

# Diverse &



A practical guide  
for girl activists





Diverse &



A practical guide  
for girl activists

## Overall concept and guidance

Alex Munive, Head of Gender and inclusion, Plan International

## Lead Consultant

María Fernanda Salazar Rodriguez, [maria.salazar@iwordsglobal.com](mailto:maria.salazar@iwordsglobal.com)

## Support Consultant

Valentina Rangel Parra, [valentina.rangel@iwordsglobal.com](mailto:valentina.rangel@iwordsglobal.com)

## Supportive supervision

Marcela Rueda Gómez, [director@iwordsglobal.com](mailto:director@iwordsglobal.com)

## Plan International technical team

Daniel Molina, Regional gender and inclusion specialist ROA.

Georgia Booth, Head of Youth Advocacy and Activism

## Partner organizations

Mama Cash, Tamara Pels Idrobo Tapia

## Consultations contributing staff

Celine Thomas, (Girls Advocacy Alliance consultations)

Santa Mateo (online consultation Dominican Republic)

Susy Eiyadeh (online consultation Guatemala)

Anahi Almeida and Silvia Macias (in country consultation Ecuador)

Romina Rosales y Janeth Flores (in country consultation Honduras)

Solea Nalubega (in country consultation Uganda)

Suju Poon (in country consultation Nepal)

Tinotenda Hondo (in country consultation Zimbabwe)

Juliet Barasa, (in country consultation Uganda)

Ryan Febriato, (in country consultation Indonesia)

Shalini Prabhata, (in country consultation India)

## Organizations that participated in the consultations

REDLAC

REDNAC

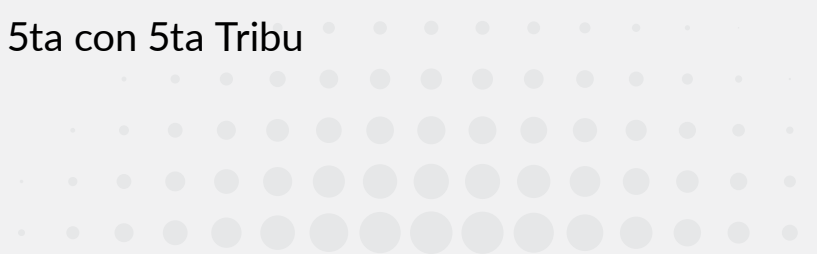
CHIPARAQ

Incide Joven

ECMIA (Enlace Continental de Mujeres Indígenas)

Artemisa

Fundación 5ta con 5ta Tribu





ELIGE  
Incide Joven  
Women LEAD Nepal  
Jakarta Feminist Discussion Group  
Hollaback! Jakarta  
Lentera Sintas Indonesia  
Never Okay Project  
Youth Coalition for Girls  
Tabu.id  
GirlUp Indonesia  
Yayasan Kesehatan Perempuan  
Girls Advocacy Alliance India  
Girls Advocacy Alliance Uganda

### Design and illustrations

Mauricio Ramirez, [mauro.ramirez@iwordsglobal.com](mailto:mauro.ramirez@iwordsglobal.com)

### Translation and edition

IWORDS Global Linguistic Department.

### Acknowledgements

Our deepest gratitude goes to all the girls and young women who participated throughout the process of drawing up this guide, starting with those who were part of the meeting in Colombia where it all started. We also thank Emma Puig for her foundational ideas to conceptualize this guidance. Last but certainly not least, we want to thank all the organizations and individuals that in one way or another greatly contributed to the project through their participation in the consultations at the different stages, without each of you this guide would not have been possible.





<b>INTRODUCTION</b>	<b>8</b>
Why is this guide necessary?	8
Who is this guide for?	8
How did we develop this guide?	8
<i>Las Simonas</i> , our partners on this trip	9
The journey	10
<b>PART I: Our personal processes</b>	<b>11</b>
Breaking with power structures and inequality	12
It's not feminism but feminismS	21
Sorority or Sisterhood: understanding that we're all together	31
<b>PART II: Our collective process</b>	<b>43</b>
Our group	44
What can we do if we don't have the support of our parents or other adults	53
Arts and sports can be our best allies	57
Leadership in our group	59
What about boys?	69
What about adult women?	70
Decision-making	81
Division of tasks	90
Seeking support for our work	94
The risks we face as activists	105
Learning and sharing	111
<b>PART III. Creating a movement that unites us and makes us stronger</b>	<b>118</b>
Let's work together	119
Creating an unstoppable network of girls	125
Working together: collective initiatives	129

# INTRODUCTION

## Why is this guide necessary?

You might have heard that we, girls, are the future. And it's true. But we're also the present! We are each unique and wonderful, and we have a lot to contribute to our families, our communities, and to the world in general. We believe that we can *change* the world, that we have *changed* the world, and that we are *changing* the world. Many of us have identified injustices and inequalities—maybe even in our own lives—, and many of us want to do something to change them.

**“ I’m a girl.  
What is your  
superpower? ”**

## Who is this guide for?

This guide is for you, it's for me, it's for your friends, it's for my cousin, it's for our neighbour. It's for all the girls that have something to say; girls that want to use their voices to fight against injustices. This guide is for girls that want to live freely, that are smart and can identify inequalities, and that are brave enough to fight against them. This guide is for girls who believe in themselves and in other girls. It's for girls who care about their rights and the rights of their friends, and that want to fight to defend those rights.

## How did we develop this guide?

This guide was created *by* and *for* girls; this means that girls like you have led the process to create it. Girls from around the world have participated to make this beautiful project a reality. We recognize that our power comes from what we, as girls, have in common but also from the diversity that makes us different and unique.

## Las Simonas, our partners on this trip

We introduce you to the girls from the collective *Las Simonas*. They will go on this journey with us and share their experiences with you, which are the same ones that many girls shared with us. Even though every member of the group is unique—and they each live in a different place—and come from different cultures and families, they have a lot in common.



These are girls that want to change the world, that know they are strong, and that have a lot to say. But things are not always easy for them because not everyone around them understands how powerful they are. Often, they feel that the world around them has already been created and they just have to adapt to it; they have to fit into a role that was already assigned to them just because they're girls. They feel this isn't fair (and it isn't!) and that's why they fight every day to change things.

## The journey

Our activism doesn't consist of a decision or action; it's a journey that we embark on. A journey that includes a personal process, a collective process, and one that creates and consolidates a movement. This guide focuses on the collective processes, but it also aims to go with you on the entire journey. We know that it's possible that our activism journeys, like many of our personal processes, are not linear and that you feel like you keep going back and forth. Don't worry! We have designed this guide so that you can do just that: use it in a way that it best responds to your interests and needs. You can start with Part I if you want to know more about yourselves and your personal processes. Or you can go directly to Part II to explore more about how to organize to act, or start with Part III if you want to know more about creating a collective movement. You can start wherever you'd like and travel the path that you choose. This guide is for you, use it however you wish.



# OUR PERSONAL PROCESSES



**PART I**



## PART I: Our personal processes

Any activism process begins with a personal process. Our personal processes, in addition to helping us know ourselves better and recognize ourselves as unique and valuable, help us recognize some of the reasons that drive us to act and organize. In this guide, we want to focus on our organizational processes.

**I FIRMLY**  
**Believe**  
that the first  
*Revolution*  
**is internal**

- Gigi Borré -



### Breaking with power structures and inequality

As we've said, each one of us is unique and wonderful. Unfortunately, power structures condition the treatment that we get from society and the role that we are expected to play. Despite our differences, despite the great diversity amongst us, and regardless of where we are, sadly, gender inequality affects us girls everywhere.

Because we are girls, society imposes expectations on us, they try to condition what we can do, say, and how we dress. But there are many other aspects of our identity that also condition our lives and create inequality. To understand more about the power structures that condition our lives and create inequalities, we suggest the following activity.



## Activity 1: Power structures and inequalities around us

**Purpose:** Understand and recognize the power structures and inequalities around us.

**Materials:** Paper and pencils. To carry out the activity, you will need a space without tables and chairs.

**Approximate time:** 45 minutes.

**Instructions:** A maximum of ten people can participate in this exercise, and you must choose one person to lead this activity.

Instructions for the person leading the exercise:

1. Assign one of the profiles at the end of the instructions to each girl.

*If the profiles don't represent your context, feel free to create your own. Be sure that they're as diverse as possible.*

2. Each participant must remember their profile, keep it a secret, and try to put themselves in the shoes of the person described in the profile.

3. Ask the girls to stand next to each other, making a line.

4. Explain that you will now state some situations out loud and that the general rule is:

★ If the situation applies to the profile that was given to me, then I must take one step forward.

★ If the situation doesn't apply to the profile I represent, then I must take one step backwards.

5. Once they're all in line, read the situations that you can find at the end of the exercise. The girls must take one step forward if the



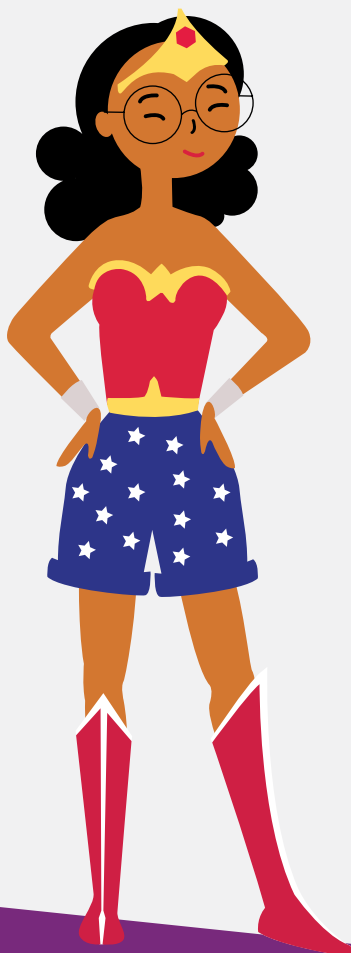
situation applies to their assigned profile and one step back if it doesn't. They shouldn't return to their initial position between each situation.

At the end of the exercise, they will see that there are people that are further ahead than others. The further along they are, they probably have more power and privileges.

Now, they can all guess the profile of the person with the most and least power. Share the profiles that you assigned with the rest of the girls and, together, discuss the following:

- ✳ Who do you think has the most power? What makes you think that this person has the most structural power?
- ✳ Who do you think has the least power? What qualities of that person makes you think that?

Finally, everyone can reveal their identity and see if they were right.



## Profiles

16-year-old girl, Muslim, she's married doesn't go to school.

White 2-year-old baby girl.

Refugee woman who lives in a refugee camp with her two children.

White widowed grandmother, middle class, and with three grandchildren.

White 60-year-old man with a professional education, upper class, he's the father of two girls.

Black woman, young executive, and single mother.

White 45-year-old woman, upper class, she's a lawyer.

Upper class male university student, white, he identifies as homosexual.

Black man whose professional activity is something like medicine, engineering, or law.

Boy who belongs to an indigenous community and who goes to the school in his rural community.



# Situations

Can go on vacation two times a year.

Makes decisions regarding their money.

If they don't agree with something, they can freely say so in their community.

Can walk out in the street without fear.

Has or can aspire to have a good job.

Is likely to become the head of a company.

Makes their own decisions without having to consult with someone else.

Has complete control of their body.

Likely had, has, or will have a good education.

Has a healthy diet and eats three times a day.

## Reflect on the following:

- ★ Things you have seen, read, or experienced that help you understand what power structures and privilege are.
- ★ Experiences in your life that have shown you who has power and who doesn't.
- ★ An example of a time in your life when you felt powerful.
- ★ An example of a time in your life when you felt you didn't have power.

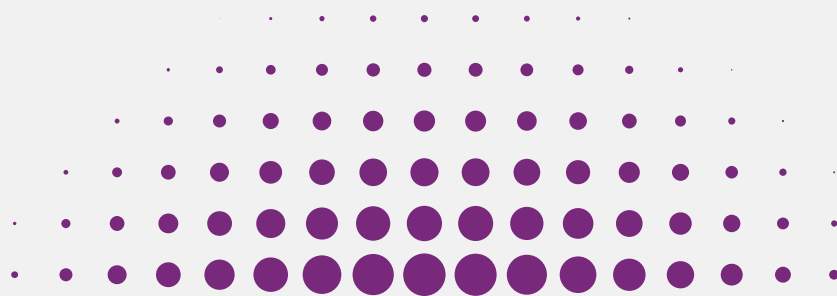
*Who has power and privilege?* People who are respected in our communities, those who govern in our countries, the people we see on TV, those we hear on the radio, the protagonists of the books we read, the people who have the best jobs.

*How do we recognize this?* Through our interactions. Our interactions have taught us that men have more power and privileges than women. But there are other factors that determine these power relations.

- ✳ *Our age:* For example, older men in your communities most likely have more power than your peers who are kids.
- ✳ *Our race:* You have probably seen that white people have positions of power in the world, while people of other races are not as visible in spaces where decisions are made.
- ✳ *Functional diversity:* You might have noticed that people with disabilities are often excluded in their families and communities.

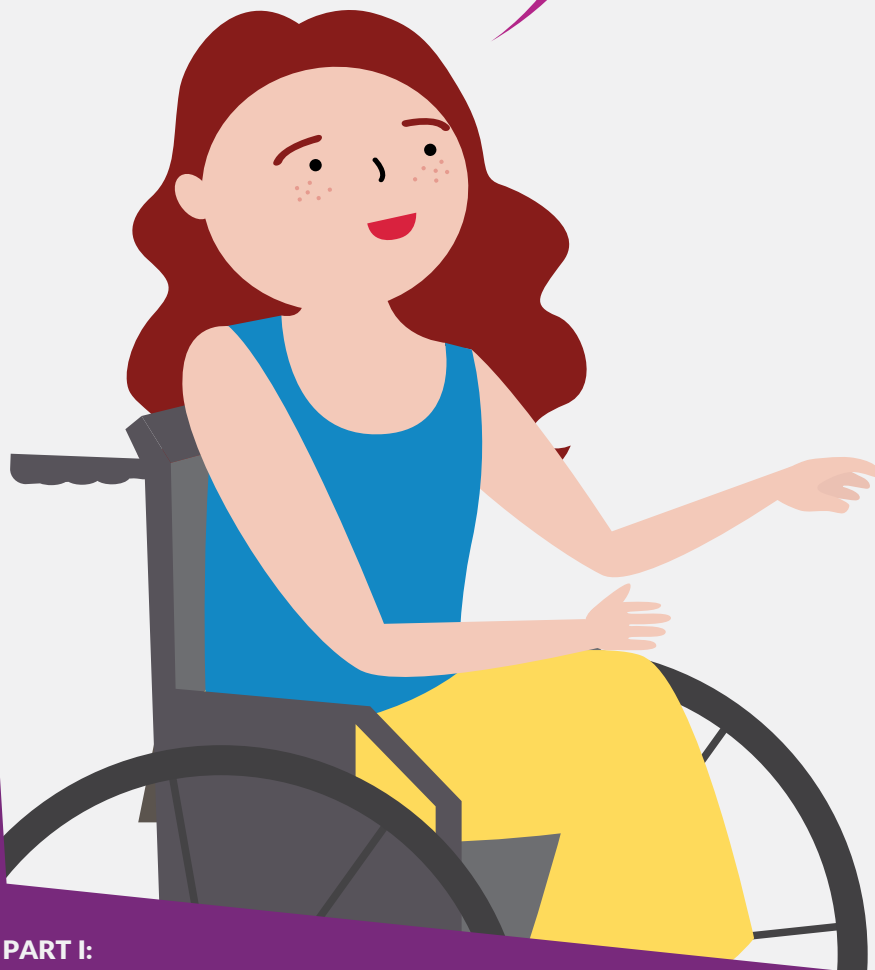
**"I have Asperger's and  
that means I'm sometimes a bit  
different from the norm.  
And-given the right  
circumstances-being different  
is a superpower"**

**- Greta Thunberg -**



- ✳ *Our religion:* Some religions or beliefs might be associated with a certain type of behaviour that means they are less respected in society, or they are a minority and because of that, they are excluded.
- ✳ *Our ethnicity or culture:* In most countries that were once colonized, indigenous or native ethnicities receive less respect and consideration than the 'western' culture.

**Can you think of other factors that determine the power and privilege that we have?**



## Activity 2: Gender inequalities in our everyday life

**Purpose:** Reflect on the gender inequalities that we experience every day.

**Materials:** Paper and pencils.

**Approximate time:** 15 minutes.

**Instructions:** Share the letter<sup>1</sup> that a girl from a Peru sent us with your friends and family. Read it together and reflect on the inequalities between girls and boys.

Hi, I'm Carla and I live in the province of Pataz in Peru.

I go to school because my dream is to be a doctor, but it's becoming very hard. I have to get to school really early because my friends and I have to clean the classroom and the restrooms before our teachers and male classmates get there.

In between classes, instead of resting under the sun like the boys do, we have to go to the closest water source to collect water for the school. When we get back, we're really tired and recess is already over. The worst part is that during class, the teacher doesn't bother to teach me well, because he says I don't need to study hard, I just need to find a good husband. I don't like that when I get home after school, I don't have enough time to do my homework because I have to help out in the kitchen, clean the house, and take care of my younger siblings..

Oh, how I'd like to play in the village like my brother does with his friends every afternoon!

<sup>1</sup>Adaptation from: FADAE. (s.f.). *Guía de actividades para fomentar la igualdad de oportunidades entre niños y niñas*. UNAM. Retrieved from [https://www.iimas.unam.mx/EquidadGenero/papers/GUIA\\_DE\\_ACTIVIDADES\\_DE\\_IGUALDAD.pdf](https://www.iimas.unam.mx/EquidadGenero/papers/GUIA_DE_ACTIVIDADES_DE_IGUALDAD.pdf)

## Reflection:

- ✳ Why do girls have to help clean the classroom and the bathrooms, while boys don't?
- ✳ Why do girls have to get water during recess, while boys don't?
- ✳ Why, when they get home, do girls have to help clean and take care of their younger siblings, while boys don't?



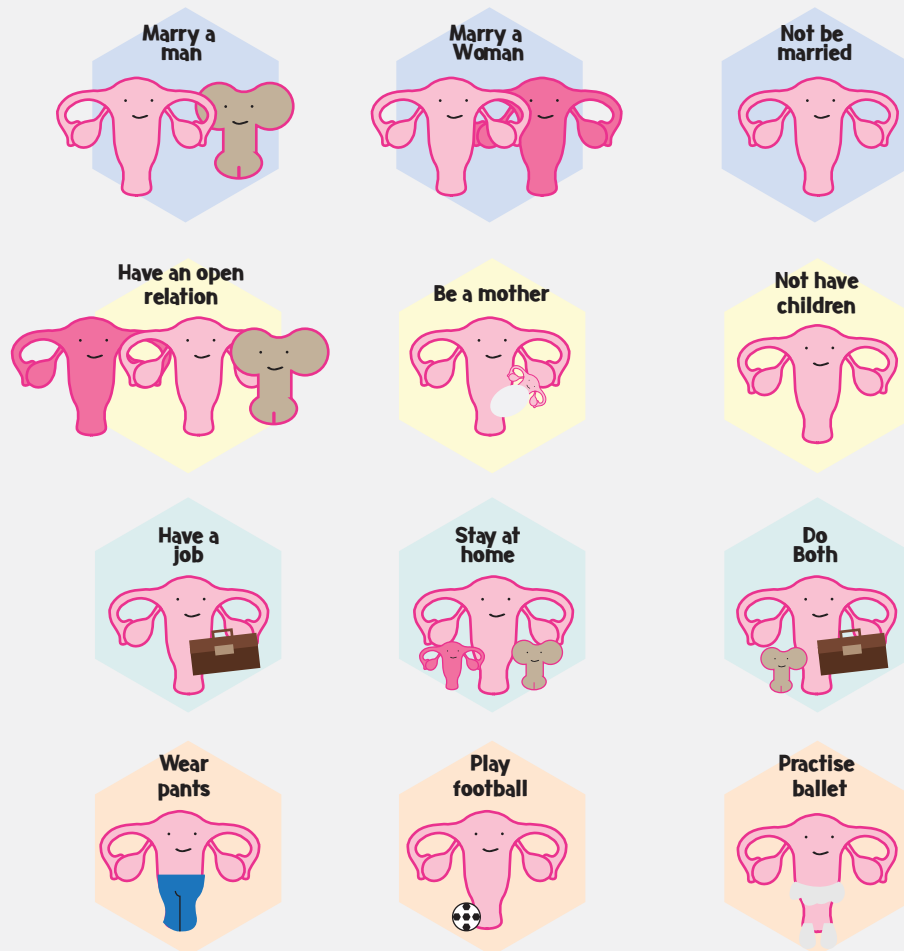


# It's not feminism but feminismS

## What is feminism?

Feminism is a social movement that defends the rights of women and girls, and fights for our equality in every aspect of our lives. Historically and traditionally, we –women and girls–have been considered inferior to men and boys. We have not enjoyed the same rights they have. You might have already noticed that, often, we don't receive the same treatment that boys do. Sometimes, it may even happen in your own family or school. That is because of something we call sexism, which considers that men and boys are superior to women and girls. Feminism fights against this concept and the system that sustains it –**patriarchy**–, and it defends equality so that girls and women enjoy the same rights as men and boys.

### YOU CAN



**Nothing that makes you happy makes you less of a feminist**

There are many mistaken myths and ideas about what feminism is. Some people think that feminism hates men, or that it defends the idea that women and girls are better than them and that we should have more rights. But that's not true! Feminism defends the idea that we are equal in rights, that we deserve the same respect and consideration, and that both men and women have the right to freely decide on who we are and how we want to live our life. Feminism and feminists (who are mostly women, although there are increasingly more men and boys who join our cause) don't think that girls and women are better. But we recognize that, traditionally, we've been oppressed, and our basic rights have been violated. So now we must make our fight visible.

If you've heard about feminism and feminists, you might have heard about some myths that people believe about us. Some people think that feminist girls and women have to be a specific way; that they have to like certain things; that they can only use certain clothes or haircuts; and that they like certain types of people, certain music, and certain books. But none of this is true! We, feminists, are different and diverse. We fight for the same cause, but from our diversity. Each one of us is unique and special.



**We, feminists,  
are different  
and diverse**

Although feminism and feminists defend equality between men and women, we don't all have the same opinion. And feminism means different things for each one of us. That's why we talk about '*feminismS*', because there are many ways to live and defend feminism. They're all valuable and they must be valued. None of us is a good or bad feminist. Each one of us lives feminism in the way we want and can, and the most important thing is to value and defend each other from our diversity.

**It doesn't matter if you think  
we are pretty, we want to be:**

**brave smart safe**  
**charitable determined happy**  
**optimistic creative strong**



**Resource:** In [this video](#) you can see some of the main misconceptions about feminism and the truths about it. Do you want to know more about feminism? Listen to these amazing women; [Emma Watson](#) and [Chimamanda Ngozi](#). Do you want to know more about feminism? In [this channel](#) you'll find the Feminist Manual for Beginners (in Spanish). It contains videos that will briefly explain some things that you might be interested in.

### Activity 3:

## What is feminism for me?

**Purpose:** Understand and recognize the power structures and inequalities around us.

**Materials:** Coloured pencils.

**Approximate time:** 25 minutes.

**Instructions:** Help us refute the false ideas about feminism by filling out the comic with what you learned. If you want and you feel safe doing so, take a picture and share it in your social media with your friends and family!

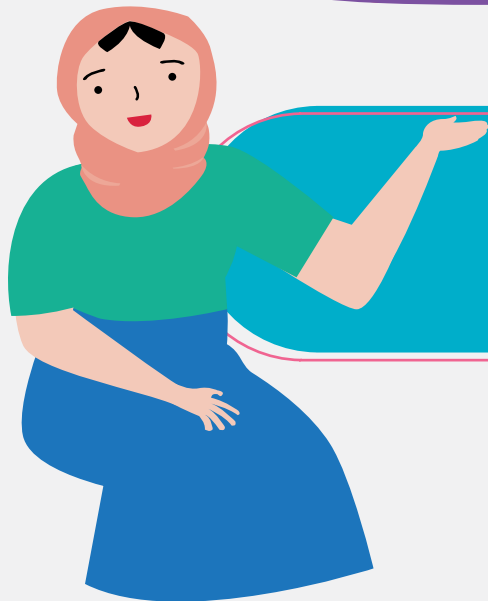
Feminism is a social movement that defends the rights of women and girls in all their diversity and challenges gender stereotypes to ensure that all people have equal opportunities and are treated with respect and as equals.



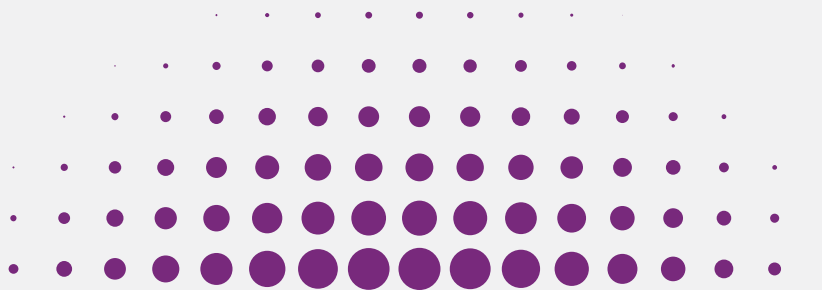
### FOR ME FEMINISM IS...



# FOR ME FEMINISM IS NOT...



Makes sense to me, what  
about you?



## Other women's fight

In the past, many women have fought great battles and we owe them many of the rights that we enjoy today. If you can vote, go to school, work, marry whomever you choose, drive, travel without permission from a man, get a divorce, or decide if and when you want kids, it's thanks to the women and girls that came before us and that fought for their rights and ours.



Every time you feel things are tough, remember that you are part of something bigger. These are some of the messages that our peers sent:

*'We must acknowledge that, through our activism, we become the voice of many girls who don't yet have the courage or the chance to express themselves because of many situations that make them vulnerable'*

*'Let's fight together; sometimes life has setbacks, but the great thing about being a woman is that we don't give up easily. We learn from our setbacks and keep moving forward'*

*'Don't let anyone tell you that you can't do it. No one can limit you, you set your own limits. So, make your dreams a reality. Keep trying. By trying, the only thing you lose is the attempt. And if you achieve your goal, you'll gain many things'*

*'You can exercise feminism from any circumstance, moment, place, and group. We may feel fear because it's what we've been taught. But at school, at church, and at home with my dad, I've been able to show my feminism because I myself have allowed it. Don't be scared, live it!'*

**Resource:** Do you know who Malala is? You will be surprised by everything she's done. Check out these two videos about her story. ([video 1](#) - [video 2](#))

We want to share the testimonies of two young women activists with you. Do you like to hear testimonies like us? Meet [Greta Thunberg](#) and [Catherine Harry](#).

If you prefer to read, we have another option for you: this is a [tribute to women who achieved great things through their activism](#).

---

---

---

---

---

---

---

---

Which ones  
are your  
favourites?



Feminism is a movement that exists in the entire world. Unfortunately, the most well-known feminists are white European or American women. But the truth is there have been and there are feminists around the world! There are definitely examples in your country or community! That's why we suggest that you **find out who they are!** They may not be internationally known, but they have—without a doubt—done a great job fighting for the rights of women and girls in your context. You owe them and their fight the rights that you enjoy.



#### STAR IDEA!

Once you have completed Activity 3, maybe you can talk to your teacher to include a lesson on feminism and let you share this information with you classmates. They'll most likely be interested as well!



## Activity 4: Feminism in our context

**Purpose:** Discover the feminist movement and its exponents in our context.

**Materials:** Paper and pencils.

**Approximate time:** 30 minutes.

**Instructions:** Look up information on feminism in your country or community, and key figures.

### Where can you find it?

- ★ The internet is your best ally. You can start with a simple search in any search engine and you'll find a lot of information.
- ★ You can also search in your local library, or ask women in your community. They'll be able to share more information on the feminist movement in your country and its figures.
- ★ There are books and encyclopaedias of strong women, such as Valerosas, where you can find information on many women and perhaps, you'll find one from your context.



## Reflection

After your research, reflect on the following questions:

*What is the history of feminism in your country or context?*

---

---

---

*Who are the key feminist figures in your context?*

---

---

---

*What were the causes they fought for?*

---

---

---

*What rights do you enjoy thanks to their efforts?*

---

---

---

If you feel comfortable and safe, share this information on your social networks. You'll see there are more girls around you that want to learn about the feminist movement in their context.

## Sorority, or Sisterhood: understanding that we're all together

If we want to change what is happening to girls in the world, we must unite and act together. But often, we—girls and women—don't want or are not used to working together.

Have you ever asked yourself why we—girls—learn from an early age to compete against each other instead of sharing? Why, instead of being friends, do we often behave as enemies? We have been taught early on to be rivals and not partners.



We've been so worried about competing against other girls, their bodies, their achievements, their attitudes, that we have forgotten that we're stronger together.

### Do you know what sorority, or sisterhood, is?<sup>2</sup>

SORORITY, OR SISTERHOOD, is when girls and women recognize one another, we acknowledge each other as diverse and unique but also as peers. It means we understand each other as peers to become partners and transform our reality.

**IT'S SISTERHOOD, SOLIDARITY, AND EMPATHY AMONG WOMEN!**

<sup>2</sup>Adaptation from, M. C. (2017). *Sororidad: Nos enseñaron a ser rivales, pero decidimos ser aliadas*. Onda Feminista. Retrieved from <https://ondafeminista.com/2017/08/26/sororidad-nos-ensenaron-a-ser-rivales-pero-decidimos-ser-aliadas/>

## AND IF WE DECIDED TO SHARE INSTEAD OF COMPETING WITH ONE ANOTHER?



### How can we exercise our sorority, or sisterhood, in our everyday life?

Supporting each other should be a constant in our lives. We all need the support of the women around us. But it's not always so easy. That's why we want to share some tips with you on how to practise sorority in your everyday life:

- ✳ Let's not judge other girls or women for the decisions they make about their bodies.
- ✳ Let's not use phrases like, 'you play like a girl', and, 'you cry like a girl'. Since when did being a girl or woman become an insult? We should de-normalize these discourses.
- ✳ Let's stop criticizing each other for the clothes we wear, the make-up we use (or don't use), or our haircut. Everyone has a right to express themselves freely.

- ✳ Let's stop judging other's bodies based on unrealistic beauty standards imposed by the patriarchal society around us. Let's motivate each other to love ourselves and value our bodies. Let's not call others 'ugly', 'fat', or 'superficial'. Let's value each other for what we really are.
- ✳ Let's not start rumours about other girls or women. We wouldn't like that to happen to us.
- ✳ Let's not criticize girls and women that still align with and contribute to sexism. Let's remember that this is a systemic problem, we need to help each other learn and grow in a constructive way.
- ✳ If you see an unconscious girl or woman at a party, don't allow anyone to touch her body.

These are only some tips. There are many more things you can do to exercise your sorority. Remember that we're not competition. When one of us succeeds, all of us succeed. Support the women around you and encourage them to do the same. For more tips on how to exercise your sorority, or sisterhood, in your everyday life, We invite you to watch the inspiring video [Here's To Sisterhood](#) launched in 2016 during International Women's Day..



## Activity 5:

### What is sorority, or sisterhood?

**Purpose:** Together, review the meaning of sorority or sisterhood and how to practise it.

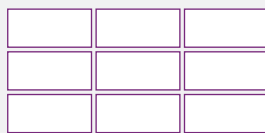
**Materials:** The cards below printed.

**Approximate time:** 15-30 minutes.

**Instructions:** Separate the cards and mix them up. This is a game of pairs! Together, discover what sorority or sisterhood consists of and how you can contribute to strengthen these connections with your friends at school and with the rest of the women around you.

### How do you play this game?

- ★ Once printed, cut each pair of cards along the external border (dotted line), fold them along the solid line and tape or glue them together.
- ★ Place all the cards on a surface in the following way (make sure to place them face down so that the images aren't visible).



The idea of the game is to find pairs (two cards with the same image).

- ★ Take turns flipping two cards.
- ★ If the two cards you chose have the same image, you can take them. If not, then leave them face down in their place.

At the beginning, it might be hard. But as the game progresses, if you're paying attention, you'll start to remember the location of the cards and you'll start collecting them. The person with the most cards at the end wins.

- ★ When the game is over, share the messages that are created when joining the pairs. Before reading each message, together say, 'sorority or sisterhood is ...'

Diverse &



A practical guide  
for girl activists



Celebrating the  
achievements of



women  
around me

Diverse &



A practical guide  
for girl activists

Diverse &



A practical guide  
for girl activists



Creating safe spaces  
where my friends and I



can share what we feel  
without fear

Diverse &



A practical guide  
for girl activists

Diverse &



A practical guide  
for girl activists



Reporting any type of  
violence



against women and  
supporting them

Diverse &



A practical guide  
for girl activists

Diverse &



A practical guide  
for girl activists



Supporting the fight  
for inclusion



and for gender  
equality

Diverse &



A practical guide  
for girl activists



Diverse &



A practical guide  
for girl activists



Not judging  
my physical



appearance or  
that of others

Diverse &



A practical guide  
for girl activists

Diverse &



A practical guide  
for girl activists



Respecting the  
decisions that all



women make about  
their bodies

Diverse &



A practical guide  
for girl activists

Diverse &



A practical guide  
for girl activists



Being kind, generous,  
and take care



of the women  
around me

Diverse &



A practical guide  
for girl activists

Diverse &



A practical guide  
for girl activists



Avoiding phrases like,  
'you play like a girl' ...



When did being a girl  
become an insult?

Diverse &



A practical guide  
for girl activists



## The power of women's circles<sup>3</sup>

Throughout history, women have gathered in circles for different activities: some sing, others prefer to dance, some read, knit, others paint, study, talk, and write.

What makes these circles so special and powerful is SISTERHOOD. These are spaces where we—women and girls—listen to each other, we support each other, and we connect emotionally with one another.

Women's circles are the perfect place to talk confidently and with trust. It's also a place to learn to listen to others with respect. This is the only way to see ourselves in others and feel identified with them.



### What is a women's circle?

Women's circles are an ancestral way to gather among women that create a profound personal and social transformation. As the name indicates, women's circles are not a place where we sit in a hierarchical way, where one woman speaks at the front and the rest look in that direction without looking at each other and without being able to participate. This contrasts with the hierarchical or vertical ways of relating to each other; simply by sitting in a circle, at the same height, each one of our voices and stories has the same importance.

<sup>3</sup>This section was inspired by: Style, S. (2016). *El Poder Transformador de los Círculos de Mujeres. Mujer Cíclica*, Retrieved from <https://mujerciclica.com/2016/07/26/el-poder-transformador-de-los-circulos-de-mujeres/> y Shakti, M. (2016). *¿Qué es un Círculo de Mujeres?*, Retrieved from <https://templofemenino.com/2016/04/18/que-es-un-circulo-de-mujeres/>

We sit in a circle to remember that we all have the same right to be seen and heard. Women's circles gather an energy of compassion and love for ourselves. Together, we remember who we are, where we come from and where we're going, what we want to do, and how we want to do it. Together we project our dreams. No circle is like another simply because each woman is unique and so is each group of women.

*'When women gather in a circle, they are transformed, and so is the world'*

Do you want to create your own women's circle? Invite your friends to join around an activity that you all enjoy. Do you like to dance, write, read, sing, paint? Everyone doesn't have to be an expert. The circle will be the chance to exchange talents, skills, and experiences. In the following activity, explore more about how to create a women's circle.



## Activity 6:

### Experiencing the power of women's circles

**Purpose:** Experience the power of women's circles.

**Materials:** You will need a free space for this activity and the necessary tools depending on the exercise you decide to do.

**Approximate time:** Whatever amount of time the group decides.

**Instructions:**

### How can you create a women's circle?

- ✱ Decide together on a place to meet where everyone feels comfortable.
- ✱ Together, discuss the main principles of the women's circle and, if you feel that you're missing one, don't hesitate to add it:
  - ✱ It's a safe space of mutual respect.
  - ✱ It's a space free from judgement and criticism.
  - ✱ It's a space of mutual support that centres on sorority or sisterhood.
  - ✱ Everyone can participate, but no one is required to.
  - ✱ Don't share what happens or is spoken in the circle with external people.
  - ✱ -----

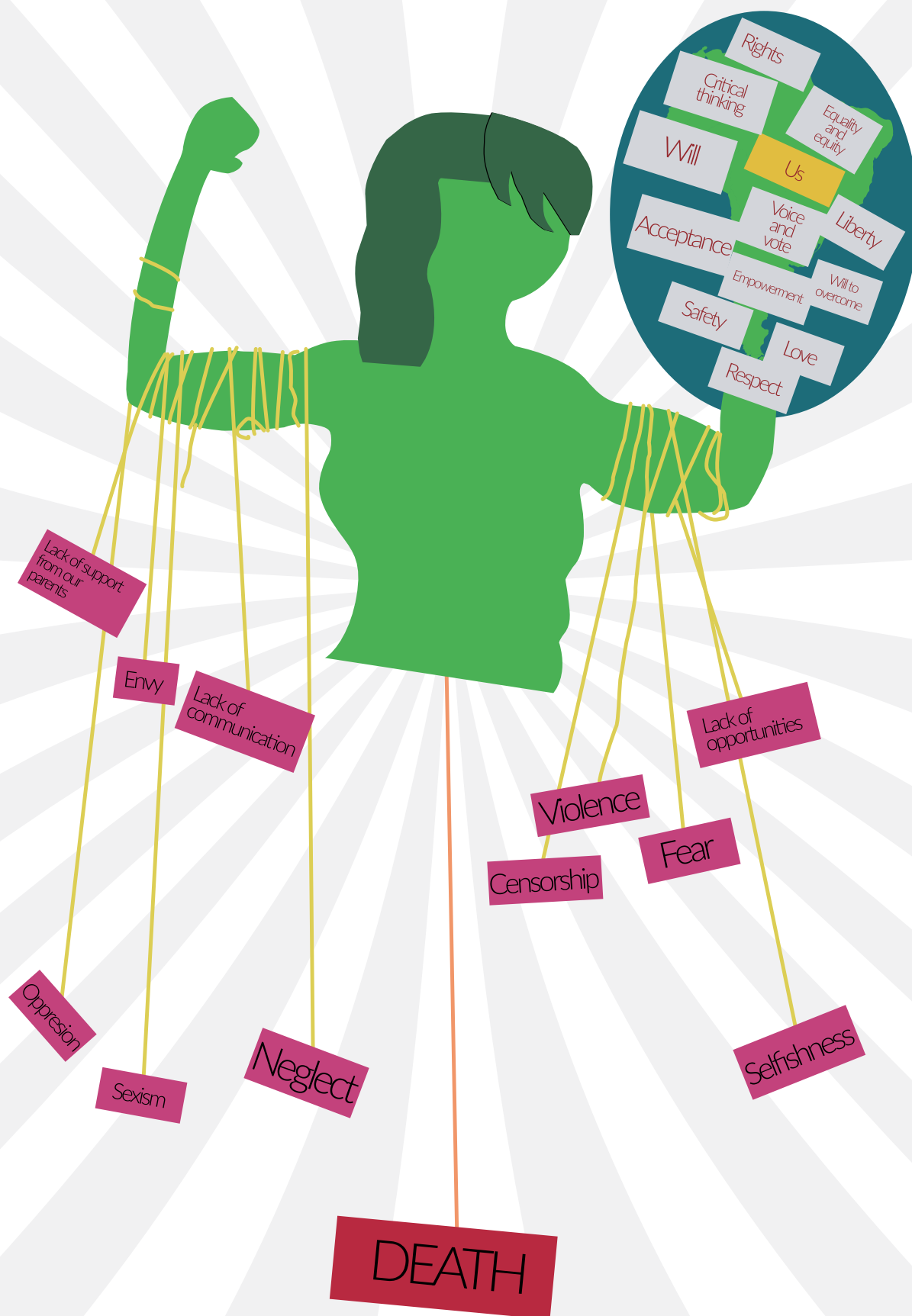
### To start

- ✱ Close your eyes, take a deep breath, and relax. Leave your everyday worries aside. This is a space to find yourself and to strengthen your power as girls and women, and to strengthen the connections of sorority or sisterhood that unite you.

- ✳ Let anyone who wishes to do so to express and share what they wish with everyone else; it can be worries, a reflection, an achievement, an anecdote, whatever they want. The rest of the group doesn't have to respond; it's just a space to freely express yourself. Each person is free to express themselves however they wish (sing, dance, talk; everything is allowed as long as it respects others).
- ✳ Now that you have created this space of trust and reflection, you can use it to reflect together. Below, we suggest some topics you can address in the circle (remember that the way you do this is up to you), if the group is interested in them:
  - ✳ The inequalities around you.
  - ✳ The reasons that motivated each one to join the group.
  - ✳ Feminism in your daily life.
  - ✳ Sorority or sisterhood in your context.
- ✳ The circle begins and ends when the group decides. It can last as long as the group wishes.

*You'll be surprised how powerful this circle can be!*

**Resources:** We invite you to learn more about the [Carol Rossetti Women Project](#) which uses images to show situations that we face every day and that we can turn around by supporting each other.



This image represents the memory of a collective creation that was developed by Latin American girls and young women, during an event that took place at the beginning of 2019 in Colombia, and which marked the beginning of the development of this guide. The image is of a woman who, on the one hand, questions the gender stereotypes that indicate that women must be thin, have long hair, and be attractive to men, and on the other hand, reflects on the burdens and barriers that girls and women face to achieve what they want.

The signs–hanging from the woman’s arms–represent the burdens that she fights against every day: sexism, oppression, envy, selfishness, lack of communication and censorship, neglect, violence, bullying, fear, and the lack of opportunities.

Often, this fight leads to death.

In contrast, her left hand represents that world she dreams of. A world where women’s rights are respected as much as men’s; a world where every girl and woman enjoys freedom, safety, respect, self-love, empowerment, growth, a voice and vote, acceptance, will, critical thought, equality, and equity.



# OUR COLLECTIVE PROCESS



**PART II**

## PART II: Our collective process

### Our group

The first step to begin your group's activism process is to **IDENTIFY WHAT YOU'RE FIGHTING FOR**. Identify what you want to change, what you wish to achieve through your actions. Although you may already know the changes that you want to see happen, it's crucial for you to clearly identify your objectives because if you don't know where you're headed, you won't know the paths you can take to get there.

**ALICE: "Tell me cat, which is the right path?"**

**CAT: "¿Where are you going?"**

**ALICE: I don't know**

**CAT: If you don't know, it doesn't matter  
which way you go**

**- Adapted from "Alice in  
Wonderland " by  
Lewis Carroll -**

To have a better idea of your fight, we suggest the following simple exercise: you only have to think about what you've read so far in this guide, the feelings you've experienced, and the things you're now questioning.

Of all the things you've reflected upon, what would you like to change?





## Activity 7:

### Situations that make us feel uncomfortable

**Purpose:** Recognize and discuss the everyday situations that bother and affect us.

**Materials:** Paper, colour pencils, scissors, glue, magazines, newspapers, if possible, a device with internet access, and a printer.

**Approximate time:** 1 hour and 30 minutes.

**Instructions:** Make a collage with cut-outs from magazines, journals, drawings, photos, or images from the internet of situations that make you feel uncomfortable or that you disagree with.

Discuss the images in the collage together. You will have a lot to talk about for sure!

### Reflexión:

- ★ What situations do the images you chose for your collage represent?
- ★ Why do these situations make you feel uncomfortable?
- ★ Have you ever experienced these situations in your lives? How did you react to them?





Here we share  
an example of a  
collage we made  
in our group...



## Activity 8: Identifying our objectives

**Purpose:** Identify the objectives we wish to achieve as a group.

**Materials:** Paper and pencils.

**Approximate time:** 45 minutes.

**Instructions:** Choose 2 images from the previous exercise and complete the posters by responding to the questions for each one.

The information in these posters is very important because it will give you a clearer idea of what you wish to achieve, of what you need to change, of the help you need from others, and the things you can do to get closer to your purpose/objective.

- ★ Don't worry if you can't complete all the spaces.
- ★ If it's too difficult right now, continue reading the guide and when you have a new idea or feel that you have more information to complete them, return to the section and finish it.
- ★ When you have completed them, feel free to return later on and make changes if you consider it necessary.
- ★ There is no correct or incorrect way to complete the posters. Just respond to the questions and you'll see that at the end, you'll have a clearer idea of what you want.
- ★ If, after all, you feel it's too complicated, ask one of your moms, older sisters, or teachers to help you. Doing it together can also be fun.



## IMAGE 1

Describe the situation represented in the image.

What are the changes you wish to see happen?

How would this situation be if you were able to achieve the change you desire?

I dream of a world where...

---

Who needs to think or act differently for this situation to change?

How can the power structure be changed?

What do you think that you and your friends and peers of the group can do to make this change happen?

## IMAGE 2

Describe the situation represented in the image.

What are the changes you wish to see happen?

How would this situation be if you were able to achieve the change you desire?

I dream of a world where...

---

Who needs to think or act differently for this situation to change?

How can the power structure be changed?

What do you think that you and your friends and peers of the group can do to make this change happen?

Achieving this dream will become the **OBJECTIVE** of the group.

I dream of a world where...

---

**ALWAYS KEEP THIS IN MIND BECAUSE IT WILL GUIDE YOUR WORK AND PATH.**

## Examples:

- ★ We dream of a world where ... *every girl knows and enjoys her sexual and reproductive rights.*
- ★ We dream of a world where ... *every girl is free to choose if, when, and with whom they want to marry.*

- ★ We dream of a world where ... *every girl goes to school.*
- ★ We dream of a world where ... *we all fight to protect our planet.*
- ★ We dream of a world where ... *every animal and their natural habitat are respected.*

## Reflection:

The important thing is for everyone in the group to identify the collective dream and the objective they wish to achieve.

Once you've defined the objective, you must ask yourself: how will we organize the work in our group to achieve this objective? **DON'T FORGET THIS!** Every project and every activity that you organize must help you work towards this objective.

## Organizing the work in our group

There are many ways to organize work within the organization; most groups prefer to work based on thematic areas. This means that they establish two or three areas, each one with a different topic but all aiming to achieve the objective of the organization. In general, there is also an area in charge of communications, for example, of social media.

To establish the possible thematic areas within your group, we suggest the following activity.



## Activity 9: Dream Tree

**Purpose:** Identify the areas of work where we can work as a group to achieve our dream.

**Materials:** Paper and coloured pencils.

**Approximate time:** 30 minutes.

**Instructions:** Think about a tree: it's made up of roots, the trunk, and the branches with leaves and flowers. The tree will remain alive only if its roots are strong; if not, it will lose nutrients and it will become weak until it dies.

Now imagine that the trunk of the tree is the dream you have as a group/ organization/collective (*this will probably be a lot clearer now that you completed activity 8*). What do you have to do to make sure the tree trunk remains stable and strong? If you believe the solution is to identify and work on your roots, **YOU'RE RIGHT!**

What you have to do is identify the areas where you group can work on to achieve your dream. Once you've done this, write it in the roots. See below the example of the tree that we made with our peers.





In each one of the areas, we organize different activities and campaigns that help us achieve our dream as a group.

Now it's your turn. Design the tree that best represents your organization/ group/collective (you can paint, use cut-outs, whatever you can think of). In the tree trunk, write down the dream you have as group; in the roots, write at least 3 areas of work that will help you achieve it.

Now that your tree is ready, the group's dream/objective will most likely be clearer for everyone, and so will the areas of work. Don't worry if right now you weren't able to identify all the areas where you'll work. You can always come back to the exercise and finish it, and even change it if necessary.

# OUR DREAM TREE



## What can we do if we don't have the support of our parents or other adults?

We know very well that, sometimes, it's not easy to begin our activism because some people don't agree with what we do. Many of us did not have the support of our parents, families, husbands, or teacher from the beginning. In fact, some of us still don't. For that reason, we want to share some strategies that have worked for us in gaining the support of the adults around us.



Think about the reasons we're sharing and identify whether one of those (or more) is the reason that the adults around you disagree with your activism.

- ✳ They're worried about our safety when we participate in meetings or activities with other members of our group.
- ✳ They think that our activism will lead us to what they believe is the wrong path.
- ✳ They are not aware of what we do in our group.
- ✳ They think that our activist friends are a bad influence and that we'll stop going to school.
- ✳ They think we'll become rebellious and they fear that the community will cast us out.

Once you've identified the reasons, check out the strategies below and choose the ones you find most useful.

Involve the people that facilitate the activities in your group when you need to get permission from your parents/teachers.

Explain the importance of your fight for women's and girls' rights to them.

Provide them with information on how the group operates, its objectives and initiatives, and their impact.

Organize workshops and pass out flyers to teachers on the activities to raise awareness among them.

Involve other members of your family in the organization and its activities.

Let them know the type of people you meet with; you can invite some group members to your house.

When you ask your parents for permission to participate in the organization's activities, do so in a group instead of individually.

Highlight the activities you do, especially if they're artistic or sports-related, and their benefits.

Make your mom, older sisters, cousins, or aunts allies by explaining the importance of your activism.

Get to know your organization's causes well in order to be able to defend its ideas and show the importance of your activism.

Identify people that can support you when asking for permission. They might be family members or family friends.

## Activity 10: Explaining what we do

**Purpose:** Learn and test an effective way to explain what we do.

**Materials:** Paper and pencils.

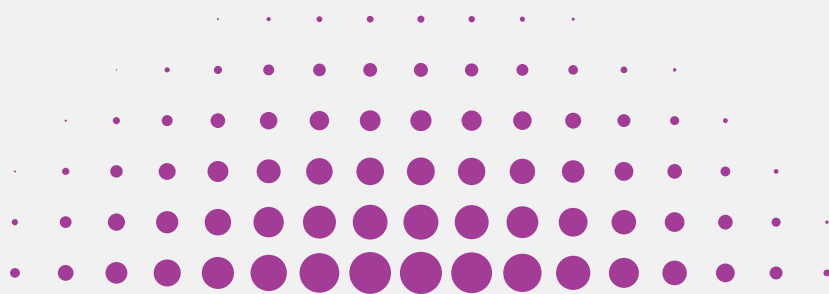
**Approximate time:** 1 hour.

**Instructions:** Every time you explain to someone what your group or organization does, or your individual actions as activists, it's important that you're clear, specific, and that you feel safe. It's crucial for you to transmit your message in an effective way. We know that's not always easy (it wasn't for us!). That's why we want to share a technique that we believe will be of great help.

- ★ Complete Sheet 1, that you'll find below, with specific yet complete information, and with simple vocabulary. Make sure the information you choose fully explains who your organization is, the importance of the problem you wish to resolve, and what you're doing to achieve your objective.
- ★ Gather the responses from the sheet to form a smooth paragraph (Sheet 2), and practise reading them out loud a couple of times.
- ★ Now be ready to practise together! Take turns saying the message and give each other feedback.

### Reflection:

The idea of the exercise is that you're able to transmit an effective message that allows you to briefly (in a minute and a half, maximum) explain why what you do is important. It's important to be able to clearly express what we do in a short amount of time; sometimes it's all the time we have before someone stops paying attention to us.





### STAR IDEA!

When you're practising together, you can also record yourself while you're saying the message. You can then see yourself and identify what areas you can improve.

## SHEET 1

Who is your group, organization, or campaign?

\_\_\_\_\_

What is the problem you want to eliminate?

\_\_\_\_\_

Why should people be interested in this issue?

\_\_\_\_\_

What do you intend to do to solve it?

\_\_\_\_\_

## SHEET 2

Paragraph explaining what we do:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Resource:** Do you want to learn more about this? Check out [this video](#).

Can you think of another strategy? Share it with us. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Arts and sports can be our best allies

One of the most effective strategies you can use is to look for allies in the arts or sports. In general, adults allow girls to participate in artistic and sports activities more easily than in activism activities.

Plus, painting, music, dance, theatre, soccer, basketball, volleyball, and all other sports and artistic activities, are the perfect space to exercise our activism and, at the same time, have fun. With our peers, we have had great experiences with art and sports in our activism process.



*'In art, I found a space where **diversity is celebrated without discrimination** based on gender, race, ethnicity, or socioeconomic status'*

*'Through dance, painting, and theatre we can **express our feelings and show our discontent with inequalities in a peaceful and constructive way**'*

*'Through art and sports, I was able to **heal wounds from my childhood and express what, in words, I was never able to say**'*

*'It's the space where I can support other girls, by teaching them to dance; to me it's important that **they can find support in an activity that they enjoy doing**'*

*'Art in my organization is used **as a way to disseminate information**, to share the work that we do and **bring more girls to the group**'*

*'In my group, we work using recreational techniques, through clay, painting, dance, theatre, to **explain complex topics in a simple way to girls**'*



**Resource:** : In 2017, director MJ Delaney featuring 'Freedom' by Beyoncé, as part of The Global Goals Campaign, calls for action on some challenges girls face around the world. We hope you enjoy it as much as we do. You can see it [here](#).

The Obama Foundation used music for launching the [Global Girls Alliance program](#) which aims to empower adolescent girls around the world through education.

## Leadership in our group

As we organize our work and our group grows, it's normal and necessary to start reflecting on the leadership. It's possible that you've only been exposed to traditional leadership models where a person-elected or not-leads and the rest follow. But this isn't the only way to exercise leadership.

Each one of us has talents and interests that make us unique. The best way to establish our group is to take advantage of these talents and interests to promote our leadership and achieve individual and collective success.

Leadership is not based on our personalities. Sometimes we think that a leader is someone who is outgoing and who likes to tell others what to do. But that's not the case. We're all unique and we all have the ability to be leaders if we want to. And, as a group, we can decide on the leadership models that best adapt to us.

### *A good leader is someone who ...*

- ✳ Inspires and motivates those around her.
- ✳ Listens to her peers and tries to understand them by putting herself in their shoes without judging them.
- ✳ Recognizes when she makes a mistake, and learns from her mistakes and her work.
- ✳ Is humble and recognizes that, although we're all amazing and powerful, we need each other and, together, we are unstoppable.
- ✳ Exercises sorority or sisterhood in everything she does.

Although we've been taught that there must always be a leader that leads the way for the group, that's not necessarily true. The leadership model that we decide to implement in our organization is our decision. There are organizations that ...

- ✳ Rotate leadership to ensure that everyone has the opportunity to develop their abilities as leaders.

- ✳ Are committed to young leadership, so they establish a maximum age limit and, this way, ensure that the group is always led by girls.
- ✳ Elect leaders through voting and consensus.



The most important thing we must remember is that all girls (or boys and adult women, if we so decide) that are part of our group are valuable and play an important role. Regardless of who decides to exercise leadership, it's crucial not to forget that every person that is part of our group is important.



## Activity 11: Exploring different leadership models

**Purpose:** Together, explore different leadership models and their advantages and disadvantages.

**Materials:** None.

**Approximate time:** 2 hours.

**Instrucciones:** Through this activity, we want to invite you to discover, together, the advantages and disadvantages of three leadership models that are very common in our groups: individual leadership, collective leadership, and non-defined leadership. Keep in mind that these are not the only alternatives; there is always room for creativity. However, exploring these three models can be a first step in discovering your preferences regarding the leadership of your group.

- ✱ Create 3 teams and randomly identify them as Team A, Team B, and Team C.
- ✱ Team A will represent the individual leadership model; Team B will be the collective leadership model; and Team C will be the model of non-defined leadership.
- ✱ Team A must choose their leader, while Team B must choose 3 leaders. The leader in Team A and the leaders in Team B will be in charge of leading and guiding the work of the groups to ensure that they meet what will be asked of you below. Team C will not have a leader(s); all members of the team must lead and guide the work.
- ✱ During the activity, the members of each team must hold hands—making a circle—including the leader or leaders.

Each team has 3 minutes to make each one of the following shapes without letting go of each other's hands.



After approximately 10 minutes, the team will have made the three shapes. And although the result will most likely be very similar among all the teams, each group dynamic will certainly be different. Remember that this is not a competition; what is important about the exercise is the collective reflection that happens after it's over.

## Reflection:

By now, you'll see that the three models have advantages and disadvantages. Together, reflect upon the models explored through the exercise and how they adjust to your group.

### Individual leadership group:

Share your experience making the shapes under the leadership of one person.

- ★ What were the advantages of having one person guiding the process?
- ★ What were the challenges?
- ★ What did you learn with this process?

### Collective leadership group:

Share your experience making the shapes under the leadership of three people.

- ★ What were the advantages of having a group of people guiding the process?
- ★ What were the challenges?
- ★ What did you learn with this process?

### Non-defined leadership group:

Share your experience making the shapes under a non-defined leadership.

- ★ What were the advantages of not having anyone guiding the process?
- ★ What were the challenges?
- ★ What did you learn with this process?

Remember that you can always change your mind. If you decide to use an individual leadership model and you realize that it's not working as you expected, you can always try collective leadership, and vice-versa. If you discover that another model best adapts to what you're looking for, that's perfect! There is no one formula that works for every group.

## Changes in our leadership

As we grow as a group, it's important to reflect on our work and our leadership experiences. Therefore, every time we change leaders (it's always healthy to have some type of rotation in our leadership), it's important that we learn together about their experiences. This will be useful for our personal and collective processes. It's important that every time there is a change in leadership, we share the knowledge about the group, the work, and lessons learnt with the rest of the group and with the new leader(s).



It's a good idea to establish a space where the people leaving the leadership role can share their experience and knowledge with those coming after them. In this space, they can talk about:

- ✳ Information on projects and activities in the process.
- ✳ The challenges the organization is facing and how they have been addressed up until that moment.

✧ Lessons learnt.

✧ Progress made.

This will help the organization not lose continuity between the work of one leader and the other.

But why is it important to establish this space to exchange experiences and knowledge? We invite you to find out together.



#### STAR IDEA!

Take advantage of the opportunity to document the process and the knowledge transmitted! It's important to start establishing an institutional memory.



## Activity 12: Changes in our leadership

**Purpose:** Reflect on the changes in our leadership.

**Materials:** Yellow, blue, red, white, and black paint; paper; pens; 3 coloured copies of the formats.

**Approximate time:** 1 hour and 30 minutes.

### Instructions:

- ★ Create 3 teams and randomly identify them as Team A, Team B, and Team C.


**Team A:** Choose one leader. In this case, **there will be no change in leadership.** This means that the same person will lead the activity in all rounds.

**Team B:** Choose 3 leaders. This group **will include a change in leadership:** a different person will lead the activity in each round.

**Team C:** Choose 3 leaders. This group **will include a change in leadership:** a different person will lead the activity in each round.

The activity will take place in 3 rounds. It consists of using the primary colours (yellow, blue, and red) and white and black to create these 10 colours .

- ★ Each team must have a coloured printed copy of the format below.

- ★ One leader from each team must take the paint  and the format with the colours that she must recreate



- ★ During the round that lasts 5 minutes, she must mix the colours that she considers appropriate      (using drops) to make each one of the colours in the format


















- ★ The rest of the team can help her by giving her ideas, without touching the Paint and without writing.

Very important:

**Team A:** The chosen leader will do the activity in every round and she can't write.

**Team B:** A different leader will participate in each round. At the end of each round, the previous leader will have 1 minute to talk to the new leader and advise her according to her experience. She can't write.

**Team C:** A different leader will participate in each round. While she does the activity, the first leader must write the formula in detail (the number of drops that she used      to create each one of the colours           ). For the next round, she will share these instructions with the new leader, who will be able to use them and make progress quicker. This leader will add her instructions on the new colours and share them with the last leader.

At the end of the 3 rounds, the teams may or may not have completed the colour pallet. Remember that this isn't a competition; what's really important is that you sit together to reflect on what happened in each team. Evidently, the experience will be very different and valuable in each one of the teams.

## Reflection:

With the group, share the experiences of each group and reflect on the three leadership models.

**Team A:** How did the leader that was working alone and that had the responsibility of her team feel? How did the rest of the members of the group feel?

**Team B:** How did the fact that everyone participated feel? How did it feel that the leader from the previous round shared her experience with the next one?

**Team C:** The same ones from team B and, for the exercise, what was the value added of having the written instructions of the leaders of the previous rounds?

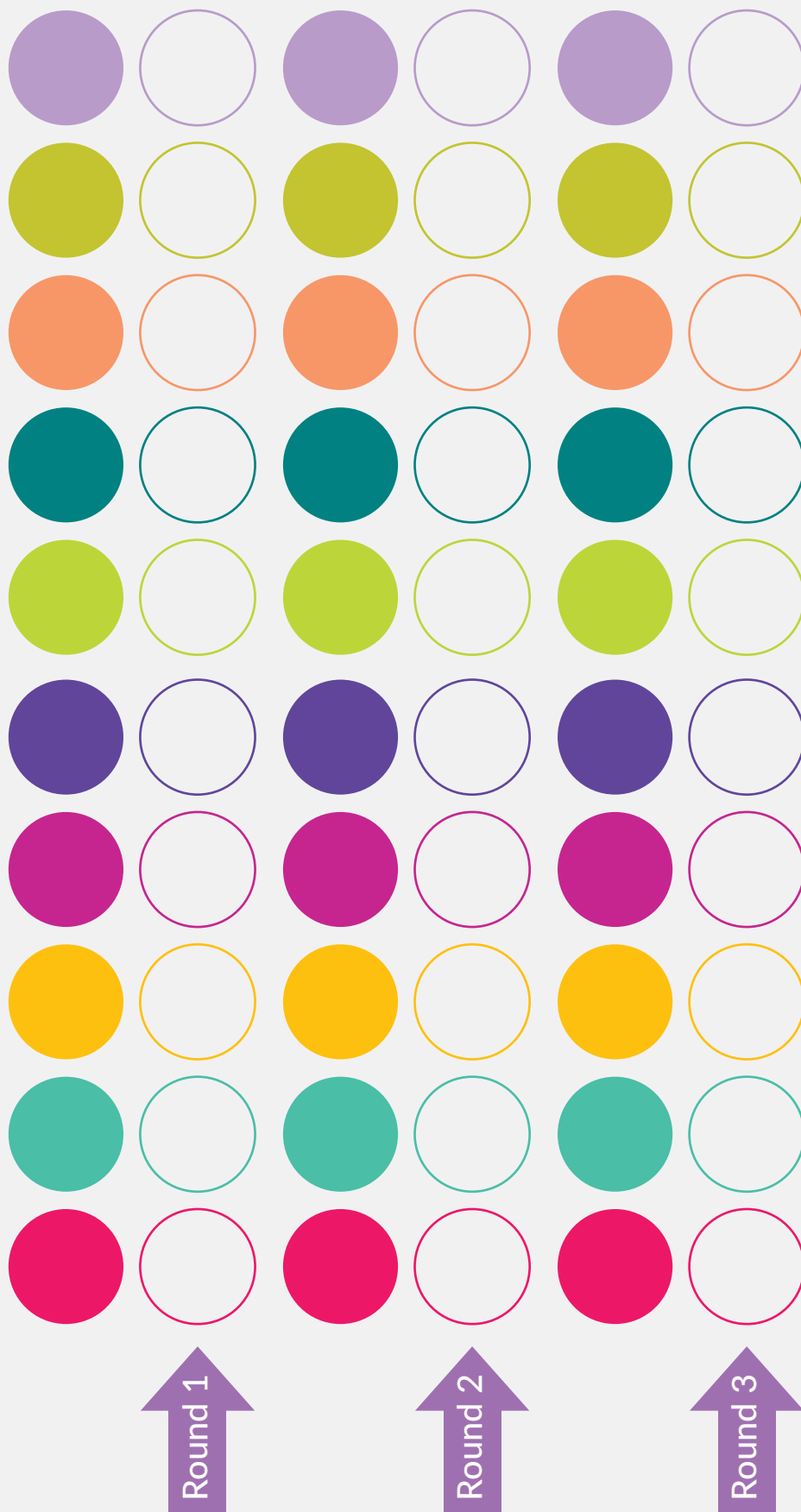
Did one of the leadership models work better? Which one? Why?



Share the experiences of each group and reflect on the three leadership models

## Format

Print 3 copies of this in colour and give one to each team.





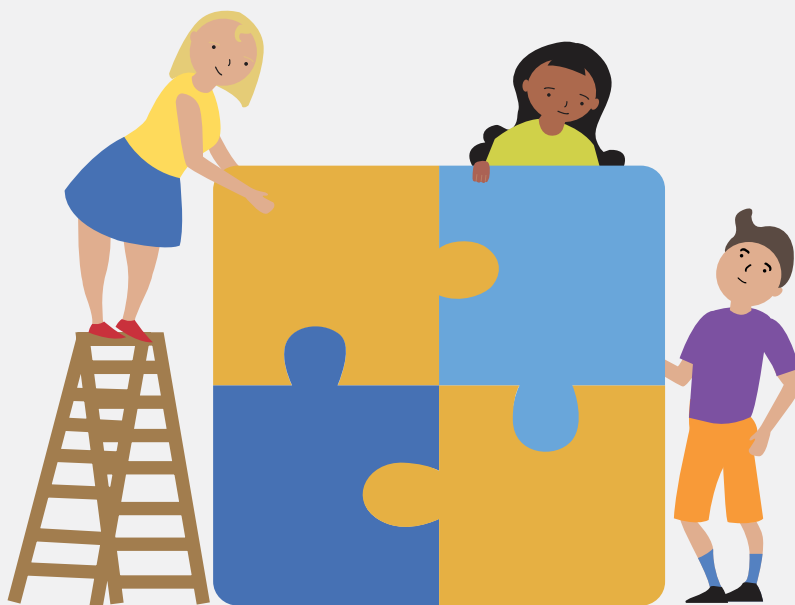
## What about boys?

Just like us, each organization and group is different and unique. Some organizations are made up of only girls; some have girls and boys.

You, the members of the organization, can freely decide if you want to include boys or not.

Some of the advantages of having a mixed organization (with girls and boys) are these:

- ✳ There will be different points of views regarding the various topics.
- ✳ Boys can contribute to raising awareness among other boys and men on issues relating to sexual and reproductive health, violence, gender inequality, etc.



If you decide that your organization will be mixed, keep the following recommendations in mind:

- ✳ Make sure that girls are the majority; if not, the role of women might become invisible.

- ✳ Design spaces exclusively for girls since some of them might feel uncomfortable sharing their opinions with boys there.
- ✳ Involve boys in awareness-raising workshops (for example, a workshop to develop [new masculinities](#)).
- ✳ At all cost, prevent situations of gender discrimination. If they occur, make sure to address them immediately.

## What about adult women?

Just as the decision to include boys or not depends on you, including women of different ages in the group and/or activities is also a decision that you must make together. This is what we call INTER-GENERATIONAL WORK.

**INTER-GENERATIONAL WORK:**  
the work resulting from the interaction of people of different generations (ages).

You'll see that there are advantages and disadvantages to inter-generational work. Discuss them as a team and decide whether you consider it's convenient or not to include older women within your group.

The main advantage of including inter-generational work is the exchange of knowledge and experience among women of different ages. Working together allows us to see different points of views and to live different experiences. This could help the design of solutions considering the contributions of women with different backgrounds, interests, and experiences, and those of girls like us.

We invite you to read the [Intergenerational Manifesto](#) of the 2019 winners of the With and For girls Awards for inspiration on this topic.

## BENEFITS OF INTERGENERATIONAL WORK

It can encourage an exchange of experience and knowledge.

Older women can give advice to younger women based on their experience and expertise.

Older women may become aware of youth issues and the importance of youth participation.

Older women can take on the role of advisor, and talk to and share information with younger women.

It allows the group to understand the collective path of the movement and its goals.

It can increase the group's credibility as well as increase the possibility of establishing partnerships with other adult women's groups and of being in decision-making spaces.

## DRAWBACKS OF INTERGENERATIONAL WORK

The interests of the older women may be different to those of the girls, which may create tension.

There is a risk of losing the youth perspective and the youth-in-work approach, and cases of adultcentrism may arise.

The presence of adult women may make the girls feel uncomfortable in sharing their experiences.

Tensions may arise between older women and girls when making decisions because they may have different opinions.

The adult women may believe they should make the decisions and be in charge because they have more experience.

The adult women may try to promote hierarchical structures they may be used to within their group.



## Activity 13: Reflecting on inter-generational and inter-gender collaboration:

**Purpose:** Discuss and learn about different topics regarding inter-gender collaboration and inter-generational work.

**Materials:** Paper, pencils, printed board, printed cards, and a dice.

**Approximate time:** 2 hours.


**Instructions:** You can play this game with your group of friends. It will allow you to discuss and reflect together about different issues relating to collaboration with adult women (inter-generational collaboration) and work with boys (inter-gender work) within a group or organization.

- ★ Print the board, the dice, and the cards with questions (If you have your own dice, you can use it; if not, you can put together the one below). Cut the cards on the lines.
- ★ Cut each pair of cards following the dotted line (horizontally), fold them along the vertical solid line and tape/glue them so that you have text on one side and the illustration on the other.
- ★ Place the board in the centre and stack the cards separating them by colour and making sure that you can't see the questions.




You can play ...

*Individually, if you play with a couple of friends:*

- ✳ Taking turns, roll the dice, and move from the exit towards the finish line on the board.
- ✳ Each time the token falls on a slot with a question mark, take a card of the corresponding colour, read the question, and discuss it together.
- ✳ When the token falls on the , you'll discover testimonies related to the topic or organizations that have put it into practice.

*In teams, if there are 6 or more people: the game is the same, but this time in teams:*

- ✳ Make two teams; in each round, one person from each team will roll the dice and move their token on the board.
- ✳ Each time the token falls on a slot with a question mark, the team will take a card of the corresponding colour and discuss the question.
- ✳ The opposing team will observe the discussion. Once the discussion is over, they will have 2 minutes to give an opinion on the topic.
- ✳ When the token falls on the , you'll discover testimonies related to the topic or organization that put it into practice.

The round ends when someone reaches the finish line, but you can play as many rounds as you want.

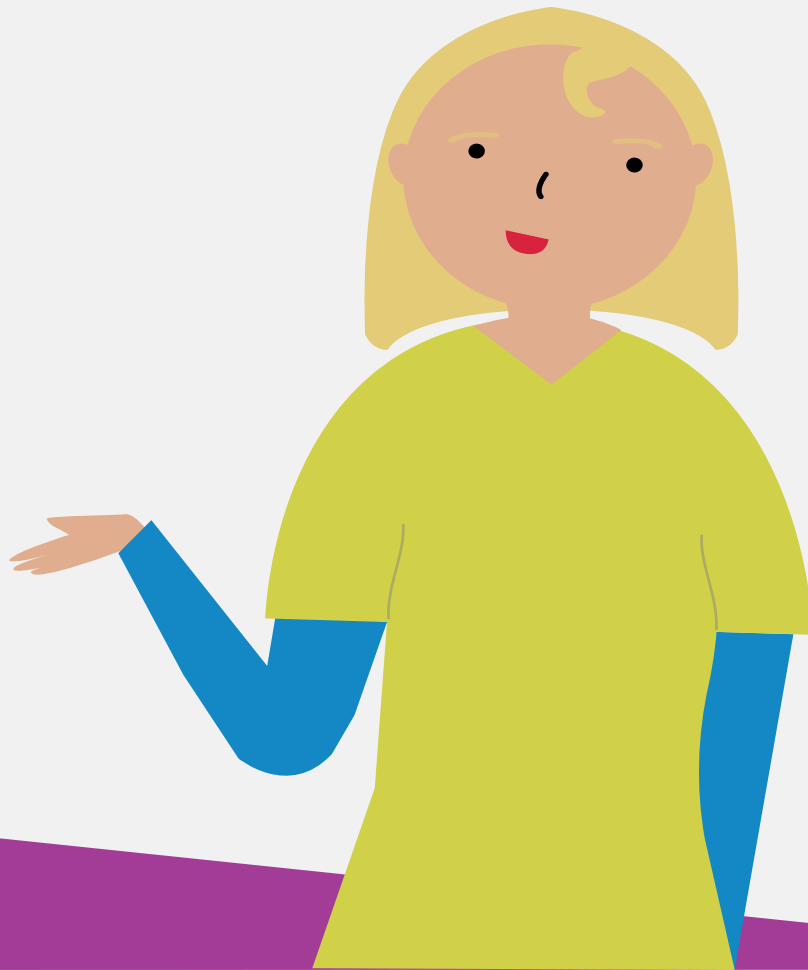
## Reflection:

The team or person (depending on whether you're playing in teams or individually) that first makes it to the finish line is the winner. Although, really, in this game everyone is a winner because, in the end, you'll have a better idea of whether you want to include adult women and/or boys in your group. You'll also learn from the opinions and experiences that others

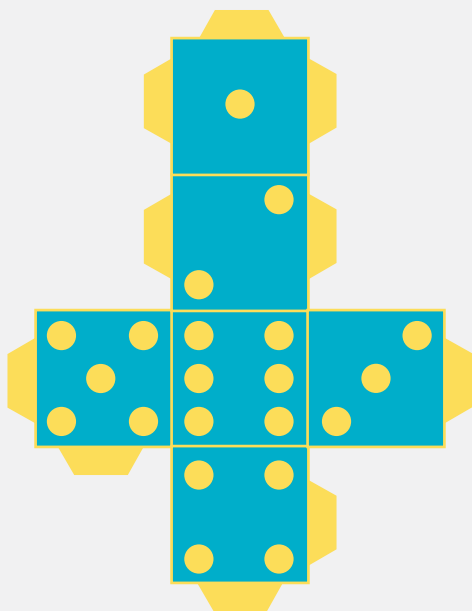
shared; this is the most important thing you will get out of this game. Maybe after the game is over, you're still not ready to make this decision and ... THAT'S OKAY! If you didn't use all the cards, you can play it again or simply discuss it later on.

## Reflection questions:

- ✳ What are the benefits of working with boys within your group?
- ✳ What are the disadvantages of including boys in your group?
- ✳ What are the advantages of working with adult women in the group?
- ✳ What are the disadvantages of including adult women in your group?
- ✳ What experiences of other groups stood out?



Cut the cards, dice and tokens



## DID YOU KNOW ...

The tension between feminist girls and women of different ages inspired funds like Fund Georgia, Ukrainian Women's Fund and Filia to organize inter-generational dialogues. Thanks to this, many of the participating organizations have begun to recognize the role that girls play within activism and in feminist groups.



There is an organization of girls that decided to include boys. They decided that in events, boys will perform the work traditionally assigned to women. For example, cook and clean. This breaks with the gender stereotypes.



In some groups where boys also participate, girls have decided that the boys will not have roles related to decision-making. This guarantees that the group remains under female leadership.



Some mixed organizations establish spaces just for girls, others just for boys and others mixed. They recognize that there are issues that must be addressed separately and others that must be discussed together.





## DID YOU KNOW ...

Fundación Cultura 5ta con 5ta Crew is a mixed organization in Colombia. It works on building peace, rebuilding historic memory, and defending the rights of communities affected by the armed conflict. They do this through art, specifically through music and dance.



Princess Center Mongolia is an organization that works to raise awareness on sexual and reproductive health, and the rights of women and girls. This is an organization whose projects on gender equality also includes boys.


















Hands of Hope Initiative is a community organization in Uganda that is led by girls and young women. It works on sexual and reproductive health, economic empowerment, and leadership. This organization works with some boys, who participate by supporting the logistics of the projects.



There is an organization of girls that allows the participation of boys. But they require boys to find their own funds for activities they're interested in, instead of having access to the ones the girls have mobilized for the organization.



## WITH ADULT WOMEN

 <p>What roles do you think adult women can play within a group of girls?</p>	
 <p>What type of contributions do you think adult women could make in a group of girls?</p>	
 <p>How can adult women support girls within a group?</p>	
 <p>What are the advantages of having girls and women of different ages in a group?</p>	
 <p>What are the disadvantages of having girls and adult women in a group?</p>	
 <p>Do you think there should be limits regarding the participation of adult women within a group of girls?</p>	
 <p>What do you think about one or various adult women leading a group of girls?</p>	
 <p>How can adult women participate in the decision-making within a group of girls?</p>	

## WITH BOYS

 What role could boys play in your group?	
 What are the advantages of having boys and girls within a group?	
 What are the disadvantages of having boys and girls within a group?	
 Would you like one or various boys to lead in your group? Why?	
 If boys are included in your group, should they participate in decision-making?	
 In a mixed group, do you think there should be spaces just for girls? What types of spaces?	
 Can boys help fight gender inequality? How?	
 Can boys help your group achieve its objectives in some way?	

# Finish



Move forward one space



Move back two spaces



Move forward one space



Move forward two spaces



Move forward two spaces



Move back two spaces



Move back one space



# Start



Move forward one space



## Decision-making

There isn't just one formula for decision-making in your group. It depends on the number of people involved, the type of decision, and how participatory you want it to be. The most important thing is for all participants to have all the information to be able to participate in the discussions and in the decision-making process.

This means that, in addition to knowing the options available-if there are any-and the issue to be discussed, together everyone must agree on some criteria to guide the decision-making process.



## What do I mean when I say criteria?

Criteria are the things you consider when choosing the best option. Take each idea and ask yourself:

Is it realistic? Can we do it with the money and time that we have?

Is it efficient? Will the money and time invested generate great results?

Is it effective? Will it contribute to achieving our objectives?

Do we think it is appropriate for us? Does it make us feel good as a group?

- ✳ If you have to choose among different options, think about the advantages and disadvantages of each one. This is always a good idea when deciding which one is best.
- ✳ Everyone who participates in the activity must be heard and their points of views must be respected.
- ✳ Everyone's opinions must be equally important and valued, regardless of whether they agree with the majority or not.
- ✳ Different opinions in a discussion are an opportunity to explore new perspectives and put ourselves in the shoes of the other person.
- ✳ It's important to create a space free from judgement and accusations, where every participant feels comfortable expressing her opinion.
- ✳ The common well-being must always prevail, not an individual interest.

When making the decision, as a group you can decide based on the **majority**, based on **consensus** or based on **participation**. Based on consensus means that everyone present must agree with the decision. When we do so based on votes, what the majority thinks determines the decision made. Decision-making based on participation is useful when a decision affects some members of the group more than others. That's why it only involves the people affected in the decision-making process. Neither one of these decision-making strategies is better than the other; in the exercise below you can explore the advantages and challenges of each one.

If reaching an agreement is difficult for the group, we suggest a few things you can put into practice:

- ✳ Invite a third party to mediate.
- ✳ Listen to those who disagree and try to persuade them with convincing arguments.
- ✳ Continue the meeting at another moment, when everyone has had time to reflect on the issues discussed.

## Activity 14: Understanding other points of view

**Purpose:** Facilitate decision-making when it is difficult for everyone to agree, by putting ourselves in someone else's shoes.

**Materials:** Paper and pencils.

**Approximate time:** 1 hour and 30 minutes.

**Instructions:** During discussions, it's often difficult to understand the point of view of someone who doesn't think like us. It's also one of the reasons why decision-making processes are sometimes difficult. But now that you know how important it is to consider, respect, and value the opinion of others, here's an activity that we use in our group. You'll see that it produces great results!



- ★ At the beginning of the session, make sure the group knows the intended decision and its importance for the group.

Some ideas:

- ★ Who will lead the fundraising activity?
- ★ What social network will we use to share the work of our group?
- ★ How often will we meet to assess how our projects are going?

- ★ If the purpose is to choose different options, one or a few of you must clearly explain each one to the group. Give them a few minutes to think about it so that they have a clear idea of their decision.
- ★ Each person, on a half sheet of paper, must write the option they prefer and explain the reasons why they chose that option (this is the most important part).
- ★ Once they're done, gather the sheets, mix them up, and give each participant one (the idea is that they must all have a peer's paper, without knowing whose it is) Make sure no one writes their name on their paper.
- ★ Each person will have a few minutes to read what's written and reflect on it.
- ★ Now you can begin the discussion. The idea is that each participant must defend the position and arguments that are in the sheet they received.

## Reflection:

This is an activity where everyone will put themselves in the shoes of others. It is a good option to make discussions more dynamic and facilitate decision-making.

How did each person feel defending a position that was different than theirs?





## Activity 15: Decision-making

**Purpose:** Reflect on the different decision-making strategies.

**Materials:** Paper and pencils.

**Approximate time:** 2 hours.

**Instructions:** There are various strategies to make decisions in a group. We can make decisions by consensus, by vote, or in a vertical way. This exercise will allow us to explore the three strategies.

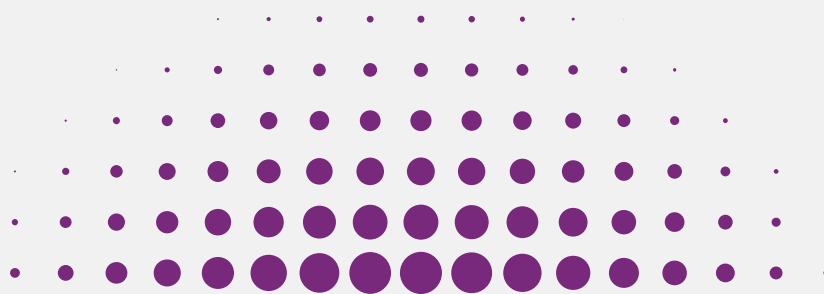
- ★ To do the activity, we will all work together. Carefully read the decision-making strategies:

**Strategy 1: Make decisions by consensus,** In other words, everyone must agree. If someone doesn't agree, it's necessary to continue debating until there is a unanimous decision.

**Strategy 2: Make decisions by vote.** Each person has the possibility of voting and the winning option is the one with the most votes. Votes can be anonymous or not, it's up to the group.

**Strategy 3: One person will make the decision for the group** after listening to everyone's opinion.

- ★ There will be 3 rounds, each one will take 25 minutes.
- ★ The decision-making strategy used to respond to the corresponding question will change in each round. Follow the table below to know what strategy to use each time.



**ROUND 1** Will we include boys in our group?

**STRATEGY 1**

**ROUND 2** Will we work with adult women in our group?

**STRATEGY 2**

**ROUND 3** Will we use social media as a channel to communicate and share our work?

**STRATEGY 3**

- ★ Don't forget to keep the time to make sure that each exercise lasts 25 minutes. Carefully read the strategy that corresponds in each round to make decisions following the suggested exercise.

Once you complete the three rounds, share your experience with the rest of the group:



## Reflection questions:

- ✳ How did you feel with each one of the decision-making strategies?
- ✳ In each one of the decision-making processes, how did the people whose options weren't chosen feel?

You might have already noticed that each one of the decision-making strategies has advantages and disadvantages. Also, some work better for certain types of decisions. It depends on how many people we want to involve, the time, the available resources ...

A good exercise includes identifying the advantages, disadvantages, and what strategy works best to make certain decisions. We invite you to fill out the following table:

	Advantages	Disadvantages	For which decisions does this strategy work best?
Strategy 1 (consensus)			
Strategy 2 (vote)			
Strategy 3 (vertical)			

We hope that this exercise allows you to explore different alternatives to make decisions. Remember that, regardless of the strategy you use, the important thing is to guarantee that the processes are participatory and that everyone feels heard and respected. Keep in mind that using the same strategy for all group decisions is not necessary; you can always alternate based on the decisions you're making.

## Activity 16: Group identity

**Purpose:** Find a name that reflects the identity of our group.

**Materials:** Paper and pencils.

**Approximate time:** 1 hour.

**Instructions:** For your group, the name is just as important as your name is important for your identity. That's why it's important to take the time to think about it and to create it considering some recommendations.

A good name for your group:

- ✳ Is easy to recognize and pronounce: this means it must be easy to remember and mention.
- ✳ Is related to the objective and identity of your group: in other words, by simply hearing the name, someone can imagine what the group does or who the members are.
- ✳ Is unique: it's not like the name of another group or organization.



For each one, reflect on the following questions:

- ✳ We want it to be distinct: How does the name stand out among other groups or organizations?
- ✳ We want it to sound good: Say it various time out loud, does it sound good? Is it easy for others to say?
- ✳ We want it to be easy to remember: How many times do you have to hear the name to remember it? Is it forgotten easily?
- ✳ It's expressive: Does the name show what the group does? Does it match the personality of the group?

Once you've completed the exercise, you'll probably have a clear idea of the name you want to give the group. If not, don't worry! You can continue searching; this is a creative process and that means it might take time. It's also an important decision, so there's no rush.



## Division of tasks

The majority of our friends agree that having a HORIZONTAL structure in our groups is ideal.

**Horizontal structure:** in an organization, having a horizontal structure is evident in the practice of being able to give a similar decision-making and participation power to all the members of the group. The difference with a hierarchical organization is that, in this case, there is a group of people in charge of all decisions.



But why is a horizontal structure so special?

- ✳ Everyone in the organization has the opportunity to freely share their opinions, suggest, and participate in decision-making.
- ✳ Acknowledge that we're all different, talented, and we have a lot to contribute. This type of structure takes advantage of each person's talents.
- ✳ The recognition of diversity among the members of the organization is valued, and spaces of mutual learning are established.

If you want your organization to have a horizontal structure, you must keep the following in mind:

- ✳ There must always be coordination and collaboration to decide the work of the group. Just because the group is horizontal doesn't mean that everyone can do what they want.
- ✳ Trust and respect are essential.
- ✳ Everyone must be well informed, know the objective of the group, and be committed to working together to achieve this objective.

If you decide to have a horizontal organization, in general tasks are divided according to skills, strengths, and the knowledge of the people who are part of the group.

As our group becomes stronger, it's normal for us to start dividing tasks among all of us. So, it's important to remember that every task is as important and necessary, and that the best way to distribute them is based on our interests and skills. We're each unique and we have special talents that make us the best person for certain types of tasks. So, it's useful to identify our strengths.



## Activity 17: Exploring our strengths and the areas to improve as a group

**Purpose:** As a team, explore each group member's strengths and areas to improve.

**Materials:** Paper and pencils.

**Approximate time:** 1 hour.

**Instructions:** This activity will allow you to discover each person's strengths as a group. This is the chance to know what the team thinks about your strengths and to help others discover theirs! There are always areas of improvement and this is also the space to identify them. Keep in mind that, to carry out this activity, it's necessary for the group to have some time working together so that members know each other.

- ★ Each member of the team will receive half a sheet of paper that they must personalize on one of the sides; make sure that everyone includes their name. On the other side, draw a line and title one of the sides **Strengths** and the other, **Things to improve**. The sheet will look something like this:

<b>Your name:</b>  <div>Include a picture, a phrase, a drawing that represents you, or whatever you want</div>	<b>Strengths ...</b>  <b>Things to improve ...</b>
--	--

- ★ Once everyone has personalized their sheet, sit in a circle. We've already talked about the magic of these women's circles! It will most likely be very inspiring if you make a small reflection on the importance of being able to see others' strengths and acknowledge how important they are for the team.



- ★ Since the activity also includes identifying things to improve, it's crucial that you share the golden rule with the team. You can write it down in a visible place so that everyone keeps it in mind.

*'Everything I want to say, I must express it in a way that I would like to receive it. If what you write down, once you read it on your paper, will make you feel sad or angry, think about whether it's really necessary to include it. Always be constructive with your peers, and never destructive. This is a safe space, where we're all comfortable and we mutually protect each other'*

- ★ When you're ready to begin the exercise, leave your sheets in the centre, and each one should take the sheet of another peer.
- ★ After two minutes, exchange sheets again and leaving them face up (so you can see the name) in the centre of the circle.
- ★ Continue the exercise until you've written in the sheet of all your peers.
- ★ At this moment, each one will take back her sheet and think about what others wrote. Share your reflections with others if you feel comfortable.

## Reflection:

- ★ Were you surprised by what your peers said about you?
- ★ Do you think your peers see you in the same way you see yourself?
- ★ Do you think your peers see themselves in the same way that you see them?
- ★ How did this exercise make you feel?
- ★ Was it hard to read some of the areas of improvement that your peers suggested?
- ★ Was it hard to suggest areas of improvement to your peers?



## Seeking support for our work

We also know that sometimes it's important to have the support of people outside our group, from whom we can learn.

**Initial support:** when we begin our activism it's very important for us to have the support of our parents, teachers, older sisters, or other people who sympathize with our fight. For example, someone from another organization told us that her grandma let her use the basement of her house so that she could meet with her friends, and they established their organization there.

**Financial/economic support:** there are many ways to look for money.

**Generate our own resources:** we're sharing some ideas that have worked for our group and for other peers. You can organize the following:



- ✳ Different types of sales to collect money: you can sell bracelets or necklaces you craft, or cookies or pastries you bake; you can even buy candy and sell them at school or your neighbourhood. You can also ask your family members to donate things that they no longer use and sell them.
- ✳ Fundraising events, like a movie day at school.
- ✳ Sports or artistic competitions with prizes.
- ✳ A raffle or game. You can fill a jar with small things and ask your peers, friends, and family members to guess how many items are inside in exchange for a donation. Give the winner a prize.

#### ¡STAR IDEA!

If you want your fundraising activity to also raise awareness, you can set different fees for men and women, and charge men more. This will give visibility to the cause of the difference in salaries between men and women. When they complain about getting charged more, you can explain that that's how we feel when we're paid less for doing the same work they do.

You can also organize campaigns to collect donations:

- ✳ You can organize a campaign and ask family members, friends, neighbours, and even strangers for donations.
- ✳ You can take advantage of a special event like a birthday and ask that, instead of presents, your family members and friends make a donation.
- ✳ If you have internet access, you can organize crowdfunding campaigns.



**Obtain institutional support** through calls and funding programmes from:

- ✳ National, regional, and international organizations.
- ✳ Government agencies.
- ✳ Cooperation agencies.
- ✳ UN agencies.
- ✳ Women's funds.



**Support in the development of our individual and collective skills:** this support can be provided by other larger organizations or government agencies, and you can usually obtain it through calls and programmes.


**Support in in-kind/space/service donations,** for example:

- ✳ Restaurant food to use as snacks in our events.
- ✳ Photography or web design services.
- ✳ A computer or printer.
- ✳ Airtime on the local radio or TV station.
- ✳ Stationery and office supplies.
- ✳ Uniforms if we have a sports team or a dance or theatre group.

Or a safe space to meet and carry out our work in:

- ✳ An organization in your community.
- ✳ Youth centres.
- ✳ Schools.
- ✳ Houses or community centres.
- ✳ The local library.
- ✳ The university.
- ✳ City hall.

**Networking Opportunities:** Together we are more. But we don't always know how to find each other! Women's funds, organizations, and governments organize meetings for groups and organizations like ours. Participating in these spaces is important for all of us, to get to know each other, to unite, and to work together. There are also national, regional, and international networks that organize meetings and provide opportunities to girl activists.



Participating in these spaces is important for all of us, to get to know each other, to unite, and to work together

## Activity 18: Fundraising for our activities

**Purpose:** Identify the fundraising ideas that best adapt to our context.

**Materials:** Paper and pencils.


**Approximate time:** 2 hours.

**Instructions:** We have already explored together some ideas to obtain support for the work of our groups. They're examples that must be adapted to different contexts; so, there's not one way to do them. Only you will know how they will work best, depending on the place where you live.

- ★ Start by brainstorming ideas. It's important to remember that this is a time to dream and think freely without judgements and criticism. At this stage, all ideas are valuable. The idea is to gather as many ideas as possible; you can write them down on a whiteboard or show them on your computer so that everyone can see them.
- ★ After 30 minutes, choose the ones that you find most interesting for your group.
- ★ Together, discuss which ones you find most viable for your context; which ones you could use to collect money; which ones you have the resources to implement; which ones you think would be of interest to your community and they would, therefore, support; and which ones motivate you more as a group.
- ★ Decide on three ideas (save the rest, you might want to use them in the future).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- ✦ Divide the group in 3 and randomly assign one of the ideas to each group.
- ✦ Each group will meet to discuss in-depth the idea they were given. Imagine carrying out the idea and, together, make a brief plan on how it would be implemented; its opportunities, possible challenges and how to address them, things to keep in mind; the idea to make the planning process fun; and the event itself.
- ✦ After another 30 minutes, each group will present to the rest of the group using the methodology of choice (dance, sing, play, drawing, PowerPoint, anything!). They will answer questions others have.
- ✦ At the end of the presentation, together you can decide which one or which ones you would like to implement right now (go back to the table on Activity 15 to think about the best way to make this decision).



**Together you can  
decide which one or  
which ones you would  
like to implement  
right now**

## Legally registering our organization

You can obtain the legal registration of your organization if you decide to follow the procedure established by the laws in your country regarding the registration of a group before the government. Not all organizations are registered. Some are registered after existing for a few years, others are registered from the beginning, and others choose not to register.

You might be asking yourself: what are the benefits of registering our organization?

- ✳ There are some collective spaces that require participating groups to be legally registered.
- ✳ Although there is an increasing number of calls and programmes open to organizations and groups that are not registered, to access most calls it is still necessary to be registered. Registering will provide greater access to funding opportunities, and you can obtain it without intermediaries. This will allow you to have greater autonomy regarding the financial aspect.
- ✳ You will prevent another organization from registering with the same name.
- ✳ You will have governmental recognition and you will benefit from government programmes, if they exist in your country.

Although there are many benefits, unfortunately the process to obtain the legal registration is sometimes expensive and not very clear in some countries. This leads to some organizations deciding not to do so.





## Some difficulties you might find in registering your group

Some groups don't allow the registration of groups whose members are underage.

A registration implies that the group must assume a series of legal and financial responsibilities.

It might be necessary for your group to have a legal representative, full-time staff, and a solid financial system.

The registration process of an organization almost always entails a cost, which is often high. So, you need to have the necessary financial resources to do so.

Also, keep in mind that in some countries—depending on the objectives of the group and the political and social context—it might even be dangerous to register your group. That's something only you will know since you know the context where your group operates. If you're not sure about the risks that could arise from registering your group (or you're not clear about the process), you can always contact a local women's organization that works on similar issues and ask for their advice.

Whether you made the decision to not register or you wish to do so but the context doesn't allow it, there are some alternatives that will help you overcome the barriers you might face as a result of not registering.

- ★ You can partner with similar organizations that are registered and agree that they administer the group's finances. This will allow you to, in some cases, receive external financial support without being registered.
- ★ Contemplate the possibility of registering your group as community based organization (CBO) instead of a non-profit organization (NGO). In some countries, governments provide support to CBOs and the process is often simpler and less expensive (the legal difference between the two doesn't exist in all contexts).

Before you make any decision, make sure you inform yourself about the exact benefits you will receive if you register in your country since these are not the same in all countries.

If your organization decides to do it ... go for it! If you decide it's not the moment, that's okay too. After a few years, you can analyse it again, if you wish.

**You can always  
contact a local women's  
organization that works on  
similar issues and ask for  
their advice**



## Activity 19:

### To register or not to register?

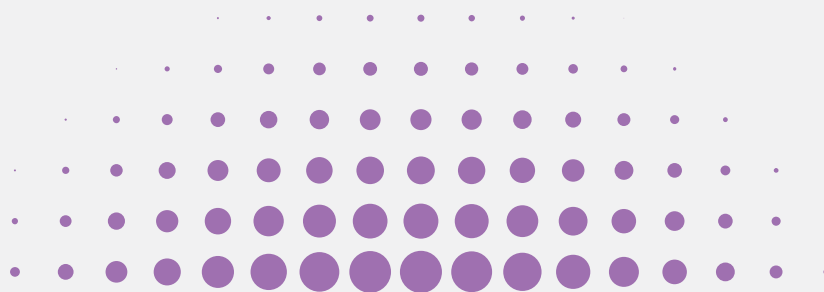
**Purpose:** Acknowledge what we need to make an informed decision regarding the registration of our group.

**Materials:** Printed list and pencils.

**Approximate time:** 1 hour.

**Instructions:** Below you can find a tool to guide you in making your decision. The list includes some basic aspects you should consider when making an informed decision regarding the registration of your group, if it's something you're interested in. Place a check mark ✓ next to the statements that are true in the specific case of your organization.

- ☐ We are informed about the **benefits we'll receive** as a group once we're registered.
- ☐ We understand the **legislation of our country** in terms of the registration of NGOs and grassroots organizations.
- ☐ We know the **requirements that our group has to meet** to register in our country.
- ☐ We meet all **requirements for the registration**.
- ☐ We know **where we must go** to request the registration.
- ☐ We understand the **process** to register the group.
- ☐ We know the **cost of the registration** and we have the necessary funds for this.
- ☐ We understand the **responsibilities that come** with the registration of our group.



- ☐ We know the **financial obligations we acquire** with the registration of our group.
- ☐ We're sure that registering **doesn't threaten the safety of our group** and its members (depending on the objectives of the group and the context where it operates).
- ☐ We have **analysed other options—like establishing partnerships to obtain funding without being registered**—and we believe registering our organization is the best one.

## Reflection:

If any one of the choices from the list was not selected, this gives you the chance to research more in-depth to make an appropriate decision for your group.

Do an online research on whatever you need further information, keeping in mind that the source must be trustworthy. Preferably from the official website of the entity where the registration is processed in your country. If you can't find what you're looking for, get in touch with or directly visit the entity. There you will most likely get the information you need.



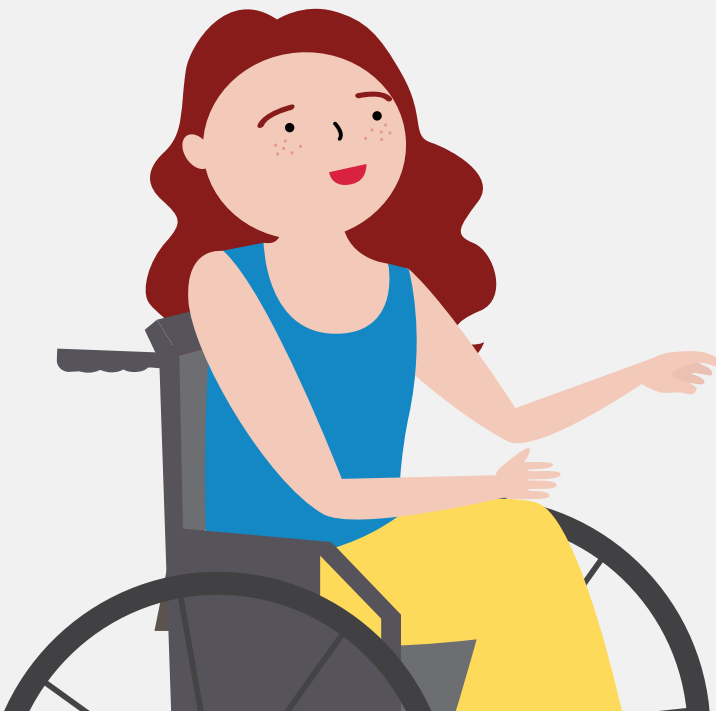
## The risks we face as activists

Many people disagree with what we do as activists. Many are opposed because they're not aware of how important our job is; others simply don't like changes or they're comfortable with the situation as it is. All this opposition can be a risk for us.

Of course, every context is different. There are some contexts with greater opposition to activism than others. That's why it's important to acknowledge that you might be exposed to risks like the following ones:

- ✳ Criminalization by the State.
- ✳ Political persecution.
- ✳ Defamation by the media.
- ✳ Repression and threats by opposing groups.
- ✳ Opposition from the community and provocation of verbal and physical attacks.
- ✳ Finger-pointing by the police, class leaders, and the community.

All of this implies danger for us. But the important thing is that, by working **TOGETHER**, as a team, we can overcome it.



How?

- ✳ Practising mutual care; adopting practices like sharing your location when we're going from one place to another.
- ✳ Strengthening group support to prevent emotional exhaustion.
- ✳ Taking care of our contexts and the people around us.
- ✳ Choosing wisely who we provide information to regarding the organization's activities.
- ✳ Choosing to work in spaces where we know there won't be that much resistance from the community.
- ✳ Establishing connections with other organizations or public safety entities to be safer during events.

On social media we're also exposed to ...

- ✳ Receiving violent messages because of the criminalization of activism.
- ✳ Cyberbullying because we're exercising our right to freedom of expression.
- ✳ Harassment and assault from groups who oppose gender equality, feminism, protection of the environment, or whatever the cause you fight for.

To protect yourself:

- ✳ Try not to publish things on social media individually to protect your identity; always publish things in the name of the group.
- ✳ Ignore and block accounts that send you offensive comments, or respond in a respectful way and with evidence.
- ✳ Safely navigate the digital platforms.
- ✳ Be careful with the material you share.

- ✦ Choose wisely when it comes to the people you interact with through social media.
- ✦ Always think before you write: choose the battles that are worth fighting.



**We're all powerful and together we're unstoppable!**

## Burnout<sup>4</sup>

Although we're girls and we have a lot of energy and desire to change the world, just like everyone else, we also get tired! It's normal that we don't always have the same level of energy or enthusiasm to do things.

But when we exceed our limits, when we have too many things to do or we haven't rested well, we end up feeling emotionally, physically, and mentally overwhelmed. If you've worked a lot and you have a headache, you can't sleep well, you're not performing your activities well, you feel exhausted, you feel impatient and annoyed, it might be burnout.

<sup>4</sup>Apiquian, A. (2007). *El síndrome del burnout en las empresas*. Universidad Anáhuac México Norte. Retrieved from <https://www.ucm.es/data/cont/media/www/pag-30022/sindrome%20burnout.pdf>

Take time to do the activities you most enjoy: spend time with your friends, practise a sport, or an artistic activity. This will help reduce your stress and will make you feel better.

Remember that to change the world, we must first take care of ourselves and each other. This is also part of sorority, or sisterhood. It's not easy to face the unequal world and society around us; that's why it's so important that we take care of each other and watch over our well-being and the well-being of our peers.

**Burnout:** is a psychological syndrome that entails emotional exhaustion. It causes the feeling of being very emotionally and psychologically tired, a reduction in personal fulfilment, and a negative assessment of personal achievements.





## Activity 20: Sorority, or Sisterhood, of care

**Purpose:** Recognize the risks we're exposed to and identify how we can take care of each other.

**Materials:** Paper and pencils.

**Approximate time:** 2 hours.

**Instructions:** As we saw in this section and as we've all experienced in one way or another, when we exercise our activism, we're exposed to different types of risks. This includes physical risks, on social media, and emotional risks.

- ★ Based on what we've explored and on your experiences, brainstorm the main risks you are exposed to.
- ★ Once you have those, identify the main risks together.
- ★ Discuss how, mutually and as a group, you can protect yourself from these risks.

Do not forget about burnout and keep in mind that our well-being goes beyond our physical state. It also includes our psychological and mental state.

*Remember that we talked about the importance of caring for each other? Well, now is the time to put it into practice.*



## Reflection questions:

- ✳ How can we take care of each other so that we can all be healthy in every sense of the word?
- ✳ How can we promote individual and collective well-being in our group?
- ✳ How we can we support each other to be happy through our activism?

Now, make a **sorority or sisterhood of care declaration**. This is a collective promise of what each person commits to and what the organization commits to in order to ensure the well-being of the girls of the group. You can make this declaration as you wish; as a song, written, a mural, pictures, however you decide. We invite you to check out the [Happiness Manifesto](#) developed by FRIDA Fund for inspiration.

Make this declaration a living one. In other words, something you can nourish, edit, and improve with time when you identify the need to do so.



## Learning and sharing

### We learn from our work

It's important for us girls to learn from our mistakes so that we become better people every day. It's as important that as groups or organizations we reflect and learn so that we can improve our work every day. That way, we learn from our work and what works well, to be able to repeat it in the future, and to learn from what we didn't do well and do it better next time. By monitoring or evaluating our work, we can identify the best way to do things to achieve our objectives and be successful in our activism.



**Alone I go faster,  
together we go further**

#### STAR TIP!

We're not alone in our activism. That's why it's important for us to learn not just about our work but also the work of other organizations and groups like ours. We, girls, are creative and innovative. That's wonderful and valuable! But we also need to know what our peers are doing as inspiration and to complement each other. So, don't hesitate to share what you've learned with other girl activists and ask them to share what they've learned with you and your group.

## Activity 21: Learning spider's web

**Purpose:** Reflect on the work that we've done as a group.

**Materials:** Ball of wool; you'll need a space without chairs and tables for this activity.

**Approximate time:** 40 Minutes.

**Instrucciones:** This activity will allow you to individually and collectively reflect on the work your group has done. Select your most recent activity, campaign, or project, and sit in a circle to share your opinions and reflections at the beginning. You'll need a ball of wool. Choose one person to start; this person will take the wool and unwind it enough to reach the other side of the circle when it's thrown. A question will be asked and whoever wants to answer it will receive the wool. After answering the question, they will throw the ball to someone else. Everyone who answers will first hold the wool before unwinding it and throwing it. As the exercise progresses, you will start creating something similar to a spider's web.

In addition to answering the suggested questions for the exercise, you can also pose other questions and make suggestions. Ideally, you'll record the exercise or ask a peer to take notes to document the learning.



The spider's web created will reflect the group's collective learning and the importance of reflecting together on the work and the future of the group.

To reflect on the activity, you can use the following questions:

- ✳ What was successful in our activity?
- ✳ What wasn't successful?
- ✳ What did we learn?
- ✳ What are we proud of?
- ✳ What was the greatest challenge? How did we overcome it?
- ✳ How did we support our peers? How did we receive support from our peers? How didn't we receive support from our peers?

## We share and communicate our work

Communicating what we do is important so that we learn of the work of other groups and they learn about ours. It's also important so that more people become aware of our cause and can support us, and so that the people that benefit from our work (other girls, your community, etc.) know what we do and can come to us.

Sharing our work is as easy as keeping our social media updated with information on who we are and what we do. You're most likely already using social media for your activism, and you might not even know it! If you share information, images, or news on the cause that moves you, or if you give your opinion on the injustices that surround you, you're already practising activism!

The most important thing to keep in mind regarding your activism and online communication is safety. We know that, as activists and especially in certain contexts, we're exposed to different risks (we'll discuss this later on). So, it's key that when we use social media, we prioritize our safety.

WHAT TO DO on social media	WHAT NOT TO DO on social media
Keep your passwords private and change them frequently.	Preferably, don't allow your social media to access your location.
Be careful with the pictures you publish online; remember they will be there forever.	Avoid giving your personal data, such as your address or phone number on social networks.
Find out about the privacy policy of the platforms you use and adjust who can see your posts.	Don't contact people you don't know or people you don't have friends in common with.
When you use a computer to access your social networks, ALWAYS log out after you're done using it.	Don't use the same password for all your social networks.

If at any moment you feel unsafe using your social media—personal or the group ones—, trust your instinct. Close or block your account and let an adult you can trust know. Report the case or the situation to the administrators of the page and to the relevant authorities.



## Activity 22: Sharing our work

**Purpose:** Explore a creative way to communicate our work and initiatives.

**Materials:** Paper, coloured pencils, coloured markers, and cut-outs.

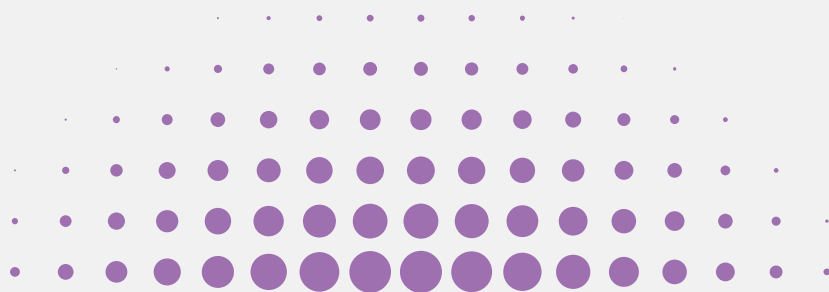
**Approximate time:** 2 hours.

**Instructions:** You can choose to share what you want; from initiatives you've implemented in your group or what happened while you were participating in a celebration like the International Day of the Girl. We want to share the things we do so that other people and groups get to know our fight and, perhaps join us in fighting it; so they can learn about our experience, and because it's always important to celebrate that everything we do brings us closer to making our dreams a reality.

Share your work in a zine:

- ★ To create a zine, follow the detailed instructions that you'll find in the following page. You can also refer to [this link](#).
- ★ Once you have the draft of the zine ready, it's time to design the illustrations, write the text that you want to include, and add colour.
- ★ Always remember to number the pages keeping the folds of the page in mind; that way, people can properly follow the text. Don't forget to add a catchy title that invites the reader to become interested in the topic. Always give credit to everyone that participated in the development and make sure the message is clear and meets the objectives of your publication.

Once it's ready, the distribution will be very simple; all you have to do is make a copy of the unfolded sheet and fold each of the copies as the original.



But that's not the only idea that worked for us. There are many more:

- ✳ An infographic of the situation of girls in your community or country.
- ✳ A PowerPoint presentation about our most recent initiative.
- ✳ A play on access to water in our community.
- ✳ A poem on sexual violence against girls.
- ✳ A series of photographs of endangered species in your country.
- ✳ A neighbourhood party on gender and racial injustices in your community.
- ✳ Memes on girls' right to an education.
- ✳ Digital stories on the sexual and reproductive rights of adolescents in your region.

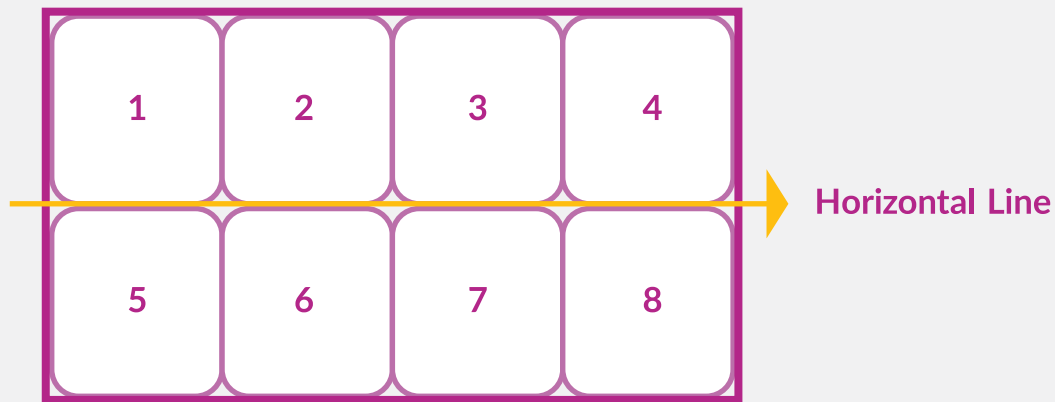
## Reflection:

What other ways to share your work can you think of? Together you can come up with many wonderful ideas!

## Detailed instructions to create a zine

- ✳ Fold a sheet of paper in half, so that the long sides meet.
- ✳ Fold the sheet in half again to make a square.
- ✳ Fold the sheet in half again; it makes a small book.
- ✳ Unfold everything and extend it horizontally to start cutting.
- ✳ You will have eight squares in total, four on top and four on the bottom.





- ✳ Cut on the horizontal line between square 2 and 6, and square 3 and 7.
- ✳ Now fold the sheet like the first time, on the horizontal line.
- ✳ Take the paper on the sides and move them towards the centre; if you look at it from the top, it makes a '+' symbol.
- ✳ Take all the ends to the right; it makes a book.
- ✳ The zine is ready!
- ✳ Now let the creative work begin.

# CREATING A MOVEMENT THAT UNITES US AND MAKES US STRONGER



**PART III**

## PART III: Creating a movement that unites us and makes us stronger

### Let's work together

Now that your group or organization is stronger, it's time to look outside. You are part of something much bigger, you are part of a movement that is **LARGE AND STRONG!**



There are many groups around the world that are working on the same thing but from different perspectives and through different projects and activities. But that's the idea.

## One movement: several movements

I have learned that, to achieve great things, we have to acknowledge that we're part of a movement that we all contributed to and where, every day, wonderful initiatives arise around a common objective.

You might be thinking ... if we don't all have the same objectives, how can we have a common objective?

That's the point. All of us and our groups have different and diverse objectives, but we can assure you that they're not as distant as it seems. In fact, they complement each other. Do you want to find out yourself?



## Activity 23:

### Our common objective, equality

**Purpose:** Reconocer la importancia de todos los grupos y su aporte al movimiento.

**Materials:** Paper and pencils.

**Approximate time:** 25 minutes.

**Instructions:** Complete the mural by adding your objectives and the objectives of your group or movement. We have already added ours.



Initially, it seems that they're all very different. But read them again and you'll see, together they lead to one same goal. In this way, working together around our own objectives, we're closer to reaching what we, as movements, dream of ...

## Equality

A world where we know and demand our rights, and where society doesn't impose barriers because we're girls. A world filled with opportunities, under equal conditions, so that we can be all we dream of being. Societies where we can live without fear and we are confident in our power, and in the strength we transmit by being united within our diversity.

## Reflection:

- ✳ Who can you work with to make your ideas a reality?
- ✳ What type of initiatives are taking place?
- ✳ Who can fund them?

The movement we're a part of is made up of girls, boys, young activists, adults, groups and organizations, networks and funding funds. They all come from different contexts and operate in different parts of the world. This makes it hard to identify them, but that doesn't mean it's not important.

The better we know each other and the more we can connect with the members of the movement, the stronger and better our collective results will be. There are many groups of girls in the world that can serve as inspiration. And in your context? What groups of girls exist in your community, country, or region?

## Activity 24: Groups of girls in my context

**Purpose:** Find groups of girls and their initiatives in our context.

**Materials:** Paper and pencils, internet.

**Approximate time:** 1 hour.

**Instrucciones:** In addition to the organizations that we discovered together, there are many more. Look online and you'll find groups with wonderful initiatives! visit [FRIDA The Young Feminist Fund](#), there you will find some initiatives promoted by feminist groups, and you can also check out the organizations that have, since 2015, won the [With and For Girls Award](#).

Knowing all these groups and initiatives is very useful; it allows you to understand what others are doing and what is working in other places of the world. Depending on your context, you might be able to take ideas from these groups, adapt them, and implement them in yours (don't forget that you must always adapt initiatives to your context!). It will also allow you to identify opportunities to collaborate with other groups.



- ✳ To begin, it's useful to identify the groups of girls around you and know their initiatives. Find them looking online and on social media, and asking in spaces like school, the community centre in the neighbourhood where you live, the women's or gender centre in your community, the library, and the family planning centre.
- ✳ Talk to social leaders and to your friends; they can always give you some guidance.
- ✳ Look at the initiatives groups around you are implementing and what they wish to achieve. This will give you a better idea of what is already being done in your context.
- ✳ Together, make a list of groups and initiatives in your context and continue adding to it whenever you can.
- ✳ Don't hesitate to contact groups or initiatives that you think are worth collaborating with!

## Reflection:

Can you think of something that is being done in another place in the world that you can adapt and that might work in your context?





## Creating an unstoppable network of girls

This is an invitation to get to know other groups, contact them, participate in events, and exchange ideas and lessons learnt



Contacting other groups or initiatives can be done online, through groups on social media, and by participating in collective and networking spaces. These types of spaces are the perfect place to get to know the work of other organizations and identify those that have a similar objective or that complements your group's objective.

Do you want to participate in these spaces? There are many around the world. Keep looking on your social media. My peers and I have already participated in various ones, like the Latin American Feminist Meeting, the Young Americas Forum, the Youth Summit on Climate, or the Latin American Summit of Young Leaders in Biotechnology. There are many like these that you can participate in.

We have fond memories of all these spaces and the organizations we met there. Luckily, we continue to be in touch with many of them. Sometimes

we organize activities together and we learn from our experiences. This has allowed us to develop a **POWERFUL AND UNSTOPPABLE NETWORK.**

## Why is creating networks important?

- ✳ It allows for greater impact in the political agenda of countries.
- ✳ It groups together different collectives with diverse needs.
- ✳ They're useful for working on common issues.
- ✳ They achieve greater impact and obtain greater support.
- ✳ It enhances collaborative work and the exchange of experiences.
- ✳ These give way to new ideas, initiatives, and knowledge is shared.

Just as with movements and groups, not all networks are the same or work the same way. Some networks are made up of people and groups from the same country, like [Association of Youth Organizations Nepal](#) or [FemNorthNet](#) in Canada. There are others that have been established at the regional level like [YouAct European Youth Network on SRR](#) and [The African Women's Development and Communication Network \(FEMNET\)](#). There are also a few international ones like [Girl Up](#) You can even find some that operate exclusively online like [Young Feminist Wire](#).



## Activity 25:

### Exploring networks and collective spaces

**Purpose:** Recognize networks and collective spaces where we could eventually collaborate.

**Materials:** Paper and pencils, internet if possible.

**Approximate time:** 2 hours.

**Instructions:** Now that you have identified the groups of girls in your context, searching for networks will be easier. Although it seems strange, the quickest way to find networks around you is through the network that, as a group, you have been establishing every time you discover a new group of girls or women working for the same movement.

- ★ The first step is to contact the organizations you know. You can do so on social networks, through email, or even personally if that's easy for you.

You can contact them to make a quick and simple consultation:

- ★ What collective spaces have they participated in as an organization?
- ★ Are they part of or collaborate with a network of groups or organizations?
- ★ Do they know a network different to the one already mentioned?

You can add questions that you find necessary and useful.

- ★ If you can't contact the organizations, don't be discouraged! There are other options to explore their website or social media; there, some of them publish events they've participated in or plan to attend, and the networks they're part of or that they collaborate with.
- ★ To make the exercise more productive and more organized, register the information in a table like the one we show you below. That way, you'll have the information organized and you can repeat the exercise easily later on when you know more organizations.

Organization	Web	Facebook	Contact person	Contact information	Networks to which they belong	Latest contact
Niñas de Rincón Alto	.....	.....	.....	.....	.....	.....
Organización de jóvenes de Jimena						
Federación de Mujeres Indígenas						
.....						
.....						



## Working together: collective initiatives

We would love to have a map of all the feminist organizations and networks, so that it would be easier to know them. What do you think? The good news is that someone already thought of that.

A group of feminist women from France, Canada, Germany, Tunisia, Morocco, and Spain want to connect feminist activists from around the world. So, they launched a project, the International Feminist Network. What is it about? They created an online platform, a feminist 'map' that creates a network of feminist associations and activists from different continents to make us visible and to show the strength that we represent together.

Many groups and young women from many countries worked on this project. This definitely made the difference. **BY WORKING IN A NETWORK, INITIATIVES MAKE MORE PROGRESS!** Do you want to learn about the network? [Click here.](#)

Some groups of girl activists have worked in collaboration with or have received support from other organizations. Many don't know where to look for this support and they have found it difficult to find out with whom they can collaborate. Whatever the case, you must know that, like we showed in the previous example, the majority of initiatives that take place as a joint effort have a greater impact.



Working in collaboration with other groups will not only give you the opportunity to reach more people and places with your activities, but it will also allow you to:

- ✳ Find the necessary support to implement your projects more easily and quicker.
- ✳ Take advantage of the experience and knowledge of others.
- ✳ Learn from one another.

Some groups prefer to work only with groups of girls; others like to work with groups of older women; and others enjoy working with mixed groups. There are also many girls that meet to work together without belonging to a particular group. In every case, the results are incredible.

Every day, new projects are born where various groups or various girl activist work together.



## Activity 25: Dreaming of collaborations

**Purpose:** Imagine initiatives that we could implement in collaboration with other groups or organizations.

**Materials:** Paper and pencils.

**Approximate time:** 1 hour.

**Instructions:** The initiatives we just explored most likely inspired you! They inspired us as well! We can create wonderful things when we collaborate and work together.

Now is the time for you and your peers to dream of possible collaborations with other groups and organizations. With this exercise, we encourage you to dream beyond your current work; things that perhaps you previously ruled out because you didn't have the capacity to implement as a group. That's precisely the idea, unite our strengths!

What organizations could you collaborate with so that your work would have greater impact? If you're not sure about the organizations or groups you could collaborate with, start by defining them in general terms. For example:

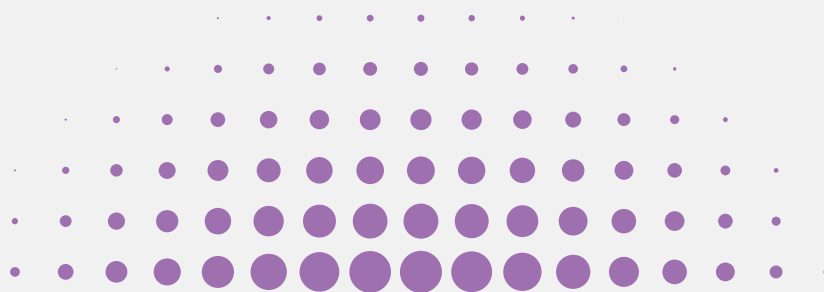
### POTENCIAL COLLABORATOR

Women's funds in our context that have experience with technological initiatives

Government agencies that are present in our community

An international organization with experience working on teenage pregnancy prevention

Group of girls from a neighbouring city



Once you identify possible stakeholders you could collaborate with, identify the potential initiatives in which you could work together.

What type of initiative could you work on for each one? For example:

POTENTIAL COLLABORATOR	POTENTIAL INITIATIVE
Women's funds in our context that have experience with technological initiatives	Development of an online app so that girls know their rights
Government agencies that are present in our community	Implementation of workshops on the right of girls to an education
An international organization with experience working on teenage pregnancy prevention	Regional campaign on teenage pregnancy prevention
Group of girls from a neighbouring city	Consolidation of national network of girls

## Reflection:

Now that you have a better idea of the type of initiatives that you could collaborate with, together think about which ones you'd like to prioritize and why. Develop a plan of action to implement them, starting by identifying how to establish contact with the potential organization (or identify it if you haven't already done so).



We hope that this guide helps you strengthen your organizational processes within the group you belong to. Or, that it might have even motivated you to create your own organization. Don't forget that alone you might go faster, but together we'll always go further. Also, that sorority is the what makes us stronger and allows us to be united in the midst of our diversity.

*'Diverse and empowered girls'*



Diverse &



A practical guide  
for girl activists



Diverse &



A practical guide  
for girl activists