it. Encourage students to brainstorm phrases they could use to challenge or call out the behaviour respectfully.





- Video (10 minutes): Show the 'MAAATE' campaign video from The Mayor of London which tackles inappropriate comments. This may help students better understand how violence against women and girls can begin with words and how friends can intervene. Viewer discretion advised - video rated 15 years.

3. "Spectrum of Response" Activity

- Setup: Mark out a line in the room or designate a wall as a "spectrum" from 1 to 10. Label one end as "I wouldn't challenge this" and the other as "I would definitely challenge this."
- How it Works: Read out different scenarios (e.g., "A friend makes a sexist joke," "Someone catcalls a stranger on the street"). Students move to the place on the spectrum that best matches how confident they would feel to challenge the behaviour.
- Debrief: Discuss why they chose their positions, emphasizing that each situation is complex, and brainstorm ways to challenge behaviour confidently and respectfully. It is important to consider nuances of maintaining personal safety.

I have the power to make a difference

This activity not only educates young people about sexual harassment and inappropriate comments but also empowers them to be part of the solution. It promotes empathy and encourages students to take action to create a safer and more respectful community for everyone.





Red flag

How can we identify healthy and unhealthy relationships?

Topic: Recognizing Signs of Healthy and Unhealthy Relationships

Objective: Help teens differentiate between respectful, caring relationships and those that exhibit controlling or abusive behaviour.

Activities:

1. Opening Reflection (10 mins):

- Start with a brainstorm: “What makes a relationship healthy?”. Write responses on the board, encouraging openness and avoiding judgment.
- Support students to consider values based responses, such as equality, respect, trust, communication, boundaries.

2. Video (10 minutes): Show the ‘Healthy & Unhealthy Teenage Relationships’ campaign video from Always which reinforces signs of a healthy relationship. This may help students better understand healthy relationship boundaries.

3. Art activity (30 minutes): Split into small groups to create a ‘red flag’. Students may wish to use collage and other art materials. Decorate the red flag with signs and signals that a relationship may be unhealthy. Encourage students to consider ‘red flags’ across a range of contexts, for example;

- Emotional signals (‘your partner makes you feel sad/ scared/ worried)
- Digital signals (‘your partner demands your passwords to your phone and apps’, ‘your partner demands you share your location’)
- Behavioural signals (‘your partner forces or pressures you to do things you do not wish to do’, ‘your partner is aggressive’)
- Social signals (‘your partner has told you to stop being friends with certain people’, ‘your partner gets jealous when you have to sit next to someone in class’).

We encourage you to share photos of your students work with carys.walker@motherwellcheshirecio.com to enter a competition to have the work shared within our Inspire Magazine and social media.

I have the power to identify abuse

This activity encourages students to think critically about relationship behaviours and challenge unhealthy behaviours in their own relationships and others. It is important to remind students of support within school and outside of school at the end of this session, should the activity have highlighted concerns for any young people.



Boundary mapping

Getting to know what our boundaries are and how we can communicate them

Topic: Understanding and Communicating Boundaries in Relationships

Objective: Help teens identify personal boundaries and practice communicating them in a healthy, respectful way.

Activities:

1. Boundary Mapping (15 mins):

- o Have students draw a personal “boundary map.” Each circle on the map represents different types of relationships (e.g., family, friends, romantic partners). In each circle, they write behaviors they’re comfortable with and outside the circle they may wish to write those behaviours they’re not comfortable with.

2. Scenario Discussion (15 mins):

- o Give small groups scenarios like “A friend wants to borrow something you’re not comfortable lending” or “Your partner wants you to share your social media password.” Students discuss how they’d respond, focusing on respecting and communicating boundaries. Discuss how it can feel if somebody pushes or disrespects boundaries.

3. Role-Playing (15 mins):

- o Students pair up and practice boundary-setting phrases like “I’m not comfortable with that,” “That’s not okay with me,” and “I’d prefer if you didn’t...” to reinforce healthy communication. Utilise the boundary setting skills worksheet in this booklet to help guide these discussions.

4. Reflection (5 mins):

- o Wrap up by emphasizing the importance of boundaries and respecting others' boundaries, even if they differ from our own. End the session by exploring avenues of support for students if they were to be in any relationship which pushes or transgresses their boundaries.

I have the power to speak up against unhealthy behaviours

This activity encourages students to consider their boundaries in their own relationships and others. It is important to remind students of support within school and outside of school at the end of this session, should the activity have highlighted concerns for any young people.





Setting boundaries

Setting boundaries with friends and romantic partners helps you feel safe, respected, and comfortable. Boundaries let others know what you're okay with and what you're not. Here's a guide on setting, communicating, and enforcing boundaries in a healthy way.

1. Why Are Boundaries Important?

- Protects Your Well-being: Boundaries help you feel secure and respected in relationships.
- Builds Trust: When people respect your boundaries, it shows they care about your feelings.
- Defines Your Identity: Boundaries let others know your values, beliefs, and limits.

2. How to Identify Your Boundaries

Ask yourself:

- What makes me feel uncomfortable, upset, or stressed in relationships?
- What behaviours do I value or dislike in my friendships or romantic relationships?
- What are my "deal-breakers" (things I absolutely won't accept)?

3. How to Communicate Your Boundaries

When setting boundaries, be clear, honest, and respectful. Use "I" statements to express your feelings without blaming or accusing.

Examples of Boundary-Setting Phrases:

- For Physical Boundaries:
 - "I don't feel comfortable with hugs; I prefer high-fives."
 - "I need to take things slow physically. I hope you can respect that."
- For Digital Boundaries:
 - "I'd rather keep my social media private. I'll share things with you directly."
 - "Please ask me before posting photos of me online."
- For Emotional Boundaries:
 - "I need some time to myself when I'm upset. I'll let you know when I'm ready to talk."
 - "I appreciate your advice, but I just need someone to listen right now."
- For Time Boundaries:
 - "I need some quiet time after school to unwind, so let's hang out later."
 - "I can't always reply right away, but I'll get back to you when I can."

4. What to Do if Your Boundary is Disrespected

If someone crosses a boundary, it's important to address it calmly. Give them a chance to understand and respect your needs.

- Remind Them of Your Boundary: Sometimes people forget, so a gentle reminder can help.
- Explain How It Affects You: Letting the person know how crossing your boundary makes you feel can help them understand its importance.
- Set a Consequence (if Needed): If the person repeatedly crosses your boundaries, it may help to set a clear consequence, especially in serious situations.



Setting boundaries

5. Handling Pressure to Break a Boundary

Sometimes people might pressure you to ignore or break a boundary. Here's how to stand firm:

- Say No Clearly and Firmly:
 - "No, I'm not okay with that, and I need you to respect my choice."
- Repeat Your Boundary If Needed:
 - "I've already said I'm not comfortable with this. Please respect my decision."
- Remove Yourself from the Situation: If someone keeps pressuring you, it's okay to walk away or take a break. Your comfort and safety come first.

6. Practicing Boundary-Setting Language

Here are some useful phrases for different situations:

- "I'm okay with..."
 - "I'm okay with you calling me after school, but not during class."
- "I'm not comfortable with..."
 - "I'm not comfortable sharing my phone password. It's something personal to me."
- "I need..."
 - "I need some alone time to recharge. It's nothing personal."
- "Please don't..."
 - "Please don't text me late at night. I like to keep my evenings free for family and rest."

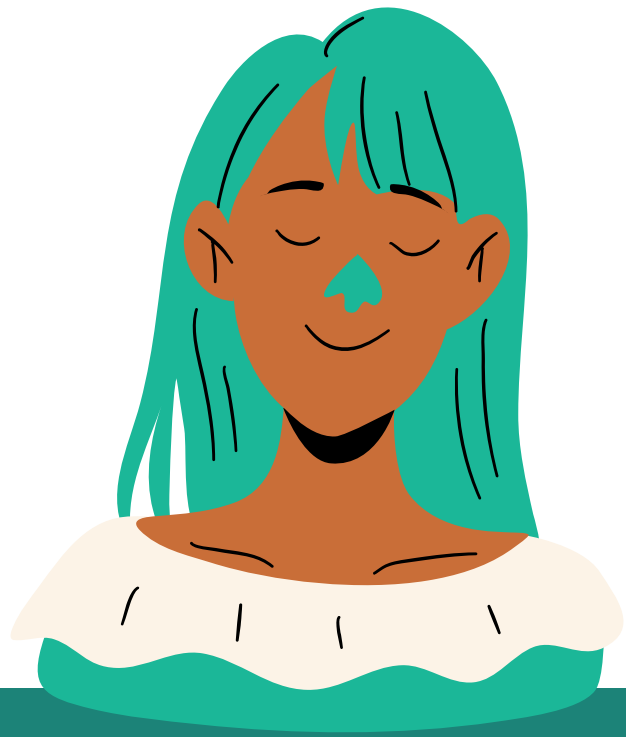
7. Final Tips for Setting Boundaries

- Be Consistent: Stick to your boundaries. Changing them too often can send mixed signals.
- Stay Calm and Confident: People are more likely to respect boundaries when they see you're serious.
- Check In Regularly: Our boundaries can change over time. Check in with yourself and update your boundaries as you grow.

Remember: You Deserve Respect

You have the right to set boundaries that make you feel safe and valued. Healthy relationships are all about mutual respect, open communication, and understanding each other's limits.

Sometimes, enforcing boundaries can be hard, especially if someone doesn't respect them. Talk to a trusted adult or friend for support if you ever feel unsure or uncomfortable.





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