

**THE YOUNG  
WOMEN'S  
MOVEMENT**



# **GIRL POWER**

**PRACTITIONER  
RESOURCE TOOLKIT**

~~No knives~~  
**Better lives**

 **YouthLink  
Scotland**



# GIRLPOWER

## Practitioner Resource Toolkit



### Contents

<b>Foreword</b>	<b>3</b>
About the Partners	4
<b>Poem: Girl Power</b>	<b>5</b>
<b>Introducing GirlPower</b>	<b>6</b>
GirlPower Focus Group	7
<b>How to use this Toolkit</b>	<b>8</b>
Why is violence between girls different to violence against women and girls?	9
<b>Why are we focusing on violence between girls online?</b>	<b>12</b>
What do girls want practitioners to know about their online world?	13
<b>Creating a Brave Space</b>	<b>14</b>
<b>Conversation Starters: What do girls want to hear?</b>	<b>16</b>
<b>What can we do?</b>	<b>17</b>
<b>Examples: What's happening online?</b>	<b>18</b>
<b>Short Icebreakers</b>	<b>20</b>
Icebreaker 1: <b>Word association: 'girl power'</b>	21
Icebreaker 2: <b>Moving around the room – how often do you see violence between girls?</b>	22
Icebreaker 3: <b>Feelings: How does seeing violence between girls online make you feel?</b>	23
<b>Longer activities</b>	<b>24</b>
<b>Comments &amp; Perspectives</b>	<b>24</b>
<b>Digital Footprints</b>	<b>26</b>
<b>Make your own bingo: attitudes and 'rules' for girls</b>	<b>28</b>
Optional: <b>Further Discussion Points</b>	29
<b>Friendship Chain</b>	<b>30</b>
<b>In the News</b>	<b>31</b>
<b>Agony Aunt</b>	<b>32</b>
<b>Perceptions of Me</b>	<b>33</b>
<b>Examples and how GirlPower group responded to them</b>	<b>34</b>
Scenario One	34
Scenario Two	35
Scenario Three	36
<b>Young People Resources: GirlPower Videos</b>	<b>37</b>
<b>Signposting</b>	<b>38</b>
<b>Acknowledgements</b>	<b>38</b>



# Foreword

Young women are at the heart of everything we do at The Young Women's Movement. Our work is informed, shaped and led by and for young women who want meaningful change in their lives and across society. Together with the participants and YouthLink Scotland, we are proud to launch the GirlPower toolkit.

Violence between girls is different to violence against women and girls, which is typically perpetrated by men and boys, but is still a product of patriarchal social dynamics and gender stereotypes. To create this resource, young women shared their experiences and told us what they need from the adults in their lives. We know that youth work plays a vital part in breaking cycles of violence and we believe that this toolkit will equip practitioners with the tools and information needed to support young women and girls experiencing violence between girls. We hope this resource will enable practitioners to create safe spaces where brave conversations can take place.

Our vision is a Scotland where young women are meaningfully heard, valued and supported. By putting young women's experiences and perspectives at the forefront, this toolkit will make a lasting impact in reducing violence between girls and promoting empathy and compassion. The group chose the name of the toolkit because they wanted to "claim girl power as positive" and we hope their voices have achieved that.

## **Jenni Snell, CEO**

The Young Women's Movement



At YouthLink Scotland, we are committed to ensuring that all young people feel safe, valued and supported. As part of this commitment, we commissioned the creation of the GirlPower Toolkit – a vital resource to address violence between girls, shedding light on the complexities of their relationships, social dynamics, and online experiences.

Our Lassies Are No Feart research highlighted that many young women navigate a world where violence – both online and offline – is deeply intertwined with friendship, loyalty and social status. It reinforced the crucial role of pro-social, trusted adults in helping girls develop healthier relationships and alternative ways to resolve conflict. Without these supports, many young women feel they have no choice but to handle challenges alone.

This toolkit equips practitioners with practical tools – from conversation starters to engaging activities – designed to foster positive discussions, challenge harmful norms and provide girls with the guidance they need to navigate conflict in constructive ways.

We believe that through meaningful conversations, hands-on activities and strong, trusted guidance, we can make a lasting impact on the lives of young women.

## **Tim Frew, CEO**

YouthLink Scotland, the national agency for youth work





## About the Organisations

### The Young Women's Movement

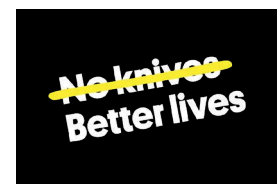
The Young Women's Movement is Scotland's national organisation for young women and girls' leadership and rights. We work collectively, lead meaningful change and help to create a more equal society.

Young women are at the heart of everything we do. Our movement is informed, shaped and led by and for young women who want meaningful change in their lives and across society. For 100 years, we have been a collective force that has, and will continue to, change things for the better for young women across Scotland.



### Youthlink Scotland

YouthLink Scotland is the national agency for youth work and the collective voice for the sector in Scotland. We champion and advocate for the youth work sector so that all young people can access high-quality youth work. Our membership of voluntary and statutory youth work organisations and intermediaries, including every local authority, spans all of Scotland, and changes lives for the better every day. YouthLink Scotland runs the No Knives, Better Lives programme, which works in partnership with young people and practitioners to understand and address the drivers of youth violence.





# Poem: **Girl Power**

They say you're too loud, too bold, too much,  
Like your fire is something to hush.  
But don't you dare make yourself small  
You were born to stand up tall.

If they push, if they stare,  
If they act like you don't care,  
Know this truth: you have a choice,  
You are strong, you have a voice.

No one should make you feel less,  
Or dim the spark inside your chest.  
You don't have to change your name,  
Your dreams, your heart—don't hide in shame.

When the weight feels hard to bear,  
Pause and breathe—fill the air.  
Write your story, dance it out,  
Let your power drown their doubt.

Find the people who lift you high,  
The ones who see the fire inside.  
Speak your truth, take up space,  
The world will learn to know your grace.

A friend, a teacher, a helping hand,  
There's love and strength—you'll understand.  
Helplines wait with open ears,  
To guide you through the hardest years.

Storms will pass, you will remain,  
Rising up through hurt and pain.  
You're a fighter, strong and free—  
Girl power lives in you and me.

\* Morgan, GirlPower group member



# Introducing **GIRLPOWER**

In 2024, No Knives, Better Lives published [The Lassies are No Feart](#) – a report on the experiences of girls and young women in relation to interpersonal violence. This was due, in part, to the recognition that without a gendered lens, prevention programmes risk masking the specific issues faced by girls and young women, and ignoring their experiences.

NKBL commissioned the Young Women's Movement to work alongside a group of young women to develop two resources: a campaign to help young women support each other; and a practitioner toolkit to encourage practitioners to support young women to prevent violence.

The group of young women chose to name this resource 'GirlPower' because they wanted to "claim girl power as positive, as standing up to bullies. Girls should stand together, not put each other down." To them, Girl Power means "Supporting other girls, even strangers".

## **The GirlPower group aspire for girls to:**

- \* Have the power to support and uplift other girls
- \* Be empowered to feel safe online and in-person
- \* Have power over their behaviour and feelings
- \* Understand how bullying behaviour negatively impacts the health and wellbeing of other girls

# **GIRL POWER**

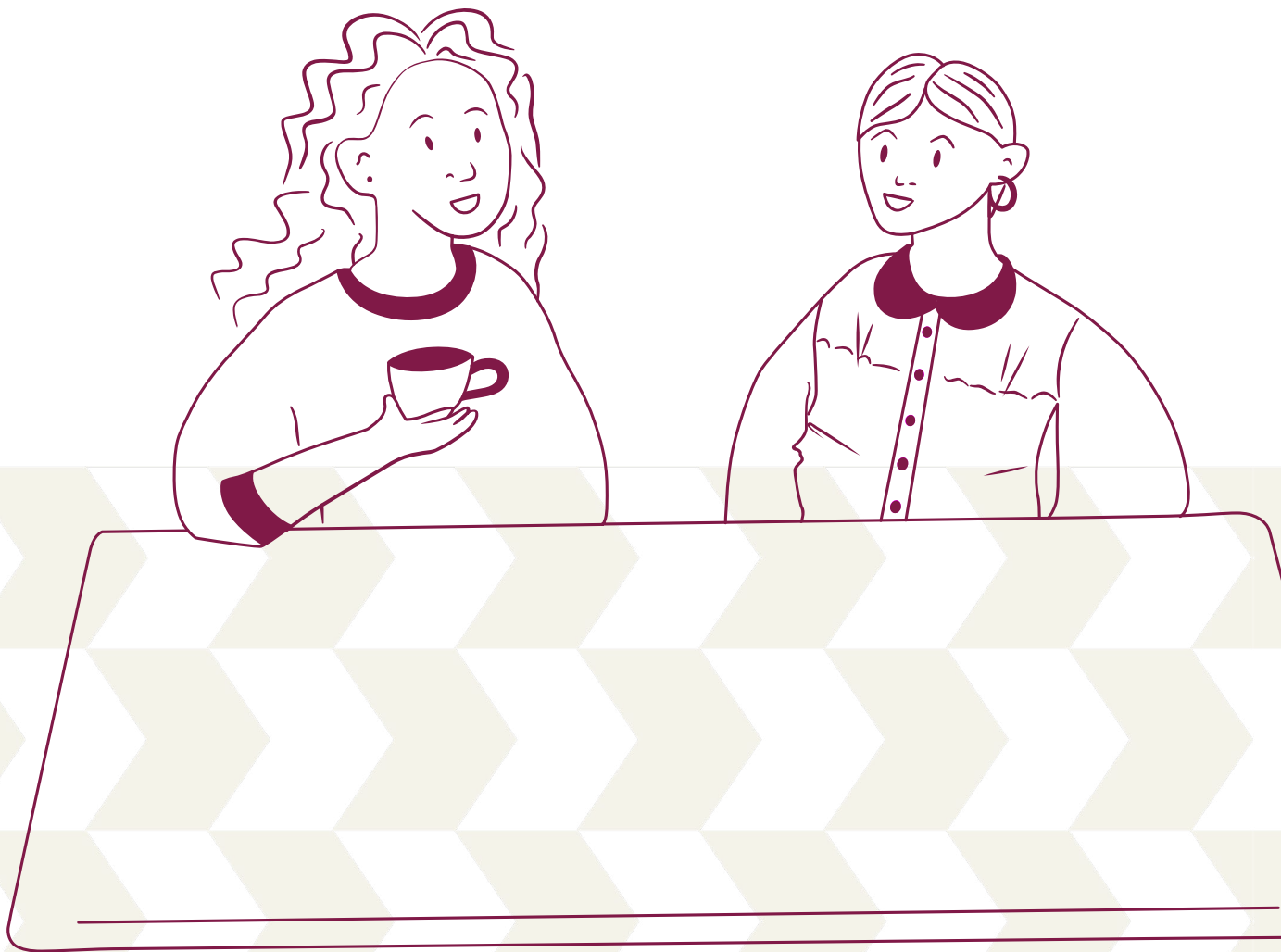


## GirlPower Focus Group

The **Young Women's Movement** worked with a group of 14 young women and girls aged 15-16 in a Glasgow youth group, **Possibilities for Each and Every Kid (PEEK)**, to develop this resource.

The group met for six in-person sessions across four months, having facilitated discussions on the theme of violence between girls. The sessions were facilitated by staff from **The Young Women's Movement**.

Alongside the GirlPower group, The Young Women's Movement have developed this toolkit to provide youth practitioners with the tools to support young women and girls experiencing violence between girls. It provides activities, conversation starters and key examples to support practice, as well as examples of where to signpost young people to for additional support.





# How to use this TOOLKIT

## **This toolkit will take you through:**

- Why violence between girls is different to violence against women and girls (VAWG);
- How to create a brave space with young women and girls to enable discussions about violence between girls;
- How to begin and facilitate conversations with young women and girls about violence between girls;
- What young women and girls want practitioners to understand about their experiences with violence between girls in the online world;
- Examples of how they would like violence between girls to be dealt with;
- Short icebreakers and longer activities to build trust, promote safe and healthy discussions, and support disclosures surrounding violence between girls. These activities are designed for those working with young women and girls aged 11-18. Practitioners know the young people they work with best so should use their discretion and creativity to adapt the activities where necessary.

## **This toolkit aligns with the following Youthwork Outcomes:**

**Outcome 1:** Young people build their health and wellbeing

**Outcome 2:** Young people develop and manage relationships effectively

**Outcome 4:** Young people participate safely and effectively in groups and teams

**Outcome 5:** Young people consider risk, make reasoned decisions and take control

**Outcome 7:** Young people broaden their perspectives through new experiences and thinking.

## **A key aim of this toolkit is to help build trust among young women and girls, as well as between practitioners and young women and girls.**

The activities in this toolkit can be worked through as a 7-8 week programme, using a combination of icebreakers, where needed, and one longer activity per week, to support longer-term development of understanding violence between girls and its impacts. It is most useful to work through the activities in the order they come in this toolkit, though it may depend on the existing levels of trust within the group. For example, a group in which trust is already built to a high level, could jump into the final activities without working through all of the other activities first.



**An example programme plan could look like:**

<b>Week</b>	<b>Icebreaker</b>	<b>Activity</b>
<b>1</b>	Word association	Comments & perspectives
<b>2</b>	Moving around the room	Digital footprints
<b>3</b>	Feelings	Make your own bingo
<b>4</b>	*Choose your own icebreaker*	Friendship chain
<b>5</b>	*Choose your own icebreaker*	Optional: further discussion points
<b>6</b>	*Choose your own icebreaker*	In the news
<b>7</b>	*Choose your own icebreaker*	Agony aunt
<b>8</b>	Return to Icebreaker 1 – are there any differences in how the group respond to the words 'girl power'?	Perceptions of me

Our partners at **No Knives, Better Lives** have a variety of resources, including icebreakers **Available here** – [Youth Worker Resources](#).

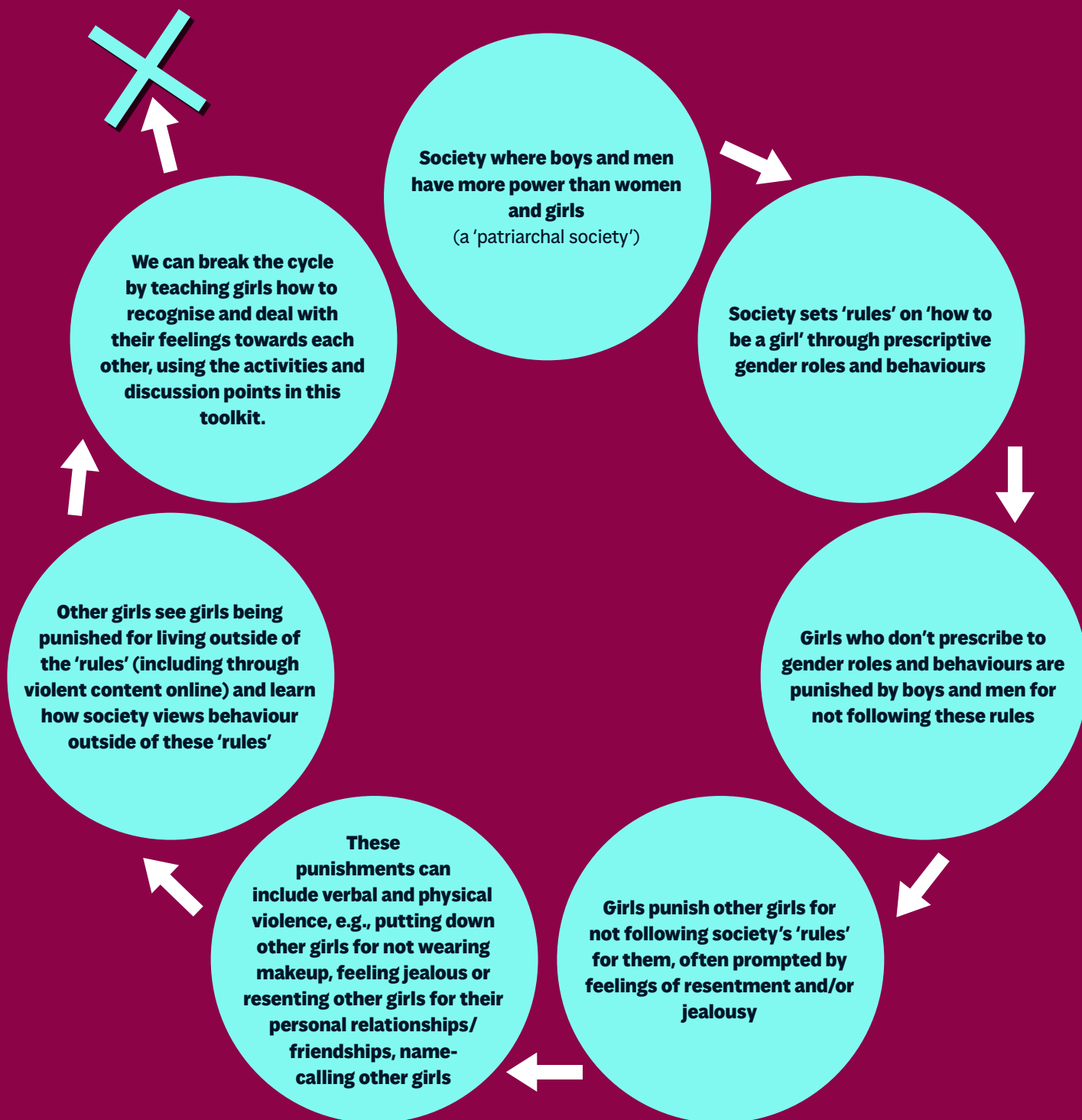
## Why is violence between girls different to violence against women and girls?

Based on what came up in conversations with the GirlPower group, violence, in this project, is inclusive of, but not limited to:

- \* Physical violence, including intentionally causing injury or trauma to another person by way of bodily contact;
- \* Violent/aggressive/threatening language and behaviours, including comments online as well as in-person;
- \* Bullying, including social exclusion, peer pressure, and body shaming.



Violence between girls has in recent history had less focus than violence between boys. The national statistics for Scotland show that a minority of girls and young women are responsible for violence. Findings from No Knives, Better Lives' *Imagine a Man* study (2022) found that 13% of girls reported that they had hit, kicked or punched someone with the intention of hurting or injuring them, while 14% of girls reported harassing or bothering someone via mobile phone, email or social media. It is therefore important that we do further research into what violence between girls looks like, what it means for young women and girls, and how we can deal with and, ultimately, prevent it.





**Violence between girls** is different to **violence against women and girls**, which is typically perpetrated by men and boys.

When young women and girls are violent towards each other, it can sometimes come from a place of sexism that is directed inward, even if they aren't aware of it. Girls are raised in a society built around men having power (a 'patriarchal society'), where girls' bodies and behaviours are monitored and policed, not just by men and boys, but often by other women as well. Society sets 'rules' on 'how to be a girl'. These gendered 'rules' for girls' roles and behaviours include, but are not limited to, the following examples:

- \* Girls are socially conditioned to be modest, not speak back/speak up/be loud, etc;
- \* Girls are told to conform to 'feminine' behaviours and expressions of 'femininity', such as wearing makeup or dresses;
- \* Girls are often socialized to be caretakers and nurturers, while boys are encouraged to be assertive and take on leadership roles;
- \* Girls are subject to sexist and misogynistic rhetoric, which trickles into harassment and abuse in school; e.g. 37% of girls and young women report experiencing sexual harassment in school, compared with 6% of boys and young men. [Stats can be found here](#)
- \* Girls are socialized in a heteronormative society to seek romantic relationships with boys, sometimes in preference over building friendships with other girls. This can also lead to homophobia/biphobia when girls seek out/are seen to be interested in relationships that are not heteronormative. [More information available here from Childline](#) on homophobia and bullying.

**As a consequence for not following these rules, or being seen not to follow them, girls are punished socially, for example by being excluded or 'called out' by other girls.**

This can be for various reasons; for example, girls may feel jealous that other girls are allowed to do, wear, be, things that they are not allowed to do, wear, or be themselves. This can then make girls feel negatively towards other girls for not following society's 'rules' and therefore are the ones to punish each other; this can include through violent language and behaviours. During one of the sessions, some members of the GirlPower group told us that no matter how they expressed themselves, whether through clothing or behavior, they expected to be bullied in some form. Bullying was so embedded into life as a girl, and at school, that they felt apathetic towards tackling it.

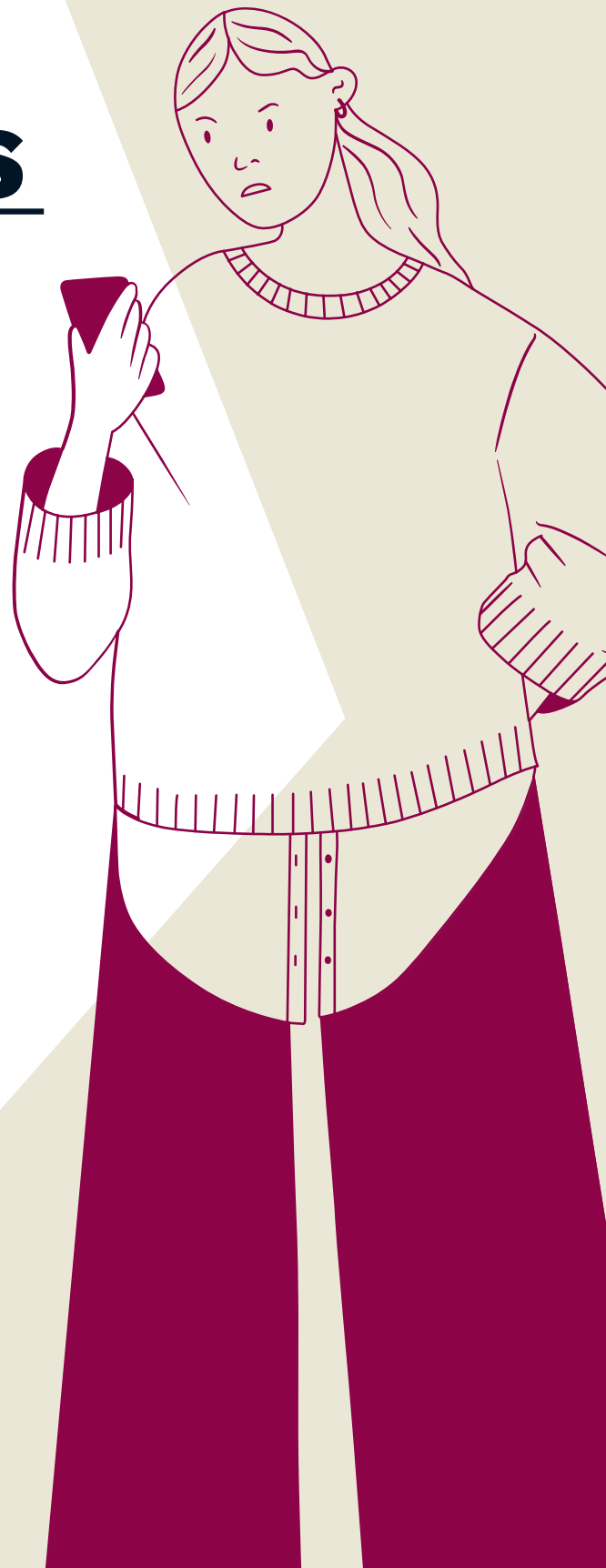
We often call this 'internalised sexism' which is a form of sexist behaviour and attitudes that women have towards themselves or other women and girls. It's a type of internalised oppression, which is when oppressive practices continue even when the oppressors aren't present. Though this is not the only reason for violence between girls, it is an important one to consider within the context of wider society. In the Lassies are No Feart report, internalised sexism was demonstrated by the majority of young women participating in the research, primarily through blaming and distancing themselves from 'other girls' who they felt were responsible for violence. It is also important to note that young women and girls should not be made to feel guilty or bad for 'internalised sexism' but supported to be able to recognise feelings of jealousy or sadness related to the behaviours and lives of other girls and to know how to deal with these feelings without resorting to violence.

# Why are we focusing on violence between girls online?

The GirlPower group told us that violence between girls can happen online in various ways, including, but not limited to:

- \* Comments on videos/photos;
- \* Bullying and harassment in group chats (including from strangers);
- \* Language about bodies, behaviours, friendships;
- \* Videos depicting violence between girls;

The GirlPower group described feeling that adults are often not prepared to support them with violence online, because they do not fully understand the extent, impact, and speed with which bullying and violence between girls spreads online. They also talked about not always feeling that they can trust adults enough to open up with them about sensitive topics like bullying, peer pressure, dating, academic performance, and more.





## What do girls want practitioners to know about their online world?

Young women and girls want to help teachers and youth workers to understand what they're up against in the online space. GirlPower have put together some examples of the kind of thing they experience online, as they want to help you understand the complexities of what they are dealing with:

- \* **Offline violence often stems from online behaviour;**
- \* **"You see a lot more violence online than you do offline";**
- \* **How many people see things posted online and how quickly and widely photos and videos are shared, and comments escalate;**
- \* **Blocking and reporting people isn't enough to deal with the problems;**
- \* **They do not always feel safe online;**
- \* **Social media is not all bad, but when it is bad, it can feel overwhelming and hard to escape from;**
- \* **Screenshotting messages and photos – the young people discussed finding ways to 'get around' screenshot prevention in apps, such as taking a photo of the screen with another phone;**
- \* **Social media companies are not doing enough to protect girls online.**

# Creating a **BRAVE SPACE**

**Outcome 1:** Young people build their health and wellbeing

**Outcome 2:** Young people develop and manage relationships effectively

**Outcome 7:** Young people broaden their perspectives through new experiences and thinking.

A 'brave space' is a space, both physical and emotional, where young people feel they can express their feelings freely and feel that they will be received with kindness, patience, and understanding, whilst also being enabled to discuss difficult topics and face difficult feelings, such as sadness and/or accountability.

They want to feel as though practitioners understand where they're coming from and they want to be given support and solutions with maturity. Brave spaces are particularly important when talking about sensitive topics such as violence, because they enable trust to be built up both between the practitioner and the young person, and among the young people themselves.

Try to have these conversations within a comfortable and neutral space. Young women and girls want to feel like the normal teacher/student, youth worker/young person power dynamic isn't putting pressure on the conversation, so that they can feel safe to open up and put their trust in you. They noted that it can take multiple times for them to open up, therefore providing multiple opportunities for them to do this is important. Where and how conversations happen contributes to how comfortable young people feel, so the more we can do to break down barriers to them feeling comfortable, the more likely they are to feel able to share their feelings and experiences openly.

If they are supported to have conversations with each other about violence and why it can happen between girls, they will be able to further empathise with each other, with the aim of reducing violent attitudes and behaviours among them. This will be explored further in the activities later in the toolkit.



**Ways of creating a brave space vary from group to group and person to person. In general, a brave space can be encouraged in various ways, including:**

- \* Give young people the option of having a friend or a parent with them if they want to disclose anything to you;
- \* Show them that you understand how much pressure they feel under;
- \* Non-judgmental attitude - don't focus on the why, focus on what to do next;
- \* Offer clear solutions;
- \* Be patient;
- \* Don't rush them - plan in sufficient time and remember that it often takes more than once for them to open up;
- \* Don't interrupt;
- \* Don't encourage blame;
- \* Respond calmly to what they're telling you;
- \* Recognise how difficult it is for them to talk about this;
- \* Recognise the impact of violence on and offline on their mental health;
- \* Instead of sitting behind a desk with the young person in front of you, move to a more neutral setting (e.g. sitting together at a desk, walking outside);
- \* Talk to them like they understand - young women and girls don't want to be talked down to, they want their maturity to be respected;

**Remember: this is not one-size fits all; what works for one young woman, might not for another. Be prepared to be flexible and respond to their individual support needs.**





# CONVERSATION STARTERS:

## What do girls want to hear?

**Outcome 1:** Young people build their health and wellbeing

**Outcome 2:** Young people develop and manage relationships effectively

**Outcome 7:** Young people broaden their perspectives through new experiences and thinking.

Brave spaces can be encouraged through respectful and open conversation starters. We talked to the GirlPower group about ways they could be approached that would encourage them to feel comfortable with discussions about violence.

They want the complexity of their feelings to be recognised and to be met with maturity and patience. They do not want to be judged or blamed, just listened to, heard, and supported. Again, it's important to recognise that this is not a one size fits all approach and what may work for some young women, won't always work for all young women.

However, the GirlPower group gave us some examples of productive ways practitioners could start these difficult conversations within safe spaces:

- \* "It's going to be okay"
- \* "Don't worry, I'm here for you"
- \* "You're not alone"
- \* "Don't ruin a good day today because of a bad day yesterday"
- \* "It's not your fault"
- \* "There are tools out there that can help"
- \* "I'm here to listen, whenever you feel like it"
- \* "Nobody is here to blame anybody"

When beginning these conversations, it is always essential to prioritise safeguarding by setting expectations with young people e.g. "If you or someone else is at risk of harm, I might have to pass on the information you share with me". Transparency is important for maintaining trust and safety.





# WHAT can we do?

So how can we support young women and girls experiencing violence between girls?

As youth practitioners, we must feel able to confront violence between girls, understanding why young women might perpetrate this behavior and how this affects young women experiencing this behavior. Young women who engage in violence should not be judged but supported to promote and engage in a safer environment for themselves and for other young women. Young women experiencing violence need to understand why violent language and behaviour may happen and to be able to meet it with compassion and understanding. As practitioners, we can attempt to combat bullying and violence behavior amongst young people by facing it head on with compassion, empathy and understanding to reduce and prevent violence between girls.

**The following are key tips to help youth practitioners to better understand and support the young women you work with:**

- \* Create a brave space and listen without judgement;
- \* "It's better to listen more than to speak";
- \* Provide clear options for mature solutions without placing blame;
- \* Regular wellbeing check-ins, even when you don't think there are any issues; give young women regular opportunities to be able to disclose things to you and/or seek out support;
- \* Be aware that blocking and reporting people online does not feel like enough to young people; it's okay to suggest this, but do not provide this as the only solution, as they may feel like you do not understand the climate they exist in;
- \* Give young people the option of opening up a conversation with their parents but understand that this may not be a viable option for all young people;
- \* Use the activities in this toolkit to gauge an understanding of the experiences of the young people you work with and to facilitate safe, appropriate and supportive conversations with them about violence between girls to help them understand why this might happen and how to prevent it.

# EXAMPLES:

## What's happening online?

The GirlPower group wanted to demonstrate to practitioners what happens in the online space. The group wanted practitioners to be aware of the following:

- \* **Blocking and reporting users is not enough to stop harassment;**
  - » Reports of hateful comments often get denied by platforms (see image below);
- \* **How overwhelming the amount of communication that happens online can be;**
  - » Having so many group chats can cause anxiety as so many people are talking at the same time;
- \* **The group mentioned 'FOMO' (fear of missing out) when they are not involved in a group chat or when they miss messages;**
- \* **Social media is more than just Facebook;**
  - » Young people mostly talked about Instagram, Snapchat and TikTok as their main social media channels;
- \* **Snapchat and TikTok are where most bullying and violence happens;**
  - » People upload videos of girls fighting, which are then distributed further via group chats;
  - » Social media can be where people arrange in-person fights;
- \* **You do not need someone's phone number to add them on Snapchat - "on Snapchat you can just add anyone";**
- \* **Young people are added to large group chats with strangers where violent content/language is shared;**
  - » Often large group chats on Snapchat can be more violent because they include strangers and are often "where beef starts";



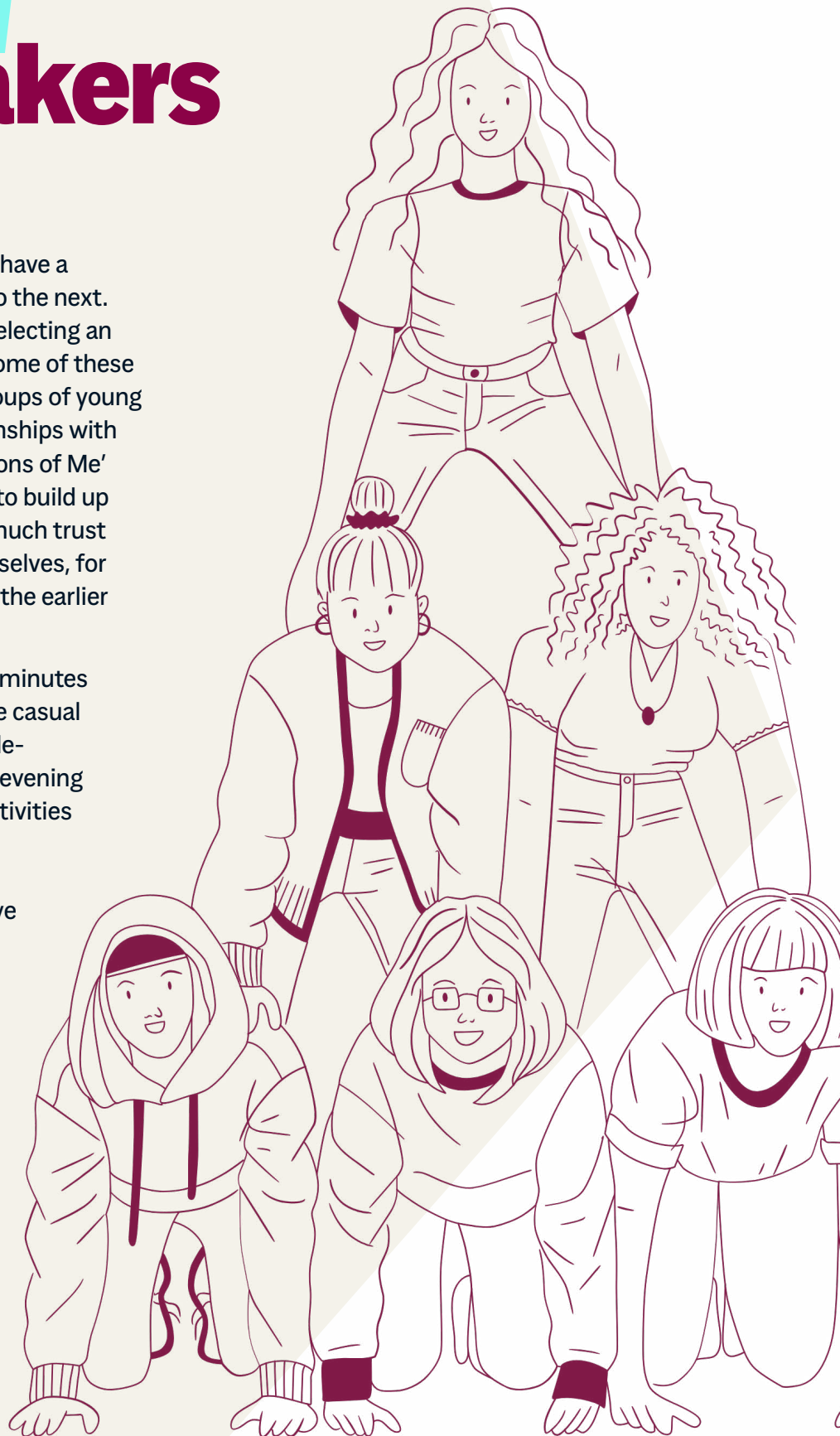
- \* Messages 'disappearing' after 24 hours on apps like Snapchat, which does not save chat logs older than 24 hours unless they are deliberately saved;
- \* People sharing screenshots of private conversations/images and using them to start arguments;
  - » Snapchat shows other users in a group if someone has taken a screenshot, which the girls reported as being a potential problem. They also mentioned ways of getting around this, such as taking photos on a separate phone;
- \* You can't share pictures in TikTok DMs, so the chat function is more controlled than on Instagram and Snapchat;
- \* Social media can be "toxic" and things spread very quickly;
- \* Comments sections on videos/pictures can also be very hateful, including harassment, comments about violence and targeting young women's bodies;
- \* Snapchat has an AI function that you can ask questions to and it will respond. Most young people in the group said they had asked this function for advice.
  - » Snapchat's MyAI function was subject to an Information Commissioner's Office investigation in 2023 [due to concerns over privacy, which led to it tightening data protection policies](#). Research from Cambridge University shows that AI Chatbots could [pose risks by having an 'empathy gap'](#) when they are not designed with children using them in mind. This research cites a Washington Post article stating that adult researchers posing as a 13-year-old girl were given "tips on how to lose her virginity to a 31-year-old" by Snapchat AI.

# SHORT Icebreakers

## **Preface for all activities:**

Every group of young people will have a very different internal dynamic to the next. This must be considered when selecting an activity for them. For example, some of these activities may work best with groups of young people who have existing relationships with each other, such as the 'Perceptions of Me' activity. Other groups may need to build up to an activity which requires so much trust between the young people themselves, for example, through using some of the earlier activities in this toolkit.

After every activity, build in 5-10 minutes of check-in time. This can include casual discussions that help people to decompress, such as talking about evening plans, favourite foods, or brief activities like 'What's one thing I'll do after today's session to make myself feel good?' It is also useful to have fidget toys or colouring books to hand as the GirlPower group told us that they really responded to having something else to focus on whilst having a tough conversation on the topic of violence between girls.





## Icebreaker 1: Word association: 'girl power'

<b>Time required</b>	5-10 minutes
<b>Objectives</b>	To understand how the group relates to the terms 'girl' and 'power'.
<b>Resources required</b>	Optional: pens and paper
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 4:</b> Young people participate safely and effectively in groups and teams <b>Outcome 7:</b> Young people broaden their perspectives through new experiences and thinking.

### What to do:

1. Introduce the topic of violence between girls using the videos made for the GirlPower campaign;
2. Ask the group to shout out/write down/tell a partner words that come to mind when they think of the term 'girl power' (5 mins);
3. **Optional:** young people can choose to tell the rest of the group what they talked about in pairs/wrote down.

### Facilitator Tips:

Return to this activity at the end of the programme and compare the words the young people come up with. Have their associations changed?



## Icebreaker 2: Moving around the room – how often do you see violence between girls?

<b>Time required</b>	5-15 minutes
<b>Objectives</b>	To understand how much the issue of violence between girls is impacting your specific group of young people. This activity provides a safe and controlled way for young people to start thinking about and discussing what it is/could feel like to see violence between girls and encourage awareness
<b>Resources required</b>	Enough space in the room for them to move around.
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 5:</b> Young people consider risk, make reasoned decisions and take control <b>Outcome 7:</b> Young people broaden their perspectives through new experiences and thinking

### What to do:

1. Introduce the topic of violence between girls using the videos made for the GirlPower campaign;
2. Ask the group to think about the issue of violence between girls;
3. Mark one end of the room as 'I see it all the time' and the other end as 'I never see it'.
4. Ask the young people to see this as a scale and to move to the place in the room they feel represents how often they engage with violence online. Do not encourage them to put themselves in order/compare their experiences to others in the room.
5. **Optional:** lead into a discussion about how it makes them feel.

### Facilitator Tips:

Be clear that the aim is not to compare or divulge specific experiences, but to gauge an understanding of how often young people are being exposed to violence between girls, on and off-line.



## Icebreaker 3: Feelings: How does seeing violence between girls online make you feel?

<b>Time required</b>	5-15 minutes
<b>Objectives</b>	To gain an understanding of how the group responds to violence to support a trauma-informed approach.
<b>Resources required</b>	Pens and paper or reaction buttons
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 5:</b> Young people consider risk, make reasoned decisions and take control <b>Outcome 7:</b> Young people broaden their perspectives through new experiences and thinking

### What to do:

1. Introduce the topic of violence between girls using the videos made for the GirlPower campaign;
2. Ask the group to think about how it makes them feel when they see violence between girls online;
3. When they've had a minute to think, ask them to draw a picture or choose an emoji to represent how it makes them feel;
4. **Optional:** lead into a discussion about their feelings.

### Facilitator Tips:

**Be very careful to lead with a trauma-informed approach.** It is very important to gain a baseline understanding of how difficult this topic may be.

Emphasise that this is a non-judgmental space and that everyone feels differently about different issues. If you feel comfortable, share with them an emoji that represents how it makes you feel personally, to break the ice.



# LONGER activities

## Comments & Perspectives

<b>Time required</b>	30 minutes
<b>Objectives</b>	To support the young women to see violent attitudes and behaviours from various perspectives to promote empathy and understanding.
<b>Resources required</b>	Flipchart paper, pens and post-its.
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 1:</b> Young people build their health and wellbeing <b>Outcome 5:</b> Young people consider risk, make reasoned decisions and take control <b>Outcome 7:</b> Young people broaden their perspectives through new experiences and thinking

### What to do:

1. Introduce the topic of violence between girls using the videos made for the GirlPower campaign;
2. Use one of the icebreakers in this toolkit to get the group talking about the theme;
3. Ask them to think of a time they have seen hateful comments on someone's video/photo online;
4. Split into groups of 3;
5. Number the group members 1-3 and give each group an example comment from the following:
  - » "She's so wrong for this"
  - » "Her hair needs a wash"
  - » "You eat too much"
  - » "You're too skinny"
  - » "Go back to where you came from"
  - » "They're out of your league" (referring to crushes)
  - » "Do you only have one outfit?"
  - » "Does she actually have any mates"
  - » "Who's gonna tell her?"
  - » "Why does she just copy everything"





- 6.** Ask the number 1s to talk about how they would feel if they were the person reading the comments, number 2s to talk about how they would feel if they were the person receiving the comments and number 3s to talk about how they would feel if they were the person writing the comments. Let each person have 5 minutes to tell the others in their group how it would make them feel. Let them know when 5 minutes has passed so they can take it in turns;
- 7.** After the 15-minute discussion is finished, ask if anybody wants to feedback their discussions. Ask if anyone will think differently about what they comment online;
- 8.** Give the group 5 minutes in their threes to talk about what they could do about negative comments online. Ask them to write these on post-it notes:
  - \* **What does it mean to you when girls are violent towards other girls? How does it make you feel? What could you change about your behaviour to help stop this?**
- 9.** Ask each group to nominate someone to tell the rest of the group one thing they came up with. Try and keep these different;
- 10.** Ask the groups to stick their post-its on the flipchart. As they leave the session, encourage them to read these post-its.

**Facilitator Tips:**

Be mindful of the young people referring to specific and real incidents by using the examples provided.



## Digital Footprints

<b>Time required</b>	60 minutes
<b>Objectives</b>	To gauge young people's understanding of their 'digital footprints' and to help them understand the risks associated with putting their lives online, as well as giving them space to discuss where else they could be re-directing their energy.
<b>Resources required</b>	Paper or a paper cutout in a large footprint shape. Pens and pencils.
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 1:</b> Young people build their health and wellbeing <b>Outcome 4:</b> Young people participate safely and effectively in groups and teams <b>Outcome 5:</b> Young people consider risk, make reasoned decisions and take control <b>Outcome 7:</b> Young people broaden their perspectives through new experiences and thinking

### What to do:

1. Introduce the topic of violence between girls using the videos made for the GirlPower campaign;
2. Use one of the icebreakers in this toolkit to get the group talking about the theme;
3. Give each young person a piece of paper and ask them to draw a large footprint shape on it. Explain to the group a digital footprint is the information that exists about individuals online activity.
4. Ask the group to write inside the footprint the things that they think apps and websites keep a record of e.g. messages, photos, videos;
5. After 10 minutes, ask them for feedback on what they have written down (10 minutes).
6. Share with them information about what is actually kept a record of digitally, e.g. social media accounts, pictures, texts, online shopping habits, note that Snapchat 'disappearing' messages and photos do not actually disappear and can be recalled, e.g. by police if someone is threatening you etc.
7. In pairs, ask them to talk to each other about the risks associated with what the other person in their pair has written inside their footprint, e.g. what could be the risk of uploading photos of yourself in your school uniform? Of posting about being on holiday? Of leaving hurtful comments on people's videos? (10 minutes);



- 8.** Ask each young person to go back to their paper. Around the outside of the footprint, ask them to write down spaces where they feel like they are able to make mistakes and learn, without risk of judgement or bullying, e.g. with friends, at home, at school, in a youth club (10 minutes);
- 9.** Ask them to return to their pairs and join up with another pair in the room. Give them 10 minutes to talk about these spaces. Have they been able to come up with many? Is there space for this online? Where else could they be expressing themselves/developing?
- 10.** Ask the group to feedback spaces they wish they could be freer to express themselves and make mistakes. Is there anything they could do to enable this?

**Facilitator Tips:**

Be prepared to answer with clear examples to talk them through about ways to limit/protect their digital footprint, such as using privacy settings. Here is a helpful BBC Bitesize webpage on 'digital footprints'.



## Make your own bingo: attitudes and 'rules' for girls

<b>Time required</b>	60 minutes
<b>Objectives</b>	Get the group thinking about violence from girls they do not know and how to combat this, as well as how to avoid becoming a perpetrator of this.
<b>Resources required</b>	Paper or a paper cutout in a large footprint shape. Pens and pencils.
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 1:</b> Young people build their health and wellbeing <b>Outcome 2:</b> Young people develop and manage relationships effectively <b>Outcome 5:</b> Young people consider risk, make reasoned decisions and take control <b>Outcome 7:</b> Young people broaden their perspectives through new experiences and thinking

### What to do:

1. Introduce the topic of violence between girls using the videos made for the GirlPower campaign;
2. Use one of the icebreakers in this toolkit to get the group talking about the theme;
3. Give each person a piece of paper and ask them to fold it in half 3 times. When the paper is unfolded it should have 8 boxes/ sections, like a bingo card;
4. Give the young people 20 minutes to come up with 8 different 'norms'/'rules' that they think girls are made to follow, e.g. wearing makeup, being interested in boys, etc. They should write these down on their 'bingo' sheet;
5. Once they've filled their sheets, ask them to move around the room and speak to each other about what they've written down. When they find someone who has the same 'rule' as them, they can cross it off. Keep going for 20 minutes, or until someone shouts bingo;
6. Once the game is over, ask them to feedback any 'rules' that they did or did not match with each other. How do these rules make them feel? Do they see other girls enforcing these 'rules' with each other? How?
7. Give them 10 minutes in pairs to write on post-it notes what they could do to stop other girls feeling like they have to follow these 'rules'. Ask them to put the post-its on the board.
8. As they leave the room, ask them to read the post-its written by others.

### Facilitator Tips:

Be clear that you are not trying to find people who fit these norms, or judge people for thinking/following them, but pointing out what expectations exist for girls and then discussing how this can make people think/feel/ behave.



## Optional: Further Discussion Points

- \* **Prompt questions about jealousy/ insecurity - bodies, clothes:**
  - » How does it make you feel when others girl have/do/are allowed things you don't have/know how/aren't allowed to do?
  - » What are some things that make girls feel competitive with each other?
  - » How does this impact girls' relationships?
- \* **Break down natural instincts of jealousy – jealousy is about admiring someone**
  - » If you're jealous of someone, what do you like about them? What are you struggling with?
- \* **This activity could be followed by [Quit Fighting for Likes activity on being an active bystander](#) (page 38)**

### **Facilitator Tips:**

Always make sure to be careful about group dynamics to prevent any existing issues from being exacerbated by these discussions. Be prepared with ways to shut down/move on conversations if they are to become too difficult to manage within the session.



## Friendship Chain

<b>Time required</b>	30 minutes
<b>Objectives</b>	To consider the important and lasting impact friends can have on us.
<b>Resources required</b>	Colour paper, pens, scissors, glue or staples
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 1:</b> Young people build their health and wellbeing <b>Outcome 2:</b> Young people develop and manage relationships effectively <b>Outcome 4:</b> Young people participate safely and effectively in groups and teams

### What to do:

1. Explain to the group you are going to make a paper friendship chain to represent people whose friendship has been important to them from their childhood to present day.
2. Cut the paper into long thin strips, with enough space for writing, to form the links of the chain.
3. Each young person should take a selection of paper strips. On each piece, they should write a sentence about a friend who was/is important to them and why. It is up to the young people how much they share.  
» **Example:** An important friend to me in primary school. We learnt about periods together from her older sister.
4. When everyone has completed their pieces, the group should now link the pieces together by creating a loop with one piece, securing it with glue or staples, then linking another piece through the first loop and securing. Continue until all the pieces have been connected and form a chain.

### Discussion Points:

- \* Have you kept in touch with your early friends?
- \* Are some friendships associated with different activities, for example youth or sports clubs?
- \* How have your friendships changed as you've gotten older?
- \* How have these friendships helped you navigate challenges/build self-confidence?

### Facilitator Tips:

Emphasise to the group that this isn't a competition about who has had the most friends. It is about considering friendships, what they mean, and how they have shaped us.

Facilitators can model identifying positive attributes/impact of friendships that have ended.



## In the News

<b>Time required</b>	60 minutes
<b>Objectives</b>	Promote a group discussion about the media portrayal of girls and young women.
<b>Resources required</b>	Selection of news articles/media stories (see Facilitator Tips), flipchart paper, pens
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 4:</b> Young people participate safely and effectively in groups and teams <b>Outcome 5:</b> Young people consider risk, make reasoned decisions and take control <b>Outcome 7:</b> Young people broaden their perspectives through new experiences and thinking.

### What to do:

1. Start with a group mind map on flipchart paper about how the young people think girls and young women are shown in the media (newspapers, online news outlets, TV, etc). List all points, both positive and negative.
2. Break into smaller groups and give each group a copy of a news story about girls and young women. Each group should have flipchart paper and pens to note down their points.
3. Each group should discuss and note answers for the following points (approximately 20 minutes):
  - » How has the media presented this story?
  - » What message does it give?
  - » How does this reflect on young women?
4. Bring the group together. Ask each group to share their findings. Are they similar, regardless of the topic of the story? Are the topics reporting in different ways?
5. **Optional:** Take this further by getting the young people to re-write the stories in a way that more accurately reflects their experience.

### Facilitator Tips:

Facilitators will need to find appropriate news/media articles before the activity. We recommend using articles that do not name individuals or are particularly sensationalised. You can use magazines, local and national newspapers, and should cover a mix of topics.



## Agony Aunt

<b>Time required</b>	30-45 minutes
<b>Objectives</b>	Involve the group in solving issues together with adult support.
<b>Resources required</b>	None
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 1:</b> Young people build their health and wellbeing <b>Outcome 2:</b> Young people develop and manage relationships effectively <b>Outcome 5:</b> Young people consider risk, make reasoned decisions and take control <b>Outcome 7:</b> Young people broaden their perspectives through new experiences and thinking

### What to do:

1. Explain the concept of agony aunts to the group if they are unfamiliar. An Agony Aunt is someone who answers people's anonymous letters of concern or worry, usually in a newspaper column or a blog, and gives them advice that other people can also read.
2. Hand out paper to everyone in the group. Ask everyone to write down any problems or questions they have about violence between girls, without it being inflammatory or immediately identifiable. This should be done individually.
3. Once completed, fold the paper and hand to adult facilitator/put it into a hat/box. The facilitator will open each in turn, read it out, and offer some advice. Then, open out to the group to add their thoughts or further questions.

### Facilitator Tips:

If you think the young people will not be able to come up with non-identifiable problems, you can prepare a few basic scenarios that will resonate with the group. You would still follow the steps of offering advice and allowing the young people to give their thoughts.





## Perceptions of Me

<b>Time required</b>	30-40 minutes
<b>Objectives</b>	To reflect on how we believe others perceive us.
<b>Resources required</b>	A4 paper, pens, do this activity in groups of max 8 people.
<b>Relevant Youth Work Outcomes</b>	<b>Outcome 1:</b> Young people build their health and wellbeing <b>Outcome 2:</b> Young people develop and manage relationships effectively <b>Outcome 7:</b> Young people broaden their perspectives through new experiences and thinking

### What to do:

1. Firstly, each young person takes a piece of A4 paper and folds it in half 3 times. When unfolded, there should be 8 sections of the paper. In the top section, each young person must write their name.
2. **Optional Step:** Give participants 5-10 minutes to decorate the side of paper that does not have their name on it with how they see themselves (e.g. outgoing, a good friend, trusting, a loving sister, sporty). This can be a combination of words and pictures.
3. Then, each young person will pass the piece of paper to their right, the side with their name on facing upwards. Participants are encouraged not to turn the piece of paper over or try to read the other side.
4. The person with the paper now has 3 minutes to write/draw on the next available section of the paper something nice about how they see the person whose name is at the top of the page (e.g. a good laugh, always there when I need you). Keep passing the paper to the right every 3 minutes until everyone has had the opportunity to write on everyone else's piece of paper.
5. At the end, each young person will receive their own piece of paper back and discover how others in the group perceive them. Encourage them to compare this to what they wrote about themselves on the other side of the page, if you followed this step.

### Facilitator Tips:

This activity is best with a group that already know each other well. Remind the group to keep their contributions positive about others and not to read other people's contributions about anyone that is not themselves. The young people are encouraged to be discrete and sensitive if they do catch what someone else has written.



# Examples and how GirlPower group responded to them

The GirlPower group were presented with three scenarios and asked how they would like adults to deal with these. Below are notes on their discussions as some tangible examples of when the tools in this toolkit may be useful.

## Scenario One

### **Another girl has been saying mean things about your best friend in school**

#### **\* What do you wish adults knew in this scenario?**

- » Anger spreads when teachers handle these situations badly;
- » Adults would need to understand the motivations behind the behaviour by chatting to them to find out why they're doing this.

#### **\* How could they best support you in this situation?**

- » Be calm and respectful when you pull someone for a chat;
- » Make sure it's a private chat;
- » Don't ever shout;
- » The PEEK youthwork team are great examples of what to do – they give no judgement; they offer solutions and have good training for staff;
- » Occasionally getting parents involved can help, when young people respect their parents and would respond better to them than a teacher;
- » Make sure to advise maturely.
- » Half the group said they would listen to a teacher's advice;



## Scenario Two

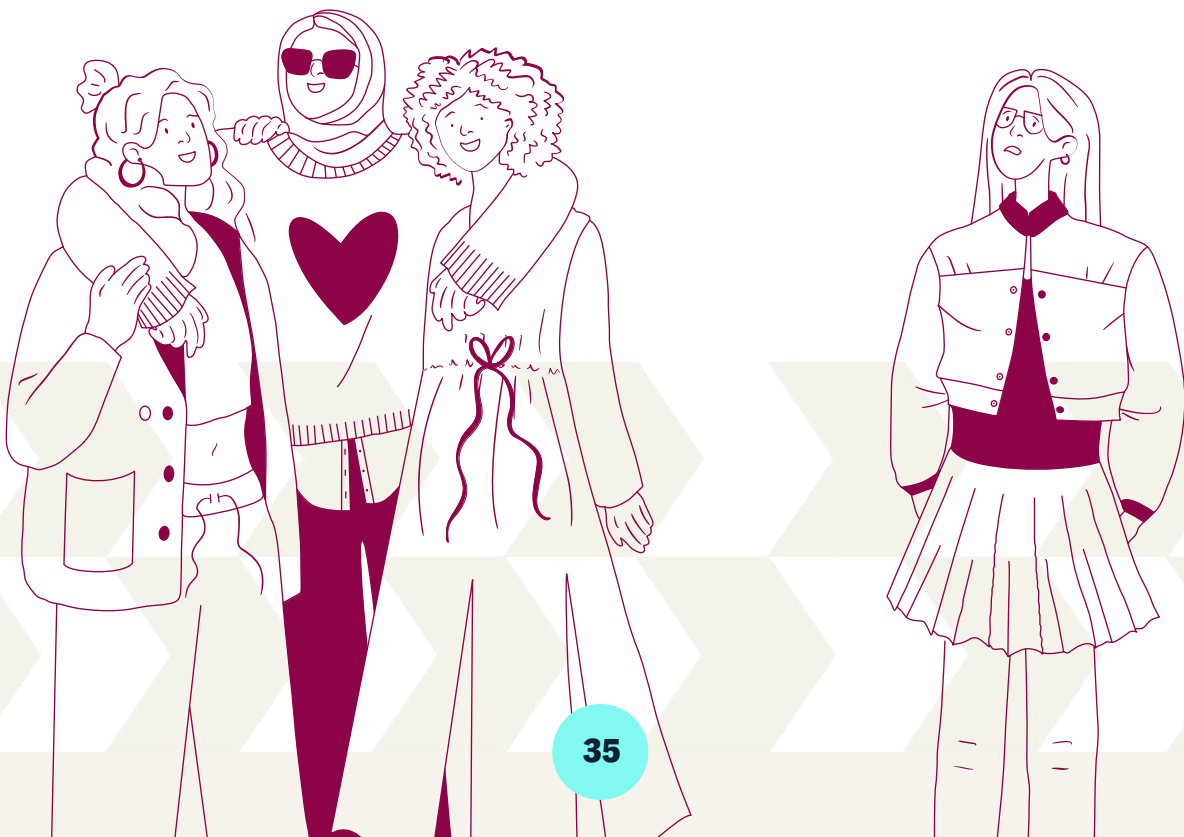
### A girl from your school has been posting videos of fights on her Snapchat account

#### \* What do you wish adults knew in this scenario?

- » Blocking often isn't enough as it doesn't stop it;
- » Adults need more information on what social media is like, particularly Snapchat.
- » Adults need more information about the speed at which content travels online and how far it can go;
- » Everything for young people is communicated online now, even bullying. Offline violence often stems from online behaviour;
- » "We feel there is no one to go to for help. The teachers do not care as they do not use snapchat and will not be able to handle the decision."
- » "They should know that she is posting bad violence and she was promoting it"
- » "I wish adults knew how bad social media is and how many people view stories everyday (which is concerning)."
- » "I wish they understood the impacts of fights on young people."

#### \* How could they best support you in this situation?

- » Adults should be able to monitor phones more and restrict access to things;
- » "They could best support us in the this by having a meeting with the child and discussing about the phone usage."
- » "By advising us to stop being addicted to social media."
- » "By trying to reduce the risk of fights in the school by letting children speak their mind."





## Scenario Three

**Two girls in your sports club have fallen out and one threatens to hurt the other. You and other members of the club see this happen.**

• **Where would you go for help in this situation?**

- » Depends on how close you are with the people;
- » "Tell them it's out of order.";
- » "Tell them to shup [shut up], if they are pals."
- » Talk to the coach;
- » "I would go to the sports organiser because they have authority and will find a solution to it.";
- » Depends on how close you are to the coach.

• **What do you wish adults knew in this scenario?**

- » Listen;
- » Communicate;
- » Opening up to them can be difficult;
- » "I wish adults knew that she was planning to hurt someone because they fell out."

• **How could they best support you in this situation?**

- » Try to de-escalate the situation, be aware that it might not go well at first and could be upsetting;
- » Always go the extra mile to make it safe for bystanders/people harmed to report;
- » Be open minded and patient, give them time to open up;
- » Let young people speak their minds and don't pressure them;
- » Find a way to channel their energy;
- » Young people sometimes feel like adults/schools/social media push them towards violence (on all scales). They want adults to understand how much pressure they feel under and how they don't feel understood;
- » Adults need to take incidents seriously, no matter what it is;
- » They should offer other modes of communication to talk about violent incidents, not just verbal as this can be very intimidating;
- » "They could best support me by listening to me and finding a solution".



# Young People Resources: GirlPower Videos

Alongside the GirlPower group of young people, The Young Women's Movement developed a series of videos aimed at young women and girls with the aim of preventing violence between girls by supporting young people to self-regulate and support each other.

The group wanted these videos to feel young and 'girly', choosing pink and purple lighting and voiceovers on short, snappy videos. They were clear that they did not want these videos to appear like adverts, instead wanting them to feel like they come from their peers. The videos contain tips answering the key question posed by the group: "What do you do when you're angry?" These include:

- \* **Less screen time** - Putting your phone down and not engaging with messages or negativity whilst online were the top ways the young women felt they could take control of their feelings.
- \* **Going outside** - Spending time in fresh air or going for a walk to clear their head and gain some perspective on what's causing them to feel angry.
- \* **Talking to your friends** - A problem shared is a problem halved. The young women felt that speaking to their friends, either in-person or via their phone, was one of the best ways to work through their feelings.
- \* **Mindfulness** - The young women raised common mindfulness techniques that are used to combat anxiety and anger as useful tools to mitigate their stressful feelings.
- \* **Doing what you love** - Distracting themselves from negative feelings by engaging in hobbies or activities they love was a helpful way to relax, calm down and overcome anger.

These videos are available on The Young Women's Movement Instagram and TikTok pages and can also be found on our website here. We encourage you to signpost these videos to young people to help them support themselves with feelings of anger in their own time, using tips from their peers. You are encouraged to re-share these on social media pages as a way of signposting.

# Signposting

**Know where to signpost young people for additional support. Some examples include:**

- \* **Text SHOUT** - [giveusashout.org](https://giveusashout.org) - on 85258
- \* **Childline** - [childline.org.uk/get-support](https://childline.org.uk/get-support) - Call for free on 0800 1111
- \* **Samaritans** - [samaritans.org/how-we-can-help/contact-samaritan](https://samaritans.org/how-we-can-help/contact-samaritan) - call for free on 116 123
- \* For parents: call **Young Minds parents' helpline** - [youngminds.org.uk/parent/parents-helpline](https://youngminds.org.uk/parent/parents-helpline) - on 0808 802 5544. You can also use their online chat function.
- \* Call the **NHS** for a non-urgent issue on 111
- \* **In an emergency, call 999**

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This toolkit was developed and written by **The Young Women's Movement**, using the expertise of the **GirlPower** group.

***THE YOUNG  
WOMEN'S  
MOVEMENT***



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